



VISION 2020 and Curriculum of Teacher Education

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Abstract

The teacher has been identified as a major player in the realization of Vision 20:2020. This is true to the fact that education is an essential ingredient in the Vision 20:2020 initiative. At the centre of the system of education is the teacher, who translates the curriculum document into reality in order to achieve the national goals of education. However, the extent to which the teacher is or has been prepared to key into this Vision 20:2020 enterprise remains a source of concern to all and sundry. It is against this background that this article reviewed Vision 20:2020 and the concepts of teaching and teacher. Some basic components of teacher preparation were also highlighted. Teacher's capacity building and formulation of a sound national policy on teacher education were among the recommendations made.

Key Words: Vision 2020, Curriculum, Teacher education.

Introduction

India has the third largest higher education system in the world after the USA and China, catering to about 10 million students through 0.5 million teachers and more than 16000 higher education institutions. There were only 20 universities and 500 colleges at the time of Independence. There are 369 Universities at present comprising 222 State Universities, 20 Central Universities, 109 Deemed Universities, 5 Institutions established under States legislations and 13 Institutes of national importance established by Central Legislation. Besides, there are 18,064 colleges including around 1902 women's colleges.

Vision building is a challenging exercise as it aims to construct future scenarios and link the present with the future. It is true that without vision, cultures, communities and civilizations perish. Vision, dreams and future expectations must merge into contemporary realities. Visions can be realised and transformed into realities by understanding, initiative, commitment and hard work. Envisioning is a part of an individual's planning activities and also that of a nation. Nations, big or small, developed or developing, all conceive and construct future visions and prepare strategies to achieve them. Through the eye of creative imagination the vision builder places ought in the context of and develops a constructive picture about the present. Thus the construction of vision is a type of dreaming rooted in the contemporary contextual social realities.

Educational Vision

To perceive Vision 2020 for education in the country two finest statements of educational vision must be considered. The first of was made by Gandhiji in 1931 in the context of universalizing education in India. The second vision statement is contained in Article 45 of the Constitution of India: The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

Vision Statement

It is envisioned that India will become a developed country by 2020 and all activities be taken up in a mission mode. Education will empower learners for self-growth and higher quality of living. Distance and open learning will become an integral part of instruction at all levels. Virtual classroom and self-learning using networks and websites will get strengthened. Education will protect and promote ancient wisdom and will be indigenous in nature. School and university education will have an open window to international achievements. The overall vision of Education – 2020 is to create a learning and knowledge society.

Thrust Areas

- Intensive efforts will be made to provide educational opportunities through distance education using information and communication technologies.
- Students' evaluation will become more formative and flexible.
- Curriculum will not unnecessary load students. At the same time it will have comparative international standard and promote critical and independent thinking.

- Pre-primary education and early childhood education will become an important element of school education supported through public funds.
- Adult education will be of comprehensive nature encompassing, functional, literary, post literacy programmes and lifelong continuing education.
- Universities will take greater interest in college education and support Staff Development Programmes through extension activities and Academic Staff Colleges.
- By 2020 each university will have Academic Staff Colleges which will undertake in-service education of college and university teachers on a regular and continuous basis.
- Teacher education programmes, both Pre and In-service, will undergo drastic changes to make them relevant and rigorous.
- In-service programmes will become more communication technology oriented and will use virtual classroom teaching practices and will utilize internet facilities.
- Educational management will become efficient, effective, sensitive, and responsive and performance oriented.
- Preservation, protection and modification of indigenous knowledge and composite culture will become an important objective of education

Teacher Education

Teacher education programmes by 2020 will be drastically revised. At present, in most of the teachers colleges the teacher education programme (B.Ed.) is of one year duration after graduation. This trend will change and teacher education after graduation will become of two year duration. Pre-service education should provide enough exposure to teacher so that they can fully utilise information and communication technologies. Initial teacher education programme (B.Ed.) by 2020 all over the country will be of longer duration, four years after +2 and two years after graduation. The focus of teacher training will become more school based. Teacher education programmes will offer inputs so that the teachers become more commitment oriented. All teacher education programmes pre-service as well as in-service will have substantial input of information and communication technology. In-service education at the moment is ad-hoc. The linkages between National Council of Educational and Training, and State Council of Educational Research and Training should be electronically built with the objective that its connectivity will facilitate decision making and programme formulation. The thrust of teacher education programmes go to developing thinking capabilities in student teachers. Teacher education programmes will develop in teachers a new insight about plurality of perspectives.

This means each individual is unique and different from the other. There is another aspect which relates to developing collaborative programmes of teacher education jointly by the National Council of Educational and Training, National Institute of Educational Planning and Administration, State Council of Educational Research and Training and District Institute of Education and Training.

Curriculum

NCTE and Universities will have to develop a mechanism for curriculum review, revision and development for teacher education which should expose student teachers to latest global developments as well as to indigenous knowledge. Curriculum will pay attention to indigenous tradition and enormous amount of wisdom and experience that has been drawn from various regions and sections of the Indian society in knowledge relating to philosophy, logic, epistemology, jurisprudence, pedagogy, psychology, inclusive education, ICT etc. Curriculum will also offer fast track and front line curriculum in areas such as information technology etc. Curriculum will emphasize value education, meditation and importance of silence. It will gradually build in student teacher higher levels of awareness from animality to humanity to rationality to civility to divinity. Curriculum will make student teachers aware of positive and critical thinking and the harms of negativity and negative thinking. Curriculum will not load students with the load of non-comprehensive and irrelevant items. Curriculum will stress on joyful learning, functional subjects. Distance education and open learning systems will be stressed optimally. Computer education will be compulsory in teacher education for;

- Computer literacy in all teacher educator colleges and department of universities.
- Computer assisted learning
- Computer aided learning
- Inclusion of Intensive computer education in all Teacher educator colleges
- Constructivism in teacher education
- Mobile learning
- Virtual learning

Teaching-learning material which is largely in the form of textbooks and workbooks now will accordingly change to power point presentation in CD's, pen drives when facilities of Internet and Website are made available in colleges. Multimedia packages, CD ROMS and hyper texts developed will be made available in the library for students. There will be use of ICT in practice teaching.

Offering special programmes for gifted and talented students

There are programmes which are in place that are geared to search and nurture national talent research but they are sketchy and inadequate. In every district there will be a strong provision for education of gifted students.

Special Programmes for Girls Education

Providing girls' education and ensuring their full enrolment in teaching profession is one of the educational objectives to be attained by 2020. So there will be only female candidate in teaching profession particularly in primary section there will be no male teachers.

Inclusive Education for Special Needs Students

By 2020 attempts will be made to offer integration education on comprehensive basis for physically and mentally handicapped children. Inclusive education for special needs students has a wider connotation than merely providing education. It includes combating discriminatory attitudes of students and teachers and creating a community that welcomes inclusive education. One of the important features of inclusive education would be to set up a resource rooms for supporting special needs of teacher educators in schools.

Information and Knowledge Revolution

In the last fifty years information and knowledge revolution has become a reality. With the advent of satellites, televisions and computers, there is a great flow of information and knowledge. Knowledge and information are imported and exported. There is a constant sharing of knowledge going among institutions and individuals. The processes and procedures which govern knowledge institutions are to be made more innovative, creative, flexible and responsive. Faculty members of world-class competence have to be nurtured and recruited, retrained and retained to ensure maintenance of levels, standards and dynamism. Connectivity is another important feature of information revolution where different devices are connected with one another. Multimedia is an example of connectivity where audio, video, text and graphics are combined to produce information.

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