



PRESENT SCENARIO OF SECONDARY TEACHER EDUCATION PROGRAMME IN JHARKHAND

KEYWORDS

Teacher Education, Contractual, Self finance, turnover ratio, skill.

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ABSTRACT

The state Jharkhand has been suffering from various corners like political instability, lacking in recruitment procedure in different sectors, development planning, policy making and implementation in primary education to higher education etc. This article is focus on status and problem of secondary teacher education programme in Jharkhand. In government colleges teachers are on deputation basis from school as per eligibility or lying vacant, a few are working since before the separation of state till date. It is worst in the case of self finance scheme colleges. All the posts are fulfilled by giving appointment for eleven months under contractual basis and make renew accordingly. In the case of privately managed college, most colleges are interested in the profit for the organization and as a result teacher turnover ratio is increasing day by day in the colleges and ultimately the pupil teacher will suffer. In Jharkhand state teacher education is production oriented rather than consumer oriented. Yet this state has not developed any system. Here the author is trying to share his views.

Introduction

Education is vital to the human resources development and empowerment in the stages of growth of a nation. On the need for education, our Father of the Nation, Mahatma Gandhi, who once said that education not only moulds the new generation, but reflects a society's fundamental assumptions about itself and the individuals which compose it. No doubt humans are cultivated by education and education plays a significant role in nation's development. Kothari commission remarks-'The destiny of India is being shaped in its classroom.' But the quality of education is greatly determined by the quality of teachers. For getting qualitable teacher it needs to bring quality in teacher education .Not only in Jharkhand but in most of states it needs to improve the quality in teacher education system.

Present scenario of secondary teacher education in Jharkhand

At present 117 colleges offering B.Ed. course in Jharkhand. Out of running these 117 colleges, four are government institutions, twenty three are at constituent colleges under self finance scheme and rests are privately managed colleges. In our state teacher education is production oriented rather than consumer oriented .If we see the quality in teacher we always see following major aspect must develop in the teacher it means a teacher has classroom management skill, mastery over the content, classroom transaction, mastery over the different method of teaching and as a teacher education institution we will try to develop it. But after doing different professional courses in the education a teacher is fail in the class why it is so? Why students are forced to learn the concept with rote memorization, if teacher has to learn different teaching methods, why a teacher is always complain regarding the classroom discipline after receiving professional training, even after completing their graduation and master degree, teachers are weak in content knowledge, why is it so? Hence it is the time need to change in the teacher education system. In recent inspection to all the B.Ed. colleges of Jharkhand by the NCTE team, the ERC NCTE has decided to derecognize the recognition of nearly 70% of B.Ed. colleges of Jharkhand from the academic session 2015-16 due to not following the NCTE norms in reference

to infrastructure, recruitment procedure etc.

Changes required in the teacher education system in Jharkhand

- To develop technological ability by introducing technological based project.
- Develop creative writing skills among the teachers.
- Make B.Ed. programme more and more application oriented.
- Develop adjustment skill for the micro politics at the working area by arranging session for understanding the human behavior aspects in the school.
- Try to develop language development programs to student teachers.
- Provide demo lessons before implementing micro-teaching.
- Functioning of SCERT.
- Uniform city in syllabus.
- Appointment of regular teachers.
- Providing opportunity for research work in education subject.
- Providing financial support to the self finance colleges and accordingly reducing in admission fees.
- Inclusion of in-service teacher training programme with reservation in seat.
- Formation of placement cell.
- Upgrading to IASE & CTE.
- Set up a core group of heads of institutions.
- Commencement and closing of the session should be in scheduled time frame.
- Paying attention seriously towards the high percentage of attendance by the trainees.

Needs to implement in institutional level for quality teacher education

For the development of teachers, the institutions have to do following major changes in the system.

1. Punctuality

- All the faculty members should attain the prayer session compulsorily.
- Any activity based formal information should be communicated during prayer session.

2. Lesson Diary

- a. Needs to implement daily lesson diary by the teacher.
- b. Daily lesson notes presented by the teachers should be objective based rather than formal writing.
- c. The principal of the institution should sign the daily lesson notes.

3. Skill development programme

- Micro teaching.
- Demonstration lessons by the teachers.
- Using of psycho-lab.
- Using of ICT lab.
- Personal information card of students.
- Develop research department in the college.
- Develop team task so that cooperation and coordination develop in the college.
- Develop more and more technology and library system in the college.
- Develop the support from different sources.
- Develop transparent system.
- Changes required at the Government level

The duty of government should focus on the development of teacher education as an institute for the development of teachers rather than developing as a just as one of the intermediate mechanical channel for providing teachers to the school system because govt. has never emphasized on the performance of student teacher in the real field as a teacher in the school. It means focus as a producer of teacher only it means today teacher education is production oriented rather than consumer oriented. we have

never develop any system which shows the result that how a student teacher perform after taking the formal training of B.Ed. courses. It means the evaluation of the teacher education institution in terms of their product performance in the real field still is not developing by the government. Hence for this government has to bring about following changes:-

Develop curriculum while provide case study based practical implication.

Instruct the institution to develop language laboratory

Instruct the institution to conduct academic skill oriented workshop and programme for their past students teacher as per the problem faced by student teacher in the real school environment.

Instruct the institutions to develop a research cell for the analysis of classroom transactions as well as for classroom management.

Conclusion

To improve the quality in teacher education we have to make system more and more transparent, applicable, flexible as well as evaluative because right now our system is so mechanical and rigid also as a result no one is satisfy from the product of the teacher education system if we really wants to develop teachers for the future generation, above mentioned suggestions must be tried in the teacher education system.

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