



**INSTITUTE OF DISTANCE EDUCATION**  
**IDE**  
Rajiv Gandhi University



MAEDN-404

# Teacher Education

MA EDUCATION

1st Semester

**Rajiv Gandhi University**

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# **TEACHER EDUCATION**

**MA [Education]**

**First Semester**

**MAEDN 404**

**RAJIV GANDHI UNIVERSITY**

**Arunachal Pradesh, INDIA – 791112**

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## About the University

Rajiv Gandhi University (formerly Arunachal University) is a premier institution for higher education in the state of Arunachal Pradesh and has completed twenty-five year of its existence. Late Smt. Indira Gandhi, the then Prime Minister of India, laid the foundation stone of the university on 4<sup>th</sup> February, 1984 at Rono Hills, where the present campus is located.

Ever since its inception, the university has been trying to achieve excellence and fulfill the objectives as envisaged in the University Act. The University received academic recognition under Section 2(f) from the University Grants Commission on 28<sup>th</sup> March, 1985 and started functioning from 1<sup>st</sup> April, 1985. It got financial recognition under section 12-B of the UGC on 25<sup>th</sup> March, 1994. Since then Rajiv Gandhi University, (then Arunachal University) has carved a niche for itself in the educational scenario of the country following its selection as a University with potential for excellence by a high-level expert committee of the University Grants Commission from among universities in India.

The University was converted into a Central University with effect from 9<sup>th</sup> April, 2007 as per notification of the Ministry of Human Resource Development, Government of India.

The University is located atop Rono Hills on a picturesque tableland of 302 acres overlooking the river Dikrong. It is 6.5 km from the National Highway by the Dikrong Bridge.

The teaching and research programmes of the University are designed with a view to play a positive role in the socio-economic and cultural development of the State. The University offers Undergraduate, Post-graduate, M.Phil and Ph.D programmes. The Department of Education also offers the B.Ed Programme.

There are fifteen colleges affiliated to the University. The University has been extending educational facilities to students from the neighbouring states, particularly Assam. The Strength of students in different departments of the University and in affiliated colleges has been steadily increasing.

The faculty members have been actively engaged in research activities with financial support from UGC and other funding agencies. Since inception, a number of proposals on research projects have been sanctioned by various funding agencies to the University. Various departments have organized numerous seminars, workshops and conferences. Many faculty members have participated in national and international conferences and seminars held within the country and abroad. Eminent scholars and distinguished personalities have visited the University and delivered lectures on various disciplines.

The academic year 2000-2001 was a year of consolidation for the University. The switch over from the annual to the semester system took off smoothly and the performance of the students registered a marked improvements. Various syllabi designed by Boards of Post-graduate Studies (BPGS) have been implemented. VSAT facility installed by the ERNET India, New Delhi under the UGC-Infonet program, provides Internet access.

In spite of infrastructural constraints, the University has been maintaining its Academic excellence. The University has strictly adhered to the academic calendar, conducted the examinations and declared the results on time. The students from the University have found placements not only in State and Central Government Services, but also in various institutions, industries and organizations. Many students have emerged successful in the National Eligibility Test (NET).

Since inception, the University has made significant progress in teaching, research, innovations in curriculum development and developing infrastructure.

## About IDE

The formal system of higher education in our country is facing the problems of access, limitation of seats, lack of facilities and infrastructure. Academicians from various disciplines opine that it is learning which is more important and not the channel of education. The education through distance mode is an alternative mode of imparting instruction to overcome the problems of access, infrastructure and socio-economic barriers. This will meet the demand for qualitative higher education of millions of people who cannot get admission in the regular system and wish to pursue their education. It also helps interested employed and unemployed men and women to continue with their higher education. Distance education is a distinct approach to impart education to learners who remained away in the space and/or time from the teachers and teaching institutions on account of economic, social and other considerations. Our main aim is to provide higher education opportunities to those who are unable to join regular academic and vocational education programmes in the affiliated colleges of the University and make higher education reach to the doorsteps in rural and geographically remote areas of Arunachal Pradesh in particular and North-eastern part of India in general. In 2008, the Centre for Distance Education has been renamed as "Institute of Distance Education (IDE)."

Continuing the endeavor to expand the learning opportunities for distant learners, IDE has introduced Post-Graduate Courses in 5 subjects (Education, English, Hindi, History and Political Science) from the Academy Session 2013-14.

The Institute of Distance Education is housed in the Physical Sciences Faculty Building(First floor) next to the University Library. The University campus is 6 kms from NERIST point on National Highway 52A. The University buses ply to NERIST point regularly.

Outstanding Features of Institute of Distance Education :

- (i) At par with Regular Mode.  
Eligibility requirements, curricular content, mode of examination and the award of degrees are on par with the colleges affiliated to the Rajiv Gandhi University and the Department(s) of the University
- (ii) Self-Instructional Study Material (SISM)  
The students are provided SISM prepared by the Institute and approved by Distance Education Council (DEC), New Delhi. This will be provided at the time of admission at the IDE or its Study Centres. SISM is provided only in English except Hindi subject.
- (iii) Contact and Counselling Programme (CCP)  
The course curriculum of every programme involves counselling in the form of personal contact programmes of duration of approximately 7-15 days. The CCP shall not be compulsory for BA. However for professional courses and MA the attendance in CCP will be mandatory.
- (iv) Field Training and Project  
For professional course(s) there shall be provision of field training and project writing in the concerned subject.
- (v) Medium of Instructions and Examination  
The medium of instruction and examination will be English for all the subjects except for those subjects where the learners will need to write in the respective languages.
- (vi) Subject /Counselling Coordinators  
For developing study material, the IDE appoints subject coordinators from within and outside the University. In order to run the PCCP effectively Counselling Coordinators are engaged from the Departments of the University, The counseling-Coordinators do necessary coordination for involving resource persons in contact and counseling programme and assignment evaluation. The learners can also contact them for clarifying their difficulties in their respective subjects.

# SYLLABUS

## Objectives:

1. To acquaint the students with development of teacher education programmes in India.
2. To enable the students know about Pre-service and In-service programmes
3. To familiarize the students with the teaching behaviour and teaching skills
4. To enable the students analyze trends in teacher education

## Course Content:

### UNIT I. Development of Teacher Education in India:

- Historical development of teacher education in India and recommendations of Various Commissions and Committees.
- Meaning, Importance and Aims of Teacher Education Programme.
- Structure of Teacher Education at different Levels.
- Models of Teacher Education.

### UNIT II. Pre-service and In-service Teacher Education Programmes:

- Concepts and Importance of Pre-Service and In Service Teacher Education at Elementary and Secondary Levels.
- Curriculum and evaluation of Pre-Service Teacher Education at different Levels.
- New Trends of Teacher Education suggested by NCTE, and NPE-1986.
- Shortcomings of and Suggestions for Teacher Education Programmes.
- Distance Education and In-Service Teacher Education.

### UNIT III. Modification of Teaching Behavior and Student-Teaching Programme:

- Teaching Behavior.
- Students Teaching Programmes-Concept, importance and Organizational Pattern.
- Micro-Teaching, Flanders Interaction Analysis Category System (FIACS), Simulated Teaching.
- Problems related to student-teaching Practice and internship programme and their solutions.

### UNIT IV. Teaching Profession and Trends of Teacher Education.

- Professional Ethics and Professional Development of Teachers.
- Innovations in Teacher Education.
- Role of NCTE/NCERT/ SCERT and DIET in Teacher Education.
- ICT and Teacher Education.

## Practicum

1. Analysis of Teaching behaviour of school teachers in a subject (10 periods) using Ned Flanders Techniques
2. Study of pre-service or in-service teacher education programme
3. Role of DIET/NCTE/SCERT/SIE in Teacher Education

# **UNIT 1 DEVELOPMENT OF TEACHER EDUCATION IN INDIA**

## **Structure**

- 1.0 Introduction
- 1.1 Unit Objectives
- 1.2 Meaning and Concept of Teacher Education
  - 1.2.1 Nature of Teacher Education
  - 1.2.2 Objectives of Teacher Education
  - 1.2.3 Objectives of Pre-primary Teacher Education Programme
  - 1.2.4 Objectives of Primary Teacher Education Programme
  - 1.2.5 Objectives of Secondary Teacher Education Programme
  - 1.2.6 Objectives of Higher Secondary Teacher Education Programme
  - 1.2.7 Need of Teacher Education
  - 1.2.8 Scope of Teacher Education
  - 1.2.9 Types of Teacher Education
- 1.3 History of Teacher Education in India
  - 1.3.1 History of Teacher Education in Pre-Independence Period
  - 1.3.2 History of Teacher Education in Post-Independence Period
- 1.4 Check Your Progress
- 1.5 Structure of Teacher Education
- 1.6 National Model of Teacher Education
- 1.7 Summary
- 1.8 Key Terms
- 1.9 Questions and Exercises
- 1.10 Further Reading

## **1.0 INTRODUCTION**

Teacher education is crucial for any country since it is said that 'the society being shaped inside classrooms'. How is the society and its future being developed inside the classrooms? What is the role of classrooms in the twenty first century? If we want to identify the answers for the above said questions, a close analysis will bring us to the concepts of teacher education and training. The quality of education depends on the quality of teacher education. The twenty first century expects students to create their own situations, evaluate the surroundings, analyse the complicated situations around and apply their learning and knowledge to different situations and resolve problems. To create such calibre and skill in the students, massive changes have to take place in •field of teacher education.

The National Curriculum Framework, 2005, places demands and expectations on the teacher, which need to be addressed by both initial and

continuing teacher education. In this unit, our discussion will concentrate on the basic concepts of teacher education and development of teacher education in India.

In this unit, we will also discuss the historical development of teacher education in along with the recommendations of various commissions and committees established from time to time. The concept of teacher education programme and structure of teacher education at different levels has also found due coverage in this unit. Various models of teacher education have also been discussed here.

## **1.1 UNIT OBJECTIVES**

On completion of this Unit students shall be able to:

- 1.0 Explain the meaning, objectives and scope of teacher education.
- 2.0 Describe in detail historical development of teacher education in India
- 3.0 Identify the types of teacher education programme
- 4.0 Explain the structure of teacher education at different levels
- 5.0 Explain on the national model of teacher education in India.

## **1.0 INTRODUCTION**

*“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.”*

The American Commission on Teacher Education

The statement given by the American Commission on Teacher Education clearly marked the importance of teacher for the society and for the nation. It is stated that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Education in 21st century is a challenge to excellence in every endeavour. Newer and more vibrant areas of education have already come under the purview of teaching-learning. The uses of new media and technology have made education interesting and thrilling to the teachers as well as to the learners at all levels. The inclusion of environmental education, health education, peace and human rights education, sex education, value and aesthetics education etc., have attained immense public attention in the professional training of teachers right from school level. Today we need well qualified and well prepared teachers who do not have only



academic and professional competencies of high standard but also earnest responsibility and commitment to strive constantly to raise students' learning, capacity and achievement so as to make them increasingly autonomous and self-actualizing persons. The Kothari Commission (1964-66) also realised the importance teacher for the nation marked that 'The destiny of India is now being shaped in her class room'. The progress of a nation clearly depends upon the quality of its teachers engaged in teaching profession in different level. No doubt, teaching is the noblest profession among all professions. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

It has been observed that teaching is now becoming unattractive profession and teachers no longer occupy an honourable position in the society. Teachers can regain their earlier noble status if the quality of teacher education programme in the country be improved.

## **1.2 MEANING AND CONCEPT OF TEACHER EDUCATION**

Teacher education is the process of providing teachers and potential teachers with the skills and knowledge necessary to teach effectively in a classroom environment or outside the classroom environment. It is the professional preparation, in pedagogy, of those who want to enter the profession of teaching. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviour and skills they require to perform their tasks effectively in the classroom, and wider community. NCTE, an apex body controlling teacher education programmes in the country, defined teacher education as 'A programme of education, research and training of persons to teach from pre-primary to higher education level'.

The National Council for Teacher Education (NCTE) – “A programme of education, research and training of persons to teach from pre-primary to higher education level”.

Goods Dictionary, —TE means “all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.”

W. H. Kilpatric, “Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.”

Teacher education generally includes four elements— improving the general

educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely.

Also, Teacher Education Institutions have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education institutions serve as key change agents in transforming education and society, so such a future is possible.

Teacher education institutions:

- Provide ample knowledge and educate new teachers
- Provide professional development for practicing in-service teachers by updating their knowledge and skills
- Create teacher education curriculum which suits national goal
- Initiate research works related to the area concerned
- Contribute to textbooks
- Provide expert advice to local schools upon request
- Provide expert opinion to provincial and national ministries of education
- Educate and certify headmasters, principals, and other school administrators

Teacher education helps teachers to increase their competence and proficiency to meet the professional challenges and professional requirements. Different countries provide teacher education programmes at different level. For example, teacher education for primary teachers, secondary teachers or higher secondary teachers, teacher education programmes for physical education teachers, music teachers, art teachers, etc. Generally any teacher education programme includes the three different levels as given below. Initial teacher training/education (a pre-service course before entering the classroom as a fully responsible teacher) Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school) Teacher development or continuing professional development (an in-service process for practising teachers) Teacher education programmes generally includes the following functions: Acquiring, organizing, producing and using a wide range of materials for research-oriented teaching and learning.

The main aim of all teacher education systems at all stages is to produce 'good' and 'effective' teachers. During early days a good teacher was one who had wisdom, high scholarship and moral character. Later on it meant subject competence, while still later it meant a highly disciplined traditionalist.

The above discussion of the concept of teacher education and teacher's role down the ages, particularly since independence, emphasizes that if any educational programme has to prove worthwhile and useful for the society, it

must respond to the needs and aspirations of the society. An effective and useful system of teacher education produces teachers who have a sense of obligation, and a dynamic social conscience. It, therefore, affirms that in a democratic, secular and free society like India, there is need for teacher education which can offer opportunities and situations for prospective teachers for grasping principles and critical methods of teaching.

### **1.2.1 Nature of Teacher Education**

1) Teacher education is a continuous process. Basically it has three phases pre-service induction and in-service as suggested by the International Encyclopaedia of Teaching and Teacher education (1987). These components are complimentary to each other and make teacher education programme as a continuous process.

2) Teacher education is based on the theory that —Teachers are made, not born. in contrary to the assumption, —Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the trade.

3) Teacher education is broad and comprehensive. Along with pre-service and in-service programmes for teachers, it also includes different community based activities & programmes and extension activities, viz girls' education (Beti padhao beti bachao campaign) , adult education and non-formal education programmes, literacy and development activities of the society.

4) Teacher education is ever-evolving and dynamic. It tries to prepare teachers to be acquainted with recent trends and developments in education to face the challenges of the ever-changing society.

5) Teacher education programme has its own well designed curriculum, a proper structure, organization and transaction modes. Importance of the programme depends fully on these above mentioned components.

6) As in other professional education programmes, teacher education curriculum is consist with both theoretical bases as well as practical situations.

7) Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

8) It is a system that involves an interdependence of its Inputs, Processes and Outputs. Input refers to theoretical base, process refers to the training programmes and output refers to the production of valuable teachers helpful for the society.

### **1.2.2 OBJECTIVES OF TEACHER EDUCATION**

- (1) To acquaint teachers with knowledge on philosophical, psychological and sociological backgrounds of education at various level.
- (2) To impart the prospect teachers with education and bases of teaching, and to cultivate insight and far sight in them towards education and teaching.
- (3) To acquaint teachers with the need and aspirations of individual, society and nation, and to prepare them for their realization.
- (4) To acquaint them various aims and objectives of education for society and nation, and to cultivate the ability and skill for this purpose.
- (5) To acquaint them the role of teachers towards society and nation in students' education.
- (6) To acquaint the teachers with the role of education and its power in national development.
- (7) To provide them opportunities to observe & engage with children, communicate with and relate to children
- (8) To provide them opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
- (9) To provide them opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- (10) To provide them opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- (11) To provide them opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.
- (12) To provide them opportunities for self-understanding and self-analysis, creativity, flexibility, innovation and motivation.

- (13) To provide them opportunities for developing professional skills in pedagogy, observation, analysis, documentations and reflective inquiry.
- (14) To provide them opportunities for understanding the students and their potentialities.
- (15) To acquaint the teachers with knowledge on contents, Methods, skills and techniques of teaching.
- (16) To acquaint them with the vital role of teachers in bringing about social change.
- (17) To cultivate the ability of understanding and solving educational issues and problems by themselves.
- (18) To cultivate in them the ability of interaction, discussion and psychomotor skills with students and inter-human relations in order to encourage learning among students.
- (19) To encourage teachers to organise co-curricular activities and social service activities etc.in educational institutions.
- (20) To develop confidence among teachers to face the class without hesitation and tackle any odd situation with confident.
- (21) To develop favourable attitude among teachers towards teaching profession.
- (22) To organize and participate in programmes of community service and development.

Stage- wise objectives of Teacher Education as recommended by the Teacher Education Department of NCERT, (National Council of Educational Research and Training ), New Delhi after organising numbers of workshops, seminars, meetings and conferences is as mentioned below.

### **1.2.3 OBJECTIVES OF PRE-PRIMARY TEACHER EDUCATION PROGRAMME**

- (1) To acquaint Pupil-teachers with knowledge of philosophy, psychology and sociology of pre-school education so that they can able to acquire the basic principles of pre-school education and able to realize the needs, values and aspirations of the society.
- (2) To acquaint them with the knowledge of the growth and development of pre-school education both in India and abroad.

- (3) To cultivate the ability of understanding among them on the principles and process of the various aspect of child's growth and development.
- (4) To develop favourable attitude among the pupil- teachers towards the importance of health, nutrition and welfare services for the child through proper information.
- (5) To acquaint the pupil-teachers with the current methods, skills, techniques, practices, materials, equipment and organizational principles of pre-school education and to use them effectively.
- (6) To develop and make them aware of the important roles of parents and community in the education of pre-school children.
- (7) To help them in a better command over the language of day to-day use and to understand the physical and social phenomena around them so that they can make a meaningful interpretation of the world to children under them.
- (8) To acquaint them with their professional obligations and rights as well as to develop in them a positive attitude towards their profession.

#### **1.2.4 OBJECTIVES OF PRIMARY TEACHER EDUCATION PROGRAMME**

- (1) To develop competence in the first and second language, Mathematics and in the topics of Natural and Social Science related to environment.
- (2) To develop skills in recognising, selecting and organising learning experiences for teaching the above subjects in formal and non-formal situations.
- (3) To possess sufficient theoretical and practical knowledge of health, physical and recreational activities , work experiences, art and music and skills for conducting these activities.
- (4) To develop understanding of the psychological principles underlying the growth and development of the children of the age group 6+ to 14+.
- (5) To acquire theoretical and practical knowledge about childhood education, including integral teaching.
- (6) To develop understanding of major learning principles, will help in promoting cognitive, psychomotor and attitudinal learning.
- (7) To understand the role of home, peer group ad community, in shaping the personality of the child and help to develop an amicable home-school relationship for mutual benefit.

(8) To conduct action research

(9) To understand the role of school and the teacher in changing the society.

### **1.2.5 OBJECTIVES OF SECONDARY TEACHER EDUCATION PROGRAMME**

#### **The Secondary pupil-teacher should**

(1) Possess competence to teach subject of his specialization on the basis of accepted principles of learning and teaching in the context of the new school curriculum

(2) Develop skills, understanding, interest and attitude which would enable him to foster all-round growth and development of the children under his care.

(3) Possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and work experience.

(4) Develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the above mentioned general and special subjects.

(5) Develop understanding of psychological principles of growth and development, individual differences and similarities and cognitive, psychomotor and attitudinal learning.

(6) Develop skills in guiding and counselling the children in solving their personal as well as academic problems.

(7) Understand the role of home, peer group and the community in shaping the personality of the child and help to develop an amicable home-school relationship for mutual benefit.

(8) Understand the role of the school in changing the society.

(9) Undertake investigatory projects and action research.

### **1.2.6 OBJECTIVES OF HIGHER SECONDARY TEACHER EDUCATION PROGRAMME**

#### **The Higher Secondary and college pupil-teacher should**

(1) Develop competence to teach the subject of his specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by striving to keep in touch with the latest development in both the subject and methodology of teaching.

- (2) Develop an understanding of the aims and objectives of education in general, and of higher education in particular in the Indian background, to promote awareness of the role of education and of the teacher in building up a democratic, secular and socialist society.
- (3) Develop skills-cognitive and psychomotor for teaching academic and / or vocational subjects by providing appropriate learning experiences.
- (4) Develop the skills in making use of educational technology in teaching academic and/ or vocational subjects.
- (5) Understand the bio-psycho-social needs of the adolescent and the problems arising out of their non-fulfilment develop skills in guiding and counselling the adolescent in solving his personal and academic problems.
- (6) Undertake investigatory projects, action research and experimental projects, both in education and specialized subject areas.

### **1.2.7 NEED OF TEACHER EDUCATION**

The American Commission on Teacher Education Rightly observed and said, “The quality of a nation depends upon the quality of its citizen. The quality of citizens depends on quality of education; the quality of education depends more than upon any single factor, upon the quality of their teachers’. This statement clearly mentioned the importance of a teacher for the development of a society and nation as a whole. Teachers should have the autonomy to innovate, to develop appropriate methods of communication and activities pertinent to the needs and capabilities of and the concerns of the community. Therefore, the government and the community should make an effort to create conditions which will help to encourage and inspire teachers on productive and inventive areas. In this 21<sup>st</sup> Century if we want to produce quality, dedicated, talented and efficient teacher for the society then it is essential that they should be given highest quality preparation and training.

The need for teacher education is felt due to the following reasons

- i) The core concern of Teacher Education Programme is to develop sound knowledge in subject areas at various levels. Therefore, to develop the subject knowledge, professional programmes like teacher education are required.



- ii) In Teacher Education Programme, students are the core components of classroom teaching. So their cognitive, social, physical, emotional development must be given priority.
- iii) To develop the skills in handling diverse group of children among teachers. Each child is unique in learning. So teachers develop the skill in handling such diverse group of students.
- iv) To develop the ability of teachers in designing instructional plans to meet student's needs & goals. Teacher Education should help the teachers to develop foundational knowledge on designing content, instructional plans to meet students' needs and requirements.
- v) To meet the necessary requirements of class room environment. It also helps the teachers to tackle the problems of classroom.
- vi) The central task of Teacher Education Programme is to help teacher educators to examine critically their beliefs and values related to teaching, learning and subject matter and form a vision of good teaching to guide & inspire students learning and their work.
- vii) To promote social interaction, co-operation, reading habits and self – motivation among the students.
- viii) To train to use latest technologies in the class by the teachers like adopting latest technological instruments, communication skills, non-verbal skills, and written skills etc.
- ix) To adopt proper assessment techniques to evaluate students' performance and to improve both quality of teaching and learning.
- x) To meet the educational as well as the national goal of the country.
- xi) To develop proper professional attitudes & calibre among teaching community.
- xii) To help to build up personality of both teachers and the students.

### **1.2.8 Scope of Teacher Education**

The job of a teacher is not confined to develop knowledge in the subject matter he teaches. Furthermore, it is becoming increasingly evident that such information and skill as has levelled subject or content can be better

disseminated through programmed materials prepared by a team of experts in the subject field, psychologists and engineers. Teaching machines are also becoming more capable in transmitting certain facts to the students better than the teachers. But such dead facts from a dead machine can not reveal living meaning. Teaching requires human recognition, human nourishment, encouragement and support, human resources, interpersonal communication and exchange and human affirmation which come under the scope of teacher education. While discussing the scope of teacher education the following decisions should be taken into consideration:

1. Shall we continue to prepare teachers to dispense information? Continuation in this direction can only lead at best to perpetuating the ignorance of preceding generations.
2. Shall we train prospective teachers to manipulate hardware? The knowledge is pertinent and manipulation of hardware is a useful technology but might be better handled by a technician than a teacher.
3. Shall we train prospective teachers to programme materials? Programming is a precise science and full time occupation, the skills of which are beyond the average classroom teacher whose amateur efforts are no improvement over traditional teaching methods.
4. Can teachers be taught to provide environments for learning, personal growth and development of satisfactory inter-personal relations? There is a body of knowledge and skills which enable individuals to communicate better, to solve problems more efficiently and to cope with inter-personal relationships more adequately.

A close examination of these points will bring us closer to the scope of teacher education which is discussed one by one point wise.

- a. Authority: Those who possess natural gifts of authority can control people simply by force of personality. They are not intimidated by opposition, however strong it may be. The teacher is given authority by virtue of his position but it is better that he maintains it by earning the respect of his pupils than by insisting in it by right.
- b. Competence: Leaders do not need to have outstanding ability and clearly could never excel in everything they have to do, but they do require a general competence, that save them from embarrassing

failure in the skills their followers must perform. If they are truly outstanding in some of these, so much the better.

- c. Decisiveness: Good leadership requires an ability to make wise decisions and to act without hesitation in respect to them. It depends therefore on confidence and sound judgement.
- d. Drama: Every leader needs to have a sense of what is dramatic and be able to create scenes that grip his followers and stir their imagination. It also helps if, as occasion requires, he can act out a role play that earns some conviction with his pupils.
- e. Energy: Effective leaders reveal capacity to work tirelessly for as long as is needed to achieve success in the object of their effort.
- f. Enthusiasm: leaders have an inner passion for their cause which is infectious, arousing enthusiasm in their followers that is difficult to dampen.
- g. Humility: Truly great men recognize their limitations and their failings. They do not force themselves on others even though their personalities do often have a magnetic quality. Their greatness, not something they themselves claim, is what their followers recognize and acknowledge.
- h. Humour: Humour shows itself in pleasantness, cheerfulness, friendliness, a sympathetic and understanding manner towards others and a balanced attitude towards events both good and bad. A good humoured teacher does not make fun that hurts any pupil, but is able to laugh at him.
- i. Imagination: an inspiring leader fascinates because he overflows with fresh ideas. He also has a way of firing the imagination of other people so that they too become spurred with enthusiasm.
- j. Initiative: followers wait to be told what to do. Leaders recognize when action is required and implement it without hesitation.
- k. Integrity: A good leader inspires trust. He does not pretend or try to conceal his true nature or activities and always tries to give of his best whether or not people are watching him.
- l. Loyalty: Leaders not only expect loyalty from their followers but give loyalty to them. When there is a conflict between personal and group loyalties, the good leader gives precedence to the latter.

- m. Perseverance: The successful leader faces difficulties with a determination that refuses to accept defeat. He will try and try again until he overcomes them.
- n. Responsibility: Good teachers are conscious of the responsibility they carry by reason of their position. They are therefore considerate both of the people entrusted to them and the materials or equipment put into their charge.
- o. Self-control: A person who lacks self-control is not fit for leadership. It is a characteristic that has to be learned and practised until it becomes a habit.
- p. Single-mindedness: No person can act as a leader who is easily distracted from his policy or chosen course of action. Trivialities must be seen for what they are and priorities be given their rightful place.

Accordingly the scope of teacher education should also

- i) give stress on knowledge of child Psychology in its boundary to make understand the prospective teachers on the process of child's growth and development.
- ii) Impart knowledge of the Subject both theoretical and practical aspects which is essential for the teacher to teach.
- iii) give knowledge on the aims and purposes of education
- iv) Also impart knowledge on Principles of Pedagogy so that teachers may able to understand the principles, processes and techniques of teaching and learning.
- v) Assist in Guidance Programmes to the teachers to perform effectively in various activities organised at school during their training.
- vi) Impart knowledge on adjustment process so that the teacher should be able to understand the problems of pupils and help them in making better adjustment.
- vii) Help for the development of ability to use Instructional materials and audio-visual aids in teaching learning process effectively.
- viii) Impart knowledge on evaluation methods to enable the teachers to assess and evaluate the attainments of the students in different areas.
- ix) Help to plan and develop lesson for the teachers to perform effectively in the classroom transactions.
- x) Also help to organise co-curricular activities in the school systematically and effectively.

- xi) Develop the knowledge of innovative techniques to improve quality of teaching by conducting action researches on relevant areas.
- xii) Help to establish mutual supportive linkages with society, teachers, institutions and other agencies which have indirect role in students' learning.
- xiii) Prepare the teachers to become worthy member of the society and to develop the knack of socialization.
- xiv) Prepare teachers to develop skills and techniques to handle students at various level namely pre-primary, primary, secondary, higher secondary, physical education and education of children with special needs.
- xv) Help develop and organize varied learning experience among teachers which may promote creativity, motivation, self-reflection in student community.

The Scope can also be understood in the following ways:

- Teacher education at different levels of education
- Triangular basis of teacher education
- Aspects of teacher education

**Teacher education at different levels of education:** Teacher Education prepares teachers at all levels of education such as pre-primary, primary, secondary, higher secondary and the tertiary stages. It fulfills the needs and requirements of all levels of students, teachers and education system. It helps the teachers to improve their skills required at each level. Teacher education gives opportunity to improve their professional edge, practical knowledge, and expertise in child management and counselling. It helps in preparing prospective teachers for the society.

**Triangular basis of teacher education:** the base of teacher education is laid by three basic subjects such as philosophy, psychology and sociology. These subjects help for better understanding and application of teacher education. Philosophy helps pupil-teachers to develop insights into various schools of philosophy from the ancient to modern thoughts, and contribution of philosophical thinkers on education, curriculum construction, role of teacher and discipline. Psychology helps pupil-teachers to develop insights on understanding child's behavior in different learning situations and contributes to the teaching-learning process. Sociology helps pupil-teachers to develop insights on understanding the role of society & its dynamics in educational system.

**Aspects of teacher education:** Teacher education is concerned with the aspects such as, who (teacher educator), whom (pupil- teacher), what (content) and how (teaching strategy). Teacher education plays a crucial role to produce quality educators for the society. The quality of pedagogical inputs and their efficient utilization in preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education

programme. The primary objective of teacher education, thus, is to prepare efficient teachers and strengthen the teach-learning process.

### **1.2.9 TYPES OF TEACHER EDUCATION**

‘The development of a teacher does not cease when he leaves the training or college, he now begins to learn from a different kind of experience’. Mr. Oliver rightly remarked that professional growth of a teacher does not cease when he leaves the training institution. Education is a continuous process as long as teacher is in the profession .It does not stop after the completion of training or any specific professional course. To attain efficiency in every aspects of teaching it is essential that a teacher should undergo a well designed course of teacher education. In order to make teacher education programme a lifelong education, it has been divided into two types:-

- (i) **Pre-service Teacher Education**
- (ii) **In-service Teacher Education**

**Pre-service Teacher Education:** Pre-service teacher education stands for the programme which is designed to prepare teachers before going in for service. It is a professional training which a teacher gets before joining the profession of teaching. A person desirous of adopting teaching as his profession is required to undergo a well revised course of teacher training offered by various institutes. This training course may lead to a certificate or diploma or degree. Attainment of the professional qualification is considered to essential for joining teaching profession. Different programmes are designed for different level of school education i.e. Pre-primary, Primary, Secondary level teacher education programmes.

- (iii) **In-service Teacher Education:** In-service Teacher Education may be defined as continuing education of teachers for professional growth. It refers to the education a teacher receives after he has entered the teaching profession. The teacher may have received his professional education in a teaching institute or in a college of education. Teacher continue his education and possess three types of competencies as (a) competencies in academic field (b) competencies in teaching methodology and (c) competencies in classroom interaction, analysis and application.

### **1.3 HISTORY OF TEACHER EDUCATION IN INDIA**

Teachers are the maker of the mankind and architect of the society. They are the backbone of the educational system of a country. The quality of a country's education directly depends on the status of teachers and conditions of their works. For improving the quality of Teacher Education various efforts have made in the Post independent India. It has been observed that this sector has experienced impressive and unprecedented developments since India's independence, particularly after the formulation of National Policy on Education 1986 and the Programme of Action 1992. Historically the present system of Teacher Education in India is in continuous from the Pre-independent era to Post independent era with dreams and visions to redesign the dysfunctional system. The present chapter is an effort to look at the development of Teacher Education in a historical viewpoint. The developmental stages of teacher education before and after Independence come under two parts. i.e.,

- (i) Teacher Education in Pre-Independence Period (2500 BC-AD 1947), and
- (ii) Teacher Education in Post-Independence Period (AD 1947-AD2013)

#### **1.3.1 History of Teacher Education in Pre-Independence Period (2500B.C-1947 A. D)**

The history of Indian Teacher Education is as old as the history of education in India. It is evident that educations of teachers have born in India before 2500 B.C. The history of Teacher Education in India broadly divided into five parts: such as

- Ancient and Medieval Period (2500 B.C. to 500 B.C.)
- Buddhist Period (500 B.C. to 1200 A.D.)
- Muslim Period (1200 A.D. to 1700 A.D.)
- British Period (1700 A.D. to 1947 A.D.)
- Teacher education in independent India (1947 up to this date)

- **Ancient and Medieval Period (2500 B.C. to 500 B.C.)**

The Vedic age especially in between 2500 B,C to 500 B.C comes under ancient and medieval Period. By this time, Vedas, Upanishads, Purans and Epics were given much importance. Entire Hindu society was divided into four classes such as Brahmins, Kshyattras, Vaishyas and Sudras. Brahmins served as teachers of the community devoting themselves to the work of acquisition, preservation and promotion of knowledge and its spread to posterity. In the Vedic period, the teacher (Brahmins) enjoyed a special status and position. He was held in high

esteem by the society. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour. Manu remarked that the son of the teacher sometimes helped his father, by teaching in his father's place. The teacher was sometimes assisted in his work by some of the older and abler pupils who acted as monitors. Salvation and character building were regarded main aims of education. There was a close relationship between the teacher and the student. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important methods of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another. The transmission of method through initiation and repetition continued. Good teachers devised their own methods and made the matter interesting and meaningful to students by day to day examples. Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.

- **Buddhist Period (500 B.C. to 1200 A.D.)**

The formal system of teacher's training emerged during Buddhist period. Importance of teacher education was realised better during this period. . The profession of teaching no longer restricted to Brahmins only. Person from any class or community may get the status of teacher after a specific teacher training in monastery. Teachers were trained for the purpose of transmitting Buddha's teaching throughout the country. This monastic system was an important feature of Buddhism required that every learner on his admission should place himself under the supervision and guidance of a teacher (Upajjhaya). To get the status of a teacher, one was kept under the supervision of the teachers (Upajjhayas) from whom he learned the elements of morality, proper conduct and training in Dharma. The teachers employed different methods like oral recitation exposition, debate, discussion, question answer, use of stories and parables etc. to teach their students. When the teachers were satisfied on their students, they gave a certificate or licence to be fit for the profession of teaching. The teacher was to look after the disciple fully. In vihars and monastic schools, Hetu-Vidya or the inductive method was adopted and the intellect of the disciple was trained through it. The introduction of logic as one of the subjects helped in sharpening the intellect and oratory which was emphasized.

- **Muslim Period (1200 A.D. to 1700 A.D.)**

In the holy Koran, Education is urged as a duty and in Muslim countries, education was held in high esteem. The Mohammedan rulers in India founded



schools (Maktabs), Colleges (Madrassahs) and libraries in their dominions. In the Maktab, the students received instruction in the Koran which they had to recite, and reading, writing and simple arithmetic was also taught. The medium of instruction was Persian but the study of Arabic was compulsory. In Madrassahs the course included grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence and sciences. The teachers teaching in the Maktabs were mostly moulvis & in the Madrassahs scholarly persons were employed. No specialized teacher training programme was existed. The method of teacher preparation was mostly initiation of what the old teachers practiced. Good and experienced teachers with a discerning eye identified able students and appointed them tutors to look after and teach the junior students in their absence. Thus the monitorial system was prevailed for the preparing the future teachers. The method of teaching was oral. The teachers adopted the lecture method. During this period, teaching medicine, literature, art and music were taken as established learned professions. Practical was also conducted in practical subjects like medicine. Analytical and inductive methods were also used to each subject like religion, logic, philosophy and politics. Only Muslim teachers (Mohamdans) were only allowed to teach in maktabs and madarssahs.

- **British Period (1700 A.D to 1947 A.D.)**

The British system of education was started in India in between 1700 A.D to 1947 A.D, When the British hold the administrative power of entire country, they tried to implement British education system replacing the then existing educational system in India. They changed the educational system according to their own needs and requirements. New and Modern system of education was introduced. This Modern system of teacher training was already started by the European missionaries before the British came to India. The first formal teachers' training school in India was set up at Serampur, West Bengal in 1793 by the Danish Missionaries. Later on English missionaries and some Indian educational societies took up the task of training teachers. A good number of teacher training institutions were established at Madras, Bombay and Calcutta. Later in Poona, Surat, Agra, Meerut and Varanasi teacher training institutions were set up. During 1824, in India 26 number of teacher training institutions were set up. In June 1826, the first normal school was started in Madras under the management and with the finances of the British government initially it prepared teachers for the district schools. Later, this normal school develop pad into the Presidency College. In 1847, in Bombay a normal school was started in the Elphinstone Institution and in 1849, Calcutta too had a normal

school. At first these teacher training institutions were primarily meant for preparing Indians for lower levels.

- **Wood's Despatch, 1854**

Wood's Dispatch, an important educational document was released on 19 July, 1854. It is a major landmark in the history of education in the country and hence also called 'Magna Carta of English education in India'. It was rightly been called the most important document on English education in India. This document was published in 1854 and recommended a good number of suggestions in the improvement of education of the country as well as the prevailing teacher training programmes. Wood's Despatch has laid foundations for the establishment of University system in India and opened Department of Public Instruction in the provinces of Punjab, Bengal, Madras, Bombay and Northwest province.

Wood's Despatch emphasized the importance of teacher training for the first time in the country. It also stressed the need for improving the quality of teaching. It also gave due consideration to the facilities provided to the teacher including salary structure and facilities for teacher training. The Despatch urged for the opening of teacher training institutions at each Presidency so as to make teaching job attractive to the public. It recommended grant in aid in the form of scholarship and the salary to be increased for those who attended the training programme. On successful completion of the training programme they were given certificates and employment. It also framed the outline for selecting teachers, training of teachers, place of training, placement after training, etc. It emphasized the need for modification in the monitorial system of training, the stipend provided to the teacher trainees and employment of teacher trainees after the training period.

- **Lord Stanley's Despatch, 1859**

In 1859, Lord Stanley, Secretary of State for India, in his Despatch set forth an examination of the operation of the 1854 Wood's Despatch and suggested for teachers vernacular schools should be made available locally. He expressed his concern over this and came up with new recommendations. Firstly, gave suggestions to enhance the grant in the form of scholarship to teacher trainees considerably. Secondly, on his recommendation more number of teacher training institutions came into existence during the period from 1881 to 1882. Similarly the number of normal schools increased to 106, of which 15 were exclusively reserved for the women of the country. He recommended an amount of One lakh to meet the expenditure of teacher training programmes which was a considerable amount at that time. The students were recommended to provide financial assistance in the form of stipend. System of Apprenticeship was introduced for the teacher-trainees. In the beginning teacher training was provided for teachers at elementary/ primary level.

Further it was extended to middle and secondary level as per the recommendation.

- **The Indian Education Commission (1882-83)**

The Indian Education Commission is popularly known as Hunter Commission. It was appointed by Lord Rippon, the then Viceroy of India. He appointed Sir William Hunter to study the education system prevailing in the country. Hunter submitted his report in the year 1882. The commission gave stressed on the need to open more number of normal schools for training teachers. The commission also suggested to open at least one normal school under one Divisional Inspector. The commission had given freedom to select their own syllabus and curriculum that suited the situation and need of the provinces. Practical classes were given stressed as part of teacher training. They recommended to open training centers separately for secondary and elementary school teachers. The commission also stressed that the subjects who were taught for secondary school teachers should be rich in content knowledge more. They suggested that Teacher training at secondary level should conduct practice teaching to make the students aware about practical situations of real teaching. The Commission expanded the scope of teacher training institutions in modern India by establishing teacher training colleges at Lahore, Allahabad, Madaras, Kurseong and Rajamundry. The colleges at Madras and Rajamundry were created by upgrading the normal schools. The Madras College was setup absolutely for teacher training of secondary school teachers. In Madras and Bengal training centers were set up exclusively for training teachers of elementary and secondary level. College at Madras and Bengal concentrated on content cum professional course pattern of teacher training.

- **Government of India Resolution on Education Policy (1904)**

Lord Curzon, viceroy of India took keen interest in the development of education and teacher education in the country in the beginning of twentieth century. He appointed a commission to enquire about the working pattern of the universities of the country, standard of education provided by the universities. As a result the commission came up with Universities Bill in 1903 and suggested possible solution to improve the quality of teaching at University level, in 1904 in the name of Government of India resolution on education policy.

In his policy Lord Curzon stressed on the need and importance of teacher training in the country. He recommended to complete the training of teachers as the 'art of teaching', a prerequisite to improve the quality of teaching. He also recommended on setting up of practice schools within the campus of training colleges for conducting practice teaching to develop behavioural skills in practical situations among teachers. He stressed to link the theory and practical component in courses to bridge the gap between theory and

practical situations of real classroom atmosphere. He recommended on establishing one year teacher training programme for graduates and two year training for undergraduates. Curzon's recommendations showed positive way to open more schools and teacher training institutions and practicing school attached to training centers.

- **The Government of India Resolution on Education Policy, 1913**

Government of India published a new resolution with major suggestions in 1913. It suggested many useful measures with regard to improvement of Primary education. ' It emphasized no teacher will be allowed to teach without a certificate in teaching. It also suggested periodical repetition and improvement courses for teachers. The Commission also stressed that there should be a constant exchange of ideas amongst the training college staff members and the teachers.

- **Calcutta University Commission, 1917**

This Commission of 1917, known as the Sadler Commission, studied all aspects of the University education and presented its voluminous report in 1919. It also touched upon the teacher education programme and made some valuable recommendations: it pointed out the painful inadequacy of training institutions and the poor quality of training provided in them. It also realised that the training programme should not only make the trainee a competent class-room teacher but also a good administrator. The Commission suggested to open post graduate Department of Education in Universities, equips each Department with a Professor, a Reader and a number of assistants and institute a post-graduate degree in Education. It also recommended the introduction of Education as an optional subject at the intermediate, the Graduation and Post Graduation level. Sadler Commission recommendations opened new universities in different parts of the country, like in, Mysore, Patna, Banaras, Dacca, Aligarh, and Hyderabad and some of these universities started with the establishment of Teacher Education Departments.

- **Hartog Committee, 1929**

The work initiated by the Sadler Commission was further carried on by the Hartog Committee, headed by Sir Philip Hartog. This Committee was especially appointed to review the education system under Indian Ministry. This committee basically concerned with primary education but it made recommendations for teacher training. It rightly observed that the success of education depended on the quality of the training, the status and the pay of teachers. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. It also added that the period of training was too short, the curriculum too narrow and the teaching staff inadequately qualified. It suggested that journals for teacher in the

vernacular, refresher courses, conferences and meetings of teacher associations can do much to brighten the lives of the teachers and improve their work. The need of professional course was emphasized by the Committee to improve the teaching-learning process in schools. In rural areas teachers having rural inclination should only be appointed was another comment of the commission. It also stressed on Service conditions to be improved to attract and retain teachers in the teaching field. The recommendations of Hartog Committee were later adopted by the Central Advisory Board of education (CABE) in 1943.

- **Abbott-Wood Report, 1937**

This committee submitted its report on 1937 and recommended the following suggestions: The duration of training should be 3 years to enable the pupil to continue with general education along with professional training. It seriously gave its concern that the working conditions of teachers were miserable in rural areas specifically. Refresher courses and conferences were recommended for working teachers and in training colleges to develop their quality and standard of teaching. It also recommended to begin vocational teachers training colleges in India. During 1941, there were 612 normal schools out of which 376 were meant for men and 236 for women. As well there were 25 training colleges which were inadequate and could not meet the demand of the whole country. Vidya Bhawan teacher's College in Rajasthan and Tilak College of Education in Poona were started in 1941. Bombay was the first to start a doctorate degree in education the same year.

- **Sergent Report, 1944**

In 1944, the Central Advisory Board of Education (CABE) presented a scheme of education named "Post-war Educational Development in India", popularly known as the "Sergeant Plan". It made some practical suggestions for teacher's training programme. It suggested that suitable boys and girls should be inducted into the teaching profession after High School; This Report also stressed on Practical training in teacher training colleges. It recommended that refresher courses be planned and research facilities be provided to the teachers. It recommended for Two-year course in pre-primary and junior Basic schools and the non-graduate teachers in high schools were to go for two year training and the graduates for one-year teacher training. The first year of the two years training should be devoted to the study of the general and professional subjects. It should be supported by school visits, discussions and other experiences to kindle the trainee's interest in education. It also proposed for revised pay scales of all categories of teachers, to attract better teaching profession. It also recommended teacher training should be free from fees and stipend should be provided to teacher trainees. Teacher training colleges should also provide residential facilities to teacher candidates. The eligibility criteria for M.Ed course would be

trained graduate with three years of teaching experience. The Professor, School Headmasters and Inspecting Officers, can be transferred from one place to other. Special teacher training programmes was also recommended by the committee for training of women to overcome the shortage of women teachers.

### **1.3.2 History of Teacher Education in Post-Independence Period (AD 1947-AD2019)**

Government of India just after Independence appointed numbers of commissions and committees in order to improve the quality of teacher education in India. Among these commissions and committees most popular were the University Education commission (1948-49), the Secondary Education Commission (1952-53), Indian Education Commission (1964-66), NPE-1968 &1986 and POA -1992 etc. These commissions put forward innovating policies and steps to strengthen the existing teacher education system after Independence. Let discuss one by one about their contributions for the of development modern India.

- **University Education Commission (1948-49)**

The first Commission in free India, University Education Commission (1948) was set up under the chairmanship of Dr. S. Radhakrishnan to study education system of the country and the commission submitted its report in 1949. This document contributed significantly in improving the quality of education, in particular teacher education system for the next few decades. Commission recommended to increase the duration of school education from 11 to 12 years and suggested degree courses after completion of schooling. Two year degree was replaced with three year course. General education was introduced with college programmes and recommendations were given to improve the working conditions of teachers across schools and, colleges and universities. There were to be three cadres of teachers in universities viz: Lecturer, Reader and Professor. Another suggestion was to introduce continuous and comprehensive evaluation system in the country as part of evaluation.

The Commission in detail studied teacher education procedure and stressed the need for reorganization of teacher training departments and training colleges. Some of the recommendations made by the commission are as follows:

- There should be balance between theory and practical component in teacher training programmes. Flexibility should be maintained in preparation of teacher education curriculum. Theory papers should be connected to real life situation.
- Teacher education courses should be modified such that more time should be

allocated for evaluation of student performance.

- After theory courses students given opportunity for practice teaching and training schools should be identified for the purpose.
- Students should be provided opportunities to involve actively in the daily activities of the school.
- Staffs of the training colleges should be appointed from those who have experience of teaching.
- The curriculum and training course of teacher education should be adaptable and compatible to local circumstances.
- Admission to Master Education can be possible only after successful completion of some years of teaching experience.
- The commission was disappointed with the procedure and duration of practice teaching sessions of the programmes. It recommended keeping at least twelve weeks exclusively for practice teaching in one teaching teacher education programmes. It also suggested measures to overcome the difficulties caused by rising the duration of teaching practice sessions.
- It stressed the importance of research in the field of Education. It strongly recommended implementing of research orientations and practices in teacher education to improve teaching quality.
- Recommended to conduct refresher course, seminars, workshops and other academic activities for working teacher during the vacation period. This must be organised by the universities, to help upgrade subject knowledge of teachers as well.
- The 'certified attendance at a University refresher course' once in four/five years to be made compulsory for promotion of teachers in teacher education departments.

Recommendations presented by University Education Commission were widely accepted and Universities started reworking teacher education programmes by including more courses, gave due consideration to teaching practice sessions, curriculum revision and so on. Central Institute of Education, Delhi University introduced Psychology wing and they were given the responsibility to design related components of teacher training programmes like psychology tests, identifying and promoting research interest, etc. Till the time of University Education Commission the terminology related to teacher preparation was 'Teacher training' but soon after the second conference of Indian Association, of Training Colleges, held at Mysore the terminology changed to 'Teacher education'. Now popularly teacher preparation programmes are commonly known as Teacher Education Programmes.

### ➤ **Secondary Education Commission (1952-53)**

After the University Education Commission, under the leadership of Dr. A. Lakshmanaswami Mudaliar, the then Vice Chancellor of university of Madras, a

new commission was set up in 1952, to recommend suggestions for the reform of the education system in the country. It was appointed to review secondary education system, but as a part it studied the teacher education system too and came with innovative recommendation to improve the quality of teacher education. Commission in its report expressed deep concern for the sub-standard and low quality teacher training programmes of the country and recommended to increase the duration of the programmes to two years. But due to political reasons the authorities failed to implement some of the suggestion, hence they decided to continue the existing structure of teacher education with minor changes. The duration of the course remained one year but ample opportunity was provided for effective teaching practice sessions in the curriculum. To supplement the training programmes, innovative teaching methods, procedure in evaluation/assessment, new techniques for co-curricular activities, specialized techniques to teach children with special need, etc., were introduced.

1. The commission stressed on the need for practice teaching as a part of teacher education programmes. It introduced the concept of Demonstration School/Model schools to get training for teacher candidates under practical situation. These schools were to be at a reasonable distance from the Training Colleges. The commission suggested that practice teaching should not be limited to demonstration lesson, observation lesson, criticism lesson or practice teaching but also construction and administration of achievement tests, practical classes on physical education, and training sessions on co-curricular activities also must be arranged.
2. The commission clearly emphasized the need of various components of practical session in addition to theory courses. It also emphasized the need for specialized training programmes for children with special needs. Apart from that, general principles of mental hygiene were implemented as essential component of teacher education programmes to inculcate proper behavioural skills in teachers and students as well.
3. The commission stressed the need of variety of curricular activities and innovative methods of teaching in teacher training programmes. Training in extracurricular activities, training in controlling library, training in physical education, concepts related to health and care of children, school leadership character building, importance of scout and guides, junior red cross ,formation of students clubs, citizenship training, conducting debates, seminars, quizzes and social service were some of the programmes recommended by the commission as part of teacher training.
4. The commission also recommended conducting of in-service training for working teachers to update pedagogical and content knowledge. Commission suggested to distribute stipend to all teacher candidates and to set up residential training schools. In order to overcome the shortage of women teachers in the country part time training courses were to be arranged for



women candidates. For admission to Master Degree in Education, students should have at least three years of teaching experience.

5. The commission suggested two types of training institutions for teacher training:

- (i) **Two year teacher training programme:** Conducted for candidates having School Leaving Certificate or Higher Secondary Leaving Certificate. The programme should be arranged under a separate apex body under the Government.
- (ii) **One year teacher training programme:** For candidates who are graduates. It should be under any universities of the country. The degree or diploma certificate has to be awarded to the students after completion of the one year course by any University.

Many of the recommendation were accepted and implemented by the state but failed to implement some of the recommendation in satisfactory manner. The Government in 1954 appointed another team of international experts with collaboration with Ford Foundation to study education in detail and recommended the following measures to improve quality of graduate teacher education programmes:

- The teacher education should be designed in such a manner that it should prepare the students to take up assignment as teachers.
- Realistic methods of teaching should be implemented in teacher education institutes.
- Practice teaching should be arranged in Block wise manner and proper implementation strategy has to be adopted.
- Laboratory schools should be set up to experiment innovative method of teaching and curriculum construction.
- Extracurricular activities should be arranged and made an integral component of practice teaching.

- **Pires Committee (1956)**

In 1956, the Government appointed an expert committee with Dr. E. A. Pires as Head to design a new syllabus for secondary teachers training. The committee, later known as Pires Committee, published the draft of recommendation, which were later accepted at the Conference of the Principals of training colleges in 1957, are given below:

- Weightage for both theory and practical courses should be made equal.
- The theory papers of teacher education to be reduced to the following four papers:
  - (a) Principles of Education and School Organisation
  - (b) Educational Psychology and Health Education
  - (c) Methods of Teaching of two school subjects
  - (d) Current Problems in Indian education

The Second Five-Year Plan was launched in 1955-56, and it was contemplated that 68 per cent of teachers would be trained by 1960. An amount of 17 crore rupees was

apportioned for increasing training facilities. In 1957, the All India Council for Secondary Education and All India Council for Elementary education were formed, to recommend suggestions for improvement of teacher education at respective levels. Both councils provided necessary extension services to teacher education programmes in various areas. During the 1960s, more efforts were put forward by different committees to review and recommend innovative strategies to improve the quality of teacher education in the country. The major was the Review Committee formed by the University Grants Commission in 1960, under the chairmanship of N.K. Sidhantaah. The All India Council for elementary Education also appointed a study group in 1961 under the chairmanship of Roy Singh. Both the review committees presented its views on structure and procedure of Teacher Education in the country and contributed valuable suggestions to improve the system. The study group's work concentrated on elementary teacher education while the Review Committee commented on the objectives, curriculum and transitional strategies of teacher education. The study group finding the quality of elementary teacher education poor recommended in-service training to the untrained teachers working in the country. It also recommended to provide extension services to untrained teachers on massive scale to improve quality of elementary teachers. The major recommendations of these committees are given below:

- The criterion for admission to M.Ed, degree programmes was fixed as second class master's degree plus first class in B.Ed, degree both in theory and practical paper. Those having at least second class in Bachelors/Masters were given direct admission to two year integrated M.Ed, degree course, to attract gifted candidates for teaching profession.
- Students had to complete one specialization with acquaintance in methodology of: research.
- Individual dissertations was replaced with group projects at M.Ed, level.
- Those who aspired to conduct research studies in education were to be scrutinized by a screening committee appointed for the same.
- Encouragement to research scholars on studies which required immediate attention in educational field.
- Doctoral degree holders are only permitted to supervise research scholars.

Again in the same year (1961), a study group under the leadership of Sri. B.M. Jha was appointed by the Planning Commission to suggest measures on improvement of teacher education. The committee emphasized the need to replace old age traditional system of teacher education with modern, innovative styles of teacher education to create capable teachers useful in nation building. They were of the opinion that sound teachers, male or female can be moulded only through proper integration of theoretical knowledge with practical component of teacher education curriculum. The major concern on the wide gap between theory and practical component was noted by the committee hence they suggested conducting about 30 lessons (15 each in two subjects) during the course of teaching practice. This system is followed still in some states of the country as a continuation observing lesson, criticism lesson, and demonstration lesson also has to be carried out before the teaching practice starts.

In addition proper experimentation in various extracurricular activities was to be conducted to gain more insight in various components of teacher education. Commission appreciated the contributions of Kurukshetra University and four regional Colleges of Education in the field of teacher education, on experimentation of various components of teacher education. The Commission also recommended giving high priority to teacher education in the Twelfth Five-Year Plan.

- **Education Commission (1964-66)**

In the history of education, another commission was appointed under the chairmanship of Dr. S. Kothari ( popularly known as Kothari Commission) to review the education system in 1964. The commission submitted its report in 1966—a comprehensive report on different aspects of education. The Commission gave valuable suggestions on different sectors of education viz primary, secondary, higher secondary, vocational, technical and teacher education. The Commission devoted a separate sheet for the recommendations on teacher education at all levels of teacher education, from elementary teacher education to higher secondary. It expressed its deep concern for poor quality of teacher education and recommended a sound programme of professional education to teachers. Commission found that the quality of teacher education is very poor in some institutes and had nothing to do with the ground reality. It suggested the following strategies to improve teacher education in the country:

- Removing mismatch of teacher education programmes with school life realities.
- Bringing teacher education closer to university education. Teacher education programmes should be raised to the standard of collegiate education.
- Adopt methods to improve quality of both training procedure and training institutions.
- Internship programme to carry out practical knowledge in real classroom situations which would help build healthy relationship between working teachers, classroom climates, activities of schools, and so on.
- Expand the scope and access of training facilities.
- Implement in-service training programmes for professional growth.
- Creation of agencies both at national and state level to maintain the standard of education.
- Isolation of teacher education was one of the great recommendations of Kothari Commission. It stated that education should be isolated from universities and treated as social science or a separate discipline. This subject can be introduced as an elective subject both at undergraduate or postgraduate degree level. The courses at undergraduate level would include papers like philosophy, psychology and sociological foundations of education, comparative education, contribution of great educationists and a paper on recent trends and practices of educational problems.

- For postgraduate level M. A. in Education should be introduced of two year duration. Commission was of the opinion that training schools should assist the neighbourhood schools in day to day activities like planning timetable, help in using improved teaching methods, etc. This may be facilitated by opening an Extension Department at all training level institutions.

The commission also pointed out the following measures to improve professionalism and quality of teacher education:

Linking theoretical knowledge/subject knowledge to practical activities of the school.

- In order to overcome the burden due to linkage of the fundamental subject knowledge with school curriculum, number of working days maybe increased from 180-190 days to 230 days.
- Integrated courses maybe developed and practiced in universities having strong education departments or schools of education.
- No separate institute should be opened to experiment integrated courses.
- Curriculum should be reframed so as to build professional qualities of students at maximum possible level. It should include the cultural aspects of the country too.
- Proper books must be written to cater to the needs of teacher student community for reference during teacher education period.
- Research on relevant educational programmes to be carried out at all levels of teacher education. Focus should be given to research on teaching of English and Indian languages.

To improve the quality of teaching methods and instruction, the Commission recommended the following:

- Traditional methods of teaching should be replaced with novel methods of teaching. Teaching methods can adopt strategies like self-reflection, self-study, independent thinking methods, audio-visual equipment, case studies, project works seminars, etc.
- Teacher education should be well integrated to develop qualities like concern for society, sensitivity towards human behaviours, positive attitude toward teaching profession, etc.
- Reform in evaluation system must be introduced. Internal assessment should be made an integral component of evaluation. Teachers should take care to maintain cumulative records in consultation with the students.
- Teaching practice should be conducted in two stages and are supposed to conduct continuous practice teaching of at least eight weeks in a school identified by them. They should participate in whole activities of the school; school assembly, physical education classes, club formation, art festivals, library work, workshops and other co-curricular activities.
- As part of professional development, special professional training programmes should be arranged for school headmasters and teacher educators.
- The duration of the programme maybe extended to two years for students who

- have completed secondary school certificate and one year for graduate students.
- The postgraduate course in teacher education must be flexible to adapt changes in the society.
  - Curriculum of teacher education should be flexible and should be modified to incorporate the latest happening in the field of education, to meet the realities of the practical activities of the classrooms. Political, social, economical and technological developments must be incorporated in revising the curriculum.
  - In-service programmes may be arranged at all levels from primary to higher secondary to develop the professional qualities by various organizations, universities, teacher training colleges, etc. Teachers to attend at least two/three month's in-service programmes once in five year. For secondary teachers, school summer institutes should be developed and proper follow up strategies should be planned to monitor the in-service programmes.

As per the recommendations of Kothari Commission, Universities like Kanpur, Kurukshetra and Aligarh started new Master Degree courses in education. To provide in-service courses summer-school-cum-correspondence courses were initiated by regional colleges of education. Steps were taken by the regional colleges of education to provide training programmes to the untrained teachers of the country. During this period, different state governments took keen interest to open State Boards of Teacher Education to impart training to teachers at different level and to develop linkage between various teacher education colleges at university and college level.

The impact of recommendations of Kothari Commission was to raise the standard and quality of teacher education in the country. The number of Teacher Education institutions increased to 273 in 1956 in place of 50 in 1950. Similarly the number of elementary teacher education increased to 1548 in 1965-66 from 184 in 1950s.

The Fourth Five-Year plan emphasized the need to rethink and spend a good amount to improve the quality of teacher education by training women teachers, scheduled tribe teachers, mathematics and science teachers, etc. In between a review committee was appointed in 1968 to look into the functioning of NCERT under the chairmanship of Dr. B.D. Nagachudhari. The Committee suggested reinstating the integrated teacher education courses from Regional Colleges of Education to Universities.

Another landmark in the field of Teacher Education was the establishment of National Council for Teacher Education (NCTE), in 1973, an apex non-statutory body exclusively for teacher education. This body was entrusted to report to the Government in matters relating to teacher education in the country and to look after the implementation of strategies of teacher education designed in Five Year Plans. The NCTE was located at NCERT campus and it designed the first framework, Teacher Education Curriculum in 1978, which covered the whole aspect of teacher education and gave remarkable

suggestions regarding pedagogy, content, procedure, methods, practice teaching, and curriculum. Due to non-statutory status, NCTE authorities failed to implement some of the suggestions.

- **National Commission on Teachers (1983)**

National Commission on Teachers (1983) under the leadership of Prof. D.P. Chattopadhyay suggested the following measures to strengthen teacher education:

- The duration of teacher education should be extended to two years. The number of working days will be 220 days in each year.
- After secondary school, a four year/five year (preferred) teacher education certificate will be introduced.
- For XII qualified candidates, the course will be of two year duration in elementary teacher education programme and the possibility of four year integrated teacher education course for X class qualified maybe explored.
- Selection test should be conducted to select students for teacher education programmes. The test will be combination of rating scale, objective questions, group discussion and personal interview. In addition, the physique, general awareness, attitude towards life; of the candidate would also be considered during the selection process.
- Training is a joint responsibility of teacher education institutes and teaching practice schools will make sure to improve the quality of training.
- Duration of practice teaching will be four weeks in the third year and three weeks in the fourth year. Students were also expected to take part in all activities conducted by the schools.
- Curriculum of teacher education programmes for elementary and secondary teachers will consist of theory components like professional preparation, general education and practical component like practice teaching.
- To measure teacher student qualities like attitude towards work, affection for students, involvement in activities, etc. proper evaluation criteria should be developed by the teacher education institutions.
- Teacher educators who are expert in the use of educational technology may be identified and posted in each education colleges.
- Opportunities maybe provided for self-assessment, discussion of lessons, self-evaluation, etc.

- **National Policy on Education (1986)**

The number of school expanded drastically in 1980s which increased the demand for teachers on a large scale. But the quality and efficiency of the teacher education became the serious concern of the country. It failed to implement some of the remarkable recommendation made by the pervious commissions set for

rewinding the education system. The curricula were not revised, most of the institutions' infrastructural facilities were poor, and the quality of teachers was not up to the mark. In this regard the Government of India introduced a new policy, the National Policy on Education in 1986 to reframe the educational system.

- The policy expressed its serious concern on the status of teachers, teacher education and teachers as 'the status of teacher reflects the socio-cultural ethos of the society: it is said no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help, motivate and inspire teachers on constructive and creative lines'.
- The policy recommended complete restructuring of teacher education in the country in terms of its pre, present and post training procedure. New programmes and continuing education was suggested to improve the quality of teachers. One of the remarkable contributions was to start District Institutes of Education (DIET) across the country to wipe out sub-standard teacher education. DIETs were created to provide quality teacher education training to elementary teachers. As part of professional development, it was also entrusted to organise in-service programmes for the teacher community and those who worked in non-formal and adult education sector.
- The policy also recommended the upgrading of Secondary Teacher Training Colleges to College of Teacher Education (CTE) which will help and assist the work of State Educational Research and Training (SCERT).
- The commission also recommended National Council for Teacher Education (NCTE) to provide all resources to relook into the teacher education programmes and to accredit teacher training institutions. NCTE was also to initiate networking arrangement between university teacher education departments and rest of the teacher training institutions.
- As sequel to the National Policy on Education, Programme of Action was prepared to restructure teacher education programmes on comprehensive manner. The Programme of Action had the following components:
  - Establishing DIETs
  - 250 teacher training colleges to be updated to Colleges of Teacher Education (CTE). Among them 50 as Institutes of Advanced Studies (IASE)
  - Adopt measures to strengthen the SCERTs
  - Arrangement of orientation courses to schoolteachers
  - Setting up of Departments of Teacher education in universities and strengthening them

Subsequent to NPE, a Centrally Sponsored Scheme of Teacher Education was established

by the Government in 1987. The objective of the scheme was to provide necessary professional development programmes for school teacher in the country in areas like methods of teaching, pedagogical skills and competence development. Again under the Programme of Mass Orientation to School Teachers, in-service training programme was conducted for 17.2 lakh school teachers in 1986-87.

To review the progress of National Policy on Education and POA, the Government constituted a committee under the chairmanship of Acharya Ramamurthy. The committee was of the opinion that the NPE and its sequel POA were strong enough to reframe the teacher education programmes and its recommendation should be implemented and translated into action. The Committee also expressed its concern for the non-implementation of many of the recommendations of the POA.

- **Programme of Action (1992)**

The National Policy on Education (1992) gave importance to the functioning of Teacher Education institutions. Based on the suggestions of NPE and POA a lot of money is being spent on infrastructure and organization of various in-service programmes. By the year 1998-99 there were 45 DIETs, 76 CTEs and 341 ASEs but has had not much impact on the quality of teacher education. Out of 2,426 applications from the training institutions, only 408 were granted recognition by NCTE and 1294 were accorded provisional recognition during the year 1998-99. Out of 1,349 applications for opening institutions, only 277 were allowed and duly recognized. During this period provisional recognition was accorded to 1,035 institutions.

The major suggestions of Programme of Action were as follows:

Stressed the need for integration of theory and practice of teacher education programmes

- By the end of Eighth Five Year Plan all the districts will be covered by DIETs and 250 IASE/CTEs will be setup in the country.
- Suggested to confer autonomous status to SCERT, NCTE and to set up State Boards of Teacher Education.
- Launch of Special Orientation Programme for school teachers for professional development, as a continuation to Centrally Sponsored Scheme.
- Recommended to strengthen Department of Teacher Education in universities and to provide incentive for good performance to teachers and disincentives for non-performers. The NCERT was entrusted to frame such norms for school teachers.
- Entrusted NIEPA and NCERT to develop induction and continuing programmes for DIET, SCERT and CTE faculties.

As per recommendations of NPE and POA 1992, a wide number of teacher education institutions have opened which include 461 DIETS, 85 CTES and 371 IASE. Fund was allotted in the Tenth Five-Year Plan to arrange in-service programmes for 425 DIETs, teacher training colleges increased from 804 to 1334 in the year 2000. In Tenth Five-Year Plan in-service programmes was conducted to train 16.21 lakh teachers in the country. The in-service programmes were arranged under the scheme of 'Special



Orientation Programme' for Primary Teachers (SOPT). In the year 1993, statutory status was given to NCTE, as sequel of POA, 1192. Later, NCTE framed rules and regulation for maintaining the standard of teacher education including distance education teacher education programmes. NCTE developed 'Curriculum Framework of Quality Teacher Education' in 1998 and then in 2009.

The first decade of the 21st century had the privilege of the liberalization policy introduced in early nineties. This opened up the education sector to the private players and there was Public Private Partnership (PPP) Encouragement is given to foreign universities to open their branches in this country. National Knowledge Commission has been set up which recommends to achieve Gross Enrolment Ratio of 15 per cent by 2015 in higher education. After Sarva Siksha Abhiyan, efforts are being made to universalize secondary education through Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The Eleventh Five-Year Plan is, therefore, called education plan as it gives more emphasis to education, especially higher education.

#### **1.4 CHECK YOUR PROGRESS**

1. What are the two main features of teacher education in the Buddhist period?
2. Mention any three suggestions of Sergent Report, 1944, with reference to teacher education.
3. State any two suggestions of Kothari commission 1964-66.

#### **1.5 STRUCTURE OF TEACHER EDUCATION**

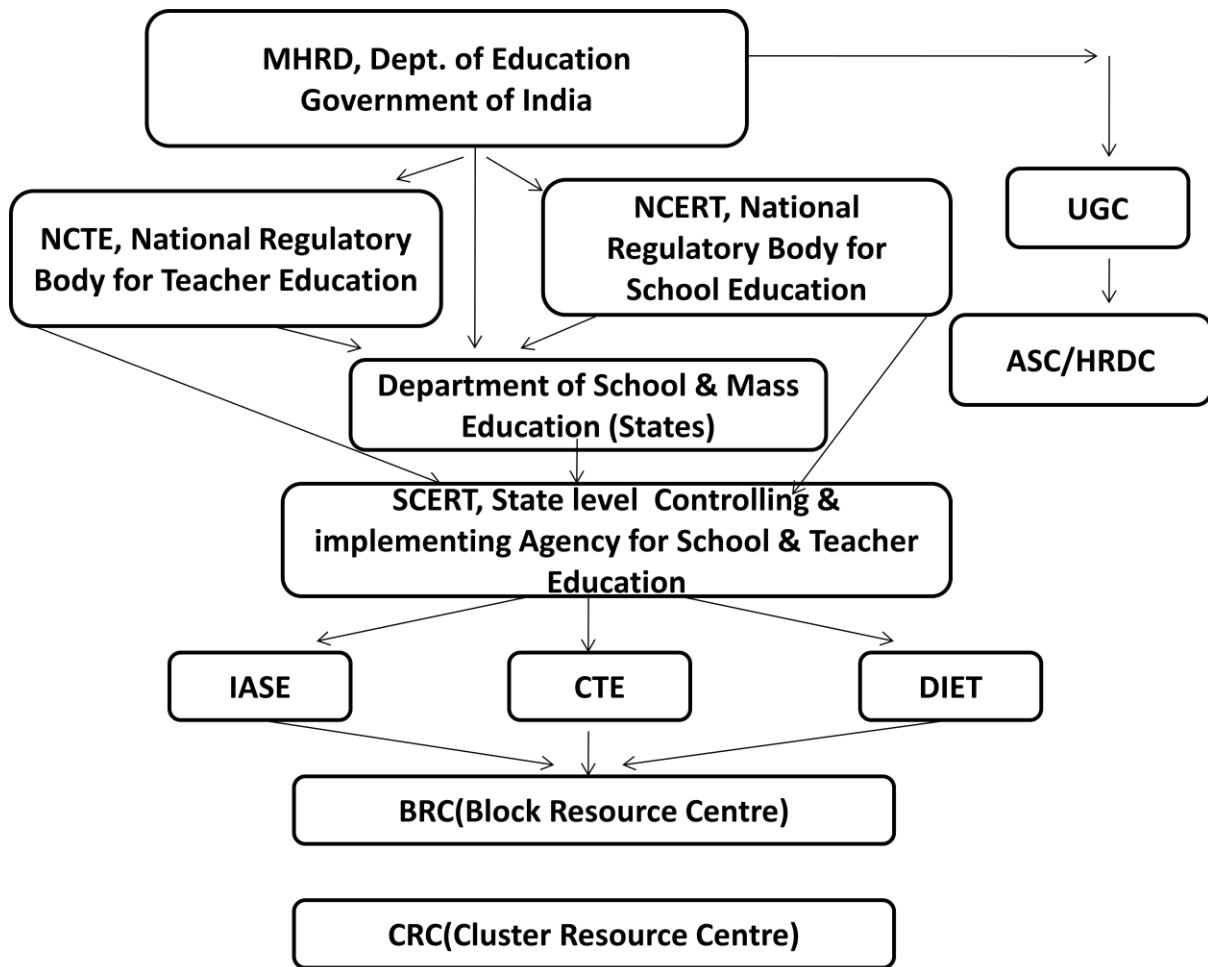
Teacher education is an important component of the Indian education system. It has various stages that help to prepare teachers for teaching in schools. National Council for Teacher Education (NCTE) is the national regulatory body of teacher education in India. NCTE looks after all the teacher education institutes of the country. Without its affiliation no institute can run a teacher education programme. Formal teacher preparation programme starts in India after completion of 10+2 degree i.e., 10 years of schooling (Class 1 to X) and two years of Higher Secondary Education. One can take admission in a teacher education programme such as: Diploma in Elementary Education (DELED) or Diploma in Education (DED), which is a two-year programme designed to educate the teacher in content and pedagogy.

Teachers who has completed two years of DELED or DED after Higher Secondary become eligible to teach elementary classes in school education i.e., from Class-I to Class-VIII. Teachers who wish to teach secondary school students i.e. from Class-IX to Class-XII needs a Bachelor Degree in Education (B.Ed.) which one can do after completion of three years of graduation (B.A./B.Sc./B.Com.) from a recognized University. Again those teachers who wants to become educational

administrators in schools such as principal or to teach the teacher trainees in teacher education institutes needs a Master Degree in Education (M.Ed.) which one can do after successful completion of Bachelor of Education (B.Ed.) programme.

Many higher degrees in education are available in India such as M.Phil, in Education, Ph.D. in Education, but these higher programmes are not under NCTE jurisdiction, rather the affiliating University to that college permits to run such programmes. Teacher education programme such as DELED/D.Ed., B.Ed., M,Ed. In India runs in two modes like; face-to-face and distance education. Conventional universities launch face-to-face teacher education programme where as distance education institutes such as the Open Universities like Indira Gandhi National Open University (IGNOU) and various State Open Universities launch teacher education in distance mode. It may be face-to-face or distance, for running teacher education programme, it is compulsory to take permission for operating the programme from NCTE. Besides the formal teacher education programme, some informal teacher education programmes are available in India which educates the teachers to teach the Nursery students like—Lower Kindergarten (LKG) and Higher Kindergarten (HKG).

**Let us read the Figure. 1.2 which presents the structure of teacher education in India.**



**(Fig1.2 Structure of Teacher Education in India)**

Figure 1.2 discusses structure of teacher education in India. When we analyse the figure, we observe that teacher education is the responsibility of the Central Government of India to regulate the norm and standard for institute affiliation, teacher eligibility, infrastructure requirement and to develop the curriculum for various teacher education programmes. The hierarchy says that for developing the norm and standard for Teacher Education and School Education, both NCTE and NCERT work as coordinating agency under MHRD, Government of India. The State level implementing agency is the Department of School and Mass Education of Various State Governments. Department of School and Mass Education of various State Government carry on the work and decisions of MHRD, NCTE, and NCERT through the agency of State Council of Educational Research and Training (SCERT).

SCERT can also directly implement the projects of teacher and school education intimated from NCERT and NCTE. It is worthwhile to note that SCERT also implements various other projects in schools and teacher education initiated by the State

Government. Teacher education institutes affiliated to SCERT are Institute of Advance Studies in Education (IASE), College of Teacher Education (CTE), and District Institute of Educational Training (DIET). The said institutes run various teacher education programmes according to their functional jurisdiction and scope.

Again for implementing teacher education programme in ground level both Block Resource Centre (BRC) and Cluster Resource Centre (CRC) are responsible. University Grants Commission (UGC) which comes under MHRD, Government of India is a regulatory body for Higher Education in India. It also works for teacher education within its capacity through Academic Staff Colleges (ASC). It conducts different refresher courses in education and general orientation programme for teacher educators who are appointed in IASE, CTE, and the University Department of Education. Most of the Indian Universities have Academic Staff College in their campus.

Pre-service teacher education stands for the programme which is designed to prepare teachers before going in for service. Different programs are designed for different levels of school education i.e., pre-primary, elementary and secondary education. The teacher education programmes for these levels of school education are known as:

- Pre-Primary Teacher Education
- Elementary Teacher Education
- Secondary Teacher Education

**(a) Pre-primary teacher education**

Pre-Primary teacher education refers to teacher education programme which is designed to prepare teachers for the primary classes, Nursery, Kinder Garden etc. The duration of this course is one year. In India, the Central Government as well as the state governments are yet to accept the responsibilities of preparing teachers for these classes. As such most of the nursery teacher training institutions are run by non-governmental bodies. However, now the Centre is preparing teachers for nursery classes.

The minimum qualification for these courses is 10+2. One of the department of NCERT guides nursery teacher training institutions in the development of appropriate syllabi for different classes and transactional approaches which the teachers should adopt in dealing with kids. This programme develops certain specific abilities, skills, and attitudes among prospective teachers to deal with children of early childhood stage.

**(b) Elementary teacher education**

Elementary teacher education including primary teacher education is designed to prepare teachers from class I-VII. In some states, however, these teachers are required to teach primary classes only i.e., class I-V. The duration of the courses is of two years. In some state like Andhra Pradesh and Manipur, the duration of programme is one year. Elementary teacher training institutes are located in different states offer the course. District Institute of Teacher Training (DIETs) have been set up by MHRD are offering elementary teacher training courses. Besides these DIETs, private DIETs are

also offering. courses under the direct control of the concerned SCERT in their respective states. Recently Delhi University has taken initiative to start an innovative programme in the field of elementary teacher education. This Bachelor in Elementary Education (B.ELEd programme) is also preparing teachers of elementary level. This integrated programme is of four-year duration which prepares teacher with a university degree. Many private universities like Amity University (Noida), is also preparing teachers. More recently the affiliated colleges of Delhi University will also start B.El.Ed programme in the colleges from the year 2013 onward.

### **(c) Secondary teacher education**

Secondary teacher education programme is organized by Teacher Education Colleges affiliated to different universities and recognized by NCTE. The duration of this course is one year. However if the course is of innovative nature, the duration is of 1 and half years to two years. In some state universities, departments of teacher education also offer B.Ed. Programmes. Some B.Ed, programs are also known as B.Ed in special education. These programmes are recognized by Rehabilitation Council of India (RCI). The passes out students are eligible to select as special educators. Jamia Millia Is lamia is also offering course in B.Ed, in Special Education. The minimum qualification to for B.Ed programme is 50 per cent marks in their graduation. Some universities conduct written tests followed by interviews. However, some universities prepare only merits.

### **Integrated teacher education**

Integrated teacher education programmes have been established to have assorted setting. The integrated teacher education programmes are run by the regional institutes of education for a number of years. These have self-recognition and officially approved. There is a need to conduct research on these integrated programmes offered by the various institutions. There is also a need to mentor and monitor the innovative teacher education programme in all the regions.

### **Pre-service programmes at secondary stage**

Existing B.Ed, programmes should be reviewed to facilitate the choice between a four-year integrated model after +2 or a two-year model after graduation, based on state requirements and available institutional capacity.

As an interim measure, current models of teacher education such as the B.Ed, are required to redesign their courses as well as the program structure to include the specific features and structural mechanisms proposed in the new framework in terms of curricular areas and transaction processes.

A review of the existing B.Ed, programs is to be done and the process of redesign of the curriculum in the light of the proposed process model be completed in the next 1-2 years.

## 1.5 NATIONAL MODELS OF TEACHER EDUCATION

The review of teacher education programme indicates that there were several models of teacher education in our country prior to 1995. These were of two types- mainly based on process factors. There was an integrated programme B. Sc, B.Ed. and B.A, B.Ed. This integrated programme was based on presage and process factors. The third type of teacher education was correspondence B.Ed., programme which had deteriorated the quality of teacher education . NCTE was formed in 1973 to develop National Model of teacher education. It was given statutory power in 1993 by the central government. It has developed National Model of Teacher education in 1995. This council is trying to have uniform model of teacher education all over the country. It has developed norms and specifications for teacher education department at college and university levels. The whole country has been divided into four regions. In every region an office of NCTE has been established to look after the teacher education programmes organized in the region.

### **National Model of Teacher Education**

In USA every university has own model of teacher education but in India, there is a national model of teacher education which is based on process factors and designed by NCTE in 1995. It has developed two types of norms regarding the management of teacher education programmes.

- a) Essential norms for recognition and
- b) Desirable norms for the development.

#### **a) Essential norms for recognition**

1. Detailed and comprehensive norms have been developed regarding student enrolment of teaching staff, principal and supporting staff.
  - i) Norms for space and building.
  - ii) Norms for institutional areas.
  - iii) Norms for residential area and play ground
  - iv) Norms for the area of Administrative building.
  - v) Norms for books, equipment and furniture.
2. Qualifications of teaching staff as laid down by the university Grants Commission all over the country.
3. B.Ed Admission Criteria: The quality of teacher education depends on the quality of student teachers admitted in B.Ed. class . it has recommended that there should be a B.Ed., entrance test . The minimum qualification B.Ed. admission graduation with 45 percent marks. The candidate should have two school subjects for student teaching. There is provision of central admission too. Each university has to organize B.Ed., entrance examination according to NCTE norms. The Vice-Chancellor has to decide the maximum of number students. The teacher –pupils ration 1:10 is to be maintained in teacher education departments. The procedure of admission entrance examination rules and date of test are decided by the university. The state rules and NCTE norms are followed in forming the admission rules. There is provision for reservation seats.

## **B.Ed . Evaluation System**

Two types of examinations-Theory and practical are organized in B.Ed. programme. Separate two division are assigned for theory course and teaching practice. The theory and practical examinations are organized after completion of practical work as laid down by NCTE. Three examinees are appointed by the university one internal is the convener one external examiner and other internal examiner of the other college. Two lessons are observed by the panel of each candidate. Two hundred marks are allotted for practical examination. The panel of examiners prepares the result and submitted to university. The minimum pass marks is 40 percent in practical examination. The university prepares the final result of theory and practical examinations.

## **Important points on National Model of Teacher Education**

The teacher education departments get the recognition after completing the various norms of B.Ed. programmes laid down by the NCTE. After reviewing the norms some facts are evident for the model of teacher education.

- i) Stress is given on the management and administration aspects of B.Ed. programmes. The specific norms are developed in this context. Even the very old institutions of B.Ed. , has to complete these specifications for fresh recognition.
- ii) NCTE has started giving recognition for self financing B.Ed ., programme. They charge high fees from the students. They complete the norms on paper only for seeking permission. These are virtually commercial shops. They employ very poor teaching staff. The quality of teacher education can not be improved by introducing such self financing departments.
- iii) NCTE has not formulated the objectives before developing the norms for B.Ed. programme. Thus the need of these norms is not evident. Basically the NCTE was established to maintain the quality of teacher education programme. NCTE has made the efforts to close down the B.Ed., correspondence. It is the major contribution of NCTE.
- iv) NCTE has given stress on duration or working days for theory courses, but it has suggested a guide for instructional procedure and remedial measures of teaching. Similarly for practice of teaching emphasis has been given on completion of 40 lessons, but innovative practices has not been suggested for teacher education.
- v) The classroom teaching is an important factor of teacher training programme. The quality of teacher depends on his classroom teaching. NCTE has neither given any format or module for lesson plan nor observation schedule for classroom teaching. The instructional procedure should properly emphasized in student teaching.
- vi) NCTE has not developed the norms and specifications for the courses and

practical teaching. This aspect is badly ignored which is crucial for teacher education programme. The panel of examiners for practical teaching should consist one language, one social studies and one science subjects. So that justice may be given to the pupil teachers of each subjects.

- vii) There should be follow up programmes to assess the workability pr effectiveness of national model of teacher education. The quality of teacher preparation depends on theory courses and practical teaching.
- viii) There should be some activities for developing teaching attitude and teacher morale .The cognitive and psychomotor aspects of teacher dependent on their feeling aspect which has not given due weightage in this model teacher education. The quality of teaching depends on the involvement of teacher in his classroom teaching. The quality of education depends on the quality of teachers.

## 1.7 SUMMARY

- ‘The destiny of India is now being shaped in her classroom’. This beautiful quote was given by the Kothari commission on realising the importance of teacher for its nation.
- The quality of education depends on the quality of teacher education.
- Teacher education refers to all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his/her responsibilities more effectively.
- Teacher education helps teachers to increase their competence and proficiency to meet the professional challenges and professional requirements.
- In teacher education focus is on giving training to students in core components such as teaching skills, pedagogical theories and professional skills.
- Curriculum and syllabus of teacher education programmes varies as per the need and requirements at various levels of teacher education.
- Teachers occupied a pivotal position in the Vedic period of Education.
- Teacher education is an important component of the Indian education system. It has various stages that help to prepare teachers for teaching in schools.
- In 1948, Univeristy Education Commission was set up under the chairmanship of Dr. S. Radhakrishnan to study education system of the country and the commission submitted its report in 1949.
- In 1952-52, Mudaliar commission submitted its report on the status of secondary education of India. The commission also suggested recommendations for the improvement of teacher education.
- Kothari commission 1964-66 gave a comprehensive report on various aspects of education viz primary, secondary, higher secondary,



vocational, technical and teacher education.

- National commission on teacher education was constituted in 1983 under the leadership of Prof. D.P. Chattopadhyay.
- The national Policy on Education (1992) gave importance to the functioning of Teacher Education institutions.
- National Policy of Education 2019 gave comprehensive view on teacher Education Programme in India .
- The teacher education programme are of various levels i) Pre-primary Teacher Education ii) Primary Teacher Education iii) Secondary Teacher Education etc.
- NCTE has developed National Model of Teacher education in 1995. This council is trying to have uniform model of teacher education all over the country

### **1.8 KEY TERMS**

- **Curriculum:** The courses offered by educational institutions
- **Entering behaviour:** Implies the initial behaviour of the student before the beginning of instruction
- **Model of teaching:** A blueprint designed in advance for providing necessary structure and direction to the teacher for realizing the stipulated objectives
- **Pre-service course:** Course before becoming a fully responsible teacher
- **Syntax:** Includes the sequence of steps involved in the organization of the complete programme of teaching

### **1.9 QUESTIONS AND EXERCISES**

#### **Short-Answer Questions**

1. Write a short note on need of Teacher Education.
2. What are the objectives of teacher education?
3. Discuss the development of teacher education during Vedic period.
4. Write short notes on National Model on Teacher Education.
5. State the impact of Hartog Committee on Teacher Education.
6. Discuss the levels of teacher education programmes in India.

#### **Long-Answer Questions**

1. Define the concept of teacher education.
2. Give a detailed account on the recommendations of various committees and commissions of the teacher education in post-Independence era.
3. Give a critical evaluation on the teacher education in India.
4. Explain the structure of teacher education at various levels.
5. Explain the term 'model of teaching'. State its chief characteristics and significance in the task of teaching.

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## **UNIT: 2**

### **PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION PROGRAMMES**

2.0 Introduction-

2.1 Unit Objectives

2.2 Concept and Importance of Pre-service and In-service Education at Elementary and Secondary Levels

2.2.1 Pre Service Teacher Education

2.2.2 Concept of In-Service Teacher Education

2.2.3 Importance of In-Service Education for Teachers

2.2.4 Objectives of In-Service Teacher Education

2.3 Curriculum and Evaluation of Pre-Service Teacher Education

2.3.1 Meaning and Definition of Curriculum

2.3.2 Curriculum Planning and Curriculum Development

2.3.3 Curriculum of Pre-Service Teacher Education at Elementary Level

2.3.4 Curriculum of Pre-Service Teacher Education at Secondary Level

2.3.5 Need and Importance of Evaluation in Teacher Education

2.3.6 Evaluation of Pre-Service Teacher Education at Elementary Level

2.3.7 Evaluation of Pre-Service Teacher Education at Secondary Level

2.3.8 Need and Importance of Innovations in Teacher Education.

2.4 Admission Policies and Procedures for Student Teachers

2.4.1 Admission Policies and Procedures Based on Students Teachers

2.4.2 Recruitment of Teacher Educators

2.5 New Trends in Teacher Education

2.6 Shortcomings and Suggestions for Teacher Education Programmes

2.6.1 Shortcomings in the Existing Teacher Education Programme

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## **2.0 INTRODUCTION-**

‘Teachers are born not made’- this proverb not lasting for long time. But appropriate and proper training, an educated person can be made a competent and efficient teacher. The 21<sup>st</sup> century is the period of explosion of knowledge and radical changes in the content areas of all disciplines- humanities, sciences and social sciences. The theories, ideas, principles related to knowledge have relentlessly emerged and developed in the field of knowledge. Therefore, to cope up with this dynamic knowledge scenario and to make the optimum use of the time and energy of himself/herself and the taught, teacher education is an imperative one. By getting knowledge through teacher education, he-she will render his- her teaching service in an effective way to make the students with courage to confront the new challenges. Hence he-she is called as the maker of man- in the words of the second president of US, John Adams. Education of teachers needs to strengthen and stress upon the main attributes of their

profession, such as, code of conduct, generation of knowledge through research and specialization and training from time to time.

Indian education system is the second largest education system in the world. A large number of teachers have been employed which is not adequate. It is planned on a large scale basis for training, incentives, retention and feedback and even in the recruitment process. Further the ultimate goal of in-service teacher development should be to ensure that optimal learning takes place in the classrooms.

- To increase the existing institutional capacity for ensuring the adequate supply of competent and trained teachers from primary to higher levels of education.
- To use all possible local, state and national institutions for imparting education and training to teachers.
- To develop a comprehensive model of teacher education by following the Chattopadhyaya Commission Report.
- To prepare a curriculum policy and framework for teacher education which is consistent with the vision of the NCF, 2005, and to translate it into imaginative syllabi and textbooks for pre-service courses and sets of in-service training material suited to diverse conditions and needs; and
- To make a collaborative effort for high quality and effective training and education for teachers between NCERT and NCTE at national level, SCERT and boards of education at state level and DIETs and undergraduate colleges at the district level.

Pre-service teacher education programme is designed for those learners who intend to become a teacher in the days to come. A practical classroom situation is provided to these future teachers along with an experienced and competent teacher. They will receive abundant of opportunities to develop teaching skills through the preparation of lesson plans, instructive lessons and classroom administration.

## **2.1 UNIT OBJECTIVES**

After going through the unit, you will be able to-

- Understand and interpret the types and features of teacher education programmes in India.
- Discuss the objectives of teacher education in general and objectives of in-service and re-service teacher education in particular.

- State the concept of curriculum and curriculum planning and development
- Critically examine the shortcomings in the structure, curriculum and evaluation system of teacher education programmes.
- Evaluate the need and importance of innovations in Teacher Education.

## **2.2 CONCEPT AND IMPORTANCE OF PRE-SERVICE AND INSERVICE EDUCATION AT ELEMENTARY AND SECONDARY LEVELS**

Teacher is the supreme factor in the education enterprise among all the other factors such as premises and equipments. He plays an important role in moulding and shaping the attitudes, habits, manners and above all, the character and personality of the students. The entire destiny of the nation is depending upon him. In the words of Dr. Zakir Hussain- **They (teacher) are literally the arbiters of a nation-s destiny.** Therefore, proper education for the teachers is an essential one that will enable him to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought and developed. It has been aptly remarked- If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community. The history of teacher education is as old as the history of Indian education itself. In ancient and medieval period teacher education was a hereditary process- teacher learnt art of teaching from his family. In this way teaching profession continued from one generation to another. Before 17<sup>th</sup> century, it was completely informal and inconsistent everywhere. It got a modernize form and expanded a lot due to care of missionaries, East India Company and British governments. First of all Danish Missionaries established a training centre at Serampur. This was the first step in the field of training the teachers in India. In the early period of the British rule, the **Monitorial system** was prevailing in the schooling system. **Lancastrian System**, developed by **Joseph Lancaster**, was introduced in 1819 in Bengal by Calcutta School Society to train the teachers. In the Third Five Year Plan (1961-66) it was proposed to establish an autonomous body for training and research facilities in varied field of educational activity. This led to the establishment of NCERT in 1961 Under the Society Registration Act of XXI Stature of 1860. NCTE started teacher education programme in 1964, and thought that without improving the quality of teachers it is impossible

to improve the schools. In 1964 establishment of State Institute of Education (SIE) and State Institute of Science Education took place.

There are two types of teacher education programmes in India, but nomenclature of diploma and degrees vary a lot. The objectives, content, methodology, technology and evaluation of teacher education programmes have been well prepared by NCTE since its inception. The competency, sensitivity and motivation towards teaching of a teacher determined the degree of academic achievement and quality of learning of learners. The NCTE has defined teacher education as a programme of education, research and training of existing teachers and who have an aspiration to become a teacher to teach from pre-primary to higher education level. This programme will develop the teaching proficiency and competency of the teacher and make them enabled to meet the requirements of the profession and the challenges that may confront in the days to come.

Dictionary of Education stated teacher education as –All formal and informal activities and experiences that help to qualify a person to assume responsibility as a member of the educational profession and to discharge his responsibility most effectively. Teacher education was called as teacher training from 1905 to 1956, wherein teachers were made as mechanics or technicians. But this narrow viewpoints and limited scope sustain for long time. Emergence of W.H. Kilpatrick viewpoints led teacher training to teacher education encompassing three great dimensions- teaching skills, pedagogical theory and professional skills.

### **2.2.1 Pre- Service Teacher Education**

Pre-service teacher education implies one kind of teacher education programme designed to prospective teachers. Today's students are the future citizen of tomorrow. Therefore, to make them with proper teacher education, different kind of programmes are designed for pre-primary, primary and secondary level of education. The prospective teachers are selected on the basis of academic qualification, interview and by administering a general entrance test. The teacher education programmes for these levels of school education are known as-

1. Pre-primary Teacher education
2. Primary Teacher Education
3. Secondary Teacher Education

### **1. Pre- Primary Teacher Education-**

In India, the pre-primary education comprises all the classes (Nursery, Kindergarten etc.) that end at the age of six. The pre-primary teacher education provides proper training and knowledges to the aspiring teachers for a period of one year. In India, center as well as state governments is yet to accept the responsibilities of preparing teachers for these classes. As such most of the nursery teachers training institutions are run by non-governmental bodies. Any higher secondary (10+2) qualified student may be opted for these programmes. The NCERT, through a specific department assist to the training institutions in preparing and developing suitable syllabi for different classes. Moreover, transactional approaches are also guided by this department which will help the teachers in dealing with the kids. This programme develops certain specific abilities, skills and attitudes among prospective teachers to deal with children of early childhood stage.

### **2. Elementary Teacher Education-**

Elementary teacher education refers teacher education for primary school teachers, basically teachers from classes I-VII. In some states, however, these teachers are required to teach primary classes only i.e. I-V. In general the course lasts for two years and the minimum qualification for entrance is matriculation. But in some states like Manipur and Andhra Pradesh the duration of this programme is one year. All the states of the country offering these courses through District Institute of Teacher Training (DIETs), set up by Ministry of Human Resource Development (MHRD). There are many private DIETs are also offering this courses under the direction of State Council of Educational Research and Training (SCERT) in their respective states. The Bachelor in Elementary Education (B.El.Ed) introduced by Delhi University having four years, also preparing prospective teachers of elementary level.

### **3. Secondary Teacher Education-**

The Teacher Education Colleges having affiliation and recognition from different universities and NCTE offer the two years secondary teacher education programme to the prospective teachers. The Rehabilitation Council of India (RCI) has given recommendation to department of teacher education of some state universities to offer B. Ed Programmes. Gauhati University of Assam also



offers this kind of teacher education to the qualified undergraduate students along with the in-service teachers.

### **2.2.2. Concept of In-Service Teacher Education**

There are two basic aspects of teacher education. Firstly, to train an individual in a training institution in order to prepare him/her as a teacher and secondly, to acquaint a serving teacher with new facts, methods, principles etc. and to enhance his professional efficiency and skill. The second aspect of education is called in-service teacher education. The idea of In-service education has emerged to take care of the need of some sort of provision which may make the teachers up-to-date with respect to the knowledge of his subject of teaching, methods and techniques, innovative ideas in each sphere of his academic life. In-service education is continuing education of teachers and other educators. It commences after initial professional education is over and which leads to the improvement of professional competence of educators throughout their career. It is well known fact that knowledge is increasing day by day rapidly. Once knowledge is acquired becomes stale and fade after a day. Therefore, the in-service teacher education is designed to promote continuous professional development of the in-service teachers by providing planned and systematic instruction within an educational setting. **Rabindra Nath Tagore** has rightly remarked, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”

In order to acquaint and up-to-date himself/herself (teacher) with the ever changing and ever growing knowledge, methods and techniques, innovative ideas in each sphere of academic life, in service teacher education is highly needed.

#### **Definition of In-service training**

1. According to **M.B.Buch**, “In service education is thus a programme of activities aiming at the continuing growth of teachers and educational personnel in-service.” The teaching professionals involve in co-operative practices, develop understanding and insight through the sponsoring activities of teacher education. It includes all planned and organized activities and experiences participated in by the educational personnel in education during their services which improve him/her as persons and mature as professionals.

2. In the words of **Cane**, “In- service teacher education is all those activities and courses which aim at enhancing and strengthening the professional knowledge, interest and skills of serving teachers.” The significant components of this definition are-(i) Professional knowledge (ii) Attitude towards profession(iii) Professional skills such as administrative skills, management skills, organizing skills etc. (iv) Interest towards teaching profession (v) Courses meaning the provision of such experiences based on sound pedagogical and empirical considerations as are well related to research findings. (vi)Activities such as seminars, symposium, workshops, discussions, brain storming etc.
3. **Henderson** (1978) defines the In-service teacher education, “For the good teacher, every fact of his knowledge, skills, personality and interests are of potential professional value. Hence, every experience he undergoes during his career, however, irrelevant it may appear, may be described as in-service training, may therefore, in the most general sense, be taken to include everything that happens to a teacher from the day he retires which contribute directly or indirectly to the way in which he executes his professional duties.”

### 2.2.3 Importance of In-service Education for Teachers

Different educationists have emphasized different reasons for the need of in-service education for teachers. Some of them are given below

1. **The University Education Commission Report (1949)** underlined the need of in-service education in these words-“It is extra- ordinary that our school teachers learn all of whatever subject they teach before reaching its fullness and the teachers to keep alive and fresh become a learner from time to time.”
2. **The Secondary Education Commission Report** has emphasized on INSET in the following words-“However, excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. It can only enhance the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience.”
3. **J.P. Leonard** in his article ‘Learning is life- long’ edited by I.J.Patel, M. B. **Bunch** and M.N. Palsare in the book, Readings in In-service Education’ Leonard emphasized the need for in service education programme due to the following reasons:

- Formal training can't completely make a person for professional services as education is a life-long process.
  - New methodologies and ideas of teaching have been developed day after day.
  - All individuals have a tendency to repeat experiences and teachers especially have a tendency to teach as they were taught.
  - Inadequate instructional aids, short supply of books and research findings is still observed in many schools especially located in villages and small towns.
4. **Jay E. Green** in his book, 'School Personnel Administration' describes the following multitude of forces, operating now, and requiring increased attention to the in-service education of teachers in a school.
- There has been a rapid increase in reinterpretation of knowledge, making obsolete much of what teachers were taught during their training period.
  - The poor and diverse educated teacher is rendering their service throughout the country.
  - Many educators are still unaware towards the new techniques and tactics.
  - New and recently developed instructional media, language labs, teaching machines, computers and T.Vs require new ways of viewing teaching and learning in school setting.
  - Many researches carried out on teacher behaviour in the classroom which has given a new insight into the nature of teaching.
  - Motivation is the heart of learning. The classroom teachers confront a lot of problems what are related to discipline and motivating the children.
  - Change is the law of nature. The social environment, norms, values are changing rapidly. In this dynamic social scenario teacher has to adopt new methods and teaching and evaluation.
  - Teachers have to play multiple roles inside and outside the classroom and so different kind of knowledge, attitudes, skills etc. is required.
  - After a period of time, a teacher forgets whatever he is taught in his pre-service training.
  - The enthusiasm and morale of a teacher generally decreases as the time passes.

### **2.2.4 Objectives In-Service Teacher Education**

1. To equip the teachers with the latest content or subject matter in their specialize fields.
2. To initiate the teachers in the habit of self-study with ultimate aim of keeping them abreast of the latest developments in their own and allied field.
3. To help the teachers learn economical and effective methods of teaching.
4. To develop suitable and varied programmes to meet individual needs, school needs, and the needs of the State with regard to educational extension.
5. To follow up the teachers who undergo in-service education to reinforce the objective of the training.
6. To develop the professional efficiency of the teacher
- 7.

### **2.3 CURRICULUM AND EVALUATION OF PRE-SERVICE TEACHER EDUCATION**

Teacher education curriculum is the sum total of the student teacher activities which the training institution sponsors for the purpose of achieving its objectives. It is the learning experiences of the students under influence of the training school or college of education. It is conceived as the whole of the interacting forces of the total environment provided in the institution. The curriculum of teacher education must be functional and satisfy the needs of the changing time.

Elementary Level Teacher Education Programmes and Secondary Level Teacher Education Programmes are the two prominent major division of Indian pre-service education system. The programmes in the first category are Nursery Teacher's Training (NTT), Early Childhood Care and Education (ECCE), Diploma in Elementary Teacher Training (DETT) and Bachelor of Elementary Education (B El Ed) and they are named after their area of specialization. Besides these programmes there are another two year programmes whereas B El Ed is a four year degree Programme. Nursery Teacher's Training (NTT) and Early Childhood Care and Education (ECCE) are specialized courses for teaching at pre-primary level. Diploma in Elementary Teacher Training (DETT) and Bachelor of Elementary Education (B El Ed) programmes are though different in duration and status (DETT is a Diploma programme but B El Ed is a degree program) but both of these are meant for teaching till elementary standard.

### 2.3.1 Meaning and Definition of Curriculum

Curriculum is one of the most important aspects of our educational system and it implies the sum total of all the activities in an academic programme. It is derived from the Latin word “Currere” which means to race course. It is the course or path on which the journey of education is made for achieving certain life-goals. In other words curriculum is the totality of learning experiences provided to students so that they can attain knowledge, experience and skills through a variety of learning activities in the classroom and school. Curriculum is considered as the means of the educational process as because it incorporates planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives. In the words of **Kothari Commission** ,-“Curriculum does not mean only the academic subjects traditionally taught in schools, but includes sum total of experiences that a pupil receives through the manifold activities that exists in the schools, in the classroom, library, laboratory, workshop, playgrounds and in the numerous informal contacts between teachers and pupils. In this sense the whole life of the school becomes the curriculum which can touch the life of the student at points and help in the evolution of a balanced personality.”

Curriculum covers basically two things, first the range of courses from which students have to select the subject matter to be studied and secondly, a specific learning programme. While education deals with how and when; curriculum deals with what. **Kerney and Cook** says that 'It is a complex of more or less planned or controlled conditions under which students learn to behave and to behave in their various ways. In it, new behavior may be acquired, present behavior may be modified, maintained or eliminated; and desirable behavior may become both persistent and viable.'

### 2.3.2 Curriculum Planning and Curriculum Development

There are tremendous changes in philosophical, technological and pedagogical changes in the school plant which led to the changes in the process of curriculum planning and curriculum development. There are various bodies at different levels to plan and develop curriculum for different types of curriculum. **National Council for Teacher Education (NCTE)** is responsible for curriculum preparation of teacher education. The NCTE came into the arena of curriculum framing for teacher education in the year 1978. The **University Grant Commission's (UGC)** panel approved the guidelines for curriculum framework on teacher education. A teacher has to illuminate the path of all round development of his students and therefore, teacher education should include cognitive, affective and psychomotor aspects. The modalities of curriculum framing as per this exercise are as follows:

- **Relevance of the curriculum to the personal and social needs of children**

**and society:** The education imparted to teachers should have relevance to the personal as well as social life and needs and aspirations of the people. The pedagogical theory should reflect the national ideology and the problems and issues that society is facing today.

- **Flexibility within the framework of acceptable national goals and values:** Flexibility is required to break the barriers between the stage wise teacher education programme as well as between different disciplines. A teacher trainee should have freedom to move from one discipline to the other without much loss of time and efforts put in by him at a particular stage of his education.
- **Flexibility for mobility:** The curriculum for different stages of teacher education should be organised to permit mobility of the trainee both horizontal and vertical.
- **Flexibility for relevance:** The rapidly expanding frontiers of knowledge in science and technology and socio-economic conditions of our country have made the relevance of multiple teacher education modules, catering to the needs of the state and the local communities within each state.
- **Flexibility for continuing education :** There is an urgent need to develop a system so flexible that the continuity between pre-service and in-service education of the teacher is properly maintained. This requires a flexible relationship among the agencies controlling teacher education such as state departments of education, universities and state boards of teacher education.
- **Task oriented teacher education:** Task oriented or performance- based teacher education implies give an opportunity to teachers to enable him handling a variety of tasks inside and outside the classroom.
- **Practice teaching—internship** – Introduction of Internship programme in teacher education aimed at enlarging the scope of experience needed to prepare more competent teacher. For developing a task- oriented teacher education system, practice teaching should be more realistic and suited to the actual classroom situations.
- **Interdisciplinary and integrated approaches in teacher education-** The teacher education curriculum should be so designed that integration among theory courses takes place and this integrated pedagogical understanding flows into the skill-dominated areas of methodology of teaching various subjects as well as into the attitude building area of work experience, health, physical and recreational education, along with social service.
- **Education as a discipline-** The Education Commission (1964-66) recommended

that in view of the increasing scope and importance education should be recognized as a social science or an independent discipline.

- **The semester system and Evaluation-** Introduction of semester system will help only in materializing the above recommendations. Each semester should consist of not less than 120 full working days including examination days. A reliable and valid internal system of evaluation should be developed for the development of socio-emotional characteristics of the teacher trainee and performance- based teacher education.
- Experiments, Innovations and Research for Development.

Highlighting the need of a well planned and quality centered curriculum of teacher education; the **Kothari Commission** (1964-66) mentioned that 'essence of a programme of teacher education is quality and in its absence; teacher education becomes not only a financial waste but source of overall deterioration in educational standards.'

The teacher education framework of 1978 was widely impressed with the suggestions of the Kothari Commission. Redesigning current teacher education programmes NCFTE 2009 has suggested the following with regard to pre-service teacher education:

1. In the initial phase the four -year integrated program of elementary teacher education could be introduced in the selected state universities, select DIETs and all central universities.
2. XI Plan funding under the innovative education schemes should be canalized as a priority by the UGC to universities and select DIETs to institute four year Integrated Elementary Teacher Education Programmes.
3. Diploma in education (D.Ed) offered by DIETs is required to redesign their courses as well as the program structure as an interim measure. The new redesign courses will include the specific features and structural mechanisms proposed in the new framework in terms of curricular areas and transaction processes.
4. A review of the existing D.Ed, programmes is commissioned and the process of redesign of the curriculum in the light of the proposed process model be completed

in the next one-two years.

The National Curricular Framework for Teacher Education, 2009, has given the following recommendations in teacher education-

1. Teacher education courses must have recognition from NCTE.
2. D. Ed would be two years diploma course.
3. Educational qualification for D. Ed will be H.S passed.
4. B. Ed will be one year degree after graduation.

. Two years diploma course in D. Ed and one year B. Ed courses will provide enough time and opportunity for self study, appearance and association, meet with teachers, school, classroom and pedagogic hustle and bustle and careful theoretical study. Any compromise on the duration of the initial education of teachers, for whatever reason, adversely affects the quality of teacher and teaching in schools.

The present model of teacher education is changing and merged general education with professional development along with a demanding internship with schools as per NCFTE, 2009, recommendations. These integrated models should be designed using the specific features outlined in the curricular areas and transaction process. It is required to reframe the B. Ed and D. Ed models of teacher education courses as well as the programme structure by incorporating the specific features and structural mechanisms proposed in the new framework in terms of curricular areas and transaction processes.

Three areas—Area A, Area B and Area C—have been identified in the flow chart (Figure. 2.3) as to cover both theory and practice.

### **Area-A: Foundations of education**

The teacher trainees will get benefit over the academic years through this foundation of education as it provides ample of opportunities to study and experience schooling. The trainees themselves prepare for the future classes by building a knowledge base through observation and personal experience.

### **Area-B: Curriculum and pedagogy**

The curriculum studies courses would necessarily include units of study that provide for a critical study of school curriculum materials, syllabi, textbooks in the light of theoretical frameworks and empirical research.



The pedagogic studies courses would necessarily include units of study that provide for a critical study of content, an examination of learners' thinking and learning and pedagogic processes in the light of theoretical frameworks and empirical research.

Each of the above theory courses is to be complemented with practicum courses.

*Sources:* NOTE, 2009

### **Area-C: School internship**

The school internship in teaching is a new phrase to denote the contemplated reform in practice teaching. This programme includes practice teaching and a wide variety of supervised field experiences. The school internship programme should include the following:

1. Visits to innovative centres of pedagogy and learning, wherever feasible.
2. Classroom-based research project.
3. School internship of four days a week for a minimum period of six-ten weeks, including an initial phase of observing a regular classroom.
4. Developing and maintaining resources in the internship schools.
5. Developing unit plans and maintaining deep journals.

There will be not more than four -unit plans in per subject in the practice teaching that is to be conducted during school internship. The units plan would be subjected to critical engagement with content from multiple sources including the school textbook, organization and presentation of subject matter, and formulating questions. Specifically, it will assess knowledge base and understanding of students, development of pedagogic practice and further enhance learning, process of knowledge construction and meaning-making in the classroom.

Table 2.1 Teacher Education Curricular Areas —A Schema

<b>Curricular Areas</b>	<b>Major Components</b>	<b>Curricular Aspects</b>	<b>Curricular Provision</b>
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<p><b>Area-A: Foundations of Education</b></p>	<p><b>Learner Studies</b> Childhood, Child and Adolescent Development <b>Contemporary Studies</b> Teacher and Learner in Society Gender, School and Society Educational Studies Aims of Education, Knowledge and Values Developing the Self and Aspirations as a Teacher</p>	<p><b>Drawing upon psychology, sociology, linguistics and education.</b> Constructs of childhood, adolescence; socialization; language; cognition, thinking and learning; school and physical health; self, identity; inclusive education <b>Drawing upon sociology, history, philosophy, psychology, political science and economics.</b> Issues and concerns of contemporary Indian society; human and child rights; classroom as social context Identity development; understanding curriculum and texts from a gender lens; debates about</p>	<p><b>2-3 theory courses</b> with in-built field- based units of study; <b>Practicum</b> courses, workshops, seminars, group and individual assignments <b>1-2</b> <b>theory courses</b> with in-built field-based units of study, projects, seminars, group and individual assignments <b>1</b> <b>theory</b> <b>course</b> with inbuilt field-based units of study; group and individual assignments, seminar presentation <b>1-2</b> <b>theory courses</b> with in-built field-based units of study; assignments, group presentations, term papers <b>1 course</b> workshop-based</p>
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	professionalism and feminization of the teaching profession <b>Drawing upon          educational theory,          philosophy, history and          sociology.</b> Basics of teaching-learning; theoretical constructs, educational thinkers; vision of education in India, issues and concerns; school culture and school as a learning	with a brief on theory; workshops on issues of gender; identity; social and personal conflict; childhood; relationships
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### **2.3.3 Curriculum of Pre-service Teacher Education at Elementary Level**

National Council of Teacher Education, in 1998, formed the Curriculum Framework for Quality Teacher education. The curriculum, contents and evaluation systems for all the levels of teacher education have been broadly elaborated by this framework. It has a well emancipated curriculum for elementary teacher education. In the preparation of teachers for primary and upper primary classes throughout the country the Elementary Teacher Education Institutions (ETEIs) have been putting enormous efforts, stated in the documents. These institutions are providing basically two types of teacher education programmes first for primary classes and second for elementary classes. The primary standard teacher education programmes are diploma courses such as Junior Basic Training (JBT) and Diploma in Education (D Ed). The programmes of elementary teacher education are diploma as well as degree courses. These programmes are known as Diploma in Early Teacher Training (DETT) and Bachelor in Elementary Teacher Education (B El Ed). Though the curricula of these programmes is varied but is entwined around a basic structure provided by National Curriculum Framework for Teacher Education.

#### **Objectives of Pre-service Teacher Education at Elementary level**

The specific objectives of pre-service elementary teacher education include:

- To develop a proper understanding of the psychological and sociological principles implicit in the of primary stage of education.
- To enable teachers to manage learning resources and organizing experiences for children.
- To acquaint student teachers with methods and techniques of handling children with special needs.
- To enable student teachers to organize necessary skills so as to develop curiosity, imagination, creativity and self confidence among children.
- To develop the capacity among the teacher students to understand and analyze the social and emotional problems of the children.
- To equip teachers with sufficient theoretical and practical knowledge and skills.
- To empower teachers for promoting all round development of children.
- To generate the capacities for grater motivation, aspiration and a sense of value commitment.
- To enable student teachers to organize games, sports, physical activities and other co-curricular activities.
- To enable student teachers to foster problem-solving ability among pupils.
- To motivate them to undertake action research and employ innovative practices.
- To enable them to perform their varied roles in the educational system as well as in society.

The curriculum of pre-service teacher education is divided into three basic components - theory, practice teaching and Practical work so that the above cited objectives can be easily achieved.

These components have following subjects and constituents:

### **Theory:**

The theory is the first component that includes the following areas-

(i)Education in Emerging Indian Society (ii)History of Primary Education in India (iii)Child Psychology related to teaching and learning (iv)Assessment and Evaluation (v)remedial teaching (vi)Health and Physical Education (vi)School Management (vii)Education of Children with Special Needs (viii)Guidance and Counseling (ix) Action Research.

### **Practice teaching:**

The teacher students have to prepare a Pedagogical Analysis of Primary School Subjects in order to develop an insight into the practical aspects of the theory of

education. Apart from this they are supposed to practice their skills in teaching through practice teaching in schools. They also get an opportunity to observe lesson of their peers and that enable to modify and develop their own teaching methods. There are three aspects of practice teaching namely: (i) Pre-practice teaching preparation (ii) Actual teaching preparation and (iii) Post-practice teaching follow-up, deserve careful planning and implementation.

### **Practical work:**

The practical skills in teaching include School Experience inclusive of Internship during the school internship. Work Education is an important component of practical works through which a student teacher gets an ample of opportunity to receive experiences in the practical aspects of school functioning. With the help of registered NGOs they participate in the School Community Interaction programme. Action research and relevant educational activities are also getting place in the curriculum that to be learned by teacher student.

### **2.3.4 Curriculum of Pre-service Teacher Education at Secondary Level**

Bachelor of Education (B.Ed) is an intensive and comprehensive one designed for pre-service teacher education. Any graduate holder may opt this one year programme. The passed outs of this programme are eligible for teaching till secondary stage.

Objectives of pre-service teacher education at Secondary level:

The specific objectives of B Ed programme can be enlisted as follows:

- To enable the student teachers to understand the nature, purpose and philosophy of secondary education.
- To develop among teachers a clear understanding of the psychology of their pupils.
- To develop in them an understanding of the principles of pedagogy, curriculum development, its transaction and evaluation.
- To enable student teachers to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- To develop the skills for guidance and counseling.
- To enable student teachers to foster creative thinking among students for the reconstruction of knowledge.
- To acquaint them with the factors and forces affecting educational system and class room situation.

- To enable student teachers to utilize community resources as educational inputs.
- To acquaint them with the educational needs of special groups of pupils.
- To develop communication skills and use the modern information technology.
- To enable them to undertake action research and use innovative practices.
- To enable them to understand the process of socialization.
- To foster in them a desire for life-long learning.

Theoretical subjects, Pedagogical Practices and Practical Work are the three divisions of Secondary level pre-service teacher education. The theoretical subjects are again subdivided into three categories of Core, Elective and Pedagogy courses. Micro teaching, Simulated teaching and Practice Teaching are the components of Pedagogical Practices. Micro teaching is originated in Stanford University in 1963. It is considered as mechanism of feedback device for the modification of student teacher. It reduces the complexities of normal classroom be scaled down class size, content and time. Micro teaching takes place in two steps of Teach and Re-teach sessions. The number of sessions depends upon the number of skills being practiced in a particular time. Simulation teaching is based upon socio-drama where a student teacher has to play several roles as a teacher, as a student and as a supervisor. There is no fixed number of simulated teaching sessions. This usually falls between 5 and 10 in various universities.

Under the Practice Teaching activity student-teachers take 15 to 20 classes in each of the two pedagogies in practicing schools. Sessional Work and School Based Projects are the two types of practical work. In the sessional work all the co-scholastic activities done the student teachers in the entire session are recorded. The school based projects covers the activities such as-Lesson Plan Book, Peer Observation Booklet, Case Study File, Achievement Test Record, Action Research, School Record Analysis etc. The number of activities conducted under practical work is not standardized.

### **2.3.5 Need and Importance of Evaluation in Teacher Education**

Evaluation is the act of placing value on something. It may be said to be the process by which judgements of the educational status of achievements of students are formed. Evaluation is the continuous systematic process of ascribing unique value judgement to teaching learning outcomes in the light of educational objectives. In education, evaluation refers to the assessment of student's progress towards stated objectives, the efficiency of our teaching as well as the effectiveness of the curriculum. The cognitive, affective and psychomotor domains of the students are also assessed by both evaluation and examination process. In the words of J. M.

Bradfield-'Evaluation is the assignment of symbols to phenomenon in order to characterize the worth or value of the phenomenon usually with reference of some social, cultural and scientific standards.' Hanna viewed, Evaluation is the process of gathering and interpreting evidences on change in the behavior of all students as they progress through school.

Several Committees and Commissions emphasized on comprehensive, objective and transparent system of evaluation in teacher education. Internal assessment instead of excessive importance on external examination is recommended by several plans and strategies which pervade all activities and assignment involved in teacher education curriculum. But unfortunately, the mission of ensuring a justified evaluation scheme in teacher education still remains a challenge to its stakeholders.

The evaluation process in many in-service training programmes is done on ad-hoc basis, feels and stated by NCTE. Each in-service teacher education programme should have monitoring as an integral component so that effectiveness of a programme can be properly assessed and appraised. Programme evaluation should assess whether the required inputs were provided to the programme on time, the logistics properly looked after and coordinated, the reading materials provided to participants etc. The participants gain and impact of the programme at the grass root level and in the field of education should be assessed by the programme of evaluation.

### **2.3.6 Evaluation of Pre-Service Teacher Education at Elementary Level**

A critical question has been confronted since long regarding the evaluation of teacher education at elementary level. It is expedient to employ the formative evaluation for obtaining continuous feedback, motivating students and guiding their efforts. The previous external examination system is becoming obsolete and is replaced by internal continuous and comprehensive evaluation system.

A careful planning and standardized tools are of utmost importance in external examination system. In different situations evaluation of theoretical component may be based on essay questions, short answer type questions, objective type questions, objective-based questions, oral examinations and participation in group activities.

Educationists have pointed out that inadequacies of practice teaching programme particularly it does not develop those skills in teachers which are very necessary for teaching. Therefore, evaluation of this programme also needs innovations to make it more judicious and objective. Gradual transition to continuous and comprehensive internal evaluation of practice teaching and assigning grades instead of marks would be a professionally sound step. Democratic and student centered evaluation process should be employed by dividing the practical work into more components.

### 2.3.7 Evaluation of Pre-Service Teacher Education at Secondary Level

Evaluation of the Teacher Education Programme at secondary level also is by and large traditional and intuitive in nature. It can be easily understood through the following chart:

#### 2.2 Existing Evaluation Scheme in Teacher Education.

Sl. No	Component of Evaluation	Scheme of Evaluation
1	<b>Theory Papers</b>	25-40% internal marks are assigned. But the mode of evaluation for this component is not standardized. Usually presentations, assignments files, Portfolios and Class-tests are used to evaluate this component. The final examination for theory papers contains 2-3 Essay type questions, 4-5 Short answer questions and several Objective type
2	<b>Pedagogical Practices</b>	<ul style="list-style-type: none"> <li>• <b>Micro Teaching:</b> Usually 100 Marks are assigned to this component. There is no specific criterion for the evaluation and marks are distributed quite casually.</li> <li>• <b>Simulated Teaching:</b> Generally 5 such plans are executed in Training Colleges. No Specific marks are reserved for ST as it is taken as a part of Practice Teaching</li> </ul> <p><b>Practice Teaching:</b> This activity involves preparation of 15-20 lesson plans and their execution in the practicing schools. No specific marking is assigned to the individual skills or plans. Evaluation is not done on the spot. Comments and suggestions are given on the plans but these are not given worth at the time of final evaluation.</p>
3	<b>Practical Work</b>	<ul style="list-style-type: none"> <li>• <b>Sessional Work:</b> Art &amp; Craft, Sports, Computer practical, Community Service, Tours &amp; Excursions are the major activities included in this head. Student-teachers are</li> </ul>



		<p>expected to prepare and present the record of all these activities. There is no open policy of evaluation for such files and records.</p> <ul style="list-style-type: none"> <li>• <b>School Based Projects:</b> Lesson Planning, Peer Observation, Case Study, Achievement Test Record, Action Research, School Record Analysis, Psychological Testing are the common records to be maintained by the student-teachers. But they hardly know their evaluation plan and weightage assigned to each of these accounts.</li> </ul>
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### 2.3.8 Need and Importance of Innovations in Teacher Education

Innovation generally means doing the same things in a new way. In other words innovation is application of alternative solutions to solve the traditional problems. Innovations in education are of particular importance because education plays a crucial role in creating a sustainable future. It brings holistic changes of educational system and management. Conclusively, so many new methodology, content, technology and educational strategy have been used in the field of education. Managing the school plant in more efficient, transparent, logical and democratic way is its basic purpose.

The 21<sup>st</sup> century is the period of explosion of knowledge and radical changes in the content areas of all disciplines- humanities, sciences and social sciences. The theories, ideas, principles related to knowledge have relentlessly emerged and developed in the field of knowledge and so we can't rely the obsolete content, methodology and ideologies to prepare our students to meet the varied challenges of the future. Therefore, we need to be innovative as well as creative in dealing with students inside and outside the classroom. In order to cope-up with this rapidly changing educational, economic, political and social scenario there is only one way to keep growing and evolving for all.

## CHECK YOUR PROGRESS

1. What are the two types of teacher education programmes in India?
2. Define teacher education. What are the objectives of teacher education in India ?
3. “Teachers are born, not made.” Explain the significance of this statement.
4. Define curriculum. What are the components of a curriculum?
5. “Each stage of teacher education has its specific objectives.”- Explain this statement.
6. Discuss the bases for improving teacher education programme in the light of Kothari Commission?
7. Mention the three components of a curriculum of teacher education program?
8. Write some of the basic courses of teacher education curriculum.
9. Do you think that there is an urgent need of evaluation of teacher education programme ? If so then why ?
10. “Innovations of Teacher education is the need of the hour”-elucidate the statement.

## 2.4 ADMISSION POLICIES AND PROCEDURES FOR STUDENT TEACHERS

The two key players in teacher education are the student teachers and teacher educators. The selection of both is very important for making successful teachers, who are responsible for the education of millions across the country.

### 2.4.1 Admission Policies and Procedures Based on Student Teachers

At the graduate level, qualifying marks should be 50 per cent along with an entrance exam (CET). The applicant must have studied at least two school subjects at the graduation level. It would be ideal to add subject mastery at the B.Ed, level provided the duration of the B.Ed, course is increased. An integrated B.A. B.Ed./ B.Sc. B.Ed. / B.Com. B.Ed, of the duration of four years after higher secondary is a good way to do this. The Common Entrance Test (CET) does not really test the candidate's attitude towards training or aptitude for teaching. Group discussions and interviews, essay writing would enable to understand the aptitude and attitude of the applicant as well as communication skills.

### 2.4.2 Recruitment of Teacher Educators

Qualifications specified for teaching positions as per NCTE regulations are as follows: **Principal/Head** (in multi-faculty institution):

- Academic as well as professional qualification will be as specified for the post of Assistant professor;
- Ph.D. in Education
- Teaching experience often years out of which at least five years of teaching

- experience in a Secondary Teacher Educational Institution,
- A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PB AS) developed by UGC in these Regulations shall be a compulsory requirement of Assistant Professor

### **Foundation Courses**

- Master's Degree in Humanities/ Science/Commerce with 50 per cent marks
- M. Ed. with minimum 55 per cent marks or its equivalent grade
- Any other stipulation specified by UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be compulsory
- A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.

OR

- M.A. Education with 55 per cent marks or its equivalent grade
- B .Ed. with minimum 55 per cent marks
- Any other stipulation specified by UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be compulsory
- A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.

### **Methodology Courses**

- Master's degree in subject with at least 50 per cent marks
- M. Ed. with minimum 55 per cent marks or its equivalent grade and
- Any other stipulation specified by UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be compulsory
- A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.

Having obtained 55 per cent at M.Ed, level and 50 per cent at Master's level or 55 per cent at M.A. in Education and B.Ed, and qualified the NET/SET/SLET exam, teacher educators get eligible to apply at a College of Education. After that an interview is conducted. Successful candidates get appointed. Some institutions appoint teacher educators who don't have NET/SET qualification and therefore pay less salary.

### **Qualifications for M. Ed. Course Educators**

#### **Professor/Head**

- Master's Degree in Arts/Humanities/Sciences/Commerce and Masters in Education with at least 55 per cent marks or M. A. in Education and B. Ed each

with at least 55 per cent marks

- Ph. D. in Education
- At least 10 years of experience in teaching in the Department of Education in any University or College of Education, out of which at least 5 years experience at M. Ed. level and published work in the area of specialization.
- A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.

### ***Associate Professor***

- Master's Degree in Arts/Humanities/Sciences/Commerce and Masters in Education each with at least 55 per cent marks or its equivalent grade or M. A. in Education and B. Ed each with a minimum of 55 per cent marks.
- Ph. D. in Education
- Minimum 8 years teaching experience in the Department of Education of any University or College of Education, out of which at least 3 years at M. Ed. level and published work in the area of specialization.
- A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requirement.

### ***Assistant Professor***

- Master's Degree in Arts/Humanities/Sciences/Commerce and Masters in Education each with at least 55 per cent marks or its equivalent grade or M. A. in Education and B. Ed each with a minimum of 55 per cent marks.
- Any other stipulation prescribed by the UGC in the general norms including a pass in NET/SLET/SET shall be compulsory
- A minimum score as stipulated in the Academic Performance Indicator (API). Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a compulsory requisite

Once again having obtained 55 per cent at M. Ed level and 50 per cent at Master's level or M. A. Education with 55 per cent marks and B. Ed. and qualified the NET/SET exam teacher educators get eligible to apply at the University Department of Education. After that an interview is conducted and successful candidates get appointed. However, there are a lot of problems and issues in the system of teacher education. A detailed study of them and a serious thought of experimenting with the suggested solutions may help to bring a reform in the system.

## **2.5 NEW TRENDS IN TEACHER EDUCATION**

This part of the chapter highlights recent trends and developments taking place in teacher education. In the field of teacher education many new trends and innovations have emerged in our country and abroad. The following are

some of the recent trends and innovations in teacher education pointed out one by one.

### **1. Inter-Disciplinary Approach**

India have taken the lead in making inter-disciplinary approach which is an integral part of the programme of teacher education. There can be no better plan for improving the quality of teacher education than by integrating content and methods through inter-disciplinary approach. The four year courses as given by the Regional Colleges and the concurrent general and professional courses as being experimented by the Kurukshetra Univeristy offer ample scope to integrate all the essential ingredients of good teacher education, namely liberal education, professional education, specialization in one or two school subjects and direct experience including practice teaching in schools. The latest developments in methods of teaching are dealt by specialists in pedagogy and methodology.

### **2. Internship in Teaching**

The term internship has been borrowed directly from the medical educations which apply the word to the hospital experiences where the medical doctor is required to have field experience under the guidance of veteran practitioners before he or she is allowed to start practice of his own. Thus, the internship is an integral part of his professional preparation. Now internship in teaching includes practice teaching and wide variety of field experiences under the guidance of a competent supervisor. The learner tests his theoretical understanding acquired through pedagogy classes. The intern shares all of the significant experience going on in the total school environment and develops meaningful skills and attitudes towards his profession. The philosophy of internship is basically pragmatic. During his period of stay in the institution the intern is expected to develop a broad understanding about the total school set-up. During this period of internship he or she involves himself/herself in the following activities like observation of classes, practice of teaching and drawing a total experience in school in overall activities performed at school point.

### **3. Community living**

A new trend to give some weightage to the programme which have a training potential for community living is given importance now-a-days. Teacher Education Programmes would be incomplete unless they provide some kind of guidance and supervised experiences of independent individual and corporate group life. The major aim of community living programmes are personal and social effectiveness. Their essential features are group living by making the residence in the hostel compulsory, taking group projects such as cleanliness of premises, rooms and lecture theatres etc, management of playing indoor and out-door games , running cooperative mess, organization of some entertainment and variety programmes etc.

### **4. Orientation Course**

It is also a trend to orient the incoming teacher-trainees during their B. Ed course. Basically they are oriented on the nature and significance of teacher education, needs and responsibilities of department, to develop closeness and

familiarity with their classmates etc. Depending upon the needs of the students the course is organized for a period of 4 to 6 days. The entire course is conducted through group discussions under the leadership of students.

## **5. Correspondence Courses**

Correspondence Courses are being successfully conducted by different professional groups in several countries of the world including USA, USSR, and Australia. In 1962, an Expert Committee strongly recommended that selected Universities in India should experiment with correspondence courses. It was first started by the university of Delhi. The NCERT constituted a study group which reported in 1964 about correspondence courses in training colleges. It is pointed out that correspondence method may be applied to the professional education of teachers to meet two special requirements of teacher education; first, adequate facilities for the development of teaching skills through practice teaching and secondary continuous contact between the student teacher and the institution.

## **6. Action Research**

Action research has been found to be a very useful technique for trying out a number of programmes of qualitative improvement in various spheres of school education. In teacher education, some experiments have been planned and conducted to improve the actions and decisions related to the various aspects of the programme. University colleges of Education, Dharwar has already done pilot study with regard to improving the content knowledge of the student teachers and making them more efficient in teaching than what they usually are.

## **7. Simulation Teaching**

Simulation as activities which are similar to teaching and observing but which are not, in fact carried in a regular class room. A simulated environment is created in the college where student teacher teaches his own fellow students as if they are school students. This technique helps to achieve their maximum potential in the pre-student teaching learning experience and may become a new kind of demonstration laboratory prior to student teaching.

## **8. Interaction Analysis:**

In the field of teacher education, classroom interaction has been taken as target and attempts are made to analyze it and to quantify it. Thus, we see that most intensive long range programme of this dimension has been conducted under the leadership of Ned. A. Flanders. In his study he found that the verbal patterns of teachers in high achieving classrooms were significantly different from those in low achieving classrooms.

## **9. Team Teaching**

It is also called cooperative teaching. It occurs when two or more teachers share in planning and conducting instruction that is offered to the same group of students, whether they may be at elementary, secondary or college levels. A great variety of organizational patterns are included under the label of team teaching. Teams vary in size from 2 elementary teachers who share the instruction offered to 40 to 50 students of teams made up of many 8 teachers and over 200 students. Team roles include those of team leader, master teacher, part time teacher, intern teacher, teacher aid and team clerk.

## **10. Reading Programme**

Reading proficiency is important at all ages. Reading is so inter-related to the whole educational process that educational success requires successful reading. It is pointed out that if the first button of a man's coat is wrongly buttoned, all the rest are certain to be crooked. Reading is the first button in the garment of Education. As such, if this is not developed in school and if it is still a drawback at the tertiary level, the college students will find it difficult in proceeding at a fast pace in academics due to reading deficiencies. Reading comprehension, reading speed and critical reading become the vital tools for the success at the collegiate level more than at the school level.

## **2.6 SHORTCOMINGS AND SUGGESTIONS FOR TEACHER EDUCATION PROGRAMMES**

Teacher Education like other forms of education is ever growing fields in all aspects of content, curriculum, technology and scheme of evaluation. The education scenario in schools is changing globally and India as an emerging country cannot afford to ignore the task of upgrading her system of education. Any change, development and innovation in school is possible only when the teachers; the guiding force of pupils are prepared for this. Therefore, the task of upgrading teacher education is a must. Preparing teacher education programme to take the lead role in the movement of modernizing education is a big challenge. In spite of appreciable and path breaking recommendations of various committees and commissions the gait and face of teacher education are almost the same as these used to be decades ago. The reasons of this lethargy are not new but traditional ones due to which the saying like 'teacher is the most unchanging agent of change' emerged. The first task of bringing any change in an existing system is to identify its weakness and remedy to remove it. A brief description of the two areas would be helpful to make the system updated.

### **2.6.1 Shortcomings in the Existing Teacher Education Programme**

#### **i) Defective Courses of Studies.**

Present teacher education courses at different levels embody course content

unhelpful in preparing an effective teacher. The theory courses have no articulation with practical work and teaching skill requirements. The application of theory to practice leaves enough room for revision and restructuring. The weightage on content is negligible. The emerging technology has yet to make an impact. There is hardly any conceptual framework in the over-all course structure. The practice teaching course is meaningless ritual. Its carry over potential is very poor in the development of a dynamic strategy for handling instruction problems in actual class-rooms.

The content or syllabus of teacher education is increasing leaps and bounds with the time. Schools of philosophy, psychological thoughts and principles, technological inputs, number of issues and concerns pertaining to Indian education are being added up with every policy. Along with projects, portfolios, presentations, reports etcetera as components of internal evaluation make the teacher education programme quite heavy and burdensome.

ii) **Absence of ICT and Internationalization:**

In terms of ICT and internationalization, the programmes of teacher education seem to be lagging much behind the school education systems. Schools have quite advance components related to ICT, e-books, e-lesson plans, interactive smart boards and so on. Most of these components are becoming necessary for the advanced and acknowledged schools. But the same equipments, systems and processes are still absent from the teacher education programmes. Similarly the school system has crossed a long way in getting accreditation from the international bodies of school education, internationalized their syllabus and curriculum and evaluation pattern. But teacher education is yet to take steps in this direction.

iii) **Shortage of Quality Teacher Educators:**

The quality of teacher education depends largely upon the quality of teacher educators. The process of updating master degree programme (M. Ed.) in education is an ignored area since long. Hence, there is a need to reframe its objectives, content and learning outcomes to make it an effective media of producing quality teacher educators.

iv) **Lack of Quality Teacher Education Institutions:**

Barring India and some Asian countries, the onus of establishing and managing teacher education is directly borne by the government. But in our country, the job of providing teacher education is shared with private sector under the system of self-finance college of teacher education. It is a matter of great shame and disappointment that most of the teacher education institutions in private sector are proving to be degree distribution centers or money making mechanisms. They don't have required infrastructure and human resource to take care of teacher education programmes and maintain the demanded quality in them.

v) **Absence of Professional Attitude:**

In India the entire teacher education programme is lacking in professional attitude which is so important for a sound programme of teacher education. In



some states the teacher education programme has been commercialized. This has resulted into sub-standard facilities in the colleges. It is also reflected in the policies followed in the recruitment of teacher educators whose poor quality coupled with the sub standard provision of facilities, is largely responsible for lack of vigorous and dynamic programme on the campus. The effort to make a proper democratic attitude through a community life gets undermined. No attempt is made for the development of sound professional ethics during the period of teacher education.

**vi) Isolation of Teacher Education Department:**

It has been observed by the Education commission that teacher's education, both primary and secondary level, has become isolated from schools and current development in school education. In the schools the method of teaching curricula and various other requirements in are different from those advocated and actually implemented in the teacher education departments. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher.

**vii) Lack of Proper Facilities:**

In India, the teacher education programme is being given a step-motherly treatment. About 20% of the teacher education institutions are being run in rented buildings without any facility for an experimental school or laboratory, library and other equipments necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

**viii) Faulty Methods of Teaching:**

The use of traditional method of teaching, lecturing and dictating of notes etc in teacher education departments is more. Many institutes neglect modern-class room communication devices to implement in their colleges. Students teachers talk about the methods but cannot use them in real classroom situation.

## **2.6.2 Suggestions for Teacher Education Programmes**

A comprehensive and competent policy initiative is must to update and renovate the content, curriculum, technology, methodology and evaluation process of teacher education programmes. Numerous conferences, seminars, commissions and committees in public and private sector have looked into the issues related to qualitative improvement in teacher education. Some of them are discussed hereunder:

1. Strengthening syllabus and curriculum through frequent revision of content is another thrust area. The syllabi of teacher education need to be looked keenly to remove certain outdated and irrelevant content items from it.
2. Application of Continuous and Comprehensive Evaluation System in Teacher Education Programmes is getting urgent as the same system is already prevalent

in schools and is getting popularity.

3. Increasing the duration of School Internship is being demanded since long as the current duration is excessively less for student-teachers to get acquainted with the school system and academic processes being followed thereat.
4. Subject Specific Teacher Education Programmes are being demanded by schools now a day. The teacher coming to schools are prepared to handle two subjects but often they don't have itastery in any of them. Therefore, schools want the specialized teachers who could work as masters of their subj ect.
5. Compulsory accreditation for teacher education institutions is suggested to ensure pursuance of necessary norms and standards set by the recognizing body viz. NCTE and affiliating institution viz. the university.
6. Making the teacher education ICT friendly and adding components suitable to international standards is the need of hour to ensure the relevance and worth of teacher education programmes. Until this measure is implemented the teachers prepared in the existing teacher education institutions will keep feeling themselves as aliens in the schools.
7. NCTE has advised that steps should be taken to ensure a better liaisoning betw een schools and teacher education institutions. Teacher education institutions must be aware about the needs and requirements of schools and should try to meet them on preferential basis.
8. To ensure quality teacher educators in teacher education institutions, it is necessary that proper and quick attention be paid upon the improvement of the quality of teacher educators. Innovative measures are also required to provide more opportunities for career development to teacher educators.
  9. An intensive drive is must to be started to make the components of teacher education more and more practical, qualitatively updated, objective and standardized.
  10. The colleges of education should be equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities which promote democratic spirit of mutual appreciation and fellow feeling to develop the professional attitude.
  11. Suitable and appropriate methods of teaching should inspire appreciation among other departments of the university and colleges.
  12. The members of the staff of teachers colleges should be closely associated with the practicing schools on regular basis for useful implications for improving school practices.

### **2.6.3 Future Prospective of Teacher Education in India: A Critical Analysis**

The Prime Minister has repeatedly emphasized that ensuring quality school education to **all** is one of the most important priorities of the government, and the National Knowledge Commission has also recognized the crucial significance of this as the foundation upon which any further advances are based.

Documents of India Vision 2020 by J.S. Rajput and NKC Recommendation on School Education 2007 have highlighted the future of school and teacher education in **our** country. You must have realized that the present time is very crucial in the context of school and teacher education in our country as most developments have taken place in

maintaining quality and quantity in education. For this Right to Education Act 2009, use of Continuous and Comprehensive Evaluation strategies in school and higher education, implementation of new curriculum in school and teacher education framed according to National Curriculum Framework 2005 for School Education and National Curriculum Framework for Teacher Education 2009 are the milestone to maintain effective transaction of school and teacher education. Primary responsibility for school education is borne by the state government, but you must have observed that both the State and Central Government works together for the greater interest of Universalization of Elementary Education. There is wide diversity across the States in terms of progress towards achieving Universal Elementary Education, and also diversity within states with respect to the quality of school education. Nevertheless, we believe that positive changes in systems of schooling will ensure universal access to elementary education, wider access to secondary education as well as better quality and greater relevance of all schooling, will require active involvement of the central government as well state governments. Such involvement is necessary not only in the matter of providing resources but also in promoting organizational and other quality parameter changes.

Emphasizing teacher education, National Knowledge Commission 2007, stated that teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated schoolteachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as electoral activities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences, including a web-based portal, should be developed. At the same time, there should be transparent systems for ensuring accountability of school teachers. As far as possible, teachers should be recruited to particular schools. The training of teachers is a major area of concern at present, since both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most states. Pre-service training needs to be improved and regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility. Realizing the facts mentioned above you must have understood that the future of teacher education is a challenging task before us. The lower and the higher end in teacher education are linked with a close chronology. To maintain quality in lower level i.e. in school education, the higher level i.e. teacher education needs to be improved drastically. Our teacher education needs to be well managed and assure quality so that we can be managed to create good teachers in the school level who can take the responsibility and leadership of the country. Let us discuss some of the other future prospects of teacher education which needs to be take care of in near future.

All types of values need to be developed among the teachers and the teacher educators through our teacher education programmes.

Special and inclusive education should be a compulsory teaching subject in Teacher Education programme.

Rigorous practices in content-cum-methods needs to be conducted in teacher education programmes.

Establishment of teacher education institutes remains a constant problem in teacher education. Only that institute needs to be permitted who fulfils all the criteria to run an institute.

- There must be a nationwide survey to know the specific requirement of teacher education institutes region wise. To do it, enrolment of students, scope of teacher education, population parameters and requirement of future teachers needs to be taken care of.
- Maintaining national and international integration is also another important ingredient in teacher education programme of any country. That's why there is the need to orient the future teachers in important national matters.
- In India, there are still thousands of vacancies for teachers in schools; for filling these posts, we need quantitative improvement of teachers but at the same time, optimum care needs to be taken to maintain the quality of teachers.
- There is the urgent need of special orientation of teachers for implementation of Right to Education Act 2009, Continuous Comprehensive Evaluation (CCE), special and inclusive education. Teachers should be oriented from the very beginning of teacher education.
- Ground root level teacher education institutes such as DIETs, BRCs, and the CRCs need to be empowered so that they are able to face all types of challenges in teacher education.
- Moreover, national reconstruction and international participation needs to be encouraged through teacher education programme in the coming future.

## **2.7 DISTANCE EDUCATION AND IN-SERVICE TEACHER EDUCATION**

We are now concerned with informal, non-formal education for the last so many years. The term distance and open education have been added to this. Formal Education is learning within an organized institution, with time schedules, established curricula and syllabus taught by the teacher and learnt by the student, followed by a system of examinations. Non-formal education is learning that is organized outside the formal system with emphasis on its organized character, its hours of learning being flexible. Informal education is really incidental education through reading, attending lectures, participation in seminars etc. which can be either distance or non-distance education. Open

education cuts across all these forms of education and can be expressed in formal, non-formal and informal and distance learning systems.

Due to race for expansion of education at the primary and secondary level, there was great rush for opening teacher education institutions in a large number. Infact , an upsurge of enrolment rate in the educational institutions is one of the vital factors that makes distance mode of teaching and learning a social imperative. The Indian Education Commission (1964-66) had recommended certain steps for the purpose of solving the problem of unexpected demand on teacher education programme, consequently distance education and correspondence course were introduced for the purpose of providing opportunity to both pre-service and in-service teachers.

### **2.7.1 Distance Education for Teachers, by Indira Gandhi National Open University (IGNOU) , New Delhi**

IGNOU proposes to organize B.Ed. programme through distance mode because it considers teacher education as one of the crucial aspects of education. Thus, several commissions and committees emphasized quality of teacher education and the need for professional improvement of teachers. The Programme of Action of the NPE-1986 stressed the role of distance education in teacher education. The National Council of Teacher Education (NCTE) examined and raised the issue concerning standard of teacher education programme especially those offered through distance mode. A committee appointed by NCTE in 1990 suggested that teacher education through distance mode; if suitably organized can emerge as trend setters in quality for those in face to face mode. Keeping in view the recommendation of the NCTE, IGNOU proposes to organize B.Ed. programme through distance mode.

### **2.7.2 Objectives of Distance Education for Preparation of Teachers**

Following are the objectives of distance education for teacher preparation,

1. To systematize, give a method and structure to their experiences and thus, strengthen the professional competency of in-service teachers.
2. To impart knowledge and understanding of various methods and practices needed for organizing learning experiences to students.
3. To develop skill required in selecting and organizing learning experiences and imparting instruction.
4. To understand the nature of learner and the learning process.

5. To develop skills involved in dealing with the learning and personal problems of learners.
6. To acquire knowledge and understanding about the various aspects of student evaluation and the ability for their classroom application.
7. To develop skills involved in selecting, developing and organizing evaluation techniques.
8. To develop competencies for organizing various co-curricular and instructional support activities needed in educational institutions.

### **2.7.3 Correspondence Education for Teachers**

To meet the demand of teacher education in the country correspondence courses for teachers have been organized by some institutions like Regional Colleges of Education and Central Institute of Education, New Delhi. They are organizing correspondence course at B.Ed. level. The Himachal Pradesh University, Simla gave a big break by starting correspondence courses for untrained teachers working in secondary schools who were converted to graduate-trained teachers through their correspondence-cum-contact programme course.

### **2.7.4 In-Service Teacher Education**

A prospective teacher is always prepared to learn more. The professional growth of a teacher does not cease when he leaves the training institution. In fact he begins to learn from different kinds of experiences. Rabindra Nath Tagore has rightly remarked, 'A teacher can never truly teach, unless he is still leaning himself'. "A lamp can never light another lamp unless it continues to burn its own flames."Therefore, in order to keep alive and fresh the teacher should become a learner from time to time, constant outpouring needs constant in taking. The education of a teacher should not end with his obtaining a degree from the college of education. The professional growth of a teacher requires that he should continue to learn through the period of his stay in the profession.

### **Meaning of In-Service Teacher Education**

In-service Teacher Education may be defined as continuing education of teachers for professional growth. It refers to the education a teacher receives after he has entered the teaching profession. The teacher may have received his professional education in a teaching institute or in a college of education. Teacher continue his education and possess three types of competencies as (a) competencies in academic field (b) competencies in teaching methodology and

(c) competencies in classroom interaction, analysis and application.

### **Objectives In-Service Teacher Education**

1. To equip the teachers with the latest content or subject matter in their specialize fields.
2. To initiate the teachers in the habit of self-study with ultimate aim of keeping them abreast of the latest developments in their own and allied field.
3. To help the teachers learn economical and effective methods of teaching.
4. To develop suitable and varied programmes to meet individual needs, school needs, and the needs of the State with regard to educational extension.
5. To follow up the teachers who undergo in-service education to reinforce the objective of the training.
6. To develop the professional efficiency of the teacher.

#### **2.7.5 Programmes of In-service Teacher Education**

The programmes of In-Service Teacher Education in our country are organised by the Colleges of Teacher Education. SCERTs, DIETs, and NCERT are preparing the programmes for their respective colleges coming under their jurisdiction. These organizations conduct such programmes that offer greater opportunities for the prospective teachers in thrashing out various developmental schemes in education workable in their respective institutions. This helps the teachers and heads of the institutions to initiate and execute various plans of work keeping in view the local needs and requirements of the concerned institution. Some of the in-service education programmes which can be initiated at school level are discussed as under:

##### **i). Seminar.**

There can be collective thinking on various problems of education by the teacher. The problems arising out of situations within the school can be discussed or solutions found out. Seminar can be organized on any problem of education. Organization such seminars in the school provide friendly and informal atmosphere to discuss and exchange views on various problems and issues.

##### **ii). Workshop.**

The approach in a workshop is more practical than that of a seminar. Here all the participants work actively and make significant contributions. A workshop is conducted to think over more practical problems of education such as lesson planning, curriculum construction, question-setting etc. In such workshop ample time is given for individual work and study.

### **iii). Refresher Course**

It is organized to enable the teachers to keep pace with the latest development in their subject as well as in theory and practice of teaching. It is also an importance source of re=orientation of teacher. The services of those teachers in the schools who have already undergone such refresher courses can be of great use of others.

### **iv) Study Groups**

Teachers of different school subjects can form study groups. These study groups can function under the expert guidance of field advisers of state institute of education. The member of this group may meet weekly or fortnightly to discuss problems concerning their subject areas and work out new teaching techniques.

### **v) Study of Professional Writings**

A lot of instructional materials in almost all the subjects in being supplied by the SIE, SCERT, NCERT and other similar sources to the schools. Such a type of material can serve the purpose of in-service education for the secondary school teachers. Through the study of professional writings the teachers cab able to acquainted with the latest developments in different fields of education. They also be encouraged to write articles on their respective subjects by studying such writings.

## **2.7.6 Some important Agencies of In-service Education**

**i). State Departments of Education:** The State Departments of Education have their agencies for the improvement of the quality of education. Among such agencies, mention may be of the State Bureau of Education, State and Vocational guidance, State Evaluation Units, Institutes of Science and State Institutes of Education.



ii). **Foreign and International Agencies:** Foreign agencies like USAID, The United States Educational Foundation in India, the British Council and the UNESCO provide opportunities for in-service education in the country. In-service programmes in English, organized by the British Council and seminars and workshops are organized by the United States Educational Foundation in India.

## **2.8 STRATEGIES FOR PROFESSIONAL DEVELOPMENT**

The professionalization of distance education is controversial. Scholars like Keegan and Peters hold that Distance Education can be seen as a professional field. Those who consider it as a mode of teaching opined that there is little difference between on-campus and off-campus teaching. A competent academic or trainer can teach at a distance.

When a teacher enters into teaching profession, the knowledge and skills that she/he has acquired serve as only minimal requirements for work. Besides studying from the daily experiences, she /he has to remain in touch with the latest development in the field of education. The subject teacher has mastery over the content but feels handicap in imparting that knowledge to the students. In order to overcome this difficulty, she/he can take the following measures:

- Attend seminars, workshops, conferences
- Participate in exchange programmes
- Publish and read articles in standard journals
- Abreast latest knowledge by reading books and articles
  
- Pursue higher qualification
- Visit nearby institutions to get familiar with the different methods of teaching

Besides the above-mentioned programmes, other strategies are also used to enhance the professional preparation/development of teachers. Let us have a look at each programme.

### **Induction Programme for Novices**

Transition from a pre-service teacher to an in-service teacher is a very challenging task. Though the pre-service teacher preparation programmes offer the basis of becoming a teacher, the actual classroom situation is new to them. Novices tend to have a limited knowledge base (about the subject, student, pedagogical procedure and classroom management). They have very general goals and are often chiefly concerned with students' personalities. Their planning tends to be inflexible, short-term and management focused. They mostly rely on direct instruction model.

Due to these limitations, they encounter some problems in the classroom. The following are the difficult areas faced by the novices.

- Large size classroom management

- Organizing activities
- Assessment procedures
- Dealing with individual differences
- Application of new strategies in classroom

The teachers from conventional system normally face the above mentioned difficulties. Whereas in the case of open and distance teacher educators, their problems are:

- Understanding the concept of open and distance education
- Self-learning preparation
- Assessment procedures
- Feedback from the tutors
- Limited support facilities

All novices might not be facing all these problems. Generally the novices can probably be divided into three groups. There are, first of all, 'the naturals,' a small number of novices who function as experienced teachers. Because they have had excellent preparation programmes and possess the personal traits that make it easy for students to like them, they do not encounter major problems. Second, there are 'the losers', a small number of novices whose failures are deeply ingrained. They are weak teachers who will continue to have major problems even after a few years' experience.

By far the largest number of novice teachers belongs to 'struggling beginners'. Their problems are developmental ones. Their problems exist due to lack of experiences. Even the best student teaching programmes cannot fully prepare novices for the realities of planning for teaching their own classes on a full-time schedule. They are not failing as teachers. Instead, they are experiencing stress that derives from having to master a very complex set of skills under quite difficult conditions.

In order to overcome the difficulties faced by the novices adequate support must be provided to them. Here support means an array of different types of infrastructure that help teachers to carry out their professional responsibilities. The support services are:

- Administrative support
- Instructional support
- Technical support
- Community Support

**Administrative Support:** It includes instructional leadership, official recognition, and compliance mentoring by principals. It gives support for implementation of innovation and administrative decisions that provide teachers time and resources to carry out new instructional practices.

**Instructional Support:** This includes the support provided by the distance mentor with regard to content, instructional strategies, assessment procedures and the conceptual issues arising from change.

**Technical Support:** This comprises of giving assistance in handling machines and to fix computers, LCDs, etc.

**Community Support:** It includes the recognition of a teacher's efforts in the classroom

by parents. This mostly takes place during the parent teacher association. They may be useful in emphasizing to the public the importance of continuing staff development and training and in sharing with programme leaders insights they have gained in employee training.

Among all the support, the most important is providing teachers the needed teaching-learning materials. The most important support for teachers is in the form of personal assistance i.e. helping a teacher to log on to the online course, provide time to plan a project, etc.

## **Professional Development through Mentoring**

The idea of mentoring is rooted deeply in Greek mythology (Homer, 1980). The term 'mentor' originally comes from Homer's epic poem *The Odyssey*. As a good friend, Mentor was asked by Odysseus to watch over his palace and his son when he left to fight in the Trojan War. In this position of responsibility, Mentor coached and counselled Telemachus, Odysseus' son, guiding him in his development from infancy to early-adulthood.

A mentor is defined, as an influential, established, knowledgeable member of an organization who supports and commits to the upward mobility of a protege's professional career (Mincemoyer & Thomson, 1998). Mentoring is a process in which a person is responsible for overseeing the career and development of another person. The mentor-student relationship develops over time and passes through various phases, namely the initiation phase, the working phase and the termination phase. In the initiation phase, the mentor and the student get to know each other. They provide support to each other. For the protege, mentoring is an opportunity to learn from someone with more experience and knowledge. The second phase of the relationship is called the working phase, in which the student gets benefit from the relationship. The student gradually becomes independent and starts taking responsibility and need help less frequently. Due to less, the relationship enters into the final phase, i.e. the termination phase. This stage ends either positively or negatively. When it ends positively, supportive relationship will be retained. If it ends negatively, tension will exist between the mentor and the student. The intensity of the coaching will vary with the novice's need and the mentor's time. A mentor should use the following coaching procedure:

1. Provide a knowledge base for the skill. If, for example, the novice needs to know how to handle a group activity, he or she should have knowledge about the following issues:
  - (i) Seating arrangement
  - (ii) Division of group
  - (iii) Nature of group
  - (iv) Activity distribution
  - (v) Participation of all members in the group
  - (vi) Codification of each group points

(vii) Summarizing the final point

The mentor should provide the knowledge before the coaching session takes place.

1. When the actual coaching session begins, skill should be explained in a step-by-step manner. Detailed explanations are necessary for skill mastery. Mostly the supervisors make only general suggestions. For example: 'You should start your class more efficiently'. Contrast that with the following specific explanation:
  - Do a quick check of attendance before starting the class.
  - Conduct a brief review of previous day's learning.
  - Start the class from the known to the unknown teaching points.
2. Demonstrate the skill step-by-step
3. Give room for practicing the skill
4. Provide constructive feedback
5. Specific arrangements should be made for the novice to use the skill when the mentor can observe and give feedback.

**Strong mentoring through web technologies**

Mentoring is an important programme in supporting new teachers. In distance teacher education programmes, web technologies can be used for mentoring purpose. Mentoring can be used in various ways:

- Access to mentors from same field
- Access to multiple forms of mentoring
- Access to specialized mentor feedback
- Access to mentoring collaboration

**Access to mentors from same field:** In this type of mentoring, new teachers are able to work with experienced teachers in the same field. Through online professional development, the teachers are able to connect individuals from the same fields regardless of distance. More than that, they are able to do collaborative work in a learning community atmosphere.

**Access to multiple forms of mentoring:** Usually mentoring refers to pairing of an experienced teacher with a new teacher and receiving guidance from her/him. However, in this form, the novices are able to connect not only with experts in their field, but also work with other new teachers in the same field, who are experiencing the same problems. This is possible through discussion forums, video chat and e-mail.

**Access to specialize mentor feedback:** In this mentoring process, video examples are provided to beginning teachers to view at their own convenience. The web technologies provide opportunity for different types of communication between mentor and beginning teacher.

**Access to mentoring collaboration:** In mentoring collaboration, mentors at a distance are able to meet together and discuss the ways to assist beginning teachers. Thus it improves the mentoring techniques.

## 2.9 SUMMARY

- The 21<sup>st</sup> century is the period of explosion of knowledge and radical changes in the content areas of all disciplines- humanities, sciences and social sciences.
- ‘Teachers are born not made’- this proverb not lasting for long time. But appropriate and proper training, an educated person can be made a competent and efficient teacher.
- Pre-service teacher education programme is designed for those learners who intend to become a teacher in the days to come. A practical classroom situation is provided to these future teachers along with an experienced and competent teacher. They will receive abundant of opportunities to develop teaching skills through the preparation of lesson plans, instructive lessons and classroom administration.
- In the words of Dr. Zakir Hussain- They (teacher) are literally the arbiters of a nation-s destiny.
- Pre-service teacher education implies one kind of teacher education programme designed to prospective teachers. Today’s students are the future citizen of tomorrow. Therefore, to make them with proper teacher education, different kind of programmes are designed for pre-primary, primary and secondary level of education.
- The pre-primary education comprises all the classes (Nursery, Kindergarten etc.) that end at the age of six.
- Elementary teacher education refers teacher education for primary school teachers, basically teachers from classes’ I-VIII.
- There are numbers of methods of teaching for different classes and for different subjects. In order to select and adopt an appropriate and efficient method of teaching the in-service teacher education help the teachers.
- The knowledge, experiences, skills etc. gained through pre-service teacher education is not adequate for the rest of professional career for discharging duties effectively.
- Teacher education curriculum is the sum total of the student teacher activities which the training institution sponsors for the purpose of achieving its objectives.
- Elementary Level Teacher Education Programmes and Secondary Level Teacher Education Programmes are the two prominent major division of Indian pre-service education system.
- Curriculum is one of the most important aspects of our educational system and it implies the sum total of all the activities in an academic programme. It is derived from the Latin word “Currere” which means to race course.
- The National Curricular Framework for Teacher Education, 2009, has given the following recommendations in teacher education- Teacher education courses

must have recognition from NCTE, D. Ed would be two years diploma course., Educational qualification for D. Ed will be H.S passed.; B. Ed will be one year degree after graduation.

- The curriculum of pre-service teacher education is divided into three basic components - theory, practice teaching and Practical work so that the above cited objectives can be easily achieved.

## 2.10 KEY TERMS

- **Missionary:** Member of a religious group on a religious mission in a foreign country
- **National Council for Teacher Education:** An Indian government body set up under the National Council 'for Teacher Education Act, 1993 (#73,1993) in 1995, to formally overlook standards, procedures and processes in the Indian education system
- **NCERT:** an apex resource organization set up by the Government of India, with headquarters at New Delhi, to assist and advise the Central and State Governments on academic matters related to school education
- **Rehabilitation Council of India:** The apex government body, setup under an Act of Parliament, to regulate training programmes and courses targeted at disabled, disadvantaged, and special education requirement communities
- **Curriculum Development:** The process of creating planned curriculum, pedagogy, instruction, and presentation modes
- **Curriculum Planning:** The process of setting goals, developing strategist, and outlining tasks and schedules for the setting of courses, coursework and course content
- **Micro Teaching:** Microteaching is a training technique whereby the teacher reviews a videotape of the lesson after each session, in order to conduct a post-mortem
- **Open and Distance Learning:** Afield of education that focuses on the pedagogy, technology, and instructional system designs that aim to deliver education to students who are not physically onsite in a traditional classroom or campus

## 2.11 QUESTIONS AND EXERCISES

### Short-Answer Questions

1. What are the objectives of in-service teacher development programmes?
2. What is meant by curriculum?
3. How does teacher education change at different levels?
4. What is curriculum planning?
5. What is the need and importance of innovations in teacher education?

### Long-Answer Questions

1. Write a note on the types and features of teacher education programmes in India.

2. Discuss the need and importance in teacher education programmes.
3. List the shortcomings in the structure, curriculum and evaluation system of teacher education programmes.
4. Discuss innovative means and measures of modernizing the teacher education programmes in India.

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**UNIT 3**  
**MODIFICATION OF**  
**TEACHING BEHAVIOUR AND**  
**STUDENT-TEACHING**  
**PROGRAMME**

**Structure**

Introduction

Unit Objectives

Teacher Behaviour

Student-Teaching Programme

Micro-Teaching

Flanders' Interaction Analysis Category System (FIACS)

Simulated Teaching

Problems Related to Student-Teaching Practice and Internship

Summary

Key Terms

Answers to 'Check Your Progress'

Questions and Exercises

Further Reading

**UNIT OBJECTIVES**

After going through this unit, you will be able to:

- Explain the various aspects of teacher behaviour
- Describe the features of student-teaching programme
- Paraphrase the concept of micro-teaching
- Explain the basic assumptions of Flanders' Interaction Analysis Category System (FIA.CS)
- Discuss the utility of simulated teaching
- Recognize the problems related to student-teaching practice and internship

**3.0 INTRODUCTION**



Teaching profession is very serious professions as it affect the entire society. The education imparted to the students from the beginning of the nursery and up to the higher level is totally depend on the effectiveness of the teacher. The super structure of the entire education system is managed by the teachers. It is not wrong to say the teachers are the nation builder. The teacher has to perform their duty sand responsibility with utmost sincerity to build the nation by educating its young generations. At the same time it is also true that ‘teaching is not every ones cup of tea’ it need rigorous teaching practice with knowledge command. The teacher has to follow certain teaching behaviour while teaching inside the classroom. The behaviour of a teacher, in the classroom in particular, has a great bearing on the development and shaping of the behaviour of the students and in their participation in the teaching-learning process. Basically, teacher behaviour has two components—(i) verbal and (ii) non-verbal. According to Ryans (1969), teacher behaviour in the activities of persons as they go about doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of the learning of others. Mc Nergency and Carner (1981) regard teacher behaviour as a function of the characteristics, of a teacher, his/her environment and the tasks in which the teacher engages. The teaching behaviour of the teacher can be modify by using different techniques. Micro-teaching is one of the good innovations in the field of teacher education for the modification of teaching behaviour. Here the student teachers can learn or mastery over the use of various teaching skills. To have a mastery over some of the social skills in the teaching learning process another mechanism called simulated teaching is used. In this technique the pupil teacher play the role of student, teacher, and observer, sometime it is also known as role playing technique.

Several techniques have been devised to observe and analyse teacher behaviour and interaction analysis in the classroom. One of the most important teacher training techniques was developed by Ned. A. Flanders in 1959. InFlanders' interaction analysis system, the entire classroom interaction is put into three main sections: (i) teacher talk, (ii) student talk, and (iii) silence or confusion. The technique basically helps in the grouping of students.

In this unit, all the aforementioned topics of teaching behaviour and student-teaching programme have been covered in detail.

### **3.2 TEACHING BEHAVIOUR**

Teaching Behaviour simply means the behaviour express by the teaching at the time of classroom teaching is known as teaching behaviour. In the classroom teaching the teacher has to demonstrate lots of activities before the students in order to make the teaching more effective. The teacher used numbers of verbal and non verbal behaviours which is quite important to make the students learn more. The verbal behaviour like asking questions, giving lectures, explaining, are normally express by the teachers and the non verbal behaviours like teachers gesture, posture, facial expression, are demonstrate

by the teachers. The teacher encourages the students to be more attentive and participative in the classroom teaching. The effectiveness of the teacher's classroom teaching is highly influenced by his teaching behaviour. The teacher has to modify his teaching behaviours from time to time to make it more effective and content related. The teaching process can only be developed and improved when teacher-education institutions can prepare effective teachers. The major assumption of training technology is that the affective-teachers are not only born but they can also be prepared by the use of feedback devices. It is the postulate of D.G. Ryan's Theory of Teacher-Behaviour that teacher behaviour is modifiable. There are various feedback devices which are used for the modification of teacher behaviour. These are considered new innovations and current practices in teacher education programme. The teacher education programme can make the teacher more effective and learner oriented.

If we talk of the teaching process normally there are three phases of teaching. They are: (i) Pre-active, (ii) Inter-active, and (iii) Post-active. In the pre active stage, there is no face-to-face encounter between the teacher (T) and the student (S). The teacher prepares the blue-print of the acts or activities or operations of teaching to be carried out during his/her teaching in the class. All these activities are planned behind the scene. The second stage is very crucial in the teaching learning process. It is a face-to-face encounter. Here, both the teacher and the students are active. This stage consists of activities which the teacher performs with the students. The post-active stage comprises activities of the teacher after the interactive stage. The teacher no longer faces his/her students at this stage. He / She is concerned with the retrospective analysis of the events, or incidents which occurred during the interactive stage.

### **Major characteristics of teaching behaviour**

Some of the major characteristics of teaching behaviour are as follows:

- (i) ***Teaching behaviour is an interactive process:*** Teaching behaviour is a social phenomenon which needs the interaction between teacher and the student. It cannot be one sided or happen in isolation. The teacher teaches the content to the students by using certain teaching method to make them learn the content and modify their behaviours in a better way.
- (ii) ***Teaching behaviour is a goal directed activity:*** Teaching behaviour is directed by a certain goal. It is the goal which gives proper direction and planning in the process to teaching. It helps the teacher to attain the goal of education in a planned way. A teaching activity loses its relevance and rationality without a specific goal. So it is very important to set a goal or objectives to make teaching learning process more meaningful and achieved its objective in proper time.
- (iii) ***Teaching behaviour includes several skills:*** Teaching behaviour needs various skills from a

teacher. There are different types of skills involve in the teaching learning process. A teacher has to attain mastery over those teaching skills like, lecturing, demonstration, illustration, asking questions, stimulus variation, use of teaching aids, proper use of BB, etc. it is also heavily depend on the teachers language command, classroom management skills, interpersonal relationship, ability to understand students feeling, subject command and many more. All these skills are required for the effective teaching behaviour.

- (iv) **Teaching behaviour is a social act:** Teaching behaviour exists due to interaction between the teacher and students. In this sense it is a social act. Sometime the teacher initiate talk and pupil respond or vice versa.
- (v) **Teaching behaviour is a linguistic act:** Language is the most important factor in teaching learning process. The teacher may use verbal or non verbal language to teach the students. In this way flow in the classroom interaction process continue between the teacher and the students. The content, principle, theory, information's, fact figures, etc. are taught to the students by using these verbal and non verbal languages by the teacher.
- (vi) **Teaching behaviour is a logical act:** Each variety of teaching behaviour involves logical operations in the form of defining, describing, stating, reporting, substituting, evaluating, opining, classifying, comparing and contrasting, conditional inferring and explaining. Socrates provided us a model for the use of logic in instruction. In recent times, other logical models were advocated by Dewey, Kilpatrick and Piaget. John Dewey argued that the rules of successful enquiry are in fact, the rules of logic. The concern for enquiry and discovery in problem solving method of education is the contemporary manifestation of the trend of rules of logic.
- (vii) **Teaching behaviour is a unidirectional activity:** In a given teaching-learning situation, it is the teacher (T) who tries to influence the student (S). It is very rare that the students influence their teachers. It is, therefore, a one-side directed activity. Direction is from the side of the teacher. Teaching behaviour, is therefore, called 'unidirectional activity'.
- (viii) **Teaching behaviour is non-symmetrical:** Effect of the teaching-learning is not the same on the teacher and the students. Rarely do the students intend to influence their teachers. If at all, a teacher is influenced by his/her students, it is just a casual or incidental effect. It is not deliberate. Smith calls the teaching behaviour non-symmetrical as the teacher influences the students and students may at times influence the teacher.

Teachers are made as well as born. Teaching behaviour is acquired through both training and experience, and as such it is modifiable. Some teachers may possess natural capacities or aptitudes, but the scope of their modifiability is quite considerable. Situations are not static. They change from time to time. So teaching behaviour also needs modification in order to meet the challenges of the new situations

effectively. Programmes of teacher framing all over the world have been planned on the assumption that it is economically, education-ally and psychologically sound to modify teaching behaviour so as to achieve desirable goals. The strategies used for modifying and improving teaching behaviour are: (i) simulation and gaming, (ii) micro-teaching, and (iii) action research.

### **Sequential pattern of teaching behaviour**

The series of acts such as presenting some information to students, asking questions, eliciting responses from students, praising or encouraging them, confirming the correctness or otherwise of the responses and again proceeding to give information or explanation about facts or concepts being presented constitute the sequential pattern of classroom behaviour. Teaching activities are understood as related or sequential pattern of behaviour and not as a discrete or independent set of behaviour. Sequential pattern of teaching behaviour in the classroom may be described by using the strategic and tactical concepts. It may be kept in view that strategic and tactical concepts are related with each other and are not contradictory or independent. A strategy denotes a generalized plan of a lesson which includes structure, desired learner behaviour and an outline of planned tactics. A tactic may be described as a goal-linked influencing behaviour of the teacher—the way a teacher behaves in the instructional situation. A tactic is, therefore, a short term device and it may range from one question or statement to a complex or verbal or purposeful non-verbal teacher behaviour interlaced with student behaviour.

### **CONCEPT OF STUDENT-TEACHING PROGRAMME**

Student teaching programme is the real teaching programme in which the pupil teacher's ability, efficiency and professional effectiveness are practically tested. It determines his/her status and image among the students, among other teachers of the school and locality as well as in the society to which he/she belongs; therefore, he/she must master the art of student teaching. This gives the prospective teachers an opportunity to teach in the real classroom under the supervision of experienced trainer / supervisor. The student teaching programme is conducted in the neighbouring schools. The student teacher is guided by the regular cooperating teacher from the schools and the supervisor from the teacher training institute. The supervisor helps the student teacher in maintaining relationship with the cooperating teachers and the teacher training institute principal. The student teachers follow the instructions given by the cooperating teacher and also try to imitate the teaching behaviours, and other additional responsibilities as a teacher. Finally, the student teacher learned most of the school responsibilities as a teacher like, teaching, classroom management, preparation of lesson

plan, evaluate the students and grading. Thus, the student teacher is able to more fully experience the role of the teacher, as the classroom teacher takes on the observation role in the class. There is sometimes a called as "phasing out" week when the student teacher returns the teaching role back to the regular teacher.

The teaching and other behaviour of the student teacher is observed and monitored by the cooperating teacher and the supervisor jointly throughout the experience to ensure the satisfactory result. A grade is being awarded to the student teacher as per his/her performance throughout the experience which will be recommended by the cooperating teacher and supervisor.

### **Characteristics of Student Teaching**

(i) *Student teaching is a professional experience:* The professional experience of student teaching is designed to demonstrate educational theory in practice and aid the student to develop practical skill from the theory learned.

(ii) *Student teaching may be defined as a directed learning experience:* During student teaching, a student becomes increasingly responsible for guiding and directing a group of learners.

(iii) *Student teaching is essentially a teaching learning situation:* Student teaching implies that the activity is essentially a teaching learning situation in which the student-teacher is regarded as a 'student of teaching' by his/her 'teacher'. He/ She is at times called the supervising teacher or the critic teacher.

(iv) *Student teaching is a complex activity:* Student teaching is as complex activity in which numerous skills are to be learnt by a pupil teacher to get professional experience in teaching.

(v) *Ideal opportunity of direction:* Student teaching gives an ideal opportunity for directing to the student-teachers to modify and learn teaching behaviour.

### **IMPORTANCE OF STUDENT TEACHING PROGRAMME**

Student teaching is an essential component of teacher education programme. So before engaging in the teaching profession students teaching programme should be considered by every prospective teacher. Teaching is a noble job which has a huge impact in the society. Importance of student teaching programme are given below:

1. The students teaching programme help the student teacher to get experience and suggestions' from the supervisor and cooperating teacher. The pupil teacher learns how to handle the classroom, maintained classroom discipline, teach effectively, and many more task to work as a regular teacher. As the pupil teacher engaged in the cooperating schools the other experienced teacher will also give advice and feedback on the various teaching tactics to become a quality teacher. It will help to analyse the wrong and how to improve.

This feedback and experience will help to handle future students.

2. It also helps the student teacher to analyse their attitude and mindset towards the teaching profession. Many people wanted to become a teacher as they are inspired by their teacher who taught them earlier in the school. However, once that hopeful teacher gets into the classroom, he or she may realise the difficulty the teachers are facing in this profession. It gives them the opportunity to rethink over their profession they have chosen. If he/she feels that teaching profession is not suited to him/her after getting practical experience one can look for other options. This will help the school to get a right person or a teacher to teach the students.
3. The demand for education is high in every society so as the teacher. Therefore teaching could be normally considered as a secure job. Most of the schools are looking for experienced teachers because they have the better classroom management and teaching skills. They are paid better and often earn a respect among the students, society, among the teacher group also. Working as a student teacher allows to learn more about the teacher positions available in the area and help to understand the school systems.
4. As already mentioned most of the schools require teachers to have some experience before being appointed. The best way to gain that experience is through teaching as a student. Student teaching programme will help the person to gain overall school experience which will be helpful to attract the school management. It should be reflected in the personal resume to show school teaching experience.
5. Student teaching programme helps the student teacher to have mastery over the classroom teaching, preparing lesson plan, deliver a lecture, illustration, and to gain overall school experience to deal with the students and colleagues etc. to become a good teacher in future.

### **Programme of student teaching**

Thus, student teaching is a learning process that provides experiences for development towards good teaching through which a student teacher secures guided experiences as a preparation for all the aspects of his/her professional career. The traditional concept of teaching practice was rather limited in its scope in the sense that it considered practice teaching as a formal requirement needed for fulfilling the practical requirement of the university examinations. The present programme largely includes the following:

1. Observation of demonstration lesson given by the faculty lecturers, and competent teachers drawn from the cooperating schools and practice lessons given by other student-teachers.
2. Preparing lesson plans, teaching aids and other auxiliary instructional materials.
3. Teaching of different type of lessons in the two selected subject areas.
4. Discussion of lessons with a view to improve the student-teachers teaching skills.

Before they undertake the task of teaching under the guidance and supervision of the concerned faculty members of the college the student-teachers are generally put through an initial programme of

observation. This does not include participation of the student-teachers in co-curricular or other school activities.

Student teaching is a programme introduced to put the student-teacher through the initial steps of teaching experience. It seeks to develop the student-teachers ability to teach the school student effectively and acquire the techniques to help children to know the content taught to them.

### **Organization of student teaching**

The success of any educational system depends, largely, upon the qualities of teachers. The teacher education institutions play a very important role in improving the system of education by educating teachers. Student teaching is recognized as the most important aspect of the preparation of teachers. Every training institution should organize and make provision for the supervision of student teaching adequately.

Student teaching is the nucleus of any pre-service teacher training programme. The student-teachers get an opportunity to gain practical experiences of many useful things that they learn in theory classes. While organizing an effective programme of student teaching, some of the important aspects that need to be considered are as under:

(i) **A series of general lectures:** Before the student-teacher starts actual teaching in schools, it is necessary to give him/her a general background of some significant spheres of teaching so that he/she may attain a good mental preparation and awareness of such teacher education aspects as professional courses, teacher's professional growth, place of curricular activities, human relations in schools. Use of library, components of successful teaching, maxims to teaching, methods of teaching, types of lessons, use of teaching aids, class management strategies, planning of units and individual lessons.

(ii) **Demonstration lessons:** The main purpose of demonstration lessons is to expose the student teachers to certain teaching situations. By observing the lessons of good and experienced teachers, student teachers get an opportunity to examine the points critically which they have learnt in theory.

Some training situations arrange before practice teaching and some do after initially starting the practice teaching. It seems proper if demonstration lessons are organized before practical teaching as when student teacher feels some difficulty during practice teaching. As for the number of lessons in each method of the subject, it seems worthwhile to fix at least 25 lessons in each.

The demonstration lessons should preferably be delivered in the training colleges rather than in the schools. Each demonstration lesson and some of the practice teaching lessons should be followed by discussion by staff and students. The demonstration lessons may either be impacted by Training College Staff or by Effective School Teachers, or both.

### 3.4 MICRO-TEACHING

Micro-teaching is one of the most important innovations in the field of teacher education for the modification of teaching behaviour. It originated in Stanford University in 1963. The workers in the Centre for Research and Development in Teaching evolved an approach to practical teacher training. Micro-teaching is a training technique designed to train pupil teachers in the teacher training colleges. It helps the pupil teacher to have a real teaching experience to learn how to handle the classroom situation in a better way. Micro-teaching is also known as scale-down teaching. It is scaled down in terms of practicing one skill at a time. These teaching skills are such as: lecturing, questioning or leading, use of Blackboard, Explaining, stimulus variation, use of Teaching Aids, a discussion; mastering of specific teaching strategies; flexibility; instructional decision-making; alternative uses of specific curricula, and classroom management. The content to be taught is delimited; a small content of one micro-lesson plan is prepared by the pupil teacher. Class size is reduced to in which 5-10 pupils will attend the class. Lastly, the duration of the class is also reduced to 5-10 minutes.

A concept of micro-teaching is simple, a pupil teacher will teach a micro-lesson to a small group of students. After completion of the teaching a feedback will be given by the expert to the pupil teacher on the specific skill. If a satisfactory result is obtained the pupil teacher will prepare for another skill and if not he will again re-teach the same topic to another group of students. In this way the micro-teaching cycle will continue till the pupil teacher achieves mastery over the skill. Video-tape facility is also provided to give proper feedback to the pupil teacher.

#### **Definitions of micro-teaching**

**D.W. Allen (1966)** defines micro-teaching as a 'scaled-down teaching encounter in class size and class time'.

**B.K. Passi, and Lalita (1976)**, "Micro-teaching is a technique which requires student teachers to teach a single concept using specified teaching skills to a small number of pupils in a short duration of time."

**Clift and others (1976)** have defined "Micro-Teaching as a teacher training procedure which reduces the teaching situation to simpler and more controlled encounters achieved by limiting the practice teaching to a specific skill and reducing teaching time and class size."

**M.B. Bush (1968)** defines Micro-Teaching as "Micro-teaching is a teacher education technique which allows the teacher to apply clearly defined teaching skills to carefully



prepared lesson in planned series of 5 to 10 minutes encountering with a small group of real students often with an opportunity to observe the result on video tape”.

**Mc Aleese and Urwin (1970)** suggest that the term "Micro-Teaching is most often applied to the use of closed circuit television (CCT) to give immediate feedback of a trainee teacher performance in a simplified environment," but suggest that Micro-Teaching is best viewed as a form of simulated teaching usually incorporating reduced complexity and some feedback placed "along s simulation spectrum ranging from the purely abstract textbook of teaching practice through to actual classroom teaching"

"Micro-Teaching is defined as 'a' teacher education-technique which allows teachers to apply with defined teaching skills to a carefully prepared lesson in a planned series of five to ten minutes encounters with a small group of real classroom students, often with an opportunity to observe the performance on videotape" (Bush 1968).

The above definitions indicate the following features of Micro-Teaching.

1. It is a real teaching but focuses on developing teaching skills.
2. It is a scaled down teaching.
  - a) To reduce the class size 5 to 10 pupils.
  - b) To reduce the duration of period 5 to 10 minutes.
  - c) To reduce the size of the topic.
  - d) To reduce the teaching skill.
3. It is a highly individualized training device.
4. It provides the feedback for trainee's performance.
5. It is training devices to prepare effective teachers.

### **Assumptions of micro-teaching**

Micro-Teaching is based on the following assumptions:

1. Micro-Teaching can reduce the complexities of classroom teaching.
2. Micro-Teaching can modify the teacher behaviours in a better way.
3. Teaching practice can be controlled by giving reinforcement is given to the desired behaviour.
4. Micro-Teaching is an individualized programme to modify the behaviour of teacher.
5. If proper feedback is given to the pupil teacher it may bring a desirable change in the teaching behaviour.

### **Micro-teaching procedure**

Clift and others (1976) have given three phases of micro-teaching procedure:

1. *Knowledge acquisition phase*: It involves two major activities:
  - a) To observe demonstration skill.

b) To analyses and discuss demonstration.

II. *Skill acquisition phase*: Three activities are performed under this phase in the following sequence:

a) To prepare micro-lesson.

b) To Practice teaching skills

c) To evaluate the performance.

The evaluation activity provides the basis to re-plan the lesson for re-teachings the same topic to practice the same skill.

III. *Transfer phase*: After acquiring skills in the second phase, the students are given a chance to use the skill in normal classroom teaching situation.

### **Steps of Micro teaching**

The micro teaching procedure involves the following steps:

1. Orientation

Before starting of the micro teaching proper orientation should be given to the pupil teacher. An orientation regarding the concept, significance of micro teaching, procedure to be follow, requirement, and setting to conduct micro teaching.

2. Defining the particular skill

The teaching skill to be developed by micro teaching procedure in pupil teacher is first identified and then defined clearly by the teacher educator or expert. They also discussed on the role of teaching skill in the classroom teaching and the various component of teaching behaviour consist of different teaching skills.

3. Preparation of micro lesson plan

Pupil teacher prepare a micro lesson plan by selecting a proper concept to match with the skill to be developed. It helps the pupil teacher to practice the skill with the help of the content given in the micro lesson plan.

4. Creation of micro teaching setting

In the micro teaching class size is scale down where 5-10 numbers of real students/ peer group will be present, micro lesson plan of 6 minutes duration, and teacher educator will observe the teaching. The time duration of micro teaching is normally of 36 minutes. The duration is divided as:

<b>Activity</b>	<b>Time in Minutes</b>
Plan	<b>6</b>
Teach	<b>6</b>

Feedback	<b>6</b>
Re-Plan	<b>6</b>
Re-Teach	<b>6</b>
Re-Feedback	<b>6</b>
Total	<b>36</b>

5. Observation of the lesson

Briefing on the method, procedures of the observation, and criticism of the lesson, are properly given to the observers. Separate formats on which observer can give their remarks regarding the lesson are provided to them before the starting of the demonstration class by pupil teachers.

6. Demonstration of skill by pupil teacher

In this step pupil teacher demonstrate the required skill again and again with the help of the content in micro lesson plan in front of the 5-10 pupils and observer. The duration of the teaching is also reduced to 5-10 minutes.

7. Feedback

The observer note down the critical comment on the basis of his observation on observation proforma provided to them, either a video recording is done to give feedback to the pupil teacher. After the completion of the teaching both these feedback system may be used to analyze the teaching performance and to give proper suggestion to the pupil teacher.

8. Repetition of the cycle

The pupil teacher has to re teach the same micro lesson plan to another group of students to learn the same skill if necessary or by preparing a fresh lesson plan to teach same group of students. Here pupil teacher tries to avoid the mistakes he committed in the first teaching. If he learn the skill properly in the first round of teaching and get satisfactory result he can proceed for another new skill.

The micro teaching cycle continues till the pupil teacher has fully practiced the skill.

B.K. Passi and L.C. Singh (1976) have described the following 13 skills:

1. Writing instructional objectives
2. Introduction a lesson
3. Fluency in questioning
4. Probing questioning
5. Explaining
6. Illustrating with examples

7. Stimulus variation
8. Silence and non-verbal cues
9. Reinforcement student participation
10. Increasing pupil participation
11. Using blackboard
12. Achieving closure
13. Recognizing attending behaviour

The meaning of important teaching skills is being discussed here under:

1. *Stimulus variation:* It comprises deliberate varying of different attention producing behaviours by the teacher or instructor in order to grab full attention of students.
2. *Set induction:* It refers to the development of cognitive rapport between pupils and teacher to obtain immediate involvement in the lesson.
3. *Closure:* This skill is complementary to set induction. It is more than a quick summary of the portions taught and the pupils are able to relate new knowledge with the previous one.
4. *Silence and non-verbal cues:* The use of silence and non-verbal cues is powerful device in order to encourage pupil's participation in classroom-teaching.
5. *Skill of reinforcement:* It involves teacher encouraging pupil's response using verbal praise, accepting their responses or non-verbal cues like a smile.
6. *Fluency in questioning:* This is a skill in asking question. By fluency we mean the use of as many questions as possible in a given period of teaching.
7. *Probing question:* Probing requires that teachers ask questions that need pupils to go beyond superficial first answers of questions.
8. *Recognizing and attention behaviour:* The successful teacher is more sensitive to note the interest or boredom of pupils through visual cues.
9. *Illustrating and use of examples:* The use of good examples and clear teaching are basic skills to teaching.
10. *Skill of explaining:* An explanation is a set of interrelated statements made by teacher in order to increase the understanding in the pupils about ideas and concepts.
11. *Skill of increasing pupil participation:* This skill involves the four components creating set questioning, encouraging pupil activities and pausing in such way that pupil participation is maximized.
12. *Skill of writing objectives:* It involves the following activities - identifying objectives, analyzing the task and writing objectives in behaviour all terms with regard to adequate learning.

13. *Skill of using blackboard:* This skill requires legibility, neatness, appropriateness, continuity, simplicity of blackboard work. It is very essential skill for a successful teacher. The effectiveness of presentation depends on the proper use of blackboard.
14. *Skill for class management:* This skill involves a number of activities and a teacher performs for creating and maintaining conducive environment of re learning in the classroom.
15. *Skill of using audio-visual aids:* It implies the effective use of appropriate teaching aids to make teaching interesting and desired objectives can be achieved. The effective use of audio-visual aids makes the pupil active and attentive in classroom.
16. *Skill of giving assignments:* This skill consists of the pupils to organize and assimilate the learnt material.
17. *Skill of pacing lesson:* The pacing of a lesson means the variation in the teaching speed. This skill involves adjustive devices for satisfying the needs of the pupils or student variation.
18. *Use of higher order question:* This skill involves the questions which cannot be answered by memory or sensory description. The questions consist of rules, principles and generalizations.
19. *Divergent Question:* It requires the respondent to organize elements into new pattern, predict, or infer from the situation. This skill involves higher order of thinking creativity.
20. *Lecturing:* It requires the effective presentation of content by using appropriate techniques and devices of teaching aids. This is known as communication competency.
21. *Planned repetition:* It is a powerful skill in focusing and highlighting important points of teaching.
22. *Completeness of communication:* It is a skill which is developed by sensitivity training for a clear communication of ideas and concepts in teaching. The teachers are more responsive to possible miscommunication.

### **Advantages of Micro-Teaching**

The following are main advantages of micro-teaching:

1. It is an effective feedback device for the modification of the teacher-behaviour.
2. The knowledge and practice of teaching skills can be given by the use of micro-teaching.
3. It is useful for developing teaching efficiency in pre-service and in-service teacher-education programmes.
4. The specific teachings skills are developed by the micro-teaching experiences, e.g., reinforcement skill, probing question, etc.
5. It is a training device for improving teaching practice and prepares effective teachers or

better teachers.

6. The mechanism of feedback device can be combined with other device such as stimulated social skill training and interaction analysis device which provide continuous reinforcement to the trainee performance.
7. The training of teachers becomes individualized. Each trainee makes progressing developing teaching skills at his/her own rate depending on his/her ability.
8. It permits increased control and regulates teaching practice.
9. Micro-teaching can be done either in real classroom conditions or in simulated conditions.
10. It is an economical device and the use of videotape enables the trainee to analyse his/her own teaching performance.
11. It resolves the complexities of the normal classroom teaching by 'scaled down teaching'.
12. It focuses attention on thatching behaviour to modify and improve in the desired direction.

#### CHECK YOUR PROGRESS

1. Name the three stages of teaching behaviour.
2. Name a few strategies used for modifying and improving teaching behaviour.
3. What is meant by 'student teaching'?
4. What is the main purpose of 'demonstration lessons'?

#### 3.5 FLANDERS' INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS)

Teaching is an interaction process between a teacher and the taught. The classroom teaching activities and events can be studied objectively by observing these situations. Recently, a number of systematic observational techniques have been developed. The classroom teacher behaviour can be measured objectively by employing these techniques. Prior to the systematic observation, the classroom ratings have been used for observing and evaluating classroom teaching. The ratings would provide a grading, but could not provide the basis for improving and modifying teaching activities or teacher behaviour.

On the other hand, systematic observational techniques are used for analysing the teaching activity systematically and objectively. The flow of classroom events can be recorded and analysed. It provides the structure to teaching events and flow to teacher behaviour. Thus, the teaching activities are diagnosed and provide the awareness about the teaching events and components, but teaching or teacher behaviour has originated the concept of interaction analysis of teaching.

#### **Classroom interaction analysis**

Interaction analysis is a specialized research procedure that provides information about only a few of the many aspects of teaching. It is an analysis of spontaneous communication between teacher and pupils and it is of no value, if no one is talking or if teacher talks continuously, or if student reads from a book. The entire process of interaction analysis becomes a measure of teacher-influence because it makes an assumption that most of teacher-influence is expressed through verbal statements and mode of non-verbal influence is positively correlated with verbal. In the field of teacher education, teachers' classroom interaction has also been taken as target and attempts are made to analyse it and to quantify it. The most intensive long-range programme of this dimension has been conducted under the leadership of Ned A. Flanders.

### **Flanders' interaction analysis technique**

Ned A. Flanders has developed ten categories system. The first seven categories are used when teachers are talking and next two categories are used when any student is talking, and the last category is used to indicate the silence or confusion in the classroom. It is an objective and systematic technique for evaluating the classroom performance of a teacher. Interaction analysis is basically an observational technique that can be utilized in order to gain a fairly dependable record of spontaneous verbal statements to determine their quality. Flanders analysis is primarily concerned with verbal behaviour. This can be observed with high reliability than the non-verbal behaviour. An assumption is made that verbal behaviour of teacher is an adequate sample of his/her total behaviour in the classroom. The verbal statements of the teacher are consistent with his/her non-verbal gestures, in fact, his/her total behaviour.

### **Flanders' ten category system**

This system attempts to categorize all the verbal behaviour found in the classroom. So far as the communication is concerned, these three condition are: (a) teacher talk, (b) student talk, and (c) silence or confusion are said to exhaust all possibilities. The teacher talk is further subdivided into two categories: (a) direct teachers' talk and (b) indirect teachers' talk. Indirect influence is further subdivided into the more specific categories. All the categories are mutually exclusive but subsume all types of verbal behaviour. The categories or verbal interaction are based upon the following two major activities 'initiation' and 'response' of both the agents of classroom teaching. An interchange between initiation and response forms the classroom verbal interaction. The non-verbal interaction takes place through on-task and off-task activities caused by teacher or students.

In this method, an observer observes a teacher's verbal behaviour and puts a tally every three seconds against one of the ten categories of teacher behaviour as may occur. After observation, the total number of tallies in each category is counted and the ratio between teacher talk and student talk determined. If a teacher talk is more often followed by student talk and student talk by teacher talk,

it results in better student-teacher interaction. Teaching is an interactive process which is mainly influence-directed.

A teacher tries to influence the students. However, this influence is not only one way. Both the teachers and students influence each other, but the influence exerted by the teacher on the students is of greater and far-reaching significance. But the question arises, how to describe the teacher's behaviour which is not only complex but also variable in nature. Flanders' interaction analysis is 'an observation procedure designed to minimize these difficulties, permit a systematic record of spontaneous act, and scrutinize the process of instruction by taking into account each small bit of interaction'.

As per Flanders' the encoding process, or the procedure of observation, includes the following steps:

1. The observer sits in a classroom in the best position to hear and see the participants.
2. At the end of each three-second period, he/she decides which category best \ represents the communication events just completed.
3. He/She writes down the category number while simultaneously assessing \ communication in the next period, and continues at a rate of 20 to 25 observations j per minute, keeping his/her tempo as steady as possible. \
4. His/Her notes are merely a series of numbers written in a column, top to bottom j so that the original sequence of events is preserved. \
5. Occasionally, marginal notes are used to explain the class formation of any unusual % circumstances.
6. When there is a major change in the class formation, the communication pattern; or the subject under discussion, a double line is drawn and the time indicated.
7. As soon as the total observation is completed, the observer retires to a nearby; room and completes a general description of each separate activity period separated; by the double lines including the nature of activities, the class formation and the position of the teacher.

Furthermore, Flanders listed the following principles for classroom observations:

- (i) No interaction analysis data should be collected, unless the person is familiar with the entire process and knows its limitations.
- (ii) Questions to be answered by inspecting the matrix should be developed before the observation takes place.
- (iii) Value judgments about good and bad teaching behaviour are to be avoided.
- (iv) Emphasis is to be given to the problem being investigated so that cause-and-effect relationship can be discovered.
- (v) A consultation based on two observations or at least two matrices helps to eliminate value



judgment or at least control them. Comparisons between the matrices are more likely to lead to principles.

The decoding of the interaction matrix is the interpretation stage. The decoding maybe done at two levels: (i) quantitative analysis of teacher behaviour, and (ii) qualitative analysis of the teacher behaviour.

### **Behaviour ratios**

There are three arithmetic procedures that are commonly used in order to make comparison between two or more matrices. They all share in common the setting up of proportions so that direct comparison of number can be made regardless of how long a particular observation is lasted. Out of the three methods, the second method which involves converting all rows and columns tallies of matrix into certain behaviour ratios, has been used here and is generally used for research purposes. These behaviour ratios have been explained and formulas for these ratios are organized in a tabular form. This method requires a simple ratio based upon the average of two observations of matrix.

The indices of behaviour ratios are meaningless and cannot be interpreted as such. The normative expectations are developed as standards for the behaviour ratios. The obtained behaviour ratios can be interpreted with the help of these norms. The behaviour ratios cannot be used for evaluating the effectiveness of teaching, but these are used for analysing the nature of teaching whether teaching is democratic or authoritarian. The teachers who have the greater values of pupil-talk, teacher response ratio, teacher question ratio, pupil initiation ratio, and indirect teacher influence than the normative values are said to be an effective teacher. On the other hand, teacher who have higher teacher-talk, silence or confusion, content cross ratio and direct teacher behaviour than their normative values are stated as ineffective teachers. The table is given on the left hand page.

### **Interaction variables**

The second type of verbal behaviour is obtained as interaction variables. These variables have been used by Flanders himself for extracting the factors in classroom interaction. Symbols and formulae are summarized in the table on the left hand page.

### **Merits of Flanders' interaction analysis technique**

The merits of Flanders' interaction analysis technique are as follows:

1. It helps to understand classroom interaction analytically.
2. As the system's rule is to take observation after every three seconds, it is ensured mat the observer records almost all the behaviours of the teacher and the students.
3. It helps to determine the classroom climate.
4. A teacher can control his/her teaching behaviour, so this system is well suited to be used as a mechanism of feedback device for the modification of teacher behaviour.

## **Demerits of Flanders' interaction analysis technique**

The demerits of Flanders' interaction analysis technique are as follows:

1. The system cannot describe classroom activity in its totality. Sometimes, an unrecorded aspect may be more important than the recorded one.
2. More emphasis is laid on teacher behaviour as compared to student behaviour. It has seven categories for teacher behaviour and only two for students.
3. Since the categories are too broad, there is always a fear that an element of subjectivity may be introduced. Different people may differ on clarifying verbal statements.
4. Major focus of the system is verbal behaviour, whereas non-verbal behaviour in classroom interaction is equally important.
5. Tabulation of data pairs into a 10 x 10 matrix is a time consuming process.
6. This technique does not provide any information about the quality of content. It confines only to verbal communication of teaching.
7. It encodes the occurrence of a particular activity, but does not consider its intensity. Teaching effectiveness concerns with force and intensity of teaching events.
8. It records the actions of teacher and students, but does not encode their reactions.

### **CHECK YOUR PROGRESS**

Discuss Flanders' Interaction Analysis System system in classroom? Give any five merits and demerits of Flanders' interaction analysis technique.

### **3.6 SIMULATED TEACHING**

A number of techniques are being used currently in India as well as in other countries for the modification of teacher-behaviour. The simulated social skill training is one of them. Cruick Shank (1968) has developed a teacher training system. This system of training is being denoted by several terms such as: Role-playing, Artificial teaching, Pilot training, laboratory method, clinical method and Inductive scientific method.' The simulation technique is to induce certain behaviours in artificial situation. A pupil-teacher has to play several roles as a teacher, as a student and as a supervisor. Simulation gives us greater control over the teaching variables. It is based on socio-drama that is very much related to the practice. The most important aspect of simulation is the introduction of the student to teaching in non-stressful conditions. The simulated social skill training can be defined as mechanism of feedback device to induce certain desirable behaviours among pupil-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching.

## **Assumptions of simulation technique**

The SSST is based on the following assumptions:

1. It is possible to identify the teaching behaviour.
2. The teacher behaviour can be modified by using feedback and role playing technique.
3. Certain patterns of teacher behaviours are essential for effective teaching.
4. Feedback mechanism is very important for modification of teaching behaviour.
5. The behaviour essential for effective teaching can be drilled.

## **Steps of Simulated Teaching**

In the simulated teaching pupil teacher are trained in the teacher training institute in an artificial classroom with their peer group before sending them to the real classroom. In this way the pupil teacher learn some important classroom behaviours like introducing a topic, giving lectures, explaining, use of Black Board, etc. the following are the steps involved in simulated teaching:

**Step I:** In this step roles are assigned to the pupil teachers, since they have to play the role of pupil, teacher, and also as an observer. So here it is decided when they have to play the role of teacher and also when they have to play the role of students or observer.

**Step II:** In this step some teaching behaviours and topic are identified which is to be used by the pupil teacher while playing the role of teacher. The pupil teacher has to deliver the selected topic in the classroom while performing those identified social skills.

**Step III :** After identification of social behaviours and topic the next step is to decide which pupil teacher will initiate the teaching, then when it will be summed up, again who will initiate the discussion after the teaching is over, and how many pupil teachers will teach in the stipulated time. All these sequences are discussed in the step III.

**Step IV :** In the fourth steps the decision regarding the observation of the teaching is decided. The decision regarding the nature of data to be recorded and its interpretation.

**Step V :** When all the preparations for the smooth conduct of simulated teaching is ready, the practice session is started as planned and feedback is given to the pupil teacher for their teaching task at the proper time. All the information of the first practice session is recorded and the evaluation of the teaching is done on the basis of these records. After the completion of the first session second session start.

**Step VI :** when the first session complete, some modification are made as per the requirement e.g., changes in the topic, teaching behaviours, pupils, observers, etc. may be changed.

In this way the cycle of simulated teaching continue till all the pupils teachers get sufficient time to practice their teaching behaviours.

## **Advantages of simulated teaching**

Cruick Shank suggested following advantages of simulated technique:

1. The major advantage is that in using the technique we are forging close links between theory and practice.
2. The student-teachers are given an opportunity to study and analyze critical teaching problems.
3. The student can acquire classroom manners through the technique of simulation.
4. The student can understand behavioural problems of classroom and develop insight to encounter them.
5. The technique provides reinforcement to students to develop teaching skills and avoid the risk of actual classroom encounter.

It provides the feedback to each pupil-teacher and also helps them to act as teacher, pupil and observer to perceive the role in each situation. This may provide insight to make a decision about his/her own teaching activities. It helps in predicting consequence of teaching and may change the flow of actions of teaching.

### 3.7 PROBLEMS RELATED TO STUDENT-TEACHING PRACTICE AND INTERNSHIP

Practice teaching is a set-up where student-teachers teach their specialized subject to school students in a regular school for a specific period. During this period, a student-teacher take up the role of a regular subject teacher, and even does all the assignments given by the cooperating school authorities.

Practice teaching is defined as teaching by a student under the supervision of an experienced teacher. Through this, the student-teachers are able to gain hands-on experience to deal with children of diverse ages and contexts and also be able to move 'back and forth between theory and practice. They should also be given the opportunity; to interact with children from diverse backgrounds like first generation learners, street children so that they learn to communicate and relate with them.

Internship is defined as the 'extended school based professional learning negotiated \ by the different stakeholders in the teaching preparation phase'. The intern is mentored \ by the classroom teacher, with increased opportunities to involve in a broad range of \ teacher's work activities. There is a subtle shift in the classroom teacher and intern's J relationship from evaluative to collegial.

Internship experiences need to be organized in such a way that it becomes useful in evaluating the teacher's ability and supports socialization within the profession, stimulates development of teaching-learning concepts, allows insight into new perspectives, I and enhances motivation to continue learning.

**Problems related to Lesson planning:** In the student-teaching practice, student-teachers need to

formally write the lessons before taking sessions in the classroom. But very often, this 'paper planning' does not match the criteria followed in the classroom session for at least the few introductory rounds. The points jotted down as points and preset plan or strategy may not pertain to the face-to-face interaction in classroom environment. Generally, the students either know more or less about a subject matter when compared to the student-teachers. This may demand patience and 'on-the-spot' smartness of the student-teachers in tackling with the class students. They need to remain calm and mentally readjust or replan their written lesson plan. It should also be noted that the introductory lessons/questions may not be answered in accordance with the anticipation of the student-teachers.

**Problems related to Classroom management:** Apart from teaching, the other challenge remains to maintain the decorum in the classroom. The student-teachers need to be tactful in dealing with mischievous students of the classroom for effective classroom management. And, the next challenge in classroom management includes the aspect of acceptance and agreement of the students on whatever has been taught by their student-teacher. Besides, many student-teachers find it difficult to deal with a big class strength of say 50-60 students in a classroom.

**Problems related to Extra workload:** Teaching demands multitasking. Student-teachers have to utilize their time many activities that go together—such as preparation of the day's lesson plan and teaching aids, assessment of the home task allocated to the students, evaluation of class test papers, monitoring the individual performance of the students, and so on. The amount of work pressure experienced in this training period leads to development of mental and physical stress in many student-teachers who even start re-considering continuing the training programme. A good amount of mental stress is also felt when not very favourable remarks are made in the record books of the student-teachers by their supervising teacher or lecturer.

It has been pointed out by Stephens (1996) that how student-teachers can at times be weighed down by sort of panic attack when they cannot complete the particular job such as managing an unruly class. Even preparation of models and charts by the student-teachers does consume a lot of time. For instance, science students can get some help from school laboratory, but for many it a heavy home task day in and day out.

**Problems related to Time table for the classroom:** In general, classes are allotted to the student-teachers in accordance with convenience and also depending upon the number of teachers who go on leave. More often, the school administration expresses its unwillingness on disturbing the school schedule for the convenience of the student-teachers. Then there are some of the schools that do not give much preference to experimental modes of teaching in their classrooms, especially when it comes to higher grades like IX, X or +2 as that is considered to be a waste of time in classes that require time-

bound completion of the curriculum. Another issue related to the student-teaching practice is that the student-teachers at times conduct lectures on a similar topic in various sections of the same class, thereby the lesson plan remain unchanged i.e., single lesson plan is created to address the various sections of a class standard. Moreover, many a times, the student-teacher needs to discuss the problems related to a lesson before giving the home assignment. This is time-consuming as the student-teachers need to spend an hour or two on the evaluation of the work and that too without technically counting it as their lesson plan.

**Problems related to Evaluation by teacher supervisor:** Basically, evaluation anxiety in a teacher-student refers to the situation where the anxiety is induced in him/her on being observed by his/her teacher supervisor or lecturer. It is a common complaint made by the student-teachers they tend to regress or forget the content matter completely when they are conscious that their supervisory teacher is sitting in the back row of the classroom and evaluating their teaching task. On being nervous, the behaviour of student-teachers undergoes a change, they turn uncomfortable and their focus turns on how to get better comments on their records. The pressure of carrying out the right procedure as well as managing the classroom activities effectively makes teaching a more challenging job for the already apprehensive student-teachers. Most of the student-teachers can overcome such a jittery feeling in a couple of days or so, but many require positive intervention by their supervisors from time to time to regain their self-confidence and hone their teaching abilities.

**Problems related to Insufficient allocation of preparatory time:** It is a common observation that if the allocated preparatory provided to the student-teachers before the onset of teaching practice session is considerably less, this may lead to obscurity in translating theoretical ideas in practical classroom situation due to insufficient time to reflect or refract the topic.

### **Solutions to student-teaching practice**

Some of the solutions to the student-teaching practice are as follows:

1. Allocation of more time by the school/college authorities to the student-teachers for learning and applying teaching skills under mock conditions, where time to time evaluation as well as feedback can be provided by both their batchmates and supervisors.
2. Lesson planning should be made flexible. Student-teachers need to be motivated and imparted proper guidance in resorting to new innovative methods of teaching rather than sticking with the age-old lecture system of only making notes and mugging up.
3. Teaching aids, which is an essential element in classroom proceeding, are generally supposed to be arranged or prepared by only the student- teachers. To save their time and ensure better classroom participation, other students should also be encouraged to prepare charts or models that serve as teaching aids in the class. Such a practice can aid in the growth of

psychomotor skills and the interaction level of the student-teachers and other class students.

4. Workshops can be conducted from time to time, every time the student-teachers leave for practice schools. Such a workshop can be organized by the faculty members of college for supervising student-teachers. This also gives an insight to supervising teachers as what they need to take into consideration while observing the job of student-teachers in a classroom.
5. At the end of lesson plan, along with the supervisor's observation sheet, one more sheet should be included where student-teachers can record their own observations, experiences, classroom environment, extempore activities, improvisations of that particular class session, and so on, to reflect and for better upgrading.
6. The teaching practice session should not be bounded by a pre-set number of lesson plans; instead emphasis should be on quality teaching, where student-teachers have a chance of reflecting and improving the teaching practice.
7. First couple of days of teaching practice should be kept for interaction of student-teachers with students in the classroom, in order to build a comfortable zone for themselves for 'acceptance' of what would be taught in the class.
8. Supervisor teachers or lecturers of a school should conduct a continuous evaluation on the work performance of the student-teachers. Both formative and summative type of evaluation needs to be carried out in student-teaching practice. It should be made mandatory for the school authorities to follow this practice. It is a common observation that in many schools, teachers do not even bother to maintain record files of the student-teachers. It is a must that for the success of the student-teaching practice, the supervisor teacher or lecturer dons the mantle of a counselor as and when required.
9. The student-teaching practice needs to provide sufficient time to student-teachers to play the role of a regular teacher without the fear of being observed, or getting acceptance from the taught, or multitask like any other teacher whose duties are not restrained to the classroom sessions, but also include the organization of co-curricular activities or sports. At all the weekends, feedback from the mentor (supervisory) teacher/lecturer and class students needs to be collected by means of conducting open discussion or informal conversation within the class.

The current teaching practices of the Indian teacher-education programmes have the following limitations:

- (i) The pupil-teachers are sent to actual classroom teaching during teaching practices programme without inducing the role of teacher. Some training institutions have the provision for demonstration lesson.

(ii) There is no provision for providing reinforcement for the pupil-teacher behaviour. The supervisors give remarks for their teaching task in general way as criticism of lesson. There is no scope to follow the suggestions given by the supervisors.

(iii) The teaching practices involve risk and humiliation for pupil-teachers because they do not know even the classroom manners.

#### CHECK YOUR PROGRESS

What is meant by the 'simulated social skill training'?

What kind of problem is encountered while working on a lesson plan in student-teaching practice?

#### ACTIVITY

Research on the Internet and make a list of some of the schools that have conducted student-teaching practice.

Read a few articles and book, can even research on the Internet, and write a note on the significance of micro-teaching in Indian education system.

#### DID YOU KNOW

Micro-Teaching was developed by Professor Dwight Allen and Robert Bush in a teacher preparation programme conducted at Stanford University during 1960-1967.

#### 3.8 SUMMARY

In this unit, you have learnt that:

Micro-teaching is one of the most recent innovations in teacher education/training programme which aims at modifying a teacher's behaviour according to the specified objectives.

Teaching behaviour refers specifically to a number of acts or activities of operations of teaching of a teacher in the presence of students with the intention of achieving teaching-learning goals.

(i) Teaching behaviour draws heavily from the cognitive powers and scholastic achievements of the person engaged in it. Language is an important and critical factor in the effectiveness of the teaching behaviour.

(ii) The teaching behaviour in the classroom maybe sorted out in five categories: (a) verbal fluency, (b) optional information amount, (c) number of principles, concepts, comparisons, contrasts etc., (d) interest developing or attention seeking statements, and (e) vagueness.

Student teaching is the practical test of teacher's ability, efficiency and professional effectiveness. It determines his/her status and image among the students, among other teachers of the school and locality as well as in the society to which he/she belongs, therefore, he/she must master the art of student teaching.



Concept of student teaching on the basis of taxonomy of objectives, relate to three domains—(a) cognitive, (b) affective, and (c) psychomotor.

Before the student-teacher starts actual teaching in schools, it is necessary to give him/her a general background of some significant spheres of teaching so that he/she may attain a good mental preparation and awareness of such teacher education aspects as professional courses, teacher's professional growth, place of auricular activities, human relations in schools.

In a micro-teaching procedure, the trainee is engaged in a scaled down teaching situation. It is scaled down in terms of class size, since the trainee is teaching a small group of four to six students. The lesson is scaled down in length of class time and is reduced to five or ten minutes. It is also scaled down in terms of teaching tasks.

The teaching skills being developed through micro-teaching lesson are to be evaluated or observed by the peers or supervisors. The rating schedule is used as criterion measure. The most popular evaluative instrument for assessing the effectiveness of micro-teaching is the Stanford Teaching Competence Appraisal Guide (STCAG).

Prior to the systematic observation, the classroom ratings have been used for observing and evaluating classroom teaching. The ratings would provide a grading, but could not provide the basis for improving and modifying teaching activities or teacher behaviour.

Flanders' ten category system attempts to categorize all the verbal behaviour found in the classroom. So far as the communication is concerned, these three condition are: (a) teacher talk, (b) student talk, and (c) silence or confusion are said to exhaust all possibilities.

Practice teaching is defined as teaching by a student under the supervision of an experienced teacher. Through this, the student-teachers are able to gain hands-on experience to deal with children of diverse ages and contexts and also be able to move back and forth between theory and practice.

Student-teachers have to utilize their time many activities that go together—such as preparation of the day's lesson plan and teaching aids, assessment of the home task allocated to the students, evaluation of class test papers, monitoring the individual performance of the students, and so on. The amount of work pressure experienced in this training period leads to development of mental and physical stress in many student-teachers who even start re-considering continuing the training programme.

Workshops can be conducted from time to time, every time the student-teachers leave for practice schools. Such a workshop can be organized by the faculty members of college for supervising student-teachers. This also gives an insight to supervising teachers as what they need to take into consideration while observing the job of student-teachers in a classroom.

### 3.9 KEY TERMS

**Interaction analysis:** A specialized research procedure that analyses the spontaneous

communication between teacher and pupils

**Internship:** Extended school based professional learning negotiated by the different stakeholders in the teaching preparation phase

**Micro-teaching:** A process of subjecting samples of human behaviour to 5 R's of video tape—'recording', 'reviewing', 'responding', 'refining' and 'redoing'

**Simulated social skill training:** Mechanism of feedback device to induce certain desirable behaviours among student-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching

**Strategy:** Denotes a generalized plan of a lesson which includes structure, desired learner behaviour and an outline of planned tactics

**Tactic:** A goal-linked influencing behaviour of the teacher—the way a teacher behaves in the instructional situation

### 3.10 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The three stages of teaching behaviour are: (i) Pre-active, (ii) Inter-active, and (iii) Post-active.

The strategies used for modifying and improving teaching behaviour are: (i) simulation and gaming, (ii) micro-teaching, and (iii) action research.

Student teaching means teaching a student, or to train a person for teaching effectively or to make a person good teacher or to employ the energy, ability and efforts of the students in order to make teaching effective.

The main purpose of demonstration lessons is to expose the student teachers to certain teaching situations. By observing the lessons of good and experienced teachers, student teachers get an opportunity to examine the points critically which they have learnt in theory.

As per the Flanders' Ten Category System, an interchange between initiation and response forms the classroom verbal interaction. The non-verbal interaction takes place through on-task and off-task activities caused by teacher or students.

The merits of Flanders' interaction analysis technique include the following:

It helps to understand classroom interaction analytically, and determine the classroom climate.

As the system's rule is to take observation after every three seconds, it is ensured that the observer records almost all the behaviours of the teacher and the students.

The simulated social skill training can be defined as mechanism of feedback device to induce certain desirable behaviours among pupil-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching.

hi the student-teaching practice, student-teachers need to formally write the lessons before taking sessions in the classroom. But very often, this 'paper planning' does not match the criteria followed in the classroom session for at least the few introductory rounds. The points jotted down as points and pre-set plan or strategy may not pertain to the face-to-face interaction in classroom environment. Generally, the students either know more or less about a subject matter when compared to the student-teachers.

### 3.11 QUESTIONS AND EXERCISES

#### **Short-Answer Questions**

What are the principal characteristics of teaching behaviour?

State the chief characteristics of micro-teaching.

Write short notes on:

(i) Simulation games, (ii) Role playing in games.

What are the limitations of a student-teaching programme?

Write a short note on 'simulated teaching'.

#### **Long-Answer Questions**

1. Explain the term 'teacher behaviour'. Differentiate between 'teacher behaviour' and 'teaching behaviour'.

Elucidate in detail Flanders' Ten Category System by outlining encoding and decoding process.

Write a short note on Flanders' Interaction Analysis Category System (FIACS).

Discuss the nature, characteristics and scope of micro-teaching.

'Micro-teaching is the real teaching but is used for developing teaching skills among teachers.' Discuss this statement.

6. Give a detailed account on the problems related to student-teaching practice and . internship.

### 3.12 FURTHER READING

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**UNIT 4 : TEACHING PROFESSION AND  
TRENDS OF TEACHER  
EDUCATION**

**Structure**

4.0 Unit Objectives

4.1 Introduction

4.2 Professional Ethics and Professional Development of Teachers

4.2.1 who is Professional Teachers ?

4.2.2 Developing Professionalism among Teachers

4.2.3 Developing Professional Ethics among Teachers

4.2.4 Professional obligations of the Teachers

4.3 Innovations in Teacher Education

4.4 Role of NCTE, NCERT, SCERT and DIET in Teacher Education

4.5 ICT and Teacher Education

4.6 Summary

4.7 Key Terms

4.8 Answers to 'Check Your Progress'

4.9 Questions and Exercises

4.10 Further Reading

4.0 UNIT OBJECTIVES

After going through this unit, you will be able to:

Explain the various aspects of professional ethics and professional development of teachers

Describe some of the innovations in teacher education

Discuss the role of NCTE, NCERT, SCERT and DIET in teacher education

Explain the significance of ICT in teacher education

4.1 INTRODUCTION

The teacher education in India is vital and complex system of education in India. It is very important to maintain the quality of teacher education in different institutions as both government and private institutions are engaged in the teacher education due to high demand of teacher in every state. The private or self financing institutions of teacher education are

affiliated to the universities after taking due permission from the NCTE to run teacher education course and also the government colleges and universities also need NCTE recognition before starting of the teacher education course.

The main purpose of this teacher education is to develop a teacher expertise in the pedagogy, own subject matter, teaching skills, maintain professional ethics and love to be called as a teacher. To become a good teacher it is very important to go through formal professional training on a continuous basis. Training helps to develop the personality and communication skills of the teachers. Education of teachers needs to strengthen and stress upon the main attributes of their profession, such as, code of conduct, generation of knowledge through research and specialization and training from time to time.

In this unit, we will discuss the various aspects related to professional ethics and professional development of teachers, innovations in teacher education and ICT in teacher education. The role of NCTE, NCERT, SCERT and DIET in teacher education has also been discussed in detail in this unit.

#### 4.2 PROFESSIONAL ETHICS AND PROFESSIONAL DEVELOPMENT OF TEACHERS

Teacher training is an essential to give quality education to the teacher trainees as they are known as the nation builder. It is expected to give quality education to the students. Nature of teacher is reliant on the different Teacher training programs as for strategy for instructing, educational application and utilization of the most recent patterns by and by of educating learning process. Except if and until exacting method is clung to, the framework will just produce low quality which would unfavorably influence the idea of planning great quality teacher. We have considered the idea of calling which says it is an occupation with some specific aptitudes to perform alongside certain particular undertakings in the territory concerned. Educating being a calling, teacher are required to perform assignments like executing efficient educating learning process, giving guiding procedures to understudies, disguising information in different subjects, arranging learning encounters and help get ready understudies to end up commendable individual from the general public. Thus, it is comprehended that teacher education is far reaching and complex.

Professional growth of a teacher is very important so the teacher education programme should be made in such a way that it enhances the professional abilities of the teacher and update them of the recent development of pedagogy, methods, and other related areas of teaching. The strategies and programmes executed in the field of teacher education should be examine and modify according to the latest demand because our society is changing very fast so as the demand. Teacher education programme should develop a feeling of love for the teaching profession among the teacher trainees to inculcate professional development. Professional development of teacher is needed on the

following grounds:

1. To provide knowledge on the misconceptions related to teacher education
2. To make them aware about gap between theory and practice in teacher education
3. To focus on the areas neglected in teacher education programmes
4. To provide knowledge in competencies and skills in teacher education
5. To provide adequate experience to practice recent trend in learning and teaching methods
6. To make aware about the aim of education as conceived by the nation.

#### **4.2.1 Who is a Professional Teacher?**

A professional teacher is highly required for the development of a society and nation. It need effective teacher education programme and teacher educator to develop a highly professional teacher. Professional teacher possess high degree of 'professionalism' and chalk out the responsibilities given to them with proper strategy and efficiency. A sign of professional teacher are:

1. Highly committed to the teaching profession, conduct action research to find out the problems related to teaching learning and maintain the reputation of teaching profession.
2. Possesses enough knowledge of the content related to the subject he/she teaches to the students and update the latest development happen to that particular subject and passed on the same knowledge to the students.
3. Attend different teacher training programme and make healthy academic discussion with the colleagues.
4. Highly committed for the students learning and always keep their interests above everything.
5. Taking keen interest in the students behaviour observation in different settings and it use the same to build the future of the students by using the knowledge gain through teacher education programmes and own study.
6. Is a law abiding person who always dedicated his/her service in nation building by giving proper education to the young generations.
7. Should possess enough knowledge of pedagogy, content of the subject, teaching skills, curriculum construction, preparing TLM, etc.
8. Always ready to guide the students in proper direction as well as help the students to solve their academic problems.

#### **4.2.2 Developing Professionalism among Teachers**

Teaching profession needs high level of professionalism. Teacher to maintain his professionalism has to bear the responsibility of executing well-organized teaching-learning process, emotional control over students, subordinate and other staff of the organization, enjoyment on execution of teaching

process, confidence to tackle complicated situation inside classrooms and motivating students to excel in learning, etc., are some of them. The various intricacy of teaching-learning process could be minimized by a professional teacher.

Some of the common traits of professionalism are given for your reference below.

- *Reliability*: has to be well maintain
- *Competence*: Possess sufficient knowledge and skills as required by the profession
- *Honesty*: Be true to oneself and activities undertaken
- *Integrity*: Maintain integrity with the colleagues and with other departments
- *Respect*: Respect towards work and others profession
- *Being positive*: Should possess positive attitude towards the profession
- *Supporting others*: Should develop the habit of helping others
- *Staying work*: Develop the habit of involvement in completion of task assigned
- *Listening carefully*: Listen to others for self-development

Teacher professionalism has pivotal role to play in educational settings as it being the core of teaching profession. Only professional teachers succeed in conducting organized objective-oriented teaching-learning activities, motivating students and helping students to achieve the aim of education. Professional teachers help to improve the learning of the students, make learning a joyful activity, inspire students and prepare students to be worthy members of the society. Teacher professionalism contains three essential characteristics: (i) competence, (ii) performance, and (iii) conduct. These components help in self-development of a professional teacher. Let us briefly discuss the above components.

**Competence** in teacher profession is a imperative component as it elucidates the skills required for a teacher to teach effectively in the classroom. The competencies that teacher must possess are proper use of Black Board, introducing a topic, questioning skills, classroom management, maintaining students discipline, giving proper guidance to the needy students, help in solving problems related to curricular and co-curricular activities, and organization where he/she works. These are some of the competencies required for the teacher. It is very important for a professional teacher to have mastery over all the components of the school curriculum starting from effective delivering of lecture to maintain a good relationship with colleagues, students, and parents.

**Performance** is the second component. If a teacher is competent enough to deal with the entire school curriculum it is expected that his/her will perform exceptionally. Competence in the teaching skills will help the teacher to perform well in the classroom, and the content knowledge, psychological understanding of students will help to deal with the queries related to subject and problematic students. Performance paves the way to achieve goals of education. A competent teacher is capable of handling all

the problems related to his/her classrooms.

The third characteristic of teacher professionalism is **conduct**. It is as also very important components of teacher professionalism. The way educators bring themselves reflect on the classroom, school, community and the educational system. It also includes one's ability to initiate and maintain good communication with all the people involved such as students, fellow teachers, administration, school authority and parents of the students. It is very important for teachers to have effective communication skills to achieve the preferred educational goals.

### **4.2.3 Developing Professional Ethics among Teachers**

Teachers are the backbone of the society. They have lots of responsibilities and it should be reflected in their behaviour and styles. They are the role model of many young students and parents of the society. Teaching profession has certain code of conduct and professional ethic which is supposed to be adhere by teacher. It guides the teachers to act in certain way to maintain the dignity of the profession. Every profession has certain code of conduct which is being reflected in their statutory body. In case of teacher the statutory body NCERT explains the code of conduct to be followed. Thus, every profession is expected to frame ethical principles to guide conduct and behaviour of professionals. It provides a base which dictates the wanted and unwanted behaviour from professionals.

Professional ethics and code of conduct is essential to regulate the activities of the professionals in a desired direction. Professional ethic and code of conduct has been framed to keep the undesired behaviour, unfair means, and other unnecessary controversy away from the professions.

In relation to the teaching profession it is very important to maintain professional ethics. It may be defined as a set of principles and self-imposed professional ideals mandatory to carry out professional growth and self satisfaction. Professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities. The professional ethics tend to change from time-to-time, society-to-society, and hence, it is dynamic in nature. The professional ethics of teacher in the Vedic period was entirely different from that of 21 st century. Professional ethics also differ from profession-to-profession. For doctors, professional ethics concentrates on their work climate, while for advocates it is different. It provides guideline to their work nature. The need for professional ethics is explained below:

1. Help to maintain self discipline in relation to the profession.
2. Develop a sense of self satisfaction towards own profession and way of living.
3. It helps to shape the behaviour of the teacher who influences the students behaviour.
4. Professional ethics is helpful in building one's character and personality.
5. It helps to increase the face value of the teaching profession.
6. It helps to develop a sense of respect, feeling, and concern for the others. These



qualities are essential to build up a good human relationship.

7. Professional ethics develop an environment of social harmony and cooperation which finally benefits the teachers and the society to build a congenial atmosphere for the proper growth children.
8. It is beneficial for the development of professional excellence and congenial atmosphere for the professional environment.

#### **4.2.4 Professional obligations of the Teachers**

It is pertinent for each and every individual to perform their certain responsibilities and activities given to them through certain profession they are engaged or non-professional. This responsibility imposed by one on their self is termed as 'obligation'. Obligation in case of professionals is more important since they are entrusted to perform specific tasks in the society. So as a professional, they are supposed to obey the rules and responsibilities as required by the profession. Usually teacher educators/teachers have obligation in the following ways:

##### **1. Obligation toward students**

There is no iota of doubt that the future of country is build inside the four walls of the classroom. In the teaching learning process Teacher and students played very significant role. Each of them has certain responsibilities towards each others. The teachers bear most of the responsibilities being entrusted the responsibility to teach students. They have to follow certain professional ethics along with other obligations. The teachers are the torch bearer of the students. They are responsible to make the teaching learning process joyous and interesting for the students for maximum output. They educate the students to become self sustainable and become a worthy members of the society. Teachers have the following obligations towards their students:

- To make teaching learning process interesting and joyful activity.
- Mastery over the various skills of teaching to make every subject interesting to motivate students to learn.
- To have proper knowledge of child psychology to handle and understand the emotions of the students in better way.
- To develop better personality and self confidence of the students.
- To conduct various curricular and co-curricular activities for the students.
- Give proper career counselling to the students for their better future.
- To give opportunity to the students to build leadership qualities.

##### **2. Obligation toward parents**

Teachers have certain obligation towards the parents also. It is the parents who send their wards to

the school to be taken care by the teachers. They are educated, build personality, and prepare for better future by the teacher. It is the responsibility of the teacher to take proper care of the students in the schools. So the parent has the right to know the progress of their wards in the field of education and other related areas. So, teachers have to provide all necessary guidance and support to the all-round development of their students. Teachers have to be in touch with parents and should inform them about the progress of their wards at various stages. Obligation to parents is as follows:

- Provide information's of students progress in education and other related areas.
- Keep in touch with the parents and guide them to choose proper subject for their child as per their ability.
- The student's attitude and aptitude of students should be informed to the parents for better development of the students in different areas.
- Help parents to provide congenial home environment for the student's further achievement.
- To conduct parent teacher meeting to get feedback from the parents and discuss the problems faced by both teachers and the parents.
- The student's hobbies and interest should be shared with parents and its importance so that parents can make their children spend some time on hobbies which would lead to positive result in their studies and personality.
- Building rapport with parents and informing about the various activities conducted in school.

### **3. Obligation towards society**

School is a miniature form of society. It has all the major components of the society like parents, teachers and students as major components. The schools play vital role in bringing a positive output to the society in particular and nation in whole. It is also equally true that majority of the role in the school has to be played by a teacher. The role of teacher is of major concern in this context as they are the guiding force for bringing a positive structure to society. Hence, the obligation of teachers towards the society can be understood in the following ways:

- To inculcate desired quality in the student to become a responsible member of the society.
- To make students aware of their duties and responsibilities towards the society.
- Equip students with knowledge on various social norms to be followed in the society.
- Help students to develop ethical standards among students. Ethical standards act as a base, when followed; improve the standard of the society.
- Teach students about the value of unity in diversity and tolerance towards each other religion, community, region, and bring harmony.

- Foundation for integration of nation should be provided in classrooms where students from various backgrounds meet. In a miniature society like classrooms, the skills to live in a multicultural society should be imparted.
- Tell them of the value of communal harmony and feeling of love and respect for each other.
- Give proper guidance to the students about the sustainable development and preservation of natural resources, and environmental resources.

#### **4. Obligation towards profession**

Teaching is a noble job and teachers are respected all over the world. A teacher is expected to behave, act and be honest at all levels of his/her professional life. Such teachers enjoy high status and recognition in the society. Teachers should be true to their profession all their life. Considering all these, a teacher's obligation to their profession should be the following:

- Teachers should be an ideal of simple living and high thinking. They should possess noble character and wisdom to guide the students in proper direction.
- They should be proud of their profession and satisfied with their profession.
- It is obligatory on the part of the teachers to be eager to accept and attend opportunities for professional growth.
- Teacher should motivate themselves in their work through experiences and contribute in professional growth.
- They should maintain healthy working atmosphere for professional development.
- Act as an inspiring personality to attract others to take up the profession of teaching. Those people aspiring for teacher education must be properly guided and motivated.
- Actively participate in their professional work. Try to be active at all levels of teaching profession. This should be done inside classrooms, in professional meetings, etc. so as to develop their skills.
- Maintain confidentiality in activities such as preparation of question papers, evaluation of answer sheets, etc. This increases the credibility of the profession.

#### **5. Obligation toward higher authorities**

Teacher has to maintain obligations towards the higher authority for proper coordination and execution of work in their profession. A higher authority is the section or a group of people who have been entrusted with the task of formulating and managing the rules, regulations and policies for the development of the institution. For successful functioning of the organization teachers should coordinate and balance the activities with the higher authorities. Obligation of teachers towards higher

authorities includes the following activities:

- The rules and regulations frame for the institutions by the higher authority gives proper direction to the teaching community. So Teachers should abide by the rules and regulations as it brings uniformity in staff and related work of the organization.
- The teacher should be updated with the latest development in the policies framed by the higher authorities. The same should be passed on to the student community if it is related to them.
- Teachers should give proper required information's to the higher authorities if demanded.
- Proper steps may be taken to adapt and implement innovative policies taken by the higher authorities.
- Teacher professionals should be respectful to the higher authorities.

Apart from the obligations discussed, there are innumerable other obligations for teachers. A professional teacher should fulfill all these obligations and in no way let their prejudice or emotions come in the way of being a true professional. So, we can say that a teacher has greater responsibilities and duties towards the society.

#### 4.3 INNOVATIONS IN TEACHER EDUCATION

Innovation in the field of teacher education is essential to replace the obsolete ideologies and methods of teaching from the field of education. Our society is changing very rapidly due to the new invention and discoveries. So the social demand is also changing very rapidly which is to be fulfilled by the education. The teaching methods, pedagogy, and other areas of teacher education need to be upgraded. Today's society is technological based society so the teacher needs to upgrade themselves with the present society. However, the idea of innovation can mean different things to different people. For example, the use of coloured chalk and basic audio-visual materials maybe regarded as being an educational innovation in some developing countries in the region, while in other more affluent countries innovations may largely refer to the development and use of sophisticated computer facilities. This basic difference should be understood properly to know the concept of innovation. Educational innovation refers to an idea or practice new to a specific educational context that meets unsatisfied needs. It is the introduction or promotion of new ideas and methods that are devised in education and/or school practices which have a substantial effect on changing the existing patterns of behaviour of the group or groups involved. Generally the innovations in any area are a response to the problems emerges in that particular system. The innovation of micro-teaching has been institutionalized across India. Model-teaching appeared and disappeared at demonstration level, whereas techno-pedagogy is in infancy stage. A number of schools have started the smart classes. Hence, some teacher education institutions are also trying to do a lot to

prepare their future teachers to cope up with these challenges. Personalized teacher education appeared in one form or the other (DAW, Indore, Banasthali, Lucknow University). A large number of visitors appreciated these personalized teacher education programmes, but none adopted them in their institutions. Participatory approaches to problem solving have been effectively demonstrated in classrooms. Attempts have been made by the Intel' Teach to the Future' in integrating information and communication (ICT) in Teacher Education at pre-service and in-service levels. Intel has been organizing training programs to orient the pre-service and in-service teachers with sizeable inputs of ICT.

1. **Four Years Integrated/ Two Years Teacher Education Programme:** The regional institutes of educations (RIE) of the NCERT and some universities are offering four years B.A./B.Sc. integrated teacher education (B.Ed) program. Further the traditional B.Ed / M.Ed course have been made compulsory two years programme from the earlier one year course. The University of Delhi has been offering 4 year integrated programme (B.El.Ed) for the preparation of elementary teachers. A two-year PG Diploma in Educational Technology proposed by PG Departments of Teacher Education of SNDT University.
2. **Modular integrated teacher education and e-Teacher Education Programme:** It is also a new innovation in the field of teacher education programme. The modular integrated teacher education and e-teacher education programme have been formulated by some of the institutions.
3. **Evaluations system:** A number of innovations have been attempted in evaluation such as Choice Based Credit System, Electronic Distribution of Examination Papers (EDEP), On Demand Testing, Automated Testing, Double Valuation, Testing of Affect Attributes have been attempted. Progressively, there is a shift to total internal evaluation based semester system. Such innovative practices in evaluation are being progressively integrated in teacher education curricula.
4. **Internship:** In the two years B.Ed programme the pupil teacher has to deliver twenty lesson plans during their practice teaching and spend at least three months internship programme in the schools. It is also one of the new innovations in the field of Teacher Education. It helps the teacher trainees to develop the feeling of real teaching cum school experiences in them.
5. **The 5 E-Model of Constructivism:** It is said that learners build new thoughts on the basis of their old thoughts. Students of all ages, including adults, can use 5 Es. Each of the 5 Es describes a phase of learning, and each phase begins with the letter 'E'—engage, explore, explain, elaborate and evaluate. The 5 Es allow students and teachers to experience

common activities, to exercise and build on previous knowledge and experience, to construct meaning, and to constantly evaluate their understanding of a concept.

**Table 4.2** *Difference between Traditional Classroom and Constructivist Classroom*

<b>Traditional classroom</b>	<b>Constructivist classroom</b>
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.

**Advantages of constructivism are as follows:**

- By engaging students actively in the teaching learning process give them more opportunity to learn.
- It open up the students brain to concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.
- Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.
- Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a

variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

- By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.
- Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

### Check Your Progress I

Who is professional teacher?

Discuss the various innovations in teacher education.

#### 4.4 ROLE OF NCTE, NCERT, SCERT AND DIET IN TEACHER EDUCATION

India is a vast country with several types of education such as school education, higher education, technical education, teacher education, medical education, management education, law education, para-medical education, and distance education. Many national institute/council and regulatory bodies function in India to regulate and govern these various types of education.

All the regulatory bodies function under the umbrella of University Grants Commission (UGC). Moreover, the national councils and the regulatory bodies enjoy functioning and decision-making autonomy. Lately, a fruitful initiation has taken place to propose University Grants Commission as National Commission on Higher Education and Research (NCHER). The list mentioned below are the regulatory bodies of various form of education governed in India.

**Table 4.3** Regulatory, Statutory, and Governing Education Bodies in India

s. No.	Name	Main Role
1.	University Grants Commission (UGC)	Funding, recognition of institutions and degree titles, maintaining overall standards

2.	Distance Education Council (DEC) under the IGNOU Act	Funding, maintaining standards of open education
3.	All India Council for Technical Education (AICTE)	Approval for technical institutions and limited funding role for quality improvement
4.	Council of Architects (CoA)	Registration of architects and recognition of institutions for education in architecture and town planning
5.	Medical Council of India (MCI)	Registration of medical practitioners and recognition of medical institutions and qualifications
6.	Pharmacy Council of India (PCI)	Registration of pharmacists and approval of pharmacy institutions
7.	Indian Nursing Council (INC)	Accepts qualifications awarded by universities within and outside India
8.	Dental Council of India (DCI)	Recommend to the Central Government for approval of dental colleges etc.
9.	Central Council of Homeopathy (CCH)	Maintain Central Register of Homoeopaths
10.	Central Council of Indian Medicine (CCIM)	Maintain central register
11.	Rehabilitation Council of India (RCI)	Recognition of institutions for physiotherapy and related fields
12.	National Council for Teacher Education (NCTE)	Recognition of teacher education institutions, framing norms and standards
13.	Indian Council for Agricultural Research (ICAR)*	Coordinate and fund agricultural education
14.	Bar Council of India (BCI)	Listing of Members of Bar
15.	National Assessment and Accreditation Council (NAAC)	Inspecting and grading education institutes
16.	National Council Of Education Research And Training (NCERT)	Develop curriculum and other necessary actions for school education

\* Not a statutory body

**Source:** Compiled by the author from various sources.

Table 4.3 contains the regulatory, accredited, and the governing education bodies. The bodies mentioned above are unique and manage to assure quality in education. Among them, few institutes are those which are working for the development of teacher education in India. The National Council for



Teacher Education (NCTE) is directly associated with teacher education, its management and quality check; whereas other institutes such as UGC, NCERT, DEC, NAAC, and RCI are closely associated with the development of teacher and school education in India. Besides the regulatory and the governing bodies, other institutes like SCERT, DIET, BRC, and CRC equally work for the development of teacher education. Let us discuss the institutes associated with teacher education.

### **1. Role of NCTE in Teacher Education**

National Council for Teacher Education (NCTE) is the apex body in teacher education in India. It has its main campus in New Delhi with a regulating authority of teacher education throughout India including teacher education through distance mode.

#### **Establishment**

National Council for Teacher Education (NCTE) was set up in the year 1973 on the recommendation of Education Commission (1964-66), to advise the central and state governments on matters relating to Teacher Education, NCERT provided secretarial support to the non-statutory NCTE. NCTE developed a 'National framework for teacher education Curriculum' in the year 1978 and also created awareness on issues related to teacher education nationwide. However, it was unable to prevent proliferation of bogus or sub-standard teacher education institutes from functioning as NCTE was a nonstatutory body. Therefore, a need was felt to empower NCTE and make it an autonomous statutory body so that it could regulate the institutions of teacher education and guide them in their curricula and methods.

NCTE as a statutory body came into force in pursuance of National Council for Teacher Education Act, 1993, on 17 August 1995 by a bill passed in Parliament.

#### **Organizational structure**

NCTE has its headquarters at New Delhi and four regional committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. NCTE in Delhi along with four regional committees have academic and administrative wings to deal with functions research, policy planning, monitoring, curriculum, innovations, coordination, library and documentation, in-service programmes apart from having the responsibility of introducing innovations in teacher education programmes and planned and coordinated development of teacher education institutions. The NCTE headquarters is headed by the chairperson, while each regional committee is headed by a regional director.

Table 4.4 given below discusses more in detail about the organizational structure of NCTE.

**Table 4.4** *Organizational Structure of NCTE*

<b>Units</b>	<b>Structure</b>	<b>Situated at</b>	<b>States Covered</b>
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NCTE, Head Office, New Delhi	Chairperson, Vice-chairperson, Member	NCTE, Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg, New Delhi-110 002.	All the States of Indian National besides the State Jammu and Kashmir
Northern Regional Committee	Regional Director and Executive	Northern Regional Committee (NCTE), 20/198, Kaveri	Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Chandigarh and Delhi, Uttaranchal
Western Regional Committee	Regional Director and Executive	Western Regional Committee (NCTE), Manas	Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra, and Nagar Haveli
Eastern Regional Committee	Regional Director and Executive	Eastern Regional Committee (NCTE), 15, NeelKanth Nagar, Nayapalli,	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagalanda, Odisha, Sikkim,
Southern Regional Committee	Regional Director and Executive	Southern Regional Committee (NCTE),	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Lakshadweep, Andaman & Nicobar Islands, Pondicherry

The organizational structure of NCTE is decentralized. It has four executive regional committees in its regional offices. As mentioned in Table 4.4, NRC, ERC, WRC, and SRC have their regional director and executive committee headed by a chairperson to discuss the matter relating to teacher education at their jurisdiction.

### **Objectives of NCTE**

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes, including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses.

### **Role and Function of NCTE**

NCTE undertakes various functions relating to teacher education, starting from setting the norm and standards to affiliate the teacher education institutes and to ensure quality in its teaching learning process. Regular supervision and monitoring of the institutes of teacher education is another important function of NCTE. Let us discuss more about the role and function of NCTE:

- It undertakes inspection to observe the facilities provided by the teacher education institutes and recognition of various teacher training courses based on application submitted by the institutions concerned in the prescribed pro forma and along with the requisite documents.
- It conducts studies and surveys on various aspects of teacher education and then publish them.
- It provides suggestions and recommendations to central and state governments, UGC, universities, Distance Education Council and the recognized teacher education institutes on preparation of plans and programmes for teacher education.
- It monitors and coordinates teacher education and its development.
- It formulates guidelines in respect to qualification and eligibility of teachers who want to teach in schools, colleges and teacher education institutes.
- It sets norms for any specified training or category of courses for teacher education and the selection method of candidates, course content, mode of curriculum and curriculum transaction.
- It sets guidelines for starting new courses or training, staffing pattern, staff qualification and providing physical and instructional facilities.
- It fixes standards in respect to examinations, criteria for admission to such examinations, and schemes of courses.
- It decides the guidelines regarding tuition fees and other types of fees that are charged by institutes.
- It conducts and promotes research and innovation in different areas of teacher education.
- It lays down norms and standards, and curriculum for conducting Central Teacher Eligibility Test (CTET) to make the teacher eligible for teaching up to Class VIII, which is mandatory according to Right to Education Act 2009. This is for the information of all concern that norms, standards, and curriculum of CTET has been developed by NCTE where as the test is conducted by CBSE.
- It examines and reviews periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognized institutions. In case the violation of set norms and standards by the institute, it has the power to withdraw affiliating status of that institute.
- It lays down norms for suitable performance appraisal systems and mechanisms for enforcing accountability on recognized institutions.
- It makes schemes for different levels of teacher education.
- It identifies recognized institutions and set up new institutions for teacher development programmes.
- It takes necessary steps to prevent commercialization of teacher education.
- Publication is an important function of NCTE. It publishes good quality books, scholarly journals, articles, conduct high standard lectures, within its jurisdiction.

NCTE also makes a nationwide survey to identify the institute of excellence in the field of teacher education and the contribution of the teacher educators in pedagogy, use of new methodology in teaching, and other areas of teacher education. Accordingly, it awards the teacher educators who make excellent contribution in teacher education. It provides 32 awards annually, four in each region to elementary teacher training, Two from each region to CTE/B .Ed., one from each region to IASE/universities, and one from each region to physical education (B.P.Ed./ M.P.Ed.).

NCTE also develops norms and standards for affiliating to the institutes, run the courses of physical education such as Bachelor of Physical Education (B .P.Ed.) and Master of Physical Education (M.P.Ed.) as physical education is a part of school education practices.

- It performs such other functions as may be entrusted to it by the central government from time-to-time.
- It works with proper coordination with NCERT, UGC, MHRD, RCI, DEC, CBSE and other regulatory bodies promote teacher education and school education.
- It also develops norms and standards to operate teacher education programmes offered by distance education mode such as D.El.Ed./B .Ed./M.Ed. through open universities like IGNOU and other state open universities.

### **NCTE: Vision 2020**

NCTE will have transformed the public understanding of the connection between teacher knowledge and student learning. To accomplish this, NCTE will develop a system that provides rich opportunities for career-long teacher learning and that documents the growth of both literacy teachers and their students. Teachers who choose to participate in this system will be celebrated for their achievements by community leaders and the media. Policymakers also will rely upon these teachers for their expertise in literacy teaching and learning.

## **2. Role of NCERT**

National Council of Education Research and Training (NCERT) is a premier organisation in India to take care of the matters relating to school education and research in education. It has a long history of providing quality services to students and teachers. NCERT is well known for its text book publication up to 12th standard. Central Board of Secondary Education (CBSE) follows the curriculum of NCERT and its textbooks. Most state board schools also use NCERT books.

### **Establishment**

The National Council of Educational Research and Training (NCERT) was set up in 1961 as an autonomous organization registered under Societies Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development, Government of India and Departments of Education in States/ UTs. The responsibility of NCERT is to formulate and implement their policies and programmes in the field of education for the improvement of school education and provides technical

and academic support to schools in India.

### **Organizational structure**

**General body:** The Union Minister of Human Resource Development is the President (ex-officio) of the General Body of NCERT. The members of the General Body are the Education Ministers of all States and Union Territories and Chairperson of the University Grants Commission (UGC); the Secretary to the Government of India, Ministry of Human Resource Development (Department of Education); four Vice Chancellors of Universities (one from each region); the Chairman of the Central Board of Secondary Education; the Commissioner of the Kendriya Vidyalaya Sangathan; the Director, Central Health Education Bureau; the Director of Training, Directorate General of Training and Employment, Ministry of Labour; one representative of the Education Division, and the Planning Commission; members of the Executive Committee of the Council and nominees, not exceeding six, nominated by the Government of India (not less than four of them shall be school teachers). The Secretary, NCERT, is the Convenor of the General Body of the NCERT.

**Executive committee:** It is the main governing body of NCERT. The Union Minister of Human Resource Development is its President (ex-officio) and the Union Minister of State in the Ministry of Human Resource Development is the ex-officio Vice-President. The members of the Executive Committee are Director, NCERT; the Secretary to the Government of India, Ministry of Human Resource Development (Department of Education); Chairperson of the University Grants Commission; four educationists well known for their interest in school education (two of whom shall be school teachers); the Joint Director, NCERT; three members of the faculty of NCERT (of whom at least two are of the level of Professor and Head of Department); one representative of the MHRD and one representative of the Ministry of Finance (who is the Financial Adviser of NCERT). The Secretary, NCERT, is the Convener of the Executive Committee. The Executive Committee is assisted in its work by the following Standing Committees/Boards:

- (i) Finance Committee
- (ii) Establishment Committee
- (iii) Building and Works Committee
- (iv) Programme Advisory Committee
- (v) Educational Research and Innovations Committee
- (vi) Academic Committee of the NE
- (vii) Advisory Board of the Central Institute of Educational Technology (viii) Advisory Board of Pandit Sunderlal Sharma Central Institute of Vocational Education
- (ix) Managing Committees of the Regional Institutes of Education
- (x) Advisory Boards of Departments of the NIE

Functions of the Council are looked after by the Director, Joint Director and Secretary. Three Deans, the Dean (Academic) coordinates the work of the Departments, the work of the Educational Research and innovations Committee (ERIC) and Dean (Coordination) coordinates the activities of the Service/Production Departments and the Regional Institutes of Education. Presently five Regional Institute of Education (RE) is functioning as a part of NCERT, which are situated at different regions of India. All the RIEs are mostly teaching and research campus. RIE conducts their regular courses such as: four year integrated B.Sc./B.A. and B.Ed., Two years B.Ed., M.Ed, and Research in Education. Besides teaching, they conduct many training programmes for the in-service teachers of that region. In every RIE, there is a Multi-Purpose Demonstration English Medium School situated in RIE campus which primarily used to conduct teaching up to 12th standard and conducts practice of teaching for the students who are admitted in different teacher education programmes. Besides that the school is used for conducting many educational experiment and practical work. Details of the RIE and the States they cover are given below in Table 4.5.

*Table 4.5 Organizational Structure of NCERT*

<b>Units</b>	<b>Structure</b>	<b>States cover</b>
NCERT Head Office, New Delhi	Director, Joint Director, Secretary	All the Indian States and Union Territory
RIE Ajmer	Principal, Heads	Chandigarh, Haryana, Himachal Pradesh, J & K, Delhi, Punjab, Rajasthan, U, P., Uttarakhand
RIE, Bhopal	Principal, Heads	Chhattisgarh, Dadra and Nagar Haveli, Daman & Diu, Goa, Gujarat, Maharashtra, Madhya Pradesh
RIE, Bhubaneswar	Principal, Heads	Andaman and Nicobar Islands, Bihar, Jharkhand, Odisha, West Bengal
RIE, Mysore	Principal, Heads	Andhra Pradesh, Karnataka, Kerala, Lakshya Deep, Puducherry, Tamil Nadu
NE-RIE, Shillong	Principal, Heads	Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura

The Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar and Mysore cater to the educational needs (pre-service and in-service education) of teachers/teacher educators in the States and UTs under their jurisdiction. Pre-service professional training programmes are offered to prepare school teachers for teaching of different school subjects. These are Regional Resource Institutions for school and teacher education and they extend assistance in implementing the policies of

the States/UTs and help in monitoring and evaluation of the Centrally-Sponsored Schemes. The North-East Regional Institute of Education (NERIE), Shillong, caters to the in-service educational needs of North-Eastern States as indicated earlier. However, the pre-service teacher preparation programmes for the North-East Region are still being taken care by RE, Bhubaneswar.

### **Objectives**

The major objectives of the NCERT and its constituent units, RIE, are as follows:

- Undertake, promote, aid, and coordinate research in areas related to school education.
- Prepare and publish model textbooks, supplementary material, newsletters, journals and other related literature.
- Organize pre-service and in-service training of teachers.
- Develop and disseminate innovative educational techniques and practices.
- Collaborate and network with state educational departments, universities, NGOs and other educational institutions.
- Act as a clearing house for ideas and information in matters related to school education.
- Act as a nodal agency for achieving goals of universalization of elementary education.
- In addition to research, development, training, extension, publication and dissemination activities, the NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with the international organisations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries.

### **Role and function of NCERT**

NCERT focuses on six areas such as Research, Development, Training, Extension and Dissemination, Publication, and Exchange programmes. Let us discuss the specific role NCERT.

#### **(i) Research**

Conduct and support research and offer training in educational research methodology. The educational bodies like, NIE, RIE, CIET, and PSSCIVE undertake programmes of research related to different aspects of school education, including teacher education. It support research programmes of other institutions/organizations by providing financial assistance and academic guidance. It also provide assistance to research scholars for publishing their PhD thesis and also provide fellowship to conduct research in education and related areas. NCERT organize various courses for educational researchers and educational project undertakers. Conduct countrywide educational research and surveys on the development of school education such as achievement of the students in various subjects, retention, dropouts, and pedagogical issues. It also works in Collaboration with international agencies in inter-country research, projects, and comparative studies in school and teacher

education.

### **(ii) Development**

Develops and renews curricula and instructional materials for various levels of school education and makes them relevant to changing needs of children and society. It comes out with new innovative practices and methodology including pre-school education, formal and non-formal education, vocationalization of education and teacher education. Further it undertakes many developmental works in the field and domain such as educational technology, population education, women education, moral and value education, and education of the disabled and the children of special needs. It also suggests the State Education Department to use new techniques, methods, and technology in the field of school and teacher education.

### **(iii) Training**

It conducts pre-service and in-service training of teachers at various levels—pre-primary, elementary secondary and higher secondary, and also in such areas as vocational education, educational technology, guidance and counselling, and special education. RIEs of NCERT incorporate innovative features such as integration of content and methodology of teaching, long-term internship of teacher trainees in the actual classroom setting, and participation of students in community work in their pre-service teacher training programme. At present, it practices to send their staffs to the rural schools to get school based experiences for three months in every three years. That helps the teacher educators to understand the development and the requirements of educational practices in ground root level. RIEs also undertake the training of teachers of the states and of state level institutions and training of teacher educators and in-service teachers. To train thousands of teachers in India in a single effort, it uses two-way-audio and video teleconferencing in various issues. Teleconferencing on National Curriculum Framework 2005 is an example of such types of training module which train both in-service and pre-service teachers to be proficient in ICT

### **(iv) Extension**

- Organize many extension services and programmes through its departments such as NIE, RTEs, CEET, PSSCIVE.
- Works in close collaboration with various agencies and institutions in the states and also works extensively with Extension Service Departments and Centres in teacher training colleges and schools.
- Provides assistance to various categories of personnel, including teachers, teacher educators, educational administrators, question-paper setters, textbook writers, etc. Conferences, seminars, workshops and competitions are organized as regular on-going programmes as a part of the extension activities.



- Organizes various educational programmes in rural and backward regions to motivate, inspire, and to bring the rural talents to the main stream of the society.
- Organizes extension programmes throughout the country and union territories on special educational programmes for the children with special needs and differentlyabled.

### **Publication and dissemination**

- Publishes textbooks for different school subjects for Classes I to XII in English Hindi, and Urdu.
- Brings out workbooks, teachers guides, supplementary readers, research reports, etc. In addition, it publishes instructional materials for the use of teacher educators, teacher trainees and in-service teachers.
- Publishes six educational journals in various fields such as Research in Education, New Trends in Education, Publishing Abstract of Good Educational Research, reflecting critical thinking in education on contemporary issues.
- Publishes in-house journal called NCERT Newsletter both in English and Hindi language.
- Publishes teacher support materials subject wise which helps the teachers and the teacher educators to make use of content by properly designing with pedagogy.

### **(vi) Exchange programmes**

- To study educational problems and organize training programmes for personnel from developing countries, NCERT interacts with international organisations such as UNESCO, UNICEF, UNDP, NFPA and the World Bank.
- Acts as the Secretariat of the National Development Group (NDG) for Educational Innovations. It is one of the Associated Centres of APEID.
- NCERT offers training facilities through attachment programmes and workshops to educational workers of other countries.
- Acts as a major agency for implementing Bilateral Cultural Exchange Programmes in the field of school education and teacher education by sending delegations to study specific educational problems and by arranging training and study visits for scholars from other countries.
- Educational materials are exchanged with other countries and also equally get the materials from other countries for comparing it and to produce quality materials for its students.
- It also organizes faculty exchange programmes on request, and the faculty members are deputed to participate in international conferences, seminars,

workshops, symposia, etc.

### **3. Role of SCERT**

All states have their State Council of Educational Research and Training (SCERT). SCERT works for educational development of School and Teacher education of the States. It is responsible for initiating and continuation of state-run projects and implementing the project launched by the centre. It coordinates with NCTE and NCERT in the matter relating to educational development of School and Teachers. Let us discuss the establishment, organizational structure, objectives, and major function of SCERT.

#### **Establishment**

The National Policy on Education (1986) had recommended the creation of State Council of Educational Research and Training (SCERT) in each State to decentralize the functions of quality education, research and training. It also laid emphasis on the improvement of educational quality and suggested to adopt some programmes such as:

- Improvement of curriculum
- Teacher enrichment programme
- Continuous and comprehensive evaluation
- Quality textbooks
- Improvisation and utilization of teaching aids

Keeping the future in mind, alternative strategies like informal education and vocational education after Class 12 has also been highlighted. SCERT has been given the responsibility to conduct these activities at the state level on behalf of NCERT for the improvement of education. Soon state governments started to establish SCERT in their States. State NCT of Delhi established its SCERT in 1988, Odisha in 1979, Tripura in 1996, Uttar Pradesh in 1981, Maharashtra in 1984, Andhra Pradesh in 1967 and accordingly in other States.

#### **Organizational structure**

Organizational structure of State Council of Educational Research Training (SCERT) is not same as the NCERT. The governor of the State is the ex-officio President of the council and the Minister of School and Mass Education of that State is the ex-officio Senior Vice President of the Council. The Executive Committee of the SCERT acts as the governing body of SCERT and administers day-to-day affairs in accordance with the rules, regulations, and orders of the State and Centre. School Education Secretary is the ex-officio Chairperson of the executive committee and the Director of SCERT is its member Secretary.

The programme advisory committee of SCERT finalizes all the activities relating to training, extension,

research, implementation of school development plans, and Sarva Shiksha Abhiyan and undertaken by the council every year. Eminent educationist, representative of State and National Level Education organization such as: NCERT, NUEPA, Leading University, Principals of the selected schools, becomes the members of the committee. Director of SCERT becomes the Chairperson of the committee. The organisational structure of SCERT, Odisha, has been described below for understanding. Director of SCERT holds the apex position in the official working, next to four Deputy Directors, one for each Department—Administration, Teacher Education, Academics, and Science & Mathematics. In the chronology, next are 14 Assistant Directors out of which 12 are in College Branch i.e. Teacher Education Institutes and two in School Branch. Academic Officers are under Assistant Directors distributed in different subject areas. It governs Training Colleges (TC), College of Teacher Education (CTE), Institute of Advance Studies in Education (IASE), District Institute of Educational Training (DIET), and Certified Teacher (CT) Schools.

### **Objectives**

The main objectives of SCERT in the States are as follows:

- To work in the areas of elementary education and teacher education programme (elementary and secondary) in the state.
- To organize pre-service training for prospective teachers, and capacity building programmes for in-service teachers, conferences, meetings, seminars and briefing sessions for State Education Officers and field functionaries.
- To organize induction level training programmes for the new entrants/teaching workforce of the teachers training institutions.
- To restructure syllabus and curriculum used at the elementary education and teacher education sector so as to make it need-based and relevant based and functional.
- To undertake, aid, promote and coordinate research and innovation activities among faculty members of teacher training institutions.
- To generate new ideas, innovations, improved practices in education, quality monitoring and supervision, etc. by conducting studies and researches both short term and longitudinal and their dissemination among faculty members of teacher training institutions.
- To produce high quality teaching learning materials and enriched literature for teachers, trainers, supervisors and key educational functionaries.
- To provide academic and professional support and guidance to agencies and institutions working in the field of education, population and development education,

child rights and environment protection, and eco-friendly lifestyle, community education etc.

- To collaborate with other agencies, institutions, organizations for the cause of quality in school education and teacher education programme.
- To implement educational projects relating to school and teacher education lunched by NCERT, NCTE, MHRD, and Department of School and Mass Education of various States.

### **Role and functions**

The following roles and functions generally SCERT undertakes in the State Level:

- To act as an agent of change in school education including formal and non-formal education and teacher education.
- To control and supervise the working of the Elementary Teacher Education Institutions (Secondary Training Schools, and Elementary Training Schools) and to coordinate the work of the Teacher Education Institutes.
- To organize in-service training for different categories of teachers, inspecting officers, and teacher educators and to coordinate the work of other agencies operating at the state level.
- To organize programmes, including correspondence-cum-contact courses for professional development of teachers, teacher educators, and inspecting officers.
- To produce curricula, instructional materials, textbooks for the use of educational institutions, teachers of pre-schools and elementary schools.
- To provide extension service to teacher training institutions at various levels.
- To organize and implement the special education projects, sponsored by UNICEF, UNESCO, COL, NCERT, NCTE and other agencies, for qualitative improvement of school education, teacher education and supervisors of education.
- To prescribe curricula and textbooks for the schools and teacher training institutes.
- To produce instructional materials for the use of teacher educators and school teachers.
- To conduct studies and investigations on various problems of education.
- To evaluate the adult and non-formal educational programme or any other programme relating to its jurisdiction.
- To conduct public examinations specially at terminal stages like end of Class III and Class V etc., with a view to controlling quality of education and selecting candidates for scholarships through such examinations.
- Provides resource support in terms of development of curriculum and textbooks, training packages, prototype teaching learning materials, capacity building of District Resource Groups and Block Resource

Groups etc. for DPEP/SS A and Mid-day-Meal and other Projects.

- Provide assistance to preparation of Perspective Plan and Annual Work Plan and Budget for DPEP/SSA.
- Preparation of Perspective Plan and Annual Work Plan and Budget for Teacher Education.
- Introducing Distance Education Programme for training of Untrained Elementary Schoolteachers.
- Monitoring of schools, CRCs and Training Programmes by SCERT and DIETs.
- Renewal and revision of Teacher Education Curriculum—both Elementary and Secondary.
- Disaster Management and preparedness programmes in schools.
- Conducting NRTS Examination in the state.
- Conduct of Studies sponsored by NCERT, NCTE, NIEPA, UNICEF, DPEP / SSA, EFA Society.

Preparation of Vision 2020: An Agenda for School and Mass Education: Report of the Task Force  
Implementation of externally assisted Projects: Population and Development Education. Opening of State Open School under the aegis of National Institute of Open Schooling. Collaboration with NGOs working for Education.

#### **4. Role of DIET**

District Institute of Education and Training (DIET) is the ground level institute to prepare teachers for elementary classes. It organizes training and orientation programmes relating to elementary education. It also trains the SMC members, parents, village workers relating to various projects undertaken by state governments and the Central Government.

#### **Establishment**

The increase in the demand for education and establishment of large number of elementary schools make it mandatory to develop institution to train the stakeholders of elementary education. Accordingly the NPE and POA envisaged addition of a third-district level-tier to the support system in the shape of District Institutes of Education and Training (DIETs). DIETs were expected to have a better control of the institutes as they would be closer to them and more aware of their problems and needs. In accordance to the provisions of NPE a centrally sponsored Scheme of Restructuring and Reorganization of Teacher Education was approved in October 1987. One of the components of the Scheme was to set up DIETs. Till October 1989, central assistance had been sanctioned under the Scheme for setting up a total of 216 DIETs in the country. At present a total of 500 (approximate) DIETs exist in India.

#### **Organizational structure**

District Institute of Education and Training (DIET) works under State Council of Educational Research and Training (SCERT) of the state. Principal works as the head of the DIET with teachers in different subjects and pedagogy teachers. Trainee teachers get complete education in content and

pedagogy to transact school curriculum up to elementary level.

Based on the above functions, a DIET would need to have staff strength in the following areas:

(i) Foundations of Education and Pedagogy

(ii) The subjects taught at the Elementary stages; namely:

Languages taught at the elementary level in the district (these may be two, three or even four, depending on the number of languages which are introduced in a State at the elementary stage and factors like bilingual character of a district)

Mathematics

Environmental Studies -Social Science

Environmental Studies-Science

### **Objectives**

District Institute of Education and Training (DIET) has the following objectives:

- To conduct classes of regular teacher education programmes such as Diploma in Elementary Education or Diploma in Education.
- To conduct programmes for Elementary School and Pre-School Teachers (both pre-service and in-service).
- To organize specially designed courses for Headmasters, Officers of the Education Department, members of the School Management Committees (SMC), Community Leaders, Elected Heads of the *Panchayati* institutions, Block and Cluster Resource coordinators, etc.
- To actively participate in Preparation of District plans for UEE.
- To work for implementing Right to Education Act, 2009.
- Development of district specific curricula and teaching learning materials.
- To provide support to Block Resource Centres (BRC) and Cluster Resource Centres (CRC) for Elementary Schools and Programmers of UEE.
- To actively engage in Action Research and experimentation for an improved understanding of Elementary Education and to solve the difficulties of the teachers and the students in teaching-learning and other related areas.
- To tackle specific problems of the District and the State for achieving the objectives of UEE and to provide quality elementary education.

### **Role and Functions**

The DIETs are envisioned as 'Academic Lead Institutions' to provide guidance to all academic functionaries in the district. The main functions and roles undertaken by DIETs are as follows:

- Quality teacher training, leading to high learning levels among students.

- Improving pedagogy and making classroom learning interesting.
- Developing curriculum and academic material such as child-friendly textbooks.
- Planning and management of primary, adult education and non-formal education of the district.
- Conducting research, developing low and no-cost teaching aids, supporting innovative materials and methods.
- Evaluating students, teachers, programmes and institutions.
- Using technology in education and making the elementary teachers' technology friendly.

It organizes training and orientation programmes for the:

Elementary school teachers (both pre-service and in-service education) o Headmasters, Heads of Schools and officers of Education Department up to Block and Cluster level o Instructors and supervisors of non-formal and Adult Education (induction level and continuing education) o Members of School Management Committee (SMC), community leaders, youth and other volunteers who wish to work as educational activities; and o Resource persons who wish to conduct suitable programmes for the target groups in BRC and CRC centres other than the DIET. Provides academic and resource support to the elementary and adult education systems in the district like development of locally relevant materials and teaching aids, evaluation tools, etc., and serving as an evaluation centre for elementary school and programmes of NFE/AE. Conducts Action research and experiments to deal with specific problems of the district.

#### 4.5 ICT AND TEACHER EDUCATION

Information and communication technology (ICT) is considered as necessary and effective way of enhancing competence and enriching skills among pre-service teachers in this post modern era. E-education is considered to develop a positive attitude towards e-learning and future use of computer-based smart classroom education. E-teaching applies the constructivist principles in the designing of learning experiences. There are different forms of e-learning programmes.

**(i) Online professional learning community:** Through online professional learning community the teacher trainees exchange ideas with teachers as well as students. This form of web-based technology allows asynchronous discussion and debates, creating interactive lessons and critical assessment procedures. It create a healthy academic group discussions among the teachers, teacher trainees and students community.

**(ii) Individualized self-paced instructional procedures:** In this instructional procedure the instruction is given to the pupil teacher through online and teacher is mostly driven by inquisitiveness and urge to challenge oneself in the process of testing others. It is a form of self-study

which involves no direct interaction, but can be done through email, Skype.

**(iii) Hybrid teaching models:** Here the pupil teachers are engaged in online and face to face interaction like integrated onsite meetings, visits to classroom, face-to-face workshops, coaching and mentoring programmes, and small study groups. In this format face to face interaction is reduced so that the pupil teacher could get some time for online interaction also. It is also known as blended teaching model.

**E-tutors:** Teachers education cannot remain static to the traditional way but it has to be dynamic and technically sound to deal with the present demand. All the obsolete methods and pedagogy used earlier should be replaced with the new methods of teaching. A teacher should have a sound knowledge of modern computer to deal effectively with the latest hardware and software that could be used in the field of teacher education. A teacher's competence in this regard would involve —

**(i) Competencies in Knowledge and Skills:** Teacher should have well command over the theoretical knowledge and background of the area of subject specialised as well as skills to handle the practicum and ability to think logically.

**(ii) Competencies in Developing Course Content:** Competencies in developing course content, modules, and other activities comes under programme competencies.

**(iii) Competencies in Teaching:** A teacher should be able to communicate and deliver effective teaching in the classroom. He/she should communicate clearly about the content of the materials before the students.

### **Competencies structure of teachers**

Acquiring e-teaching competencies would require a combination of didactical, technological, personal and organizational components. There are three dimensions of the teacher' ICT competencies; these are:

- (i) They are aware of the effectiveness of ICT in the teaching-learning process
- (ii) The teacher has the necessary skills for using hardware and software (ICT readiness)
- (iii) The teacher knows the pedagogical-didactical elements of ICT (ICT drill and practice)

A teacher can be the creator of the e-teaching process as well as the user of e-teaching/ e-learning modules. Teachers need to rethink their underlying assumptions about teaching, about the learning process and, most fundamentally, about their role as educators. A teacher has two key roles to play in the e-teaching system—that of a teacher imparting knowledge and providing contents and acting as an efficient communicator between the students and the tutors. E-teachers should be able to create different e-teaching modules and activities of students. Some e-teaching modules are mentioned below.

- Learning based on webs



- E-Learning in class rooms
- On line-Learning in classrooms
- Courses from net
- E- learning from media technology
- E-learning from the combination of traditional and constructivist classrooms

<b>s. No.</b>	<b>Central Roles</b>	<b>Activities and Behaviours of E-tutor</b>
1.	Content facilitator	Here teacher provides content in the form of soft copy or he suggests the site from where the students can take the help.
2.	Metacognition facilitator	He not only helps in provide in materials but also supports reflection on learning activities and outcomes, and prepare them to develop the study skills in them
3.	Process facilitator	He also supports the students about the time management and writing the notes
4.	Advisor (counselor)	He works as counselor to. He makes them psychologically strong in learning.
5.	Assessor (formative and summative)	He evaluates their performance by feed back, formative assessment and summative assessment.
6.	Technologist	He also guides them to get the skills on ICT and to use it in their learning.
7.	Resource provider	How and where the students can access the learning materials
<b>S. No.</b>	<b>Peripheral Roles</b>	<b>Activities and Behaviours of E-tutor ...</b>
1.	Manager and Administrator	He not only give the tips of learning but also keep the records of the task performed by the students
2.	Designer	He also helps in designing the course and its structure.
3.	Co-learner	Simultaneously he also learns and enriches his knowledge
4.	Researcher	He/She can take action researches who act on the basis of his/her e-tutor experience.

E-tutors have many professional roles in the e-learning process. Some central and some peripheral roles of e-tutors in e-learning. They are as follows:

The competencies that are developed through e-teacher education are as follows:

### **1. General competencies**

Under the general competencies develop through e-teacher education comes scientific approach of thinking, problem solving, presentation skills, self reliance, and research autonomy. It also develop team work, effective communication with the other members involve in the process. Further the concept of interdisciplinary and scientific ethics are also inculcate into the pupil teachers.

### **2. Subject Specific Competencies**

The competencies like background of theoretical knowledge of the subject areas, technological use of teaching different areas of content, evaluation, innovation or generate new ideas in the educational system are develop through e-teacher education. It also develop the skill of planning and managing of learning and teaching process, modeling of the learning situation, further the ability to online application of complex theory and many more. Select and apply the adequate technologies and tools in the effective creation of different e-learning solutions. Also it will help to develop e-content for the students.

#### **CHECK YOUR PROGRESS**

1. What is the organizational structure of NCTE?
2. What is the main objectives of NCERT?
3. discuss any three forms of e-learning programme.

#### **ACTIVITY**

Research on the Internet and make a short note on e-learning in India.

Research on the Internet and discuss the publication objectives of NCERT.

#### **DID YOU KNOW**

Academic Staff Colleges has to plan, organize, implement, monitor and evaluate orientation courses for newly appointed college/university Assistant Professors of one or more universities in a state.

#### **4.6 SUMMARY**

In this unit, you have learnt that:

Teacher has a lot of responsibility towards their profession and personal life. In their profession they are bound to follow certain code of ethics being a role model of students and society. They have certain obligations towards students, parents, society, and professions. Competency is also one of the important components of the teacher education. Teacher has to mastery over the various dimensions of competency.

Teachers are the torch bearer of students so they have to guide the students to choose right stream and decisions according to their aptitude and attitude. It is also pertinent to develop theoretical and practical knowledge of the subject background that teacher is dealing with.

They should also understand the feeling of the students and deal with their problems effectively. Teacher professionalism may be explained as the responsibility to the teaching profession in executing well-organized teaching-learning process, emotional control over students, subordinate and other staff of the organization, enjoyment on execution of teaching process, confidence to tackle complicated situation inside classrooms and motivating students to excel in learning, etc., are some of them. The complexity of teaching-learning process gets reduced by being a professional teacher. Participation of teachers in the extension and community development activities of the colleges and universities contribute to the professional growth of teachers to a great extent. It adds to their social awareness and responsibilities and develops their insights and experience. Various innovations in the teacher education and 5E model are also discussed with its various advantages. The 5 Es allow students and teachers to experience common activities, to exercise and build on previous knowledge and experience, to construct meaning, and to constantly evaluate their understanding of a concept. The role and functions of NCTE is directly associated with teacher education, its management and quality check; whereas other institutes such as UGC, NCERT, DEC, NAAC, and RCI are closely associated with the development of teacher and school education in India. The major role and function of NCERT focuses on six areas such as Research, Development, Training, Extension and Dissemination, Publication, and Exchange programmes. District Institute of Education and Training (DIET) is the ground level institute to prepare teachers for elementary classes. It organizes training and orientation programmes relating to elementary education. It also trains the SMC members, parents, village workers relating to various projects undertaken by state governments and Central Government. In this unit use of ICT in teacher education and e-learning is also discussed at various length with its relevance in the present teacher education curriculum.

#### 4.7 KEY TERMS

**Code of professional ethic:** A set of self-imposed professional ideals and principles necessary for the attainment of self-satisfaction and professional excellence

**Communication competencies:** System of the knowledge, skills, abilities and motivational dispositions to realize the goals of communication and teaching social interaction

**Competence:** Explains the skills needed for a teacher to deliver effectively in a class

**Educational competencies:** System of knowledge, skills, abilities and motivation dispositions to realize educational professional roles

**Professional ethics:** Refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities

**Professionalism:** Ability to perform a task effectively

#### 4.8 ANSWERS TO 'CHECK YOUR PROGRESS'

##### **Check your progress I**

1. A professional teacher is highly required for the development of a society and nation. It need effective teacher education programme and teacher educator to develop a highly professional teacher. Professional teacher possess high degree of 'professionalism' and chalk out the responsibilities given to them with proper strategy and efficiency. A sign of professional teacher are:

1. Highly committed to the teaching profession, conduct action research to find out the problems related to teaching learning and maintain the reputation of teaching profession.
2. Possesses enough knowledge of the content related to the subject he/she teaches to the students and update the latest development happen to that particular subject and passed on the same knowledge to the students.
3. Attend different teacher training programme and make healthy academic discussion with the colleagues.
4. Highly committed for the students learning and always keep their interests above everything.
5. Taking keen interest in the students behaviour observation in different settings and it use the same to build the future of the students by using the knowledge gain through teacher education programmes and own study.
6. Is a law abiding person who always dedicated his/her service in nation building by giving proper education to the young generations.
7. Should possess enough knowledge of pedagogy, content of the subject, teaching skills, curriculum construction, preparing TLM, etc.
8. Always ready to guide the students in proper direction as well as help the students to solve their academic problems.

2. 1. **Four Years Integrated/ Two Years Teacher Education Programme:** The regional institutes of educations (RIE) of the NCERT and some universities are offering four years B.A./B.Sc. integrated teacher education (B.Ed) program. Further the traditional B.Ed / M.Ed course have been made compulsory two years programme from the earlier one year course. The University of Delhi has been offering 4 year integrated programme (B.El.Ed) for the preparation of elementary teachers. A two-year PG Diploma in Educational Technology proposed by PG Departments of Teacher Education of SNDT University.
3. **Modular integrated teacher education and e-Teacher Education Programme:** It is also a new innovation in the field of teacher education programme. The modular integrated teacher education and e-teacher education programme have been formulated by some of the

institutions.

4. **Evaluations system:** A number of innovations have been attempted in evaluation such as Choice Based Credit System, Electronic Distribution of Examination Papers (EDEP), On Demand Testing, Automated Testing, Double Valuation, Testing of Affect Attributes have been attempted. Progressively, there is a shift to total internal evaluation based semester system. Such innovative practices in evaluation are being progressively integrated in teacher education curricula.
5. **Internship:** In the two years B.Ed programme the pupil teacher has to deliver twenty lesson plans during their practice teaching and spend at least three months internship programme in the schools. It is also one of the new innovations in the field of Teacher Education. It helps the teacher trainees to develop the feeling of real teaching cum school experiences in them.
6. **The 5 E-Model of Constructivism:** It is said that learners build new thoughts on the basis of their old thoughts. Students of all ages, including adults, can use 5 Es. Each of the 5 Es describes a phase of learning, and each phase begins with the letter 'E'—engage, explore, explain, elaborate and evaluate. The 5 Es allow students and teachers to experience common activities, to exercise and build on previous knowledge and experience, to construct meaning, and to constantly evaluate their understanding of a concept.

### **Check your progress II**

1. Organizational structure of NCTE. NCTE has its headquarters at New Delhi and four regional committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. NCTE in Delhi along with four regional committees have academic and administrative wings to deal with functions research, policy planning, monitoring, curriculum, innovations, coordination, library and documentation, in-service programmes apart from having the responsibility of introducing innovations in teacher education programmes and planned and coordinated development of teacher education institutions. The NCTE headquarters is headed by the chairperson, while each regional committee is headed by a regional director.

2. The major objectives of the NCERT and its constituent units, RIE, are as follows:

- Undertake, promote, aid, and coordinate research in areas related to school education.
- Prepare and publish model textbooks, supplementary material, newsletters, journals and other related literature.
- Organize pre-service and in-service training of teachers.
- Develop and disseminate innovative educational techniques and practices.

- Collaborate and network with state educational departments, universities, NGOs and other educational institutions.
- Act as a clearing house for ideas and information in matters related to school education.
- Act as a nodal agency for achieving goals of universalization of elementary education.
- In addition to research, development, training, extension, publication and dissemination activities, the NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with the international organisations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries.

3. There are different forms of e-learning programmes.

**(i) Online professional learning community:** Through online professional learning community the teacher trainees exchange ideas with teachers as well as students. This form of web-based technology allows asynchronous discussion and debates, creating interactive lessons and critical assessment procedures. It create a healthy academic group discussions among the teachers, teacher trainees and students community.

**(ii) Individualized self-paced instructional procedures:** In this instructional procedure the instruction is given to the pupil teacher through online and teacher is mostly driven by inquisitiveness and urge to challenge oneself in the process of testing others. It is a form of self-study which involves no direct interaction, but can be done through email, Skype.

**(iii) Hybrid teaching models:** Here the pupil teachers are engaged in online and face to face interaction like integrated onsite meetings, visits to classroom, face-to-face workshops, coaching and mentoring programmes, and small study groups. In this format face to face interaction is reduces so that the pupil teacher could get some time for online interaction also. It is also known as blended teaching model.

#### 4.9 QUESTIONS AND EXERCISES

##### **Short-Answer Questions**

1. What is the significance of professional ethics in teacher education?

Write a short note on how professional growth happens in teacher education.

Why was NCTE set up?

Write any four objectives of SCERT.

What is the mission of DIET?

6. What is the significance of ICT in teacher education?

##### **Long-Answer Questions**

Discuss the functions of professional ethics in teacher education.

Write a short note on role and functions of NCTE.

Discuss the objectives of DIET.

Write a short note on SCERT functions.

Compare the functioning of NCTE and DIET.

Give a detailed account on competencies that are developed through E-teacher education.

#### 4.10 FURTHER READING

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