Need of reforms in physical education teacher

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Abstract

Teachers are the backbone of education system in any country. The need of teacher’s professional development has been accepted weighty for the improvement of education. Therefore the expectancy for quality in teacher physical education is becoming higher with every day. But the traditional methods of teacher training are not serving the requirement. The present programme has been failed in preparing teachers that are required in real classroom because the stress is on theory and not practical. That is why many teacher education policies have been evolved over time and is based on the recommendations contained in various reports of committees/commissions on education. The important ones being the Kothari commission (1966), Chattopadhyaya committee (1985), the national policy on education (NPE 1986/1992), Acharya Ramamurthi committee (1990), Yashpal committee (1993), the national Curriculum Framework (NCF2005). The present paper highlights recommendations of various committees and commissions to bring reforms and sustain quality in teacher educational system.

Keywords: Physical education teacher, Teacher training, Reforms, Quality

Introduction

India has a large number of teachers and need many more. All process of teacher recruitment, training, motivation, retirement and feedback has to be planned on a large scale. The ultimate goal of teacher’s development should be to ensure that optimal learning takes place in the classroom and ground.

The American commission on physical education teacher rightly observes, “The quality of a nation depends on the quality of its citizens, the quality of the citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their physical education depends more than upon any single factor, upon the quality of their teacher”.

Teacher education refers to policies, procedure designed to equip prospective teachers with the knowledge, attitude, behavior and skills they require to perform their task effectively in classroom, school and wider community. But now there is an urgent need to make reforms in teacher education so that we can prepare quality teachers Department of school education and literary also felt the need to revise the teacher education scheme. The revised scheme is guided by following factors.

➢ To integrate teacher education with overall education development in the state.
➢ To address the problem of large number of untrained teachers and the possibility of large number of persons being recruited without possessing the prescribed qualification
➢ To link teacher education with the higher education system.

Quality in education refers to the quality of work undertaken by a teacher which has significant effects upon his or her pupils or students. But the present programme have been failed in preparing teachers that are required in real classroom because the stress is on the theory and not practical. That is why many teacher education policies have been evolved over time to make reforms in teacher education system. The main recommendations of various committees on teacher education are highlighted in this paper.

Kothari education commission rightly believed that the great enterprise of national reconstruction will entirely depend on the quality and number of persons coming out of our schools and colleges. In turn the quality of education and its contribution to national development will be influenced most significantly by the competence and character of
teachers. The commission found that the teacher education system was too weak to produce such influential and competent teachers. In order to make professional preparation of teachers effective, Kothari education commission considered it necessary to bring teacher education in the main stream of the academic life of universities as well as of school system and overall educational development. They emphasized on improving the quality of teacher education. Kothari education commission suggested the state board of teacher education will be set up in each state which will conduct surveys of teacher education programmes. This commission also emphasized to strengthen the teacher training institutions. The Chattopadhyaya Committee Report (1983–85), reiterated the need to enable general and professional education to be pursued concurrently and emphasized that an integrated four year programme should be developed carefully while also making it possible for some of the existing colleges of Science and Arts to introduce an Education Department along with their other programmes allowing for a section of their students to opt for teacher education. The National Policy of Education (NPE 1986/92) recognized that teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs of and capabilities of and the concerns of the community. The policy further states that “teacher education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.” The Acharya Ramamurti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time. Commenting on how the inadequacy of programmes of teacher preparation lead to unsatisfactory quality of learning in schools, the Yashpal Committee Report (1993) recommended that the content of the teacher preparation programme should be restructured to ensure its relevance to the changing needs of school education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self-learning and independent thinking”.

The National Curriculum Framework (NCF) 2005 provides a comprehensive approach to child centered education. The perspective on education has shifted from rote based transmitting of information to making teaching a means of harnessing the child’s creative nature. There is unprecedented public demand for quality education. NCF, 2005 with its focus on the concerns of the learner and the teacher provides a new opportunity to intervene in the otherwise neglected sector of teacher education. Connecting knowledge to life outside the school and enriching the curriculum by making it less textbook-centered are two important concerns of the NCF. In order to help children move away from rote learning, teachers will need to be prepared to give children the opportunity to derive meaning from what they read, see, hear and experience. This is possible only when teachers are able to play an active role in the design of learning materials, and have the knowledge and skills to organize meaningful learning experiences and to use evaluation as means to improve their own performance. For this to happen, the teacher needs several support mechanisms, including a pool of learning resources to choose from, the skills to identify developmentally appropriate text materials, a critical and analytic mind and the opportunity to engage children with learning resources outside the classroom.

The National Council of Teacher Education (NCTE) has developed the National Curriculum Framework of physical Education teacher, 2009. This framework has been prepared in the background of the NCF, 2005 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the framework has some important dimensions of the new approach to teacher education, as under:

- Reflective practice to be the central aim of teacher education;
- Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;
- Developing capacities for self-directed learning and ability to think, be critical and to work in groups;
- Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

The Right of Children to Free and Compulsory Education Act, 2009, which has come into force with effect from 1st April, 2010, has important implications on the teacher education system in the country. The Act inter alia provides as under:

- The Central Government shall develop and enforce standards for training of teachers;
- The Central Government shall provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building;
- The Appropriate Government (Central Government and State Governments) shall provide training facility for teachers;
- The Central Government shall notify an academic authority to lay down minimum qualifications for a person to be eligible for appointment as a teacher.
- All teachers should acquire the prescribed minimum qualification within a period of five years.

Conclusion
Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

References
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