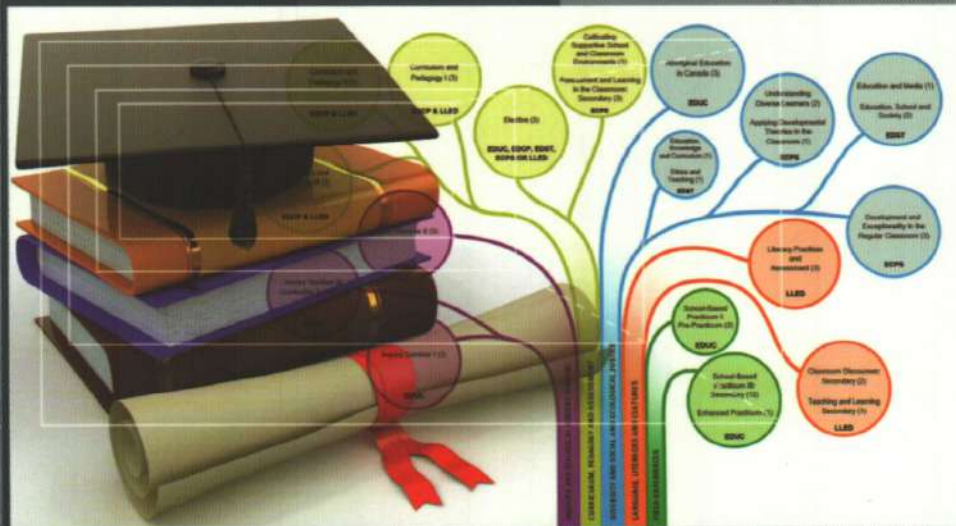




Institute of Distance and Open Learning GAUHATI UNIVERSITY



TEACHER EDUCATION

MA in Education • Third Semester • EDU 303

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TEACHER EDUCATION

MA in Education

Third Semester

EDU 303

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INTRODUCTION

Education is the backbone of a nation. It is the standard of education that determines the progress of a country and the society at large. For sustainable growth and development of quality education at all levels—primary, secondary as well as higher education—teacher education is a must.

Teacher education is, of course, at the base of all educational system. The quality and nature of teacher training determines the nature and success of an educational system. So, it is necessary for the aspiring teachers to improve their professional qualifications. It does not matter whether they receive formal or informal training.

This book, *Teacher Education*, lays emphasis on the importance of teacher education, and shows how teaching has been accepted as a profession over the ages. It portrays how the role of a teacher has changed in the twenty first century. This book also deals with how teachers can be prepared for teaching in various specialized areas. The book also touches upon the different departments that have been set up by the government like the NCTE and DIET.

The book, *Teacher Education*, has been designed keeping in mind the self-instruction mode format and follows the simple pattern, wherein each unit begins with Introduction followed by Objectives. The detailed content is followed by Summary i.e., the concise review. Check Your Progress (questions and answers), Questions and Exercises, and Key Terms are useful tools for effectual recapitulation of the text by the students.

This book is divided into five units:

Unit 1: Discusses the meaning and scope of teacher education and development of teacher education in India.

Unit 2: Explains how teachers should be prepared to teach in primary, secondary and higher stages.

Unit 3: Gives a detailed account of the role of educational organizations like the NCERT, NCTE, DIET and SCERT.

Unit 4: Discusses preparation of teachers in specialized areas.

Unit 5: Discusses the professional ways of training teachers.

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UNIT 1 CONCEPT OF TEACHER EDUCATION

Concept of Teacher Education

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Structure

- 1.0 Introduction
- 1.1 Objectives
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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 them 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 the 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. So, in this unit our discussion will concentrate on the basic concepts of teacher education and teacher education in the changing scenario.

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1.1 OBJECTIVES

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

- Discuss the meaning and nature of teacher education
- Explain the need and scope of teacher education
- Evaluate the difference between teacher education and teacher training
- Describe the growth of teacher education in different periods
- Analyse the need and ways of developing professional ethics of teacher education

1.2 CONCEPT OF TEACHER EDUCATION

Teacher basically is 'one who delivers an educational programme, gives instructions based on certain prescribed syllabus, guides students in achieving their objectives as desired by the aim of education, helps in tackling problematic situations, develops curricular and extracurricular skills and helps the students to develop an integrated personality to cope up with the changing demands of the society'. Some of the qualities of teacher include:

- Passion for teaching
- Clear objectives for lessons
- Good communication skill
- Effective classroom management styles
- In depth knowledge of subject matter
- Patience and confidence
- Dedication
- Love for their subject
- Flexibility and tolerance
- Creativity and humour

A close analysis of the qualities of teacher reveals that teaching is a complex process and, therefore, teachers should be trained from time-to-time. How? Before describing the nature of teacher training, let us try to understand the meaning of teacher education in detail.

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'. According to Goods Dictionary of Education, teacher education 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/her responsibilities more effectively.

According to UNESCO (2005), teacher education 'addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers'.

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 (Perraton, 2010).

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 programmes for primary teachers, secondary teachers or higher secondary teachers, teacher education programmes for physical education teachers, music teachers, and art teachers. 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 practicing 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
- Applying the theoretical bases of education to the practice of teaching
- Assessing and evaluating learning progress and personal development
- Communicating and interacting effectively with people in a variety of learning environments to provide meaningful learning experiences
- Meeting the requirements of students and providing feedback to parents and other professionals

Generally, teacher education encompasses the following components as shown in Figure 1.1.

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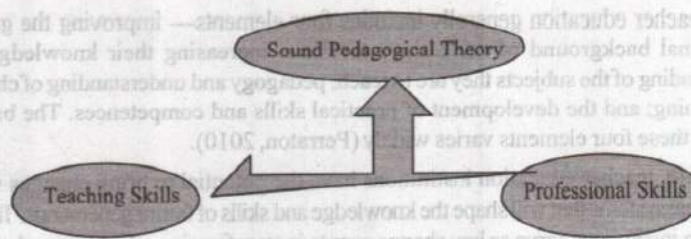


Fig. 1.1 Components of Teacher Education

What do these components mean?

Teaching Skills: While a teacher is teaching he/she makes many tactics and strategies such as introducing the lesson, asking questions in between, giving reinforcements to gain students' attention. It is the duty of the teacher to internalize these skills which would help them to handle the teaching-learning process better. So teacher education would include imparting training and practice in the techniques and strategies that would help teachers to plan, to impart instructions and conduct assessments effectively. Through training, the teachers also learn effective classroom management skills, use of instructional materials and good communication skills.

Sound Pedagogical Theory: The second component of teacher education is the sound base of various philosophical, psychological and sociological theories which have great impact in teaching-learning process. A teacher is expected to know the sociological theories behind teaching-learning, philosophical theories (for example, naturalist and pragmatist) various psychological theories like reinforcement theory, and theories of learning. Therefore, pedagogical theory is based on psychological, philosophical and sociological aspects that would help teachers to have a sound basis for using teaching skills in the classroom.

Professional Skills: This includes strategies, techniques and approaches that will help teachers to improve and grow in their profession and at the same time make the profession of teaching also grow. Soft skills, computer skill, counseling skills, management skills, and interpersonal skills are part of teacher education.

Teacher education is a combination of the three components mentioned above, which after better training help teacher educators to develop the right kind of skills, beliefs, caliber, attitude and other skills required to become a better teacher. Hence, teacher education can be treated as formula containing three terms i.e.

$$\text{Teacher education} = \text{Teaching skills} + \text{Pedagogical theory} + \text{Professional skill.}$$

1.2.1 Nature

We have studied the concept of teacher education. In teacher education focus is on giving training to students in core components such as teaching skills, pedagogical theories and professional skills. Unlike any other professional programmes teacher education has its own procedures and nature. They are:

1. Teacher education programmes are continuous in nature, which means it starts with orientation followed by practice session, and finally updation of the skills developed as part of the training programme. Generally in India, teacher training programmes are conducted for one year and then service programmes are conducted while they are in service.

2. Teacher education is broad and comprehensive in nature. It includes pre-service, in-service and other extension activities such as community involvement programmes, adult education programmes and other non-formal education activities. The depth and objective of each programme varies and finally prepares a worthy teacher.
3. Teacher education is dynamic and ever-evolving. The role of teachers in the tenth century was entirely different from that of a teacher in the twenty first century in terms of style, method and procedure, and aims. Skills and capabilities of tenth century teacher will not be sufficient to meet the demands of the twenty first century. Hence, teacher education programmes are dynamic in its objectives, methods, programmes and its style of execution.
4. Teacher education is both an art and science. Teacher education moulds prospective talented teachers through scientific mode of professional training programmes. Hence, teacher education programmes are considered both an art and science.
5. Teacher education has well designed curriculum, structure organization and transaction styles. These components are the crux of teacher education.
6. Teacher education is based on the theory that teachers are made and not born, in contrary to the assumption that teachers are born, not made. In present scenario, teachers are made and not born. Previously, students who had passion for teaching took up the job of a teacher, but today any one with/without passion can get a teacher education degree.
7. Teacher education's curriculum has sound meaningful theoretical bases which suits the practical situations at a later stage. These theoretical bases are derived from various psychological, sociological and philosophical theories on education.
8. Teacher education is now divided into stage-specific programmes. This means that knowledge base is divided across various stages which could be developed effectively to prepare entrant teachers to perform their duties as expected.
9. Teacher education unlike in other systems has a three phase interrelated and interdependent components viz; inputs, processes and outputs. Input being the theoretical base, process being the training programmes and output being the development of worthy teachers useful for the society.

1.2.2 Aim and Objectives

Teacher education programmes are carried out to provide wide range of objectives at various levels starting from pre-primary to higher secondary. Pre-primary teacher education focuses on pedagogical aspects and on how to deal with the psychological development of elementary students. The complexity of both these concepts increases and are dealt in teacher education programmes for higher secondary students. A dedicated teacher community has to be developed who will be responsible to the students and to the nation as a whole. These teachers must develop the caliber to prepare students to be able to fight and exist in the over complicated twenty first century. Keeping these points in view, following are the objectives of teacher education

1. To develop sound knowledge in psychological, sociological and philosophical aspects of education at various levels.
2. To provide necessary support services to teaching-learning process as a whole.

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3. To provide adequate opportunities to observe, engage with students and to communicate with children.
4. Provide opportunities for assimilation and articulation of new ideas, develop capacity for self-learning, increase the ability to think and be self-critical and be able to work in groups.
5. To provide opportunity for self-analysis and self-understanding, flexibility, creativity, innovation and motivation.
6. To provide opportunity to comprehend, understand and apply the knowledge in different situations.
7. To provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.
8. To create better understanding of the student. Teacher training is a must as it enables the potential teacher to understand the student better. The knowledge of educational psychology helps the teachers in dealing with children scientifically. Untrained teachers not familiar with the subject may create problem children in the school.
9. Teacher training builds confidence in the potential teachers. A trained teacher can essentially face the class with confidence. He/she is not timid or shy and can tackle many odd situations and does not avoid problematic situations.
10. Through training, the future teacher become familiar with the methodology of teaching. Student teachers gets essential knowledge of methods required for a particular subject to be able to teach with flair and in an innovative style.
11. Builds favourable attitude. It helps in building favourable attitude towards teaching profession. During the course of training, many doubts of the teacher trainee's stand removed. It results in creation of love and respect for teaching profession.
12. Teacher training programmes familiarizes the future teachers with all that is latest in education. An attitude of research and experimentation is attempted to be created in them.
13. Makes the students familiar with school organisation. During the course of training, the teacher trainees are familiarized with the organisation and administration of the schools. It is of immense use to them in later life.
14. Creates social insight. Teacher training is must as it is required to teach the teachers to live a community life. Training is essential to create social insight in them.
15. Training improves the standard of the student teachers. A trained teacher can be a great help in improving the quality of education and also in checking wastage.
16. Training is a must to produce teachers who can teach with zeal and zest and can strengthen the democratic set up of the country. Training is required not only with the sole aim of making one a good teacher but also making him/her a good citizen.

1.2.3 Need for Teacher Education

Teacher education programmes depend on the constitutional framework and social requirements of the country. A country like India has developed teacher training programmes which meet the requirements at various levels i.e. pre-primary to higher secondary. Curriculum and syllabus of teacher education programmes varies as per the need and requirement at these levels.

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

- The core concern of teacher training programmes is to develop sound knowledge in subject areas at various levels. It is noticed that subject content of various subject differs from pre-primary to higher secondary. So as to develop subject knowledge, professional programmes are required. Internalising subject knowledge helps to organise variety of learning experiences.
- Students are the core component of classroom teaching. Students' cognitive, social, physical, and emotional developmental stages must be well understood to conduct meaningful teaching-learning process. Teacher training programmes provide the necessary knowledge in these areas. This helps in academic achievement of students.
- Classroom atmosphere is a place where we meet students from varied background like caste, creed, sex, colour, religion, region, etc. Teachers should develop the skill in handling diverse group of students. Each student is unique in learning. Various learning styles of the students should also be catered to meet the learning styles of the students of a particular class.
- Teachers should develop the ability in designing instructional plans to meet the students' needs, curricular goals and models, subject matter, and community. Sound pedagogical knowledge should be developed to promote students learning, which help students in critical thinking, problem solving skills and reflection.
- Classroom environment varies at various levels of education. To meet the necessary requirement of classroom, teachers should be prepared to tackle the situations in the classroom.
- Teachers should be able to promote among students qualities like social interaction, cooperation among others, study habits and self-motivation.
- Teaching-learning process being a complex task, teachers should be well trained in adopting latest technological instruments, communication skills, non-verbal skills and written skills, which enhances the learning of students.
- Assessment is an unavoidable component in any teaching-learning process. Student learning increases by using proper assessment techniques. Teachers should be aware of the varied assessment techniques. Assessment of teaching improves both quality of teaching and learning.
- Learning helps students in developing their personality, to be active member of the society and to meet challenges. Teacher education should be channelized to meet these requirements of the students.
- Transmission of culture of the country can happen through well-trained teachers. Teacher education should provide with the necessary skill to transmit the culture of the country.
- It should meet the educational as well as the national goal of the country.
- To develop proper professional attitudes and calibre among teaching community.

1.2.4 Scope for Teacher Education

Teacher education in India has undergone a lot of changes. Teachers have to focus on the changing global scenario. Accordingly it is important that they have a global view of

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new trends, strategies and new practices which could fit into the national goals of education. Consequently, the emerging structures and designs of the curriculum shall lay greater emphasis on the ideas, practices and experiences that have emerged in India through the contributions of thinkers like Mahatma Gandhi, Vivekananda, Rabindranath Tagore, Zakir Hussain, Sri Aurobindo, Giju Bhai and many others. Teacher education should itself transform to meet these challenges and provoke us to remove the old traditional methods of teacher education at various levels. The scope of teacher education includes the following points.

- It prepares teachers in facilitating the physical, mental, moral, social, ethical, aesthetic and linguistic development of the child by acquainting them with the knowledge of child psychology.
- It cultivates the habit of excellent caring practices in teachers to look after future student generations of the country.
- It helps to practice and organize varied learning experience which promotes creativity, motivation, and self-reflection in student community.
- To empower student teachers towards creating learning readiness among young learners.
- To acquaint student teachers in developing different methods and skills in taking care of the special needs of the children.
- Communication skills are one of the important skills of a teacher in teaching-learning process. Teacher education programmes help them to acquire strategies of communication.
- To come up with innovative techniques to improve quality of teaching by conducting action researches on relevant areas.
- Help them establish mutual supportive linkages with society, teachers, institutions and other agencies which have indirect role in students' learning.
- Prepare them to become worthy member of the society and to develop the knack of socialization.
- To develop the skills of counselling and guidance.
- To equip them to acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- Teacher education prepares teachers to master skills and techniques to handle students at various level namely pre-primary, primary, elementary, secondary, higher secondary, physical education and education of children with special needs.

1.2.5 Teacher Training vs. Teacher Education

The words 'teacher education' and 'teacher training' have been used interchangeably. Is there any change in the meaning of the words? What is the difference in the words? Questions of this type will be discussed in this section. Let us reflect on this concept and then move on to the development of teacher education programmes.

The term teacher training is being used traditionally since a long time for all teacher preparation programmes. Literally, training is an 'well-organized activity with objective of imparting clearly set instructions or pre-decided activity to improve the receivers performance or make them to achieve certain level of knowledge or specified skill'. Training is the continuous activity provided to individuals/group to increase productivity

and enhance performance of the people concerned. Training is learning of specialized skills to perform certain specified tasks. For example, carpentry is specialized activity which requires trained skills to perform and succeed in carpentry works.

Training basically improves the performance of special skills and, therefore, different training methods exist, viz:

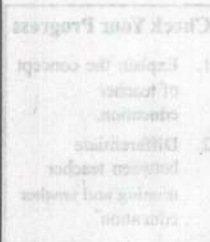
- Orientation training: To impart basic knowledge of task selected.
- Safety training: To understand methods in safety measures.
- Promotional training: To internalize knowledge for higher posts.
- Refresher training: To get knowledge in latest trend in the job.
- Job training: To understand the special skills needed for a job.
- Remedial training: To overcome the deficiencies needed for particular job.
- Internship training: To get practical knowledge in the job selected.

From the different types of training it is understood that any profession or job requires special skills and techniques to perform at the desired level. To succeed in any kind of job, an employee or a person needs to be trained in the skills needed especially for that kind of job. In teacher training the traditional style was to impart knowledge in instructional method of teaching. The main component of any teaching-learning process is the way of instructional styles followed. As we know in ancient India the style of education was concentrated on oral method, which implies teachers had to be proficient in oral method of teaching. Oral method of teaching requires the oral skill of explaining the subject content. In this regard, traditional teacher education programmes focused on imparting skills of oral instruction and, hence, teacher education programmes was traditionally known to be 'teacher training'.

Although people outside the education field may use teacher education and teacher training interchangeably, education theorists distinguish the terms clearly. In the context of teacher preparation, training corresponds to learning real-life classroom skills while education refers to more abstract knowledge about modes of learning and instruction. When referring to the process of preparing future teachers, education specialists find 'teacher education' more consistent with the idea of developing versatile, reflective practitioners with a wealth of professional knowledge.

- **Training:** In education theory, training refers to acquisition of concrete skills for meeting specific goals in a real-life applied situation. This often includes 'closed skills', like typing or juggling, that have absolute ceiling on mastery or where the only way to improve the skill is to do it faster or while multi-tasking. For teachers, training might include how to maintain a grade book or calculate reading fluency scores.
- **Education:** In contrast, education focuses on more abstract knowledge and open-ended concepts, like the ability to design factory equipment or write poetry. Open skills rely on abstract understanding and have no absolute ceiling on performance. Examples from teaching include how to design an original lesson plan or promote critical thinking. This distinction is subtle since abstract concepts can empower students to meet real-life goals, similar to training. Furthermore, training in concrete skills can foster understanding of an underlying concept, similar to education. Some theorists distinguish education from training based on intention. Education aims to improve the mind while training aims to improve performance. In many cases, education and training go hand-in-hand.

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In instill skills, attitude, knowledge and different styles of behavioural pattern are inculcated in the people concerned. According to this, teacher training is needed to become an effective teacher. As we discussed, teacher training concentrates on imparting training skills in oral instruction, which help teachers to carry out an effective teaching-learning atmosphere inside the classrooms. But the classroom scenario is experiencing a smooth and steady change. Oral instruction is being replaced with other efficient instructional strategies like integration technological instruments and other innovative delivery systems. Meanwhile, the scope of teacher education has experienced a widened scope. The scope of teacher education influenced the method of training in teacher education programmes. Slowly the terminological term from teacher training has been replaced with 'teacher education'. At present the teacher preparation programmes are commonly known as 'teacher education' programmes.

Teacher education is a more complex and comprehensive term which includes providing training and knowledge in many aspects such as theoretical concepts of teacher education, practical aspects of training, training of modern instructional strategies in teaching-learning process, giving variety of opportunities in student learning, understanding psychological theories, understanding modern principles of teaching-learning, use of technological instruments, participation in co-curricular activities, understanding of recent trends and developments in education and so on. Compared with the traditional teacher-training programmes, teacher education has moved ahead and is more suitable for the present scenario.

The apex body of teacher education, National Council for Teacher Education (NCTE) defined teacher education as 'programmes of education, and research on training of persons to equip them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and includes non-formal education, time education, adult education and correspondence education'. A close analysis of this definition and the developmental stages of teacher education programmes (explained in the succeeding sections) will help us to realize that teacher education has a broader aim such as training in instructional methods plus practical application of theoretical components, understanding instructional strategies for various stages from pre-primary to senior secondary, in-service programmes, training through distance mode of educations, correspondence style of education, part time education, and knowledge on physical education. Developing a firm understanding of these concepts will encourage effective future teachers to accomplish the aim of education and in turn will meet the national goals of the country.

Teacher education as any other professional programme must be thought of in new dimension in its scope and aim. The twenty first century provides ample opportunities for development of all round personality even without education. Students get opportunity to reflect upon themselves, in various situations. They reflect upon themselves and act accordingly. What is the role of education then? Apart from training in teacher preparation, the broad scope of teacher education includes:

- Utilization of human resources to its maximum. Human resource means both teacher and student. Through education the maximum output of either category are channelized.
- Development of human resources. In teacher education programmes the skill and caliber of student teachers is focused to bring out maximum efficiency in teaching-learning process.
- Development of skills of student teachers and increase of productivity.

Check Your Progress

1. Explain the concept of teacher education.
2. Differentiate between teacher training and teacher education.

- Maintenance of quality and efficacy.
- Building healthy and proper work climate.
- Developing morale among the pupils concerned.

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1.3 HISTORY OF TEACHER EDUCATION IN INDIA

As teacher-education student, you are supposed to develop firm understanding on the developmental stages of teacher education before and after Independence. As you know, there was a gradual development in teacher education programmes from the period of the Upanishad around 1400–600 BC to the twenty first century. When the Upanishad was written, teacher enjoyed high privileges, but as time passed the dignity and power of teachers declined. Emergence of globalization, social concerns and privatization has led to the reduction of market value of teachers. In this section we will study the developmental stages of these characteristics under two heads, i.e.

- Teacher education in pre-Independence India (2500 BC-AD 1947) and
- Teacher education in post-Independence India (AD 1947 –AD 2013)

1.3.1 Pre-Independent India

Teacher education in India starts with the Vedic Age and ends with the modern period. A detailed discussion on the nature of teacher and its development in various periods are described below.

Vedic period

In the Vedic period, religion played a prominent role in education. The aim of education then was to attain salvation (*moksha*). While receiving education a person was supposed to engage in *karmopasana*, i.e., work of worship and, thus, purify the inner senses and gain the absolute (Brahma). The soul forgets the absolute due to ignorance and illiteracy and so it thinks itself as one who is neither born nor dies and suffers in miseries.

The literal meaning of 'Vedas' is knowledge. Hence, Vedas refer to various forms of knowledge. There were four different types of Vedas viz: Rig Veda, Yajur Veda, Sama Veda and Atharva Veda. These four Vedas represent different bodies of knowledge. Students of the Vedic period were supposed to internalize these Vedas from teachers, who were called '*gurus*'. The knowledge was transferred to students by the *gurus*' mainly through verbal medium and students were supposed to repeat it. The students internalized different concepts either through mediation or realization. Once this process was completed, students internalized different bodies of knowledge and they reached the stage of realization.

Chief characteristics of Vedic education are:

- Gurukul
- Ideal of guru
- Duties of *shishyas* (students)
- Relation between guru and *shishyas*
- Education

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- Women education and
- Physical education

Teachers of Vedic age were men of high calibre in terms of knowledge and spiritual progress. Gurus maintained high reputation in the society. They always paid attention in transmitting knowledge to the shishyas in gurukuls (place where classes were conducted). Gurus considered their shishyas as their sons and shishyas treated gurus as their father. Gurus helped in the all-round personality development of their shishyas. Gurus also tried to impart education to women and also imparted training in physical education, and art and craft. Gurus helped in accomplishing the needs of all his students.

Teachers occupied a pivotal position in the Vedic system of education. The teacher was a parent surrogate (parent substitute), a facilitator of learning, exemplar and inspirer, confidant, a friend and philosopher, moral educator, reformer, evaluator, character and personality developer, importer of knowledge and wisdom and above all a guru—a religious and spiritual guide. The relationship between the teachers and pupil was regarded as filial in character. A teacher was the spiritual father of his pupil. In addition to imparting intellectual knowledge, gurus were also morally responsible for their shishyas. He was to always keep a guard over the conduct of his shishyas. Gurus were expected to instruct their shishyas how to sleep and what food eat and not eat. During the Vedic period learning was transmitted orally from one generation to another. Great importance was attached to the proper accent and pronunciation in the Vedic recitation and these could be correctly learnt only from the lips of a properly qualified teacher. The spiritual solution depended almost entirely upon the proper guidance of a competent teacher.

Upanishad period

The period Upanishad is between 1400 B.C and 600 B.C, from the end of Rig Veda period to the beginning of Buddhism and Jainism. In Upanishad period after the spread of Vedic culture, the sacrificial rituals dominated and the Brahmin priests had the highest position in society. Accordingly, different ritual duties came into existence along with theoretical knowledge. Also the priests were divided into different categories like *hotri*, *udgata*, *adhvarya* and *brahmanas*. As in the Vedic period, education was for attaining the absolute (moksha). Practical knowledge in subjects such as physical science, handicrafts, arithmetic, astronomy, etc were also imparted. The aim of education was:

- To enable realization or true knowledge and achieve the absolute.
- To meditate and think.

In accomplishing the aim of education, gurus played a major role. Let us discuss the nature and duties of a teacher during the Upanishad period. The teacher during this period enjoyed a special status and was given a lot of importance. They were held in high esteem and a job of a teacher was considered a high class job. Teachers were known to be 'gurus', and were embodiment of good qualities, sound knowledge, and abode of spirituality. Since gurus enjoyed special status, the selection of guru was rigorous and followed a strict process. These gurus were appointed to enlighten and to wipe off darkness from the society.

During education, students were made to sit at the feet of the guru, and the gurus recited the lesson to the students. Upanishads describes the *Para Vidya* (physic knowledge) and this knowledge was considered to be above all knowledge since it enables the unity of soul and absolute. The study of the Upanishad helped students to

reach self-realization. However, education was limited to the upper castes of the society. As in the Vedic period, women were also permitted to study. The three methods of teaching in Upanishad period were

- *Sharvan* (learning)
- *Manan* (mediation)
- *Nidisdhyasan* (realization and experience)

According to Rig Veda, a teacher was selected and then educated or trained and was expected to have passed the recognized curriculum and fulfilled all the duties of a Brahmachari. Teachers were supposed to seek knowledge for realization. They were highly respected. In due course the scholarly class came to be known as Brahmins and teaching became a hereditary profession for them.

During this period the relationship between the teacher and disciple became very intimate. The word Upanishads connotes 'sit close'. Teachers had the freedom to choose their disciple and once the disciples were chosen it became the moral duty of the teachers to take care of their disciples. Knowledge during this time was orally transmitted and explanation was the most important way of teaching. The disciples were expected to emulate their teachers and this learning was passed from one generation to another. Good teachers devised innovative methods of teaching to make the lessons interesting and meaningful. 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.

Brahminical period

During Vedic education students were supposed to perform 'Upanayan' at the age of four to nine, thereafter they were sent to Gurukuls for brahminical education. Brahminical period is notable for learning brahminical education, whose chief characteristics were

- Religious elements
- Character building
- Development of personality
- Self-reliance
- Self-control
- Beginning of education at appropriate stage
- All round development
- Social ideals

The students were sent to gurukuls like in Vedic period and students sat with the gurus to gain knowledge. Education was provided to develop character and an all-round development of the students. The responsibility of boarding and lodging of the student was given to the gurus. 'Individual system of education' was followed in gurukuls where the students studied different subjects and in addition had to perform duties like grazing cows, fetching wood from forest, and begging for alms. The instruction was mainly oral, through which students learnt *itihhas* (history) and *puranas* in addition to Vedas and Vedanga. The motto of education was 'simple living and high thinking'.

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Buddhist period

During the Buddhist period no educational institutions were present, instead religious centres like monasteries and *viharas* were the places where education was imparted. Gurukul system in Vedic period was replaced with 'sangh'. Like Upanayan ceremony, students performed 'pravrjya' before entering a sangh. After the completion of ten years a student had to stay back as a monk (bikshus) in the Sangh for the rest of their life. Buddhist period was marked by two types of education — primary (included reading, writing and arithmetic) and higher education (included philosophy, Ayurveda, military training, etc.). Students were given full freedom to select their courses of study. Some of the subjects during Buddhist period included teachings of Budha vinaya, and dharma.

The teachers in the sangh were required to have spent at least ten years as a monk and to be compassionate and generous. Both the student and teachers were responsible of the monastery but the teacher had the sole responsibility of education, food and clothes of their students. The teachers had to look after and treat their students in case of sickness.

The teachers were required to teach, write books, propagate religion, hold discussion and debates. The teachers were responsible for physical, mental, spiritual and moral development of the students. The teacher was regarded as spiritual father or intellectual father of the student.

Medieval period (AD 1200-AD 1700)

Invasion of the Muslims paved the way for Muslim education in India. Even though Muslim education came into existence, some parts of the country still had the brahminical system of education. The Muslim rulers of the medieval period had shown more interest in political affairs than spread of education.

The Muslim rulers started education by opening educational centres called '*Maktabas*' (schools) and '*Madrasahs*' (colleges). *Maktabas* were centres of primary education, which provided knowledge in basic concepts like alphabets, reading, writing and simple arithmetic, religious instruction, etc. The *madrasahs* catered to the needs of higher education which taught grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence and sciences. Education started with a ceremony called *bismillah*, imparted by the teacher '*Moulavi*'. After the completion of education in *maktaba*, students enrolled in *madrasahs* for higher education, where lectures on higher education were given by eminent teachers/lectures. Many teachers were appointed in these *madrasahs* by the state to impart education to the students. The rulers of Tughlak dynasty provided financial assistance for the running of *madrasahs*.

Muhammad Ghori took interest in opening mosques and colleges at Ajmer to train teachers, precepts of Islam and teachings of Mohammeden law. Muslim ruler Firoz Shah Tughlaq had shown interest to provide financial assistance to these educational centres. Similarly, Akbar opened many *madrasahs* during his period for higher education.

During this period too, the method of teaching in *maktabas* and *madrasahs* were oral and the *moulvies* enjoyed high respect. They were entrusted with the duty of teaching students. They were respected by the society and students. Past references show that no specially designed teacher-training techniques existed in the medieval period. Arrangements like food and lodging were provided to the teachers of medieval period. So as to reduce the burden of work of teachers, students of higher classes were entrusted to teach the students of lower classes. Students were provided ample freedom to develop

themselves during this period. Much care and investment were made for the growth of education in the medieval period.

Modern period (AD 1700 –AD 1947)

The modern education system started with the arrival of Christian missionaries to the country. The Christians came to India to establish trade relations with the country. Later on they became the rulers of the country and started the modern education system. The credit of education of modern India lies with the Christian missionaries.

So before the arrival of British, Christian European missionaries and Danish missionaries started the basic work to provide teacher training courses in the country. The Danish missionaries started a school at Tranquebar in Tamil Nadu to train teachers in 1716. The teachers passing out from this school were appointed as teachers in primary schools. Danish missionaries started another school in Serampore in West Bengal in 1793. Both these institutions took interest in providing training programmes to teachers. These institutions followed monitorial system (or the pupil-teacher method of training) to design the teacher training programmes which were later accepted as the adoption method to appoint presidencies under British rule. This system was known to be 'Bell-Lancaster System' named after Andrew Bell, Superintendent of Schools, established by the British government. His thoughts and ideas were implemented in teacher education programmes.

Later on educational societies came into existence at major places like Bombay, Madras and Calcutta and one teacher training institution was also set. The annual report of presidencies says the agencies like Calcutta School Society (Calcutta Presidency), Madras School Society (Madras Presidency) and Native Education Society (Bombay Presidency) played remarkable role to train teachers. The Native Education Society of Bombay formed in 1815 provided training to 24 teachers and were sent to different parts of the country as 'organizers' to improve the quality of teaching at elementary level. Similarly, Calcutta School Society formed in 1849, made a remarkable contribution to train teachers of elementary level. This was appreciated by East India Company, by providing a grant of ₹ 500 per month to encourage the contributions of Calcutta School Society. Efforts were taken by Calcutta School society to train women teachers of the province. Later, more number of training centers were set up. Similarly, the then Governor of Madras, Sir Thomas Munro, sanctioned a grant to Madras School Society to train teachers under his province. This job was successfully completed by the Madras School Society.

During the early periods of British rule, enormous formal schools came into existence and the need for teacher training was drastically felt. Lord Macaulay's Minute of 1815 on judicial administration of the presidency of Fort William recommended the need of teacher training, which is considered as the first document to recognize the need for teacher training in the British period. As a result many schools were set up in different parts of the country like Surat, Pune and Calcutta. To train teachers, a number of teacher training centers were also set up in places like Meerut, Madras and Agra and by 1824 twenty-six teacher training centers were opened at different corners of the province. From 1815 to 1854 the demand of teacher training considerably increased and it was reflected in the policy making process of different provinces.

In 1826, the then Governor of Madras, Sir Thomas Munro, had initiated steps to establish teacher training schools in every collectorate (district headquarters of the government) known as principal schools. By this suggestion he expected that there will

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be continuous training of teachers and the shortage of teachers can be solved to a large extent. He also expected that there would be one principal school for 300 tehsils under his presidency. Similar steps were adopted by different rulers. The secretary of Bombay in 1845 opened a normal class in Elphinstone institution. This was opened for forty primary teachers which included fifteen Marathi, fifteen Gujarati and ten Kanarese. Training for three years was provided to these groups. The Poona Sanskrit College and Poona English Schools were merged in 1851 to develop Poona College to provide training to teachers. Training in teaching methods, psychological strategies and other pedagogical methods were conducted at this college. At the same time the English School at Surat opened a normal class to train Gujarati teachers. The main aim of these institutions was to train teachers at various levels and to equip them as future teachers useful for the state.

Wood's Despatch, 1854

Wood's Despatch is a major landmark in the history of education in the country and, hence, also called 'Magna Carta of 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. Woods 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 North-west.

For the first time, Wood's Despatch emphasized the importance of teacher training and the need for improving the quality of teaching. Not only the need for teacher training, it has given due consideration to the facilities provided to the teacher including salary structure and facilities for teacher training. Woods Despatch recommended 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. Woods Despatch 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.

In suggesting a change in the education of teachers, the Wood's Despatch referred to the system prevalent in England.

Lord Stanley's Despatch, 1859

The recommendation of Wood's Despatch was followed and strengthened by another despatch known as Lord Stanley's Despatch of 1859. Many policy makers and rulers of the country failed in practicing some of the recommendations of Woods Despatch and Lord Stanley expressed his concern over this and came up with new recommendations. During this period the grant in the form of scholarship given to teacher trainees was considerably increased. More teacher education 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. A total of 3,886 teachers got trained from these institutions. An amount of ₹ 1 lakh was kept aside to meet the expenditure of teacher training programmes which was a considerable amount at that time.

Those who had primary education was given admission to teacher training programmes. The rules and procedure of teacher education was not rigid, so as to attract more number of students teachers. To attract more women to the field of teaching profession there were no admission criteria for women. The methods and procedures carried out during the process of teacher training were so simple that it motivated teacher trainees to continue the course and complete it successfully. The students were provided financial assistance in the form of stipend. The initial period of teacher training followed monitorial system (pupil-teacher) then later it replaced with 'system of apprenticeship', where students were placed under the custody of an experienced teacher for a particular duration of time. After completion of apprenticeship they were placed in District Training Colleges to get training for a short duration and to get the certificate of 'trained teacher' which certified the students that they were qualified to teach in primary schools.

In the initial stages teacher training was arranged for teachers at elementary/primary level. Later it was extended to middle and secondary level. The Government School, Madras, started in 1856, and Central Training School started in 1877. In 1886 the first training college for secondary teachers was established in Madras followed by the Nagpur Training School in 1889.

Indian Education Commission (1882-83)

The commission known as Indian Education Commission or Hunter Commission was appointed by Lord Rippon and Sir William Hunter to study the education system prevailing in the country submitted their report in 1882. The commission emphasized the need to open more normal schools to train teachers. They suggested opening at least one normal school under a divisional inspector. The pattern of curriculum followed by the institutions was different from each other. The commission had given freedom to provinces to select their own syllabus and curriculum that suited their situation and need. Apart from pedagogical theory, practical classes were organized as part of teacher training. Physical sciences and their relation to medicine, agriculture, book keeping, etc. were some of the subjects taught apart from theoretical subjects. The commission suggested opening training centers separately for elementary and secondary school teachers. They also emphasized that the subjects to be taught for secondary school teachers should be rich in content than the courses for elementary teacher training. They suggested that teacher training at secondary level should conduct practice teaching to make the students aware about practical situations of real teaching.

The recommendations of Hunter Commission expanded the scope of teacher training institutions in modern India and as a result teacher training colleges were set up at Allahabad, Lahore, Madras, Kurseong and Rajamundry. Out of these colleges, the colleges at Madras and Rajamundry were created by upgrading the normal schools. The college at Madras was set up exclusively for teacher training programmes of secondary school teachers. By the end of the 19th century some essential things in teacher training had been established. Pedagogical courses had replaced general education, examinations and certificates in teacher training had been instituted and practical aspects in planning and teaching were emphasized.

At the start of twentieth century more and more teacher training schools opened in the country. The admission criteria, duration of the course varied from place to place. For example teacher training course at Jabalpur College was for two years but in other places it was one year. Teacher training programme at elementary level had two year duration in Uttar Pradesh while four years in Assam. In Madras and Bengal training

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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. The normal school started converting to training centers for teacher courses. The ownership of teacher centers were distributed even to private parties and hence the end of nineteenth century is marked by the emergence of teacher training organizations under private sector.

The start of twentieth century is marked by the remarkable contribution of the then Viceroy, Lord Curzon, who took keen interest in the development of education and teacher education in the country. He appointed a commission to enquire about the working pattern of the universities of the country, standard of education provided by the universities and so on. As a result the commission came up with Universities Bill in 1903 and suggested possible solution to improve the quality of teaching at the university level. In 1904, government resolution on educational policy was published. The educational policies of Lord Curzon emphasized the need of teacher training in the country. It recommended to complete the training of teachers in the 'art of teaching', a prerequisite to improve the quality of teaching. The commission suggested setting up of practicing schools near the training colleges for conducting practice teaching as part of the training to develop behavioural skills in practical situations. It believed that the theory and practical component of teacher training courses should be properly linked to bridge the gap between theory and practical situations of real classroom atmosphere. It also suggested to provide one year teaching training programme for graduates and two year training for undergraduate leading to university degree in teacher training.

The recommendations of Lord Curzon showed the way to open more schools and teacher training institutions and practicing school were attached to these training centers. By 1907 universities started awarding teaching degrees except Bombay University and UP. Bengal awarded L.T degree and Punjab awarded B.T degree in Teaching. In 1913, the Government of India published another resolution with major suggestion as 'no teacher will be allowed to teach without a certificate in teaching', which again emphasized the need for teacher training in the country. The resolution suggested that teachers should have passed the middle vernacular examination and undergone a year's training. It suggested periodical repetition and improvement of courses for teachers. As a result of this recommendation more training colleges were set up but it failed to implement some of the recommendation due to the onset of the First World War in 1914.

Calcutta University Commission, 1917

At the end of World War in 1917, the Calcutta University Commission was set up to look into the quality of teaching in Calcutta University, under the leadership of Sir Michael Sadler. This commission came to be known as the Sadler Commission or Calcutta University Commission. Even though the committee was appointed to review the working of university, it suggested remarkable recommendation on teacher education too. It recommended opening of a Department of Education in each university with a professor as the Head of the Department. It recommended the introduction of education as an optional subject at the intermediate, graduation and post graduation level. Sadler Commission recommended attaching an experimental school in addition to the practical schools, to provide opportunities to experiment various teaching methods, teaching skills, school administration, leadership qualities, etc. Practicing schools exclusively set opportunities for practice teaching.

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. Similarly, the number of teacher training colleges also increased in the country.

Hartog Committee, 1929

During this period the freedom struggle movement was going through incidents like the Jallianwaala Bagh Massacre, and the Khilafat Movement. Hence the education system didn't get much attention. The political situation and societal atmosphere was instrumental in the appointment of a commission headed by Sir Philip Hartog, called Hartog Committee of 1929. This Committee was especially appointed to review the education system. The commission expressed its deep concern over the poor quality of primary education and the substandard quality of teacher training of primary teachers in the country. It was found that among the existing primary teachers, only 28 per cent had their middle school education and 44 per cent were untrained teachers. The commission suggested the following measure to improve the quality of teachers at the primary level.

- Quality and standard of teacher training should be increased.
- The duration of teacher training course should be more.
- Adequate teaching faculty should be appointed in teacher training colleges.
- In-service courses, refresher courses and conferences must be arranged for working teachers for professional growth.
- Service conditions must be improved to attract and retain teachers in the teaching field.

These recommendations brought new dimensional change in the teacher training and quality of teaching in schools. The need of professional course was emphasized by the committee to improve the teaching-learning process in schools. In rural areas teachers who were aware of the rural culture should only be appointed was another comment of the commission. The level of education was a detrimental factor in duration of the course of teacher-training course. Accordingly, pre-primary and primary teacher training was of two year duration, three years for middle school training and two years for non-graduates in high school training course. The recommendations of Hartog Committee were adopted by the Central Advisory Board of Education (CABE) in 1943.

The impact of Hartog Committee helped thirteen out of eighteen existing universities to open teacher education departments by 1932 and in the history a new degree named B.Ed. was started by Andhra University and M.Ed. degree was started by Bombay University for the first time in 1936. Similarly, the Spence Training College at Jabalpur started preliminary research activities at B.T level. Hence, the recommendation really provided a new direction in the teacher training sector of the country.

Abbott-Wood Report, 1937

During the Second World War, the country was facing many political challenges; Abbott-Wood report was published at this time, which had indirect effect on the prevailing teacher education system of the country. The structure, procedure and the whole system of teacher education was studied in detail. It found that working

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conditions of teachers were miserable, especially for the teachers from rural areas. To develop the quality and standard of teaching, refresher courses and conferences were recommended for working teachers and in training colleges. The report also recommended to start vocational teachers college. At the same time in 1937, Basic education was started by Mahatma Gandhi, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938. Gandhiji's Wardha Scheme was child-centered education and it provided opportunity to students to earn while learning. The new system of education has indirect effect on the training of teachers. Teachers had to internalize the teaching methods and procedures to teach students. The success of this education rests on the shoulder of teachers who trained the students under Wardha Scheme. For the successful implementation of Wardha Scheme two types of training curricula were introduced – short-term and long-term. Long-term training extended for a long period of three years but short-term period was for a short span of one year. During the training period teachers were expected to stay in hostels attached to the training institutes since both were residential programmes. Later the training system spread to other parts of the country.

The percentage of trained teachers improved from 56.8 per cent in 1937 to 61.3 per cent in 1942. Still there was much to be done to improve the qualitative aspect. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. There were 25 training colleges which were inadequate and could not meet the demand. 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.

In 1941, the Vidya Bhawan Teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay took the lead in starting a doctorate degree in education the same year.

Sergent Report, 1944

As a post-war expansion of education after the Second World War, a new educational scheme called Sargent Scheme was submitted to the Government of India under the leadership of Sir John Sargent. This report is also known as Post-War Development Plan and was accepted by the C.A.B.E (Central Advisory Board of Education) in its meeting held in 1943. The report mentioned the education developmental structure and practices starting from pre-primary to university education. The scheme also made significant contribution to the field of teacher education by contributing the following ideals.

- There will be two types of teacher training institutions. One for those who have completed Secondary School Leaving Certificate, for a duration of two years and other for degree holders, the duration of which will be two years.
- Besides training in professional skills, teacher trainees would receive training in extra-curricular activities too.
- Teacher training colleges should organize refresher courses, practical classes, training workshops and other professional conferences in addition to regular activities of the college
- Experimental and practicing schools should be set up to conduct research on various topics related to pedagogy.

- Teacher training should be free from fees, and stipend should be provided to trainee teachers. Teacher training colleges should also provide residential facilities to teacher candidates.
- Teacher training should be seen as residential programmes since residential programme help students to empower teaching skills fully.
- The eligibility criteria for M.Ed. degree programme would be trained graduate with three years of teaching experience.
- The professor, school headmasters and inspecting officers, could be transferred from one place to other.
- Special teacher training programmes should be arranged for training of women to overcome the shortage of women teachers.

Sergent Report also recommended that boys and girls after high school can be inducted into the teaching profession. Training programmes should include practical training, refresher courses and research facilities. It suggested a two-year course for pre-primary and junior basic schools (after high school) and a three year course for these near basic schools. The graduates were to then go for one year training. The report suggested that the first year should be devoted to general and professional subjects along with school visits, discussions and other experiences to create interest in the trainees. It also proposed to revise the pay scale to attract better candidates.

1.3.2 Post-Independent India

After Independence, the Indian government made a lot of effort to spread education, which provided wide access to all sections of the society irrespective of caste, creed, religion, language and region. The quality of education improved after Independence in 1947. The expansion of education indirectly affected the training programmes for teachers in the country. The government considered teacher education as one of the core component which had direct roles in the nation building. The expansion of schools demanded the need of qualified teachers to meet the new demands of education. The Indian government came up with new committees and commission to revamp the prevailing teacher education system of the country. The commissions put forward innovating policies and steps to strengthen the existing teacher education system. After Independence as there was a great demand for teachers in the country, the commissions made teacher education accessible to large number of people. Similarly, the demand for in-service programmes was also highlighted to improve the efficiency and efficacy of working teachers. In this section we will study different commissions and their contribution to growth of teacher education in the country.

The first commission appointed to review the prevailing education system was set up under the chairmanship of great educationist, Dr .S. Radhakrishnan, which is popularly known as the University Education Commission.

University Education Commission (1948-49)

Soon after Independence in 1948, University 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. This document contributed significantly in improving the quality of education, in particular teacher education system for the next few decades. The Commission recommended to increase the duration of school education from eleven to twelve years and suggested degree courses after completion of schooling.

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Check Your Progress

3. What are the two main features of teacher education in the Upanishad period?
4. Mention any three suggestions of Sergent Report, 1944 with reference to teacher education.

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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 studied in detail teacher education procedure and stressed the need for reorganisation 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 the University Education Commission were widely accepted and Universities started rewinding 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 the Psychology wing and they were given the responsibility to design related components of teacher training programmes like psychology tests, identifying and promoting research interest,

Check Your Progress
1. What are the two main features of teacher education in the U.S.A?
2. Mention any three suggestions of the U.S.A. Report, 1944 with reference to teacher education.

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 at Mysore, the terminology changed to 'teacher education'. Now 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. The 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, and specialized techniques to teach children with special need were introduced.

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. The Commission clearly emphasised the need of various components of practical session in addition to theory courses. The Commission also emphasised the need for specialised 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.

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. The commission also recommended conducting of in-service training for working teachers to update pedagogical and content knowledge. The 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, it was recommended that students should have at least three years of teaching experience.

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The Commission suggested two types of training institutions for teacher training.

- 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.
- One-year teacher training programme: It was 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 in collaboration with Ford Foundation to study education in detail. This team recommended the following measures to improve quality of graduate teacher education programmes.

- The teacher education programme 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.

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 was accepted at the Conference of the Principals of Training Colleges in 1957. The recommendations 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
 1. Principles of Education and School Organisation
 2. Educational Psychology and Health Education
 3. Methods of Teaching of two school subjects
 4. 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 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 decade of 1960's more efforts were made by different committees to review and recommend innovative strategies to improve the quality of teacher education

in the country. A major one 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 as 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 specialisation 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 B.M. Jha was appointed by the Planning Commission to suggest measures on improvement of teacher education. The committee emphasised 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 concern on the wide gap between theory and practical component was noted by the committee which suggested conducting about 30 lessons (15 each in two subjects) during the course of teaching practice. This system is followed still in some states as a continuation observing lesson, criticism lesson, and demonstration lesson. In addition, proper experimentation in various extracurricular activities was to be conducted to gain more insight in various components of teacher education. The 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.

Another landmark during the 1960s was the establishment of National Council of Educational Research and Training (NCERT), with headquarters at New Delhi and opening of Regional Colleges of Education at Bhopal, Bhubaneswar, Mysore and Ajmer by NCERT. NCERT was intended to provide training to school teachers, conduct research, publish necessary books and other related material and co-ordinate various activities of

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school and Regional Colleges of education. Later NCERT came up with designing text books for different classes. Meanwhile, Regional Colleges offered different types of degrees in teacher education and in turn set standard for teacher education in the country. They offered innovative four year integrated B.A., B.Ed./B.Sc., B.Ed./B.Tech and other normal B.Ed. programmes.

Education Commission ((1964-66)

In the history of education, another commission was appointed under the chairmanship of S. Kothari (popularly known as the 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. The 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 important 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 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. The Commission was of the opinion that training schools should assist the neighbourhood schools in day to day activities like planning timetable, and help in using improved teaching methods. 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 may be increased from 180 to 190 days to 230 days.
- Integrated courses may be developed and practiced in universities with 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, and positive attitude toward teaching profession.
- 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 all 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 may be extended to two years for students who have completed secondary school certificate and one year for graduate students.
- The post graduate 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 organisations, universities, teacher training colleges, etc. Teachers to attend at least two/

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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 the 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 the university and college levels.

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 from 50 in 1950. Similarly, the number of elementary teacher education increased to 1,548 in 1965-66 from 184 in 1950s. The Fourth Five Year Plan emphasised 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. In between a review committee was appointed in 1968 under the chairmanship of B.D. Nagachudhari to look into the functioning of NCERT. 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 class X qualified may be 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 and involvement in activities. 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 may be provided for self-assessment, discussion of lessons, and self-evaluation.

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 regarding 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 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, a Programme of Action was prepared to restructure teacher education programmes on comprehensive manner. The Programme of Action had the following components:

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- Establishing DIETs
- Two-fifty teacher training colleges to be updated to Colleges of Teacher Education (CTE). Among them fifty as Institutes of Advanced Studies (IASE)
- Adopt measures to strengthen the SCERTs
- Arrangement of orientation courses to school teachers
- 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 forty-five DIETs, seventy-six CTEs and 34 IASEs 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 1,294 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 the 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 two-fifty IASE/CTEs will be set up 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 DITEs, 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 frame work of Quality Teacher Education' in 1998 and then in 2009.

The first decade of the twenty first 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 was 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 Abhiya (RMSA). The 11th Plan is, therefore, called education plan as it gives more emphasis to education especially higher education.

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1.4 PROFESSIONAL ETHICS OF TEACHERS

We have been discussing the concept of teacher education and its developments at various stages from the ancient period to the present. The final section of this unit will focus on the concept of profession, need and ways of developing professional ethics in teachers. The term 'profession' refers to some specialised training or study in lieu of fee or remuneration that would help a person to give better services which may be direct like doctors or indirect like teacher educators. A profession can be practiced independently or within an institution or both.

In society we can see different kinds of professionals, like lawyers, engineers, advocates, actuaries, dentists, professors, pharmacists, medical technologists, nurses, military officers and non-commissioned officers like qualified teachers, architects, accountants, midwives, and physicians. Some of the general characteristics of professional are as follows:

- Professionals have sound theoretical knowledge of skills and its practice. They have firm theoretical understanding of basic skills of their profession and the capability to apply this in practical situations.
- Professionals usually maintain a code of ethics. Code of ethics help professionals to contribute maximum and indulge in unwanted activities.
- Professionals set up organisations for the welfare of the members of the group
- Professionals render social service to the society
- Professionals are concerned with one specialised area or function such as medicine, law, teaching, etc.
- Professionals are capable of taking decision for their clients based on their knowledge, experience, etc.

Check Your Progress

5. State any two suggestions of POA 1992.
6. What is the role of NCTE?

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- Preparation of profession is accomplished through intensive professional training methods either in colleges or universities.
- Profession is complete only when a certificate or license is obtained in the concerned area.
- Profession requires different emotional qualities in balanced manner to succeed.

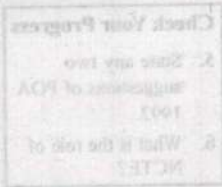
1.4.1 Teacher Education as a Profession

Teacher education is needed to provide quality education to the student community. Quality of teacher is dependent on the various teacher education programmes with respect to method of teaching, pedagogical application and application of the latest trends in practice of teaching-learning process. Unless and until strict procedure is adhered to, the system will only churn out low quality which would adversely affect the concept of preparing good quality teachers. We have studied the concept of profession which says it is an occupation with some specialised skills to perform along with certain specialised tasks in the area concerned. Teaching being a profession, teachers are required to perform tasks like executing well organised teaching-learning process, providing counselling strategies to students, helping internalize knowledge in various subjects, organizing learning experiences and help prepare students to become worthy member of the society. Hence, it is understood that teacher education is comprehensive and complex.

Professional development of teachers is very important and hence efforts have been taken to provide in-service training to teachers at various levels. If we analyse the educational policies and programmes implemented to enhance teaching capabilities, we can understand that these professional building programmes fail to develop qualities as desired. Why are these teacher training programmes organised? This question seems to be very important in the sense that teaching being a complex activity, teachers are expected to tackle the changing situations of the society, learning style of students, latest trend in education, and the daily teaching-learning process. Hence, professional programmes should be formulated to develop the professional qualities of teachers. Professional development is needed on the following grounds:

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

The concept of profession leads us to the concept of professionalism. The competencies of professionalism as desired by the teacher profession must be inculcated in teachers to succeed in the profession. What are the qualities of professionalism of teachers? For the well conduction of teaching-learning process, certain theoretical knowledge must be developed. This may be provided either through intensive training or through professional development programmes. The traditional bureaucratic-administrative model needs to be replaced by a professional-managerial model. In Bureaucratic model stress is on the bureaucratic style of education were teachers play



a vital role to provide knowledge in subject areas to the students without minding the professional skills of a teacher but in professional model teacher should have the skills and competencies as required by the profession. Let us look at the difference between these two models.

Table 1.1 Administrative-Bureaucratic Model and Managerial-Professional Model

Administrative-Bureaucratic Model	Managerial-Professional Model
Input orientation	Output orientation
Accountability for maintenance and control	Accountability for growth and outcomes
Relationships based on authority and jurisdiction	Relationships based on expertise and autonomy
Rigidity in rules and procedures	Flexibility in rules and procedures
Reward system linked to seniority	Reward system linked to performance

Now let us discuss the concept of professionalism and move on to the ways of developing professional ethics in teachers. What is the meaning of professionalism? Being a teacher doesn't mean you are a professional teacher. Professionalism means the ability to perform a task effectively. It includes the competence to perform, confidence in the skills, focused approach to perform, have pride and satisfaction in the work, motivation to achieve the desired goals, accountability in work, responsibility towards the profession, respect for the work and circumstances concerned, control of emotions and commitment to the work. 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. Some of the common traits of professionalism is given for your reference.

- Reliability: Prove reliability in all works assigned
- Competence: Proficient in knowledge and skills as required by the profession
- Honesty: Be true to oneself and activities undertaken
- Integrity: Try to integrate activities with other departments
- Respect: Respect towards work and others
- Self-upgrading: Must be updated on recent trends and knowledge of 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

Developing Professionalism for teacher educators

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

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worthy members of the society. Teacher professionalism contains three essential characteristics,

- competence,
- performance
- conduct

These components help in self-development of a professional teacher. Let us briefly discuss the above components. Competence in teacher profession is a vital component as it explains the skills needed for a teacher to deliver effectively in a class. What are those core competencies? To name a few skills— introducing the subject matter, skill in questioning techniques, ways of motivating students, techniques to sustain students attention, strategies of class management, power to make them understand, giving counseling to needy students, help in solving problems related to curricular and co-curricular activities, maintain discipline in class and organization where he/ she works. A professional teacher must be equipped with such qualities to maintain proper classroom climate and to achieve the desired goal. It is seen that some teachers are good in handling classes but poor in delivery of content, similarly those who are good in delivery of lesson may lack quality of building up emotional relationship to solve problems of students and so on. Knowledge of subject area is one of the major competence required for professional teachers, it helps to deliver subject concepts to students. If subject knowledge is excellent, professional teachers can concentrate on different delivery methods. Knowledge in subject area and on different teaching methods helps to work out proper instructional strategies in the classrooms.

The second component performance is a continuation of competence. Once the teacher is competent enough, automatically excellent performance in all fields of teaching can be expected. Competence in subject help to tackle queries related to subject while knowledge on psychological methods of handling students helps to deal with problems of the 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, conduct is as important and significant as the first two. The way educators carry themselves reflects 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.

Developing professional ethics for teacher educators

Every profession is well performed by certain behavioural pattern and style, which we call code of conduct. Code of conduct explains various behavioural patterns to be followed by professionals. It guides the work of professionals so that clients can take maximum benefit. The controlling authority or professional organizations initiate and frame the code of conduct for any particular profession. For example in case of teacher educators, the statutory body NCERT explains the code of conduct to be followed by teacher educators. Thus every profession is expected to frame ethical principles to guide the conduct and behaviour of professionals. It provides a base which dictates the wanted and unwanted behaviour from the professionals.

Pertaining to each profession, professional ethics and code of conduct has been framed to regulate the activities of the professionals in a desired direction. Unless and until proper code of conduct or professional ethics has been framed, the tendency of professionals to indulge in unfair means of activities increases. The code of professional ethic may be defined as a set of self-imposed professional ideals and principles necessary for the attainment of self-satisfaction and professional excellence. 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 Vedic period was entirely different from that of twenty first century. Professional ethics also differ from profession to profession. It provides guideline to their work nature. The need for professional ethics is explained below.

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- **Tool for self-correction:** Professional ethics act as a tool for self-correction.
- **Tool for self-satisfaction:** When we are honest and truthful in our activities, it gives us self-satisfaction. Professional ethics show the way for our self-satisfaction.
- **Guides conduct and behaviour:** Inside a class, teachers mould the behaviour of their students. Code of ethics act as a base to shape the behaviour of teachers.
- **Helps to build personality:** Personality is reflected by the character of the individual. Professional ethics helps a person to be cautious about his/her words, activities, dress, and style of speaking. It builds up the personality.
- **To create ideals for students:** Professional ethics motivates and help teachers to pass their character to the students. The personality of teachers in a way becomes the personality of the students.
- **To improve relationships:** Professional ethics build up qualities like concern for others, respects for others, brotherhood feelings, co-operation, etc. These characteristics help to maintain good human relationship.
- **For growth of society:** Only teachers with healthy professional ethics are able to contribute for the betterment of the society. The qualities imbibed as part of professional ethics help them in nation building process.
- **For professional excellence:** The effective functioning and excellence in particular profession is dependent on the professional ethics followed. Non-obeyance of the directions mentioned in professional ethics leads to negative result and poor excellence in professional practices.
- **Improvement of professional environment:** Professional environment consists of people, institutions, higher authorities, infrastructure, working conditions, etc. Professional ethics help to maintain excellence in all these components.
- **To follow professional principles:** Each profession has its own work rules and ethics under its work climate. These rules and regulations must be followed to excel in profession.

1.4.2 Professional Obligations

Each individual is bestowed with certain responsibilities and activities to perform their respective environment whether it is professional or non-professional. This responsibility imposed by one on their self is termed as obligation. Obligation in case of professionals

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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.

- Obligation toward students
- Obligation toward parents
- Obligation towards society
- Obligation towards profession
- Obligation toward higher authorities

Obligation toward students

Teacher and students are the core component in the teaching-learning process. Teaching being a professional activity is bound to obey certain rules and professional ethics. Once ethics are followed teaching-learning becomes joyful and an interesting activity. In classrooms teachers have a great role to play in educating children. Apart from teaching, a variety of roles are played by teachers to help the students achieve the goal of education. These roles include counseling, creating awareness regarding the importance of education, dealing with children with special needs and so on. Teachers are supposed to act beyond the rigid boundary of imparting instructions. This helps to build up personality and worthy members of the society. Teachers have the following obligations towards their students:

- *Sincerity in teaching*: Sincere efforts has to be taken to make teaching-learning a joyful activity
- *Motivation to students*: No subject is boring; it is the way of teaching which makes it boring. Teachers have to adopt strategies to make students motivated toward learning.
- *Maintain emotional stability*: Students are emotionally unstable due to variety of reasons. Teachers should be able to identify, rectify and maintain emotional status of the students.
- *Psychological support*: Teachers should psychologically handle students to build a positive personality.
- *Performance of various activities*: Apart from teaching, teachers have to perform various activities such as giving counseling classes, conduct orientation programmes, arrange club activities, and so on.
- *Help to take decisions*: Students of various ages find it difficult to take critical decision on different matters. At this stage, teachers should help them to resolve critical issues.
- *Development of leadership qualities*: To succeed in life, students should develop leadership skills. Teachers should provide opportunities that would help in building leadership qualities.

Obligation toward parents

Parents send their children to school to get educated, to build knowledge in subject areas, to build personality and for all round development. Now it is the duty of teachers

to fulfill the objectives of the parents. Students spend most of their time with teachers during the school hours. So teachers have to provide all necessary guidance and support to the all-round development of their students as desired and expected by parents. 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:

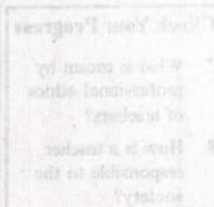
- Providing information on students' performance regularly. Students' progress in studies, attitudes, behavioural aspects, etc. can be informed to parents.
- Guiding parents in selecting higher courses for their child. Parents may have less knowledge on the professional courses available. Teachers can suggest the best courses according to the attitude and aptitude of the student.
- Attitude and aptitude of students may be better guided by teachers. Teachers should inform parents about the attitude and aptitude, so they can keep an eye on their children for better personality development.
- Help parents to provide favourable environment at home. Students might face difficulties both in school and at home. Teachers should be aware of it and help parents in providing conducive environment for student growth.
- Counselling services to parents are required for various aspects of their children's growth. Parents may not have enough knowledge on child growth, hence, in such a situation teachers can adopt steps to educate the parent.
- Knowledge and importance of various hobbies and interest should be shared with parents 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.

Obligation towards society

School is a miniature form of society with parents, teachers and students as major components. The cooperative and interdependent activities of these components bring positive output to the society. 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.

- Steps to provide prospective citizens to the society. In school, apart from subject content, students inculcate qualities which help them to become worthy member of the society. Teachers should help them to develop the desired qualities for becoming good citizens.
- Make them aware about the duties and responsibilities and rights of a citizen. As a member of society each individual is bound to obey rules and regulation framed by the nation. Knowledge on these responsibilities and duties should be taught by the teacher.
- 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.

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- Teachers should provide basic knowledge on secularist views so that religious tolerance can be developed in the students. This helps to develop qualities like respect for other religions, etc. and also bring religious harmony in the country.
- 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.
- Developing community relationship among the individuals of the society. It is understood that no individual can live in isolation instead a balance among individual members has to be maintained for proper harmony in the society.
- Individuals in the society live in harmony with the biological environment. So proper guidance on preservation of natural resources and environmental resources should be provided to the members of the society.

Obligation towards profession

Teaching profession is considered to be one of the noblest professions in 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 simple in life and should possess a polite character. They should have a noble behaviour in and outside the school. Their appearance and way of life should reflect simplicity and wisdom.
- Should be optimistic about teaching profession and should respect their profession. When teachers respect their own profession, the whole society respects the profession.
- It is obligatory on the part of the teachers to be willing to accept and attend opportunities for professional growth. This enhances the professional knowledge.
- The experience in the field should motivate them to work for the growth of the profession. Teachers should be able to contribute with their suggestions to the concerned authorities for the betterment of the profession.
- Working environment enhances the productivity of the teachers. So it is the duty of all teachers to maintain congenial atmosphere at their workplace.
- 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.
- 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.
- Keep secrecy in work related to confidential activities such as preparation of question papers, evaluation of answer sheets, etc. This increases the credibility of the profession.

Obligation toward higher authorities

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

Check Your Progress

7. What is meant by professional ethics of teachers?
8. How is a teacher responsible to the society?

and balance the activities with the higher authorities. Obligation of teachers towards higher authorities includes the following activities.

- Teachers should abide by the rules and regulations of the institutions framed by higher authorities concerned. It brings uniformity in staff and related work of the organization.
- The policies framed by the higher authorities for the betterment of student community must be properly understood and communicated to the students. Hence teachers act as a link between student and higher authorities.
- Teachers should be able to provide strategic measures to higher authorities from time to time.
- 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.

1.5 SUMMING UP

- Teaching is a complex process and therefore teachers should be trained from time to time.
- 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.
- Teacher Education helps teachers to increase their competence and proficiency to meet the professional challenges and professional requirements.
- Teacher education programmes are continuous in nature which means that it starts with orientation followed by practice session, and finally updation of the skills developed as part of the training programme.
- Teacher education moulds prospective talented teachers through scientific mode of professional training programmes.
- Pre-primary teacher education focuses on pedagogical aspects and on how to deal with the psychological development of elementary students.
- Teacher training builds confidence in the potential teachers. A trained teacher can essentially face the class with confidence.
- Teachers should develop the ability in designing instructional plans to meet the students' needs, curricular goals and models, subject matter, and community. Sound pedagogical knowledge should be developed to promote students learning, which help students in critical thinking, problem solving skills and reflection.
- In the context of teacher preparation, training corresponds to learning real-life classroom skills while education refers to more abstract knowledge about modes of learning and instruction.

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- In Vedic period religion played a prominent role in education. The aim of education in Vedic period was to attain salvation (Moksha).
- In Upanishad period after the spread of Vedic culture, the sacrificial rituals dominated and the Brahmin priests had the highest position in society.
- During Buddhist period no educational institutions were present, instead religious centres like monasteries and *viharas* were the places where education was imparted.
- The Muslim rulers started education by opening educational centres called '*Maktabas*' (schools) and '*Madrasahs*' (colleges).
- Wood's Despatch is a major landmark in the history of education in the country and hence also called '*Magna Carta of English education in India*'.
- The recommendation of Wood's Despatch was followed and strengthened by another Despatch known as Lord Stanley's Despatch of 1859.
- The recommendations of Hunter Commission expanded the scope of teacher training institutions in modern India and as a result teacher training colleges were set up at Allahabad, Lahore, Madars, Kurseong and Rajamundry.
- The recommendations of Lord Curzon showed the way to open more schools and teacher training institutions and practicing school were attached to these training centers.
- The impact of Hartog Committee helped 13 out of 18 existing universities to open teacher education departments by 1932 and in the history a new degree named B.Ed. was started by Andhra University and M.Ed. degree was started by Bombay University in 1936.
- Gandhiji's Wardha Scheme was child centered education and it provided opportunity to students to earn while learning.
- Soon after independence in 1948, University 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.
- 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.
- 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.
- Code of conduct explains various behavioural patterns to be followed by professionals. It guides the work of professionals so that clients can take maximum benefit.
- Each individual is bestowed with certain responsibilities and activities to perform in their respective environment whether it is professional or non-professional. This responsibility imposed by one on their self is termed as obligation.
- Teachers have to provide all necessary guidance and support to the all-round development of their students as desired and expected by parents. Teachers have

to be in touch with parents and should inform them about the progress of their wards at various stages.

1.6 KEY TERMS

- **Pre-service course:** Course before becoming a fully responsible teacher
- **Curriculum:** The courses offered by educational institutions
- **Pedagogy:** The art or profession of teaching
- **Vedic age:** The period when Vedas were composed

1.7 ANSWERS TO 'CHECK YOUR PROGRESS'

1. 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.
2. Teacher training concentrates on imparting skills in oral instruction, which help teachers to carry out an effective teaching-learning atmosphere inside the classrooms. Teacher education is a much more complex and comprehensive term which includes providing training and knowledge in various aspects.
3. In Upanishad period the sacrificial rituals dominated and the Brahmin priests had the highest position in society. Different ritual duties came into existence along with theoretical knowledge. Gurus played a major role. The teacher during this period enjoyed a special status and was given a lot of importance. During this period the relationship between the teacher and disciple became very intimate.
4. The three suggestions were:
 - Besides training in professional skills, teacher trainees would receive training in extra-curricular activities too.
 - Teacher training colleges should organize refresher courses, practical classes, training workshops and other professional conferences in addition to regular activities of the college
 - Experimental and practicing schools should be set up to conduct research on various topics related to pedagogy.
5. Two suggestions of Programme of Action were:
 - 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 set up in the country.
6. National Council for Teacher Education (NCTE) helps to achieve a planned and coordinated development of teacher education and helps to regulate and maintain norms and standards in teacher education system.
7. Professionalism means the ability to perform a task effectively. It includes the competence to perform, confidence in the skills, focused approach to perform,

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have pride and satisfaction in the work, motivation to achieve the desired goals, accountability in work, responsibility towards the profession, respect for the work and circumstances concerned, control of emotions and commitment to the work. 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.

8. School is a miniature form of society with parents, teachers and students as major components. The cooperative and interdependent activities of these components bring positive output to the society. The role of teacher is of major concern in this context as they are the guiding force for bringing a positive structure to society.

1.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Briefly explain the characteristics of teacher education programmes in ancient India.
2. Explain Abort Wood report on education.
3. Write a short note on National Policy on Education.
4. What is the obligation of teacher educators to parents?
5. Discuss the challenges in teacher education delivered through distance mode.

Long-Answer Questions

1. Explain the changing role of teachers in the twenty-first century.
2. Discuss the steps to professional ethics of teacher educators.
3. Education commission of 1964 recommended valuable strategies to improve quality of teacher education. Discuss.
4. Distinguish between teacher education and teacher training.

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*Concept of Teacher
Education*

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UNIT 2 PREPARATION OF TEACHERS FOR PRIMARY, SECONDARY AND HIGHER STAGES

Preparation of Teachers
for Primary, Secondary
and Higher Stages

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Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Objectives of Teacher Education
 - 2.2.1 Pre-primary Stage
 - 2.2.2 Primary Stage
 - 2.2.3 Secondary Stage
 - 2.2.4 Higher Secondary Stage
- 2.3 Pre-service Teacher Education
- 2.4 Integrated Teacher Education
- 2.5 Redesigning Current Teacher Education Programmes
- 2.6 Admission Policies and Procedures for Student Teachers
- 2.7 Recommendations of Commissions and Committees for Pre-service Programmes
- 2.8 Summing Up
- 2.9 Key Terms
- 2.10 Answers to 'Check Your Progress'
- 2.11 Questions and Exercises
- 2.12 References and Suggested Readings

2.0 INTRODUCTION

Student-teachers and teacher educators are the two key players in teacher education. The selection of both is very important for making successful teachers, who are responsible for the education of many across the country. For preparing teachers, it is expected to provide some training to the pupil teachers not only in pedagogy but also in behavioural attributes including attitudes, motivation, perception, preferences, appreciation and value orientation. The courses of study generated for the purpose have, over the years, been broadened in scope from their original emphasis on pedagogic considerations within classrooms, to include several understanding and practices useful for teachers. These have to be continually converted into appropriate curricular forms. Through these, aspiring teachers, despite, differences among them, have to become capable of being effective in their tasks, at least-up to some comparable standards. This continues to be a challenge even today and is likely to persist in the years to come.

Enthusiastic, intelligent, and well-educated teachers inspire and prepare students for the world. It is mainly through their devotion that a great number of students develop enduring interests and perseverance and learn to appreciate and understand the nature of science.

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2.1 OBJECTIVES

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

- Evaluate the importance of teacher education in India
- Discuss the different objectives of teacher education programmes
- Reason the need for redesigning the current teacher education programmes

2.2 OBJECTIVES OF TEACHER EDUCATION

The following are the general objectives of teacher education programmes:

- Building an interest among pupil teachers in philosophical, psychological and sociological principles relevant to elementary education, i.e. understand the learner, the teacher's role and the teaching-learning process
- Developing skills for teaching integrated environmental studies, inter-relationship between social sciences and science and technology
- Inculcating language skills and speech, and develop an aptitude to listen to enable teaching languages effectively and creatively
- Enable student teachers to plan and organize physical activities such as sports and puppetry shows
- Enabling them to inculcate values within the classroom and outside
- Enable pupil teachers to remain lifelong learners and develop the attitude to learn among learners
- Develop the ability to solve problems of the learners such as social, interpersonal and emotional
- Enable student teachers to establish bonds with parents and the community to strengthen school programmes
- Enable students to undertake research projects
- Train students to meet requirement of learners with special needs
- Develop concern to spread education among the weaker and deprived groups of learners
- Develop skills to contribute effectively in Sarva Siksha Abhiyan (SSA)
- Train students to practice hygiene and maintain good health
- Developing awareness regarding conservation of environmental resources and life and preservation of historical monuments and other cultural heritage
- Preparing them to play the role of an agent of social change in the community
- Preparing them to not only act as a leader of the student community but also as a guide to the wider community
- Preparing student teachers to be able to liaison between the school and the community
- Developing understanding, interests, attitude and skills which will enable them to foster all-round growth and development of the children under their care

- To help develop a warm and positive attitude towards the growing children and their academic, socio-emotional and personal problems
- Developing an understanding of the objectives of student teaching in the Indian context and awareness of the role played by schools in achieving the goals of developing a democratic, secular and socialistic society
- To develop competency in teaching on the basis of accepted principles of learning and teaching
- Keep abreast with the least trends in the knowledge of the subject he teaches and the techniques of teaching the same
- Develop communication, psychomotor skills and abilities that will enable them to promote learning inside and outside the classroom

2.2.1 Pre-primary Stage

Pre-primary stage is not the stage for formal education. Hence, literacy is not the concern though it prepares students for elementary education. At this stage, learning is characterized by activities performed in groups, using playway methods, language, number games and activities intended to promote socialization and environmental awareness. All these are done to develop physical, mental and emotional aspect of the child. Approaches in developing life skills and formation of good habits need to be addressed with great care.

1. To acquire theoretical and practical knowledge about early childhood education.
2. To develop understanding of the major principles of child growth and development with special reference to the environment of the child.
3. To apply this understanding and knowledge to the education of young children under the Indian conditions – rural, urban and industrial.
4. To develop skills of communication such as telling stories, explaining situations, etc.
5. To develop skills of taking care of the physical and emotional health of young children by creating a conducive environment.
6. To possess skills of developing simple visual aids from waste and indigenous material.
7. To understand the home environment of the children and develop an amicable home-school relationship for mutual benefit.
8. To possess knowledge and develop skills providing a variety of learning experiences through the organization of musical, rhythmical and dramatic activities.
9. To understand the role of school and of the teacher in changing the society.

2.2.2 Primary Stage

Elementary education holds a key position in the education system due to the significant contribution it makes to national development. Children are admitted at this stage after completing pre-school education. They are usually first generation learners who can be from various social strata. It is the nursery of inculcating values such as patriotism, morals and development of appropriate behaviour and life skills. The impressions acquired during this stage generally remains throughout the life.

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1. To gain competence in first and the second language, this can be the mother tongue or the national language; mathematics; social sciences; environmental studies and nature.
2. To develop skills in identifying, selecting and organizing learning experiences for teaching the above mentioned subjects in formal and non-formal situations.
3. To gain theoretical and practical knowledge on health, physical and recreational activities, 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+ years.
5. To understand the principles which help in promoting cognitive psychomotor and attitudinal learning.
6. To understand the role of the home, the peer group and the society in shaping the personality of a child, and help develop an amicable home school relationship for mutual benefit.
7. To understand the role of school and the teacher in changing the society.

2.2.3 Secondary Stage

Contemporary India has taken a fresh and more significant look at the role of education within the framework of overall national development. Educational goals synchronize with the national goals of development which seeks to develop human resources. Development of human resources can be achieved through organized teacher education programmes. Hence, the following objectives have been set:

1. To maintain continuity of elementary education and prepare students to study diversified courses and appropriate selection of subjects at the senior secondary stage.
2. To empower pre-service teachers to adopt disciplinary approach in teaching, and develop interest in them.
3. To prepare them in the use of Information and Communications Technology (ICT), its advantages, disadvantages and safety measures.
4. To bridge the educational and cultural gap between the affluent and poor schools through appropriate educational approaches.
5. To develop patriotism, and recognize the country's contribution to the world.
6. To develop understanding among pre-service teachers on the nature of subjects.
7. To create awareness on environmental protection and need to maintain an ecological balance.
8. To help students to hold on to the main thrust of the curriculum and develop appropriate transactional and evaluation strategies for the same.
9. To enable the pre-service teachers to familiarize and sensitize the students with care and caution about life skill education, HIV/AIDS preventive education, and reproductive health.
10. To sensitize them to improve the quality of education by building the capacity to undertake action research to solve problems and to evolve culture specific and community oriented pedagogy.
11. To facilitate them to evolve happy and healthy school and community relationship.

12. Making student teachers to understand not only the subject but also the unity of knowledge among different subject.
13. Developing among student teachers an integrated and holistic approach in the teaching of social sciences and sciences and technology.
14. Empowering student teachers to know how learners construct knowledge.
15. Developing among student teachers the skills of communication and language proficiency.
16. Helping student teachers to acquire a repertoire of strategies, competencies and skills for transaction and evaluation.
17. Developing among student teachers the competencies in using locally available educational resources.
18. Developing among student teachers the skills of ICT and making use of Internet for enrichment of knowledge content.
19. Enabling student teachers to promote self-learning/mutual learning in and outside the classroom in order to eventually become independent learners.
20. Developing among student teachers skills of lifelong learning for their professional development.
21. Inculcating among student teachers social, cultural, aesthetic, moral and spiritual values and scientific approach and skill of integrating and transacting these.
22. Developing among student teachers the competency to deal with learners with special educational needs leading to inclusive education.
23. Making student teachers appreciate the contribution of India to world's civilization and vice-versa in various walks of life.
24. Enabling student teachers to establish rapport with parents and the community to ensure reciprocity for the development of both.
25. Enabling student teachers to acquire skills for guidance and counselling.
26. Developing among student teachers the competency of conducting action research for total quality improvement.
27. Enabling student teachers to integrate values in all subjects/activities.
28. Developing among student teachers awareness and sensitivity towards environment concern and promoting skills for meeting environmental challenges;
29. Enabling student teachers to develop competencies for an error-free, responsive and transparent evaluation.

2.2.4 Higher Secondary Stage

Higher secondary education occupies a unique position in the system of education. Based upon the foundations of secondary schools, it is a stepping stone to higher education on the one hand and to the world on the other. The students become mature enough to take decision about their further education and their interests, aptitudes, goals and needs become more crystallized. Higher secondary or +2 level education offers two streams—academic and vocational. Students joining vocational stream often enter the world of work and take advance courses in vocational and technical institutions. Students joining academic stream often make their way to higher education or professional education. Subjects in the academic stream are taught as independent disciplines and not thematically

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or in an integrated fashion. The academic and vocational streams available at the higher secondary stage have specific objectives but there is a need to ensure that appropriate linkages are maintained and strengthened between the two.

The existing pre-service teacher education programme is preparing the teachers to teach at the elementary and secondary stages only. There is no provision to prepare teachers for higher secondary stage. Therefore, there is a need to have a separate teacher education programme for student-teachers of higher secondary stage. As there are two streams—academic and professional at higher secondary stage, pre-service courses need to be organized for both the streams.

Higher secondary education: Major thrusts

The NCFSE-2000 (National Curriculum Framework for School Education) realizes the criticality of higher secondary education. It suggests definite approaches and opens new vistas by indicating its thrust areas. This stage makes clear demarcation of educational streams — academic and vocational — yet simultaneously adopts a flexible approach to permit lateral access, the characteristic of a healthy system. It ensures that appropriate linkage between the two is not only maintained but also systematically strengthened, through bridge courses.

For academic stream, the course includes:

- (i) Foundation course (language and literature, work education, health and physical education); and
- (ii) Three elective subjects from a large number of academic disciplines. The stream has:
 - language
 - general foundation course
 - health and physical education and
 - vocational electives having certain common as well as stream-specific objectives.

Both these streams aim at establishing coordination between life and learning. The NCFSE-2000 recommends semester and credit system. It clearly enunciates the objectives of higher secondary education required for higher academic and vocational competencies and skills.

Objectives: Academic stream

The general objectives of higher secondary teacher education (academic stream) may include the following:

1. Developing among student teachers the capacity to understand the place of academic stream and developing a correct perspective of its nature, purpose and philosophy.
2. Familiarizing student teachers with effective techniques of transaction and evaluation, especially in the context of learners reaching the final phase of adolescence.
3. Empowering student teachers to develop strategies to promote discipline-wise learning as well as to appreciate linkages among different subjects.
4. Making student teachers capable of using need-based ICT.

5. Empowering student teachers to guide learners for self-study, reference skills, group work/mutual learning, critical thinking, abstract conceptualization and application of knowledge by adopting various methods such as project work and tutorials.
6. Enabling student teachers to integrate values in all subjects/activities in the classroom and outside the classroom.
7. Developing among student teachers awareness and sensitivity towards environment concern and promoting skills for meeting environmental challenges.
8. Enabling student teachers to acquire skills for guidance and counselling.
9. Developing among student teachers the competencies of conducting action research for total quality improvement.

Objectives: Vocational stream

The general objectives of higher secondary teacher education (vocational stream) may include the following:

1. Developing among student teachers a proper perspective towards work ethics.
2. Making student teachers understand nature, purpose, philosophy, perspectives and problems of vocational education.
3. Enabling student teachers to understand the emerging vocational needs of the society.
4. Enabling student teachers to combine world of work and learning.
5. Developing among student teachers the capacity to establish proper linkages between school, society, industry, agriculture and environment.
6. Empowering student teachers to acquire competencies, commitment and performance skills for effective management of vocational education.
7. Developing among student teachers right attitudes and skills of entrepreneurship.
8. Enabling student teachers to undertake community survey for assessing new vocational needs and establishing coordination with relevant agencies and voluntary organizations.

Implications for pre-service teacher education

Some of the significant implications emanating from the above objectives are:

1. **Curriculum content and transaction:** The NCFSE-2000 suggests changes which have implications for teachers of both the streams. It gives a new direction for selecting objectives, curriculum, transactional strategies and evaluation system. Curriculum content of teacher education and its transactional strategies will be stream-specific, though there would be some commonality between the two. The thrust areas of NCFSE-2000, role of teacher education will be the main focus of teacher education curriculum and its mode of transaction.
2. **Academic stream:** The curriculum content of teacher education will require formulation of its foundation courses incorporating latest development in different areas. Its objective would be to help student teachers become capable of clear and critical thinking and relate their teaching to the needs of specific disciplines and those of the society. New developments in these areas need to be appropriately reflected in the course components of anthropology, bio-chemistry, bio-physics,

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life sciences, neurology and genetics. These shall have to be given proper place to enable student teachers for developing proper understanding of learners. Relevant contents from history and comparative education will enable student teachers in developing proper understanding of learners. It will also enable student teachers to have an idea of the development of educational system in India and abroad. Components from economics of education will have to be included for enabling student teachers to understand the contribution of education towards national development. The inclusion of educational planning and management will develop among them understanding of the merits and shortcomings of education in these fields. Emerging trends in Indian society and economy, i.e. globalization, liberalization, privatization, disinvestment need to be studied appropriately. In addition, concerns like ecological imbalances, environmental degradation also have to be studied in their socio-cultural-economic context. Methods of teaching should include pedagogical analysis, ICT, new evaluation techniques and modern approach to curriculum transaction.

While transacting the curriculum of teacher education at this stage, the following considerations need to be kept in mind.

- Demands of theoretical and practical components of teacher education along with their objectives
- Compulsions of knowledge society with its emphasis on learning to learn and learning to live together
- Rapidity of change in theory and practice of education

The imperative would be to integrate theory and practice and make transactional strategies discipline-oriented. Student teachers need proper understanding of this approach. A synthesis between teacher education institutions, school-based and community-based approaches and also between independent study and group learning has to be achieved. Student teachers need to be encouraged to give seminars and organize workshops. Library and laboratory work should be given due consideration. Practice teaching and practical experiences should be provided in realistic situation in the school and be jointly supervised by school teachers and teacher educators. Student teachers need to be encouraged to undertake projects and action research. Interactive approach, group discussion, cooperative learning and audio-visual demonstration assume a central place in the process of curriculum transaction. Student teachers should participate in classroom teaching during internship in teaching programme. Innovative training methodologies have to replace traditional ones. Initiative has to come from student teachers who have to become active participants in the process of curriculum transaction. The goal in this regard would be to develop teaching competencies, commitment and performance skills among student teachers.

3. **Evaluation:** Evaluation has to be made scientific in approach, transparent, continuous and comprehensive. Both formative and summative evaluations using appropriate tools and techniques would need to be utilized. Transparency of evaluation and seeking involvement of student teachers through practice of peer evaluation and self-evolution vis-à-vis evaluation by the teachers needs to be ensured. A proper balance between internal and external assessment has to be struck. Due weightage has to be given to assignments projects and action research in evaluation of theoretical and practical components of teacher education. The

principal and school teaching staff may be involved in the assessment of the work of student teachers during internship period.

Evaluation shall be flexible. It must include scholastic and co-scholastic components and the assessment be made through grades. Peer evaluation and student teacher ' own involvement in their evaluation will be helpful in generating transparency of the process. A detailed evaluation sheet containing all the scholastic and co-scholastic achievements of student teacher need to be prepared for which a variety of tests and tools need to be constructed.

- **Vocational stream:** The content of teacher education for elective vocational subject has to be functional. The need for effective vocational education hardly needs reiteration. It shall be related to theory and practice of a vocation. In addition to the components for developing skills and competencies for achieving success in a vocation, its broad principles may also be taught to student teachers. The relationship between academic and vocational education and development of aesthetic sensibility is taken care of. Teacher educators may be oriented for course components like teaching salesmanship, market survey, advertising; elementary accountancy, office management, art of business correspondence, business ethics, financial management, etc. and these components will have to be included in the curriculum. Inculcation of entrepreneurship skills and organizational management skills will have to be included. Components of vocational and industrial psychology, sociology of work and philosophy of vocational education need to be integrated in the curriculum. Development of vocational competencies and skills would constitute an integral part of the programme.

At present no pre-service teacher education facilities are available for the training of vocational teachers. Most of the training of vocational teachers is done through in-service programmes. This situation needs to be thoroughly examined. The existing in-service teacher education programmes may not be adequate for skill development commensurate with the needs and equipments of teachers of vocational stream. Training of vocational teachers through in-service programmes is generally limited to a few demonstrations, workshop practices, occasional visits to vocational and industrial sites, field work, market surveys, etc. obviously programmes of short-term duration, can be undertaken only at peripheral level. Student teachers need to work in actual situation as apprentice to refine their skills. The potentialities of workshops, laboratory and expertise from the community may be mobilized and used in the transaction of the curriculum. Practice teaching needs to be arranged in real work situation and student teachers will have to undergo an intensive programme of internship.

- **First stage,** teacher-education at pre-primary, primary, junior, secondary and collegiate stages.
- **Second stage** or M.Ed - Teacher-education for those who have completed B.Ed courses,
- **Third stage** or M.Phil. – Teacher-education for those who have passed M.Ed., course. It is also called pre-Ph.D. course.
- **Fourth stage** or innovation stage: After completing M.Phil, each individual student is expected to select some educational problem and has to present the problem in the form of a thesis.

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Check Your Progress

1. State any five objectives of teacher education.
2. Write any three objectives for conducting vocational training to student teachers.

2.3 PRE-SERVICE TEACHER EDUCATION

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Pre-service teacher education stands for the programme which is designed to prepare teachers before going in for service. Different programmes 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

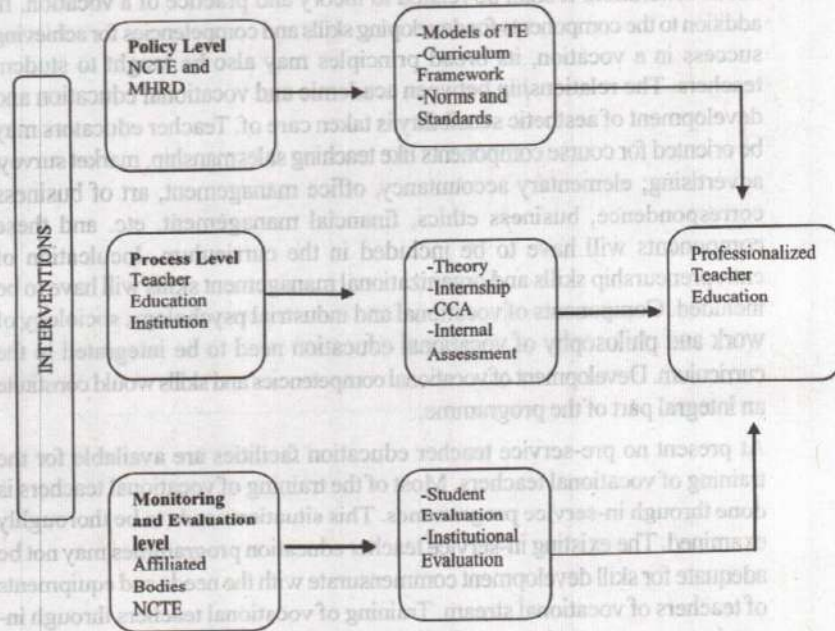


Fig. 2.1 Professional Pre-Service Teacher Education

1. Pre-primary teacher education

Pre-primary teacher education refers to teacher education programme which is designed to prepare teachers for the primary classes, such as nursery, and kindergarten. The duration of this course is 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 teacher training institutions are run by non-governmental bodies. However, Delhi as a state as well as the center 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.

Check Your Progress
1. State any five objectives of teacher education.
2. Write any three objectives for conducting vocational training to student teachers.

2. Elementary teacher education

Elementary teacher education including primary teacher education is designed to prepare teachers from classes I-VII. In some states, however, these teachers are required to teach primary classes only i.e. 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 located in different states, offer the course. District Institute of Teacher Training (DIETs), 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.El Ed) programme is also preparing teachers of elementary level. This integrated programme is of four year duration which it prepares teachers with a university degree. Many private universities like Amity University, Noida is also preparing teachers. Soon, the affiliated colleges of Delhi University will also start B.El.Ed programme in the colleges from 2013 onwards.

3. 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 one-and-half years to two years. Department of teacher education of some state universities also offer B.Ed. Programmes. Some B.Ed. programmes are also known as B.Ed in special education. These programmes are recognized by Rehabilitation Council of India (RCI). Students who pass out from this course are eligible to be selected as special educators. Jamia Millia Islamia also offers B.Ed course in special education. The minimum qualification for B.Ed programme is 50 per cent marks in graduation. Some universities for admissions, conduct written tests followed by interviews but some universities take students on merit basis.

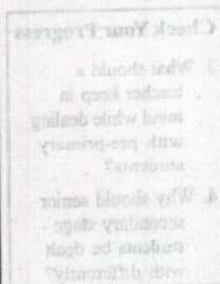
2.4 INTEGRATED TEACHER EDUCATION

Integrated teacher education programmes have been established to have an assorted setting. The integrated teacher education programmes are run by the regional institutes of education. These have self-recognition and are 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 programmes in all the regions.

Pre-service programme at secondary stage

1. 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.
2. As an interim measure, current models of teacher education such as the B.Ed. are required to redesign their courses as well as the programme structure to include the specific features and structural mechanisms proposed in the new framework in terms of curricular areas and transaction processes.

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3. A review of the existing B.Ed. programmes is to be done and the process of redesigning of the curriculum in the light of the proposed process model be completed in the next one to two years.

2.5 REDESIGNING CURRENT TEACHER EDUCATION PROGRAMMES

NCFTE 2009 has suggested the following with regard to pre-service teacher education:

1. A four-year integrated programme of elementary teacher education in select state universities and all central universities, in particular via IASE and select DIETs, could be undertaken in the initial phase.
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. As an interim measure, current models of Elementary Teacher Education offered by the DIETs such as the DT.Ed. are required to redesign their courses as well as the programme structure to 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 recommended that teacher education courses be reorganized. Thus, D.Ed. would be a two-year diploma after 10+2 and B.Ed. one-year degree after graduation. This would 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 NCFTE 2009 recommends that current models of teacher education at all levels of school education be modified by integrating general education with professional development along with an demanding internship in schools. It says that these integrated models should be designed using the specific features outlined in the curricular areas and transaction process. As an interim measure, however, the present models such as B.Ed. and D.Ed. should revamp their courses and programme structure to include the specific features and structural mechanisms proposed in the new framework in terms of curriculum and transaction processes. Transaction of teacher education programmes should follow the broad strategies presented in Figure 2.2.

Three areas – area A, B and C have been identified in the Figure 2.1. Each area covers both theory and practice.

- **Area-A – Foundations of education:** Foundations of education provide the teacher trainees with an array of opportunities to study and experience schooling over the academic year. Candidates prepare for the classroom by building a knowledge base that is deepened through observation and personal experience.

Check Your Progress

3. What should a teacher keep in mind while dealing with pre-primary students?
4. Why should senior secondary stage students be dealt with differently?

- **Area-B – Curriculum and pedagogy:** The curriculum study 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 study 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.

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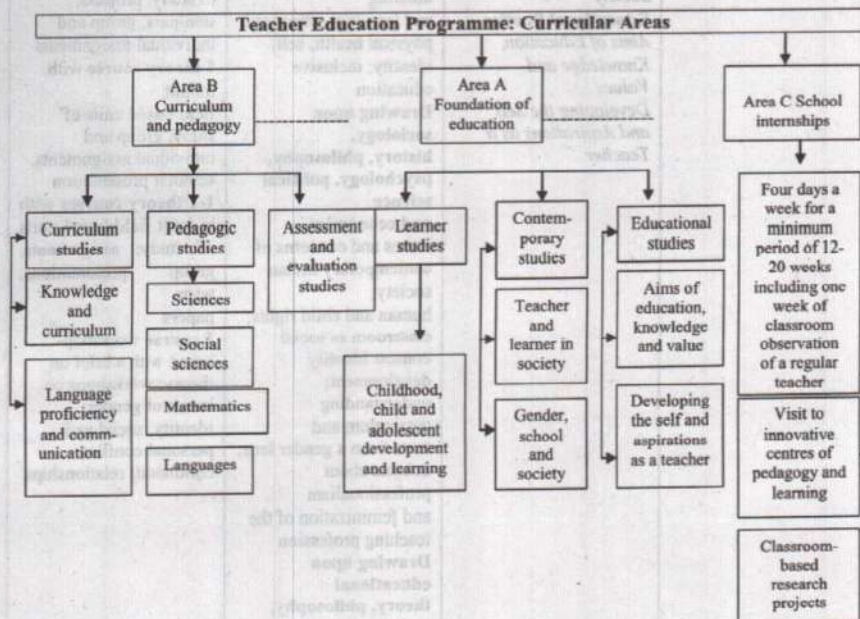


Fig. 2.2 Teacher Education – Curricular Area

Sources: NCFTE, 2009

- **Area - C – School internship:** School internship should include the following:
 - o Visits to innovative centers of pedagogy and learning, wherever feasible.
 - o Classroom-based research project.
 - o School internship of four days a week for a minimum period of six-ten weeks, including an initial phase of observing a regular classroom.
 - o Developing and maintaining resources in the internship schools.
 - o Developing unit plans and maintaining deep journals.

The practice of teaching during school internship would include not more than four-unit plans per subject. Planning of the units would include a critical engagement with content from multiple sources including the school textbook, organization and presentation of subject matter, formulating questions, specifically to: (a) assess knowledge base and understanding of students; (b) further the process of knowledge construction and meaning-making in the classroom; and (c) assess students' learning to improve pedagogic practice and further enhance learning.

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Table 2.1 Teacher Education Curricular Areas –A Scheme

Curricular Areas	Major Components	Curricular Aspects	Curricular Provision
Area-A: Foundations of Education	<p>Learner Studies <i>Childhood, Child and Adolescent Development</i> Contemporary Studies <i>Teacher and Learner in Society</i> <i>Gender, School and Society</i></p> <p>Educational Studies <i>Aims of Education, Knowledge and Values</i> <i>Developing the Self and Aspirations as a Teacher</i></p>	<p>Drawing upon psychology, sociology, linguistics and education</p> <p>Constructs of childhood, adolescence; socialization; language; cognition, thinking and learning; school and physical health; self, identity; inclusive education</p> <p>Drawing upon sociology, history, philosophy, psychology, political science and economics.</p> <p>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 professionalism and feminization of the teaching profession</p> <p>Drawing upon educational theory, philosophy, history and sociology</p> <p>Basics of teaching-learning; theoretical constructs, educational thinkers; vision of education in India, issues and concerns; school culture and school as a learning organization; peace education Self and identity; interpersonal relations, adult-child gaps; personal and social constructs; schools as sites of contestation and social change.</p>	<p>2-3 theory courses with in-built field-based units of study;</p> <p>Practicum courses, workshops, seminars, group and individual assignments</p> <p>1-2 theory courses with in-built field-based units of study, projects, seminars, group and individual assignments</p> <p>1 theory course with inbuilt field-based units of study; group and individual assignments, seminar presentation</p> <p>1-2 theory courses with in-built field-based units of study; assignments, group presentations, term papers</p> <p>1 course workshop-based with a brief on theory; workshops on issues of gender, identity; social and personal conflict; childhood; relationships</p>

Contd...

<p>Area-B: Curriculum and Pedagogy</p>	<p>Curriculum Studies</p> <p><i>Knowledge and Curriculum</i></p> <p><i>Language Proficiency and Communication</i></p> <p>Pedagogic Studies</p> <p><i>Language Mathematics Social Sciences Sciences</i></p> <p>Assessment and Evaluation Studies <i>Perspective and Practice of Learner Assessment</i></p>	<p>Focus on key concepts of the basic disciplines of language, mathematics, social sciences and sciences; sociology of knowledge and curriculum</p> <p>Engagement with subject content and school curriculum, textbooks; philosophical and ideological basis of curriculum; design and selection of knowledge; Knowledge as construction; disciplinary knowledge.</p> <p>Language proficiency and communication skills; metalinguistic awareness; skills of speaking, listening, reading and writing in varying contexts; content area literacy.</p> <p>Drawing upon pedagogical theory, constructivist and socio-constructivist perspectives</p> <p>Nature of discipline and knowledge; understanding school curriculum; critical engagement with principles of teaching; epistemological issues</p> <p>Draw upon critical reading of psychometric approaches; sociological frames of analysis and constructive approaches</p> <p>Critical reading of evaluation perspective and practice; place of assessment for learning; qualitative and quantitative measures; hands-on experience clinical interviews, observation formats and interpretation of qualitative data.</p>	<p>4-6 theory courses with inbuilt field-based units of study; investigative projects; recording and analysis of observations.</p> <p>1 course designed as workshops with hands- on activity in the use of language for communication</p> <p>4-6 optional theory courses offering areas of specialization;</p> <p>practicum courses comprising of curriculum and text analysis and creation of alternative learning materials.</p> <p>1 theory course with complementary practicum; analysis of question types and assessment formats; group and individual assignments.</p>
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Check Your Progress

- Write two objectives of secondary teacher education programme.
- What are the three areas of teacher education programme?

2.6 ADMISSION POLICIES AND PROCEDURES FOR STUDENT TEACHERS

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Admission to the course is open to anyone who has graduated with 50 per cent marks and has cleared the Common Entrance Test (CET). The applicant must have studied at least two school subjects at the graduation level. It would be ideal for a student to have an additional subject 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. or B.Ed. of the duration of four years after higher secondary is a good way to do this. The Common Entrance Test does not really test the candidate's attitude towards training or aptitude for teaching. But group discussions, interviews, and written tests would enable one to understand the aptitude and attitude of the applicant as well as communication skills.

Recruitment of teacher educators

Qualifications specified for teaching positions according to 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 of ten years of which at least five years should be in a secondary educational institution
- 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.

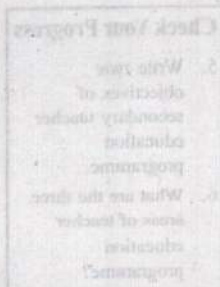
Assistant professor

Foundation courses

- Master's Degree in Science/Humanities/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 five years teaching experience in the Department of Education of any University or College of Education, out of which at least three 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

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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.

2.7 RECOMMENDATIONS OF COMMISSIONS AND COMMITTEES FOR PRE-SERVICE PROGRAMMES

The recommendations of different commission and committees for pre-service programmes of teacher education are given in Table 2.2.

Table 2.2 Recommendations for Pre-Service Programmes

Name of Committee/Board/Commission	Year	Major recommendations regarding teacher education
Hartog Committee	1929	<ul style="list-style-type: none"> • Primary teacher training • Lengthening the duration of training courses. • Provision of adequate staff for training institutions.
Central Advisory Board of Education	1943	<ul style="list-style-type: none"> • Duration of training programmes for teachers. • Two years for pre-primary and junior basic. • Three years for middle school. • Two years for non-graduates in high schools. • One year for graduates in high school.
Sergent Committee	1944	<ul style="list-style-type: none"> • Need to strengthen practice teaching.
Memorandum on the further action taken by the Provincial Governments on the Post-war Educational Development Report	194-47	<ul style="list-style-type: none"> • Emergency secondary grade training course of one year to bridge the gap between supply and demand.
First Five Year plan	1950s	<ul style="list-style-type: none"> • Paradigm shift of teacher education as a process of total development of the individual personality.
Second Conference of All India Training Colleges	1951	<ul style="list-style-type: none"> • Realization that teacher education had a broader canvas.
Secondary Education Commission Report	1953	<ul style="list-style-type: none"> • Professionalism in teacher education. • Reorientation of syllabus and evaluation techniques. • Need to integrate subject content and transactional strategies.
University Grants Commission report of the review Committee on Education	1956	<ul style="list-style-type: none"> • Shift in stress from secondary to primary teacher education. • No untrained teacher to be recruited. • Setting up of correspondence courses for B.Ed. at Regional Colleges of Education (194-5).
Education commission Report	1964 - 66	<ul style="list-style-type: none"> • For those who have passed the school leaving certificate or higher secondary leaving certificate, the period of training is to be two years. • For graduates, the training to be one academic year. • Training colleges to conduct research in pedagogy • Only trained graduates with three years experience to be admitted to M.Ed. courses.
NCERT	1975	<ul style="list-style-type: none"> • Publication of curriculum framework for school education.
NCERT	1978	<ul style="list-style-type: none"> • Publication of curriculum framework for teacher education.

Chattopadhyaya Committee	1983 – 85	<ul style="list-style-type: none"> • The minimum length of training for a secondary teacher should be five years following the completion of Class XII. • Reiterated the need "...to enable general and professional education to be pursued concurrently". • Need for an integrated four-year programme.
National Policy on Education	1986	<ul style="list-style-type: none"> • Reiterate that teacher education is a continuous process and pre-service and in-service components are inseparable.
The Acharya Ramamurti Committee – Review of the NPE 1986	1990	<ul style="list-style-type: none"> • Need for an internship model as it is based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.
The Yashpal Committee Report Learning without Burden	1993	<ul style="list-style-type: none"> • The content of the programme should be restructured to ensure its relevance to the changing needs of school education. • The emphasis should be on enabling the trainees to acquire the ability for self-learning and independent thinking.
NCTE	1995	<ul style="list-style-type: none"> • Approved norms and standards for teacher training institutions at the pre-school, elementary and secondary level.
NCFTE	2009 – 10	<ul style="list-style-type: none"> • Guidelines for all aspects of teacher education with the focus on preparing humane teachers.

NOTES

2.8 SUMMING UP

- Student-teachers and teacher educators are the two key players in teacher education.
- Enthusiastic, intelligent, and well educated teachers inspire and prepare students for the world.
- Learning at pre-primary stage may be characterized by group activities, play way techniques, language, number games and activities directed to promote socialization and environmental awareness among children which help in the process of attaining physical, mental and emotional maturity.
- Approaches in developing life skills and formation of good habits need to be addressed with great care and to ensure happy and healthy childhood by means of varied activities have to be the main focus during pre-primary stage.
- The development of human resources is possible through an appropriately organized programme of teacher education.
- Candidates for the teaching program, whether B.Ed. or D.Ed. should be selected based on a set criteria which includes content knowledge, formal and informal education accomplishment related to technology and disposition for organizing and sharing knowledge and competencies with children.
- Recruitment of teacher educators should have qualifications specified for teaching positions as per NCTE regulations.
- Main objective of teacher education at the secondary stage is to maintain the continuity of elementary education and to prepare student teachers for the study of diversified courses and appropriate selection of subjects at the senior secondary stage.
- Higher secondary education occupies a unique position in the system of education. Based upon the foundations of secondary schools, it is a stepping stone to higher education on the one hand and to the world on the other.

Check Your Progress

7. What are the qualities of a good teacher?
8. What are the admission policies for student teacher?

NOTES

2.9 KEY TERMS

- **NET:** National Eligibility Test is the national level entrance examination in India for postgraduate students who wish to qualify for admission in Ph.D research and/or university level teaching jobs
- **API:** Academic Performance Indicator is a measurement of academic performance
- **PBAS:** Performance Based Appraisal System

2.10 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The five objectives of teacher education are:
 - i. Developing among student teachers an understanding of the philosophical, psychological and sociological principles relevant for elementary education, i.e. understanding the learner, the teachers' role and the teaching-learning process
 - ii. Developing among student teachers skills for teaching integrated environmental studies, integrated social sciences and integrated science and technology
 - iii. Developing among student teachers language skills including the skills of listening and speaking so as to be able to teach languages effectively and creatively
 - iv. Enabling student teachers to plan and organize activities such as puppetry, games, sports, physical and other similar activities
 - v. Enabling student teachers to integrate values with the curriculum transaction within classroom and outside
2. The three objectives for conducting vocational training to student teachers are:
 - i. Developing among student teachers a proper perspective towards work ethics.
 - ii. Making student teachers understand nature, purpose, philosophy, perspectives and problems of vocational education.
 - iii. Enabling student teachers to understand the emerging vocational needs of the society.
3. Learning at this stage may be characterized by group activities, play way techniques, language, number games and activities directed to promote socialization and environmental awareness among children which help in the process of attaining physical, mental and emotional maturity. Approaches in developing life skills and formation of good habits need to be addressed with great care at the pre-primary level.
4. Children in senior secondary classes acquire many characteristics of youth and adults. Their educational potentialities, inclination and preferences become evident. Due to all these changes the curriculum for this particular stage should be different from secondary stage.
5. (a) To enable them to develop the teaching competencies and performance skills for the subjects they have to teach, using appropriate aids including ICT, organize supplementary educational activities and evoke community cooperation.

- (b) To empower pre-service teachers not only to understand the nature of subjects but also the unity and integrity of knowledge.
6. The three areas are-
- i) Curriculum and pedagogy,
 - ii) Foundation of education,
 - iii) School internship.
7. A good teacher can create and develop critical thinking among the students. Enthusiastic, intelligent, and well educated teachers inspire and prepare students for the competitive world.
8. Students can opt to become teachers with B.Ed after a graduate degree which they can acquire through regular courses or through distance learning programs. For admission, it is mandatory that they fulfill the 10+2+3 requirements. However, they can after 10+2 years of schooling opt to do a primary teacher training program which will give them a diploma in teaching. At the graduate level, qualifying marks should be 50 per cent and qualifying an entrance exam (CET).

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2.11 QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the objectives of teacher education?
2. Write a short note on the importance of teacher education for primary teachers.
3. What are the three areas of teacher education programme?
4. What are the three main objectives of NCERT?

Long-Answer Questions

1. State the objectives for training pre-primary teachers.
2. Why is teacher training vital for senior secondary stage?

2.12 REFERENCES AND SUGGESTED READINGS

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UNIT 3 INSTITUTIONS ASSOCIATED WITH TEACHER EDUCATION

Institutions Associated
with Teacher Education

NOTES

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Structure of Teacher Education in India
 - 3.2.1 Elementary Classes
 - 3.2.2 Secondary Classes
 - 3.2.3 Higher Studies in Education
- 3.3 Institutions Associated with Teacher Education
 - 3.3.1 National Council for Teacher Education (NCTE)
 - 3.3.2 National Council of Educational Research and Training (NCERT)
 - 3.3.3 State Council of Educational Research and Training (SCERT)
 - 3.3.4 District Institute of Education and Training (DIET)
 - 3.3.5 Academic Staff College (ASC)
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- 3.5 Future Prospects of Teacher Education in India: A Critical Analysis
- 3.6 Summing Up
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- 3.8 Answers to 'Check Your Progress'
- 3.9 Questions and Exercises
- 3.10 References and Suggested Readings

3.0 INTRODUCTION

According to American Commission on Teacher Education (ACTE), '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.'

According to National Knowledge Commission (NKC, 2005) India, 'Teacher is the key agent in the transition to the vision of education. Teacher is the single most important element of the school system and has stressed the need to substantially enhance teachers' professional capabilities, standing and commitment to education.'

The above visionary statements of premier institutes of teacher education in America and India make it clear that the destiny of a country is being shaped in its classroom. Quality teacher education programmes create quality teachers and in turn quality teachers create quality future generations. Realizing this, we can say that teacher education should be of paramount importance for a country. Every country has their own structure of teacher education and practices but the common goal is the same i.e. the development of the nation.

In this unit you will study the organizational structure of various institutions associated with teacher education in India.

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3.1 OBJECTIVES

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

- Discuss the structure of teacher education in India
- Describe the role and function of NCTE, NCERT, SCERT, DIET, and ASC
- Explain the coordination of various units of teacher education
- Critically analyse the future prospective of teacher education in India

3.2 STRUCTURE OF TEACHER EDUCATION IN INDIA

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. ten 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 years programme designed to educate the teacher in content and pedagogy. Teachers who complete 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 aspire to teach secondary school students i.e. from Class-IX to Class-XII need 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 want 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, and 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, these programmes run 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 3.1 which presents the structure of teacher education in India.

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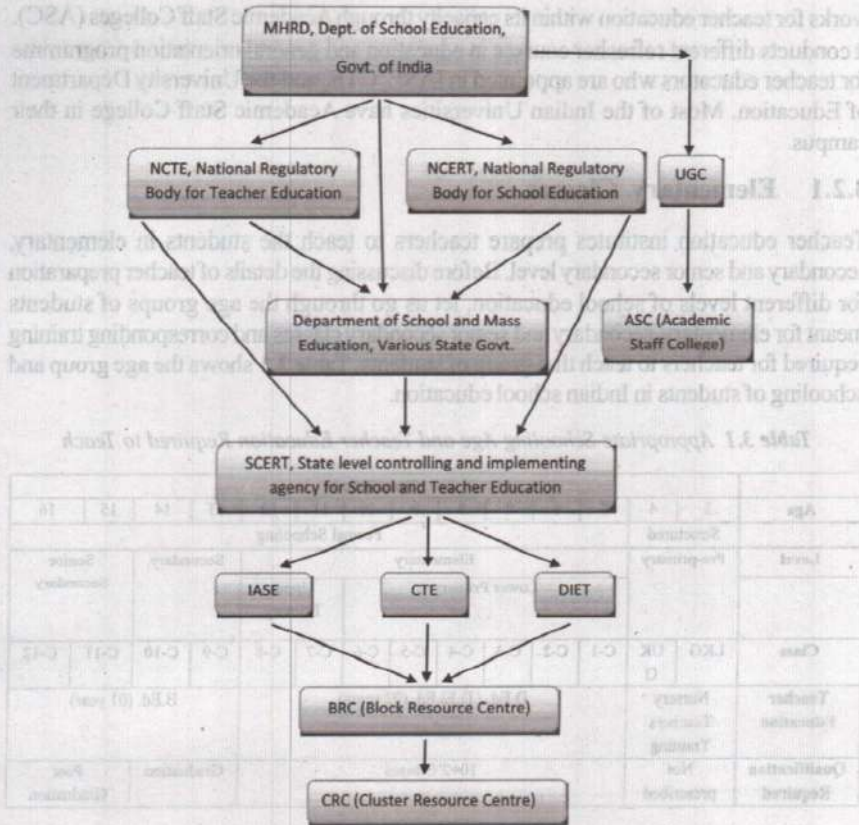


Fig. 3.1 Structure of Teacher Education in India

Figure 3.1 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 Ministry of Human Resource Development (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 functionary 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 is a regulatory body for higher education in India. It also

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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.

3.2.1 Elementary Classes

Teacher education institutes prepare teachers to teach the students in elementary, secondary and senior secondary level. Before discussing the details of teacher preparation for different levels of school education, let us go through the age groups of students meant for elementary, secondary and senior secondary classes and corresponding training required for teachers to teach that group of students. Table 3.1 shows the age group and schooling of students in Indian school education.

Table 3.1 Appropriate Schooling Age and Teacher Education Required to Teach

Age	Description													
	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Structured		Formal Schooling											
Level	Pre-primary		Elementary								Secondary		Senior Secondary	
			Lower Primary					Upper Primary						
Class	LKG	UKG	C-1	C-2	C-3	C-4	C-5	C-6	C-7	C-8	C-9	C-10	C-11	C-12
Teacher Education	Nursery Teachers Training		D.Ed. / D.El.Ed. (02 years)								B.Ed. (01 year)			
Qualification Required	Not prescribed		10+2 Classes								Graduation		Post Graduation	

Table 3.1 indicates age, schooling, class and teacher education required for teaching different group of students. The table indicates that in pre-primary classes i.e. LKG and UKG, there is no need of any formal teacher education. But some recognised nursery teacher education institutes provide training to the teachers. Students taking admission in these classes is generally in the age group of three to four. It is called pre-paratory classes for the students. Now a days, there is huge demand of nursery classes, especially, in the urban areas. Real formal schooling starts from Class-I and it continue till the completion of Class-XII. The initial eight years of children's schooling is called elementary classes. That starts from Class-I and continues till the completion of Class-VIII. In other words it is also called as compulsory schooling. According to Right to Education Act (RTE, 2009), it is a fundamental right of every child to get elementary education till Class-VIII. Elementary education is again divided into two levels i.e. lower primary and Upper Primary. Lower primary classes are from Class-I to Class-VI and Upper primary classes are from Class-VII to Class-VIII. To teach the students in elementary classes, it needs a two year teacher education degree i.e. Diploma in Elementary Education (DELED) or Diploma in Education (D.Ed.). DLED or D.Ed. degrees are offered generally in the District Institute of Educational Training (DIET) institutes. Presently many self-financing teacher education institutes have opened in our country who offers this type of teacher education programme. Curriculum and other necessary norms and standards are prepared by NCTE. The entry qualification to D.Ed. or DELED is 10+2 pass.

3.2.2 Secondary Classes

Table 3.1, clearly indicates that teacher education institutes preparing teachers for teaching in secondary and senior secondary classes require an entry qualification of a general

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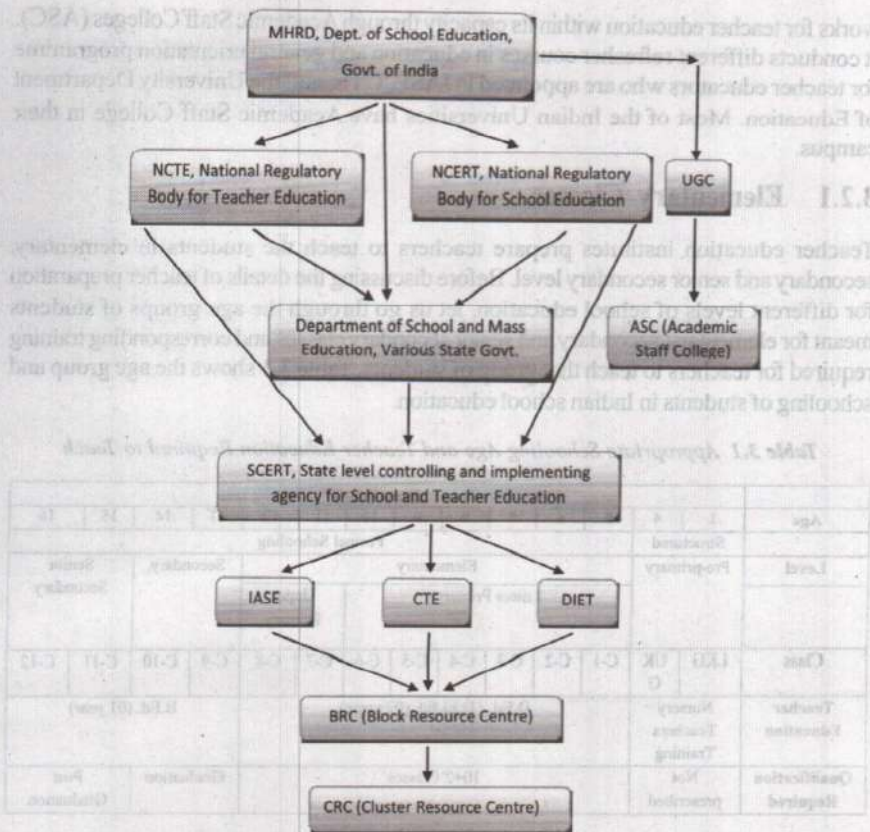


Fig. 3.1 Structure of Teacher Education in India

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bachelor degree to pursue B.Ed. for teaching Class IX and Class X and requires a Masters degree to pursue B.Ed. for teaching Class XI – Class XII students. The age group of 13 to 14 are generally considered as secondary students, and to teach them, teacher education degree B.Ed. is needed. Again to teach students of the age group of students 15 - 16 studying in Class-XI and XII known as senior secondary, requires a B.Ed. teacher education degree but the entry qualification will be master in any discipline. Bachelor of Education (B.Ed.) degree is generally granted by College of Teacher Education (CTE) and Institute of Advanced Studies in Education (IASE). B.Ed. teacher education curriculum and other norms and standards are governed by NCTE. Bachelor of Education (B.Ed.) degree is usually a one year degree course but in Regional Institute of Education (RIE) which is the constituent part of NCERT, runs B.Ed. degree of two years. Again distance education system, like IGNOU and other open universities, manage to run B.Ed. degree of two years duration. Norms and standard both for one year and two years. B.Ed. programme is governed by NCTE. It is worthwhile to note here that Class IX and X, which is known as secondary education, come under Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

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3.2.3 Higher Studies in Education

Besides DELED/DED and B.Ed. teacher education degree, many higher studies in education are also practiced in teacher education institutes. Among them the popular teacher education programmes are M.Ed., M.A. (Education), M.Phil. and Ph.D. Education. Let us see the Table 3.2 given below to know details about the higher studies in Education.

Table 3.2 Higher Studies in Education

Degrees	Entry Qualification	Institute	Regulatory Body	Scope
M.Ed.	B.Ed.	CTE, IASE, University Department of Education	NCTE	Educational administrators / principal in schools / teacher educator
M.A. (Education)	B.A. (Education Hons.) / B.Ed. / Any Graduate	University Department of Education	UGC and Concerned University	Educational administrators / principal in schools / teacher educator
M.Phil. (Education)	M.Ed. /M.A. Education	IASE / University Department of Education	UGC and Concerned University	Educational administrators / principal in schools / teacher educator
Ph.D. (Education)	M.Ed. /M.A. Education, some institute require an M.Phil. degree in Education	University Department of Education / IASE may be the study centre	UGC and Concerned University	Educational administrators / principal in schools / teacher educator

Table 3.2 specified that higher studies in education such as M.Ed. is a teacher education degree with a duration of one year for the regular students and two years for distance students. This programme is governed by NCTE and runs in CTE, IASE, and the University Department of Education. B.Ed. is the minimum entry qualification required to pursue M.Ed. After completion of M.Ed., one can be an educational administrator, school principal up to senior secondary level and can also be eligible to teach B.Ed. students in teacher education institutes. Accordingly, M.A. Education degree is a two

Check Your Progress

1. What do you mean by the acquisition of the necessary skills of teaching and school education?
2. What teacher education degree is required to teach educational institutions at different levels of secondary and higher secondary education?
3. How is a degree of Education (M.A. Education) different from Education (M.A. Education) Education?
4. Which courses are included in higher education?

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years degree in education which is considered equivalent to M.Ed. but is not a professional degree like M.Ed. It is a general university degree but a teacher education degree. According to NCTE norm, one can be eligible to teach in teacher education institutes such as B.Ed. and M.Ed. students if the aspirant has a B.Ed. degree with M.A. Education. UGC and the affiliating university govern such programmes. So far as scope is concerned it is equivalent to M.Ed. This programme is offered in Department of Education in universities and also in open universities like IGNOU. To enroll in such a programme one needs to have bachelor degree in education, i.e. Hons./B.Ed./a graduate from any university. Again M.Phil. and Ph.D. are the two higher research programmes in education. Like M.A. Education, these are also general university education programme, its regulatory body is UGC and the affiliating University. To apply for M.Phil. or Ph.D. in education one needs an M.Ed. or M.A. Education degree. Higher scopes are open for excellent scholars but generally the scope is equal to M.Ed. and M.A. Education. One can be an associate professor or professor after pursuing a Ph.D. degree in education with requisite experience and fulfilling other norms and conditions.

3.3 INSTITUTIONS ASSOCIATED WITH 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, 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 in education in India.

Table 3.3 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

Check Your Progress

1. What do you mean by the regulatory body of teacher and school education?
2. What teacher education degree is required to teach elementary and secondary students?
3. How is Master of Education (M.Ed.) different from Master of Arts in Education (M.A. Education)?
4. Which courses are considered as higher studies in education?

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 3.3 contains the regulatory, accredited, and the governing education bodies in India. 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. 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.

3.3.1 National Council for Teacher Education (NCTE)

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 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 NCTE the non-statutory body. NCTE developed a 'National Framework for Teacher Education Curriculum' 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 non-statutory 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 headquarter at New Delhi and four regional committees at Bangalore, Bhopal, Bhubaneshwar 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, co-ordination, library and documentation, in-service programmes apart from having the

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

Table 3.4 Organizational Structure of NCTE

Units	Structure	Situated at	States Covered
NCTE, Head Office, New Delhi	Chairperson, Vice-chairperson, Member Secretary, and Deputy Secretary	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 (NRC)	Regional Director and Executive Committee	Northern Regional Committee (NCTE), 20/198, Kaveri Path, Mansarovar, Near Mansarovar Stadium, Jaipur - 302020, Rajasthan.	Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Chandigarh and Delhi, Uttaranchal
Western Regional Committee (WRC)	Regional Director and Executive Committee	Western Regional Committee(NCTE), Manas Bhawan, Shyamla Hills, Bhopal - 462002, Madhya Pradesh.	Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra, and Nagar Haveli and Daman & Diu, Chattisgarh
Eastern Regional Committee (ERC)	Regional Director and Executive Committee	Eastern Regional Committee (NCTE), 15, Neel Kanth Nagar, Nayapalli, Bhubaneswar - 751 012, Orissa.	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagalanda, Odisha, Sikkim, Tripura, West Bengal
Southern Regional Committee (SRC)	Regional Director and Executive Committee	Southern Regional Committee (NCTE), Jnana Bharathi Campus Road, Nagarabhavi, Opp. National Law School, Bangalore - 560 072	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 3.4, 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

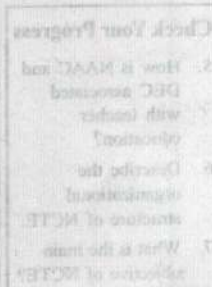
The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very 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

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:

1. Planned and coordinated development of teacher education system throughout the country, regulation and proper maintenance of norms and standards in teacher education system and the matters connected with over all development of teacher education.
2. 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 proforma and along with the requisite documents.
3. Conduct studies and surveys on various aspects of teacher education and then publish them.
4. 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.
5. Monitor and coordinate teacher education and its development.
6. Formulate guidelines in respect to qualification and eligibility of teachers who want to teach in schools, colleges and teacher education institutes.
7. Making 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.
8. Making guidelines for starting new courses or training, staffing pattern, staff qualification and providing physical and instructional facilities.
9. Fix standards in respect to examinations, criteria for admission to such examinations, and schemes of courses.
10. Decides the guidelines regarding tuition fees and other types of fees that are charged by institutes.
11. Conduct and promote research and innovation in different areas of teacher education.
12. Lay down norms and standards, and curriculum for conducting Central Teacher Eligibility Test (CTET) to make the teacher eligible up to the teaching 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.
13. Examine and review 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.
14. Lay down norms for suitable performance appraisal systems and mechanisms for enforcing accountability on recognized institutions.

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15. Make schemes for different levels of teacher education
16. Identify recognized institutions and set up new institutions for teacher development programmes.
17. Take necessary steps to prevent commercialization of teacher education.
18. Publication is an important function of NCTE. It publishes good quality books, scholarly journals, articles, conduct high standard lectures, within its jurisdiction.
19. 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.).
20. 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.
21. Perform such other functions as may be entrusted to it by the Central Government from time to time.
22. It works with proper coordination with NCERT, UGC, MHRD, RCI, DEC, CBSE and other regulatory bodies promote teacher education and school education.
23. 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.

3.3.2 National Council of Educational Research and Training (NCERT)

National Council of Educational Research and Training (NCERT) is a premier organization in India to take care of the matters relating to school education and research in education. It has a long history to provide quality services to Indian students and the 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. Let us discuss the establishment of NCERT.

Establishment

The National Council of Educational Research and Training (NCERT) was set up by Government of India in 1961 as an autonomous organization registered under Societies

Check Your Progress

5. How is NAAC and DEC associated with teacher education?
6. Describe the organizational structure of NCTE.
7. What is the main objective of NCTE?

Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development and Departments of Education in states/Union Territories (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, 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.

The 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:

1. Finance committee
2. Establishment committee
3. Building and works committee
4. Programme advisory committee
5. Educational research and innovations committee
6. Academic committee of the NIE
7. Advisory board of the Central Institute of Educational Technology
8. Advisory board of Pandit Sunderlal Sharma Central Institute of Vocational Education
9. Managing committees of the Regional Institutes of Education
10. 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 of the NIE;

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the dean (research) coordinates the research programmes and looks after 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 (RIE) 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 3.5.

Table 3.5 Organizational Structure of NCERT

Units	Structure	States cover
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, Panipur, 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 RIE, Bhubaneswar.

Objectives

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

1. Undertake, promote, aid, and coordinate research in areas related to school education
2. Prepare and publish model textbooks, supplementary material, newsletters, journals and other related literature
3. Organise pre-service and in-service training of teachers

4. Develop and disseminate innovative educational techniques and practices
5. Collaborate and network with state educational departments, universities, NGOs and other educational institutions
6. Act as a clearing house for ideas and information in matters related to school education
7. Act as a nodal agency for achieving goals of universalisation 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 organizations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries.

Role and function

The major role and function of NCERT focuses on six areas such as research, development, training, extension and dissemination, publication, and exchange programmes. Let us discuss the specific role NCERT.

Research

- Conduct and support research and offer training in educational research methodology.
- NIE, RIE, CIET, and PSSCIVE undertake programmes of research related to different aspects of school education, including teacher education.
- Support research programmes of other institutions/organizations by providing financial assistance and academic guidance.
- Provide assistance to research scholars for publishing their Ph.D. thesis and also provide fellowship to conduct research in education and related areas.
- 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.
- Collaborate with international agencies in inter-country research, projects, and comparative studies in school and teacher education.

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.
- Comes out with new innovative practices and methodology including pre-school education, formal and non-formal education, vocationalisation of education and teacher education.
- 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.

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- Suggests the state education department to use new techniques, methods, and technology in the field of school and teacher education.

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 incorporates 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.
- Presently, 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.
- 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.
- Train both in-service and pre-service teachers to be proficient in ICT.

Extension

- Organize many extension services and programmes through its departments such as NIE, RIEs, CIET, 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 differently abled.

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.

Exchange programmes

- To study educational problems and organize training programmes for personnel from developing countries, NCERT interacts with international organizations 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 get materials from other countries for comparing it and to produce quality materials for its students.
- It also organises faculty exchange programmes on request, and the faculty members are deputed to participate in international conferences, seminars, workshops, symposia, etc.

3.3.3 State Council of Educational Research and Training (SCERT)

All Indian 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 initiates the State run project, carry on it, and implement the project lunched by centrally sponsored. It coordinates NCTE and NCERT in the matter relating to educational development of School and Teacher. 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:

1. Improvement of curriculum
2. Teacher enrichment programme
3. Continuous and comprehensive evaluation
4. Quality textbooks
5. Improvisation and utilization of teaching aids, etc.

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Check Your Progress

8. Describe the organizational structure of NCERT.
9. What are the major objectives of NCERT?
10. Discuss the publication function of NCERT.

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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. Then after, various state governments started to establish SCERT in their state. 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 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 organizational structure of SCERT Odisha, has been described below for understanding.

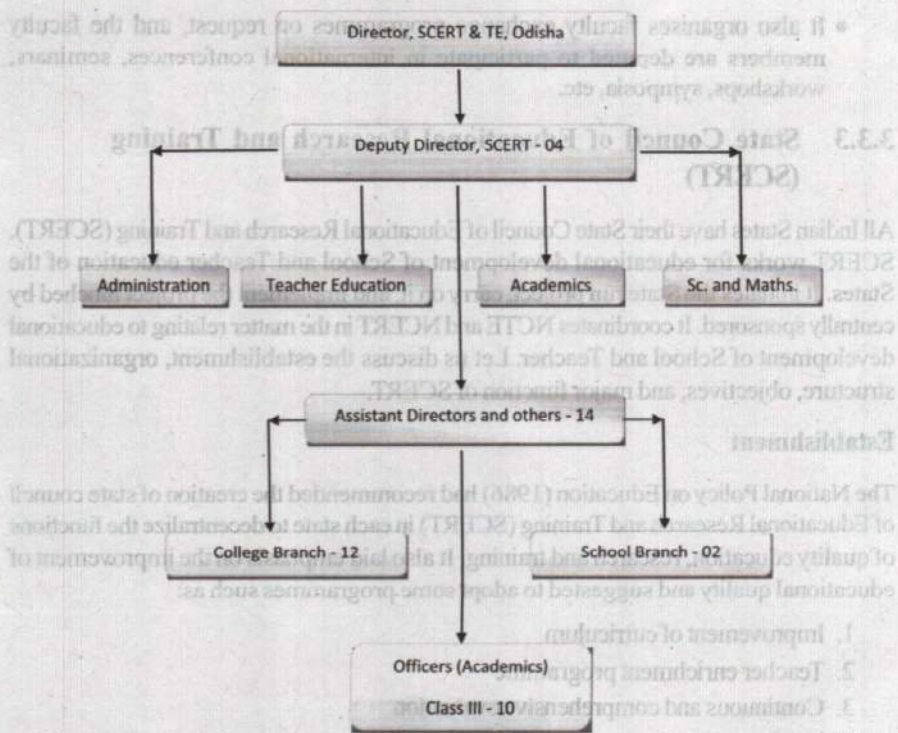


Fig. 3.2 Organizational Structure of SCERT, Odisha: An Example

Check Your Progress
8. Describe the organizational structure of NCERT.
9. What are the major objectives of NCERT?
10. Discuss the jurisdiction function of NCERT.

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 and mathematics. In the chronology, next are fourteen 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:

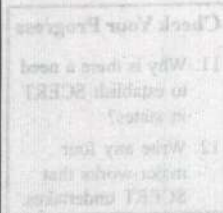
- To work in the areas of elementary education and teacher education programme (elementary and secondary) in the state.
- To organize pre-service training for prospective teachers, and capacity building programmes for in-service teachers, conferences, meetings, seminars and briefing sessions for state 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 life style, 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.

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- 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 for DPEP / SSA 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 school teachers.
- 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.

Check Your Progress

11. Why is there a need to establish SCERT in states?
12. Write any four major works that SCERT undertakes.

3.3.4 District Institute of Education and Training (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 and central government.

Establishment

According to Education Commission (1964-66), 'Of all the factors that influence the quality of education... the quality, competence and character of teachers are undoubtedly the most significant'. All these characteristics of a teacher depend majorly on the quality of training and the support that are provided to them. Due to the increase in elementary and adult education, the state level agencies found it difficult to manage. 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. Let us discuss detail structure of DIET.

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

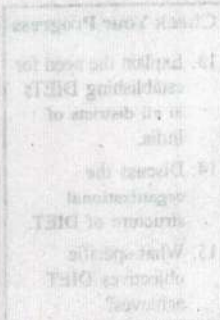
1. Foundations of education and pedagogy
2. The subjects taught at the elementary stages; namely
 - (i) Languages taught at the elementary level in the district (these may be two, three or even four, depending on the number of languages which are introduced in a state at the elementary stage and factors like bilingual character of a district)
 - (ii) Mathematics
 - (iii) Environmental Studies – Social Science
 - (iv) 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).

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- 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:
 - o 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.

Check Your Progress

13. Explain the need for establishing DIETs in all districts of India.
14. Discuss the organizational structure of DIET.
15. What specific objectives DIET achieves?

- Conducts action research and experiments to deal with specific problems of the district in.

3.3.5 Academic Staff College (ASC)

Establishment

The main philosophy of Academic Staff College (ASC) is to keep in mind that the teacher is central to the system. While it is universally accepted that the teacher is the pivot of the educational system, our system does not provide adequate opportunities for their professional development. It is, therefore, necessary to develop inbuilt mechanisms to provide opportunities for teachers. It is also accepted that a teacher must not be confined only to transmitting information but should also orient students to meet the challenges of life, to become better citizen and not merely a trained professional. It was believed in the past that a college/university teacher learnt the 'art' of teaching on the job by emulating his/her own teachers or senior colleagues. Today it is no longer adequate to expect a newly appointed teacher to acquire the 'art' of teaching by emulating.

National Policy on Education (1986) recommended establishing teaching department in the universities to orient and refresh the university teachers and make them acquainted with the development in higher education in the world. University Grants Commission (UGC) took the responsibility to establish Academic Staff Colleges (ASC) in various universities to induct and train the newly recruited teachers in colleges and universities. The NPE realized the need for providing opportunities to teacher to help better their career so that they are able to fulfil their role and responsibilities. It was proposed to enhance their motivation skills and knowledge through systematic orientation in specific subjects, techniques and methodologies, and thereby inculcate in them the right kind of values that would in turn encourage them to take initiatives for innovative and creative work. At present 66 Academic Staff Colleges are functioning in our country which conducts orientation and refresher courses for teachers contributing in higher education.

Organizational structure

Organizational structure of Academic Staff Colleges (ASC) is very simple. It has a director in the rank of a professor who heads the ASC. Two other faculties, one in the rank of associate professor and other in the rank of assistant professor, is appointed to carry out the work. Faculties in ASC are not necessary that they belong to a single subject rather they represent various subjects. They organise the orientation and refresher programme in which the renowned professors from different universities are invited to lead the session. Sometimes the faculties of ASC also take some of the sessions in general orientation programme.

Each academic staff college has an academic advisory committee with representatives from universities and colleges to advice on its programmes and the selection of resource persons. The vice-chancellor of the university at which ASC is located is the chairman of the committee. The committee constitutes of the following:

1. Vice-chancellor of the host university
2. One vice-chancellor from outside and one within the state
3. One UGC nominee

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4. Two directors of ASC, of which one is from outside the state
5. Two eminent professors
6. Two heads of department of university
7. Two principals of affiliated colleges

The director is the member secretary. The registrar and finance officer are special invitees. All members are nominated by the chairman. The term of the advisory committee is two years. The advisory committee meets twice in a year. All matters relating to the ASC including financial matters is placed before the committee. Let us discuss the main objectives of ASC.

Objectives of academic staff college

The objectives of the ASCs are to enable newly appointed lecturers to:

- Understand the significance of education, higher education in particular, in the global and Indian contexts
- Understand the linkages between education, economic and socio-economic and cultural development, with reference to Indian polity
- Acquire and improve art of teaching at the college/university level
- Keep abreast of the latest developments in their specific subjects
- Understand the organization and management of a college/university and understand the role of teachers in the total system
- Utilize opportunities for their personality development, initiative and creativity
- Be computer literate as well learn to use ICT in teaching and learning process

Roles and Functions of Academic Staff Colleges

Academic Staff Colleges has to plan, organise, implement, monitor and evaluate orientation courses for newly appointed college/university Assistant Professors of one or more universities in a state. ASCs also organize refresher courses for serving teachers. They also organize refresher courses for serving teachers, and orientation programmes for senior administrators and heads of department, principals, officers, etc.

An ASC will:

- Formulate a programme of orientation
- Identify resource persons in various fields of specialisation for conducting the orientation and refresher courses
- Familiarize the resource persons with the philosophy and guidelines of the courses
- Set up a documentation centre cum library for reference and source materials necessary for the courses
- Produce specially designed material required for effective implementation of the courses
- Organise, monitor and evaluate courses for teachers
- Create a culture of learning and self-improvement among teachers
- Organize orientation programmes for heads of department, principals, deans and other decision-makers

- Provide a forum for serving teachers to keep themselves abreast of the latest developments in various subjects
- Extends opportunities to widen their knowledge and pursue research studies
- Provide an introduction to new methods and innovations in higher education

The thrust areas for each refresher course are decided by the director in consultation with the course coordinator.

Apart from fulfilling these functions, ASC also undertakes many subject-specific programmes from time-to-time. Though all the subjects come under the jurisdiction of ASC still it maintains a careful strategy to provide justice to all the subjects. For operating courses like B.Ed and M.Ed, universities generally take permission from NCTE. Academic Staff College organizes refresher courses for education faculties both in general and teacher education. It organizes the refresher course in the university's teaching department of education and in case if the university does not have a department of education or teacher education, it organizes the programme in the Institute of Advance Studies in Education affiliated to that university. Head or senior faculty in education becomes the coordinator of the refresher course and the eminent scholars in education from different parts of the country and from the same university are invited to deliver lecture in that programme. It is something different from school education. The matters relating to higher studies in education which is closely associated with teacher and school education becomes the matter of deliberation. Comparative development of teacher education in India with other developed and developing countries are also dealt with during the refresher programme in education. Innovative research in education is also another important area of discussion in the refresher course of Academic Staff Colleges. For your understanding, a detailed course structure of an orientation and refresher course has been given below:

Orientation programme

Orientation programmes organized by UGC-ASC are generally of four weeks duration. The main objective of organizing orientation programme is to understand the significance of education in general and higher education in particular in the global and Indian contexts. In order to achieve the objectives of organising orientation programme, ASC develops the curriculum in four different components which is covered in minimum 144 contact hours i.e. six hours daily for a four-week programme.

Table 3.6 Curriculum Components in Orientation Programme

Component	Activity details
Component A :	Awareness of Linkages between Society, Environment, Development and Education — This component aims at helping teachers to realize the larger context of education and the role of a teacher in society.
Component B :	Philosophy of Education, Indian Education System and Pedagogy — This component aims at imparting basic skills and sensitivities that a teacher needs for effective classroom teaching.
Component C :	Resource Awareness and Knowledge Generation — This component aims at helping the teachers to be self-sufficient, and be continuously abreast of new knowledge and techniques, processes, methods and sources of knowledge.
Component D :	Management and Personality Development — Under this component, teachers are familiarized with the organisation and management of the college/university. They are made aware of the ways in which they may develop their own personalities.

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Refresher programme in education

The course curriculums of refresher courses are developed in consultation with the concerned departments. The course is so prepared that the content has essential percentage of the core material in the subject along with required percentage of areas of emergence and priority, essential laboratory and practical components, and computer application with relevant advancement of the subject.

The curriculum of a refresher course in education has been designed keeping in view the following topics:

- Use of SPSS for data analysis in educational research
- Concept of educational research and methodology used
- Calculation of reliability and validity of constructed text
- How to write research paper and research project report
- Research in parenting
- NCF 2005 and NCFTE 2009
- Science curriculum in the context of NCF 2009
- Writing standard Self-Learning Materials (SLM) for distance education
- Right to Education Act 2009 and Right to Information Act
- Qualitative and quantitative research in education
- Writing standard Bibliography and reference section
- Social inclusion and exclusion

All the above elements are carefully deliberated during refresher programme organized by Academic Staff Colleges of University Grants Commission. It covers most of the issues relating to teacher education. In this way ASC is associated with the development of teacher education. Though its contribution is specified still it serves to achieve excellence in teacher education programme by organising fruitful orientation and refresher courses for the teacher educators.

**3.4 COORDINATION OF VARIOUS UNITS OF
TEACHER EDUCATION INSTITUTIONS**

Till now you have studied the structure of teacher education in India and the institutions associated with teacher education. For achieving the greater interest of education there is a need to establish better coordination of various units of teacher education institutes and work together. As discussed earlier, NCTE cannot work independently. It uses the resources and man power of other institutions like NCERT, SCERT, and UGC-ASC for better implementation of its programme. It uses the research support from NCERT and other research organization. Let us have a thorough look on the development and association of teacher education institutions.

Check Your Progress

16. How is UGC Academic Staff Colleges (UGC ASC) associated with the development of teacher education?
17. How an orientation programme different from a refresher course organized by ASC?

Table 3.7 Association of Various Institutions of Teacher Education

Institutions Associated with Teacher Education

Institute	Nature of Association with other Institutes
NCTE	<ul style="list-style-type: none"> ▪ Uses the resources including man power of NCERT, SCERT, University Faculty to organise curriculum for teacher education and to develop norms and standards for various teacher education programme from time to time. ▪ The decisions and orders of NCTE are implemented by SCERT, DIET, NCERT, Universities, and other organisations.
NCERT	<ul style="list-style-type: none"> ▪ Closely works with NCTE, SCERT, and DIET. ▪ The decisions relating to teacher and school education was implemented by SCERTs, DIETs and Universities. ▪ Curriculum of school education constructed by NCERT was taken in account to form curriculum for teacher education because there is the need for a close association of school and teacher education. Most components of school curriculum are covered in teacher education curriculum so that the teachers become well acquainted to use the content and pedagogy to teach the students and prepare teachers for school education. ▪ Finding of the research in education and the new innovations conducted by NCERT are usually used by NCTE in teacher education.
SCERT	<ul style="list-style-type: none"> ▪ SCERT implement the decisions of NCERT and NCTE in State level. ▪ It also inspects colleges of teacher education and provides NOC to its operation. ▪ Before NCTE inspection and affiliation it needs to get NOC from State School Education department and the SCERT and of course Universities.
DIET	<ul style="list-style-type: none"> ▪ District Institute of Education and Training is also closely associated with NCTE, NCERT, SCERT to implement the works relating to school and teacher education in ground root level. ▪ Implementation of various projects such as RTE Act 2009, CCE, Mid-Day-Meal Scheme, and many such other programmes are implemented by DIET. ▪ It maintains coordination between central and state level agencies to really workout the plans and projects in school and teacher education
ASC	<ul style="list-style-type: none"> ▪ Academic Staff Colleges are also equally associated with institutes of teacher education like NCTE and NCERT. ▪ It organises orientation and refresher programmes in education and teacher education based on the curriculum developed by NCTE for the Teacher Educators in Bachelor and Master level.
Universities	<ul style="list-style-type: none"> ▪ Universities are in a central position to affiliate and administer the academic and other matters relating to teacher education. ▪ In response to administering professional courses like teacher education, it uses the norms and standards developed by NCTE. ▪ Takes permission from NCTE to open its own teacher education department.

NOTES

Studying Table 3.7, you must have understood as to how the institutes of teacher education are closely associated with each other. The success of teacher education programme is not the function of a single operator or stakeholder rather it is the contribution of the organizations discussed above for maintaining quality and genuineness in teacher education programme. Regional imbalance in teacher education is a factor which depends on how one region has enough teacher education institutes beyond its requirement whereas in some other region there is a dearth of institutes. Students migrate from one region to another to get a degree of teacher education facing innumerable difficulties in practice teaching, practicals and school based experiences. In this sense, all the institutes of teacher education need to have better association and coordination.

3.5 FUTURE PROSPECTS OF TEACHER EDUCATION IN INDIA: A CRITICAL ANALYSIS

NOTES

The central government 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 realised 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 universalisation of elementary education. There is wide diversity across 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.

Emphasising 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 school teachers 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.

Realising 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 at 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 taken care of in the 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 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. Only those institution should be permitted which fulfil all the criteria to run an institute.
- There must be a nationwide survey to know the specific requirement of teacher education institutes. To do it, enrolment of students, scope of teacher education, population parameters and requirement of future teachers need to be taken care of.
- Maintaining national and international integration is also another important ingredient in teacher education programme. Hence, there is a need to orient 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, and Continuous Comprehensive Evaluation (CCE).
- Grassroots 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.
- Moreover, national reconstruction and international participation need to be encouraged through teacher education programme.

3.6 SUMMING UP

- National Council for Teacher Education (NCTE) is the national regulatory body of teacher education in India.
- Formal teacher preparation programme starts in India after completion of 10+2 degree.
- Besides the formal teacher education programme, some informal teacher education programmes are available in India which educates the teachers to teach the Nursery students.
- Both NCTE and NCERT work as coordinating agency under MHRD, Government of India.
- Teacher education institutes prepare teachers to teach the students in elementary, secondary and senior secondary level.

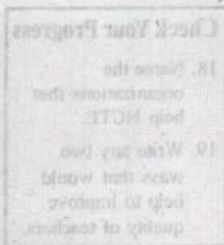
NOTES

Check Your Progress

18. Name the organizations that help NCTE.
19. Write any two ways that would help to improve quality of teachers.

NOTES

- Class IX and X which is known as secondary education come under Rashtriya Madhyamik Shiksha Abhiyan.
- M.A. Education degree is a two years degree in education which is considered equivalent to M.Ed. but is not a professional degree like M.Ed.
- To apply for M.Phil. or Ph.D. in Education one needs an M.Ed. or M.A. Education degree.
- National Council for Teacher Education (NCTE) is the apex body in teacher education in India.
- National Council for Teacher Education (NCTE) was set up in the year 1973 on the recommendation of Education Commission (1964-66) Government of India, to advise the Central and State Governments on matters relating to Teacher Education.
- NCTE in Delhi along with four Regional Committees have academic and administrative wings to deal with functions research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, in-service programmes apart from having the responsibility of introducing innovations in teacher education programmes.
- The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country.
- The National Council of Educational Research and Training (NCERT) was set up by Government of India 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.
- 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.
- All Indian States have their State Council of Educational Research and Training (SCERT). SCERT works for educational development of School and Teacher education of the States.
- The governor of the State is the ex-officio President of SCERT and the Minister of School and Mass Education of that State is the ex-officio Senior Vice President of the Council.
- 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.
- 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.
- National Policy on Education (1986) recommended establishing teaching department in the universities to orient and refresh the university teachers and make them acquainted with the development in higher education in the world.
- University Grants Commission (UGC) took the responsibility to establish Academic Staff Colleges (ASC) in various universities to induct and train the newly recruited teachers in colleges and universities.



3.7 KEY TERMS

- **NCERT:** National Council of Educational Research and Training
- **NCTE:** National Council for Teacher Education
- **SCERT:** The State Council Educational Research and Training
- **MHRD:** Ministry of Human Resource Department
- **CTE:** College of Teacher Education
- **IASE:** Institute of Advance Studies in Education
- **BRC:** Block Resource Centre
- **DELED:** Diploma in Elementary Education

NOTES

3.8 ANSWERS TO 'CHECK YOUR PROGRESS'

1. Regulatory body of teacher education is the central institute which develops norms and standards to affiliate teacher education institutes like NCTE. Accordingly, regulatory body in school education are those institutes that develop norms and standards for development of school education like NCERT, and SCERT.
2. To teach elementary students in school, a teacher requires a Diploma in Elementary Education (DELED) or Diploma in Education (D.Ed.) teacher education degree, whereas to teach secondary students in the school, a teacher requires a Bachelor Degree in Education like B.Ed. One can do D.Ed. after completion of 12th whereas to enrol in B.Ed. the minimum education required is Graduation in any discipline.
3. M. A. Education is a general course usually provided by the universities where as M.Ed. is a professional course that comes under teacher education and is governed by NCTE.
4. The courses considered as higher studies in education are M. Phil. Education. Ph. D. Education, etc. These courses are generally research based degree and are governed and run by the university teaching department of Education or the Institute of Advanced Studies in Education.
5. National Assessment and Accreditation Council (NAAC) inspect the teacher education institute and assign a grade to considering the maintained quality in all aspects whereas Distance Education Council (DEC) is a regulatory body meant for developing norms and standards for distance education in India including teacher education programme runs in distance mode.
6. The head quarter of NCTE is at New Delhi and it has four regional committees established at various regions in India like; Western Regional Committee (WRC) is at Bhopal, Eastern Regional Committee (ERC) is at Bhubaneswar, Northern Regional Committee (NRC) is at Jaipur, and Southern Regional Committee (SRC) is at Bangalore. The power is decentralised for better management of teacher education programme.
7. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.

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8. The head quarter of NCERT is at New Delhi and presently it has five Regional Institute of Education are at Bhubaneswar, Mysore, Ajmer, Bhopal, and Shillong. The head quarter develops norms and standards for school education and develops and publishes books for school education whereas the Regional Institute of Education (RIE) basically prepares teacher educators and teachers for school education. It also conducts quality research in education. Besides it organises many training programmes for the school teachers, counsellors, and the educational administrators.
9. The major objectives NCERT undertakes are as follows:
 - To control school education up to standard 12th.
 - To develop curriculum for school education.
 - To publish books for school education.
 - To conduct quality research in education.
 - To conduct training programme for the teachers in various themes.
 - To operate regular courses for preparing teacher in school and teacher educators.
10. NCERT publishes text books for the students starting from Class-1 to Class-XII. All the schools of CBSE Board follow this book where as the State Government prepare their curriculum according to the curriculum develops by NCERT. It also publishes good researches, and teacher support materials. Another important publication function of NCERT is to publish Education Journals, periodicals, and Survey in Education.
11. SCERTs have been set up for better administration and control of teacher and school education in States and to implement the centrally and State run education projects and plans in the states more effectively.
12. The four major work of SCERT are:
 - Acts as an agent of change in school education including formal and non-formal education and teacher education.
 - Controls and supervises 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.
 - Organizes 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.
 - Organizes programmes, including correspondence-cum-contact courses for professional development of teachers, teacher educators, and inspecting officers.
13. DIETs have been established in all districts of India for better implementation of the educational projects in ground root level and to prepare good teacher who can take the responsibility of the nation.
14. All Indian districts have a DIET. 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.

15. The major objectives of DIET are as follows:
 - To prepare teachers for school teaching.
 - To organise training programmes for the teachers.
 - To implement central and State run educational programme.
 - To conduct action research.
16. UGC Academic Staff Colleges organizes various orientation and refresher courses for the faculties of education and teacher education for teachers who teach in colleges of teacher education and universities. In this way ASC is associated with the development of teacher education.
17. Orientation course is general in nature whereas refresher course is subject specific.
18. NCTE cannot work independently. It uses the resources and man power of other institutions like NCERT, SCERT, UGC-ASC, etc. for better implementation of its programme.
19. The two ways to improve teaching are as follows:
 - 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.

NOTES

3.9 QUESTIONS AND EXERCISES

Short-Answer Questions

1. How is teacher education programme different from general education?
2. How do institutes like NCTE, NCERT, and SCERT coordinate with each other for better functioning of teacher education in India?
3. Academic Staff College of UGC contributes to maintain quality in teacher education. Discuss.
4. How does SCERT fulfil its education responsibility for the states and also maintain better coordination with central educational organizations.
5. Compare the structure of Indian Teacher Education Programme with any one country abroad.
6. Prepare a short note on the functioning of teacher education programme in your district.
7. Write a short note on the future of teacher education in India.

Long-Answer Questions

1. Discuss the teacher education structure in India.
2. Describe the role and functions of NCTE to regulate teacher education in India.
3. List out the specific contribution of DIET.
4. Discuss the important functions that DIET undertakes.

5. Critically analyse how NCERT is a unique organization in the field of school education, research, and teacher education.

NOTES

3.10 FURTHER READING

- National Curriculum for Teacher Education*. 2009. New Delhi: NCTE.
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UNIT 4 PREPARATION OF TEACHER FOR SPECIALIZED AREAS

NOTES

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Definition of Practice Teaching
 - 4.2.1 Objectives
 - 4.2.2 Organization of Student Teaching
- 4.3 Preparation of Teachers for Physical Education
 - 4.3.1 Physical Education as an Integral Part of Teacher Education
- 4.4 Languages
- 4.5 Science
 - 4.5.1 Professional Development of Science Teachers
- 4.6 Mathematics
 - 4.6.1 Teacher Education Institutions
- 4.7 Social Sciences
- 4.8 Summing Up
- 4.9 Key Terms
- 4.10 Answers to 'Check Your Progress'
- 4.11 Questions and Exercises
- 4.12 References and Suggested Readings

4.0 INTRODUCTION

Teaching involves multiple activities comprising the gamut of teacher education programme. The programme interconnects with theoretical study, field work and practicum and a wide range of institutional experiences involving school students, teachers, student teachers, and teacher educators. In a way, it acts as the evaluation tool for effective teacher education and is a critical quality indicator.

For teachers to be sufficiently prepared for the challenges in the profession, it is vital that student teachers receive comprehensive pre-service training. Vonk (1993) has pointed out that the teaching profession starts with pre-service teaching induction and continues with in-service training. Practice teaching is considered the pivotal component of the B.Ed. programme. The practicum or student teaching is where theory meets practice. The performance in student teaching is the single most important criterion for predicting success in in-service teachers.

4.1 OBJECTIVES

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

- Discuss the importance of physical education
- Explain the role and importance of language
- Describe the qualification needed to become a science teacher
- Discuss the different methods of teaching science
- Explain the importance of mathematics and social sciences in school education

4.2 DEFINITION OF PRACTICE TEACHING

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Practice teaching is when student teachers teach their specialized subject to students in a regular school for a specific period. During this period the student teachers take up the role of a regular subject teacher and also 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 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, and street children so that they learn to communicate and relate with them.

Internship is defined as 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 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 and enhances motivation to continue learning.

4.2.1 Objectives

Teacher education, when viewed as a holistic enterprise, involves actions of different kinds and aims at complete development as a teacher with knowledge and understanding, repertoire of skills, positive attitudes, habits, values and the capacity to reflect. It will require an intensive internship for student teachers. Thus, student teachers should be made aware of the need to:

1. Care for students and be sensitive to their needs
2. Perceive the need to make learning a joyful activity, not mere rote learning
3. Examine curriculum in the local context
4. Devise learner-centered activities suited to the needs and interests of the children
5. Integrate academic learning with the diversities present in every classroom
6. Promote values of peace, equality and secularism
7. Communicate amicably with children
 - Reflect on classroom activities and learning
 - Development of professional skills in pedagogy, observation, documentation, analysis and interpretation
 - Interpret reality within varying theoretical and experiential frameworks

4.2.2 Organization of Student Teaching

Teaching practice helps the trainees to acquire practical skills through direct experience and at the same time the trainers get the opportunity to assess and guide the trainees in both summative and formative evaluation process. It also helps the teacher educators to

develop an understanding of the student teachers and their style of teaching which they inculcate under professional guidance and supervision. The schools which agree to let the student teachers to teach extend materialistic and moral support to them. Therefore, it is important to have a conducive environment for the student teachers to be able to gain confidence and work effectively with the fellow students and the school personnel. This will give the student teachers the opportunity to engage in profitable experiences in observing, sharing and in teaching with the guidance and supervision of student supervisors or tutors.

Teaching practice is a cooperative venture involving the student teachers and their supervisor on the one hand and the staff and students, on the other. The programme includes teaching, demonstration, participation in co-curricular activities and evaluation, which is the final assessment of the student teachers.

4.3 PREPARATION OF TEACHERS FOR PHYSICAL EDUCATION

Physical education is an integral part of an education system. It aims at building a sound body, a sharp mind and a wholesome personality. Physical education is essential for the cultivation of vitality, courage, self-confidence, cooperativeness, leadership, obedience, discipline and positive attitude towards life and the world. Great educational thinkers like Plato, Rousseau, Gandhi, Aurobindo and Russell have laid great emphasis on it.

Physical education mainly includes programmes such as Certificate in Physical Education, Diploma in Physical Education, Bachelor in Physical Education and Master in Physical Education. These courses are conducted by a number of universities and institutions. Some of them are:

- Sadguru Education Society's College of Physical Education, Jalgaon, Maharashtra.
- Kishan Institute of Teacher's Education, Meerut, UP.
- Acme Institute of Management and Technology, Agra, UP.
- Lakshmbai National University of Physical Education, Gwalior, Madhya Pradesh.
- Indira Gandhi Institute of Physical Education and Sports Science, Delhi.
- Netaji Subhas Institute of Sports, Patiala, Punjab.
- Central Health Education Bureau, Delhi.

Physical education being imparted in colleges stresses on:

- Development of sociability, obedience and discipline, acceptance of authority, positive attitude, equanimity, rapport with others and group consciousness
- Development of emotional stability, control over one's own feelings and temptations
- Development of mental health, ability to take immediate decision and prompt action
- Cultivation of the power of concentration
- Inculcation of democratic values
- Development of neuro-muscular skills
- Formation of character and development of willpower

NOTES

Check Your Progress

1. Define practice teaching.
2. What is internship?

NOTES

Development of physical fitness and health of students is not the responsibility of the teachers of physical education alone. In fact, every teacher has a role to play in this direction, especially at the elementary stage and must have substantial exposure to physical education and health education. The teachers, other than physical education teachers, also need to take interest in games and sports and physical activities.

Every prospective teacher, irrespective of the level, needs to be made conversant with the basics of physical education. In addition, every trainee is required to participate in at least one major group game and two items of sports.

Curriculum for physical education should be viewed from the following two angles:

- Physical education as an integral part of teacher education programmes at all levels
- Physical education specifically for preparing teachers of physical education

4.3.1 Physical Education as an Integral Part of Teacher Education

Objectives: The objectives of physical education as an integral part of teacher education may be as follows:

- To enable teachers to be conversant with the basics of physical education.
- To enable them to understand the relationship between general education and physical education.
- To enable them to organize games and sports and physical activities.

The expected outcome of such an approach will lead to universalisation of physical education in schools.

Strategies

- Inclusion of physical education component in teacher education at all levels.
- Compulsory participation in at least one major group game and two items of sports.

1. Teachers of Physical Education at the Elementary Stage

These courses leading to a certificate or diploma are being suggested for the teachers of physical education at the elementary stage. The programme aims at realizing the following objectives:

- Objectives:** The objectives of physical education at elementary stage are to:
- Enable prospective teachers to understand the nature and purpose of physical education at the elementary stage
 - Develop awareness of basic principles of health, hygiene and nutrition
 - Enable them to develop good health and sound physique of students
 - Foster interest in physical exercises, games and sports
 - Inculcate the spirit of healthy competition and leadership
 - Develop team spirit and fellow feeling
 - Promote among them the competencies for organizing different kinds of activities in physical education

1. Define physical education
2. What is the importance of physical education?

- Enable them to develop among students physical and mental alertness
- Enable them to develop emotional stability and self-control

Curriculum framework

Theory

- Emerging Indian Society
- Physical Education: principles, purpose, status, problems and issues
- Psychology and Sociology of Physical Education
- Methods and Techniques of Physical Education
- Basics of Anatomy, Physiology and Kinesiology
- Health and Safety Education
- Management and Organization of Physical Education
- Yoga - basics of theory and practices

Practice teaching and practical

- Demonstration
- Coaching
- Organization of games and sports
- Organization of indigenous and local games and sports
- Organization of community games and sports
- Lessons in yogic exercises
- First aid, care of minor injuries, bandage and massage
- Upkeep and use of materials and equipment
- Marching
- Swimming
- Gymnastics
- Relaxation exercises

2. Teachers of physical education at the secondary stage (B.P.Ed.)

B.P.Ed. programme is intended to prepare the teachers of physical education for secondary schools. The programme aims at realizing the following:

Objectives

- To enable teachers to understand the nature, purpose and philosophy of physical education at the secondary stage
- To prepare teachers of physical education with broader educational perspective
- To develop potentialities for planning and organizing physical education programmes and activities
- To develop capacity to organize leisure and recreational activities
- To empower them to inspire students to actively participate in physical and yogic exercises, games and sports

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- To enable teachers to develop personality, character, will-power, democratic values and positive attitude towards life among their students
- To make teachers capable of imparting basic knowledge about health, hygiene and nutrition
- To develop skills and competencies to organize school and community games and sports
- To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism
- To promote mental health, power of self-decision and self-control, correct judgement and action, emotional stability and equanimity, respect for others and acceptance of authority and rules
- To promote appreciation and interest for indigenous games, sports and yogic exercises
- To create awareness about health and hygiene in the community

Curriculum framework

Theory

- Emerging Indian Society
- Foundations of Physical Education
- Management of Physical Education, Games and Sports
- Kinesiology and Physiology of Exercises
- Anatomy, Physiology and Health Education
- Psychology and Physical Education
- Guidance and Counseling in Physical Education
- Evaluation in Physical Education
- Adapted Physical Education

Specialization

- Sports Medicine
- Rules of Games and Sports
- Science of Training and Coaching
- Yogic Education and Indigenous Games
- Education of Athletes

Practical and practice teaching

- Demonstration
- Practice of coaching
- Organization of games, sports and recreational activities
- Organization of meets/camping
- Participation and training in major games and sports
- Participation and training in major indigenous games and sports and yogic exercises
- Track and field events

- Gymnastics and tumbling
- Marching and calisthenics
- Defensive martial arts
- Aquatics
- First aid, bandage and massages
- Care and management of minor injuries
- Conditioning exercises
- Relaxation exercises

Masters course in Physical Education (M.P.Ed.): The masters programme is intended to prepare teacher educators for physical education. Its objectives may be the following:

Objectives

- To enable prospective teacher educators to understand the nature, purpose and philosophy of physical education.
- To develop competencies necessary for physical training and coaching.
- To develop knowledge, skills and competencies necessary for imparting physical education.
- To enrich knowledge of personal and community health.
- To promote the capacity to organize games, sports and recreational activities.
- To provide knowledge of sports medicine and physiotherapy.
- To develop competence to undertake research in physical education, games and sports.
- To enable them to prepare good athletes.
- To inculcate the spirit of sportsmanship.
- To foster interest in physical education and appreciate its role in school and society
- To prepare for evolving stage-specific curriculum, pedagogy and evaluation techniques in physical education
- To develop an understanding and appreciation of indigenous approach to physical education, exercises, games and sports

Curriculum framework

Theory

- Emerging Indian Society
- Physical Education in Historical, Philosophical and Social Perspectives
- Psychology and Physical Education
- Physiology of Exercises
- Curriculum Development in Physical Education
- Evaluation in Physical Education
- Mechanical and Scientific Principles of Coaching
- Research Methods in Physical Education

NOTES

Check Your Progress
1. Why is physical education important in schools?
2. Mention any four objectives of physical education in elementary stage of education.

NOTES

Specialization

- Management of physical education, games and sports
- Sports medicine
- Physiotherapy
- Principles and practice of yogic exercises and Indigenous games and sports
- Training methods: exercises, games and sports
- Rules and regulations of games and sports

Dissertation/project work

Practical work

- Demonstration
- Advanced coaching
- Organization of games and sports meets camps and recreational activities
- Tests - development, administration and scoring
- Sports skills tests
- Major fitness tests
- Strength tests
- General motor ability tests
- Psychomotor tests
- Cardiovascular tests
- National physical fitness tests
- Physiotherapy
- Dislocation reduction
- Yogic therapy
- Hydrotherapy
- Electrotherapy
- Relaxation
- Warm up
- Massage
- Bandaging
- First Aid and Care for Minor Injuries
- Reconditioning

Check Your Progress

3. Why is physical education important in schools?
4. Mention any four objectives of physical education at elementary stage of education.

4.4 LANGUAGES

Since teaching-learning is a purposeful activity, it is essential that the aims of this interaction are stated clearly and specifically so that all thrust is made in that direction. The targets are identified and a concerted effort is made to realize them. Aims, therefore, are of vital importance because all teaching-learning has to be in accordance with these aims. These

aims are fixed in advance and are definite and creative. Aims are the beacons that light the passage of the lone traveller in pursuit of excellence, in this case linguistic excellence.

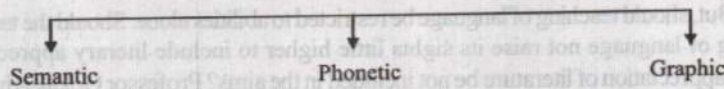
1. Types of aims

- a. Specific aims
- b. General aims

a. Specific aims: These are particular, general, brief and crisp aims identifiable in behavioural terms, and are achievable in day-to-day learning.

b. General aims: These are the long-term aims of far reaching consequence and are spread over a considerable period of time, e.g., aims of education or, aims of teaching-learning a language. These are broadly spelt out destination that one has to reach in its pursuit of learning.

General Aims may further be described in a graphical form as under:



- i. Semantic aspect of the general aims relates to understanding; meaning of the words and their relationship in a sentence. Language deals with comprehension. The word-meanings, synonyms, antonyms are basic to language-learning.
- ii. Phonetic aims deal with speech-sounds; spellings, pronunciation, etc. The words learnt must be spoken in a socially acceptable manner.
- iii. Graphic aspect deals with the graphic presentation of the language, its script and, therefore, deals with writing of language.

Based on the above analysis of the general aims of teaching-learning a language, the following general aims are specified for teaching-learning of language. The teachers and pupils engaged in this purposeful activity must attain these aims; there is no choice, no options.

2. Aims of learning a language

Following are the linguistic aims of learning languages. Linguistic aims provide a working knowledge of the language. These aims are:-

a. To enable students to hear and understand spoken language: This is called listening. At this stage a teacher should be absolutely sure of his/her own phonetics, etc., rather than speak loose in the class. The teachers are the model the pupils are going to imbibe. Therefore, teachers should put their best foot forward and leave correct impressions on the tender minds of the pupils. Listening, therefore, relates to knowledge.

b. To help them acquire proficiency in spoken language: This is the speech aspect related to application which is a higher cognitive level than knowledge. Here, a pupil will apply, use in spoken form what all he/she has heard, in whatever form, it is going to be replicated by the student of what he/she has heard. Speech is based on listening.

c. To enable them to understand what they read in language: This is the comprehension level.

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d. To enable them to write language: This is the process of the culmination of linguistic skills.

Learning of language should suffice with these aims which are purely linguistic and are related to abilities, phonological and morphological considerations, of form and substance, expression and content. They relate to syntax for a meaningful and correct language. Whereas morphology is the grammar of words, syntax is the grammar of sentences. As said earlier, these aims have only linguistic relevance and application. According to Thompson and Wyatt, 'It is necessary that the Indian pupil should not only understand language when it is spoken or written, but also should be able to speak and write it.' This is the practical side of these aims. In senior classes instruction in language aims at a practical command of the language, as judged by the ability to speak in good modern language on any simple topic without previous preparation. Therefore, where language is taught as a second language, we should be contented with these aims.

But, should teaching of language be restricted to abilities alone. Should the teaching-learning of language not raise its sights little higher to include literary appreciation? Should appreciation of literature be not included in the aims? Professor Gokak advocated its inclusion, not from the point of view of pseudo critical enquiry but of imaginative and logical comprehension, of textual analysis. A language teacher should not restrict himself/herself to these four linguistic aims; he/she must transcend them to include literary appreciation and, reading for the pure delight of reading. As Palmer said, 'To aim at literature is to miss the way to language. To aim at language is to pave the way for literature.' Language should precede literature.

In the backdrop of the general aims stated above, a teacher should have in mind definite, clear cut aims for each lesson. These aims are short-term, clear, precise, to the point and expressible in terms of achievement. For example, if the general aim is teaching of grammar, the teacher must have specific aims, such as, teaching of tenses. It narrows down the area of learning and helps a teacher to concentrate on one aspect of the whole subject and on language activity. Similarly, if the aim is reading, the teacher will have to first give a model reading and make children comprehend by means of silent reading and then, make them read aloud. It is only at the stage of silent reading that a child reads with comprehension. If the aim is reading, it is not the loud reading which is only a preparation for silent and intelligent reading. As a matter of fact, pupil should be later discouraged to make humming noise while reading.

Specific aims thus help both teachers and pupils to be on a clear, well-defined, precise ground of action. So, the general aims find their realization in and through the specific aims which may also be called objectives.

3. Aims of teaching language at various school levels (instructional objectives)

Objectives of teaching language have been clearly stated as proficiency in listening, speaking, reading and writing, the modern behaviourist theories of education insist on their expression in behavioural terms. These specifications will determine if a particular learning has taken place or not. These are called instructional objective with specific behavioural changes taking place as a mark of learning. Let us examine the objectives of teaching language vis-à-vis their corresponding instructional objective.

4. Objectives of teaching language

Knowledge: The first objective is knowledge which includes knowledge of language, content, speech-sounds, words and structure of language. Speech is primary, hence knowledge of speech-sounds is given first. There are number of speech-sounds which depend on language. Sanskrit language has more speech sounds than English and a student should be initiated into these. This entails initiation into phonetics and phonology to explain how vowels and consonant sounds are produced. Units of sounds are combined into words and sentences. The interplay of phonemes and morphemes in making language speakable, tangible as unexpressed, and finally, prescribing on them various patterns of syntax. This process helps language to be spoken— spoken words arranged in meaningful order, in a socially acceptable manner. Grammar is integrated into morphemes and syntax.

Application of knowledge to newer situations and fields is the second objective of teaching language.

Development of skills: Four linguistic skills have to be developed. These skills are listening speaking, reading and writing.

Interest and attitude: Develop favourable attitudes by creating appropriate atmosphere. Mother tongue may be used as a medicine and not as meal. Make teaching-learning of language a pleasurable, enjoyable experience to stimulate self-reading of books in language, language movies, skits, plays, comics, etc.

Literary appreciation: Let them breathe the beauty of rhythm and rhyme. Let them appreciate language as literature and not merely as a language. Create literary taste in the pupils and develop in them critical thinking and spirit of enquiry.

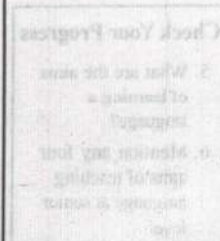
Literary expression: Let them dabble in the art of literary expression. Expose them to literary forms and personage. Infuse in them the love for Language, as a language and literature.

5. Objectives of teaching language at elementary school level

A student at the end of the term should be able to:

- Make simple sentences/statements in language; frame short sentences, example sentences to express him through speech and writing.
- Speak with a socially acceptable pronunciation, acquire command over the phonemes of the language, and speak language with correct stress and intonation.
- Write language legibly and coherently using proper punctuations, and correct spelling.
- Respond to short conversational questions and to ask questions himself.
- Acquire reading ability and read the material properly graded for his level.
- Acquire adequate vocabulary.
- Use language when he has to respond to calls, requests, greetings, etc. or when he is to do the same to others.
- Understand Language when spoken to with equal fluency as others of his class and community.
- Aim at conversational language rather than on textbook language.

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6. Objectives of teaching language at senior level

Aims of teaching language at the senior level are:

- A student at the end of the secondary stage should be able to speak language fluently and correctly. Fluency implies acquisition of a reasonable standard in speech-habits, which means speaking with an acceptable pronunciation and intonation. Correctness means use of accepted usages.
- Speak freely, ability to think in language rather than translate.
- Should be able to talk in language and express ideas in language in all situations.
- Should be able to understand other speakers.
- Should be able to compose speech freely and independently.
- Should be able to read books by themselves and do self-reading with understanding.
- Should be able to use resource materials e.g. dictionaries, reference books, etc.

To become language teacher, one should have studied a paper of literature in a particular language up to graduation level or have studied a particular language as major subject at graduation level. All most all the B.Ed colleges offer teaching of language in their B.Ed programme.

4.5 SCIENCE

General aims and objectives of teaching any school subject can be developed and understood in the light of its scope, importance and educational taxonomy. Effective teaching involves having reasons for whatever is done in the class and measured by the objectives. Hence, before teaching we must do some homework to know what to teach, why to teach and how to teach. In other words, we must determine the purpose and settle the objectives for teaching the content of prescribed syllabus of science. There are 'intrinsic' and 'extrinsic' justifications for teaching science.

Intrinsic factors

These factors emphasize the value of science as an educational activity. It includes fundamental interests in the discipline, the imitation into empirical modes of investigations, the need for factual framework for making moral judgments on issues, such as environmental pollution, sex education, abortion, and women empowerment, and development of greater facility in language, intellectual skills and motor abilities.

Extrinsic factors

Extrinsic factors emphasize on the utility of science for oneself and society at large, i.e. the need for everyone to have scientific skills in today's technical age, application of scientific knowledge and training individuals for science-based vocations.

Considering the increasing significance of science in our daily life and the influence it exerts on nature, secondary school students should have knowledge of the subject. They should know how to apply the subject to solve problems and make decisions at a personnel and community level on issues such as primary health care, drug abuse, population control, etc.

Educationists (Falk, 1971) and different projects Biological Science Curriculum Study (BSCS) in 1959, National Assessment of such as Educational Progress (NAEP),

Check Your Progress

5. What are the aims of learning a language?
6. Mention any four aims of teaching language at senior level.

USA, 1972-73, Science Teacher Education Project (1974), UNESCO (1976), and Dowdeswell's Age Specific Objectives in 1981 have suggested aims and objectives of science teaching at school level.

Cognitive aims and objectives

Development of knowledge and memorizing ability: Knowledge of facts, concepts, principles, theories and laws of science should be imparted based on the child's age, intellectual level and experience. The purpose is that the child should memorize given knowledge and simply recall or recognize it in the hour of need. This is the lowest-level objective and acts as building blocks to construct the building of science.

Example: Imparting knowledge of plant, animal, natural phenomena, concepts, formulas, inventions and discoveries, pollution, environment, chemicals, salts, waves, light sound, etc.

Teacher's task is to impart the relevant information. The students' task in non-observable form is lowest order thinking or memorization. In observable form, it is to recall, recognize the memorized content (facts, concepts, principle, theory, law, definition, formula, symbols, etc.). The child cannot add or delete anything.

Developing comprehension ability: The teacher's task is to develop the understanding of scientific facts, concepts, principles, theories, and laws in the students. Through various methods of teaching and learning, the teacher tries to let the students comprehend processes and products of various scientific phenomena. The students' task in non-observable form is lower order thinking where they understand or try to understand the concepts. In observable form they try to perform the following on their own:

- Explain
- Interpret
- Illustrate
- Discriminate
- Identify
- Change
- Find fault
- Give examples
- Define in their own words

Developing application ability: The teacher's task is to make the students capable of using the scientific knowledge and understanding (previous two levels) in their daily life situations. The teacher requires displaying, demonstrating, and involving students in various activities pertaining to scientific significance such as blood donation camp, polio immunization campaign, health, pollution and nutrition-related studies. This will help students to construct their own knowledge, comprehension and usability.

The students' task in non-observable form is higher order thinking. In the observable form the students should be able to do the following.

- Apply what they have learnt in their daily life situations
- Formulate hypothesis and test it
- Confirm or reject a hypothesis
- Correlate

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- Establish cause and effect relationships
- Predict new happenings
- Draw inferences
- Give reasons for scientific phenomena
- Draw conclusion
- Analyze
- Synthesize

Developing analytical ability: It refers to the ability to break down thing into its constituents or parts so that its organizational structure and minute details can be studied in depth. The teacher's task is to hold discussion, demonstration, conduct laboratory classes, and use activity-based teaching. The students' task in non-observable for is higher order thinking. In observable form the students participate in discussion, demonstration, laboratory work and activities. The students analyze a given situation in various contexts and break down the whole into its components, such as a flower into its various parts, namely calyx, corolla, androecia and gynoecia.

Developing creative ability or ability to synthesize: It refers to the ability of individuals by which they can create new and innovative ideas, create new things, and new ways of doing a task or solving a problem. Students develop the ability to synthesize various components or parts of a structure into its whole.

The teacher's task is not to provide hands-on-experiences to the students only. He/she should engage the students in new types of work so that they can think multidirectional. The teacher should give projects to the students and listen to their ideas, see how they work, and present the topics and appreciate their efforts. The students should be given problematic situations which they should solve on their own.

The students' task in non-observable form is higher order thinking and high level of imagination.

In observable form students actively participate in projects, activities, laboratory work, discussion and demonstration. They should give creative ideas, solution to problems and actively work on projects. The students should try to do everything in different ways and combine various parts of an object into its whole.

Developing evaluation ability or ability to evaluate: Students develop the ability to evaluate various processes and products of sciences. For example suppose an individual has developed the understanding of nutrition, food products, physiology of blood circulation, heart-related problems, etc. Suppose a new type of food item is put before the students for eating. First, they will try to know the possible effects of the food on their health. If they find it beneficial for health, then they will eat it or else reject the food product. This way one can evaluate the quality of food one has been served with.

Aims and objectives

Development of scientific attitude: The most important aim of science teaching is the development of scientific attitude among the students. Scientific attitude is a set of values which govern our personal, social, professional, and economical and all spheres of activities show the right direction and make us successful in our endeavor. It is characterized by the following behavioural pattern of the individual:

- Open-mindedness
- Curiosity
- Belief in cause and effect relationship
- Empiricism
- Skepticism
- Empathy for human conditions
- Critical thinking
- Respect for the view of others
- Objectivity and precision
- Suspended judgment
- Tolerance
- Freedom from superstition
- A planned procedure in solving problems

Training in scientific method: This is the ability to solve problems in a scientific way by applying scientific approach and methods. It is an attempt to develop among students the habit of applying scientific methods skillfully, with enthusiasm and a confidence to solve their day-to-day problems. Students of science should be able to adopt steps of scientific method. For this to develop among students, it is essential that they should be trained through practice, by making them solve problems.

Developing interest in science: The teaching of sciences should enable students to develop and enjoy personal interests in the field of science and related field of study and professions. They should be drawn towards the things which have scientific significance. The students should show interest and involve themselves in science and scientific activities such as reading journals and magazines of science, take membership in science clubs, eco clubs, participate in science fairs, exhibition, and excursion.

Development of appreciation towards scientific findings: Interest and appreciation are interrelated variables of personality. If an individual is interested in any area of study, he/she will appreciate any new development in that area. A science student and the teacher must appreciate the new findings and developments in the field of scientific sciences.

Developing suitable career interest: The science curriculum should prepare students for some vocation and specialization in the subject itself and professional courses, such as medicine, sericulture, apiculture, lac culture, pharmacy, bioinformatics, and eco-friendly techniques of doing or producing things for human welfare among others.

Helping students to make a balance between science, technology and society: Science along with other branches of science should prepare the young generation to make a balance between science, technology and society. Science and technology must be developed for human welfare, but not at the cost of society. It should not break the delicate balance in the ecosystem as it will then ultimately harm human beings.

Psychomotor aims and objectives

It includes the development of various skills. Teaching of sciences aims to develop various skills in the individuals that can be used not only when studying scientific sciences but also in other spheres of life. For example, the skill of observation is a key factor of

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personality which makes an individual successful in all walks of life. Similarly, problem-solving skill not only helps in academics, but makes an individual habitual of solving personal, social, family and other problems in a rational manner. Following are the skills which are developed through scientific sciences teaching:

- Observation skill
- Manipulative skill
- Experimental skill
- Dissection skill
- Drawing skill
- Problem-solving skill

Difference between general and specific objectives

General aims and objectives are the overall aims and objectives which a teacher needs to develop in his students. It is a broad category of aims and objectives which take longer duration of time to develop in the students. These aims and objectives are set out by the state authorities and institutions in relation to the current national and international demands. Institutions and authorities involved in this work are MHRD (Ministry of Human Resources Development) and its department at various levels of school education—NCERT and SCERT. The education minister and the cabinet also play a very effective role in this direction as they have a control over NCERT and SCERT. These aims are also set for a long duration of time and cannot be achieved overnight.

Professional qualification of science teacher

The science teacher must possess a teacher's training degree (B.Ed.) with the following essential components:

- (a) Teaching pedagogy of sciences.
- (b) Skill of laboratory organization and management.
- (c) Skill to organize and manage non-formal science education, such as science club, eco club, education tours and excursions, Science quizzes, Science bulletin board, museums, etc.
- (d) Skill to improvise, care and maintain apparatuses and equipments.
- (e) Preparation and organization of instructional materials.
- (f) Practical knowledge of child development psychology to teach, guides, support and help students properly.
- (g) Lesson and unit planning.
- (h) Evaluation techniques.

General skills and competencies required in a science teacher

1. Good theoretical knowledge of the subject.
2. Command over the practical part of the subject.
3. Basic knowledge and understanding of the subjects related to science, such as chemistry, physics, biology, mathematics, environment, geography.
4. Good communication skill. The teacher should be sound in the language which is used as the medium of communication, and it should be of the level that the pupils can understand.

5. The teacher should be well-trained in using various skills of teaching.
6. The teacher should be aware about the latest developments in the subject at national and global level.
7. Should be aware about the recent research trends in the subject.
8. The teacher must be conversant with the skill of lesson planning, and the preparation to teach the students effectively and with confidence.
9. Must be skilled in practical work and its organization and management.
10. Must be able to demonstrate experiments effectively in the class, and should be able to satisfy students' queries.
11. Must be able to manage the class properly and see to it that the students are disciplined.
12. The teacher must have the ability to satisfy students' inquisitiveness, queries and their thirst for knowledge.

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Specific skills and competencies required in a good science teacher

In addition to the general skills and competencies, a science teacher should have the following specific skills and competencies to become much effective in transacting and organizing science classes, and to satisfy the needs of science students:

1. The ability to organize practical classes.
2. Providing safety in the laboratory.
3. Techniques of collecting and preserving specimen.
4. Techniques of mounting or making temporary and permanent slides.
5. Techniques of dissection.
6. Conduction of experiments and demonstration.
7. Setting and maintaining of aquarium, vivarium and terrarium.
8. Competencies in using, caring and maintaining virus tools of scientific sciences practical and research. Example: Microscope, microtome, incubator.
9. Ability to improvise equipments for Science teaching and learning.
10. Ability to develop self-instructional materials in Science.
11. Ability to prepare various instructional aids to teach Science effectible, such as:
 - (a) Graphic aids such as charts, pictures, diagrams.
 - (b) Photographs
 - (c) Models
 - (d) Slides
 - (e) Film strips
 - (f) audio and video tapes
 - (g) Transparencies
12. The most important specific skill required is the ability to integrate teaching content in classroom with the nature or outside classroom environment. The integration should be done in the following way:

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- (a) Integrating theory with students' previous experiences.
- (b) Integrating theory with natural environment.
- (c) Integrating theory with society and social life.
- (d) Integrating theory with virus processes of nature, natural phenomena, naturally occurring substances and organisms.

13. The ability to help student in constructing their own knowledge rather than imparting or providing ready-made knowledge from outside. This is the biggest challenge for the teachers.

For a teacher to stay updated in content as well as in methodologies of teaching, it is essential to attend professional development programmes.

4.5.1 Professional Development of Science Teachers

A person aspiring to become a science teacher after completing a bachelors or masters degree in bio-sciences, botany, zoology, physics, or chemistry is required to do a pre-service training programme, popularly known as B.Ed. One becomes a science teacher with B.Sc. and B.Ed., or M.Sc. and B.Ed. degree. Now, it is important to develop professionally to meet the growing challenges of education in general and science education in particular. It is quite important to make oneself professionally competent for the growing needs of students, organization or school, and the teaching community. This requires a teacher to attend various in-service training programmes and other academic activities.

Exhibit 4.1

Hoshangabad Science Teaching Programme (HSTP): Training Teachers Eklavya, Madhya Pradesh (1982)

Teacher training has always been a very much significant part of the Hoshangabad Science Teaching Program (HSTP). Every teacher was required to undergo residential training for three weeks every summer for three years. These yearly sessions were interspersed with monthly meetings and follow-up programmes in individual schools. The basic philosophy was that every teacher should have done every experiment that children were required to do so that they could have firsthand experience of the skills and difficulties every experiment involved; to have engaged in discussions with their peers on the outcome of the experiments so that they could guide similar discussions with their students; and also had a chance to provide feedback on the feasibility of what was being attempted so that the curriculum could be modified accordingly, if necessary. This meant that the teachers worked in groups of four as would their students in the classroom, which they were provided the same kit of materials as their students would use and go through the same processes as their students would undergo. Particularly in the early years of the programme this meant that curriculum development was not only the domain of the subject experts but that teachers through the training programmes, and later through experiences with students, played a significant role in determining the final shape of the curriculum. This whole process of trial and feedback was important in developing a sense of ownership of the programme amongst teachers, which was an important characteristic of the programme.

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In addition to these activities, which formed the core of the training programmes, there were early morning sessions on 'laghu prashna' in which participants were asked to respond to questions involving simple scientific investigation or observation that they carried out on the spot. Even during the training sessions, teachers were free to raise any question that agitated their minds. This often led to many animated discussions on various topics such as what is living or non-living, whether life can be created spontaneously, and the accuracy of scientific observations and the errors inherent in them. There were also evening lectures on general scientific matters. These were not directly related to the curriculum but more in the nature of enrichment material intended to arouse interest in scientific matters.

It may be a matter of debate whether or not HSTP succeeded in its goal of improving the teaching of science in government schools, but what was clear to almost all was that there was no chance of the programme succeeding in a school unless the teacher bought into the philosophy of HSTP and implemented it in the class room - and the teacher training programmes were the single most important determinant in this. HSTP Program is a unique example of collaboration between the state government and an NGO, in instituting innovative practices in the state school system.

Source: http://www.eklavya.in/index.php?option=com_content&task=category§ionid=12&id=52&Itemid=74

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Exhibit 4.2

Four Year Integrated Program of Secondary Teacher Education Regional Institute of Education, NCERT (1960)

The four year integrated programme was introduced during the 1960s in NCERT's. This programme was intended to prepare secondary school teachers in the Sciences and Humanities.

Over the 50 years of its existence, the scheme of studies of the programme has been adapted several times which is its most significant innovation. The curriculum was at first designed to develop subject-based competency of the level of graduation along with professional competencies related to methodology of teaching.

To begin with, a composite degree of B.Sc. B.Ed. was awarded to the candidates on the successful completion of the course. Subsequently a modification was introduced to award the degree of B.Sc. on the completion of three years to enable students to join postgraduate programmes of study in various science disciplines. This provision however led to the exodus of several students at the end of three years. As a consequence the original system of awarding one composite degree at the end of the entire four year programme was reintroduced. Subsequently in 1996, the B.A. B.Ed. Arts programme was withdrawn on the recommendations of the Abbreviated Review of NCERT. The B.Sc. B.Ed. integrated programme in the Sciences is still continuing.

The minimum qualification for admission into this programme is senior secondary (i.e., 12 years of schooling). The content of this integrated programme includes courses on subject knowledge (60%), professional education (20%) and general education (20%), leading to the B.Sc. B.Ed. degree.

Source: for Exhibit 4.2: http://www.ncert.nic.in/programmes/prg_ncert.htm

Check Your Progress

7. Why is studying of science important in school education?
8. How can a teacher develop interest in science among students?

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4.6 MATHEMATICS

Nearly all schools in India require students to study mathematics as a compulsory subject up to Class 10. The primary school mathematics teacher in India would typically have completed 12 years of school, while a secondary mathematics teacher may be a graduate or post-graduate of mathematics or science. Although the National Commission of Teachers (GOI, 1983-1985) recommended twelve years of initial schooling as basic qualification for entry into elementary teacher education programmes, its large scale acceptance was achieved only into the late 1990's. Recent figures compiled for all types of schools (private, government and government aided) indicate that roughly 19 per cent of regular primary teachers have completed only 10 years of school. However, nearly 46 per cent of primary teachers (Grades 1 to 5) have a university bachelor's or master's degree, while for elementary teachers as a whole (Grades 1 to 8), the figure is nearly 57 per cent.

The preparation to become a certified primary teacher requires a two year Diploma in Education (D.ET). Whereas, to become a secondary teacher bachelor degree in Education (B.Ed.) is must. However, for the country taken as a whole, roughly 22 per cent of primary teachers have a B.Ed. qualification, which is higher than the requirement of a diploma, while 20 per cent of primary and elementary teachers have no teacher qualification. It is only recently that a sharper distinction has been introduced between elementary and secondary teaching qualification, with the RTE Act stipulating that only D.Ed. and not B.Ed. is a qualification to become a primary teacher.

However, in UP there is a provision Vishisth BTC to those who have B.Ed. degree. These candidates are required to undergo six months of Vishisth BTC training and after successfully completing this training teachers are appointed to teach elementary classes. This way the UP government has been to tackle the demand in elementary education.

NCFTE (2009) has recognized that elementary education and early childhood education have been neglected as 'distinct areas of knowledge with their own distinct concerns, concepts and methodological perspectives' (NCTE, 2009). The eligibility for getting admission in a regular course of B.Ed is 50 per cent marks in the duration of the regular course is one year while it is two to four years when it is completed through distance education programme. The Master of Education (M.Ed.) programmes are for one year after B.Ed. and helps to prepare students become a teacher educator and researcher in the field of education. Bachelor of Education and Master of Education are conducted in either colleges affiliated to the university or by departments of education of the concerned university. Nowadays, private colleges are coming forward and after completing the necessary formalities are offering the seats to the students as per the university and NCTE guidelines. D.Ed. programmes typically require entrants to have completed 12 years of school, but only a very small proportion of students take up mathematics as a subject in the senior secondary school (Grades 11 and 12). The two year D.Ed. programme has besides the component of teaching methodology, a subject component including mathematics.

The aspiring student teacher who wants to join the D.Ed. programme should have had mathematics up to Class 10. The mathematics component in the D.Ed. programmes, like in school, emphasizes remembering known solutions to problems, and does not encourage a genuine engagement with the content. While recognizing this NCFTE (NCTE, 2009) has recommended enhancement of entry qualification and duration

of training making it equivalent to degree programme and bringing these isolated institutions under universities for their management. It must be noted that teacher and the teaching profession in India has a low social status and becoming a teacher is the last choice for most entrants into this profession.

Among the graduates and post-graduates who complete the B.Ed. programme, the capability of even those who have studied mathematics at the university level is limited, since most university mathematics programmes do not give the learner any confidence in the subject, fostering a view of mathematics as a set of limited problems that have already been solved. The tasks that students learn to complete is not one of formulating and solving problems that cannot be solved by using known principles but of solving problems that can only be solved with a known trick. It is possible that this attitude to mathematics and learning, and their lack of confidence in mathematics leads them, as school or college teachers, to shun dialogue in the classrooms.

4.6.1 Teacher Education Institutions

Institutions in India that prepare teachers at all levels (pre-primary, primary and secondary) are run by the government as well as by private bodies, with both types of institutions offering the same degree. Some programmes like the integrated four year B.Sc.Ed. (which combines a university degree with a secondary teacher qualification) are run only in a few government institutions like the Regional Institutes of Education. An innovative 4-year integrated programme in Elementary Education (B.El.Ed.) is offered by the Delhi University through a few of its affiliated colleges. The integrated programmes, however, have not spread beyond a few institutions. Recently the decision has come that B.El.Ed. programme is to be started by a number of colleges affiliated to Delhi University. This programme is also being run by Amity University, Noida, and many are also trying to open such innovative programme. For pre-service training, the National Council of Teacher Education (NCTE), a regulatory body of the central government, is responsible for planned, coordinated development and maintain quality in the field of teacher education in India. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course content and duration and minimum qualification for entry of student teachers for various courses. It also grants recognition to institutions (government, government-aided and private) interested in undertaking such courses and has inbuilt mechanisms to regulate and monitor their standards and quality. Financial support is provided by both state government as well as central government to different institutions.

In service training is provided by a large network of government owned teacher training institutions at various levels of hierarchy. The National Council of Educational Research and Training (NCERT) along with its six Regional Institutes of Education undertake design and implementation of in-service programmes for both teachers and teacher educators.

Along with advising and assisting the government of India in academic matters related to school education, the NCERT serves the function of supporting educational research and training in educational research methodology, developing school curricula, textbooks and other learning material, materials for teacher education, training of teachers, teacher educators and officers, publication and dissemination of research through journals, and programmes with different countries for exchange of educational materials and faculty members.

At the state level, State Councils of Educational Research and Training (SCERT) prepare modules for and conduct teacher training for teachers and teacher educators.

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The colleges of teacher education and Institutes for advanced learning in Education (IASE) provide pre-service (B.Ed) and in-service training to secondary teachers and teacher educators, develop materials for teachers and conduct surveys and research. The District Institutes of Education and Training (DIETs) provide in-service and pre-service education for elementary teachers.

4.7 SOCIAL SCIENCES

Social Sciences encompass diverse concerns of the society and include a wide range of concern drawn from the disciplines of history, geography, political science and economics. Here we study human behaviour under different conditions in the society. The outstanding issue in the teaching of social sciences is how to enable learners to develop a critical understanding of society. As part of the National Curriculum Framework (NCF) - 2005, the National Focus Group Position Paper on Teaching of Social Sciences proposed an epistemological shift.

Table 4.1 Changes in Approaches of Teaching

From	To
Textbook as the only source of information	Textbook as suggestive of a particular way of understanding issues
Textbook as a closed box	Textbook as a dynamic document
The 'mainstream' account of the past	More groups and regions are covered

While advocating changes in the approaches to teaching, it was suggested that the shift from mere imparting of information to involvement in debate and discussion would keep both learners and teachers alive to social realities. Social sciences are full of essentially contested concepts. Many of these concepts are complex, contemporary and hence contentious. These concepts are introduced to enable teachers to have an informed and healthy discussion involving learners. The textbooks are to be considered as tools to help develop perspectives on various contemporary issues. It is expected of learners to understand and apply concepts rather than simply memorize the information of each topic.

Social science teachers are faced with two challenging tasks—first, relates to the transaction of the subject matter in the classroom and second, focuses on the importance of the subject for the learners. Regarding any query relating to importance of the subject, social sciences lend themselves to scientific inquiry just as much as the natural science and physical science do, and articulate the ways in which methods employed by social sciences are distinct (but in no way inferior) to those of the natural and physical sciences. The importance of the subject is evident by pointing its indispensability in laying the foundations for an analytical and creative mindset (NCF 2005).

1. Objectives of teaching social sciences

The general objectives of teaching social sciences are:

- Enabling children to understand the society in which they live.
- Introducing children to the values enshrined in the Constitution of India such as justice, liberty, equality and fraternity and the unity and integrity of the nation and the building of a socialist, secular and democratic society.

- Enabling children to learn how society is structured, managed and governed and also about the forces seeking to transform and redirect society in various ways.
- Enabling children to undertake activities that will help them develop social and life skills and make them understand that these skills are important for social interaction.
- Encouraging children to question and examine received ideas, institutions and practices.
- Encouraging the reading habit by providing children with enjoyable and interesting reading material.

2. Teaching-learning strategies

In order to make the process of teaching-learning participative there is a need to shift from imparting of information to debate and discussion. This approach to learning will keep both the learner and teacher aware of social realities. Concepts should be clarified to the students through experiences of individuals and communities. It has often been observed that cultural, social and class differences generate their own biases, prejudices and attitudes in the classroom context. The approach to teaching therefore needs to be open ended. Teachers should discuss different dimensions of social reality in the class, and work towards creating increasing self-awareness amongst themselves and the learners

3. Interdisciplinary approach in teaching social sciences

The disciplines that are included in the social sciences, namely history, geography, political science and economics have distinct methodologies and boundaries. The boundaries of the discipline need to be opened up and plurality of approaches may be adopted to understand a given phenomenon. For an enabling curriculum, certain themes that facilitate interdisciplinary thinking are required. (NCF 2005)

It is a single course or activity incorporating disciplines of social sciences that often justifies the opening of boundaries to understand given phenomena. Among them two major approach adopted are intra-disciplinary and inter-disciplinary. An intra-disciplinary approach combines different strand of one subject or discipline into the same lesson; an inter-disciplinary approach combines different subjects or discipline into a single course or a unit. The unification of the disciplines enables students to identify and analyse different disciplinary approach and conceptualize the linkage among the various subjects. It sharpens the students' ability to think critically, to practice sound methodological skills and to communicate effectively. Looking at its advantage, it is suggested to learn the topic from inter-disciplinary approach, as it appears rhetoric over conventional disciplinary structure and processes. It has been found that practicing school teachers and policy makers who deal with single discipline fail to understand the holistic nature of the problem.

Subsequently it necessitates a comprehensive framework that recognizes interconnection between geography, history, political science, economics, and environment and so on. This approach also promotes concerns such as gender, human rights and sensitivity to marginalized groups and minorities. Visuals may be utilized to sensitize students towards these concerns.

To become an elementary social science teacher, one must have studied social science subjects up to 10+2 level. Whereas the aspiring secondary school teachers should have studied social science subjects at graduation level. These two programmes of elementary and secondary teacher education are of two year and one year duration

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Check Your Progress

9. What is the basic qualification required to be a mathematics teacher?
10. What is the aim of teaching social sciences in school?

respectively. After successful completion of the programmes students are awarded D.Ed and B.Ed degree respectively.

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4.8 SUMMING UP

- Practice teaching is when student teachers teach their specialized subject to school students in a regular school for a specific period.
- Internship is defined as extended school based professional learning negotiated by the different stakeholders in the preserves teaching preparation phase.
- Teacher education, when viewed as a holistic enterprise involves actions of different kinds and from multiple fronts aimed at the development of the total teacher—knowledge and understanding, repertoire of skills, positive attitudes, habits, values and the capacity to reflect.
- Teaching Practice helps the trainees to acquire practical skills through direct experience and at the same time the trainers get the opportunity to assess and guide the trainees in both summative and formative evaluation process.
- Physical education is an integral part of an education system. It aims at building a sound body, a sharp mind and a wholesome personality. Physical education is essential for the cultivation of vitality, courage, self-confidence, cooperativeness, leadership, obedience, discipline and positive attitude towards life and the world.
- Physical Education mainly includes programmes such as Certificate in Physical Education, Diploma in Physical Education, Bachelor in Physical Education and Master in Physical Education.
- Objectives of teaching language have been clearly stated as proficiency in listening, speaking, reading and writing, the modern behaviourist theories of education insist on their expression in behavioural terms.
- Teaching of sciences aims to develop various skills in the individuals that can be used not only when studying scientific sciences but also in other spheres of life.
- A person aspiring to become a Science teacher after completing a bachelors or masters degree in bio-sciences, botany or zoology, physics, chemistry is required to do a pre-service training programme, popularly known as B.Ed.

4.9 KEY TERMS

- **Internship:** An extended school based professional learning
- **M.P.Ed.:** Masters Course in Physical Education
- **Practicum:** A school or college course, especially one in a specialized field of study, that is designed to give students supervised practical
- **Repertoire of skills:** A list or number of skills

4.10 ANSWERS TO 'CHECK YOUR PROGRESS'

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

- Enabling children to learn how society is structured, managed and governed and also about the forces seeking to transform and redirect society in various ways.
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2. Internship is defined as 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.
3. Physical education is an integral part of an education system. It aims at building a sound body, a sharp mind and a wholesome personality. Physical education is essential for the cultivation of vitality, courage, self-confidence, cooperativeness, leadership, obedience, discipline and positive attitude towards life and the world.
4. The objectives of physical education at elementary stage are to:
 - enable prospective teachers to understand the nature and purpose of physical education at elementary stage
 - develop among the students awareness of basic principles of health, hygiene and nutrition
 - enable them to develop good health and sound physique of students
 - inculcate the spirit of healthy competition and leadership
5. The aims of learning a language are
 - To enable students to hear and understand spoken language
 - To help them acquire proficiency in spoken language
 - To enable them to understand what they read in language
 - To enable them to write language
6. Aims of teaching language at the senior level are:
 - A student at the end of the secondary stage should be able to speak language fluently and correctly. Fluency implies acquisition of a reasonable standard in speech-habits, which means speaking with an acceptable pronunciation and intonation. Correctness means use of accepted usages.
 - Speak freely, ability to think in language rather than translate.
 - Should be able to talk in language and express ideas in language in all situations.
 - Should be able to compose speech freely and independently.
7. Considering the increasing significance of Science in our daily life and the influence it exerts on nature, secondary school students should have knowledge of the subject. They should know how to apply the subject to solve problems and make decisions at a personnel and community level on issues such as primary health care, drug abuse, population control, etc.
8. Teaching of sciences should enable students to develop and enjoy personal interests in the field of Science and related field of study and professions. They should be drawn towards the things which have scientific significance. The students should show interest and involve themselves in science and scientific activities such as reading journals and magazines of Science, take membership in science clubs, eco clubs, participate in science fairs, exhibition, and excursion.
9. The primary school mathematics teacher in India would typically have completed 12 years of school, while a secondary mathematics teacher may be a graduate or post-graduate of mathematics.
10. The general objectives of teaching social sciences are:
 - Enabling children to understand the society in which they live.
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4.11 QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is the relevance of practice teaching in teacher education?
2. Why is physical education important and how can it be imparted in schools?
3. What are the objectives of Master's programme in physical education?
4. Mention the skills and competencies required to be science teacher.
5. What should be the professional qualification of a science teacher?
6. Discuss the relevance of teaching social science in schools.
7. Discuss the importance of physical education in teacher education.

Long-Answer Questions

1. Discuss the objectives of practice teaching.
2. Write the objectives of teaching languages in schools.
3. Differentiate between intrinsic and extrinsic factors for teaching Science.
4. Discuss the cognitive aims and objectives of science education in schools.
5. Why is physical education considered as a special subject in teacher education? Discuss.

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UNIT 5 PROFESSIONAL PREPARATION OF TEACHERS

NOTES

Structure

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Meaning of Professional Development
 - 5.2.1 Concept of Profession
 - 5.2.2 Teaching as a Profession
- 5.3 Need for Professional Preparation
- 5.4 Planning Guidance for a Professional Preparation Programme
- 5.5 Preparation of Teachers through Distance Mode
 - 5.5.1 Professional Preparation of Teacher Through Distance Mode
- 5.6 Strategies for Professional Development
 - 5.6.1 Induction Programme for Novices
 - 5.6.2 Mentoring
 - 5.6.3 Micro Peer Teaching (MPT)
 - 5.6.4 Professional Portfolio
 - 5.6.5 Professional Development Through Use of Technology
- 5.7 Challenges of Teacher Education in General
- 5.8 Summing Up
- 5.9 Key Terms
- 5.10 Answers to 'Check Your Progress'
- 5.11 Questions and Exercise
- 5.12 References and Suggested Readings

5.0 INTRODUCTION

We have seen teachers are groomed in specialized subjects. But why is this preparation needed? What is the need of training programmes for teachers? These questions point to the need of quality of teacher education curriculum. It is an accepted notion that teacher competence in respect to subject expertise and professional skills determine the quality of teacher education in a country. Though it is a conventional system or a distance mode, it is necessary to improve the professional development of teachers. As the formal system is able to satisfy a 'privileged few', it is the role of distance education to cater to the needs of a large population in the country. In this context, one may wonder what types of professional programmes can be adopted for the teachers in the distance mode, what would professional development mean for them and what are the challenges of teacher education programmes through distance mode.

5.1 OBJECTIVES

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

- Discuss the meaning of professional preparation of teachers
- Identify the various professional development programmes
- Analyse the various strategies of professional development programmes

- Discuss the place of technology in the professional development of teachers in distance mode
- Discuss the challenges of teacher education

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5.2 MEANING OF PROFESSIONAL DEVELOPMENT

The term professional preparation means preparing the teachers for developing skills and capacities for teaching. The term professional preparation is similar to the professional development of teachers. Professional development means the process of improving the capabilities and skills of teachers through innovative training programmes inside and outside the educational institution. It helps to boost the morale of teachers of an organization. According to the Thesaurus of the Educational Resources Information Center (ERIC) database, professional development refers to 'activities to enhance professional career growth'. Fullan expands the definition to include 'the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement'. Such activities may include individual development, continuing education, and in-service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring. It is a systematic effort to make a change in their perception, attitudes, beliefs, and classroom handling of children. Professional development is essential for every individual, whether employed or not. They should strive to enhance the quality of performance, to ensure an improvement on the personal and professional front. Professional development should include all types of facilitated learning ranging from normal degrees and by attending lectures, seminars, conferences, and workshops.

In this technological era, professional development goes beyond the act of training with emphasis on learning skills but also develops new insights into pedagogy and their own practice, and explores new or advanced understandings of content and resources. Technology gives support to teachers as they meet challenges in putting into practice their evolving understanding about the use of technology. Current technologies provide teachers with a cluster of supports that help them continue to grow in their professional skills, undertakings, and interests.

Professional preparation courses are either general, or skill-based. General professional preparation caters to general skills through basic personal education. Skilled development on the other hand, deals with the current profession, leadership qualities, managerial skills and enhancing a person's productivity. The courses are designed with the intention of developing a person's level of competency and professionalism. The successful completion of the course opens avenues for unlimited growth. Professional development is conceptualized as a 'learning process' which took place as a result of interaction between the teacher and their professional context.

5.2.1 Concept of Profession

The term profession is derived from the Latin word 'profiteor' which means to profess. What is the meaning of the term profession? The Oxford English Dictionary defines profession as 'a paid occupation, especially one that involves prolonged training and a formal qualification' and in its definition of a professional; the dictionary uses the words 'competent, skilful, or assured'. In this definition, we can see that there are three important aspects like payment, training and qualification.

You might have heard about the terms like professional and professionalism. These concepts are confusing, so it is worth considering them separately. A professional is someone who claims to possess knowledge of something and has commitment to a particular code of values. The term 'professionalism' is used to describe the methods, manner, and spirit of a profession and of its practitioners.

Viewed on various perspectives of a profession, generally the classification falls in two categories:

(i) Historical perspective

(ii) Sociological perspective

Historical perspective can be seen in relation with the era when a profession began to professionalize. It consists of three professions such as ancient profession (priesthood, university teaching, law and physician); the medieval trade profession (surgery, architecture); the industrial era profession (engineering); and the modern profession (teachers, social workers, etc.).

The sociological perspective of profession is related with two early sociological theories: trait model and structural-functionalism.

The trait model of professionalism

The sociological investigation of the professions began in the 1930s with attempts to identify the defining characteristics or traits that distinguished professions from other occupations. The most notable traits are the following:

- skill based on abstract knowledge
- provision for training and education, usually associated with a university
- certification based on competency testing
- formal organization
- adherence to a code of conduct
- altruistic service

The structural-functional model of professionalism

The structural-functionalists built on trait models in the 1950s and 60s provided the theoretical link between various traits. They argued, for example, that the traits of 'university training' and 'certification based on competency testing' follow logically from the trait of 'skill based on abstract knowledge'. A person who is not specialized may cause harm, the need for professionalization. For example, a pediatrician can examine children effectively than other doctors.

How does a profession differ from other occupation? For this, first one has to know the features of a profession. The American Association of Colleges for Teacher Education (AACTE) frames a set of features that distinguishes profession from other occupations. They are:

- Professions are related to society and it provides essential services to the individual and society.
- Each profession has its own boundary of function.
- It possesses a body of knowledge and skills.
- The members of the profession are engaged in the service of their clients.

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- Profession is organized into one or more professional associations.
- Profession is linked with other disciplines from which it draws its own applied knowledge and skills.

Whatever be the perspectives, it can be stated that a profession has got its meaning and relevance in relation with society. It has a social status.

5.2.2 Teaching as a Profession

Each profession has its own culture derived from the role of its practitioners and the expectations that society has with respect to the professional service. Let us discuss the nature of a profession and how teaching reflects this nature. The nature of profession consists of the following factors:

- Payment
- Knowledge and skills
- Responsibility
- Recognition and
- Professional ideal of service

How are these factors related to teaching? When payment is considered, the professionals, including teachers are paid for what they do. However, this payment is one side of a contract, the other side deals with the services. A professional teacher is not simply one who does a matter of fact teach but also one who has a duty to teach. The knowledge and skill required for efficient practice of a profession, however, differ from those required for the practice of other trades. This knowledge and skill required for a profession include theoretical and practical knowledge. It can be acquired only through training over the years. For starting this training, a certain standard of general education has been attained. Responsibility towards one duty is must in any profession. A teacher is accountable for her/his work and also to whom she/he is dealing with.

While considering the connection between teaching as a profession and education, one can see that professional teaching qualifications fall under three headings: pedagogy, content and education. As far as pedagogy is concerned, the desired goal and the methodology of teaching is interconnected. In the case of content, the teacher should have the mastery of the subject. As the professional teacher is concerned with the education of others, she/he ought to be educated. The three main components of pedagogical content knowledge are:

- Knowledge of tasks
- Knowledge of students' prior knowledge
- Knowledge of instructional methods

The members of a profession not only see themselves as members of a profession but are also seen as a profession by the rest of the community. The community recognizes the value of teaching service. Recognition, therefore, carries with its social status. In being recognized as both skilled and responsible members of a community, the professionals will get increased social prestige, better pay, and independence.

In professional ideal of service, a person acts as a main person rather than as an agent. The person acts in her/his own interests rather than in the interests of others. Professional purposes are characterized in two related ways. Firstly, they concern the interests of others. The others are people who need specialized help from the professionals.

Secondly, their concern is in a special aspect. It means the specialized area, which a person has opted.

5.3 NEED FOR PROFESSIONAL PREPARATION

Generally, there is a question related with what is the need of professional preparation? The changing demands of education made it compulsory to attain more and more skills and expertise. Professional preparation of teachers in the twenty-first century is not the typical 'sit and get' lecture format. Tony Wagner in his book, *The Global Achievement Gap*, lists out the twenty-first century skills:

- Critical thinking and problem solving
 - Collaboration across networks and leading by influence
 - Agility and adaptability
 - Initiative and entrepreneurialism
 - Effective oral and written communication
 - Accessing and analysing information
 - Curiosity and imagination
- **Critical thinking and problem solving:** In the present century, the aim of education is not to produce passive listeners but active participation of learners is expected. When students become active learners, they will start thinking critically. Critical thinking is both a frame of mind and a set of mental capabilities. It is a mental activity of evaluating information and making judgments that can guide the development of beliefs and taking action. It includes asking questions, observing in a detailed manner and make assertions based on sound evidence. Through critical thinking, various problems can be analysed which necessitates the need for problem solving. Problem solving is cognitive processing directed at transforming a problem from the given state to the goal state when the problem solver is not immediately aware of a solution method.
- **Collaboration across networks and leading by influence:** Today's education is based on collaboration and co-operation. Hence, it is necessary to teach students how to work unitedly. While working together there is the need of leadership based on influence, not on authority. Now we have leaders leading out of authority not by influence. The present teachers might be trained how to lead the students based on influence. In a diverse classroom context, it is feasible to create alliances of groups who work together towards a common goal.
- **Agility and adaptability:** Agility means learning from experience and applying that knowledge in new situations. Adaptability is the ability to adjust with the changing situation. With the introduction of multiple intelligence theory in classroom, teachers have to perform multiple roles. These roles demand the ability to apply new knowledge and to adjust with the changing situation.
- **Initiative and entrepreneurialism:** Initiative is the ability to take action proactively. In a collaborative effort, children have to take initiative on their own. It is necessary on the part of the teachers to train children to take initiatives and responsibilities. In the context of education, those individuals who introduced new educational initiatives can be considered as educational entrepreneurs. As the

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Check Your Progress

1. Define professionalism.
2. What are the two perspective of profession?
3. Why is teaching considered a profession?

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teachers are expected to adopt reflective practices in their learning, they can be considered educational entrepreneurs. Initiative and an entrepreneurial spirit are not difficult to promote in classrooms, simply by encouraging students to think and by looking at failure as a takeoff spot for learning. One needs to teach students to consider failure as opportunities for success.

- **Effective oral and written communication:** Most of the time it is the teacher who talks in a classroom with the participation from students. A teacher has to learn how to make learners participate in the teaching- learning process. The message that the teacher conveys must be transferred in the same sense. It is better to incorporate learning by doing activities in the classroom process.
- **Accessing and analysing information:** Accessing and analyzing information is the skill of not only gathering information on a certain topic, but also analysing the quality of that information. In this technical world, the students have more access to information so the teachers should train them to detect the relevant from the irrelevant.
- **Curiosity and imagination:** Curiosity is a desire to learn and to know about people or things that are unfamiliar. Imagination is the formation of a mental image through the creative power of mind.

The teachers must be trained on how to develop curiosity and imagination among students. Through project-based learning and case-based approach, this power can be developed.

From the above context, it can be stated that professional preparation programme for teachers are essential. The abilities and skills that are needed for students should be first developed among the teachers.

5.4 PLANNING GUIDANCE FOR A PROFESSIONAL DEVELOPMENT PROGRAMME

Most teachers after getting selected through competitive examinations are under the impression that they do not require any more training or professional preparation. In this situation the executors of professional preparation programme has to think deeply about the kind of programme to formulate. The first step of any professional development programme is to decide the planning process. In the initial stage of planning, the need for conducting such a programme will be analysed. This analysis will help to jot down the gaps between the existing knowledge and the knowledge to be acquired by the teachers. It also helps to identify the causes, including (i) the gaps between teacher content knowledge/ instructional strategies and the desired student learning outcome and (ii) impeding factors of learning in school and classrooms.

The learning needs of students reflect the lack of skills on the part of teachers. Thus the identified professional knowledge and skills along with the specific professional learning outcomes should be identified in the later section of the plan.

After fixing the area of content for the programme, the next attempt is to fix the target group. A general complaint from the teachers is that 'it is a one-size-fits all' programme. Therefore, it is essential to think about the target group which would benefit from the programme. At the same time, the planners should think about some specific professional learning activities, it makes sense to think about how these activities can be

Check Your Progress

4. Highlight the need for professional preparation of teachers.
5. Explain the terms agility and adaptability.

fitted to address the learning needs of teachers with different amount of professional knowledge and learning experience. When planning professional development programme to support a comprehensive reform such as curricular approaches towards inclusion education, Right to Education, and gender-sensitive techniques, it is reasonable that all teachers should benefit from the programme so the approaches should be incorporated in the course.

Another focus area is the learning activities and the follow-up that will be adopted in the programme. It is necessary that the planning team should consider (i) the critical roles that the heads of an institution play in supporting teacher participation and engagement in professional development, and (ii) how the professional development being planned acts as a scaffold to other professional development in which the intended participants are involved. The effectiveness of the professional development programmes are evaluated based on hands-on-experiences provided to the participants to learn and master new knowledge and skills. The most effective professional learning activities are those that include teachers as active participants and real problem-solvers. Not only in the context of professional development programme but also in the preparation of self-learning materials the teachers should be able to apply the new knowledge and skill. The impact of individual professional programme is assessed in terms of its reinforcement to other professional development.

Evaluation of professional development programme

It is necessary to rethink about the evaluation procedures that are normally adopted in professional preparation. Evaluation is as important as inception of the programme. Kirkpatrick suggested four criteria to evaluate training programmes:

1. Reaction
2. Learning
3. Behaviour
4. Results

Each criterion is used to measure the different aspects of a training programme. Reaction measures how the trainees liked the programme in terms of content, methods, duration, trainers, facilities, and management. Learning measures the trainees' skills and knowledge which they were able to absorb at the time of training. Behaviour is concerned with the extent to which the trainees were able to apply their knowledge to real field situations. Results are concerned with the tangible impact of the training programme on individuals, their job environment, or the organization as a whole. After the conduction of professional development programme, the programme co-ordinators as well as participants have to ask questions to evaluate. Such as:

1. How effective are these programmes?
2. Do these programmes meet the objectives?
3. Which areas need more discussion?
4. What solutions can be given to the present problems?
5. What type of plan of action can be taken in the future?

The evaluation phase consists of four levels touching various aspects such as participants' reaction, participants' learning, participants' use of new knowledge and skills and student learning outcomes.

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Level 1: Participants' reactions

The first level of evaluation looks at participants' reactions to the experiences they achieved by attending the programme. This is the most common form of professional development evaluations, and the easiest type of information to gather and analyse.

At Level 1, questions focusing on whether or not participants have liked the experience are addressed. Did they feel their time was well spent? Did the programme make sense to them? Were the activities relevant? Was the leader a resourceful person? Did the participants find the information useful?

Important questions for professional development workshops and seminars also include—was the food item provided good and tasty? Was the LCD projector operating in good condition? Were the chairs comfortable? To some, such questions may seem silly. Nevertheless, giving importance to hospitality is also important.

At the end of the session, information on participants' reactions is generally gathered by filling a questionnaire that includes a combination of rating-scale items and open-ended response questions that allow participants to make personal comments.

Level 2: Participants' learning

In addition to liking their professional development experience, one also hopes that participants learn something from it. Level 2 focuses on measuring the knowledge and skills that participants gained. This can involve oral presentations, simulation, journal writing, etc. Effective learning is reflected when the participants are able to apply the learned skills in the classroom. You can also use oral personal reflections or portfolios that participants assemble to document their learning.

Although you can usually gather Level 2 evaluation information at the completion of a professional development activity, requires more than a standardized form. Measures must show attainment of specific learning goals. This means that indicators of successful learning need to be outlined before activities begin. You can use this information as a basis for improving the content, format, and organization of the programme or activities.

Level 3: Participants' use of new knowledge and skills

At Level 3, the pertinent question is whether the new knowledge and skills that participants learned make a difference in their professional practice? The answer to this question indicates both the degree and the quality of implementation. Unlike Levels 1 and 2, this information cannot be gathered at the end of a professional development session. As implementation is a gradual process, enough time must be allowed to the participants to adapt the new ideas and practices to their settings. In this level, the progress must be assessed at several time intervals.

You may gather this information through questionnaires or structured interviews with participants and their supervisors, oral or written personal reflections, or examination of participants' journals or portfolios. The most accurate information typically comes from direct observations, either with trained observers or by reviewing video- or audiotapes. You can analyse this information to help restructure future programmes and activities to facilitate better and more consistent implementation.

Level 4: Student learning outcomes

Level 4 addresses 'the bottom line': What is the impact of this programme on the participants? Did it benefit them in any way? The particular student learning outcomes

of interest depend, of course, on the goals of that specific professional development effort.

In addition to the stated goals, the activity may result in important unintended outcomes. For this reason, evaluations should always include multiple measures of student learning. Had information at Level 4 been restricted to the single measure of students' writing, this important unintended result might have gone unnoticed? Measures of student learning typically include cognitive indicators of student performance and achievement, such as portfolio evaluations, grades, and scores from standardized tests. In addition, one may want to measure effective out-comes (attitudes and dispositions) and psychomotor outcomes (skills and behaviors). Level 4 information about a programme's overall impact can guide improvements in all aspects of professional development, including programme design, implementation, and follow-up.

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5.5 PREPARATION OF TEACHERS THROUGH DISTANCE MODE

For about 40 years, teacher education has been delivered through distance mode. For distance-delivered teacher education the most significant policy-related impacts have come from policies relating to trained teachers and access to education for all. Taking into consideration the diversified target groups, the distance education programmes provide training and upgrade the skills of teachers. With the introduction of 'No Child Left Behind' policy, the demands for teachers are increasing; thereby, the need for professional preparation has been in constant demand for quality professionals in various sectors of profession. The type of students opting for teacher education programme has changed from the young, full-time teachers to the old, part-time students. In this aspect, ODL has achieved in satisfying students who seek to maintain a balance between their desire to get a higher degree and meet the family commitments. In most of the developing countries teaching is considered as a profession and for attaining this profession, acquiring a degree is essential.

5.5.1 Professional Preparation of Teachers Through Distance Mode

Distance-delivered teacher education programmes must first prepare trainees to become a successful distance teacher educator. The term successful means there should be less attrition and drop-outs among distance teacher educators. For preparing teachers through distance mode the following measures can be taken.

- **Assess learner's readiness to participate in distance course:** Before entry into a distance teacher education programme, it is necessary to assess students' motivation, self-directed, technology knowledge and time management skills. These attributes of distance learners can be developed through online learning.
- **Offer a face-to-face orientation:** This phase provides opportunities for learners to clarify their doubts about the delivery of programme, practicals and evaluative mechanism. Such orientations have proved to be an effective strategy for completion of course by the learners.
- **Offer orientation in the distance mode in which trainees will participate:** Orientation can be held both synchronously and asynchronously using video,

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6. What are the various phases of planning a professional development programme?
7. What are the points to be considered in the evaluation phase?

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audio, chat and web-based platforms. Such opportunities will provide teachers to classify their doubts where they need help.

- **Organize learners into cohorts or a community:** Peer learning is possible through a number of online programmes such as web collaborative tools. Through these programmes, distance learners are able to share their ideas and get motivated to be online distance learners.
- **Help teachers develop self-study:** As distance education is free from time-bound and space-bound, there is a tendency among learners to extend their studies.
- **Educate potential learners and instructors about the spirit of distance learning:** The trainees must be educated that online learning requires high degree of individual and collaborative involvement. Without this type of collaboration, the teacher education programme will not be a success.
- **Offer blended learning opportunities:** Some aspects of teacher education programmes need closer interaction between teachers and students. For example in the case of micro-teaching. To apply new strategies in the classroom requires the presence of an actual tutor. For these reasons tutoring and mentoring have greater chance in distance teacher education programme.

Feiman-Nissmer surveyed five conceptual orientations for teacher education. They are the following:

1. The academic orientation
2. The practical orientation
3. Technological orientation
4. Personal orientation
5. Social orientation

- **The academic orientation:** This orientation emphasizes on transmitting knowledge and developing understanding. It emphasizes the subject-matter background of the teacher, and teaches how to think, inquire and structure the content.
- **The practical orientation:** This orientation focuses on the skills of teaching. It gives practical training in the classroom. It is commonly associated with various forms of apprenticeship systems of teacher education.
- **The technological orientation:** This orientation aims at training teachers to attain competency in teaching. For this technologies are used to review their own teaching skills.
- **The personal orientation:** This orientation focuses on the teacher as a learner, and a teacher's personal development as the central part. It is a kind of self-assessment made by the teacher.
- **The social orientation:** In this orientation, the teacher is considered as a social engineer. Teachers are trained to remove inequalities in society and promote democratic values in the classroom. They also foster group problem solving among students. Though there are various types of orientation they share the same purpose, i.e. preparing teachers to change society.

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8. What are the measures to be taken in preparing teachers in distance mode?
9. What is academic orientation?
10. How is social orientation different from personal orientation?

5.6 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.

5.6.1 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

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- Assessment procedures
- Feedback from the tutors
- Limited support facilities

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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 principles. 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.

5.6.2 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 protégé'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 protégé, 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. The 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:
 - (a) Seating arrangement
 - (b) Division of group
 - (c) Nature of group
 - (d) Activity distribution
 - (e) Participation of all members in the group
 - (f) Codification of each group points
 - (g) Summarizing the final point

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

2. 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.
3. Demonstrate the skill step-by-step
4. Give room for practicing the skill
5. Provide constructive feedback
6. Specific arrangements should be made for the novice to use the skill when the mentor can observe and give feedback.

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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.

5.6.3 Micro Peer Teaching (MPT)

As a beginning teacher or an experienced teacher, one way to improve teaching effectiveness is through periodic assessment of teaching performance. One of the most appropriate strategies is professional development through micro peer teaching (MPT). It is a skill-development strategy for professional development by both pre-service and in-service teachers. It helps to develop and improve specific teaching behaviours. For self-evaluation purpose a teacher can use videotaped MPT. The evaluation is based on the following assumptions:

- Quality of preparation and implementation of a lesson
- Implementation of student involvement
- Attainment of instructional objectives
- Appropriateness of the cognitive level of the lesson

5.6.4 Professional Portfolio

The concept of maintaining a professional portfolio is gaining its importance day-by-day. Portfolio is useful in job search as it can be shared with persons who are considering the

applications for employment. It is an organized evidence of your skills. The word organized is used in the sense that the portfolio must be more than simply a collection of your achievements. It must be a deliberate, present and organized collection of your skills, attributes, accomplishments and experiences.

How to Organize a Teaching Portfolio?

While reading about professional portfolio, you may think how to develop one. What items can be included in it? A teaching portfolio consists of a collection of information about a teacher's practice in educational institution. It can contain information such as daily plan, teacher's assignments and students' assignment, videotapes of teachers' instruction, models prepared by teachers and evaluator remarks of teachers by the heads of institution. The most important thing to be reflected in a portfolio is the written reflections by the teachers on their teaching experiences. It should be documented very properly and thoughtfully so that it will reflect the accomplishments attained over an extended period. In addition, it is an ongoing process carried on in the company of mentors and colleagues.

Table 5.1 Format of Items in a Portfolio

<p>1. Preliminary Information</p> <ul style="list-style-type: none"> • Résumé • Preliminary Information on Teacher and Teaching Situation • Educational Philosophy and Teaching Goals <p>2. Documentation on Teaching Activity</p> <ul style="list-style-type: none"> • Overview of Unit Goals and Instructional Plan • List of Resources Used in Unit • Two Consecutive Lesson Plans • Videotape of Teaching • Evidence of your language and communication skills • Evidence of teaching skills • Work samples of Students • Assessment of Student Work • Observations by the teacher • Additional Units/Lessons/Student Work as Appropriate <p>3. Professional Achievements</p> <ul style="list-style-type: none"> • List of Professional Activities • Letters of Recommendation • Voluntary Activities • Personal Interests
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Need to Develop a Portfolio

There are numerous reasons for a teacher to develop a portfolio. In a teacher education programme, you might ask yourself: Why to develop a portfolio? Is it an extra workload? Teacher trainees develop portfolios to demonstrate their achievements and later on, the same can be used for job interviews whereas in-service teachers construct portfolio for showing their excellence and advanced certification. In some cases portfolios are developed to be on professional licenses.

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Uses of portfolios

The benefits of portfolio preparation are as follows:

- Facilitates the total personality of the teacher
- Reveals the development of the teacher
- Highlights the achievements of the teacher.
- Shows the area of improvement by the teacher
- Increases the responsibility of the teachers to achieve their professional goals

5.6.5 Professional Development Through Use of Technology

In technology-mediated teaching-learning process, the easiest available tool is computer. There are many advantages of using computer as an observational tool. They are as follows.

- (a) It is an efficient tool for note-taking.
- (b) By using software the data can be analysed in various perspectives.
- (c) It provides a complete documented record for the teachers.

Videotapes are best to use for analysis purpose. The valuable experiences that one gets from the feedback by using videotapes are listed below:

- It is possible to analyse one's own teaching while observing the tape.
- They create a valuable record of reading.
- As the peers are observing the tapes, it is possible to solve instructional problems.
- Video analysis facilitates the coaching process.

How to make a videotape of teaching? The following guidelines will clarify the point of how to make videotapes.

- Select a class that will be responsive and not disruptive.
- Set the camera in the proper place where it will not disturb children. Explain the purpose of taping and invite their co-operation.
- Get ready with the equipment and the personnel. The personnel can be a trained student or an aide for assistance. Based on the information needed, the camera can be focussed either towards student's interaction session or towards the teacher.
- Make several tapes so that it will be possible to select the tape that best suits the purpose. There should be back up tapes if some tapes are damaged. If several tapes have to be made, base it on the same unit, one each from the beginning, middle and the end of the unit.
- Analyse the tape. Training should be given for analysing the tape. For this three steps should be followed. The process starts by viewing the tape several times. For observation purpose they can adopt two perspectives—(i) broad perspective and (ii) focussed one. If teachers are adopting broad perspective, they will observe the class in general and make their own observation notes in the following format:

Table 5.2 Format for Broad Perspective

Videotape: Running Record		
Tape Counter	Teacher Actions	Student Actions
45	Checking Group Activity	Only two students are contributing

(Source: Glatthorn, Allan A. & Fox, Linda E.(1924).

As teachers want changes in their own or student's behaviour, they should make notes of the tape counter, their actions and students' actions. If teachers are interested in focused perspective in order to know a specific skill, they should use specially prepared forms. One format is given below:

Table 5.3 Evaluation Structures and Teacher Groups

Teachers	Intensive	Standard	Evaluation for development
Novice type	Yes	No	No
Marginal type	Yes	Yes	No
Passive type	Maybe	Maybe	Maybe
Productive type	No	Maybe	Maybe

(Source: Glatthorn, Allan A. & Fox, Linda E.(1924).

After finishing the framing of either type of record, teachers can write a few observations regarding their own reactions while seeing the tape like:

'I felt my introduction was too long. Can start another teaching point from students' answer; I have to learn how to conduct the group work in a disciplined manner'.

Next, the turn of observation of the videotape starts with the teacher along with his/her colleague or mentor. Some general background information with regard to the class, the place of lesson in that unit and objectives of the lesson can be given. The teacher should tell about the purpose of the tape viewing and the type of desired feedback. Three kinds of feedback are normally suggested:

- Feedback based on the particular skill used by the teacher.
- Questions that will help teachers reflect about important interactions.
- Opinion of the colleagues about which part of the tape should be pasted in the portfolio that the teacher is preparing.

5.7 CHALLENGES OF TEACHER EDUCATION IN GENERAL

There can be seen a huge discrepancy in the educational field between developing and developed countries of the world. Though the developing countries have made much progress but still the difference will limit the global competitiveness of the underdeveloped world. The underdeveloped countries are facing various obstacles in the field of teacher education. Such as:

- Inadequate access to education. Some countries also face economic, cultural, and political obstacles specifically to women's access to education.

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11. What are the different strategies of professional development?
12. What do you mean by a professional portfolio?

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- Disproportionate student/teacher ratio in primary and secondary education in comparison to developed countries. The effect of this disparity can be seen in the rural areas the most.
- Teacher quality is not good especially in those countries that have limited access to education. Teachers in these countries are mostly untrained or under-qualified or teach subjects in which they are neither qualified nor trained for.
- Lack of attention given to teacher training or teacher education by the government in comparison to other educational courses though the importance of teachers is emphasized in many international reports.
- There is a shortage of good research in the field of teacher education that could help to improve teacher education.

Though the need to integrate training, education and professional development has been felt for lifelong learning for the teachers but the resources allocated are usually inadequate and opportunities few. On an average, countries spend a meager one per cent in teacher training and education from the total annual education expenditure (6 per cent for staff development in the field of industry and business). Priority and attention should be given to teacher training and education to facilitate development of human capital worldwide.

5.8 SUMMING UP

- Professional development means the process of improving the capabilities and skills of teachers through innovative training programmes inside and outside the educational institution.
- In the technological era, professional development goes beyond the act of training with emphasis on learning skills but also develops new insights into pedagogy and their own practice, and explores new or advanced understandings of content and resources.
- The nature of profession consists of payment, knowledge and skills, responsibility, recognition and professional ideal of service.
- While considering the connection between teaching as a profession and education, one can see that professional teaching qualifications fall under three headings: pedagogy, content, and education.
- Professional preparation of teachers in the 21st century is not the typical 'sit and get'-lecture format usually encountered instead it is the acquiring of the 21st century skills.
- Planning guidance for a professional development programme is important. In this process there are various phases such as planning phase, implementation phase, evaluation phase and follow-up activity.
- For preparing teachers in distance mode the following measures should be taken:
 - Assess learner's readiness to participate in distance course
 - Offer face-to-face orientation
 - Offer orientation in the distance mode in which trainees will participate
 - Organize learners into cohorts or a community

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13. What do you mean by global education?
14. What is the need of including life skills in teacher education curriculum?
15. What do you mean by a pluralistic curriculum?
16. Write any two limitations of teacher education.

- o Help teachers develop self-study
- o Educate potential learners and instructors about the spirit of distance learning
- o Offer blended Learning Opportunities
- The strategies of Professional Development are the following:
 - Induction Programme for Novices
 - Professional Development through Micro Peer Teaching (MPT)
 - Professional Portfolio
 - Professional Development through using technology
- The present teacher education programme is facing challenges not only in the curriculum but also in the implementation level. They are:
 - Introduction of Global Education
 - Providing 21st century skills
 - Inclusion of life skills
 - Need for high Quality Teaching
 - Introduction of Pluralistic Curriculum
 - Inseparability between pre-service and in-service training
 - Issues related with Quality Concerns in Teacher Education Programme
 - Problems Related with Field Experience
- If teacher professionalism is the pivot of a professional educator, then professionalism has to be the hub of pre-service teacher education programme.

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5.9 KEY TERMS

- **Professional development:** Refers to activities to enhance professional career growth
- **Professional:** Someone who claims to possess knowledge of something and has commitment to a particular code of values
- **AACTE:** The American Association of Colleges for Teacher Education
- **Critical thinking:** Is both a frame of mind and a set of mental capabilities
- **Adaptability:** Is the ability to adjust with the changing situation

5.10 ANSWERS TO 'CHECK YOUR PROGRESS'

1. The term professionalism is used to describe the methods, manner, and spirit of a profession and of its practitioners.
2. The two perspectives of a profession-i) Historical Perspective and ii) Sociological Perspective.
3. The nature of profession consists of payment, knowledge and skills, responsibility, recognition and professional ideal of service.
4. Professional development means the process of improving the capabilities and skills of teachers through innovative training programmes inside and outside the educational institution.

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5. Agility means learning from experience and applying that knowledge in new situations. Adaptability is the ability to adjust with the changing situation.
6. The first step of any professional development of a programme is to decide the planning process. In the initial stage of planning, the need of conducting such a programme will be analysed. The next attempt is to fix the target group. The third step is to decide the learning activities and the follow-up that will be adopted in the professional programme. It is necessary that the planning team should consider (i) the critical roles that the heads of an institution play in supporting teacher participation and engagement in professional development, and (ii) how the professional development being planned acts as a scaffold to other professional development.
7. The four criteria to evaluate training programmes are:
 - Reaction
 - Learning
 - Behaviour
 - Results
8. The measures that can be taken are:
 - Assess learner's readiness to participate in distance course
 - Offer a face-to-face orientation
 - Offer orientation in the distance mode in which trainees will participate
 - Organize learners into cohorts or a community
 - Help teachers develop self-study
 - Educate potential learners and instructors about the spirit of distance learning
 - Offer blended learning opportunities
9. Academic orientation emphasizes on transmitting knowledge and developing understanding. It emphasizes the subject-matter background of the teacher, and teaches how to think, inquire and structure the content.
10. Personal orientation focuses on the teacher as a learner, and a teacher's own personal development is a central part. It is a kind of self-assessment made by the teacher. Social orientation is considered as a social engineer. How to remove inequalities in society and promote democratic values in the classroom are trained here. Teachers also foster group problem solving among students. Though there are various types of orientation they share the same purpose, i.e. preparing teachers to change society.
11. The different strategies for self-development may be:
 - 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

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12. Portfolio is useful in job search as it can be shared with persons who are considering the applications for employment. It is an organized evidence of your skills. The word organized is used in the sense that the portfolio must be more than simply a collection of your achievements. It must be a deliberate, present and organized collection of your skills, attributes, accomplishments and experiences.
13. In a global age, a professional teacher cannot afford to work as an isolated individual. She/ he has to work collaboratively as well as learn from other teachers. Schools have become learning communities and teachers have become emancipated action researchers. The profession is geared towards constructing and deconstructing traditional values and the educational mindset, and towards curriculum construction. Today's classrooms reflect a multicultural and pluralistic learning environment.
14. The teacher education curriculum stresses on the training of teachers to shape the total personality of children. One of the key areas to fulfill this aim is to impart Life Skills Based Education which should be included in the curriculum. Training on Life Skills has become extremely essential with the growing competitive environment and peer pressure.
15. A pluralistic curriculum is based on the following points:
 - Respect for the legitimacy of different cultures
 - Empowering students to value all cultures, not just their own
 - Incorporating cultural information into the curriculum, instead of simply adding it on
 - Relating new information to students' life experiences
 - Teaching to the 'whole child' and treating the classroom like a community
 - Addressing a spectrum of learning styles
 - Maintaining high expectations for student success
16. There are various obstacles in the field of teacher education. Two of them are:
 - Inadequate access to education. Some countries also face economic, cultural, and political obstacles specifically to women's access to education.
 - Disproportionate student/teacher ratio in primary and secondary education in comparison to developed countries. The effect of this disparity can be seen in the rural areas the most.

5.11 QUESTIONS AND EXERCISES

Short-Answer Questions

1. Define the term professionalism.
2. Bring out the difference between profession and professionalism.
3. Explain the two perspectives of profession.
4. What is meant by inseparability between pre-service and in-service teacher preparation?

NOTES

Long-Answer Questions

1. Consider you are a member of the planning team of a professional development programme related with inclusive practices in schools. Note down the guidelines for its planning phase.
2. Teaching is considered a noble profession. Review this statement based on your experiences.
3. Do you consider professional development as an inevitable component for pre-service teachers? Give your views.
4. Attend a local professional development programme and write a report on strategies adopted in that programme.
5. Elaborate on the various professional development programmes.

5.12 REFERENCES AND SUGGESTED READINGS

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