

THEME IS: REVAMPING TEACHER EDUCATION.

SUB THEME:-RIGHT TO EDUCATION-EDUCATION FOR ALL AND ITS IMPLICATIONS ON TEACHER EDUCATION.

## **EDUCATION FOR ALL – CHALLENGE FOR TEACHER EDUCATION**

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Today, the commonwealth countries (especially the third world) stands on the threshold of entering space and generating solar and nuclear energy. If these countries are to benefit fully from these powerful tools of progress, we must find a way to change our attitude towards teacher, education at the school level. In other words, we have to revamp our teacher education curriculum and programme.

We are probably aware that the majority of our pupils specially in rural areas of the third world countries are not very much interested in school education and this lack of interest often results in failure among our pupils so that “Education For All” may truly become challenge moto in the school system. This moto poses a challenge for curriculum development in teacher education programmes which suggests revamping teacher education curriculum.

Now the question arises how do we accomplish this task?

To achieve this objective we should have a closer look at the teacher education curriculum at the school level. And the traditional curriculum in teacher education especially at the secondary stage does not reveal any real concern with the problem of presenting community problems to all pupils. Thus, the goal of “Education for All” is to provide functional and scientific literacy to teach the students to apply that knowledge to their daily lives. Such a programme is difficult, because the greatly masses of people of all emerging commonwealth nations (emerging into the modern industrial state) tend to find the new values foreign and threatening adaption, therefore goes at a snail’s

space, regardless of the fact that old way appear to sustain their economics. We all know, of course, why the people in poor developing countries of commonwealth region are economically weak and are debilitated by insufficient debts, population increase far beyond their food stock and with values which deny the ideas of a limited family etc. In short, they are unable to control their physical environment in way which permit survival.

Technology furnishes mankind the tools to dominate his physical environment. It is therefore, understandable that such power lodged in this idea can intoxicate a culture. The problem is that any single mode of thought unattended by other modes becomes narrow and petrifying, harboring the seeds of possible damage to the education for all programme with ramifications on teacher education.

Thus, to have a meaningful outcome from “Education for all and challenge for teacher Education”, there are several essentially dimensions of reality which every teacher must learn as part of teacher education programme that each of these dimensions are closely related.

The above conviction suggests that to have “Education For All” and to relate teacher education programme to the peoples real world, it may be imperative that no stretching of the ideas of education should lead to conclusion that their past life has been a lie and that their value system must be entirely replaced by an alien culture, so called “modern scientific culture”.

At the outset, one may infer from the status of teacher education programme in the commonwealth countries as mentioned about the lack of relevance of teacher education for participation in “Thinking Reasoning Citizenry” (T-R-C).

To achieve the objectives, it may be imperative to emphasize teacher education programme to elucidate expected outcomes of teaching learning process in the following manner.

- (i) Analysis and respect for diversified points of view.
- (ii) Ability to observe, analyse and synthesize social and natural phenomenon.
- (iii) Capacity to change our socio-scientific theories and concepts in the light of new evidence.
- (iv) Teachers should be taught what they are supposed to teach.**

To conclude revamped teacher education programme may include the following:

- **PROCESS SKILLS**
- **SCIENTIFIC METHODS (DEV. OF SCIENTIFIC TEMPER AND SCIENTIFIC ATTITUDE)**
- **SCIENCE AS A WAY OF THINKING WITH HUMANISTIC APPROACH**
- **TEACHER EDUCATION AND VALUE INCULCATION**

At present the author is in the process of completing a manuscript titled "Teaching of Science (with focus on community / Human values) for B.Ed. students basing on the above convictions as mentioned in this presentation titled "Education for All" - A challenge for teacher education.

The author has also published the book titled "Science Education for Teacher Trainees" and "In Service Teachers Learning to Learn Modern Science" published by PHI (Prentice Hall of India, Delhi).

To Summarize, it is evident that in our rapidly changing modern society, there is a constant reassessment of our values. Our teachers education may be revamped

with reference to inculcation of social, moral, ethical, educational and political issues our time.