

Teacher Education

DEDU505



LOVELY
PROFESSIONAL
UNIVERSITY



TEACHER EDUCATION

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SYLLABUS

Teacher Education

Objectives :

To enable the learners to :

- (1) understand the concept of teacher education
- (2) develop insight into the problems of teacher education at different levels.
- (3) understand new trends, and techniques in teacher education

Sr. No.	Description
1	Teacher education—meaning, historical perspectives. Affective teacher education and competency based teacher education. Types of teacher education—in-service, pre-service, distance.
2	Aims and objectives of teacher education at elementary level. Aims and objectives of teacher education at Secondary level. Aims and objectives of teacher education at college level. Innovative Courses of Teacher Education—B.El.Ed, B.Sc.Ed.
3	Statutory bodies in teacher education and their functions –NCTE. Agencies of teacher education and their functions –NCERT. Agencies of teacher education and their functions- SCERT, DIET. Agencies of teacher education and their functions -Academic Staff College.
4	Selection criteria for teachers and teacher educators. Policy perspectives on teacher education—University Education Commission. Policy perspectives on teacher education—Secondary Education Commission.
5	Policy perspectives on teacher education—Indian Education Commission. Policy perspectives on teacher education— National Policy on Education—1986 and POA-1992. Globalization and Privatization in teacher education.
6	Simulated Teaching: Concept, purpose and procedure. Internship in teaching—organization, supervision. Merits and demerits of Internship in teaching. Evaluation of internships in teaching.
7	Meaning, nature and strategies of teacher controlled instruction. Meaning, nature and strategies of learner controlled instruction. Meaning, nature and strategies of group controlled instruction.
8	Teacher education and teacher freezingsness. Evaluation mechanisms in teacher education. Recent trends in research on teacher education.
9	Construction and development of curriculum on teacher education—meaning, importance. Curriculum development on in integrated in teacher education curriculum. NCF for Teacher Education, 2009.
10	Comparative analysis of curriculum implemented by Government, aided and private teacher education institutions. Teaching as a profession, Professional development of teachers.

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Unit 1: Teacher Education: Meaning, Historical Perspectives

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Objectives

Introduction

- 1.1 Meaning of Teacher Education
- 1.2 Historical Perspectives of Teacher Education
- 1.3 Summary
- 1.4 Keywords
- 1.5 Review Questions
- 1.6 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss about the meaning of teacher education.
- to describe the historical perspectives of teacher education.

Introduction

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. India has made considerable progress in education since independence with reference to overall literacy infrastructure and universal access and enrolment in schools. The teacher must now be equipped not only to teach but also to understand the student and the community of parents so that children are regular in schools and learn. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years, so there is a great need of qualitative teacher education to fulfill the dream of nation.

1.1 Meaning of Teacher Education

1.1.1 Meaning and Nature of Teacher Education

Meaning of Teacher Education: It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

The National Council for Teacher Education has defined teacher education as. "A programme of education, research and training of persons to teach from pre-primary to higher education level".

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

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 responsibilities more effectively."

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The

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perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, "Training is given to animals and circus performers, while education is to human beings.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.
Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills.

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), "Teacher education can be considered in three phases : Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process." It is based on the theory that "Teachers are made, not born. in contrary to the assumption, "Teachers are born, not made." Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called "tricks of the trade."

Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, like adult education and non-formal education programmes, literacy and development activities of the society.

It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.

The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several disciplines. However the knowledge base in teacher education does not comprise only an mixture of concepts and principles from other disciplines. Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage. It is a system that involves an interdependence of its Inputs, Processes and Outputs.



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A teacher must have knowledge of his subject methods and techniques of teaching and factors which affect teaching and knowledge of child psychology.

Self Assessment

1. Fill in the blanks

- (i) In 1906-1956, the program of teacher preparation was called
- (ii) includes the philosophical, sociological, psychological considerations which enable the teacher to have a sound basis for practicing the teaching skills in the classroom.
- (iii) include the techniques, strategies and approaches that would help teachers to grow in the professional.
- (iv) has become differentiated into stage-specific programmes.

1.2 Historical Perspectives of Teacher Education

The history of teacher education in India is as old as the history of Indian education itself. If there had been education in the society in any form there must have been teachers and students in existence. Education of teacher's education system was started in 2500 B.C. as education itself. The history of Indian teacher education may be divided into five parts:

- | | |
|--|--------------------------|
| 1. Ancient and Medieval Period | : 2500 B.C. to 500 B.C. |
| 2. Buddhist Period | : 500 B.C. to 1200 A.D. |
| 3. Muslim Period | : 1200 A.D. to 1700 A.D. |
| 4. British Period | : 1700 A.D. to 1947 Add. |
| 5. Teacher education Post-Independence period in India | : 1947 up to this date. |

1.2.1 Ancient and Medieval Period

There is little evidence to help us construct even an outline of the system of Teacher Training during this period. In the beginning of Indian civilization all teaching was concerned with teaching of 'Vedas'. Out of four classes of Aryan Society, there were only Brahmins who served as masters of the community. This periodic classes deviated themselves to the work of acquisition, conversation and promotion of knowledge and of the transmission of prosperity. they looked at it as their duty to learn and to teach. Gaining knowledge is a two way traffic between the teacher and taught.

Because there was caste system at that time, each caste was dedicated to its profession. Brahmins were earning their livelihood by teaching. These Brahmins were employed by high class people. There was no training in any institution. they get trained from 'Gurus' in their families by guardians and parents. It was first a hereditary process-teacher learnt art of teaching family. In this way teaching profession continued from one generation to another.

Methods and techniques of teaching were very simple. A student had to rely completely on the word of the teacher. There was a close contact between a teacher and taught. 'Manu' lays down that the Brahmins alone shall teach 'Vedas' and none else.

In this way we find that there was no formal system of teacher's training. It was the hereditary process from 2500 B.C. to 500 B.C. until the Buddhist Period started.

1.2.2 Buddhist Period

During the Buddhist period the importance of teacher education was recognized. It got an expansion. It was felt that the profession of teaching was not the right privilege of only Brahmins. Any enlightened person from any class of the community may get the status of a teacher after a vigorous training.

A vigorous, well elaborated and thorough system of training for that purpose of propagating Buddhists preachers and religion not for schools. teachers were monks who were spreading the spirit of Buddhist religion to the people ceremony and Upsampada ceremony. Afterwards he had to pass the two stages and was ready to get status of a teacher. He was kept under the supervision of the two teachers. He learned the elements of morality, precious conduct and got training in 'Dharma' and discipline. He learnt not only the theory of these elements but lived his life when supervisors were satisfied. They gave license or a certificate to be fit for the profession of teaching.

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1.2.3 Muslim Period

During this period also there was no formal system of teacher training. Education was public affair, education institutions were called 'Madarsah', and they were attached to molvies. Education during this period was mainly religious. Mainly teaching of 'Quran' was imparted. There was no formal training for teachers. Molvies were the teacher of Mokalis and Madarsahs. There were some advanced Arabic school with more advance and comprehensive courses of study. Need of formal education was not felt or recognized for any appointment on any post during this period. No special professional training was required. The posts were filled up on considerations other than mere academic qualifications. During this period, teaching medicine, literature, art and music were taken as established learned professions. Institutions for regular education and training of such professions were not in vogue during this period. Only Mohamdans were allowed to teach in Mokalis and Madarsahs.

1.2.4 British Period

The above education system was changed by the Britishers according to their own system of England and according to their need and philosophy. Advanced system of education was incorporated in British period. The monitorial system of training the teachers and the semi-formal system of teacher's training in India was not recognized by them. When the Britishers came, their major goal in the field of education was to educate Indian children in British system.

First of all Danish Missionaries established a formal training centre at Serampu (West Bengal). These missionaries were private institutions. This was the first step in the field of training the teachers in India.

- After this three more institutions (private) called Normal Schools were opened for training the teachers, one each at Madras, Bombay and Calcutta.
- After this institutions started functioning Government also took part and felt the need. It came in picture and thus Normal Schools were opened at Poona, Surat and Calcutta. Later on as the need of teachers was increasing and the number of primary schools were increase, the three more institutions were set up at Agra, Meerut and Varanasi.
- Elphinston made arrangements for training teachers. Such programme of teacher-training was primarily means for preparing Indians for lower levels.

Teacher education may be classified into three periods under British period –

1. Monitorial System (1800-1880),
2. Teacher Training (1882-1935) and (1882-1947)

1. Monitorial System (1800-1880): Since the early British period, there was system of Indian school. There was no extension of Education. Therefore few teachers were required for education and provision of teacher training or education. But students had to teach and maintain the discipline. They were guided by the teacher. In Madras Andrew Bell (1787) had introduced the system of apprenticeship in same places. This system was also introduced in schools to maintain class discipline.

Lancastrian System was introduced in 1819 in Bengal by Calcutta School Society to train the teachers. Thomas Moonro in 1826 had planned for teacher training first. Other provinces also paid attention in this direction. As a result in 1857 some schools were established in Uttar Pradesh (Agra, Meerut, Banaras and Allahabad). Wood's recommendation suggested for the extension of teacher training in 1954. There were 106 Normal school and 4000 pupil teacher were enrolled. Total expenditure was 4 lakh rupees. There were two training colleges for secondary level in Madras and Lahore at that time. The graduates and under graduates were enrolled in these training colleges.

2. Teacher Training (1882-1935): Hunter Commission (1882) emphasized on the improvement of primary education and extension of training schools for teachers. Several normal schools were established. But no attention was given to secondary training institutions.

At the end of 19th century there were 6 training colleges for secondary teachers.

According to the University Act, 1904, recommendations were given for extension of secondary training colleges. Several training colleges were established, for these colleges demonstration schools were also emphasized and established. One training college was started in Bombay in 1906. In 1912 Govt. had recommended: Under the modern system of education no teacher should be allowed to teach without a certificate that has qualified to do so. In 1917, Calcutta University Commission had recommended to introduce the Education Department of University level and to investigate the problems of training colleges. As the result there were 13 Education Departments in 1921.

In 1929, Hartong Committee recommended for the centers of primary education:

- Raise the standard of primary education.
- Appointment of good and trained teachers.
- Provision for refresher courses.
- Investigate the problems of primary education.

Upto this period teacher training may be leveled as –

1. Graduate level (L.T.)

2. Inter level (C.T) and

3. Primary level (H.T.C) of administration or for teaching in Anglo-vernacular schools. However, it brought in focus of educational system, the importance and usefulness of teacher training programme.

In 1854, Wood's Despatch emphasized the importance of teacher's training and education. In this report a new principle of grant-in-aid to schools was announced. Aid was to be given on the basis of number of trained teachers in the schools.




Did u know? Formal system of teacher education was started by Britishers:

During (1854 to 1947) Teacher-Education: In the beginning there were mainly elementary schools and a few secondary schools in this period. Secondary schools were opened and there was a demand of teachers for secondary schools. Hence a number of teacher training colleges for secondary schools were opened.

The first secondary teacher training schools was established in 1856 at Madras, known as Govt. Normal School, Madras. It trained primary teachers as well as secondary teachers both.

- Later on at Lahore in 1880 a similar institution was started for the training of secondary teachers.
- In 1882, Indian Education Commission was admitted to examine the inadequacies of the Indian Education Commission examined the education and suggested some improvements. Thoroughly, it made suggestions for removing inadequacies.
 - (1) Commission suggested that training institutions should be increased as the schools were increasing.
 - (2) Upgrading the teachers training quality, commission suggested that there should be examination in theory and practical and only those who have passed in both should be appointed as teachers.
 - (3) There should be separate training schools for graduates and under-graduates. There should be different higher levels of training for under-graduates.

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Did u know? In U.P. basic teacher training was started at Allahabad for the first time.

The syllabus and method of teaching prescribed was entirely different from other schools. Every subject was correlated to some crafts and situations of life. Students were required to spin and do mathematics, etc., through spinning and weaving. This was correlated teaching. From 1939 continuously this basic education is in our country.

Sargent Commission: In 1944 again John Sargent formulated the plan of improving the education system. This was comprehensive plan which was considered at all levels. This plan made number of recommendations on various aspects in education. For teacher education he made 4-5 recommendations –


1. Graduate teachers should be trained in training colleges. Colleges may be started by government or by university department.
2. Quality of school education should be improved but it could not be improved without improving quality of teacher training. So commission recommended that teacher training should also be improved.
3. The commission suggested three types of training schools –
 - (a) Training schools for preparing teachers for pre-primary schools.
 - (b) Training schools for training teacher for primary level.
 - (c) Teacher training for junior training schools.
4. This plan also emphasised the need for refresher courses for teachers.
5. It was mentioned in this plan that in the coming 2-3 years the country would require 20 lacs non-graduate teachers and 1.81 lacs graduate teachers. In order to fulfill the demand the plan emphasized that more training colleges should be opened.

As a result of this number of training schools and colleges increased in country with a very fast rate. In 1947 it has been estimated that there were 4 lakh teachers in primary schools but percentage of teachers was 64.

Before 1947, B.Ed., departments were not found in affiliated colleges. There were three centres to train graduate teachers – Banaras, Agra and Allahabad. Because number of training colleges were not sufficient. Most of untrained teachers were appointed on less salary.

At the middle level only 59% of total number of teachers (72000) were trained, rest of them were untrained and at secondary level hardly 51% of total number of teacher (88000) were trained and the number of training colleges which trained teachers for secondary level were only 42 and there were 59% untrained teacher working in the schools. So government thought that let the private colleges have training colleges.

This is the history of teacher education in India during pre-independence. Every time when review of teacher education was made by certain committees, it was always found that there is the need of improvement – qualitative and quantitative improvement of teacher education.



Task What was monitorial system?

Self Assessment

Notes

2. Multiple choice questions:

Choose the correct option

- (i) First of all Danish Missionaries established a formal learning centre at
 (a) Serampu (Bengal) (b) Chennai
 (c) Delhi (d) Mumbai
- (ii) city is not related to normal schools opened for training the teachers in British period.
 (a) Madras (b) Bombay (c) Calcutta (d) Jaipur
- (iii) In Andrew Bell (1787) had introduced the system of apprenticeship in same places.
 (a) Delhi (b) Bombay (c) Madras (d) Bengal
- (iv) Lancastrian system was introduced in in Bengal by Calcutta school society to train the teachers.
 (a) 1819 (b) 1820 (c) 1821 (d) 1822

1.2.5 Teacher Education in India in Post-Independence Period

Every country is granted freedom and many kinds of social changes are required and advocated by new government. Same happened in our country also, when we attained freedom and problems were brought before our government; as-socio-economic change, political change and so on. Due to this change have also been take place in education too. Importance of education was stressed; there was greater demand of schools and consequently demand of trained teachers. Side by side new concept of 'teacher education' was developed in relation to national needs and aspirations. Our system of education needed a big change. It was advocated that education system is not fulfilling the needs. This change also includes a change in the system of teacher education. It has been realized that teacher education is not merely teacher training; it is something more than this. A teacher's work is not only to impart knowledge but he has to build up the personality of child because children are future citizens and teacher has the responsibility to produce good citizens.

Radhakrishnan Commission (University Education Commission): In 1948 the Government of India appointed the University Education Commission under the chairmanship of S. Radhakrishnan an eminent educationist. This commission submitted its report in 1949. This commission was mainly concerned with the university education but it has felt about the teacher training also and made several recommendations-

1. Teacher training colleges should be remodeled-more time should be given to practice teaching and more weightage to practical examination than theory. It means developing teaching skills.
2. Proper schools should be selected for practice teaching.
3. In the training colleges teacher should be recruited from those who possess sufficient teaching experiences.
4. The commission said that the theory courses should be flexible and adaptable to local needs and circumstances. The standardization of curriculum were not considered by the commission.
5. Students with long teacher experiences should be admitted to M.Ed course.

Secondary Education Commission (Mudaliar Education Commission): In 1952 Government of India appointed the secondary education commission under the chairmanship of **A.L. Mudaliar**. This is the person who was vice-chancellor in Madras for too long period, i.e., 13 years.

Report of this commission said that teacher is the key to any kind of reform important. The commission strongly recommended the improvement of working conditions in the training colleges and try to raise the social status of teachers. Several important changes were suggested by the commission to be brought about in the system of teacher education. The commission made valuable

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recommendations which may be summarized as below-

1. There should be 2 years course for non-graduates and one year training course for graduates.
2. The pupil teachers should be trained in one or two extra curriculum activities also.
3. Pupil teachers should be trained in one or two extra curriculum activities also.
4. The commission also stressed the importance of refresher courses, short-term intensive courses and specialized courses, workshops and conferences for in-service teacher were also considered necessary.
5. Training colleges should conduct research work.
6. Training departments should be established in the affiliated college too. Training of teachers should not be the exclusive responsibility of the government.
7. Trained graduates with at least three years teaching experience should be admitted to M.Ed. course.



Did u know? Special part time courses for untrained teachers. The first conference for held in 1950 in Usmania University.

National Education Commission (1964-66): The Education Commission under the chairmanship of **D.S. Kothari** has pointed out clearly the major weaknesses in the existing system of professional education. This commission submitted a very comprehensive report on upgrading the education system in India. Commission made a number of recommendations improve the education system in the country. This commission first of all examination the whole education system and tried out to identify what the deficiencies and recorded them and criticized them. As the result of this evaluation they said-

1. Standards of teacher education were poor and Medicare.
2. Effective alumina association should be established in each training college.
3. The teacher education was isolated from the main stream of academic life.
4. Commission also noted that the training colleges have no competed staff. This may be largely true even today after many recommendations.

Improving Quality of Teacher Training Programme: The essence of teacher training programme is 'quality' and in its absence teacher education became not only financially waste but a source of overall deterioration in educational standards. Therefore to improve the quality of teacher education the following recommendations were made—

1. Organization of well planned subject orientation courses for training colleges staff. It is a kind of short term courses in which teachers are given new knowledge.
2. Introducing integrated courses of general and professional education so that teacher prospects are not narrowed.

As a result of this recommendation four year courses were started Regional Colleges of Education in 1963.

3. Using improved methods of teaching (which leave greater scope for self-study and discussion) and improved method of evaluation (which includes continuous internal assessment of practical and sectional work as well as practice teaching).

Teaching methods and evaluation system are in-separately bound together. A student will learn what you want to evaluate. The person learns the kind of behaviour which is rewarded, so it is necessary that evaluation system should be improved.

As a result of this recommendation Regional colleges have developed more improved evaluation system like—Rating scales, cooperative evaluation. In this way new things are being practiced in Regional colleges.

4. Commission recommended that instead practice teaching programme there should be internship programme also. Internship is meaningful because the student is exposed to all types of teachers programme that he has to face when he is an actual teacher.
5. Revision of curriculum at all levels. The syllabus of training college should be upgraded. For that purpose NCERT tried to achieve these objectives through seminar and workshops.
6. Increasing number of working days to 130, logic underlying the recommendation is that in larger number of working days more works done.
7. Appointing qualified staff.
8. Developing special courses for graduates for primary training schools. That even in the primary schools teacher should be trained graduate not simply high school.
9. Summer institutes for in-service training of the staff of educational department or training colleges, that on regular basis: there should be summer institutes to upgrade their knowledge. It is a short term course i.e., 30 days or 40 days. Now this span has been reduced to 20 days. It is to learn further what they already have learned in keeping with new developments.

As a result of this recommendation U.G.G. and N.C.E.R.T. implemented summer institutes in big way.

10. Abolish fees, give scholarships and loans to student teacher.
11. Hostel facilities and experimental (demonstration) schools should be provided where staff members of training colleges can make experiment to verify the theories. Even pupil teacher can get opportunity to work as a teacher what is taught them in training colleges.
12. Subject specialization was recommended to be introduced and the specialization was to be allowed to a student who had studied that subject at graduate level.
13. Recruit only first and second class students to training colleges. Now third class students should be admitted in training colleges.

Now, when degrees have lost their validity this recommendation has no meaning.

14. Improve facilities like libraries, laboratories, workshops, etc.

Expansion of Training Facilities: Because by this time there have been a great lack of training teachers. For this number of training colleges are increased. The training facilities should be expanded on priority basis so that number of untrained teachers could be reduced. The objective should be to ensure that every teacher in a primary or secondary schools is either trained at the time of appointment or receives such training within 3 years of his appointment. From this point of view –

1. Each state should prepare its own plan to meet the need for trained teacher.
2. They suggested a few devise or methods so that number of trained teacher could be increased. The recommendation was-have more part time and correspondence courses, because through regular and formal system of teacher education it could not trained large number of teachers as they need.

This recommendation was implemented immediately. First time it was started in Regional Colleges in 1964 and after it was started in other universities.

3. Backlog of untrained teachers should be cleared as close as possible.
4. Size of institutions should be fairly large and they should be located on a planned basis.
5. About expending training facilities.

Adequate provision for continuing professional education

1. A co-ordinative programme of in-service education for all types of teachers in the training college should be started. This recommendation was only for purpose of enabling teachers to get higher education.
2. The programme of summer institutes for the in-service training of secondary school teacher should be extended with systematic follow-up and active collaboration among agencies concerned.

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3. Some orientation to professional education is necessary in higher education.
4. Newly appointed lecturers should be given some time to acclimatize themselves to the institution and should be encouraged to attend lecture of good teachers.
5. Regular orientation courses for new staff should be organized in every university and possibly in every college.

Creating Appropriate Agencies

1. It was recommended that U.G.C at national level and state Boards of teacher education in the states should assume the responsibility of maintaining standards and implementing these recommendations.
2. The U.G.C. should set up a joint standing committee on teacher education in collaboration with N.C.E.R.T. This committee was also immediately constituted.
3. The U.G.C should provide funds for library to improve the standards of teacher education.
4. The commission recommended that there should be motivating programme for teacher educators so that they take up research and contribute significantly to the development of teacher education.

These were recommendations which were made by Kothari Commission to improve education system. This was the commission who made larger number of recommendations and most of the recommendations of this commission were implemented. There was always a big gap between what was recommended and ideational level. The actual status of teacher education did not change much on ideational level. But even after implementation it did not have any significant impact upon teacher education.

Teacher Education in Five Year Plans: Planning started in India in 1951. The first three five year plans would extend from 1951 to 1969 because third plan was delayed three years due to several reasons. Prior to these plans in India almost half of the teacher population was untrained. In these plans it was emphasized that need for trained teacher should be fulfilled. Therefore in all three plans efforts were made to extend the facilities of teacher' training so that number of untrained teacher should be reduced. This was the focus of first three plans. For that they recommend various programmes to introduce, particularly for in-service teachers.

On the whole teacher education got 10% share of the total education. This programme resulted into an increased output in training schools and training colleges. Output of training schools doubled during 1955 to 1961 and increased three times in 1966. similarly, output if training colleges also registered a very significant increase. As far as higher level programmes are concerned it may be noted that as a result of these developmental efforts there were 29 institutions in 1966 providing M.Ed. and Ph.D. courses. As the moment there is a large number such institutions.

In Sept. 1961 N.C.E.R.T. was set up, the consequence of this was that programmes of teacher education received much effect. Many new programmes to improve teacher education were introduced by teacher education department of N.C.E.R.T. and N.C.T.E.

Up to 1964, N.C.E.R.T. had no idea of doing for teacher education. It was in 1964 that N.C.E.R.T. started teacher education programme. It was though that is without improving the quality of teachers it is impossible to improve the schools.

In 1964 establishment of S.I.E. (State Institute of Education) and S.I. Sc. E. (State Institutes of Science Education) took place. To upgrade science education at High school level, Science Institutes were opened.

Teacher Education During IV and V five Year Plan Period: During the period 1969 to 1979 nothing significant was done, the reason was the great economic depression in the country. Because of it Government could not do significant for any developmental field. During this period priority was given to expansion of elementary education with special emphasis on covering the backward sections and girls. At this time correspondence and in-service programmes were too emphasized. These plans provided correspondence courses for about 40,000 elementary teacher and 17,500 secondary teachers. As a result of this emphasis many departments of education and training colleges,

with the assistance of N.C.E.R.T. and U.G.C. were organized correspondence and in-services programmes. B.Ed. correspondence course was started by Himachal Pradesh University and 3-years later by Jaipur University and also by south Universities.

The Education Commission (1964-66) emphasized that the present educational system will need radical changes if it is to meet the purposes of a modern, democratic and socialistic society. It was proposed that the main ingredients the programme of educational development in fifth plan should be the following:

1. Transformation of education system-this is essential to make education a powerful tool of social transformation, economic growth, modernization and national integration.
2. Initiation of comprehensive programme of pre-school development meant specially for the underprivileged social groups.
3. The adoption of the uniform pattern of school and college education in all states and union territories.
4. Vocationalisation of education at the higher secondary stage.
5. The development of a national scholarship policy so that the talented students are assisted to receive the best school and university education.
6. Development of technical education.
7. Introduction of a large scale programme of national social service.

In 1980-84 also no significant change in theory or practice has taken place teacher education. The earlier trends are continuing. In 1980-84 also no significant change in theory or practice has taken place in teacher education. The earlier trends are continuing.

1.3 Summary

- Teacher education is a programme of education, research and training of persons to teach from pre-primary to higher education.
- Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching skills + Pedagogical theory + professional skills.
- The history of Indian teacher education may be divided into five parts.
 - (i) **Ancient and Medieval Period:** In this period teaching was based on teaching of 'Vedas'. Brahmins were earning their livelihood by teaching. There were no training in institutions. They are trained as by guardians and parents. There was a closed contact between teacher and taught.
 - (ii) **Buddhist Period:** In this period there was formal system of teacher's training. Teachers were monks who were spreading the spirit of Buddhist religion to the people ceremony and Upsampada ceremony. After that they had to pass the two stages and were ready to get status of a teacher. He was kept under the supervision of the two teachers.
 - (iii) **Muslim period** education was public affair education institutions were called 'Madarsah, and they were attaches to Maulvis were the teachers of Mokalis and Madarsah. There were some advanced Arabic school with more advance and comprehensive courses of study.
 - (iv) Education system was changed by Britishers according to their own system of England and according to their need and philosophy. There were three sub-periods of teacher education under the British period :
 - (i) **Monitorial System (1800-1880):** In this period the students had to teach and maintain the discipline. They were guided by the teachers. "Lancastrian System" was introduced in 1819 in Bengal by Calcutta school society to train the teachers.
 - (ii) **During (1884-1882) Teacher Education:** In this period secondary schools were the priority of education system. There was demand of teacher for secondary schools. Hence a number of teacher training colleges for secondary schools were opened.

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- (iii) Teacher Training (1882-1935): In this period there was a lot of emphasis given on the improvement of primary education and extension of training schools for teachers.
- Sadlar Commission: The Sadlar Commission in 1919 was appointed to make recommendations for the improvement of Calcutta University. It emphasized on the role of university in the professional training of secondary school teachers.
- Hartong Committee: In 1929 Hartong Committee gave valuable recommendations about in-service revaluation of teachers. Seminars, conferences and refresher courses should be organized for teachers who are already in service.
- In 1937 Mahatma Gandhi gave the idea of Basic education which was self-supporting and cheap.
- Sargent Commission: In 1944 John Sargent gave a comprehensive plan of improving the education system. Commission suggested three types of training schools:
 - (i) Training schools for preparing teachers for pre-primary schools.
 - (ii) Training schools for training teachers for primary level.
 - (iii) Teacher training of Junior training schools.
- After Independence there were several changes in teacher education. In 1948 Radakrishnan Commission (University Education Commission) was established. It was mainly concerned with the university education but it has felt about the teacher training. Secondary education commission was established in 1952 under the chairmanship of A.L. Mudaliar.
- This commission strongly recommended the improvement of working conditions in the training colleges and auditoriums to revise the social status of teacher.
- National education commission examined the whole education system and tried out to identify what the deficiencies are recorded then.
- Teacher education in five-year plans planning started in India in 1951.
- In 1961, NCERT was set up. NCERT started teacher education programme.
- It was recommended that UGC at national level and state boards of teacher education, in the states should assume the responsibility of maintaining standards and implementing those recommendations.
- Along with NCERT, SCERT and other agencies related to state government encourage teacher education at different levels in country.

1.4 Keywords

- Pedagogy : The study of teaching methods.
- Adequate : A good amount of quantity for a particular purpose.
- Competency : Ability or skill for doing a particular task or job.
- Sensitivity : The ability to understand other people's feeling or a tendency to be easily offended or upset by something

1.5 Review Questions

1. Explain the meaning of teacher education.
2. Describe the history of development of teacher education.
3. What was the position of teacher education during IV and V five-year plan?

Answers: Self Assessment

Notes

1. (i) teacher training (ii) Pedagogical theory
(iii) Professional skills (iv) Teacher education
2. (i) (a) (ii) (d) (iii) (c) (iv) (a)

1.6 Further Readings



Books

1. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*
2. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*
3. Issues and Problems in Teacher Education: *Bernadette Robinson.*

Unit 2: Affective Teacher Education and Competency Based Teacher Education

CONTENTS

Objectives

Introduction

- 2.1 Meaning of Affective Teacher
- 2.2 Concept of Teacher Effectiveness
- 2.3 Teacher Competency Based skills Techniques
- 2.4 Types of Teaching Skills
- 2.5 Summary
- 2.6 Keywords
- 2.7 Review Questions
- 2.8 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss the meaning of effective teacher.
- to explain the concept of teachers effectiveness.
- to discuss about teacher competency based skill techniques.
- to describe the types of teaching skills.

Introduction

One of the important aspects of current in the form of sustain research on social interaction in the classroom is the increasing attention given to careful development of theories of classroom interaction dynamic process in which the teacher is an important participant but is not total determiner of the outcomes of learning. The theories, taking the lead from studies in group dynamics, may be miniature systems rather classroom interaction or classroom teaching. Therefore, it is very essential to understand the concept of teacher and teacher behaviour. Competency in teacher education is essential. More and more competency based skills in teacher increase the overall output of students. So, it very important to emphasize on competency based skill techniques in teacher education. In this unit we will discuss about it.

2.1 Meaning and Definition of an Affective Teacher

It needs no description that the teacher is the pivot of any educational system of the younger students. On him rests the failure or the success of the system. If the teachers are well educated and if they are intellectually alive and take keen interest in their job, then only, success is ensured. But if on the other hand, they lack training in education and if they cannot given their heart to their profession, the system is destined to fail. Hence, the teacher is another vital component of the school.

The teacher is a dynamic force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. "There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young". As social engineers, the teachers can socialize and humanize the young by their man-like qualities.

The worth and potentialities of a country get evaluated in and through the work of the teacher, "The people of a country are the enlarged replica of their teacher." They are the real nation builders.

Teaching affectiveness is the main aspect of teacher effectiveness which is related to the process-criterion. It includes class-performance of teacher which can be observed and measured objectively. Teaching affectiveness is the major area of pedagogy. An affective teacher requires to have knowledge, practice and beliefs aspects of pedagogy.

The role of the teacher is best explained by the following prominent thinkers of education.

1. **Manu:** "A teacher is the image of Brahma"
2. **Indian Prayer:** "The teacher is Brahma, the creator, he is god Vishnu, he is god Maheshwar. He is the entire Universe, salutations to him."
3. **Swami Vivekananda:** "The true teacher is he who can immediately come down to the level of the student, transfer his soul to the student's soul and see through and understand through his mind. Such a teacher can really teach and none else."

Definition of Teaching Effectiveness: "Teaching effectiveness is as an act of faith of teacher as well as a students." Teaching is the system of actions and activities to induce learning through interpersonal relationship." The teaching actions and activities generate social emotional climate for providing new experiences and insight to the students. The conductiveness of learning climate depends on the faith of students and teacher. The students learning outcomes depends on the faith students in teaching as well as teacher. Thus, teaching effectiveness varies students to students and teacher to teacher. It is also related to professional ethics.

Definition of Teaching Effectiveness as an "Act of Faith": The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There is consistently high correlation between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher.



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The teacher is the yardstick that measures the achievements and aspirations of the nation.

Self Assessment

1. Fill in the blanks
 - (i) is the major area of pedagogy.
 - (ii), focuses on student's acquisition of specific competency which are composite skills, behaviours or knowledge.
 - (iii) The can be developed on the basis of a theoretical analysis of teaching behaviour taking into account, the objectives of teacher education.
 - (iv) The most important characteristics for an effective-teacher is that he must have and full understanding of his subject.

2.1.1 Characteristics of Teacher

Whereas the traditional teacher education programme did not have to demonstrate the effectiveness of the graduates as teachers, the Competency Based Teacher Training (CBTT) programme have accountability as their hallmark, and as such, lay more emphasis on demonstration/application rather than one mere acquisition of knowledge. One assumption of competency based education is that "given enough time and instruction, most students can acquire mastery of skills." A teaching performances, therefore, is a "complex of knowledge and teaching skills, extended over time, involving many specific items of knowledge and usually involving several specific skills. Competency based education focuses on student's acquisition of specific competency which are composite skills, behaviours or knowledge that can be demonstrated by the learner and are derived from explicit conceptualization of the desired outcomes of learning. Personal characteristics of

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affective Teacher are as follows:

- He is trustworthy
- He is energetic
- He keeps promises, agreements
- He possesses appropriate behaviour
- He has knowledge and presents it with clarity
- He attributes success to effort and failure to lack of effort
- He enjoy patient care and teaching
- He is enthusiastic
- He is responsible
- He sets a good examples
- He stimulates interest
- He relates well interpersonally

2.1.2 Identification of the Successful Teacher

A person who is considered a good teacher by his students is not necessarily judged in the same way by her principal, supervisor, colleagues, the parents of his students or the students themselves years after they have left her class. Even within a particular class during a given school year his pupils are likely to disagree among themselves about the quality of his instruction of the value of her efforts on their behalf. A bright student for example would probably not rate a teacher as would a dull student.

Among the most frequently mentioned criteria are as follows:

1. Mastery of subject matter.
2. Motivation
3. Dedication
4. Cooperation
5. Sense of humour
6. Creativity
7. Disciplinary
8. Academic standards
9. Promptness with reports
10. Efficient methodology and
11. Generosity with personal time in assisting students.

Classification of Effective Teacher Traits: Barry has organized these words into a list of fifteen qualities, with the components of, or synonymous of each they are:

1. **Buoyancy:** Talkativeness, sense of humour, pleasantness carefulness, alertness, idealism,
2. **Considerations:** Concern for the feeling and well being of others, sympathy, understanding, unselfishness, patience, helpfulness.
3. **Cooperativeness:** Friendliness, easy goingness, geniality, generousness, adaptability, flexibility, responsiveness, charitable.
4. **Emotional Stability:** Realism in facing life's problems freedom from emotional upsets, constancy, poise, self-control.
5. **Ethicalness:** Good taste, modernity, morality refinement, cultural polish, conventionality.

2.2 Concept of Teacher Effectiveness

The term "**Teacher Effectiveness**" is very ambiguous and it is difficult to define. It is a relative term and consist of two words-**Teacher** and **Effectiveness**. The 'Teacher' means a person who has a teaching skills effectiveness means promptness, competency and professional qualities of teaching.

2.2.1 Current Approaches for Teacher Effectiveness

There are two current approaches: Model the master teacher and master the teaching model–

- (i) **Model the Master Teacher and**
- (ii) **Master the Teaching Model**
- (i) **Model the Master Teacher:** There are various approaches to teacher education. One of them is called as 'Model the Master Teacher'. This approach linked to the craft apprenticeship concept, is referred to by Stolurow (1965). The 'master teacher' is considered as the master craftsman and student teaching is viewed as a programme of initiation in which the master teacher's

through observation, limitation and practice.

The arguments advanced in support of this approach stress on its effectiveness, simplicity and common sense, "if you want to become an effective teacher, do what the effective teacher does". Who, in general, seems to support this approach, argues for it on more sophisticated grounds. On the basis of an examination of the nature of teaching, he concludes that teaching is a highly personal business. The teacher should model himself on a more skilled adapting.

2.2.2 Master the Teacher Model – Process of Modelling

The second approach may be called as 'Master the Teaching Model. It is important to consider the appropriate use of models in the solution of teaching problems. The term 'model' is used to a great deal, and although it is assumed to have only one meaning. The teaching model can be developed on the basis of a theoretical analysis of teaching behaviour taking into account, the objectives of teacher education. Abilities of students, the process by which these objectives can be achieved, etc., there are different kinds of models and different reasons for developing models.

Implication of Modelling: According to Stolurow (1965), the constructed model may focus on the development of a set of elements sufficient to achieve a particular objects. A variety of different teaching models can be used to convert teacher activities into student learning. A model can be used to convert teacher activities into student learning. A model is commitment to a position and can be tested.

"The Master Teaching Model" approach to practical experience makes possible and necessary the integration of theory and practice. This integration becomes not an abstract goal to be achieved only, but a necessary, constant occurrence. This approach necessities precision and vigour. This approach offers practical and unable help to all students irrespective of their personality traits, attitudes and abilities. "A model is infinitely variable so that there is no contradiction between a students' following theoretical model and his developing a personal teaching style".

"The Master Teaching Model" approach is adopted by those who regard teaching as a part of the behavioral science. Teaching is behaviour in a social context and is, therefore, amenable to scientific observation and analysis. The teaching behaviour is modifiable by the use of feedback devices.

2.2.3 Characteristics of Teacher Effectiveness

Teacher-effectiveness usually includes-mental abilities, teaching aptitude, academic qualification, teaching experience and professional ethics. It is essential that effective teacher should have high mental abilities, high academic qualification or mastery of the subject.

A.S. Barr and Mitzel (1967) have reviewed several studies of teacher-effectiveness and found that teacher effectiveness is highly related to the ability of decision making, mental consciousness or alertness and master of his subject or content. thus, the characteristics of teacher effectiveness can be classified into three broad categories.

- (i) **Cognitive characteristics.**
- (ii) **Emotional characteristics.**
- (iii) **Dynamic and skills related characteristics.**
- (i) **Cognitive characteristics:** The most important characteristics for an effective-teacher is that he must have mastery and full understanding of his subject. At the time of admission in teacher-education main emphasis should be given on the academic qualification of a candidate.
- (ii) **Emotional characteristics :** This type of quality involves-emotions, adjustment, interest, attitudes, values etc. It is related to professional ethics of teacher which is most important characteristic of teacher. The doing aspect of teacher most effective than telling or saying. The students imitate his teacher.

The classroom involvement of teacher in his presentation and demonstration, Motivates the whole class. An effective teacher generates the social and emotional climate in his class by his verbal and non-verbal behaviour or activities. A good teacher creates the conducive learning situations in his classroom for better learning.

teaching examination. In using this approach all the three steps are followed. The content which is taught to the students is analysed psychologically to develop the sequence. The teaching and testing points are also determined.

Step II: Lesson-demonstration for teacher: The lesson demonstration method/strategy is traditional classroom method, which is used in technical schools and training colleges. It is widely used by teacher-educators during teaching practice, as a permissive than a discussion.

Focus: It is used for achieving the psychomotor and cognitive objectives related to teaching process.

Structure: It consists of three successive steps: (a) Introduction, (b) Development, and (c) Integration. In the first step of introduction, the aims are stated. The second phase involved a good deal of question-answers and other class activities. The last step, in which the lesson material is rehearsed, revised and evaluation.

Principles: It is mainly used as teaching strategy for average and below average students or untrained and inexperienced teacher. The cognitive and psychomotor objectives can be realized. It is more useful for pupil-teachers to develop his own lesson in classroom teaching.

Limitations: It suffers from the following limitations:

- 1: It does not provide an opportunity to develop originality of pupil classroom teachers. They try to imitate the model lesson of his teacher in their teaching.
2. Teacher-educators can not demonstrate the lesson correctly and effectively as they employ lecture-method.

Suggestions: The following precautions should be taken in demonstrating the lesson of teaching.

1. An effective or skilled teacher should demonstrate the lesson.
2. The pupil-teacher should be given an opportunity to seek the clarification of their problems.
3. The lesson-demonstration should be followed by discussion.
4. The lesson-demonstration should be used as a supplementary technique in simulated social skills training.

Step III: Approaches for Organizing Student-teaching: In organizing student-teaching practice, several approaches are used in teacher-education programme. The review of these approaches has revealed four main approaches of students-teaching practice as follows:

(i) **Model schools** (ii) **Block teaching**

The details of these approaches have been given in the following paragraphs:

(i) **Model schools:** These schools are also known as 'Practicing Institute' or Experimental Schools. The classrooms of a school are the workshop and laboratories of education.

Meaning of Model School: The schools or educational institutes are permanently affiliated with pedagogical institutes or teacher-education colleges for regular teaching practice are known as model schools or experimental schools. The government Normal Schools have the model schools for organizing student-teaching practice regularly throughout the year.

(ii) **Block Teaching for Practice:** The block student-teaching is the second grade approach. During Block student-teaching, theory classes are not organized rather postponed. The pupil-teacher remain fully engaged in the teaching practice.

Meaning of Block Teaching Student-Teaching: The block word is taken from planning development. The planning is done before actual student-teaching in the context of Blocks. The pupil-teachers are divided into groups. The groups are assigned to two or three teacher educators for separate school of the block.

(iii) **Internship** (iv) **NCTE approach**

2.4 Types of Teaching Skills

Micro-teaching is used for developing certain teaching skills. A teaching skills is defined as a set of teacher behaviours or activities which are especially effective in bringing about desired changes in

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pupil-teacher. There are various teaching skills which can be developed among pupil teachers. **Allen and Ryans (1969)** have suggested the following fourteen teaching skills:

- | | |
|-----------------------------|--------------------------------|
| 1. Stimulus variation | 2. Set induction |
| 3. Closure skill | 4. Silence and non-verbal cues |
| 5. Reinforcement | 6. Asking questions |
| 7. Probing questions | 8. Divergent questions |
| 9. Attending behaviour | 10. Illustrating skill |
| 11. Lecturing skills | 12. Higher order questions |
| 13. Planned repetition, and | 14. Communication competence |

1. **Stimulus variation:** This skill involves deliberate changing of various attention producing behaviour by the teacher in order to keep pupils attentive at high level.
2. **Set induction:** It refers to the development of cognitive support between pupils and teacher to obtain immediate involvement in the lesson.
3. **Closure:** This skill is complementary to set induction. It is more than a quick summary of the portions taught and the pupils are able to related new knowledge with the previous one.
4. **Silence and non-verbal cues:** The use of silence and non-verbal cues in powerful device in order to encourage **pupil-participation in classroom teaching.**
5. **Reinforcement:** It involves teacher encouraging pupils response using verbal praise, accepting their responses or non-verbal causes like a smile.
6. **Asking questions:** This is a skill in asking questions. By fluency means the use of as many questions as possible in a given period of teaching.
7. **Probing questions:** Probing requires that teacher asks questions that need pupils to go beyond superficial first answers of questions.
8. **Divergent questions:** It requires the respondent to organize elements into new pattern, predict, and infer from the situation. This skill involves higher order of thinking creativity.
9. **Attending behaviour:** The successful teacher is more sensitive to note the interest of boredom of pupils through visual cues.
10. **Illustrating skill:** This skill of teaching is used to make a concept easy to understand with the help an example. It involves rule device of teaching.
11. **Lecturing skills:** Requires the effective presentation of content by using appropriate techniques and devices of teaching aids. This is known as communication competency.
12. **Higher order questions:** This skill involves the questions which can be answered by memory or sensory description. The question consist of rules, principles and generalization
13. **Planned repetition:** It is a powerful skill in focusing and highlighting important points of teaching.
14. **Communication competence:** It is a skill which is developed by sensitivity training for a clear communication of ideas and concepts in teaching. The teachers are more responsive to possible miscommunication.

2.5 Summary

- In this unit we have discussed about the meaning of teacher effectiveness and effective teacher.
- Teaching effectiveness ia an act of faith of teacher as well as a students.
- Trust worthiness, enthusiastic, energetic, responsible, keeps promises, agreements, appropriate behaviour are some of the main characteristics of teacher.
- The identification and classification of teacher are also mentioned, Buoyancy, considerations, cooperativeness, emotional stability and ethicalness are the classifications of teacher.

- Model the Master Teacher and Master the Teaching model are the current approaches for teacher education. In model the master approach the "maser teacher" is considered as the master craftsman and "student teaching" is viewed as a programme of initiation in which the master teacher's through observation, limitation and practice. In the second approach (Master the teaching model) it is important to consider appropriate use of models in the solution of teaching problems. The teaching model can be developed on the basis of a theoretical analysis of teaching behaviour on account, the objectives of teacher education.
- Cognitive characteristics, emotional characteristics, Dynamics and skills related characteristics-are the three broad categories of characteristics of teacher effectiveness.
- There are following steps in organizing student teaching practice.
 - Step I : Preparing lesson plan for practice
 - Step II : Lesson demonstration for teacher.
 - Step III : approaches for organizing student teaching.
 - Step IV : Evaluation of student teaching practice according to Allen and Ryan's there are fourteen teaching skills they are as follows:

Stimulus variation, set induction, closure, silence and non verbal cues, reinforcement, asking questions, probing questions, divergent questions, attending behaviour, illustrating skills, lecturing skills, higher order questions, planned repetition and communication competence. A brief note on all the above teaching skills has been given in the unit.

2.6 Keywords

- Competency : A skill that you need in a particular job for a particular task.
- Procedure : A way of doing something, especially the usual or correct way.
- Stimulus : Something that helps something/somebody to develop better or more quickly.

2.7 Review Questions

1. What is the competency based teacher educations?
2. Explain give characteristics of a successful teacher.
3. Explain the term teacher effectiveness.
4. Give a brief note on the following.
 - (a) Stimulus variation
 - (b) Reinforcement skill

Answers: Self Assessment

1. (i) Teacher effectiveness (ii) Competency based teacher education
(iii) Teaching model (iv) Mastery
2. (i) (c) (ii) (d) (iii) (a)

2.8 Further Readings



Books

1. Issues and Problems in Teacher Education: *Bernadette Robinson.*
2. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*
3. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 3: Types of Teacher Education – In-service, Pre-service, Distance

CONTENTS

Objectives

Introduction

3.1 In-service Teacher Education

3.2 Pre-service Teacher Education

3.3 Distance Education for Teachers

3.4 Summary

3.5 Keywords

3.6 Review Questions

3.7 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss about the in-service teacher education.
- to explain about the pre-service teacher education.
- to describe the distance education for teacher.

Introduction

The teacher education programme aims at providing knowledge, understanding of theories, principles, law, facts and others regarding teaching activity to the prospective teachers. These teachers go into the field and apply the given knowledge in their real professional life. But after a period of time, their knowledge use to fade land absolute as the knowledge in the field to teacher education is also increasing day-by-day. Moreover, we are receiving changes in our society, its values, norms, etc. The field of technology is going to be increased day-by-day. Secondary, a teacher can not supposed to be a computer. Once an amount of knowledge is fed, it will remain there in the mind of computer till it is diminished. After a period of time, he forgets whatever was taught him during his training period great need to renovate the knowledge. In service teacher education is applied to so there is a fulfill this gap. There are three types of teacher education In-Service, pre-service distance. Pre-service teaching is also beneficial for future teachers. Many people are not complete their education by regular means, distance education is the best way to get teacher education. We shall discuss about all the three types of teacher education in this unit.

3.1 In-service Teacher Education

The term In-service teacher education is commonly used to denote planned efforts to promote the professional growth and development of teachers. In-service education includes all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Teacer education institutions can extend their services out side their premises either through the visits of their staff for consultations, lectures, or conducting courses, or through lending of books and equipments. Such services are also called as '*Extension service*' because these are extended beyond the physical limits of an institution.

3.1.1 Definitions of In-service Training

In-service teacher education has variously been defined by different teacher Education Theoreticians. According to *M.B. Buch*, a former Director of the Department of field services, “In-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in-service.

It may be regarded as the sponsoring and pursuing of activities which will bring new insight, growth, understanding and co-operative practices to the members teaching profession and arouse them to action to improve themselves in every possible manner.

In-service education may be regarded – as including all activities and experiences participated in by the educational personnel in education during their services. These activities are planned and organized by various agencies to help the educators to improve as persons and to mature as professionals.

3.1.2 Need and Importance of In-service Education for Teachers

Though it is implied in the above discussion, why do we need the in-service teacher education programme, but here it becomes significant to specify the reasons which are forcing to have some in-service education programme for teachers. Different Educationists have emphasized different reasons for it.

The University Education Commission (1949) underlined the need of in-service teacher education in these words – “It is extra-ordinary that our school teachers learn all of whatever subject they teach before reaching the age of 24 or 25 and then all their further education is left to experiences which is another name for stagnation. We must realize that experience before reaching its fullness and the teachers to keep alive and fresh become a learner from time to time.

The Secondary Education Commission report has highlighted importance of in-service education in these words – “However excellent the programme of teacher training may be, it does not by itself produce an excellent teacher.



Notes

Education of the educators continues all throughout his professional career in a planned manner.

3.1.3 Aims, Objectives and Purpose of In-service Education for Teacher

In-service education programme is undoubtedly a significant programme, aiming at the continuous development of teachers in the desired direction.

Following are the chief objectives of in service education for teachers.

1. To provide incentive to the teachers to function more efficiently.
2. To help teachers to know their problems and to solve them by pooling their resources and wisdom.
3. To help teachers to employ more effective methods of teaching.
4. To help teacher to get acquainted with modern techniques in education.
5. To broaden the mental outlook of teachers.
6. To upgrade the teacher knowledge and understanding of the contents.
7. To increase the professional efficiency of the teacher.

Indian Teacher Education Committee has specified the following objectives of in-service education programme-

1. To help the teacher educators to upgrade the teacher education programme and to lead in the organization and development of education.

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2. To increase the knowledge of teacher educators continuously so that they may remain aware with the progress of education in India and abroad and with the new knowledge of their subject.
 3. To motivate teacher educators to self study, independent thinking and creativity.
 4. To help to initiate new techniques and to analyze the existing techniques in order to prepare good prospective teachers.
 5. To promote teacher educators to leave the useless methods and to accept the new scientific techniques and ideas.
 6. To develop positive attitudes in order to make him able to help in progress of the nation.
- In brief, we can say that the principal purpose of I.S.E. for teacher is to encourage a desire to improve, a receptivity to change, a willingness to break inertia, while at the same time assisting the individual to become a more competent, fully functioning teacher and person.



Notes

Education of the educators continues all throughout his professional career in a planned manner.

3.1.4 Problems Related to In-service Teacher Education

The programme of in-service education for teacher, these days is suffering with so many deficiencies. It is not succeeding effectively. The following are the main problems related to In-service teacher education;

1. Lack of Incentives.
2. Lack of Motivation.
3. Lack of Interest.
4. Inappropriate Methods and Techniques.
5. Inadequate Evaluative Techniques.
6. Inappropriate Curriculum and Courses.

3.1.5 Suggestion for the Improvement of In-service Education for Teachers

The Education Commission has recommended the need for organization on large scale for systematic and co-ordinate programme of In-service Education. Problems of continuing programme of education in Indian context can not be solved over night, however, sincere efforts on the following lines may help to achieve the goals in the long run.

- (1) A large scale and coordinated programme of continuing education for teachers of all level should be organized by university pre-service Education for teachers of all levels should be organized by university pre-education institutions and pre education associations.
- (2) Visualizing our limits of resources, it is advisable to arrange for each teacher in initial stages a programme at the rate of 3 months continuing education in every five years of completed service.
- (3) A fundamental policy may be evolved at national level to make adequate provision to involve every teacher in their professional growth. In India, primary level teachers, have not availed of such facility of continuing education in the past. Something concrete must be done for them.
- (4) The NCERT has made a valid suggestions that every state should prepare a three-tier plan of continuing education. The first tier will consist to teacher education followed by the second tier of the headmasters and secondary school teachers who will be trained by key persons trained in first tier. Lastly the third tier consisting of primary school teachers will have to trained by both the first and second tier trainers.
- (5) The programme of continuing education should be varied in nature to meet the needs of teachers belonging to different categories.

Self Assessment

1. Fill in the blanks
 - (i) In-service teacher education usually courses are organized.
 - (ii) The teaching competencies are developed by using technique.
 - (iii) The main purpose of in-service teacher-education is to provide the awareness of latest of teaching.
 - (iv) The teacher remains through out his life.
 - (v) The summer course are organized for teacher education.

3.1.6 Institutions for In-service Education or Agencies

(For Providing In-service Education): Various Institutions are as follows:

1. State Institute of Education: which have been established in every state impart in-service education mainly to Primary school teachers, teacher educators, and the educational supervisors. They disseminate new educational information through their publications. They conduct research on all aspect of primary education like curriculum, methods of teaching, and buildings, etc. They hold workshops, refresher course, seminars, and conferences.

2. State Institute of Science: They attend to the qualitative improvement of science education both at the elementary and secondary level.

3. State Institute of English: There are twelve institutions of English in different state of the country. The Central Institute of English in a Hyderabad. The Regional Institute of English at Chandigarh serves Punjab, Haryana and Himachal Pradesh. Four months training in the new techniques of teaching English is imparted to the teachers in-service.

4. Extension Service Departments: 104 College of Education in the country have full fledged extension service departments or centres. The purpose of these departments is to re-orientate the teachers through seminars, refresher course, workshop, etc., about the new subject matter and the methods of teaching.

5. Correspondence Courses for Teachers: To clear the backlog of untrained teachers, correspondence courses for teachers were first stated by the Central institute of Education, New Delhi. They were also started at the Regional College of Education. the latest to join was the Himachal Pradesh University which started correspondence course for B.Ed. and M.Ed. in 1971. In 1972 however, the University abandoned the correspondence course for B.Ed. class but retained it for the M.Ed. class.

3.2 Pre-service Teacher Education

India has now accepted a ten years general school system, divided into three stages: pre-school education, elementary education and secondary education. There is further a provision for two year diversified senior secondary education with the subject oriented and disciplinary approach. The maturity level and psycho-social make-up of the students and curriculum requirements demand separate teacher education programmes for all the stages of the school education.

3.2.1 Teacher Education for Elementary Schools

Elementary education which makes a significant contribution to national development occupies a crucial position in the system of education. It admits mainly the children coming after completing pre-school education, children from educated families, the first generation learners and from the neglected and oppressed sections of the society. It is the nursery of citizenship, value inculcation, development of appropriate behaviour and life skills. The impressions acquired during this stage often continue through out the life. Preparation of teachers for this stage implies development of the following competencies and capabilities:

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- To facilitate formal learning and education
- To act as a classroom organiser
- To mobilize, manage and use educational resources.
- To undertake/adopt innovative practices
- To offer guidance to students and parents.
- To develop and use teaching materials
- To plan and organize supplementary educational activities.
- To work with community and act as leaders

Curriculum: The curriculum of elementary school teacher education has to be developed in the light of the following :

- objectives of elementary education,
- the curriculum of school education and its transactional and evaluation techniques for their implementation,
- regional and local specificities and national requirement,
- upgradation of the standard of knowledge and professional skills of teachers at elementary school stage.

The curriculum of teacher education at this stage has to be flexible and responsive to the national, regional and local reality contexts. The theoretical and practical contents should be properly correlated. The components of child psychology, psychology of teaching and learning, elementary cultural anthropology, Indian cultural heritage and philosophy, essential unity of religion, history, problems and status of elementary education, integrated approach to curriculum transaction and evaluation techniques, elementary and need based yogic exercises and physical education, organization of school, group and individual educational activities, working with community and work education, aesthetic education, pedagogy of school subjects, art of productive and happy living, building of educational climate, organization of field trips for educational activities, protection of environment, inclusive education, emerging Indian society and educational trends, remedial teaching, content of elementary education etc. need to be given prominent place.

(i) Curriculum Framework for Elementary School Teacher Education

(a) Theoretical

- Principles, Status, Issues and Problems of Elementary Education,
- Emerging Indian Society (Regional Specificity be emphasized) & Elementary Education,
- Philosophy of Elementary Education - Main trends in the Indian and Western context,
- Psychology of teaching and learning of Elementary School Child,
- Sociology of Education and Cultural Anthropology for elementary school teacher,

(b) Practical Activities

- Internship at Elementary School for a duration of one semester,
- Communication Skills - Mother Tongue and Regional language and Foreign language,
- Delivering of 60 supervised lessons,
- Plantation and water harvesting,
- Energy harvesting,

(c) Evaluation: The prospective teachers should be made aware of new evaluation techniques and grading system. Its purpose should be to improve performance and develop the capacity for self-evaluation. The present mixture of internal and external evaluation is to be replaced by internal evaluation only in course of time. The whole concentration should be on bringing self-improvement in the development of professional competency and performance competencies. Evaluation has to be formative, summative and continuous as well as comprehensive.

3.2.2 Teacher Education for Secondary Schools

Secondary education occupies a very critical place in education, not only because the children become more mature and develop additional psychological characteristics but also because of its special educational functions. The curriculum for this stage becomes enriched and stands in the mid-way of elementary and senior secondary schools. Further it is an independent stage of education for the majority of students who prefer to enter into life. The teachers are expected to play somewhat different role and prepare students for two fold responsibilities-to cater the needs of students for life and prepare them for senior secondary schools. But the major consideration which demands the attention of teacher educators is to maintain the continuity of integrated approach in curriculum development and its transactional strategies and prepare students for subject centered approach in future. This transformation requires a teacher education programme rich in content to realize the following objectives :

- to maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage,
- To empower the prospective teachers to adopt disciplinary approach in teaching and to develop among students interest in such studies,
- To enable them to understand the implications of liberalization, privatization, globalization (LPG) free market, W.T.O. and outsourcing etc. on education and adopt precautionary measures against their unsound effects.
- To curtail the educational and cultural gap between the rich and the poor and the schools meant for them by adopting suitable educational approaches,
- To develop among the prospective teachers love for Indian culture, and its contribution to the world and to inculcate a sense of national pride and identity,
- To enable them to develop the teaching competencies and performance skills for the subjects they have to teach, organize supplementary educational activities and community cooperation,

Similarly a few more objectives may be formulated in consonance with the emerging trends in the context of local to global scenario.



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Since teachers at secondary stages have to deal with adolescents they must understand their problems and offer solutions to them including their social transformation and nurturing of their uniqueness.

Self Assessment

2. State whether the following statements are 'True' or 'False'
 - (i) Elementary education which makes a significant contribution to national development occupies a crucial position of the system of education.
 - (ii) The curriculum of teacher education at elementary stage should be rigid and non responsive to the national, regional and locality contexts.
 - (iii) The pedagogy of teacher education at secondary stage should consist of practical teaching, development of read materials for students of various stages in social science, physical science etc.
 - (iv) The streaming of academic and vocational studies will take place at elementary stage of education.
 - (v) The increased duration of teacher education along with semesterization can provide opportunity for adopting integrated approach in teaching especially in teaching of physical education.

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Curriculum: The curriculum for the secondary school teacher education course has to be developed keeping in view the concerns articulated here under :

- objectives of secondary education/teacher education,
- updated curricular content with emphasis on competencies and values,
- appreciation of the regional conditions and the main stream of nation's life,
- necessity to improve the standard and quality of school education and
- utilization of the locally available resources.

The curriculum of secondary school teacher education needs to maintain continuity with elementary school curriculum in certain respects. However, it has to become an independent entity in itself as the teachers at this stage are required to deal with mature students who have been exposed to many sided social and life experiences. The students at this stage acquire new psychological characteristics for addressing appropriate teaching strategies have to be deployed.

The curriculum of teacher education secondary stage may include cultural heritage of India, its unity and diversity, its relevance, Indian philosophy, emerging Indian society, social problems, modernization, Westernization, evil effects of violence and terrorism, challenges of value inculcation, HIV/AIDS preventive education, educational experiments, psychology of teaching and learning, mental health, deviant behaviour, sub-normal and abnormal children, pedagogical analysis of certain areas of social sciences and sciences, concentration of attention, environmental awareness.

(i) Curriculum Framework for the Secondary School Teacher Education

(a) Duration : years (4 Semesters)

Theoretical

Compulsory

- Principles, Status, Problems and Issues in Secondary Education in India and the region concerned,
- Emerging Indian Society : (Emphasis on unity, diversity and regional specificity) and Secondary Education,
- Philosophy of Secondary Education : Indian and Western : (Only trends and educational implications),
- Sociology of Education and Cultural Anthropology (unity, diversity and the study of regional culture be given due weightage),
- Psychology of learning and motivation of secondary school level students (Regional and Group Specificities be given due weightage),
- Curriculum and instructional designs for secondary school level,

(b) Practical Activities

- Internship for one semester at secondary school,
- Teaching of two subjects and pedagogical analysis as is common in schools or prescribed by the university - (minimum 60 lessons),
- Communication skills,
- Environment Protection,
- Ecosystem - Structure and Functions,

(c) Curriculum Transaction: At the present moment, the responsibility of the curriculum transaction is on the teacher educators who by and large use lecture method for this purpose. Student-teachers of this stage are academically quite mature and can share the burden of their own study; therefore, the teacher educators should lay emphasis on non-conventional methods, self and independent study, group learning and discussion, field trips and excursion, problem solving and preparation of projects, Multi-channel learning system (MCLS). They have to learn to prepare tests and evaluation tools.

- (d) **Evaluation:** Evaluation of student teachers at this stage need to be comprehensive and continuous using formative and summative approaches. Due weightage should be given to the opinions of supervisors and school teachers who should be required to maintain the record of the progress of student teachers. The capacity to organize thoughts and express them coherently, taking notes from reading materials and using teaching aids and Information's communication technique carefully at the appropriate moment need to be the items of evaluation. Latest evaluation techniques and traditional methods of description, discussion, criticism, relationship between cause and effect should be blended together.

3.2.3 Teacher Education for Senior Secondary School (Academic Stream)

The curriculum framework for quality teacher education 1998 made the important recommendation of starting a separate programme of teacher preparation for the teachers of senior secondary schools. But the recommendations could not be implemented. As a result, their merits and short comings can hardly be assessed the need for a separate and advanced teacher preparation can be established on the grounds mentioned below :

- Teachers at the senior secondary school possess an advanced educational qualification. Instead of integrated approach for teaching subjects, they are required to adopt disciplinary approaches for teaching different branches of social sciences and sciences etc.,
- The streaming of academic and vocational studies will take place at this stage. A certain percentage of students will join the higher education in both the streams, but the majority is expected to join the work force and enter into life. In certain respects, the situation demands that the courses be terminal and meet the demands of market and society. This situation imposes new responsibilities on teachers,
- Students of this stage acquire new characteristics-physical, psychological, mental and emotional,
- Maturity of body and mind, diversification of interests, aptitude, power of abstract thinking, goal fixation, symbolization, self-consciousness, self-assertion, personal preferences, self-identity, self-respect, peer group influences, sex consciousness and interest, reference group behaviour, imitation of adult behaviour, attitude of challenge and some kind of idealism, egoism, self-expression and self-exhibition, psychological fixation of ideas and ideals, argumentation and rebelliousness and academic or vocational preferences become obvious and require special skills and competencies for the teachers at this stage,

Thus the developmental characteristics, the thrust of the curriculum of this stage, transformation of the nature of courses of studies, their demarcation and enrichment and teachers' responsibility demand new programme of teacher education because its goals, courses, etc, become distinctively different and stand out sharply from the school education. Since the students will be admitted in the academic and vocational streams with different course contents, the objectives of teacher education will differ to some extent while maintaining a commonality.

Curriculum: Emerging Indian society, its problems and issues, compulsions and character of knowledge society and economy, LPG, WTO, Outsourcing, ICT, impact of science and technology, environmental crisis, alternative science and appropriate technology, Indian culture and its contribution, psychology of teaching and learning at this stage, place of senior secondary education in educational system, its problems, issues and status, curriculum, pedagogy and evaluation at this stage, pedagogical analysis of the subject to be selected for teaching, research methodology and action research, history, problems and systems of education, counseling and guidance, preventive education, adolescence education, philosophy of education including Indian philosophy, sociology and cultural anthropology etc. may be the some of the course contents of teacher education at this level. A tentative curriculum frame work is given below to be suitably adopted.

Curriculum Framework for the Teachers of Senior Secondary Schools (Academic Streams)

Duration : years (4 Semesters)

Courses of study

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(i) *Theoretical*

- Emerging Indian Society (Indian heritage, its unity, diversity, regional specificities modernization, post modernity, (Indian culture, globalisation, knowledge economy and knowledge society etc. be given emphasis),
- Psychology of teaching and learning,
- Philosophy of education (Relevant parts of Indian and Western Metaphysics, Epistemology and axiology),
- Sociology and Cultural Anthropology,
- Principles, Status, Problems, Issues and challenges of senior secondary education,

(ii) *Electives*

- Teaching of (Pedagogical analysis of two subjects : one advanced and the other ordinary),
- Pedagogical analysis of Home Science,
- Pedagogical analysis of Foreign Language,
- Pedagogical analysis of Mother Tongue and Regional Language,
Any other need based subject of study,

(iii) *Specialization : One*

- History of Indian Education,
- History of Western Education,
- Comparative Education,
- Educational Technology,
- Education of the oppressed,
- Women education,

(iv) *Practical activities*

- Internship of one semester in a senior secondary school,
- Teaching 40 lessons in a subject opted at 'A' level and 20 at 'O' level,
- Pedagogical analysis of advanced and ordinary level subjects,
- Community survey and preparation of report
- Action Research, Field Work, Case Study one each,

(v) *Curriculum Transaction:* The focus of curriculum transaction would be on self-study and independent learning or 'Learning to Learn'; transaction through lecturer should be minimum in number but art of preparing and delivering lectures will have to be learnt. Seminars, workshops, laboratory and library techniques, group discussion, fieldwork, use of ICT, preparation of learning materials and other kinds of projects, their evaluation by peer groups and teachers etc. would be the main methods of curriculum transaction.

(vi) *Evaluation:* Evaluation would be of a comprehensive and continuous nature. Its purpose would be to improve the performance of student teacher and improve teaching competencies and performance skills. It should be formative and summative in nature for which appropriate tools will have to be evolved. The art of self-evaluation and evaluation by peer groups will have to be learnt by prospective teachers who will have to be convinced about the advantages of the continuous evaluation.

Objectives of Teacher Education for Academic Stream

- to develop among teachers an acceptable desired perspective about academic stream and understanding of its nature, purpose and philosophy,
- to make them aware of the philosophy, purpose and teaching learning strategies of the subjects they have to teach,

- to empower them to make indepth pedagogical analysis of the subjects they have to teach and understand their relevance to tertiary education,
- to empower prospective teachers to comprehend the characteristics of students for making suitable educational provisions for them,
- to develop among them the competencies to communicate abstract and complex ideas and concepts in simple terms,

3.2.4 Teacher Education for Senior Secondary Schools (Vocational Stream)

It is believed that it is an education for the non-academic and intellectually inferior students and for curtailing the pressure of numbers on higher education. In addition to this middle class attitude, there are certain cultural constraints which also come in the way of its success. The state has made many pious pronouncements for its expansion, but substantial actions are yet to be initiated. Besides these, there are the challenges of technology, market and job opportunities. Unless, vocational education becomes rich in its educational, cultural and economic value its future is not going to be encouraging. The content, practicum and the objectives of vocational education, therefore, demand serious consideration.

Objectives of Teacher Education for Teaching of Vocational Subjects

The programme of teacher education for the vocational subjects has to achieve the following targets in the domain of competencies of student teachers.

- To impart enriched vocational education which is essential for success in competitive and open market economy,
- To transform the nature of traditional vocations and modernize them to achieve success,
- To enable them to impart the skills of marketing, market survey, salesmanship and advertisement,
- To empower them to develop higher and finer vocational skills and competencies among the prospective teachers and the ability to foster them among their students,
- To enable them to design courses and competencies needed for self-employment,

Curriculum: The curriculum of the teacher education at this stage may comprise Indian culture, contemporary Indian society, economic problems and development, occupational and educational psychology, marketing and salesmanship, survey of market demand and advertisement, exhibition of products, managing financial resources and machinery, fixation of price, accountancy, history, status, problems and issues in vocational education, management and organizational problems of vocations, learning and development of vocational skills and competencies, organizational behaviour, project formulation and use of computer and Information's communication technique.

3.2.5 Eligibility, Duration and Models of Teacher Education

If the quality of professional education of teachers is to be enriched/ improved, besides incorporating additional meaningful and relevant inputs in the curriculum for all stages and levels, the entry qualifications, duration of the programmes also need reconsideration. Certain steps have already been taken in this direction. The state of Uttar Pradesh had increased the eligibility qualifications for elementary teachers from 10+2 to 10+2+3 with 45% marks, and has prescribed a 2 years rigorous programme of teacher education including internship of considerable duration. After some resistance it became operational.

A few prevent models of teacher education are being summarised in the table which follows:

Stage/Level	Entry Qualification	Duration of Professional Education
ECCE	10+2 II division	2 years
Elementary	10+2 II division	3 years
	or	or
	Graduate II division	2 years

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		or 2 years
Secondary	Post Graduate II division	2 years or 1 year after B.Ed.
B.P.Ed.	Graduate II division	2 years
Integrated B.A./B.Ed./B.Sc. B.Ed.	10+2 II division	5 years
M.Ed./M.P.Ed.	After Integrated B.Ed./B.P.Ed.	2 years

There are many more academically and professionally sound criteria for eligibility and duration of professional education, but the present arrangement for teacher education cannot be defended. Necessary action in this direction should start as soon as possible.

It is true that a few institutions of teacher education have increased the duration and have undertaken innovative programmes, particularly at the elementary level. The programme of teacher preparation at the secondary level does not show much deviation from its old models and practices except the modernization and enrichment of its courses. In professional education rigidity become counter productive and do not allow to experiment with new ideas and novel practices.

3.3 Distance Education for Teachers

The distance teachers are prepared for organizing effective distance teaching. The distance teaching has the three dimensions content, presentation and communication. The conventional teacher education programme prepares teachers for analyzing content structure and effective presentation by employing appropriate methods and techniques of teaching. The knowledge and practice is given for conventional teachers, but distance teachers training requires content, presentation and Communication awareness and the practice for teaching. Distance teachers have to acquire teaching skills for the contact programme as supportive devices. Thus distance teachers need the different modes for preparing teachers.

3.3.1 Need for Distance Teacher Training

In the context of distance education the learner is separated from the teachers, multi-media strategies are followed preparation and presentation of materials is systematic, student support services are provided to make the system more effective, earlier correspondence or broadcasting education, and that the system is a deliberate effort to democratize education. In spite of these common characteristics, distance education system differ widely in their organization, practices and objectives, as their target their scales of operation and their structural complexities differ in essentials. However, these systems are now a major factor in education development in many countries all over the world.

- (a) has recognizable features
- (b) has diverse structures and practices,
- (c) is a major factor in educational development, and
- (d) needs to be safeguarded as a system.

3.3.2 Procedure for Training Distance Teachers

Many people are involved in the whole process of distance education. So far as the activities in a professional training programme for distance teachers are concerned, two major types of people, viz., those who are to be trained and those who will train them are engaged in the programme. The first two sub sections of this section are devoted to the two categories of trainees – the professionals the non-professionals, and the next two sub-sections will talk about those who will train the distance teachers.

The Professional Trainees: Among the professionals, we may identify a few clearly definable categories of persons, each category requiring a specific kind of training relevant to its needs and job requirements. These categories are as follow:

- (i) planners and administrators working at various levels of the system;

- (ii) surveyors, course planners, curriculum developers, course writers, editors, reviewers, course coordinators, tutors, counsellors, evaluators, and graphic artists;
- (iii) audio producers, script writers, evaluators special effects personnel;
- (iv) video producers, script writers, special effects personnel, evaluators;
- (v) educational technologist, technical staff of various types, specialists in integrating the media-inputs; and
- (vi) facilitators of various services librarians, laboratory staff etc.

3.3.3 Distance Teacher Qualities of Trainer

By implication, those very skills should be expected from the finished product – the trained distance educator. A distance teacher trainer should be –

- (i) **Skilled:** The teaching materials (print, audio, video etc.) in distance education are more visible to greater numbers of people of various walks and levels of life. They have to be of a very high standard for the credibility of the system and they have to be socially and pedagogically relevant for their social and pedagogic utility. Such materials can be produced if the personnel employed to produce them are skilled people. A very high standard of academic and technical skills is, therefore, expected of the trainers.
- (ii) **Co-operative:** There are hardly any tasks and roles in the system of distance education which can be carried out in isolation from other tasks and roles. Most of these tasks and roles, however, dissimilar they may be and seem to be, are inter-linked and inter-related for purposes of making the finished product a success.
- (iii) **Flexible:** Rigidity of views and attitudes is a major hurdle in the making of distance education acceptable and successful. Flexibility on the other hand, not only helps the trainees to adapt themselves to the new situation and roles, but also in collaborating with others in efficient, frequent, readjustments of various kinds.
- (iv) **Patient:** Some people believe that it is only at the early stages of the development of distance education institutions that the workers have to face anxieties, frustrations, delays and failures.

3.3.4 Selection of the Training Programme

Having thus very briefly touched upon the scope of training, we need to list a few basic principles and specific activities that may be used to differentiate the various training types and the corresponding activities according to the needs of the specific groups of the personnel.

1. Scaling the Scope of the Programme: First and foremost the trainers or the training institution must measure the scale and judge the scope of the programme for which training is to be arranged – the training programme should suit that scale and scope objectives, a training programme of two days may be enough to enable the personnel involved perform their tasks satisfactorily.

2. Short and Long-Term Advantages of the Programme: The second consideration is the short-time and long-time advantages of a training programme. It may be that the scale and scope of training programme impose limited objectives and activities on it.

3. Catering Both Institutional and Individual Needs: Both needs of the individual participants and those of the institute should be catered to. Though a training programme always aims at achieving objectives for an institution to reinforce an existing distance education system or modify and improve such a system, the building blocks of that reinforcement and or changes are the individuals who come forward for the training.

4. Linking Past Activities/Events with Future: As state above, training should not be 'once-in-a-lifetime affair', it should build links with the training events that have gone before it, and create scope for other training events that may be linked to it in the future.

5. Providing Model of Acceptable and Desirable Behaviour: To cover the affective domain, training should modify the behaviour patterns expected of distance educators. This objectives can be achieved by practicing what is preached about its characteristic features – it should be systematic, well planned,

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efficiently managed, well proportioned with regard to its components and the trainer should conduct himself admirably to set living examples for the trainees.

Tasks and Training Needs of Personnel: To convergence of view with regard to training tasks, training-needs and training types that were achieved during the first five years of the 1980s. The topic referred to above gives us a collective world opinion about this convergence. This world opinion affirms the convergence in the strongest possible words, but suggests, without any ambiguity, that this convergence cannot be operationalized yet. As against this stand, what we intend to say is that this convergence has already been operationalised, and is being operationalised at the IGNOU centre.

3.3.5 The B.Ed. Programme through Correspondence Education

Teaching in India has gotten upgraded over the years' gone are the days, when we only had an induction into the school and one could become a teacher. Today it is mandatory that a teacher is certified as a B.Ed. before she or he can even enter the teaching arena. In B.Ed. certificate programme, teachers have to break their routine life to get the course done. And without it, it is not possible to move ahead, hence B.Ed through distance education and correspondence is being to be getting to be a teacher.

- **Punjabi University: Duration:** 2 years **Eligibility:** graduation with 45% marks. Should also have 3 years teaching experience.
- **Kakatiya University: Duration:** 14 months **Eligibility:** Bachelor's degree plus 2 years teaching experience.
- **Bangalore University: Duration:** 2 years **Eligibility:** Graduate teachers who are in service with 3 years experience.
- **Karnataka State Open University: Duration:** 2 years **Eligibility:** In-service graduate teachers.
- **Dr. Babasaheb Ambedkar Open University: Duration:** 1 year **Eligibility:** Graduate in-service teachers are eligible.

3.3.6 The UGC and the National Council of Teacher Education (NCTE)

Besides the States Ministries of Education, the Ministry of Human Resource Development, Government of India, the University Grants Commission, the National Council of Educational Research and Training and the National Council of Teacher Education are the agencies which influence the policy and practice of teacher education in India.

(1) Concerns of Government of India: Keeping in view the facts that the Government of India has established a national University not only to run various courses/programmes through the distance mode but also to promote and determine standards therein, that efforts are on to establish a network of distance education institutions to make the system more responsive to social needs and more cost efficient and that substantial sums have been contributed to international bodies like the COL (Canada) for the promotion of distance education, our firm belief is that the Government of India.

- (i) strongly believes in the effectiveness of distance education,
- (ii) makes all the efforts to promote it both nationally and internationally, and
- (iii) is determined to use this system to improve the existing state of educational affairs in the country.

A glimpse of the concern is evident in one of their communications to the NCTE, and we quote it:

- (i) One of the important aspects of B.Ed. Correspondence programme, which needs consideration B.Ed. correspondence courses should also be made available to nursery and elementary school teachers who want to improve their qualifications and thereby career prospects and if yes, what should be the eligibility criteria for this category of candidates.
- (ii) It would be helpful, if up-to-date state of norms and guidelines could be evolved for B.Ed. correspondence courses keeping in view (a) the developments since 1980 (especially, the NPE and POA) and (b) the fact run for quite a few years to come.

- (iii) It is not clear what specific steps, NCTE or NCERT has taken so far to implement the Resolutions passed by NCTE from time to time for generally putting an end to correspondence courses by way of formally taking up the matter with UGC and Universities/State Government concerned.

2. Concerns of UGC and NCTE: The views of the UGC with regard to distance/correspondence education in general are evident from the following statement.

"The Commission has been supporting the programmes of distance/correspondence course with a view to providing a new stream of education to enable large number of persons with necessary aptitude to acquire further knowledge and improve their professional competence."

UGC shifted its point of view considerably in the eighties basing it on the working of the correspondence courses and on the advice of the NCTE.

The NCTE appointed a committee in 1980 to ascertain the quality of B.Ed. programmes offered through correspondence in several universities. After looking into the operational aspect of these programmes, especially the practice teaching component the committee recommended that the programmes be confined to the respective states in which the universities concerned operate, that the programmes through correspondence-cum-contact mode be offered only to clear the backlog of untrained secondary and primary teachers and that the first degree in professional preparation of secondary school teachers be obtained only through a formal course. It needs to be mentioned here that of the ten recommendations made by the committee, recommends the correspondence mode for a specific purpose (to remove the backlog), propose to stop it altogether and seven recommend reforms to make the system effective. Interestingly, the seven reformative recommendations do not seem to have made any impact, or if any step was taken to implement those reforms it has generally not succeeded.

At this, among other things, the Government of India sent a query to the NCTE. This was done in July 1988.

3. Indira Gandhi National Open University (IGNOU) and its Role in Teacher Education: According to the IGNOU Act (1985), IGNOU has been given the dual mandate of functioning:

- (i) as a university to 'provide opportunities for higher education to a large segment of the population and to promote the education well being the community' and
- (ii) as an apex body 'to encourage the Open University and distance education system in the educational pattern of the country and to co-ordinate and determine the standards in such system'.

IGNOU University has yet to take change of the distance education programmes of the conventional universities as the second objective listed above is concerned. The general quality of the teacher education programmes given through the distance mode, the view and recommendations of the NCTE and the actions initiated by the UGC, IGNOU is expected to, and it must take appropriate steps with regard to teacher education programmes in anticipation of her assuming the role of co-ordination and determination of standards all over the country.

Accordingly, IGNOU may take the following steps with regard to the issue under considerations.

1. IGNOU may not consider imposing a blanket on B.Ed. programmes through correspondence. Indeed, it will be a setback for Indian Education if a newly accepted, powerful and potent mode of education barred from being used in a specific area of knowledge because of lapses on the part of some users.
2. It will be desirable for IGNOU to endeavour to take a leader's role and demonstrate how these programmes may be run to the satisfaction of the academics in general and the NCTE in particular, as IGNOU cannot afford to accept the degradation of a system which she has to foster by virtue of the very mandate that brought her into being. IGNOU shall attempt to achieve this objective by strict positive measures—such as implementing forthwith the reformation recommendations made by the NCET Committee in 1990. Interestingly, most of the recommendations and guidelines as they appear in the report of the Committee constitute a part and the implementational scheme of the IGNOU courses on teacher education.
3. IGNOU proposes to launch a variety of teacher education courses at various levels of instruction in years to come as a continuing education programme.

3.4 Summary

- There are three types of teacher education.
(1) In-service (2) Pre-service (3) Distance
- **In service Teacher education:** In service teacher education is a programme of activities and experiences participated in by the educational personnel in education during services. The main purpose of this type of teacher education is to provide incentives to the teacher, to help teachers to know their problems and solve them, to introduce modern techniques, to upgrade the teacher knowledge during the service. In this, problems suggestions and institutions of In-service teacher education are also given.
- **Pre-service Education:** There is great requirement and demand of separate pre-service teacher education programmes for all the stages of the school education like, elementary, secondary, senior secondary, college level. The different curriculums for different stages are introduced and modified from previous style. Various terms and techniques have been introduced like globalization, WTO, LPG, ICT, outsourcing. The academic and vocational stream have more knowledgeable curriculum in pre-service teacher education.
- **Distance Teacher Education:** Distance teachers are prepared for organizing effective distance teaching. Distance teacher education is provided by multimedia strategies. There are two types of persons involved in the process of teacher education
 - one is who is to be trained and
 - two who will train them, procedure, qualities of distant teacher, selection of training programme care also included in the unit. The emphasis has been given on B.Ed. correspondence course through distance education and concerned agencies like UGC, NCTE, IGNOU's role in distance education is also explained in this unit.

3.5 Keywords

- In-service : During the service.
- Suggestion : An idea or plan that you mention for somebody else to think about.
- Improvement : The act of making something better.

3.6 Review Questions

1. Explain the term 'Teacher Education' and Teacher Training. Describe the need for distance teacher training.
2. Indicate the role of UGC and NCTE for the distance teacher training.
3. Indira Gandhi Open University and its role in teacher Education. Discuss.
4. Indicate the need of teacher education for distance-education.
5. Indicate the importance of teacher education for distance education.
6. Enumerate the problems of distance teachers.
7. Indicate the role of IGNOU in teacher education.

Answers: Self Assessment

1. (i) academic advisory committee (ii) universities
(iii) orientation programme (iv) systematic technique
(v) refresher courses
2. (i) False (ii) True (iii) False (iv) True
(v) True

3.7 Further Readings

Notes



Books

1. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*
2. Issues and Problems in Teacher Education: *Bernadette Robinson.*
3. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 4: Aims and Objectives of Teacher Education at Elementary Level

CONTENTS

Objectives

Introduction

4.1 Role and Competencies Required for the Teacher at the Elementary Level

4.2 Norms and Standards for Elementary Teacher Education programme

4.3 National Curriculum Framework for Teacher Education at the Elementary Stage

4.4 Objectives of Teacher Education at Primary Level

4.5 Summary

4.6 Keywords

4.7 Review Questions

4.8 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss about the role and competencies required for teacher at the elementary level.
- to discuss about the norms and standards for elementary teacher education programme.
- to explain about national curriculum framework for teacher education at the elementary stage/primary stage.

Introduction

The formative years of a child are the most critical period in his life. Later his experiences keep building on this founded which is already laid in early childhood. Thus the teacher who aspires to teach children should be comprehensively trained in all aspects. Teaching at this level without a professional training is not appropriate for teaching children. There is great need of teacher education at primary level. In this unit we will discuss about the teacher education and its objectives at elementary level.

4.1 Role and Competencies Required for the Teacher at the Elementary Level

Primary school teacher also known as national school teachers, are involved in the social, intellectual, physical and moral development of pupils in their class. A teacher works with one single class for an entire academic year and is responsible for teaching of a wide range of subjects on national curriculum. The Indian government lays emphasis to elementary education. In spite of several efforts made by the government to enhance quality, levels of quality remain low. Therefore, the role of the teacher is most important. They should perform various roles like:

Manager

- To plan and deliver activities that meet student's needs.
- To develop skills of time management, class-room management and material management.

Facilitator

- Facilitates learning by being creative and organized in planning daily classes.
- Plan appropriate programme for exceptional students those need extra help.

Evaluator

- Continue to set and correct homework.
- Evaluate students progress and discuss results with students, parents and other teachers.
- Participates in staff meeting, workshops for continuing professional development.

Guide and Counsellor

- Give guidance for the development.
- Act as a role model.
- Prepares for secondary school.

Competencies Required

Personal

- Physically sound
- Academically fit
- Active and energetic
- Aware of self
- Socially warm and friendly
- Intellectually love for teaching

Professional

- Ability to try out innovative methods of teaching.
- Appropriate teaching skills.

Social

- Develops inter personal and interactive skills.



Did u know? The intelligence and personality of a child is already formed by the time he reaches at age 8.

Self Assessment

1. Fill in the blanks:
 - (i) Primary school teachers are also known as
 - (ii) Indian government lays emphasis to primary education upto the age of
 - (iii) Teacher plans and deliver activities that meet needs.
 - (iv) Teacher learning by being creative and organized in planning daily classes.

4.2 Norms and Standards for Elementary Teacher Education Programme

1. Preamble: The elementary teacher education programme is meant for preparing teachers for elementary schools (primary and upper primary / middle).

2. Duration and Intake:

- (a) The elementary teacher education programme shall be of duration of two academic years.

Notes

- (b) For effective curriculum transaction and for ensuring optimum utilization of physical and instructional infrastructure and expertise of the teaching staff, there shall be a unit of 50 students for intake each year.

3. Eligibility:

- (a) Candidates with at least 50% marks in the senior secondary examination (+ 2) or its equivalent, are eligible for admission in elementary teacher education.
- (b) Admission should be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the State Government, as per the policy of the State Government.
- (c) There shall be reservation of seats for SC / ST / OBC, Handicapped, Women, etc. as per the rules of the concerned State Government.

4. Curriculum Transaction and Requirement of Teaching Staff

- (a) There shall be at least 150 teaching days in a year exclusive of period of admission, examination, etc. Besides, every teacher trainee shall be required to undergo internship in teaching (including practice teaching / skill development) at least for 30 days in nearby elementary schools.
- (b) Apart from teaching of foundation subjects, there shall be provision for teaching of methods subjects relating to primary and upper primary curriculum, namely, Regional Language / Mother Tongue, English, Mathematics, Science and Social Studies.
- (c) For a unit of 50 students or less (with combined strength of 100 or less for the two-year course), the full-time teaching faculty shall comprise the Principal / Head and at least five Lecturers. For intake of students in excess of the prescribed unit, the number of full time teachers shall be increased proportionately.
- (d) Appointment of teachers should be so distributed as to ensure the required nature and level of expertise for teaching methodology courses and foundation courses.
- (e) For teaching subjects such as physical education, art, work experience, music, information technology literacy etc., part-time instructors may be appointed.

5. Qualifications of Teaching Staff

- (a) *Principal/Head*
 - (i) Academic and professional qualification will be as prescribed for the post of Lecturer.
 - (ii) At least five years experience of teaching in elementary teacher education institutions.
- (b) *Lecturer*
 - (i) Good academic record with M. Ed. / M. A. (Education) with B. Ed 55% marks, preferably with specialization in elementary education. OR
 - (ii) Good Academic record with Master's Degree with 55% marks in the relevant school subject and Bachelor of Elementary Education (B. El. Ed.), or B. Ed. Preferably with specialization in elementary education, and with five years' teaching experience in recognized elementary schools.
 - (iii) A relaxation of 5% may be provided, from 55% to 50% of the marks, at the Master's level for SC / ST category.
 - (iv) Qualifications for other academic staff for teaching physical education, art, work experience, information technology literacy etc. shall be as prescribed by the concerned State Government.

- 6. **Administrative Staff:** The administrative and other support staff may be provided as per the norms prescribed by the concerned State Government.

7. Infrastructural Facilities

- (a) There shall be provision for adequate number of classrooms, hall, laboratory space for conducting instructional activities for approved intake of students, rooms for the principal

and faculty members, and office for the administrative staff and a store. The size of instructional space shall not be less than 10 sq. ft. per student.

- (b) There shall be a library equipped with text and reference books relating to prescribed courses of study, educational encyclopedia, year books, electronic publications (CD-ROMs) and journals on teacher education and other software relevant to the elementary stage.
- (c) There shall be games facilities with playground. Alternatively, the playground available with the attached school or local body may be utilized and where there is scarcity of space as in metropolitan towns / hilly regions, facilities for yoga, indoor games may be provided.
- (d) To provide these facilities, the Management/Institutions shall, at the time of making application, have in its possession adequate land/land and building on ownership basis free from all encumbrances. Government land acquired on long term lease as per the law of the concerned State/UT will also be considered valid for the purpose. Pending construction of permanent building in the above land, the institution may provide these facilities in suitable temporary premises up to a maximum period of 3 years, before expiry of which the institution should shift to its permanent building.

8. Instructional Facilities

- (a) There shall be a multi-purpose educational laboratory with psychology and science sections and a workshop attached to it.
 - (i) The science shall have the apparatus and chemicals required to demonstrate all the experiments as per the syllabus of elementary schools.
 - (ii) The psychology section shall have facilities for conducting the following tests : Sensory – motor, intelligence (Performance, Verbal and Non-Verbal), Aptitude, Personality and Interest inventories.
- (b) There shall be hardware and software facilities for language learning.
- (c) There shall be an Educational Technology laboratory with hardware and software required for imparting Information Technology (IT) literacy.

Preparation of Primary Teachers: NCTE prepared its first model for teacher Education in 1978 and second model in 1988.

- **NCTE – Model – I (1978) :** At primary stage, A teacher education model showed three areas (A), (B), (C) and % weight age in terms of time, area wise and concerned course wise weight age of the said model at primary stage is as under-
 - (A) *Pedagogical theory (20%)*
 - (i) Teacher and Education in the emerging Indian society.
 - (ii) Child Psychology
 - (iii) Principles / Problems of Primary Education.
 - (B) *Working with Community (20%)*
 - (C) *Content cum Methodology, Practice teaching/Practical work (60%):*
 - (iv) Core teaching Programme (10%) Special training programme packages:
 - (v) Languages (10%)
 - (vi) Mathematics (5%)
 - (vii) Environmental studies – I (5%)
 - (viii) Environmental studies – II (5%)
 - (ix) Work Experience / Art (10%)
 - (x) Health, Physical Education and Recreational activities (5%)
 - (xi) Related Practical work (10%)

Duration of this course included 4-6 semesters after std. X Seminars sponsored by NCERT, SCERT and Board of Studies of various universities analysed and discussed the NCTE- model-I. Very few

Notes

universities introduced this framework, so expected improvement in Teacher-education did not occur. Later on, National Policy on education and Programme of action (1986) suggested to restructure teacher –education; because only quality teacher –education can cause quality school-education. National curriculum for school – education (1988) emphasized learner –centred approach to education. Considering guidelines of NPE (1986) and National Commission on teachers (1983-85) NCERT initiated to set up following two working groups on:

- Revitalization and Modernization of Pre-service teacher education.
- Issues of teacher education curriculum.

Considering observations and suggestions at these groups made by NCTE to improve its model (1978), NCTE Prepared NCTE Model-II (1988)

- **NCTE – Model – II (1988) :**

This model offered Pre-service Teacher-education curriculum at primary stage for those having entry qualification std. XII (or 10 + 2). Its duration : 2 years. Its curriculum components with respective % weightage (in terms of time) are as under–

(A) *Foundation Course (20%) :*

- (i) Education in emerging India (Philosophical & Socio-cultural perspective – (10%)
- (ii) Primary students : Learning process, adjustment (10%) (Educational Psychology)

(B) *Stage Relevant Specialization (30%) :*

- (iii) Primary education and teacher functions (5%)
- (iv) Language teaching (1 relevant language choice): (5%)
- (v) Maths teaching (5%)
- (vi) Environmental studies teaching (related to std. 1 to 5) (5%)
- (vii) Health and Physical education (5%)
- (viii) Art Education, work-experience (5%)

(C) *Additional specialization (10%) :*

- (ix) Science teaching and social science teaching / Pre-school Education (5%)
- (x) Any one elective (Adult education/Nonformal education/5%) social Education/Tribal education/Multiple class teaching/Population education/Special education/Educational technology)

(D) *Practical / Field Work (40%) :*

- (xi) Practical work (20%)
- (xii) Internship in Teaching (in primary, upper-primary and (20%) Pre-school system) Thus NCTE Model-II (1988) indicated four Areas (A, B, C, D) and its nine curriculum components. Its theoretical components had 60% weightage while the practical components 40% weight age. As compared to NCTE Model-I (1978), the Model-II offered more weight age to practical area at primary stage.

4.3 National Curriculum Framework for Teacher Education at the Elementary Stage

Its contribution to nation building and process of development and growth has been universally recognized. NCFTE it recommends new approaches for transactional and evaluation strategies to raise the quality of elementary education. Teachers working at this stage may be guided by new areas of NCFTE – 2000 as well as by the pedagogical principles that form the base of teaching at elementary education. Though teachers at all stages of school education try to make learning a joyful activity, however, greater responsibility lies on teachers of elementary education to ensure that learning becomes activity – based, participative and joyful. The recommendations of the NCFTE – 2000 have far reaching consequences for the preparation of teachers at this level.



Notes

Elementary education is the foundation on which the super structure of the entire educational system is built.

4.3.1 Elementary School Education Major Thrusts

The salient features of the NCFTE – 2009 at elementary stage include, among others, freedom from stress and anxiety, emphasizes on mother tongue as medium of instruction, centrality of learner's immediate environment, development of practical skills and positive attitudes and values. It also includes human rights and fundamental duties of citizens and recommends related activities, project work, etc. as an integral part of the curriculum. It emphasizes on mastery level learning.

In Classes I and II the subjects of study recommended are : one language V mother tongue / regional language, Mathematics and Art of Healthy and Productive Living (AHPL). In Classes III to V, Environmental Studies is included in addition to the three areas of study suggested for Classes I and II. For Classes VI to VIII (upper primary stage) the scheme of studies includes (a) three languages – mother tongue, another modern Indian language and English; (b) Mathematics; (c) Science and Technology; (d) Social Sciences; (e) Work Education; (f) Art Education (fine arts V visual and performing); and (g) Health and Physical Education (including games and sports, yoga, NCC and Scouts and Guides).

The NCFTE – 2009 recommends reduction of the learning load and a common scheme of studies for elementary stage with flexibility of content and modes of learning, suited to the needs and requirements of learners. Formal teaching of environmental education is introduced only from Class III onwards where both natural as well as social environments have been introduced in an integrated fashion.

A new course on Art of Healthy and Productive Living has been introduced in Classes I to V by integrating earlier subject areas such as art education, work education and health and physical education. This does not remain confined to the development of mechanical skills alone. It also goes much beyond to provide opportunities for all round development of learner's cognitive, emotional and spiritual personality. It seeks to nurture values by developing a positive social attitude towards the dignity of labour, aesthetic sensibility and skills for healthy living.



Task

What is eligibility criteria for admission in elementary teacher education?

Self Assessment

2. Multiple choice questions:

Choose the correct option

- (i) Candidates or equivalent with atleast marks in the senior secondary examination (+2) are eligible for admission in elementary teacher education.
 (a) 40% (b) 50% (c) 60% (d) 70%
- (ii) The elementary teacher education programme shall be duration of academic years.
 (a) 2 (b) 3 (c) 4 (d) 5
- (iii) There shall be atleast teaching days in a year exclusive of period of admission examination etc.
 (a) 50 (b) 100 (c) 150 (d) 200
- (iv) For the lecturer post good academic record with B.Ed. marks is must.
 (a) 45% (b) 55% (c) 65% (d) 75%

Notes

(v) The age of superannuation of staff shall be determined by the policy of the concerned government subject to maximum age not exceeding years.

- (a) 65 (b) 60 (c) 55 (d) 50

4.4 Objectives of Teacher Education at Primary Level

Teacher Education for primary level : Elementary education, which makes a significant contribution to national development, occupies a crucial position in the system of education. It admits mainly the children coming after completing pre-school education, children from educated families, the first generation learners and from the neglected and oppressed sections of the society. It is the nursery of citizenship, value inculcation, development of appropriate behaviour and life skills. The impressions acquired during this stage often continue through out the life.

Objectives of Teacher Education at the Primary level:

- To make the teachers aware of the nature, purpose, problems and issues of elementary education.
- To enable them to understand the nature and maturity of children for imparting education and to ensure their many sided development.
- To enable them to manage and mobilize community resources for the school and teaching.
- To empower pupil teachers to impart and organize instruction of unified and integrated subjects, their nature and purpose in the new educational and social context.
- To develop holistic approach for understanding and solving the problems of life.
- To create environmental awareness with the intent of promoting its protection / preservation.
- To empower them to evolve need based community specific and child centred pedagogy including indigenous learning systems.
- To promote among them the desire, taste and capacity for life-long learning and make them aware of latest developments in their areas and the needed transactional skills.
- To make them understand/appreciate the advantages of ICT and empower them to use the same in the class.
- To give an elementary knowledge of inclusive, physical, yogic, health and citizenship education in the common school system.
- To prepare them to use the latest constructivist pedagogy and evaluation techniques and
- To enable them to impart value education, life skills education, work education and feel their responsibility towards the education of neglected sections of society including those affected by diseases and deprivation of various forms.

Self Assessment

3. State whether the following statements are 'True' or 'False':
- (i) Teacher education at primary level develops among student teacher an understanding of philosophical, psychological and sociological principles relevant to elementary education.
 - (ii) It does not enable student teacher for planning and organization activities such as puppetry, games, sports etc.
 - (iii) Teacher education for preparation of universal elementary education would require special consideration in dealing with students of rural background, girls, SC/ST working children urban deprived, disabled children.

4.5 Summary

- The role of the teacher at elementary level is most important. The elementary teacher education programme shall be of duration of two academic years.
- Candidates with at least 50% marks in the senior secondary examination (+ 2) or its equivalent, are eligible for admission in elementary teacher education.

- Good academic record with M. Ed. / M. A. (Education) with B. Ed 55% marks, preferably with specialization in elementary education.
- A relaxation of 5% may be provided, from 55% to 50% of the marks, at the Master's level for SC / ST category.
- Elementary teacher education lecturers/principles are the academic and professional qualifications.
- There shall be provision for adequate number of classrooms, hall, laboratory space for conducting instructional activities for approved intake of students, rooms for the principal and faculty members, and office for the administrative staff and a store.
- There shall be a multi-purpose educational laboratory with psychology and science sections and a workshop attached to it.
- There shall be hardware and software facilities for language learning.
- The appointments shall be made on the basis of recommendations of the Selection Committee constituted as per the policy of the Central / concerned State Government.
- The age of superannuation of staff shall be determined by the policy of the concerned Government subject to maximum age not exceeding 65 years.
- The tuition fees and other fees shall be charged at rates as prescribed by the concerned State Government.
- The objectives of teacher education at this stage.
- Develop are to an understanding of philosophical, psychological and sociological principles among student teachers relevant to elementary education, i.e. understanding the learner, the teachers' role and the teaching-learning process;
- To make the teachers aware of the nature, purpose, problems and issues of elementary education.
- To enable them to understand the nature and maturity of children for imparting education and to ensure their many sided development. To enable them to manage and mobilize community resources for the school and teaching. To prepare them to use the latest constructivist pedagogy and evaluation techniques and to enable them to impart value education, life skills education, work education and feel their responsibility towards the education of neglected sections of society including those affected by diseases and deprivation of various forms.

4.6 Keywords

- Preamble : An introduction to something
- Curriculum : The subjects that are included in a course of study or taught in a school.
- Competency : The ability to do a particular task with proficiency or expertisation

4.7 Review Questions

1. What is the role of teacher as a guide and canceller?
2. Explain the curriculum transaction and requirement of teaching staff.
3. Describe the National Curriculum framework for teacher education at the elementary stage/ primary stage.

Answers: Self Assessment

1. (i) National school teachers (ii) 14 years
(iii) student's (iv) facilitates
2. (i) (b) (ii) (a) (iii) (c) (iv) (b)
(v) (a)
3. (i) True (ii) False (iii) True

4.8 Further Readings



Books

1. *Teacher Education: Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*
2. *Issues and Problems in Teacher Education: Bernadette Robinson;*
3. *Inclusive Education--Study And Teaching : Suzanne E.Wade. Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 5: Aims and Objectives of Teacher Education at Secondary Level

CONTENTS

Objectives

Introduction

- 5.1 Role and Competencies Required for the Teacher at the Secondary Level
- 5.2 Objectives of Teacher Education Programme at Secondary Level
- 5.3 Structure of Teacher Education Programme at Secondary Level of Education
- 5.4 National Curriculum Framework for teacher Education Programme at Secondary Level
- 5.5 Summary
- 5.6 Keywords
- 5.7 Review Questions
- 5.8 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss role and competencies required for the teacher at the secondary level.
- to discuss objectives of teacher education programme at secondary level.
- to describe the structure of teacher Education programme at secondary level of Education.
- to explain national curriculum framework for teacher education programme at secondary level.

Introduction

Education of secondary teachers in India is more than a hundred years old. During this period the concept of training has changed tremendously. Earlier the emphasis was on tricks of the trade. This is the link between elementary education and higher education, since it is very important aspect of life, so teacher education at this level must be very professional and proficient. We shall discuss secondary level teacher education and its objective in this unit.

5.1 Role and Competencies Required for the Teacher at the Secondary Level

At secondary level consolidation takes place and also students are prepared for the future life.

The different roles teacher performs at the secondary level are:

(1) Manager: As a manager teacher develops human resources i.e. students by creating interest for the academic, correlates the subject with other subjects. Also as manager to develop skills of time management, class room management and material management.

(2) Facilitator

- Keeps in mind the intellectual development of the students.
- Develops ability for abstract reasoning and conceptualization.
- Emphasis on understanding/comprehending rather than memorizing.
- Organised form of learning.

Notes

- Values and attitudes crucial for desirable way of functioning in the society.
 - Developing critical thinking and scientific attitude.
- (3) Evaluator**
- To monitor learning development. Developing an awareness that role of evaluation is directly proportional to teaching.
- (4) Guide and Counsellor**
- Give guidance for the development stage i.e. adolescent about rapid physical growth, emotional changes.
 - Guidance for type of career to be chosen, i.e. professional/technical etc.
 - Developing healthy attitude towards work.
 - Act as a role model.

Competencies Required : (1) Personal

- Physically fit and healthy.
- Active and Energetic.
- Emotionally stable.
- Aware of self. Socially warm and friendly.
- Intellectually – love for teaching.
- Have principles and values.

(2) Professional

- Subject Specialist with grasp and depth and upto date knowledge about subject.
- Appropriate teaching skills.
- Ability to try out innovative methods of teaching.

(3) Social

- Develop inter personal and interactive skills.
- Be open to Criticism.
- Achieve the goals of the institution.
- Working in collaboration and coordination.
- Be a leader.
- Developing rapport and creating congenial and friendly environment.



Notes The aim of secondary education is developing leadership, democratic citizenship, self-reliant skills, political ability and social values.

Self Assessment

1. Fill in the blanks
 - (i) As a teacher develops human resources i.e., students by creating interest for the academic correlates the subject with other subjects.
 - (ii) keeps in mind the intellectual development of the students.
 - (iii) gives guidance for the development stage i.e., adolescent about rapid physical growth, emotional changes.
 - (iv) Teacher should be with grasp and depth and upto date knowledge about subject.
 - (v) As an teacher develops an awareness that role of evaluation proportional to teaching.

5.2 Objectives of Teacher Education Programme at Secondary Level

- To train them in the use of Information and Communication Technology (ICT), its advantages, disadvantages and safeguards,
- To empower the prospective teachers to adopt disciplinary approach in teaching, and to develop among students interest in such studies.
- To enable them to understand the implications of liberalization, privatization, globalization (LPG) free market, W.T.O. and Outsourcing etc. on education and adopt precautionary measures against their unsound effects.
- To enable them to develop the teaching competencies and performance skills for the subjects they have to teach, using appropriate aids including Information and Communication Technology (ICT), organize supplementary educational activities and elicit community cooperation,
- To bridge the educational and cultural gap between the rich and the poor the schools meant for them by adopting suitable educational approaches.
- To maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage,
- To develop among the prospective teachers love for Indian culture, and its contribution to the world and to inculcate a sense of national pride and identity.
- To prepare them for the development of personality, inculcation of values, fostering the spirit of citizenship and patriotic feeling.
- To empower student teachers not only to understand the nature of subjects but also the unity and integrity of knowledge,
- To enable students to acquire, construct, process and utilize knowledge as per the requirement of circumstances,
- To create among them the awareness of environmental protection and need to maintain an ecological balance.
- To enable them to integrate yogic, health, physical, aesthetic and inclusive education with other educational activities.
- To help them to grasp the main thrust of the curriculum and develop appropriate transactional and evaluation strategies for the same.
- To develop among them the capacity for undertaking action research for improving the quality of education, for the solution of its problems and to evolve the culture specific and community oriented pedagogy.
- To enable the prospective teachers to orient and sensitize the students with care and caution about Life Skill education. HIV / AIDS preventive education, reproductive health, etc.
- To acquaint them with Indian nation's distinctive character of unity of diversity and adopt curriculum development practices to strengthen them.
- To help them evolve happy and healthy school and community relationship and promote interest in life long learning,

Similarly, a few more objectives may be formulated in consonance with the emerging trends in the context of local to global scenario.



Task

What is ICT? Explain.

Notes

Self Assessment

2. State whether the following statements are 'True' or 'False':
- (i) Teacher education maintains the continuity of elementary education and prepare students for the study of diversified courses.
 - (ii) It does not explain the implications of liberalization, privatization, globalization, free market, WTO and out sourcing etc.
 - (iii) Secondary education creates among students to acquire, construct, process and utilize knowledge as per the requirement of circumstances.
 - (iv) It does not help students to make healthy and fit.

5.3 Structure of Teacher Education Programme at Secondary Level of Education

Mobility from one discipline to another and from pre-service to in-service. Integration meant integrating theory component with one total programme. Each stage comprised of 3 main areas –

- (1) Pedagogical Theory
- (2) Working with Community
- (3) Content cum methodology including practice teaching


In pedagogy core papers were taught core training programme focused on development of skills for teachers regardless of their subject, area or level. Each stage will also aim at developing specific skill for teaching.

Entry qualification at secondary stage is

Pedagogy	- 30%
Working with community	- 20%
Content cum methodology	- 50%

Entry qualification at secondary stage is graduation with 3 papers in school subjects with minimum second class. Duration is 1 year. Entry qualification for higher secondary stage is post graduate in 1 of 2 subjects with minimum 55% at post graduate level. Two types of courses i.e. academic and vocational have been designed. The characteristics of courses of academic stream are :

- Differentiated, demarcated and specific contents.
- Subject and discipline orientation preparatory to specification.
- Enriched and comprehensive curriculum with goal specificity.
- Regrouping of subjects into compulsory and optionals.
- Emphasis on abstract and creative thinking and higher mental faculties to deal with complex ideas and complicated concepts.
- Directed and focused towards higher studies.



Did u know? NCTE while finalising the structure and curriculum framework followed two criteria i.e. Flexibility and Integration flexibility for mobility of teachers from stage to another.

Vocational Stream

- Job oriented
- Skill based
- Useful
- Practical

- Manipulative
- Rich in economic values
- Employment or self employment oriented
- Terminal in nature
- Suitable for middle level workers in economy

5.4 National Curriculum Framework for Teacher Education Programme at Secondary Level

The teacher education programme at secondary level has following terms, courses, which is given in the following table. There has been shown the different theoretical and practical activities.

Duration : 1 Year

AREA	COURSE
	Curriculum Framework for the School Teacher Education
A Theoretical	Compulsory - Principles, Status, Problems and Issues in Secondary Education in India and the region concerned, - Emerging Indian Society : (Emphasis on unity, diversity and regional specificity) and Secondary Education, - Philosophy of Secondary Education : Indian and Western : (Only trends and educational implications), - Sociology of Education and Cultural Anthropology (unity - diversity and the study of regional culture be given due Weightage), - Psychology of learning and motivation of secondary school level students (Regional and Group Specificities be given due (Weightage), - Curriculum and instructional designs for secondary school level, - Environmental Education, - Action research and innovative practices, - Peace education and Social Harmony, - Health, Hygiene and Physical Education, - Evaluation and Measurement, - Safety and Disaster Management, - Management, Planning and Finance, - Guidance and Counseling, - ICT and its use in Secondary Education, - Inclusive Education, - Any other as per regional needs.
B Practical Activities	- Internship for one week at secondary school, - Teaching of two subjects and pedagogical analysis as is common in schools or prescribed by the university - (minimum 30 lessons), - Communication skills, - Environment Protection, - Ecosystem - Structure and Functions, - Plantation and Water Harvesting, - Energy Harvesting, - Work Experience,

Notes

- Beautification of Schools,
 - Organization of Games and Sports,
 - Organization of Literary activities,
 - Organization of tours and Excursions
 - Organization of Field Work,
 - Physical Education,
 - Community work / Interaction,
 - Cleanliness of Students,
 - Implementation of Action Research, Case Studies and Field work,
 - Preparation of tests to measure abilities,
 - Evaluation of answer scripts,
 - Sessional work and its Evaluation,
 - Preparation of maps, charts, diagrams,
 - Improvisation of low cost and no cost teaching aids,
 - Educational Games,
 - Diagnostic testing and remedial teaching,
 - Any other need based activities.
-

Self Assessment

3. Multiple choice questions:

Choose the correct option

- (i) Entry qualification at secondary stage is graduation, with papers in school subjects with minimum second class.
 (a) 2 (b) 3 (c) 4 (d) 5
- (ii) types of courses have been designed for secondary level teacher education.
 (a) 2 (b) 4 (c) 6 (d) 8
- (iii) Weightage to be given to areas at secondary stage.
 (a) 1 (b) 2 (c) 3 (d) 4

5.5 Summary

- A teacher plays different roles at secondary level like manager, facilitator, evaluator, guide and counsellor to make his students capable of facing every hurdle in their, social, school and personal life.
- Teacher education programme at secondary level consists of three main areas: (i) Pedagogical theory; (ii) Working with community; (iii) Content cum methodology including practice teaching.
- The different roles teacher performs at the secondary level are: (1) Manager; (2) Facilitator; (3) Evaluator; (4) Guide and Counsellor.
- To train them in the use of Information and Communication Technology (ICT), its advantages, disadvantages and safeguards,
- To empower the prospective teachers to adopt disciplinary approach in teaching, and to develop among students interest in such studies.
- To enable them to understand the implications of liberalization, privatization, globalization (LPG) free market, W.T.O. and Outsourcing etc. on education and adopt precautionary measures against their unsound effects.

- To the educational and cultural gap between the rich and the poor the schools meant for them by adopting suitable educational approaches.
- To maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage,
- To develop among the prospective teachers love for Indian culture, and its contribution to the world and to inculcate a sense of national pride and identity.
- Each stage will also aim at developing specific skill for teaching. Entry qualification at secondary stage is:

Pedagogy	- 30%
Working with community	- 20%
Content cum methodology	- 50%
- Entry qualification at secondary stage is graduation with 3 papers in school subjects with minimum second class. Duration is 1 year. Entry qualification for higher secondary stage is post graduate in 1 of 2 subjects with minimum 55% at post graduate level. Two types of courses i.e. academic and vocational have been designed. The characteristics of courses of academic stream are :
 - Differentiated, demarcated and specific contents.
 - Subject and discipline orientation preparatory to specification.
 - Vocational Stream: Job oriented; Skill based; Useful.

5.6 Keywords

- Counselor : A person who has been trained to advice people with problems.
- Evaluator : A person who evaluate or assess the quality of something after thinking about it carefully
- Facilitator : A person who helps somebody to something more easily by discussing problems.

5.7 Review Questions

1. What is the role of teacher as a manager?
2. What are the competencies required for the teacher at secondary level?
3. Give any five objectives of teacher education programme.
4. Explain the structure of teacher education programme at secondary stage.
5. What are the characteristics of courses of academic stream?

Answers: Self Assessment

1. (i) manager (ii) facilitator (iii) guide and counselor
(iv) subject specialist (v) evaluator
2. (i) True (ii) False (iii) True (iv) False
3. (i) (b) (ii) (a) (iii) (c)

5.8 Further Readings



Books

1. Teacher Education: Arthur M.Cohen, Florene B. Brawere; Pam Schutz, Lawrence Erlbaum Associates.
2. Issues and Problems in Teacher Education: Bernadette Robinson;
3. Inclusive Education--Study And Teaching : Suzanne E. Wade. Pam Schutz, Lawrence Erlbaum Associates.

Unit 6: Aims and Objectives of Teacher Education at College Level

CONTENTS

Objectives

Introduction

6.1 Role and Competencies Required for the Teacher at the College Level

6.2 Need of Teacher Education at College Level

6.3 Objectives of Teacher Education at College Level

6.4 Structure of Teachers Education Programme at College Level

6.5 Stages of Structure of Teacher Education

6.6 Curriculum for Teacher Education Programme at College Level

6.7 Summary

6.8 Keywords

6.9 Review Questions

6.10 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss the role and competencies required of the teacher at the college level.
- to understand teacher educations at college level.
- to describe about need and structure of teacher education at college level.
- to discuss the structure and curriculum of teacher education programme at college level.
- to describe structure of Teachers Education Programme at College Level.
- to discuss stages of Structure of Teacher Education.

Introduction

It is observed that very few teachers' education frame works developed by NCTE except in 1978 frame work talked about teacher education programmes for teachers at college level. In practice a teacher education degree is never made compulsory to teachers in colleges of higher education or in universities. At this time there were hardly any preservice courses for university and college teachers. Even though their innovative programmes developed during the mid =70' s were discontinued later the course was in much demand. Which was later discontinued after few years of functioning. Another course for college teachers began in 1978 in Kerala. M. Phil in Science Education too was scrapped after few years, when there was a great demand for the course. In this unit we shall discuss about the objecties of teacher education at college level.

6.1 Role and Competencies Required for the Teacher at the College Level

When we talk of sustenance of quality and professional development, it implies strengthening and sharpening of the professional competencies of understanding and insights concerning various intricacies of a profession. Professional development leads to job satisfaction and helps the professional to attain higher degree of self actualization. Teacher and teaching at college level is

much more responsible in the art and science of teaching. It is imperative for every teacher to reassess and reflect professional competence and identify and provide input programme for updating them in terms of new professional needs, apart from routine teaching in form institutionalized in service education, A teacher can make use of multiple alternate modalities to upgrade and update knowledge and professional skills. This can be tackled once teachers make use of –

Self study and self-improvement: It is one of the most effective tools for achieving the professional growth. Every individual is free to choose reading material and learning time as per once need a teacher has to remain in touch with the latest developments and publications in the area of interests and professional needs. Learning the treasure within are examples of UNESCO publication of education has to be acquainted. There are certain standard publications, research journals, management of education teaching methodologies be read continuously. The latest events and changes in the national and international area be kept in mind. Thus self study leads to self improvement by updating knowledge and professional skills from others and develop self study habits.

In service-education and training: This is one area where teachers should make utmost use of in service – education training. There is worth attending a routine, mechanical educational in service education programme, on the other hand In service – education must be an investment ensure to yield appropriate returns in the form.

Assessment of training needs: The effectiveness of an in service programme depends on the appropriateness of the training content, quality of the trainers, availability and utilization of essential support and equipments randomly selected course topic will be futile. The content relevant to the objectives of training and has the potential to meet the training needs of the target group. A content is appropriate if it helps in solving difficult problems related with teacher education and will help in the teaching practice. The content should be interested and the area be explored by conducting research be it action research or Descriptive scientific research. Training needs be assessed by the following manner.

Expert comments by experts/researchers attending the in service programme Identifying areas of teacher performance which attract large scale public criticism.

Preparation of training curriculum: While preparing curriculum during in service training programme, adequate practical exercises should be included in the course subject content and its pedagogy. Each major unit is to be conducted using the distance education mode of instruction along with IT support, the objectives to be achieved and strategies recommended for the transaction of the unit should be identified and an instructional model be developed to facilitate self – study.

Organization of training: The Resource persons should be thoroughly oriented on the objectives, content and methodology of training. The course material distributed to the teachers should be made available for personal use and reference. The physical arrangement be made appropriately.

Appraisal of training: A variety of techniques could be used to appraise the quality of training sessions by expert evaluators, quality of curriculum transaction in different sessions. The result of assessment should be utilized for designing new programmes.



Task

What are the factors on which effectiveness of an in-service programme depends?

6.2 Need of Teacher Education at College Level

The current system for teacher education at territory level has failed to provide the teachers the training they normally need. Indeed there is a little systematic coordination between various elements of teacher education which may leads to a lack of coherence and continuity especially between teacher initial professional education and their subsequent induction in service training and professional development. There is an urgent need for ensuring professional development well coordinated coherent and adequate resources. It is essential to promote culture of reflective


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practice and research among teachers in order to sustain not only quality but the skills and collaboration of scholars in distant time zones in order to cope with assimilate vast information and knowledge, hence universities and other institutions of teacher education at tertiary level take on new features which needs new modes of administration and management in order to keep quality in teacher education programme at tertiary level. It is the need of the hour to bring and modify the teacher education programme at universities and colleges to reflect on its objectives curricular transaction, the structure of the education system and mainly the competencies and the skills expected of the teacher at the tertiary level.

Thus the need of teacher education is reflected in the cohesion of activities which are lacking need improvement in to bring creativity, novelty in teacher education programme at higher level.

Training for primary and secondary teachers has been emphasized by many commissions and committees but few people realize the need for training the college teachers. Now a days, a feeling is growing up among to educationists that there should be need for training of college teachers also. U.G.C. has organized certain type of orientation programme for college teachers. Therefore, more and more people working in universities and professional colleges are accepting this idea and advocating the need for training.

In 1971, U.G.C. funded a larger number of programmes of orientation teaching. Various universities were asked to hold summer course for orienting college and university teachers. With the assistance of U.G.C. several universities have organized several short term courses to provide orientation in teaching for three years. 40 days summer course programme was started in some universities with the assistance of U.G.C.



Did u know? The very first programme of teacher education was the Master of College Teaching (M.C.T.) started in the Calicut University.

6.3 Objectives of Teacher Education at College Level

The Role of teacher is becoming more specific and specialized and yet demanding in the new world order on account of the explosion of knowledge. This would mean the need for increased professionalism among the incoming teaching community. If the objectives have to reflect the new national and international needs will have to be integrated with to local working conditions and be made more receptive to the realities of Indian social context along with the requirements at international competition.

We are aware that till today we followed independent programmes of teacher education that varied from one system to another, the advent of apex bodies for monitoring and controlling quality in teacher education has helped to achieve certain degree of homogeneity in the objectives of teacher education. The objectives of teacher education at college level divided into two sections:

- (i) Objectives Concerning Knowledge and Understanding
- (ii) Objectives Concerning Skills and Abilities

(i) Objectives Concerning Knowledge and Understanding

1. To understand the developmental needs of children at various stages of their growth.
2. To have insight and sympathetic understanding with regard to the development of the individual and as a democratic citizen.
3. To develop positive attitude towards teaching as a profession and create self-confidence as a teacher.
4. To understand the psychological bases of education and the factors which influence education.
5. To acquire a sound knowledge of at least two subjects, taught in the school and their contribution to the overall education of the children.

6. To understand the changing needs of society in a scientific age.
7. To develop missionary spirit, at least to some extent.
8. To acquire complete knowledge of various provisions of Education Code and understand its implications on the working of the schools.

(ii) Objectives Concerning Skills and Abilities

9. To acquire expression of thought in fluent and correct speech.
10. To acquire ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.
11. To acquire ability to understand individual differences and to individualise instruction.
12. To acquire ability to organise teaching-learning experiences enlisting the maximum involvement of children in the learning process.
13. To acquire ability to organise subject content around different units of activities and experiences and to evaluate its appropriateness.
14. To acquire ability to assess children's achievement and to plan programmes of enrichment and remedial teaching as necessary.
15. To acquire ability to develop qualities of patience, diligence impartiality and fairness.



Notes

During five year plans a huge fund was allocated for the professional improvement of college teachers by seminar, refresher courses, orientation courses, evening courses, orientation courses, evening courses, summer courses, etc.

Self Assessment

1. Fill in the blanks
 - (i) In 1971 funded a larger number of programmes of orientation teaching.
 - (ii) Various universities were asked to hold for orienting college and university teachers.
 - (iii) During the a huge fund was allocated for the professional improvement of college teachers by seminar, refresher courses, orientation courses.
 - (iv) The role of teacher is becoming more specific and specialized and yet demanding in the new world order on account of the explosion of
 - (v) To acquire a sound knowledge of at least subjects, taught in the school and their contribution to the overall educations of the children.

6.4 Structure of Teacher Education Programme at College Level

Teacher education for college teacher in present form seems in capable of attracting them until and unless, there should be a complete overhauling of the system and secondly the college teachers appointed to teach teacher education should be well qualified, well cultured and fully exposed to their professional qualities.

The college level teacher education programmes need different structure, order to compete with other countries.

Structure of Teacher education Programme and institutions at College Level:

6.3.1 Structure-I

Modified version of secondary teacher education programme and was meant for preparing post graduate teachers for the academic stream.

Notes

- Greater importance to pedagogical inputs
- Specialize in only one subject

6.3.2 Structure-II

As suggested for + 2 stage vocational stream

- All the components of structure 1
- Trainees for the vocational stream
- Work experience programmes

6.3.3 Structure -III

Importance to pedagogical theory and general methods of teaching to college teachers

- Teaching Skills.
- Perpetuates objectives to individual and social development.
- To generate teaching culture

6.5 Stages of Structure of Teacher Education

1. Teacher education at pre-primary, primary, junior, secondary, and collegiate stages.
2. M.Ed., i.e. teacher education for those who have completed L.T. or B.Ed. course.
3. M.Phil., i.e., teacher education for those who have passed M.Ed. course. It is also called M.Phil. or pre-Ph.D. course.
4. This is innovation stage. After having completed M.Phil. course, each individual student is expected to select some educational problem and present it in the form of a thesis for Ph.D.

There should be a complete overhauling of the system. The college lecturers appointed to teach Teacher Education should be well qualified, cultured and having professional qualities.

(a) M.Ed. Course: From the present theoretical course for M.Ed. Methodology of Educational Research and dissertation have already been incorporated in M.Phil. courses. Some other topic such as philosophy, psychology and guidance are already in B.Ed. courses. Therefore, for structuring a new course, a few new topic should be added.

(b) M.Phil. Course: Those who have passed B.Ed. or B.Phil. may be given admission to M.Phil. whose structure should be as follows:

- (i) *Teaching Skills:* Understanding about the relative importance of core skills and special skills deep knowledge about behaviour modification, capability of identifying (problem) analyzing and solving skills.
- (ii) *Teaching Objectives:* To provide command over such vital topics as 1. Teacher Education, 2. Research Methodology and Tools 3. Educational Organization and Education Administration, 4. Designing the Curriculum, and 5. Specialization in any Field of Education .
- (iii) *Teaching Culture:* It may include fostering creativity, social understanding, inclusion of leadership traits, magnetism, progressive attitude and faith in the worth of teaching.

(c) Ph.D. Stage: Scholars may select some significant problem and present its solution after collecting a data and interpreting it statistically. Following suggestions may be made in this connection.

- (i) Practical problem related to teacher education must be given priority.

6.6 Curriculum for Teacher Education Programme at College Level

The implications of the paradigm shift for curricula in institution of higher education in general and Teacher Education in particular are far reaching . Humanities curriculum of the past has undergone progressive diversification in order to meet contemporary needs courses in science and technology, business and commerce have been directly or indirectly located within the curriculum of arts. Commerce and science courses have become more holistic.

The other expectations is to make Teacher Education globally relevant with learner centred pedagogy and objective continuous assessment Curriculum of Teacher Education Programme at college Level.

Specialized Studies:

- Language Studies
- Career Preparation
- Global Issues
- Choice Based Optional

Need Based curriculum : The primary purpose of teaching education curriculum in our country is to prepare teacher for the different school levels. The concept of teacher preparation for higher education has not gathered enough momentum an ideal teacher education curriculum should be deduced from the professional competencies to be required and the roles to be performed and the habits, attitudes and values to acquire. The great and general complaint about the school curricula is that they are overloaded. This is often due to the non involvements of teachers in the process of curriculum development and in the preparation of textual material and also to the rigid nature of the curriculum document.

Quality Curriculum: The quality curriculum is one which has the potential to realize its stated objectives with minimum efforts. In this context of teacher education a quality curriculum stands for its ability to develop professionally competent teachers within the assigned time for the operation. The quality of curriculum refers to its attributes are incorporated in its development. As the existing curriculum in higher education is mostly non functional, it ought to be restructured. At may be well be made to respond to the challenges enumerated to avoid the pitfalls Apart from the Apex bodies like NCERT and NCTE, Curriculum building should be more democratic in spirit in incorporating the suggestions from social workers, psychologists, eminent persons in the various field.

Self Assessment

2. State whether the following statements are 'True' or 'False':
- (i) The primary purpose of teaching education curriculum in our country is to prepare teacher for the different levels.
 - (ii) The complaint about the college curriculum is that they are over loaded.
 - (iii) The effectiveness of an in service programme does not depend on the appropriateness of the training content, quality of the trainer.
 - (iv) Self study is not the most effective tool for achieving the professional growth.

6.7 Summary

- The Role of teacher is becoming more specific and specialized and yet demanding in the new world order on account of the explosion of knowledge. This would mean the need for increased professionalism among the incoming teaching community.
- There is an urgent need for ensuring professional development well coordinated, coherent and adequate resources.
- There are two types of objectives of teacher education at college level.
 - (i) Objective concerning knowledge and understanding.
 - (ii) Objective concerning skills and abilities.
- To understand the developmental needs of children, to have insight and sympathetic understanding, to develop positive attitude etc. are knowledge and understanding based objective.
- To acquire expression of thoughts, ability to understand individual differences, ability to asses children's achievements etc. are skills and ability based objectives of teacher education.

Notes

- In this unit there is emphasis on structure stages of teacher education at college level.
- Curriculum of teacher education has also been included in this unit.

6.8 Keywords

- Modified : To change something slightly.
- Structure : A thing that is made of several parts.
- Sustenance : The process of making something continues to exist.

6.9 Review Questions

1. What is the difference between need based and quality based curriculum?
2. What are the roles and competences required the teacher at college level?
3. Why is the need of teacher education at college level?
4. What are the objectives of teacher education at college level?

Answers: Self Assessment

1. (i) U.G.C (ii) Summer course (iii) five years plan (iv) knowledge
(v) two
2. (i) True (ii) True (iii) False (iv) False

6.10 Further Readings



Books

1. Issues and Problems in Teacher Education: *Bernadette Robinson*.
2. Inclusive Education--Study And Teaching : *Suzanne E. Wade, Pam Schuctz, Lawrence Erlbaum Associates*.
3. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates*.

Unit 7: Innovative Courses of Teacher Education – B.El. Ed, B.Sc. Ed.

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CONTENTS

Objectives

Introduction

- 7.1 Bachelor of Elementary Education Course (B.El. Ed.)
- 7.2 Norms and Standards for B.El. Ed Programme
- 7.3 Examination, Standards and Qualification of Examination
- 7.4 Bachelor of Science Education (Integrated) B.Sc. Ed.
- 7.5 Objectives of the B.Sc. Ed (Integrated) Programme
- 7.6 Eligibility Norms for Admission
- 7.7 Evaluation Procedure
- 7.8 Core Training Programme
- 7.9 Internship Programme
- 7.10 Summary
- 7.11 Keywords
- 7.12 Review Questions
- 7.13 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss about the bachelor of elementary education course
- to describe the norms and standard for B.El. Ed programme
- to explain the examination, standards and qualification of examination
- to discuss about the bachelor of science education (Integrated) B.Sc.Ed.
- to describe about the objectives of the B.Sc. Ed. programme
- to explain about the eligibility norms for admission
- to discuss about evaluation procedure
- to describe the core training programme
- to explain about the internship programme

Introduction

In India, Bachelor of Education (B.Ed) is a course offered for those interested in pursuing career in teaching. The B.Ed degree is mandatory for teaching in higher primary schools and high schools. The minimum qualification required for entry into B.Ed. course is Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.) or Bachelor of Commerce (B.Com). While students from arts stream are trained to teach subjects like history, civics, geography and languages. The students from science stream are trained to teach mathematics, physics, chemistry and biology. After B.Ed, students can pursue Master in Education (M.Ed) in Indian universities. National council for Teacher Education is statutory

Notes

body which regulates courses in teaching in India. The Bachelor of Elementary Education (B.El.Ed.) programme is a four-year integrated professional degree programmed of Elementary Teacher Education offered after the senior secondary (class XII) stage of school.

7.1 Bachelor of Elementary Education Course (B.El. Ed.)

The National Council for Teacher Education has now been vested with statutory authority to take all such steps as it may think fit for ensuring planned and coordinated development of teacher education and for the determination and maintenance of standards of teacher education including preparation for pre-primary, primary, secondary and senior secondary stages of school education. The formulation of norms and standards for teacher education institutions preparing teachers and teacher educators for different levels of school education is essential for a variety of reasons.

7.2 Norms and Standard for B.El. Ed Programme

NCTE for Bachelor of Elementary Education (B.El.Ed.) Programme by the institutions offering four-year full-time integrated face to face instruction.

7.2.1 Duration of the Course

- (a) The integrated Elementary Teacher Education Degree Programme, henceforth, called the Bachelor of Elementary Education (B.El.Ed.), shall be of a minimum duration of four academic years, including an Internship of a minimum of 16 working weeks in the fourth/final year of study.
- (b) Candidates admitted in this Programme shall complete the final year examination within 6 years from the year of admission.

7.2.2 Admission Criteria

- (a) Candidates seeking admission to the four-year degree programme in Elementary Teacher Education shall have to qualify in the prescribed Centralised Entrance Test (CET), especially designed to assess the candidate's potential.

Reservation of seats may be provided in accordance with the constitutional/ legislative provisions.

- (b) Qualification for admission

- (i) The minimum qualification for admission to the B.El.Ed. shall be a pass in the 10+2 Senior Secondary Examination or any other examination recognised as equivalent thereto with a minimum aggregate of 50% marks.
- (ii) Candidate seeking admission to this programme must have completed the age of 17 years on or before the commencement of admission as per University Calendar.

7.2.3 Intake and Migration

- (a) The intake of candidates in one unit shall not exceed 35 in a class.
- (b) The institutions may permit migration of students from one institution to another only once at the end of 1st year subject to the number of students not exceeding the permitted maximum intake with prior permission of the NCTE.

7.2.4 Course and Periods of Study

The institutions imparting instructions shall follow the Scheme of courses given below:

- (a) Scheme of Courses for the Bachelor of Elementary Education (B.El.Ed.)

The B.El.Ed. programme should be designed to integrate the study of subject knowledge, human development, pedagogy and communication skills. The programme should offer both compulsory and optional theory courses; compulsory practicum courses and a compulsory comprehensive school internship experience. Theory and Practicum courses should essentially

cover the following:

Notes

Theory Courses

- Foundation Courses
- Core Courses
- Pedagogy Courses
- Liberal Courses
- Other options in Education

Practicum

- Performing and Fine Arts, Crafts and Physical Education
- Participatory Work
- Observing Children
- Self Development Workshop
- School Contact Programme
- School Internship
- Project Work
- Tutorials and Colloquia
- Academic Enrichment Activities

(b) The theory and practicum courses may be classified in terms of knowledge areas as suggested in Table 1a and 1b.



Notes

The institutions seeking recognition shall impart instructions in courses of Elementary Teacher Education. As an integral part of the teaching programme, each institution shall arrange for field tours and visits to centres of innovative activity in elementary school education.

Self Assessment

1. Multiple Choice Questions: Choose the correct option:

- (i) The minimum qualification for admission to the B.El.Ed. shall be a pass in the 10+2 senior secondary examination with marks.
- (a) 40% (b) 50% (c) 60% (d) 70%
- (ii) Candidate must have completed the age of years on or before the commencement of admission in BV.Ed. Ed. course.
- (a) 17 (b) 18 (c) 19 (d) 20
- (iii) The weightage of internal assessment for all theory course may be and for all practicum courses 100%.
- (a) 10% (b) 20% (c) 30% (d) 40%
- (iv) An examiner for any of the subjects of examination shall have a minimum of years teaching experience in his/her field of study.
- (a) 3 (b) 4 (c) 5 (d) 6
- (v) Average student contact hours computed at working days per week in B.El.Ed.
- (a) 2 (b) 3 (c) 5 (d) 6

Notes

Table 1(a) : Foundational Basis for Professional Education

Area of Study	B.El.Ed. Course
Subject Knowledge Base	<p>Core Courses :</p> <p>C1.1 Nature of Language C1.2 Core Mathematics C1.3 Core Natural Science C1.4 Core Social Science</p> <p>Two-level liberal discipline specific optional courses : O2.X and O3.X in any one chosen discipline.</p> <p>Foundation Course (multi-disciplinary) : F1.2 Contemporary India.</p>
Education	Foundation Courses :
	<p>F3.6 Basic Concepts in Education F3.7 School Planning and Management F4.8 Curriculum Studies F4.9 Gender and Schooling</p>
Child Study	Foundation Courses :
	<p>F1.1 Child Development F2.3 Cognition and Learning F2.4 Language Acquisition</p>

Table 1 (b) : Applied Courses in Professional Training

Area of Study	B.El.Ed. Courses
Child Study	<p>Practicum courses :</p> <p>PR1.2 (a) School Contact Programme (b) Craft</p> <p>PR2.3 Observing Children</p> <p>P2.1 Language Across the Curriculum P3.2 Logico-Mathematics Education P 3.3 Pedagogy of Environmental Studies</p> <p>One of the Optional Pedagogy Courses : OP4.1 Language OP4.2 Mathematics OP4.3 Natural Sciences OP4.4 Social Sciences</p> <p>OR</p> <p>One of the Optional Liberal Courses Related to Education: OL4.1 Computer Education OL4.2 Special Education</p> <p>School Contact Programme : SC 3.1 Classroom Management SC 3.2 Material Development and Evaluation</p>

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Development of Teachers and Skill Training	Foundation Course : F2.5 Human Relations and Communication Practicum Courses : PR1.1 Theatre PR1.2 Craft PR2.4 Self-development PR2.5 Physical Education Colloquia / Tutorials Academic Enrichment Field- based projects / assignments
School Experience	SI School Internship Project

Note: Suggestive/illustrative details are given in Annexure A.

Student Contact Hours

The minimum student contact hours year-wise may be as indicated in Table 2.

Table 2 : Year Wise Minimum Student Contact Hours

Year of Study	Student Contact Hours per day	Student Contact Hours per week	Total No. of Contact Hours
I	6.7	33.5	837.5
II	5.3	26.5	662.5
III	5.4	27.0	675.0
IV	5.8	29.0	725.0
Total	23.2	116.0	2900.0

Students Contact Hours to be read as contact periods. A period is usually of 50 min. duration. Average Student Contact Hours computed at 5 working days per week.

Total No. of Contact Hours computed for 25 working weeks in a year.

7.2.5 The Conduct of the B.El.Ed. Programme

The institutions will have to meet the following specific demands of a professional programme of study :

- Integrate the B.El.Ed. students with other institutions' academic as well as co-curricular, and for the use of all basic facilities such as computers, playground, library, auditorium, etc.
- Promote inter-disciplinary academic activities between various departments within the institutions
- Initiate discourse on education by organizing seminars, lectures and discussion groups for students and faculty.
- Professional assistance must be sought from within and outside the University/Institutions conducting specific of the programme (eg : theatre, craft, self- development workshops).
- The institution must initiate and sustain interaction with a cluster of at least six elementary schools. These schools shall form basic contact point for all practicum activities and related work throughout the programme of study.
- The institution must initiate placement services for the graduates in schools.

7.3 Examination, Standards and Qualification of Examiners

The following shall be integrated into the appropriate Ordinances of the University/Institution concerned which will make provisions through its Statutory Bodies for review as and when

Notes

appropriate and in consultation with the NCTE.

- (a) The University shall conduct the examination at the end of each year.
- (b) Practicum courses may be assessed internally.
- (c) A Moderation Board constituted by the concerned University/Institution shall monitor issues of quality and parity between Institutions for all Practicum Courses and the Internship Programme.
- (d) The weightage of internal assessment for all theory courses may be 30% and for all practicum courses 100%.
- (e) The minimum marks required to pass the examination may be 40% in each written paper, 45% in the internal assessment, 50% in Practicum and 50% in the aggregate for each year.
- (f) Only those candidates who have passed in the internal assessment shall be permitted to appear in the examination.
- (g) Any candidate who has obtained not less than 50% in aggregate but has failed in one subject only, obtaining not less than 25% in that subject may be provisionally allowed to proceed to the next year on the condition that she/he will appear for a compartment examination to be held on payment of fees as per University rules. If the candidate fails to pass or fails to present herself/himself at the compartment examination she/he will be reverted to the previous year.
- (h) An examiner for any of the subjects of examination shall have a minimum of 3 years teaching/ professional experience in his/her field of study,

7.3.1 Staff, Equipment and Training

- (a) Academic Faculty
 - Full -Time Faculty Strength : 14
 - Faculty -Student Ratio : 1 : 10
 - Number of Students : 35 X 4 = 140
 - Part-Time Faculty Strength : 3
- (b) The institutions shall encourage the faculty members to involve in professional practice including research.
- (c) The institutions shall encourage exchange of faculty members for academic programme.
- (d) Administrative Staff
 - Curriculum Laboratory attendant : 1
 - Resource Laboratory attendant : 1
 - Steno typist : 2
- (e) Nature of employment of staff

All staff should be appointed on full time and regular basis. Properly constituted Selection Committee will select the candidates for all positions. The salary structure of teaching staff should be as per UGC / Govt. Norms.
- (f) Selection of Faculty

Faculty of the Department of Elementary Teacher Education shall have diverse specialisation (as indicated in Table 3) alongwith a postgraduate professional degree in education* or a research degree in education* or demonstrated experience / research in the field of education*.

7.4 Bachelor of Science Education (Integrated) B.Sc. Ed.

B.Sc. B.Ed is four year integrated programme during the 1660s NCERT four regional colleges of education. B.Sc. B.Ed. is a composite degree was awarded to the Candidates on the successful completion of the course.

The four year integrated programme was introduced during the 1960s in NCERT's four Regional Colleges of Education in Ajmer, Bhubneshwar, Mysore and Bhopal. This programme was designed to prepare secondary school teachers in the Sciences and Humanities.

7.5 Objectives of the B.Sc.B.Ed (Integrated) Programme

To enable the student teachers:

1. promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
2. act as agent of modernization and social change.
3. promote social cohesion, international understanding and protection of human rights and right of the child.
4. acquire competencies and skills needed for science / mathematics teacher.
5. use competencies and skills needed for becoming an effective science and mathematics teacher.
6. become competent and committed teacher.
7. be sensitive about emerging issues such as environment, population gender equality, legal literacy etc.
8. Inculcate rational thinking and scientific temper among the students.
9. develop critical awareness about the social realities among the students.
10. use managerial and organization skills.

B.Sc.B.Ed (Integrated) Course shall consist of

- (i) First year B.Sc.B.Ed.
- (ii) Second Year B.Sc.B.Ed.
- (iii) Third Year B.Sc.B.Ed.
- (iv) Final Year B.Sc.B.Ed.

The structure and the syllabus of the course will be as given below.

7.6 Eligibility Norms for Admission

To get the admission for B.Sc.B.Ed (Integrated) course candidate should have passed the Higher Secondary School Certificate Examination in science stream with at least 50% marks or grade B.

7.6.1 Medium of Instruction:-


The medium of instruction will be English.

7.6.2 Eligibility Norms for appearing at B.Sc.B.Ed (Integrated) Examination:-

- (1) To appear for the annual examination of S.Y.B.Sc.B.Ed (Integrated) candidate has to keep two terms for the course at the College affiliated to this University up to the satisfaction of the Principal and such certificate from the principal of the college should be produced along with the examination form. The candidate should have passed minimum 2/3rd subjects of F.Y.B.Sc.B.Ed.
- (2) To appear for the annual examination of T.Y.B.Sc.B.Ed (Integrated) candidate has to keep two terms for the course at the college affiliated to this University up to the satisfaction of the principal and such certificate from the principal of that college should be produced along with the examination form. The candidate should have passed all the courses of F.Y.B.Sc.B.Ed.(Integrated) and should have passed minimum 2/3rd subjects of S.Y.B.Sc.B.Ed.
- (3) To appear for the annual examination of Final Year B.Sc.B.Ed (Integrated) candidate has to keep two terms for the course at the College affiliated to this University up to the satisfaction of the principal and such certificate from the principal of that college should be produced

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along with the examination form. The candidate should have passed all the courses of S.Y.B.Sc.B.Ed (integrated) and should have passed minimum of 2/3rd subject of T.Y.B.Sc.B.Ed.



Did u know? To appear for the annual examination of F.Y.B.Sc.B.Ed (Integrated) candidate has to keep two terms for the course at the College affiliated to this University up to the satisfaction of the principal and such certificate from the principal of that college should be produced along with the examination form.

(N.B. .Keeping terms up to the satisfaction of the principal means).

- (a) Candidate should have attended at least 80% theory period in each term.
- (b) Candidate should have completed all practical and other work expected in the syllabus and should have kept their record in the form of Journals.
- (c) Candidate should obtain minimum 50% marks in each internal course of Part II, III and IV.

7.6.3 Norms for passing B.Sc.B.Ed Examination:-

The class should be awarded to the student on the basis of aggregate marks obtained by the candidate in internal and external assessment at F.Y., S.Y., T.Y and Final Year of B.Sc.B.Ed examination as shown in the table given below.

Sr.No	Class	% marks in External assessment	Minimum Grade in Internal assessment
1.	First class with Dist.	Aggregate 70% and above	but minimum 50% marks in each head of Part I Grade O in each (Part II, Part III, Part IV)
2.	First class	Aggregate 60% to 69%	minimum 50% marks in head of Part I Grade A in each Part (Part II, Part III, Part IV)
3.	Higher Second Class	Aggregate 55% to 59% but	minimum 50% marks in each head of Part I Grade B+ in each part (Part II, Part III, Part IV)
4.	Second Class	Aggregate 50% to 54% but	minimum 50% marks in each head of Part I Grade B in each Part (Part II, Part III, Part IV)
5.	Fails	Below 50% in each head of Part	

7.7 Evaluation Procedure

A Candidate appearing for B.Sc..B.Ed (Integrated) course will be evaluated in the manner given below.

- (a) **External Examination:** University will conduct this examination at the end of every year for all the theory course in Part I as shown in the frame work of that year.
- (b) **Internal Assessment:** Internal Assessment will be done by the college for maximum marks as shown against each Head in the Part II, Part III, Part IV in the frame work of that year. For the assessment, college will given marks and will submit it to the university at the end of every year. University will convert these marks in to the grades and final assessment will be in the form of grades. The grades so obtained will be shown on the mark sheet of the candidate. The system of grading will be as given below.

Grade	Range of Marks
O	75% & above
A	65% to 74%
B+	55% to 64%
B	50% to 54%
C	40% to 49%
D	30% to 40%
E	Below 30%

7.8 Core Training Programme

This programme includes Micro Teaching Lessons and Integration Lessons.

- (a) **Micro Teaching Lessons:** Student teachers will give 12 micro lessons, for these lessons, they will select any six teaching skills from the list given below. They will complete the cycle of two lessons i.e. teach and re-teach for each skill. Marks calculated out of 25 are to be given for the micro lessons.

- | | |
|--------------------------------|-------------------------------|
| 1. Set induction | 2. Explanation |
| 3. Open and Closed Questioning | 4. Illustrating with Examples |
| 5. Stimulus Variation | 6. Reinforcement |
| 7. Black Board writing | 8. Closure |

Student Teachers will complete the cycle of two lessons i.e. teach and reteach for each skill.

- (b) **Integration Lessons:** After practicing six skills in micro teaching, student will give four lessons of minimum 20 minutes, duration to integrate the skills which they practiced. Marks calculated out of 25 are to be given for the Integration lessons.
- (c) **Simulation Lessons:** Each student will conduct at least one simulation Lesson in each area given bellow on peer group members. Total number of simulated lessons will be four.

- | | |
|------------------------|----------------------------|
| 1. Traditional Methods | 2. Models of teaching. |
| 3. Team Teaching. | 4. Technology based Lesson |

Marks calculated out of 30 are to be given for simulation Lessons.

- (d) **Lesson Observation (Eight Lessons)**

- (a) **Practice Lessons:** Each student will give 12 class-room lessons as far as possible equally distributed in the two methods but not less than 5 Lessons per method. These lessons are to be given in the secondary/ higher secondary school recognized as Practicing School by the University. College will give marks calculated out of 180 as internal marks for these Practice lessons.

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- (b) **Lessons observation:** Each student will observe 12 lessons of other students in the every distributed manner throughout the year.
- (c) **Content cum methodology workshops:** There will be two workshop of content cum methodology one for Science and the other for Mathematics of nearly 20 hours each. Each workshop will carry 30 marks.
- (d) **Technology based training:** This is ICT workshop to be conducted in computer laboratory on the line of Intel Programme for teachers or MSCIT. It will be of 30 hours duration and will carry 20 marks.
- (e) Health Education and NSS activities are the activities related to general education component and will be continued even for the final year. They will carry 20 marks.

7.9 Internship Programme

Objectives: To enable the student teacher

1. Get an opportunity to observe the teaching of experienced teachers.
 2. Teach under the guidance of experienced teachers.
 3. Have an experience of Continuous teaching.
 4. Participate in all other school activities.
 5. Have a feel of total experience of teachers in the school.
- (a) **Block teaching (8 Lessons):** In this programme, for one method student teacher will select one unit from the subject with consultation of school teacher. He will prepare the unit plan for that unit. He will teach that unit for Three four periods under the guidance and observation of the school teacher or educator. At the end of the teaching he will prepare and conduct a unit test. Same activity will be repeated for other method. Marks calculated out of 120 are to be given for the block teaching.
 - (b) **Technology Based Lessons:** Student teacher will conduct at least two lessons using modern technology like audiovisual cassette, T.V. Program, Internet, Computerized program etc. Marks calculated out of 40 are to be given for the technology based Lessons. If because of some reasons it becomes impossible to conduct these lessons in the schools they may be conducted as simulation lessons.
 - (c) **Lessons Based on Models of Teaching** Student teacher will conduct at least four lessons based on any two models of teaching suitable to his methods. Marks calculated out of 40 are to be given for lessons based on models of teaching.
 - (d) **Lessons based on value Educations/Environmental Education:** Student Teacher will conduct at least four lessons based on Value Educations/ Environmental Education. Marks calculate our of 60 are to be given for lessons based on concept of team teaching.
 - (e) **Team teaching Lessons:** Student teacher will conduct four Lessons based on concept of team teaching. Marks calculated out of 60 are to be given for lessons based on concept of team teaching.
 - (f) **Lessons observation:** Each student will observe 20 lessons of other students in the every distributed manner throughout the year.

Other Activities:

- (a) **Health Education:** The main purpose of this course is to keep the physical fitness of the student. To serve this purpose some physical Exercises, surya namaskar, yoga or games will be practiced under the guidance of physical director regularly. Some selected students may prepare themselves as competent players for special game. College will give marks calculated out of 10 as internal marks for Health Education.
- (b) **N.S.S.:** This programme will be compulsory for all the students and will be carried out as per the guide lines received in this connection from the university time to time. College will give marks calculated out of 10 as internal marks for N.S.S.

7.9.1 Course Related Practical Work

F.Y.B.Sc.B.Ed: There will be no practical related to pedagogy but practical related to Personality Development Programme(PDP), Content Enrichment Programme(CEP), Social Interaction Programme(SIP) will be organized. S.Y.B.Sc.B.Ed: The list of practical is as follows:

1. Laboratory experiences- Microteaching (Six skills)
2. Integration lessons (Four Lessons)
3. Simulated Lessons(Four Lessons)
4. Lesson Observation (Eight Lessons)
5. Course related to practical work-Psychology of Development and Learning.

T.Y.B.Sc.B.Ed: The list of practical is as follows:

1. Practice teaching (12 Lessons)
2. Lesson Observation (12Lessons)
3. CCM Wrkshops-2
4. Practical related to Instructional System and Educational Evaluation
5. Technology based Training
6. Health Education
7. N.S.S.

Final Year B.Sc.B.Ed:

1. Block Teaching (8 Lessons)
2. Technology based lessons (2 Lessons)
3. Lessons on Models of Teaching (2 Lessons)
4. Value Education based lessons (4 Lessons)
5. Team Teaching (4 Lessons)
6. Observation and Participation in school activities:
 - (a) Lesson observation (20Lessons)
7. Theory Courses Related Practical:
 - (a) Education for New Times
 - (b) Educational Management
 - (c) Environmental Education and Educational Research
 - (d) Physical Health Education and Yoga
8. Technology Based Teaching
9. Working With Community and co curricular activities
10. Health Education
11. N.S.S.



Task

What are content cum methodology workshops?

Self Assessment

2. Fill in the blanks
 - (i) The eligibility for admission for B.Sc.Ed (integrated) course candidate should have passed examination in stream with atleast 50%.
 - (ii) Atleast internal tests in theory courses should be held during each year.

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- (iii) There are in micro teaching and intergration lessons.
- (iv) Total number of simulated lessons are

7.10 Summary

- The National Council for Teacher Education has now been vested with statutory authority to take all such steps as it may think fit for ensuring planned and coordinated development of teacher education and for the determination and maintenance of standards of teacher education including preparation for pre-primary, primary, secondary and senior secondary stages of school education.
- NCTE for Bachelor of Elementary Education (B.El.Ed.) Programme by the institutions offering four- year full-time integrated face to face instruction.
- The integrated Elementary Teacher Education Degree Programme, henceforth, called the Bachelor of Elementary Education (B.El.Ed.), shall be of a minimum duration of four academic years, including an Internship of a minimum of 16 working weeks in the fourth/final year of study.
- Candidates admitted in this Programme shall complete the final year examination within 6 years from the year of admission.
- Candidates seeking admission to the four-year degree programme in Elementary Teacher Education shall have to qualify in the prescribed Centralised Entrance Test (CET), especially designed to assess the candidate's potential.
- The intake of candidates in one unit shall not exceed 35 in a class.
- Scheme of Courses for the Bachelor of Elementary Education (B.El.Ed.).
- Theory Courses: - Foundation Courses; - Core Courses; - Pedagogy Courses; - Liberal Courses; - Other options in Education.
- Practicum: - Performing and Fine Arts, Crafts and Physical Education; - Participatory Work; - Observing Children; - Self Development Workshop; - School Contact Programme; - School Internship; - Project Work; - Tutorials and Colloquia; - Academic Enrichment Activities.
- The institutions will have to meet the following specific demands of a professional programme of study :
 - (a) Integrate the B.El.Ed. students with other institutions' academic as well as co-curricular, and for the use of all basic facilities such as computers, playground, library, auditorium, etc.
 - (b) Promote inter-disciplinary academic activities between various departments within the institutions
 - (c) Initiate discourse on education by organizing seminars, lectures and discussion groups for students and faculty.
- The following shall be integrated into the appropriate Ordinances of the University/Institution concerned which will make provisions through its Statutory Bodies for review as and when appropriate and in consultation with the NCTE.
 - (a) The University shall conduct the examination at the end of each year.
 - (b) Practicum courses may be assessed internally.
 - (c) A Moderation Board constituted by the concerned University/Institution shall monitor issues of quality and parity between Institutions for all Practicum Courses and the Internship Programme.
- Academic Faculty
 - Full -Time Faculty Strength : 14
 - Faculty -Student Ratio : 1 : 10
 - Number of Students : 35 X 4 = 140

- Part-Time Faculty Strength : 3
- To enable the student teachers:
 1. promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
 2. act as agent of modernization and social change.
 3. promote social cohesion, international understanding and protection of human rights and right of the child.
 4. acquire competencies and skills needed for science / mathematics teacher.
- To get the admission for B.Sc.B.Ed (Integrated) course candidate should have passed the Higher Secondary School Certificate Examination in science stream with at least 50% marks or grade B.
- To appear for the annual examination of S.Y.B.Sc.B.Ed (Integrated) candidate has to keep two terms for the course at the College affiliated to this University up to the satisfaction of the Principal and such certificate from the principal of the college should be produced along with the examination form. The candidate should have passed minimum 2/3rd subjects of F.Y,B.Sc.B.Ed.
- To appear for the annual examination of T.Y.B.Sc.B.Ed (Integrated) candidate has to keep two terms for the course at the college affiliated to this University up to the satisfaction of the principal and such certificate from the principal of that college should be produced along with the examination form. The candidate should have passed all the courses of F.Y.B.Sc.B.Ed.(Integrated) and should have passed minimum 2/3rd subjects of S.Y.B.Sc.B.Ed.
- A Candidate appearing for B.Sc..B.Ed (Integrated) course will be evaluated in the manner given below. (a) External Examination; (b) Internal Assessment.
- Internal Assessment will be done by the college for maximum marks as shown against each Head in the Part II, Part III, Part IV in the frame work of that year.
- Objectives: To enable the student teacher: 1. Get an opportunity to observe the teaching of experienced teachers. 2. Teach under the guidance of experienced teachers. 3. Have an experience of Continuous teaching. 4. Participate in all other school activities. 5. Have a feel of total experience of teachers in the school.
- **Block teaching (8 Lessons):** In this programme, for one method student teacher will select one unit from the subject with consultation of school teacher. He will prepare the unit plan for that unit. He will teach that unit for Three four periods under the guidance and observation of the school teacher or educator. At the end of the teaching he will prepare and conduct a unit test.
- Same activity will be repeated for other method. Marks calculated out of 120 are to be given for the block teaching.
- Lessons Based on Models of Teaching Student teacher will conduct at least four lessons based on any two models of teaching suitable to his methods. Marks calculated out of 40 are to be given for lessons based on models of teaching.
- **Lessons based on value Educations/Environmental Education:** Student Teacher will conduct at least four lessons based on Value Educations/ Environmental Education. Marks calculate our of 60 are to be given for lessons based on concept of team teaching.

7.11 Keywords

- Innovative : Introducing or using new ideas.
- Norms : A required or agreed s standard.
- Statutory : Fixed by law, that must be done by the law.

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7.12 Review Questions

1. Explain the norms and conditions required for Bachelor of elementary education course (B.El. Ed.)
2. What are the main objectives of B.Sc. Ed. (integrated) programme curriculum?
3. What are the eligibility norms for appearing at B.Sc. Ed (integrated) examination?
4. Describe about the core training programme of B.Sc. Ed.

Answers: Self Assessment

1. (i) (b) (ii) (a) (iii) (c) (iv) (b)
(v) (c)
2. (i) secondary, science (ii) two (iii) 6 skills, four
(iv) 4

7.13 Further Readings



Books

1. Inclusive Education--Study And Teaching : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.
2. Issues and Problems in Teacher Education: Bernadette Robinson.
3. Teacher Education: Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.

Unit 8: Statutory Bodies in Teacher Education and their Functions – NCTE

CONTENTS

Objectives

Introduction

8.1 National Council for Teacher Education (NCTE) as an Advisory Body

8.2 Establishment of NCTE as a Statutory Body.

8.3 Powers and Functions of the NCTE

8.4 Implementation of NCTE Act, Rules and Regulations

8.5 Summary

8.6 Keywords

8.7 Review Questions

8.8 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss the national council for teacher education (NCTE) as an advisory body.
- to describe about the establishment of NCTE as a statutory body.
- to explain the powers and functions of the NCTE.
- to describe about the implementation of NCTE act, rules and regulations.

Introduction

The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as an autonomous body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995.

8.1 National Council for Teacher Education (NCTE) as an Advisory Body

8.1.1 NCTE as an Advisory body

The National Council for Teacher Education (NCTE) was set up by the Government of India in 1973 as a non-statutory body, located in the National Council of Educational Research and Training (NCERT), to advise the Central government and State governments on all matters related to teacher education. The body developed the first-ever Curriculum Framework for Teacher Education in 1978. This framework had far-reaching influence in initiating the change in the thought process of the systems responsible for teacher education for all stages of school education. The NCTE

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highlighted teacher education as a continuum covering all stages of teacher preparation, proposed enhanced weightage on practice and a corresponding reduction of theory and also suggested a blending of content and methodology and engagement with the community as significant foci of teacher education programmes. It advocated the semesterization of teacher education programmes. It produced a new set of instructional materials on all aspects in the light of the new curriculum framework it had produced and had a considerable influence on the academic bodies in the State and the university system.

During late 1980s and early 1990s, the B.Ed and M.Ed programmes began to be increasingly offered through the distance mode. Enrolments in these programmes were staggeringly high and the instructional inputs woefully deficient which affected the quality of the programmes. Unfortunately, the NCTE as an advisory body was unable to curb such uncontrolled commercialization of teacher education. The demand for giving NCTE statutory powers to regulate teacher education and curb commercialization was raised at different forums. The NPE, 1986 articulated the concern for making NCTE a statutory body and to provide it with resource and capability to give teacher education a new direction.

8.1.2 Establishment of NCTE as a Statutory body

The NCTE as a statutory body was established in 1995 under the National Council for Teacher Education Act, 1993. One of its mandate was to check commercialization in teacher education. The NCTE succeeded in not only regulating the distance education programmes but also in drastically curtailing their reach. However, in recent years there has been proliferation of teacher education institutions, often substandard, offering face-to-face programmes.

In the year 1995, the number of teacher education institutions/programmes was less than 2,000. This number grew to 14,704 as on 31st March, 2011 with an intake of around 11,00,000 students. The largest expansion has taken place in the Southern Region (5,077), followed by the Western (4,670) and the Northern (4,258) region. This expansion of a system per se may not be objectionable but it becomes problematic when the major part of this expansion is of poor quality institutions. It is pertinent to note that this expansion has largely happened in the private self-financing sector.



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The NCTE in consonance with the policy of liberalization and privatization in other sectors, began to allow self-financing institutions to play a major role in teacher education, and the result has been an unprecedented growth of such institutions, with little quality control.

8.1.3 Powers and Functions of the NCTE.

The National Council for Teacher Education Act, 1993 provides for the establishment of a National Council for Teacher Education (NCTE) “with a view to achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in teacher education system and for matters connected therewith”. In order to fulfill its mandate, the NCTE Act spells out its functions under section 12, empowers it to undertake inspections of recognized institutions under section 13, lays down procedures for grant of recognition to various teacher education programmes offered in Teacher Education Institutions (TEIs) under sections 14 and 15, empowers the Regional Committees under section 17 to withdraw recognition in the event of contravention of various provisions of the Act, and the Rules and Regulations made thereunder, and section 18 provides an opportunity to any person aggrieved by an order under sections 14, 15 and 17 of the NCTE Act to prefer an appeal to the Council.

To ensure effective and proper functioning of the Regional Offices, the NCTE Headquarters is expected to continuously coordinate, monitor and supervise the work of the Regional Offices. This is done through periodic consultation with the Regional Directors, collection of periodical progress

reports giving details about the targets achieved and on-site assessment by the officers of the Council.

In order to carry out the provisions of the NCTE Act and in exercise of the powers conferred by section 31 of the NCTE Act, the Central Government notified the rules in the year 1997; under section 32, the Council notified the Regulations laying down norms and standards for the recognition of TELs/Courses from time to time. The Norms and Standards for various teacher education programmes, first notified in 1995 and have been periodically revised. The Norms and Standards currently in operation were notified in the year 2009 in respect of the following teacher education programmes :

- (i) Diploma in Early Childhood Education (D.E.C.Ed.) ; 2 years after Senior Secondary
- (i) Diploma in Elementary Education (D.El.Ed.) ; 2 years after Senior Secondary
- (iii) Bachelor of Education (B.Ed.) – Face-to-Face (1-year after graduation) and Distance Mode; 2-years after Graduation
- (iv) Master of Education (M.Ed.) – Face-to-Face (1-year after B.Ed.) and Distance Mode;
- (v) Bachelor of Elementary Education (B.El.Ed.) ; 4 years after Senior Secondary
- (vi) Bachelor of Physical Education (B.P.Ed.) ; 1 year after Graduation
- (vii) Master of Physical Education (M.P.Ed.) ; 2 years after B.P.Ed.
- (viii) Diploma in Visual Arts Education (D.V.A.Ed.) ; 1 year
- (ix) Diploma in Performing Arts Education (D.P.A.Ed.) ; 1 year

8.2 Establishment of NCTE as a Statutory Body

8.2.1 Recognition of Teacher Education Programmes

As per the provisions of the NCTE Regulations, 2009, applications are invited between 1st August and 30th September of a year for recognition permission of teacher education programmes to be offered in the academic session of the following year. Immediately after the last date, the applications are processed, involving the following steps:

- (i) Scrutiny of the applications in the Regional Offices to ascertain the deficiencies, if any, and communicating the same to the concerned institutions.
- (ii) Summary rejection of the application under certain conditions
- (iii) Requesting the State Government to give its recommendations within 45 days.
- (iv) Sending reminders to the State Government if the recommendations are not received within the stipulated time.
- (v) Causing inspections of the eligible institutions, after the deficiencies have been removed, by an independent team of Visiting Team (VT) members.
- (vi) Presenting the inspection reports along with relevant documents before the Regional Committee for its consideration.
- (vii) Issuance of refusal orders or Letter of Intent (LoI) in the light of the decisions of the Regional Committee.
- (viii) Issuance of recognition orders after the institutions appoint the staff in accordance with the laid down conditions and obtain affiliation from the concerned affiliating body.

Generally, an academic session commences in most of the states in the month of July/August. In order to enable an institution to commence the session on time after obtaining affiliation and formal recognition from the NCTE, it is imperative that the institution receives the LoI at least two months in advance. However, it has been observed that in a large number of cases, the process is not completed on time due to

- (i) delays in the receipt of recommendations of the State Governments; (ii) delays on part of institutions to remove deficiencies and to respond to show-cause notice; (iii) delays in inspection due to non-

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availability of the VT members; and (iv) difficulties of Regional Committee members to work on a continuing basis. As a result, in several cases, the processing is carried over to the next academic session which affects the timely processing of the new applications received in the current year, besides delaying commencement of the new institution / course.

8.2.2 Appeals and Petitions Before Court

Institutions which are refused recognition/permission under sections 14 and 15, and whose recognition is withdrawn under section 17 of the NCTE Act can prefer an appeal under section 18 before the Council. The appeals are heard by a Committee constituted for the purpose, and the decision is communicated by the Council, after affording due opportunity to the appellant.

Legal remedies from the High Courts are also availed. During the past few years, especially after the imposition of ban on opening new teacher education institutions (from academic session 2009-10 onwards), large number of Writ Petitions (WPs) have been filed in various Courts. The Council has engaged legal Counsels in different States on retainership basis; however, it has been noticed that at times the decisions of the Council are not defended properly due to various reasons, including lack of coordination among the NCTE Headquarters, Regional Offices and the legal Counsels representing them.

8.2.3 Inspection Policy

For undertaking inspections, the NCTE Headquarters lays down inspection policy giving details about the composition of an inspection team, eligibility for the appointment of an inspection team member, format of the inspection report, duration of an inspection, procedure to be followed for the inspection etc. Inspection of TEIs is conducted under the provisions of sections 13, 14, 15 and 17.

The NCTE Headquarters also causes inspection of TEIs in different regions every year under section 13 of the NCTE Act, which are selected on a random basis. The Council maintains a panel of experts and appoints a team of two members out of the panel for the inspection of an identified institution. In case the team finds that the institution needs to improve its functioning in academic aspects and augment its facilities, it is advised to do the needful within a reasonable time frame. However, if malpractices and contravention of norms of serious nature are reported by the inspection teams, the matter is communicated to the concerned Regional Committee for initiating action under section 17 of the Act for withdrawal of recognition/permission.

8.2.4 Innovations in Teacher Education

In order to encourage innovations in teacher education and to provide opportunities to institutions to explore alternative models of teacher education, the Council entertains proposals for innovative programmes in teacher education. Such proposals are examined by the Council with the assistance of a committee of experts and if found appropriate, these are sent to the Regional Committees for further processing.

8.3 Powers and Functions of the NCTE

8.3.1 Performance of Regulatory Functions by the NCTE

Absence of an Institutional Mechanism to Review Norms and Standards: One of the important functions of the NCTE Headquarters is to lay down Norms and Standards in respect of various teacher education programmes. These norms have been amended several times. The process usually followed is to constitute a Committee for the purpose, which submits its recommendations, based on which revision is made in the Norms and Standards. However, no institutional mechanism has been set up in the NCTE to obtain feedback and review the norms on a continuing basis.

8.3.2 Recognition of Courses Rather than Institutions

The NCTE specifies norms and standards separately for each course on teacher education and not for a teacher education institution. This has led to growth of standalone institutions for a specific course on teacher education. Managements accordingly run institutions separately for each course, either

in separate buildings or in the same building, but as separate entities. This policy has led to isolation within the system of teacher education as different programmes are run like parallel streams and not as interlinked, inter-dependent and mutually reinforcing components of the same system. It is also because of this policy that the needs of future expansion of an institution are not taken into consideration at the time of granting recognition for the first course.

8.3.2 Innovative Programmes of Teacher Education

The National Curriculum Framework for Teacher Education (NCFTE), 2009 has recommended different models of teacher education including integrated teacher education courses of four years' duration. The NCERT has been running four year integrated programme leading to the B.A./B.Sc. B.Ed. degree in its four Regional Institutes of Education (RIEs). The University of Delhi has been offering B.El.Ed. programme in some of its constituent colleges for almost two decades. However, if a large number of institutions are coming forward to offer the same programme, then the programme obviously loses its innovative character and deserves to be brought to the mainstream of teacher education. The NCTE has so far not laid down Norms and Standards for such programmes to be followed by institutions other than RIEs and constituent Colleges of the University of Delhi.



Did u know? In view of the ban imposed in many States in respect of one year B.Ed., two-year D.El.Ed. and one year M.Ed. programmes, several entities have sensed an opportunity in the so-called 'innovative' programmes to expand their entrepreneurship in education.

8.3.4 Norms in Certain Subjects

Some subject-specific programmes are offered in different parts of the country or in specialized institutions, such as B.Ed. (English), B.Ed. (Sanskrit), Pandit or Oriental training Courses in languages like Hindi, Urdu, Tamil, Telugu, Sanskrit and Punjabi, Art and Craft teacher training courses, preparation of teachers in languages, visual and performance arts, work experience, vocational education. However, for preparation of teachers in languages, work experience, vocational education, etc. the NCTE has neither prescribed qualifications for the appointment of teachers nor has laid down Norms and Standards.

8.3.5 Implementation of Section 13 of the NCTE Act

The Council has the mandate to periodically inspect the recognised TEIs under section 13 of the NCTE Act and provide necessary feedback enabling them to make up the deficiencies, if any, in order to improve their functioning. The Council should have organized inspections in such a way that every institution is inspected at least once every three to five years. However, due to absence of a clear policy on inspections under section 13, only a small number of institutions are covered every year. The Commission was informed that during 2010-11, only 168 (out of a total of approximately 13,000 institutions) could be inspected. The institutions to be inspected under section 13 are existing institutions, and, therefore, the focus of the inspection should be appraisal of the process rather than the inputs. The appraisal proforma developed in the year 1997 is still being used, though the Norms and Standards have been revised several times since then.

8.3.6 Revision of Inspection Proformas

In respect of the existing TEIs, the focus of inspections, apart from the assessment of facilities, should be on assessment of processes in transacting the teacher education programme, including (i) teachers' and students' attendance; (ii) organization of school internship programme; (iii) functioning and utilization of library and other facilities; (iv) curriculum transaction; (v) organization of co-curricular activities; (vi) learning material used by trainees and resources used by teacher educators; and (vii) evaluation of students' performance. Further, revision of inspection proformas needs to be undertaken immediately after the revision of Norms and Standards for various programmes so that there is no

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mismatch between the expectations of Norms and Standards and information obtained and evaluated through inspections. For instance, the Norms of 2009 do not prescribe availability of a separate language laboratory as it has been visualized that language teaching and learning shall be taken care by the ICT facilities available in the institution.

It has been observed that the proformas currently in use do not facilitate the task of the VTs to make an incisive assessment of the potential of a new institution to offer a teacher education programme or of its performance in respect of the existing programme. The vague and generalized reports submitted by the VTs not only make the work of the Regional Committees difficult but also bring in arbitrariness in decision making.

8.3.7 Timely Processing of Applications

Under the extant Regulations, all applications received during a year have to be processed in accordance with the laid down norms and decision for recognition/permission or refusal should take place by 31st July of the next year. Experience of past years shows that the Regional Offices find it difficult to adhere to the stipulated time schedule in respect of all the applications due to several reasons such as (i) delays in receiving the recommendations of the state governments, (ii) delays in getting response to deficiency letters, (iii) delays in causing inspections due to nonavailability of VT members during a particular period; (iv) shortage of junior level staff in the Regional Offices.



Task

What are the innovative programmes of Teacher Education?

Self Assessment

- Multiple Choice Questions: Choose the correct option:
 - The National Council for Teacher Education (NCTE) was set up the government of India in as a advisory,, located in the NCERT.

(a) 1973	(b) 1978	(c) 1980	(d) 1985
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 - The B.Ed and M.Ed. progreammes began to be increasingly offered through the distance mode during

(a) late 1970 and early 1980s	(b) late 1980s and early 1990s
(c) late 1990s and early 2000s	(d) late 2005 and early 2010s
 - The NCTE as a staturoty body was established in under the national council for teacher education Act, 1993.

(a) 1990	(b) 1993	(c) 1995	(d) 1999
----------	----------	----------	----------
 - Applications are invited between of a year for recognition permission of teacher education perogrammes to be offered in the academic session of the following year according to provision of NCTE regulation, 2009.

(a) 1st August and 30th September	(b) 1st September and 30th October.
(c) 1st October and 30th November	(d) 1st November and 30th December

8.4 Implementation of NCTE Act, Rules and Regulations

8.4.1 Strengthening the Regulatory Framework of the NCTE

Review of Regulations of the NCTE vis-à-vis RTE Act, 2009 : ToR (a): Section 29(2) of the RTE Act, 2009 enumerates certain principles that should guide the development of the curriculum and evaluation procedure at the elementary level. These have been addressed broadly in the National Curriculum Framework for Teacher Education (NCFTE) brought out by the NCTE in 2009/2010. In addition, the NCTE has already notified the qualification for elementary school teachers in pursuance

of the RTE Act, 2009. Nevertheless, teacher education programmes should enable teacher trainees to develop sound understanding of the principles laid down under section 29(2), including the system of continuous and comprehensive evaluation.

Enforcement of Regulations in respect of Norms and Standards for Teacher Education Programmes : ToR (c)

- (a) ***Review of Norms and Standards:*** As discussed in the previous section, at present the process of development and revision of Norms and Standards is characterised by a lack of respect for objectivity. There is a need to constitute a Standing Committee for periodic revision of the Norms and Standards for various teacher education programmes. An Academic Cell should be created in the NCTE which would provide secretarial assistance to the Standing Committee. A full time consultant or an academic officer of the Council should be Convenor of the Committee. The Academic Cell should undertake the following responsibilities :
- (i) Collection, compilation and analysis of the feedback on the Norms and Standards from various stakeholders.
 - (ii) Planning and execution of research/surveys concerning implementation of the existing norms.
 - (iii) Making comparative analysis of the Norms prescribed by different affiliating bodies.
 - (iv) Making comparative analysis of the Norms and Standards in practice in respect of different teacher education programmes in the select developing and developed countries.
 - (v) Organization of consultation process with the TEIs and affiliating bodies.
 - (vi) Identifying quality indicators and developing appropriate process-based Norms for the recognition and monitoring of teacher education programmes.

The Committee may comprise 10-12 members having expertise and special knowledge in different aspects of teacher education. The Chairman of the Committee should be an outstanding and experienced educationist in the field of school and teacher education.

The Commission recommends that the NCTE should create a Standing Committee for periodic revision of Norms and Standards.

- (b) ***Norms and Standards to Realize the Vision of Comprehensive College of Education:*** In order to break the isolation within the system of teacher education, it is imperative to move towards different models of pre-service teacher education. The concept of a comprehensive college of education which was first recommended by the Education Commission 1964-66 is one such model. It would be desirable for an institution to offer a minimum of two teacher education programmes and engage faculty with background in all relevant areas such as psychology, sociology, philosophy, two languages, various science and social disciplines, visual and performing arts, physical education, etc. The norms relating to land and building and instructional facilities should be institution-centric, rather than separately for each course. The faculty engaged should for the institution as one entity, encouraging integration and cross learning across programmes. A longest duration integrated, inter-disciplinary programme located in a college of liberal Arts and Science is another model.
- (c) ***Encouraging Innovations and Innovative Programmes in Teacher Education:*** As a body mandated to improve the quality of teacher education, the NCTE must encourage innovations for the development of alternative models, including pedagogical practices. For the purpose, the NCTE should lay down general Guidelines for the innovative programmes, including the parameters of innovation.

Under the existing Guidelines for innovative programmes, while a Committee constituted by the NCTE Headquarters approves the proposal, recognition is granted by the Regional Committee on the basis of the norms and standards of an equivalent course specified under the NCTE Regulations. This approach is inherently flawed since for an innovative programme, because of its very nature, pre-specified norms and standards of another course cannot be applied. Instead, the applicant institution should furnish the infrastructural and instructional

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facilities it proposes to provide for the programme and the qualifications and experience of faculty it proposes to deploy. The Innovative Committee should make a realistic assessment of the facilities and profile of teacher educators in relation to the programme being proposed to be offered, and give its recommendations to the Regional Committee.

The Commission recommends that the NCTE should develop comprehensive Guidelines for innovative teacher education programmes.

- (d) **Enforcement of Section 13 of the NCTE Act:** Section 13 of the NCTE Act enables the NCTE to assess the quality of existing institutions, and guide institutions to improve their quality. Recent developments, including decisions of the Supreme Court in two cases, have important implications for the implementation of section 13. In the Civil Appeal No.104 of 2012 @ SLP(C) No.14020 of 2009 in the case of Adarsh Shiksha Mahavidyalaya & others vs Subhash Rahangdale & others, the Apex Court in its judgement dated 6th January, 2012 has directed that the NCTE shall cause mandatory inspection of all institutions periodically. In the SLP (Civil) no. 3505 of 2012 in the case of NCTE vs Vaisnav Institute of Technology and Management, the Apex Court in its judgement dated 12 April, 2012 has held that inspections cannot be caused by the Regional Committee for invoking the provisions of section 17 of the Act (for withdrawal of recognition), and where the Regional Committee is satisfied that inspection is to be made, a request may be made to the Council for causing inspection under section 13, which is the only section empowering the NCTE to inspect an existing recognized institution.

Both the above judgments have far-reaching implications for the framework of inspection to be undertaken by the NCTE. In the light of the judgment dated 6th January, 2012, the NCTE will have to develop a framework and procedure for causing inspection of each of the recognized institution within a definite time frame, and every 3-5 years thereafter. This also presents an opportunity to the NCTE to re-visit its present format for inspection under section 13, the composition of the inspecting team, the manner in which the inspection report can be utilized, etc. For the first time, the NCTE would be able to obtain credible information and evidence on the functioning of each of the over 13,000 teacher education institutions, and enable it to appropriate action, including withdrawal of recognition in respect of institutions which are found to be of low quality. Implication of the judgment of 12th April, 2012 is that, apart from periodic inspections, the NCTE would also have to undertake inspections in respect of institutions where there is information (from affiliating bodies or other sources) regarding violation of the Norms and Standards laid down by the NCTE.

The Commission recommends that the NCTE should develop a new framework for undertaking inspection of the recognized institutions, with enhanced focus on process parameters, to ascertain the quality of the institutions, and take appropriate action to improve the overall quality of the teacher education system.

Transparency in the Appointment of Members of the Council and the Regional Committees

Members of the Council are appointed in accordance with Section 3 of the NCTE Act, 1993. Nomination of certain categories of Members are made by the Central Government. Section 20 of the NCTE Act provides for the establishment of four Regional Committees and empowers the Council to establish more Regional Committees, if it considers necessary, with the approval of the central government. Regarding the membership of the Committee, the Act provides that besides a member to be nominated by the Council, there shall be a representative from each of the States/UTs in the region. Apart from the ex-officio members, there is also a provision for the appointment of persons having special knowledge and experience in matters relating to teacher education.

The NCTE Regulations of 2011 regarding membership of Regional Committees provide for appointment of six members to each Regional Committee who may be former Vice- Chancellors, Pro-Vice Chancellors, Professors of Education in the Universities, Principals of PG Colleges, Senior Teacher Educators with 15 years of teaching experience, Educational Administrators, etc. It is suggested that out of six persons, four should be teacher education experts and two may be eminent educationists or educational administrators. The members may be nominated as under:-

- (i) Teacher Education Experts (Four) : Serving or retired Professors of Education in universities or in national Institutions, Principals of Teacher Education Institutions, Senior Teacher

Educators with 20 years of experience, Heads of Research and Development Institutions in education like NCERT, SCERTs, etc.

- (ii) Educational Administrators (Two) : Serving or Retired administrators of or above the super-time scale / Higher Administration Grade in the Central or State Government or in institutions like the Kendriya Vidyalaya Sangathan (KVS) / Navodaya Vidyalaya Samiti (NVS) / National Institute of Open Schooling (NIOS) / Central Board of Secondary Education (CBSE) with at least five years' experience in the school education sector.

Regarding ex-officio members representing State Governments, there is a need to lay down certain guidelines. It has been observed that representatives of State Governments very often do not take the work of the Committee very seriously and junior officers are nominated who may not be in a position to take a decision on behalf of their Government. The State Governments should be requested to nominate a senior officer, who should be required to attend the meetings of the Regional Committee regularly, failing which the matter should be brought to the notice of the State Government.

The role of the members of the Regional Committees is primarily confined to their participation in the meetings and finalization of minutes thereafter. The cases of TEIs are presented before the Committee by the Regional Director of the NCTE, who heads the Regional Office and is of the rank of a Deputy Secretary. Since he has to function as a facilitator as well as implementer of the policy decisions of the Committee, it would be more appropriate if he participates in the meetings of the Committee on equal footing with other members, for which the position of the Regional Director should be upgraded.

The Commission recommends that the Central Government would develop guideline for the appointment of the members of the Council. The Members of the Regional Committee should be appointed by the Council.

Analysis of Inadequacy of Regulatory Provisions for withdrawal of Recognition of Sub-standard Teacher Education Institutions :

Section 17 of the Act empowers the Regional Committee to withdraw recognition/permission granted to an institution. The Regional Committee takes action under this section after receiving any information/complaint in respect of an institution from various sources - State Government, affiliating body, inspection caused by the Council under section 13, individuals, other organizations, etc., regarding violation by the institution of the Norms and Standards specified by the NCTE. The Regional Committee undertakes inspection of the institution, and after affording due opportunity to the institution, takes a final decision, including of withdrawal of recognition/permission. During 2010 and 2011, the total number of teacher education courses/institutions of which recognition was withdrawn by the Regional Committees of the NCTE was 404 and 317, respectively.

As mentioned earlier, in the SLP (Civil) no. 3505 of 2012, the Apex Court held that the Regional Committees do not have powers under section 17 to cause inspection of an institution, since specific power to cause inspection has been provided to the Council under section 13 of the NCTE Act. Where the Regional Committee intends, on the basis of information/evidence in its possession, to cause inspection, a request could be made to the Council for causing inspection under section 13. The Court also held that it is not obligatory to cause inspection prior to taking action under section 17. Such action can be taken on the basis of information available with the Regional Committee against the institution, after according due opportunity. Because of this decision, the Regional Committees are unable to cause inspection at their level for invoking the provisions of section 17.

The Commission discussed the aforementioned decision of the Supreme Court, and its implications on the powers of the Regional Committees under section 17. It was felt that the purpose of causing inspection of an institution prior to withdrawal of recognition was to ascertain the correct facts about the quality of the institution vis-à-vis the information/complaint received by the Regional Committee. It was also an opportunity for the institution to demonstrate its adherence to the Norms and Standards. Further, recognition can be withdrawn under section 17 only after the Regional Committee is satisfied that the institution has contravened the conditions of recognition/permission.

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Inspection provides the most credible basis for arriving at such a satisfaction; on the other hand, 'satisfaction' drawn on the basis of third party information, without being cross-verified on the ground, may not stand the test of law. It may also be mentioned that since the Regional Committee conducts inspection prior to grant of recognition/permission, it would be within its powers to cause an inspection before withdrawing recognition/permission. In order to remove this difficulty, the provision would require amendment unless the Supreme Court chooses to reconsider its decision. Notwithstanding the above, the NCTE will need to prepare a Regulation laying down the procedure for implementing section 17. Such procedure should have the following elements :

- (a) The source(s) of information on the basis of which section 17 could be invoked;
- (b) The action to be taken on receipt of information. This may include ; (i) sending a notice to the institution along with the complaint/information, requesting the institution to give its say in the matter; (ii) examining the reply of the institution and deciding further course of action;
- (c) Exercising one of the following options after receiving reply from the institution :
 - closing the matter if the Regional Committee is satisfied that the information is incorrect;
 - withdrawing recognition if it is satisfied that the institution has contravened the law and conditions laid down for recognition/permission, after affording due opportunity;
 - direct the institution to remove certain deficiencies, and improve quality within a definite time frame; or
 - cause inspection (after requesting the Council), and take consequential action thereafter;
- (d) Review of the existing format of inspection, including composition of the VT, to ensure that the inspection should not only be of infrastructural and instructional facilities, but also key quality aspects of the processes followed for transacting the curriculum, learning and teaching materials used, etc.

The Commission recommends that the NCTE should formulate appropriate Regulation for implementing section 17, taking into consideration the aforementioned guidelines.

Methodology to Assess the Quality of Teacher Education Institutions:

Assessment and Accreditation: The NCTE needs to evolve a system of assessment and accreditation of teacher education institutions, results of which should be placed in public domain for transparency, informed decision making by students and others concerned, push institutions to improve quality, and provide the NCTE credible information regarding the performance of an institution. At present, certain categories of institutions are required to obtain accreditation from the National Assessment and Accreditation Council (NAAC) of the University Grants Commission (UGC). Under the present Regulations, a large percentage of institutions are not required to obtain such accreditation. These include all institution imparting non-degree courses, and institutions offering B.Ed who do not intend to enhance their intake.

Recognizing the importance of periodic accreditation as a tool of quality assurance, the NCTE must make it mandatory for all TELs to obtain accreditation from an approved agency and get it renewed every five years. The NCTE should set up an autonomous Teacher Education Assessment and Accreditation centre (TEAAC) which would perform the following functions :

- (i) Setting of quality standards which institutions are required to adhere;
- (ii) Develop and enforce a system of self-appraisal by institutions which should be placed in public domain, both by the Institution, and by the NCTE;
- (iii) Develop a framework for mandatory accreditation of all teacher education institutions;
- (iv) Cause accreditation of the institutions by existing organizations specializing in this field (NAAC, NBA, etc) and by setting up a body to accredit teacher education institutions;
- (v) Place accreditation reports in public domain for transparency, informed decision-making, etc.

Self Assessment

2. State whether the following statements are 'True' or 'False':
- (i) The standing committee may comprise 10-12 members having expertise and special knowledge in different aspects of teacher education.
 - (ii) An academic cell should be created in NCTE which would provide secretarial assistance to the standing committee.
 - (iii) There is no full time consultant or an academic officer of the council should be convenor of the committee.
 - (iv) Members of the council are appointed in accordance with section 5 of the NCTE Act, 1993.

8.5 Summary

- The National Council for Teacher Education (NCTE) was set up by the Government of India in 1973 as a non-statutory body, located in the National Council of Educational Research and Training (NCERT), to advise the Central government and State governments on all matters related to teacher education.
- The NCTE highlighted teacher education as a continuum covering all stages of teacher preparation, proposed enhanced weightage on practice and a corresponding reduction of theory and also suggested a blending of content and methodology and engagement with the community as significant foci of teacher education programmes.
- During late 1980s and early 1990s, the B.Ed and M.Ed programmes began to be increasingly offered through the distance mode. Enrolments in these programmes were staggeringly high and the instructional inputs woefully deficient which affected the quality of the programmes.
- The NCTE as a statutory body was established in 1995 under the National Council for Teacher Education Act, 1993. One of its mandate was to check commercialization in teacher education. The NCTE succeeded in not only regulating the distance education programmes but also in drastically curtailing their reach.
- The National Council for Teacher Education Act, 1993 provides for the establishment of a National Council for Teacher Education (NCTE) "with a view to achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in teacher education system and for matters connected therewith".
- To ensure effective and proper functioning of the Regional Offices, the NCTE Headquarters is expected to continuously coordinate, monitor and supervise the work of the Regional Offices. This is done through periodic consultation with the Regional Directors, collection of periodical progress reports giving details about the targets achieved and on-site assessment by the officers of the Council.
- In order to carry out the provisions of the NCTE Act and in exercise of the powers conferred by section 31 of the NCTE Act, the Central Government notified the rules in the year 1997; under section 32, the Council notified the Regulations laying down norms and standards for the recognition of TEIs/Courses from time to time. The Norms and Standards currently in operation were notified in the year 2009 in respect of the following teacher education programmes :
 - (i) Diploma in Early Childhood Education (D.E.C.Ed.) ; 2 years after Senior Secondary
 - (i) Diploma in Elementary Education (D.El.Ed.) ; 2 years after Senior Secondary
 - (iii) Bachelor of Education (B.Ed.) – Face-to-Face (1-year after graduation) and Distance Mode; 2-years after Graduation
 - (iv) Master of Education (M.Ed.) – Face-to-Face (1-year after B.Ed.) and Distance Mode;
 - (v) Bachelor of Elementary Education (B.El.Ed.) ; 4 years after Senior Secondary

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- As per the provisions of the NCTE Regulations, 2009, applications are invited between 1st August and 30th September of a year for recognition permission of teacher education programmes to be offered in the academic session of the following year. Immediately after the last date, the applications are processed, involving the following steps:
 - (i) Scrutiny of the applications in the Regional Offices to ascertain the deficiencies, if any, and communicating the same to the concerned institutions.
 - (ii) Summary rejection of the application under certain conditions
 - (iii) Requesting the State Government to give its recommendations within 45 days.
- One of the important functions of the NCTE Headquarters is to lay down Norms and Standards in respect of various teacher education programmes.
- The NCTE specifies norms and standards separately for each course on teacher education and not for a teacher education institution. This has led to growth of standalone institutions for a specific course on teacher education.
- The National Curriculum Framework for Teacher Education (NCFTE), 2009 has recommended different models of teacher education including integrated teacher education courses of four years' duration. The NCERT has been running four year integrated programme leading to the B.A./B.Sc. B.Ed. degree in its four Regional Institutes of Education (RIEs).
- In respect of the existing TEIs, the focus of inspections, apart from the assessment of facilities, should be on assessment of processes in transacting the teacher education programme, including (i) teachers' and students' attendance; (ii) organization of school internship programme; (iii) functioning and utilization of library and other facilities; (iv) curriculum transaction; (v) organization of co-curricular activities; (vi) learning material used by trainees and resources used by teacher educators.
- Section 29(2) of the RTE Act, 2009 enumerates certain principles that should guide the development of the curriculum.
- The NCTE has already notified the qualification for elementary school teachers in pursuance of the RTE Act, 2009. Nevertheless, teacher education programmes should enable teacher trainees to develop sound understanding of the principles laid down under section 29(2), including the system of continuous and comprehensive evaluation.
- at present the process of development and revision of Norms and Standards is characterised by a lack of respect for objectivity. There is a need to constitute a Standing Committee for periodic revision of the Norms and Standards for various teacher education programmes. An Academic Cell should be created in the NCTE which would provide secretarial assistance to the Standing Committee.
 - (i) Collection, compilation and analysis of the feedback on the Norms and Standards from various stakeholders.
 - (ii) Planning and execution of research/surveys concerning implementation of the existing norms.
- Section 17 of the Act empowers the Regional Committee to withdraw recognition/permission granted to an institution. The Regional Committee takes action under this section after receiving any information/complaint in respect of an institution from various sources - State Government, affiliating body, inspection caused by the Council under section13, individuals, other organizations, etc., regarding violation by the institution of the Norms and Standards specified by the NCTE.
- The NCTE needs to evolve a system of assessment and accreditation of teacher education institutions, results of which should be placed in public domain for transparency, informed decision making by students and others concerned, push institutions to improve quality, and provide the NCTE credible information regarding the performance of an institution.

8.6 Keywords

- Advisory : The role of giving professional advice.
- Statutory : Any organisation fixed by law, that must be done by law.
- Innovation : The introduction of new things ideas or ways of doing something.

8.7 Review Questions

1. Give a brief note on NCTE as an advisory and statutory body.
2. Write the functions of NCTE.
3. Describe the rules and regulations of NCTE act.
4. What are the performance of regulatory functions by the NCTE?

Answers: Self Assessment

1. (i) (a) (ii) (b) (iii) (c) (iv) (a)
2. (i) True (ii) True (iii) False (iv) False

8.8 Further Readings



Books

1. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*
2. Issues and Problems in Teacher Education: *Bernadette Robinson.*
3. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 9: Agencies of Teacher Education and their Functions – NCERT

CONTENTS

Objectives

Introduction

- 9.1 National Council of Educational, Research and Training (NCERT)
- 9.2 Constituent Units of NCERT
- 9.3 Programmes and Activities of NCERT
- 9.4 Functions of NCERT in the Context of Teacher Education
- 9.5 Objectives of Teacher Education at Various Levels
- 9.6 Summary
- 9.7 Keywords
- 9.8 Review Questions
- 9.9 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss about national Council of educational research and training.
- to discuss about the constituent units of NCERT.
- to explain about programmes and activities of NCERT.
- to describe about functions of NCERT in the context of teacher education.
- to explain about the objectives of Teacher Education at Various Levels.

Introduction

NCERT is an autonomous Govt. body who assists and advises the central and state governments on policies and programmes for qualitative improvement in school education. In this unit we shall discuss about the NCERT in a broad manner.

9.1 National Council of Educational, Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an autonomous organisation setup in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education.

9.1.1 Establishment

In the Third Five-Year Plan (1961-66) it was proposed to establish a training and research centre at the national level which should be an autonomous body and work for the promotion of research and training facilities in varied fields of educational activity. This led to the establishment of a National Council of Educational Research and Training in 1961 under the Society Registration Act of XXI Statute of 1860.

9.1.2 Governing Body

It has responsibility of managing, directing and controlling the NCERT in accordance with its rules, regulations and ordinances. It consists of 12 members with the Central Education Minister as the

President. It has director as its head for executing and controlling the day-to-day work who is assisted by a joint-director and a full time secretary.

9.2 Constituent Units of NCERT

In addition to research, development, training, extension, publication and dissemination activities, the NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education.

The NCERT also interacts and works in collaboration with the international organisations, visiting foreign delegations and offers various training facilities to educational personnel from developing countries. The major Constituent units of the NCERT which are located in different regions of the country are the :

1. National Institute of Education (NIE), New Delhi
2. Central Institute of Educational Technology (CIET), New Delhi
3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
4. Regional Institute of Education (RIE), Ajmer
5. Regional Institute of Education (RIE), Bhopal
6. Regional Institute of Education (RIE), Bhubaneswar
7. Regional Institute of Education (RIE), Mysore
8. North East Regional Institute of Education (NERIE), Shillong.



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The National Institute of Education (NIE) in New Delhi undertakes research and development activities related to pedagogical aspects of curriculum; prepares prototype curricular and supplementary materials; develops school education related database and undertakes experiments in pre-school, elementary, secondary and higher secondary stages to support all-round development of the child.

Self Assessment

1. Multiple choice questions:

Choose the correct option

- (i) NCERT consists members with the central education minister as the president.
 - (a) 10
 - (b) 11
 - (c) 12
 - (d) 13
- (ii) The department of secondary education is created with the approval of MHRD to address all the aspects of Rashtriya Madhyamic Shiksha Abhiyan viz. setting up
 - (a) 4000
 - (b) 6000
 - (c) 8000
 - (d) 10000
- (iii) In the department of educational psychology and foundations of educations initiated on international diploma course in guidance and counselling for Asian and African countries.
 - (a) 2002-03
 - (b) 2003-04
 - (c) 2004-05
 - (d) 2005-06
- (iv) undertakes research development, training and extension activities related to issues and problems of education of children with disabilities, scheduled castes, scheduled tribes, backward minorities.
 - (a) SCERT
 - (b) NCERT
 - (c) DIET
 - (d) NCTE

9.3 Programmes and Activities of NCERT

The NCERT undertakes the following programmes and activities: Being an apex national body for research in school education, the NCERT performs the important functions of conducting and supporting research and offering training in educational research methodology. The different Departments of the National Institute of Education (NIE), Regional Institutes of Education (RIEs), Central Institute of Educational Technology (CIET) and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) undertake programmes of research related to different aspects of school education, including teacher education. Besides conducting in-house research, the NCERT supports research programmes of other institutions/organizations by providing financial assistance and academic guidance. Assistance is given to scholars for publication of their Ph.D. theses. Research fellowships are offered to encourage studies in school education to create a research base for developmental, training and extension programmes and to create a pool of competent research workers. It also organizes courses for educational research workers. The NCERT also organizes educational research in the country. It has computer facilities for storing, processing and retrieval of data. It collaborates with international agencies in inter-country research, projects.

Development: Developmental activities in school education constitute an important function of the NCERT. The major developmental activities include development and renewal of curricula and instructional materials for various levels of school education and making them relevant to changing needs of children and society. The innovative developmental activities include development of curricula and instructional materials in school education in the area of pre-school education, formal and non-formal education, vocationalisation of education and teacher education. Developmental activities are also undertaken in the domains of educational technology, population education, and education of the disabled and other special groups.

Training: Another important dimension of NCERT's activities is the 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 counseling, and special education. The pre-service teacher education programmes at the Regional Institutes of Education (RIEs) incorporate innovative features such as integration of content and methodology of teaching, long-term internship of teacher trainees in the actual classroom setting, and participation of students in community work. The RIEs also undertake the training of key personnel of the states and of state level institutions and training of teacher educators and in-service teachers.

Extension: The NCERT has comprehensive extension programmes in which various Departments of the NIE, RIEs, CIET, PSSCIVE and the offices of the Field Advisers in the states are engaged in various ways. It works in close collaboration with various agencies and institutions in the states and also works extensively with Extension Service Departments and Centers in teacher training colleges and schools with the purpose of providing 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. Several programmes are organized in rural and backward areas in order to reach out to the functionaries in these areas where special problems exist and where special efforts are needed. Special programmes are organized for the education of the disadvantaged sections of the society. The extension programmes cover all States and Union Territories of the country.

Publication and Dissemination: The NCERT publishes textbooks for different school subjects for Classes I to XII. It also 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. These instructional materials, produced through research and developmental work, serve as models to various agencies in States and Union Territories. These are made available to state level agencies for adoption and/or adaptation. The textbooks are published in English, Hindi and Urdu. For dissemination of educational information, the NCERT publishes six journals: The Primary Teacher is published both in English and Hindi and aims at giving meaningful and relevant educational inputs to primary school teachers for direct use in the classroom;

School Science serves as an open forum for discussion on various aspects of science education; Journal of Indian Education provides a forum for encouraging original and critical thinking in education through discussion on current educational issues; Indian Educational Review contains research articles and provides a forum for researchers in education; and Bharatiya Adhunik Shiksha, published in Hindi, provides a forum for encouraging critical thinking in education on contemporary issues and for dissemination of educational problems and practices. Besides these, a house journal called NCERT Newsletter is also published in English and Hindi. The title of the Hindi version of the newsletter is Shaikshik Darpan.

Exchange Programmes: The NCERT interacts with international organizations such as UNESCO, UNICEF, UNDP, NFPA and the World Bank to study specific educational problems and to arrange training programmes for personnel from developing countries. It is one of the Associated Centers of APEID. The NCERT has been offering training facilities, usually through attachment programmes and participation in workshops, to educational workers of other countries. The NCERT also acts as a major agency for implementing the Bilateral Cultural Exchange Programmes entered into by the Government of India with the governments of other countries in the fields of school education and teacher education by sending delegations to study specific educational problems relevant to Indian requirements and by arranging training and study visits for scholars from other countries. Educational materials are exchanged with other countries. On request, the faculty members are deputed to participate in international conferences, seminars, workshops, symposia, etc.



Did u know? It also acts as the Secretariat of the National Development Group (NDG) for Educational Innovations.

9.4 Functions of NCERT in the Context of Teacher Education

Teacher education is the most crucial input for improving the quality of school education since the policies prepared for schools are to be implemented by the teachers, the teachers, needs to be prepared accordingly. The NCERT, therefore, addresses itself to the task of formulation and organization of teacher education programmes both pre-service and in-service. The programmes and activities of the Department of Tacher Education and Extension (DTEE) focus on research, development of materials, capacity building of teachers and teacher educators, academic supprot to the centrally –sponsored insstitutions of teacher education like DIETs, SCERTs, CTEs and IASEs; promotion of innovations and experimentations in teacehr education and school education and organization of extension programmes.

The main functions of the Department are:

- To perform the policy and advisory role in teacher educaion and provide technical support to MHRD and State/UT governments in formulation, implementation and evaluation of Centrally Sponsored Schemens for Qualitative Improvement of Teacher Education.
- To perform 'Think Tank' function in the area of teacher education and pedagogy which include review/renewal of pre-service teacher programmes at different levels and formulation of models/designs of in-service education, countinuing education and life long educaiton of the teachers.
- To adopt and assist SCERTs/SIEs for developing them as autonomous professioal institutions in the States/UTs dealing with all aspects of school educaiton and teacher education.
- To promote innovations and experimentations in the field of school educaiton and teacher educaiton.
- To organize in-service and continuing educaiton programmes of varied duration for teachers and teacher educators/master trainers/key resource persons KRP at different levels utilizing emerging information and communication technologies (ICT) and facilites of EDUSAT.

Notes



Task

What are the main functions of regional. Institutes of Education?

9.5 Objectives of Teacher Education at Various Levels

After in-depth deliberations, seminars, meetings and workshops, the Teacher Education Department of National Council of Educational Research and Training (NCERT), Government of India have evolved following stage-wise objectives of teacher education.

On the basis of above-stated objectives of education for pre-primary children, the NCERT have spelled out following concrete and specific objectives for pre-primary teacher education.

- (1) **Philosophy and sociology:** To acquaint the student-teacher with the philosophy and sociology of pre-school education so that he can understand the basic principles of pre-school education and through it realise the needs, values and aspirations of the society.
- (2) **Principles and Processes:** To develop in the teacher an understanding of the principles and processes of the various aspects of children's growth and development.
- (3) **Growth and Development:** To make him conversant with the growth and development of pre-school education both in India and abroad.
- (4) **Healthy, Nutrition and Welfare:** To help the student-teacher realise the importance of health, nutrition and welfare services for the child through proper information and to develop in him the skills to provide the same through appropriate measures.
- (5) **Command Over Language:** To give him a better command over the language of everyday use and to help him understand the physical and social phenomena around him so that he can make a meaningful interpretation of the world, to children under his charge.
- (6) **Creative Self-Expression:** To equip him with the knowledge of various media of creative self-expression and to develop in him essential skills for guiding children in the pursuit of creative arts and crafts.
- (7) **Methods, Practices, Equipment, and Principles:** To acquaint him with the methods, practices, equipment, materials and organisational principles of pre-school education so that he can use them effectively in his day-to-day work.
- (8) **Role of Parents and Community:** To develop in him an awareness of the important role of parents and community in the education of pre-school children and to make him conversant with the ways of enlisting their active help and cooperation in various programmes of the pre-school.
- (9) **Professional Obligations and Rights:** To acquaint him with his professional obligations and rights and to develop in him a positive attitude towards his profession.
- (10) **Professional Growth:** To inculcate in him a sense of the desirability of constant professional growth.

9.5.1 Objective of Teacher Education for Primary Stage

1. To possess competence in the first and the second language, mathematics, and in the topics of natural and social science related to environmental studies I and II.
2. To develop skills in identifying, selecting and organising learning experiences for teaching the above subjects in formal and non-formal situations.
3. To possess sufficient theoretical and practical knowledge of health, physical and recreational activities, work-experience, art and music and skills for conducting these activities.
4. To develop understandings of the psychological principles underlying the growth and development of the children of the age group 6+ to 14+.

5. To acquire theoretical and practical knowledge about childhood education, including integrated teaching.

9.5.2 Objectives of Teacher Education for the Secondary Stage

1. To possess competence to teach subjects of his specialisation on the basis of accepted principles of learning and teaching in the context of the new school curriculum.
2. To develop skills, understanding, interests and attitudes which would enable him to foster all round growth and development of the children under his care.
3. To possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and work-experience.
4. To develop skills in identifying, selecting, innovating and organising learning experiences for teaching the above-mentioned general and special subjects.
5. To develop understandings of psychological principles of growth and development, individual difference and similarities, and cognitive, psycho-motor and attitudinal learnings.

9.5.3 Objectives of Teacher Education for the Higher Secondary and Collegiate Stage

1. To develop competence to teach the subject of this specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by string to keep in touch with the latest development in both the subject and methodology of teaching.
2. To develop skills-cognitive and psychomotor for teaching academic and/or vocational subjects by providing appropriate learning experiences.
3. To develop an understanding of the aims and objectives of education in general, and of higher education in particular in the Indian background, to promote awareness of the role of education and of the teacher in building up a democratic, secular and socialist society.
4. To develop skills in making use of educational technology in teaching academic and/or vocational subjects.
5. To understand the bio-psychosocial needs of the adolescent and the problems arising out of their non-fulfilment; develop skills in guiding and counselling the adolescent in solving his personal and academic problems.

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) The programmes and activities of the Department of Teacher Education and Extension (DTEE) focus on research development of materials, capacity building of teachers and teacher educators.
 - (ii) One of the main objectives of teacher education at primary level is to develop skills in guiding and counselling the children in solving their personal as well as academic problems.
 - (iii) Developing skills cognitive and psychomotor for teaching academic and/or vocational subjects by providing appropriate learning experience is the main objective of secondary school teacher education.

9.6 Summary

- In the Third Five-Year Plan (1961-66) it was proposed to establish a training and research centre at the national level which should be an autonomous body and work for the promotion of research and training facilities in varied fields of educational activity.
- The major Constituent units of the NCERT which are located in different regions of the country are the :
 1. National Institute of Education (NIE), New Delhi
 2. Central Institute of Educational Technology (CIET), New Delhi

Notes

3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
 4. Regional Institute of Education (RIE), Ajmer
 5. Regional Institute of Education (RIE), Bhopal
 6. Regional Institute of Education (RIE), Bhubaneswar
 7. Regional Institute of Education (RIE), Mysore
 8. North East Regional Institute of Education (NERIE), Shillong.
- The NCERT undertakes the following programmes and activities: The NCERT performs the important functions of conducting and supporting research and offering training in educational research methodology.
 - Developmental activities in school education constitute an important function of the NCERT.
 - Another important dimension of NCERT's activities is the 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 counseling, and special education.
 - The NCERT has comprehensive extension programmes in which various Departments of the NIE, RIEs, CIET, PSSCIVE and the offices of the Field Advisers in the states are engaged in various ways.
 - The NCERT publishes textbooks for different school subjects for Classes I to XII. It also brings out workbooks, teachers guides, supplementary readers, research reports, etc.
 - The NCERT interacts with international organizations such as UNESCO, UNICEF, UNDP, NFPA and the World Bank to study specific educational problems and to arrange training programmes for personnel from developing countries.
 - To perform the policy and advisory role in teacher education and provide technical support to MHRD and State/UT governments in formulation, implementation and evaluation of Centrally Sponsored Schemes for Qualitative Improvement of Teacher Education.
 - To perform 'Think Tank' function in the area of teacher education and pedagogy which include review/renewal of pre-service teacher programmes at different levels and formulation of models/designs of in-service education, continuing education and life long education of the teachers.
 - To adopt and assist SCERTs/SIEs for developing them as autonomous professional institutions in the States/UTs dealing with all aspects of school education and teacher education.
 - To promote innovations and experimentations in the field of school education and teacher education.
 - NCERT have spelled out following concrete and specific objectives for pre-primary teacher education.
 - (1) Philosophy and sociology: To acquaint the student-teacher with the philosophy and sociology of pre-school education so that he can understand the basic principles of pre-school education and through it realise the needs, values and aspirations of the society.
 - (2) Principles and Processes: To develop in the teacher an understanding of the principles and processes of the various aspects of children's growth and development.
 - (3) Growth and Development: To make him conversant with the growth and development of pre-school education both in India and abroad.
 - To possess competence in the first and the second language, mathematics, and in the topics of natural and social science related to environmental studies I and II.
 - To develop skills in identifying, selecting and organising learning experiences for teaching the above subjects in formal and non-formal situations.
 - To possess competence to teach subjects of his specialisation on the basis of accepted principles of learning and teaching in the context of the new school curriculum.

- To develop skills, understanding, interests and attitudes which would enable him to foster all round growth and development of the children under his care.
- To develop competence to teach the subject of this specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by staying in touch with the latest development in both the subject and methodology of teaching.
- To develop skills-cognitive and psychomotor for teaching academic and/or vocational subjects by providing appropriate learning experiences.
- The National Council of Educational Research and Training (NCERT) is an autonomous organisation setup in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education.
- The NCERT performs the important functions of conducting and supporting research and offering training in educational research methodology.
- The NCERT supports research programmes of other institutions/organizations by providing financial assistance and academic guidance. Assistance is given to scholars for publication of their Ph.D. theses. Research fellowships are offered to encourage studies in school education to create a research base for developmental, training and extension programmes and to create a pool of competent research workers.
- Developmental activities in school education constitute an important function of the NCERT.
- Another important dimension of NCERT's activities is the 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 counseling, and special education.
- The NCERT has comprehensive extension programmes in which various Departments of the NIE, RIEs, CIET, PSSCIVE and the offices of the Field Advisers in the states are engaged in various ways.
- The NCERT publishes textbooks for different school subjects for Classes I to XII. It also brings out workbooks, teachers guides, supplementary readers, research reports, etc.
- The NCERT interacts with international organizations such as UNESCO, UNICEF, UNDP, NFPA and the World Bank to study specific educational problems and to arrange training programmes for personnel from developing countries.

9.7 Keywords

- **Constituent** : One of the parts of something that combine to form the whole.
- **Dissemination** : The act of spreading information, knowledge etc. so that it reaches many people.
- **Autonomous** : An organisation able to govern itself or control its own affairs.
- **Objective** : Something that are trying to achieve.

9.8 Review Questions

1. Write a note on National Council of Teacher Education.
2. What are the programmes and activities of NCERT?
3. Give the functions of NCERT in the context of teacher education.
4. What are the objectives of teacher education at secondary and college level?

Notes

Answers: Self Assessment

1. (i) 1961 (ii) I to XII (iii) Education research
(iv) state level
2. (i) True (ii) False (iii) True

9.9 Further Readings



Books

1. Inclusive Education--Study And Teaching : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.
2. Teacher Education: Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.
3. Issues and Problems in Teacher Education: Bernadette Robinson;

Unit 10: Agencies of Teacher Education and their Functions – SCERT, DIET

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- 10.1 State Council of Educational Research and Training
- 10.2 SCERT Structures as envisaged by states
- 10.3 Functions of SCERT
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- 10.5 Structure of DIET:
- 10.6 Features of DIET
- 10.7 Functions of DIET
- 10.8 Summary
- 10.9 Keywords
- 10.10 Review Questions
- 10.11 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss about the state council of educational research and training.
- to explain about SCERT structures as envisaged by states.
- to describe about the functions of SCERT.
- to describe about district institute of educational training.
- to discuss about the structure of DIET.
- to explain about features of DIET.
- to explain about the function of DIET.

Introduction

Each State Government will set up immediately a Task Force for making an assessment of the number of institutions of this nature required the various relevant programmes of action. The task force will also identify the existing institutions which can be developed as direct institutes of education and training. As DIETs get established, substandard institutions would be phased out.

The status of the teacher reflects the socio-cultural ethos of a society; it is said that 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. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community. Teacher Education is a continuous process, and its pre-service and in-service components are inseparable (National Policy on Education, 1986).

10.1 State Council of Educational Research and Training

10.1.1 Historical Background State Council of Educational Research and Training

The National Policy on Education, 1986 & 1992 recommended the creation of State Councils of Research and Training (SCERTs) as part of decentralization of teacher education. SCERTs were created as part of the centrally sponsored scheme for re-organization of teacher education which also includes creation of DIETs, CTEs and IASEs. Under the centrally sponsored scheme, the SCERTs are to provide more focused leadership and support to educational endeavours in states, as state partner institutions with NCERT.

10.1.2 Establishment of SCERTs

The SCERTs were set up in different states/union territories. At present, there are SCERTs in 25 states and State Institutes of Education (SIEs) in Assam, Arunachal Pradesh, Jammu and Kashmir (2), Sikkim, Andaman & Nicobar Islands, Uttar Pradesh and Chandigarh. (NCERT, 2009). A large number of SCERTs were created between 1988 through the early 1990s.

10.1.2 Reflections on the SCERTs 1988-to date

It took around 5-10 years for the SCERTs to become fully functional with the identity as envisaged by policy. Several studies have pointed out that despite guidelines to the effect, very few states envisaged SCERTs as a distinct institution and cadre. There was also lack of clarity in terms of positioning SCERT Faculty and the various levels in the state directorate of education leading to uneasy relationship between the school teachers, principals and SCERT faculty. SCERT faculty saw themselves as post-secondary educators, and hence a level above senior secondary teachers. States, however, under pressure from directorate of education, viewed SCERT faculty as interchangeable with the school teaching cadre. Although the original guidelines made the parity between DIET Principal with the district education officer, no similar equivalence was made for SCERT faculty with educators with equivalent level in higher education. This ambiguity extends to MHRD level, as teacher education is attached to the Department of School Education and Literacy and not the Department of Higher Education.

10.2 SCERT Structures as envisaged by states

The SCERT structures in states are diverse, but nearly all are committed to planning, implementation, evaluation of academic programs and teacher education at all levels of school education. The departments/units/cells in SCERT are varied, a sample is given below:

SCERT, Kerala

- Curriculum, textbooks, evaluation
- Teacher Education (Pre-and In-service and extension)
- Educational Technology
- Art, Physical, Health and Vocational Education
- Non-formal, continuing education
- Special Education/Integrated Education for the Disabled
- Population Education
- National Talent Search Examination
- Research documentation and dissemination

SCERT, Odissa

- Pre-School and Elementary Education
- Teacher Education and In-Service Education.
- Extension services and school Management.

- Examination Reform and Guidance.
- Research coordination.
- Examinational Survey and Statistical analysis.
- Science and Mathematics Education
- Curriculum Research and Special curriculum Renewal projects.
- Adult and non-formal Education.
- Educational Technology.
- Work Education and aesthetic Education.
- Publication and publicity

Future proposals.

- Tribal Education.
- Population Education.
- Correspondence courses and continuing Education.
- Language Teaching.
- Social studies
- Health Nutrition and child care.
- Physical Education.
- Monitoring

SCERT, Andhra Pradesh

- Teacher Education and Extension
- Planning, Management, Finance and Policy
- Curriculum, Textbooks, Pupil assessment
- Math and Science Education
- Program monitoring, evaluation and policy perspective
- Education Technology
- Population Education and Urban Studies
- Social sciences and humanities
- Computer education
- Library, documentation and dissemination
- State Curriculum Framework, ELT, INSPIRE Awards, developing standards,
- IEDC, humanities and language,
- ICT
- Vocationalizing secondary education
- Science promotion, research and development.,
- NIOH, library, CCE

SCERT Delhi

- In-service Teacher Education
- Pr-service teacher education B.Ed.
- Elementary Teacher Education
- Universal Elementary Education
- Educational Research, Policy and Innovation; PSTE,
- Nodal agency for NCTE

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- Admission, curriculum construction, examination, certification of TE in ECCE and ETE,

SCERT, Mizoram:

- Teacher Education
- Guidance and Counselling
- Population and Adult Education
- Environment orientation to School Education

While these differences are indicative of the state’s priorities, the centrally sponsored scheme for teacher education focuses mostly on the teacher education component of the SCERT role.

10.2.1 Centre-State perceptions of SCERTs

According to the EFC Memorandum, 2010 : Under section 29(1) of the RTE Act, the State Government has to appoint an academic authority to lay down the curriculum and evaluation procedure which would be followed by all schools in the elementary level.

The scope of its functioning must encompass curriculum development, preparation of proto type teaching learning material and text books for all levels of school education and teacher education. The existing curriculum and syllabus of the teacher education courses will have to be revised in light of the National Curriculum Framework (NCF – 2005) and the National Curriculum Framework for Teacher Education (NCFTE).

The SCERT should be the nodal agency in the state and establish proper coordination and collaboration with various statutory bodies like Board of Textbooks, Board of Secondary Education and Board of Elementary Education.

10.2.2 Bridging disparities in SCERT Structures

The NCERT Review (2009) points out that there is also wide variation in the status of SCERTs in different states. In some states the SIEs are continued. In Karnataka SIE has been given the status of a directorate within the state department of education and its functions are visualized as an administrative wing of the directorate.



Notes

In SIE, Jammu a Joint Director is assisted by 6 Field Advisors and 13 Research Officers. SCERT in Karnataka has 16 Deputy Directors besides the Director and Jt. Director.

10.2.3 Proposed Structure for SCERTs

State Governments to play a proactive role in revitalizing the functions of the SCERTs through administrative and resource support. At the same time, the Central Government should provide greater resource support to the State Governments in enabling them to revitalize the SCERTs.

In view of the proposed role of SCERT, details of functions of the divisions should be worked out in such a way that discharging them will be necessarily in the context of the overall school and teacher education. Staff requirement for these departments should be accordingly worked out. It is recommended that adequate faculty positions be created with sufficient technical and support staff. The technical staff should have capacity to provide support in organizing the activities related to science, mathematics and language labs, art and craft, physical education and yoga, ICT etc. Each state will have to assess its needs in terms of faculty and infrastructure depending upon actual demand for various facilities and their current availability”.

10.2.4 Approving Mechanism for the Centrally Sponsored Scheme for Teacher Education

The Project Approval Board on Teacher Education would approve the perspective plan for the development of the SCERT during the 11th and 12th Five Year Plan periods. These approvals would be based on specific proposals received under the aforementioned components from the State

Government, including physical and financial estimates of the proposals. Year-wise release of funds will depend on the availability of fund for this purpose. States which have a State Institute of Education (SIE) instead of SCERT would also be eligible for the aforementioned Central Assistance. However, they would need to upgrade the SIE in a full-fledged SCERT or merge into the existing SCERT by the end of the XI plan period. The cost estimates are given in Annexure-3.

10.2.5 Role of SCERT

The SCERT role needs to be viewed at multiple levels and agencies. Some of the common roles of SCERT as they emerge from various SCERTs are:

- Conducting policy research and advising state governments on policy formulations
- Academic Authority under RtE
- Nodal agency for government and private ECCE and D.El.Ed. TEIs.
- Preparing State Curricular Framework for School Education
- Preparing textbooks in all curricular areas for all levels of school education
- Preparing other teaching-learning materials including ICT for school education
- Coordinating DIETs
- Organizing in-service teacher education annually for all teacher educators, SDM, administrators, secondary level teachers and ECCE practitioners
- In-charge of admissions, curriculum, examination and certification of ECCE and ETE TE
- Developing models and demonstrating school improvement practices
- Overseeing quality of school education
- Providing academic support to state science, art fairs
- Developing database of teachers and teacher educators
- Participating in national level science talent, achievement surveys, school report cards
- Preparing and implementing state perspective plan for TE
- Conducting research
- Collating and disseminating available research from universities, research agencies, NGOs
- Translations for curricular materials in local languages


10.3 Functions of SCERT

SCERT is a structure that is meant to improve the quality of school education at all levels. One of the major roles of SCERT would, therefore, include:

- (1) Thinking about meaningful purposes of education for people in the State
- (2) Given the diversity of contexts including language, culture, beliefs, systems and aspirations in different parts of the community evolve a mechanism of providing them not only education that they feel is appropriate but also is along national goals and functioning.
- (3) It needs to make it possible for all children to participate in the education process equitably, benefit from the process in their institutions, to feel empowered to lead themselves and their community towards a more wholesome participation in the processes around them.
- (4) It has the responsibility to understand the principles of school education enunciated in the National Curriculum Framework 2005 and not only interpret them in the State's own contexts but also make it possible for the teachers and teacher educators in the State to appreciate these principles and their implications.
- (5) It also has the responsibility of ensuring that the teachers feel academically empowered and have the opportunity to learn and grow.
- (6) This is in addition to ensuring that their preparation as a teacher is also of a high quality.

Notes

- (7) The SCERT needs to function as a forum for all those who can and want to contribute to quality education in school education or in preparation of quality teachers. It has to serve as a forum for empowerment of teachers, a forum for motivating and encouraging teachers and a forum for providing space for teachers and teacher educators to explore and express their ideas.
- (8) One of the major gaps in the quality of educational process arises from the lack of teachers and teacher educators linking the new learning in their discipline or to disciplines that inform education. The SCERT needs to be able to provide linkages with institutions of higher learning and itself create opportunities for teachers and teacher educators engaged with such areas.




Notes The SCERT also has a major role in developing appropriate learning materials for use by children in their State. The books that are prepared by NCERT need to be supplemented by appropriate contextualization and new materials that can actively engage children and constantly evolve.

10.3.1 Governance, Self-Sufficiency and Autonomy:

There are a lot of activities that the SCERT performs for other institutions including the Textbooks Council, Board of Secondary Education, the Board of Teacher Education, the SSA. It is important that all the services provided by the SCERT must be costed and appropriate payments made to the institution so that it can use the funds generated for its own development and exploration of newer ideas.

The administrative and financial autonomy of the institutions including its ability to bring in short-term faculty to lead and guide some programs or to give out short-term assignments on contract needs to be increased.

Each SCERT must have a Program Advisory Committee (PAC) with representatives from the State Universities.



Did u know? Each State Government will set up immediately a Task Force for making an assessment of the number of institutions of this nature required in the state keeping in view the various relevant Programmes of Action. The 1 Task Force will also identify the existing institutions which can be developed as District Institutes of Education and Training. As DIETs get established, substandard institutions would be phased out.

Self-Assessment

1. Fill in the blanks :-

- (i) were set up in different states
- (ii) At present, there are SCERT in states and state institution of Education
- (iii) SCERT is a agency in state and establish the coordinatiion with statutory bodies like board of text books board of secondary education and board of elementary education.
- (iv) SCERT in has 16 deputy directors besides the director and joint directors.
- (v) The of director and faculty members SCERT differs from State to State.

10.4 District Institute of Educational Training: An Introduction

Likewise in the area of adult education, this support was being provided by the Central Directorate of Adult Education at the national level, and by State Resource Centres (SRCs) at the State level. Below the State level, there were elementary teacher education institutions but their activities were confined mostly to pre-service teacher education. The physical, human and academic resources of most of the institutions were inadequate even for this limited role. They also tended to adopt teaching practices, which were not in consonance with the ones they prescribed to prospective teachers. There were certain larger problems.

10.4.1 Historical Background

By the provisions of NPE on teacher education, a Centrally sponsored Scheme of Restructuring and Reorganization of Teacher Education was approved in October 1987. One of the five components of the Scheme was establishment of DIETs. Draft guidelines for implementing the DIET component were circulated to States in October 1987 and have, together with certain subsequent circulars, formed the basis for its implementation so far. Till October 1989, Central assistance had been sanctioned under the Scheme for setting up a total of 216 DIETs in the country.

The present document purports to consolidate, amplify and revise the existing guidelines in regard to DIETs. With this, all earlier guidelines on the subject would stand superseded.

10.4.2 Mission and Role

"To provide academic and resource support at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education, with special reference to the following objectives: -

Elementary Education

- Universalisation of Primary/Elementary Education.
- Adult Education
- NLM targets in regard to functional literacy in the 15-35 age group.

The above is a general mission statement. It will have to be translated into specific goals for the DIET, so as to suit the needs of individual states and districts, and will be ultimately operationalised through specific performance norms set for individual DIETs.

10.5 Structure of a DIET:

Looking to 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 language 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

10.6 Features of DIET

Pursuit of excellence would have to inform all activities of the DIETs, in which context, it will have two inter-related aspects:-

- (i) Excellence in the Institute's own work, and
- (ii) Helping the elementary and adult education systems in the district, in achieving excellence.

As far as the first aspect is concerned, efforts will be made to provide to DIETs all necessary physical and manpower resources. But it will be for them to harness these and other available resources in

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the best possible manner, so as to achieve and promote excellence.

In this context, DIETs will also have a very important pace setting role to play. They will be expected to become models for other educational institutions in the district in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organizational climate, maintenance of a clean and attractive campus etc.

10.6.1 Child Centred Approach

The child centered approach is the best motivation for the child to attend school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage..."

The POA states that "by making Elementary Education child-centred, we would be introducing a long-awaited reform in the system. The most important aspect of this reform will be to make education a joyful, innovative and satisfying learning activity, rather than a system of role and cheerless, authoritarian instruction".

This basic approach would imbue the transaction of all programmes in a DIET. Some of the implications of this would be as follows:

- Programmes will be need based. Even within group of trainees/participants, individual differences and needs will be identified and catered to.
- Trainees will be enabled to experiment, discover, learn, practice and innovate for themselves, rather than being lectured to. Learning activities will be suitably organised, in individual and group modes.
- Maximum possible use will be made of the local environment in the learning process. Curricula and learning activities will be suitably related to it.
- Good work done by trainees will be duly recognised, encouraged, displayed and publicized.
- The DIET will itself adopt the attitude of a "life-long learner" rather than that of an oracle or know-all. It would receive as much from the 'field' as it would endeavor to give to it. The district will serve as the 'school' for its learning experiences, while it may carve out one or two special areas as its 'lab areas'.

10.6.2 Special Target Groups

"The concept a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location, have access to education of a comparable quality: says the NPE. It goes on to say "to promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the condition for success". This is quite the essence of the universalisation task, and means that needs of educationally disadvantaged groups would have to be given maximum attention. The largest such groups are: -

- (i) Girls and women
- (ii) Scheduled castes and Scheduled tribes
- (iii) Minorities
- (iv) The handicapped, and
- (v) Other educationally disadvantaged groups e.g. working children, slum-dwellers, inhabitants of hilly, desert and other inaccessible areas, etc.

It follows that DIETs also, in all aspect of their work, would have to give primary attention to promotion of education of the above groups.

10.7 Functions of a DIET

The functions of DIET are as follows:

- (1) Training and orientation of the following target groups:-
 - (i) Elementary school teachers (both pre-service and in-service education).
 - (ii) Head Master, Heads of School Complexes and officers of Education Department up to Block level.

- (iii) Instructors and supervisors of Non-formal and Adult Education (induction level and continuing education)
 - (iv) Members of DBE and Village Education Committee (VECs) Community leaders, youth and other volunteers who wish to work as educational activities.
 - (v) Resource persons who will conduct suitable programmes for the target groups mentioned at (I) and (iii) above, at centers other than the DIET .
- (2) Academic and resource support to the elementary and adult education systems in the district in other ways provision of services of a resource and learning center for teachers and instructors, (iii) development of locally relevant materials teaching aids, evaluation tools etc., and (iv) serving as an evaluation center for elementary school and programmes of NFE/AE.
 - (3) Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

Self-Assessment

2. State whether the following statements are 'true' or 'false'

- (i) SCERT is a structure that is meant to improve the quality of School Education at all levels.
- (ii) Each SCERT must have program advisory committee (PAC) with representatives from the State Universities, the DIETS the IASES and CTES teachers.
- (iii) For textual material preparation, the Delhi textbook process involved over 250 representatives including teachers student teachers, government and Private Schools.
- (iv) The SCERT has no role in developing appropriate learning materials for use by children in their State.

10.8 Summary

- State council for educational, research and training is a task force for conducting and improving of school education at state level.
- The SCERTs are set up in different states/union territories. At present, there are SCERTs in 25 states.
- Some examples of SCERT (Kerala, Odissa, Andhra Pradesh) are given in the unit.
- Proposed structure, roles and functions of SCERTs are mentioned in the unit.
- District Institute of Educational Training (DIET) is also a task force for improving the school level teacher education at district level.
- There are 216 DIETs in the country.
- The role, structure, features and functions are also included in the unit.
- SCERTs were created as part of the centrally sponsored scheme for re-organization of teacher education which also includes creation of DIETs, CTEs and IASEs. Under the centrally sponsored scheme, the SCERTs are to provide more focused leadership and support to educational endeavours in states, as state partner institutions with NCERT.
- The SCERTs were set up in different states/union territories. At present, there are SCERTs in 25 states and State Institutes of Education (SIEs) in Assam, Arunachal Pradesh, Jammu and Kashmir (2), Sikkim, Andaman & Nicobar Islands, Uttar Pradesh and Chandigarh.(NCERT, 2009). A large number of SCERTs were created between 1988 through the early 1990s.
- The NCERT Review (2009) points out that there is also wide variation in the status of SCERTs in different states. In some states the SIEs are continued.
- The Project Approval Board on Teacher Education would approve the perspective plan for the development of the SCERT during the 11th and 12th Five Year Plan periods. These approvals would be based on specific proposals received under the aforementioned components from

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- the State Government, including physical and financial estimates of the proposals.
- By the provisions of NPE on teacher education, a Centrally sponsored Scheme of Restructuring and Reorganization of Teacher Education was approved in October 1987. One of the five components of the Scheme was establishment of DIETs.
 - Till October 1989, Central assistance had been sanctioned under the Scheme for setting up a total of 216 DIETs in the country.
 - The present document purports to consolidate, amplify and revise the existing guidelines in regard to DIETs.
 - "To provide academic and resource support at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education.

10.9 Keywords

- Envisage : To imagine what will happen in the future.
- Perception : The way you notice things especially with the senses.
- Disparity : A difference, especially one connected with unfair treatment.
- Accountable : Responsible for your decisions or actions and expected to explain them when you are asked.

10.10 Review Questions

1. Write a note on history and establishment of SCERT.
2. Give some functions of SCERT.
3. What is DIET? Explain its history, structure, features of DIET.
4. What is the function of DIET?

Answers: Self Assessment

1. (i) SCERTs (ii) 25 (iii) nodal (iv) Karnataka
(v) pay structure
2. (i) True (ii) True (iii) False (iv) False

10.11 Further Readings



Books

1. Inclusive Education--Study And Teaching : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.
2. Teacher Education: Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.
3. Issues and Problems in Teacher Education: Bernadette Robinson.

Unit 11: Agencies of Teacher Education and their Functions – Academic Staff College

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Objectives

After reading this unit, students will be able to:

- to discuss about the higher education in India.
- to explain discuss about the academic staff college scheme.
- to describe about the functional aspects of academic staff colleges.
- to describe about the programmes of academic staff colleges.
- to discuss about the participation in staff training programmes.
- to describe the evaluation of academic staff colleges and concerned issues.
- to explain about the research on impact of ASC programmes.

Introduction

Higher Education is a public good and a strategic necessity for all levels of education. It forms basis for research, innovation, creativity and a matter of responsibility and economic support of all governments. The Universal Declaration of Human Rights has emphasized that 'higher education shall be equally accessible to all on the basis of merit'. In the past decade it was evident that higher education and research have contributed significantly to the eradication of poverty, to sustainable development and to progress towards reaching the internationally agreed upon development goals, which include the Millennium Development Goals (MDGs) and Education for All (EFA). It was shaped by increasingly integrated world economy, new information and communications technology (ICT), emergence of an international knowledge network, the role of the English language and other forces beyond the control of academic institutions.

Growth of Higher Education System in India has been phenomenal since Independence. The number of universities increased from 20 to 431; colleges from 500 to 20,677; number of teachers from 24,000 to about 500,000. Gross enrolment ratio in higher education has grown from mere 0.7% in 1950 to 13% by the end of Xth Plan period, i.e., 2003. The National Education Policy, 1986 had recommended

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a comprehensive programme for professional development of teachers in Higher Education system for quality improvement. Subsequently, 45 Academic Staff Colleges have been established in VII Plan by UGC in universities across the country. The current number is 66.

11.1 Higher Education in India

Higher education in India has grown significantly since the country's independence in 1947. At the time of independence, the gross enrolment ratio in higher education was mere 0.7% with a network of 18 universities, 500 colleges and about 700 teachers. The present enrolment in higher education is about 12.5% with the target of 15% by the end of 11th plan period. The higher education institutional network has grown enormously; and it is the third largest system in the world only next to USA and China. The network has 418 Universities, 20,676 colleges and 5.70 lakh teachers besides premium Technical and management institutions.

The rapid expansion of Higher education system has brought several pertinent issues related to standards of its quality to the forefront. One of the most important issues is skills and training of teachers to impart quality education to the students. The quality of education hinges on the skill and abilities of teachers. In the present day context, teachers play multiple roles including teaching, research, consultancy, extension work, development of instructional material, and management of institutions. It is thus necessary to update their efficiency periodically. Many committees in International and national forum of late have advocated faculty and staff training in higher education as one of the most important issues which every country must invest in to fulfil the effective functioning of teaching and learning system for quality out-puts. The World Bank in its report has commented that "a high quality and well motivated teaching staff and a supportive professional culture are essential in building Excellence" (World Bank, 1994). Similarly UNESCO has given the importance of teaching staff and its professional development in higher education by passing a recommendation on the topic at its General Conference in Paris in November 1997.

11.2 The Academic Staff Colleges Scheme

The UGC-Academic Staff Colleges are nodal institutions established in Universities as autonomous entities and designated within the University for Staff development purposes and totally funded by UGC. A high level standing committee consisting of eminent academicians and senior staff college directors is created by UGC; advises establishment, strengthening and monitoring of academic staff colleges from time to time. They draw all possible resources available in the parent University as well as academic resources from other universities and institutions within the State and also from other states as need be. They have functional freedom within the framework of UGC guidelines. The UGC has listed functions of ASCs in their guidelines as follows:

The main philosophy behind establishment of Academic Staff Colleges is to provide adequate opportunities for the professional development of teachers in Higher education system which is ever expanding. These colleges are seen as inbuilt mechanisms to provide opportunities for teachers within the framework of knowledge society to inculcate values, motivation and art of teaching. Secondly, the knowledge explosion worldwide in the recent past has been phenomenal. It is impossible to cope up with the vast generation of new information, technology and methods, without resorting to accelerated and organized modes of continuing education. These colleges provide opportunity for the teachers to update the knowledge in subject, technology and new methods in various areas of studies. The philosophy and objectives of the courses are visualized significantly different from the traditional Bachelor of Education and Master of Education Programmes. In Xth Five Year Plan period one more dimension has been added i.e., training in Information Technology and E-content development. In XI plan UGC has extended scope of training to administrative staff of categories A, B and C in Colleges and Universities including UGC staff (XIth Plan guidelines of UGC).

- (a) Formulate a programme of orientation along the broad guidelines given;
- (b) Identify resource persons in various fields of specialization for running the orientation

- programmes and refresher courses, and familiarize such resource persons with the philosophy and guidelines for the courses;
- (c) Set up a documentation-centre-cum-library for reference and source materials necessary for the courses;
 - (d) Produce specially designed material required for effective implementation of the courses;
 - (e) Organize, monitor and evaluate the courses for teachers;
 - (f) Create a culture of learning and self-improvement among teachers so that it becomes an integral part of the educational system at the tertiary level;
 - (g) Organize orientation programmes for senior administrators, heads of departments, principals, deans and other decision-makers to familiarize them with the philosophy of orientation intended to facilitate reform in higher education through appropriate modification of the management systems at various levels;
 - (h) Provide opportunities for teachers in service to exchange experience with their peers and to mutually learn from each other;
 - (i) Provide a forum for serving teachers to keep themselves abreast of the latest advances in various subjects;
 - (j) Provide opportunities to further widen their knowledge and to pursue research studies;
 - (k) Provide an introduction to new methods and innovations in higher education so that the participants can in turn develop their own innovative methods of instruction;
 - (l) Bring out publications relevant for enhancing the teaching and research capabilities of teachers; and
 - (m) Conduct capability enhancement programmes non academic staff so as to strengthen the teaching-learning environment.

Self Assessment

1. Multiple choice questions:

Choose the correct option

- (i) The higher education institutional network has universities.
 - (a) 418
 - (b) 512
 - (c) 619
 - (d) 720
- (ii) The in its report has commented that "a-high quality" and well motivated teaching staff and a supportive professional culture is essential in building excellence.
 - (a) UNESCO
 - (b) World Bank
 - (c) UNICEF
 - (d) UN
- (iii) UNESCO has given the importance of teaching staff and its professional development in higher education by passing a recommendation on the topic at its general conference in in November 1997.
 - (a) New York
 - (b) London
 - (c) Paris
 - (d) Italy
- (iv) The main philosophy behind establishment of academic staff colleges is to provide adequate opportunities for the professional development of teacher in system
 - (a) Primary education
 - (b) Secondary education
 - (c) Higher education
 - (d) Elementary education

11.3 Functional aspects of Academic Staff Colleges

Academic Staff Colleges are guided by an Academic Advisory Committee. Every year, the UGC invites proposals for programmes from ASCs, based on merits and strengths of the university the number of programmes to be conducted in that year are allotted. The NIEPA, New Delhi (National University for Educational Planning and Administration) was involved in monitoring the activities of ASCs in initial years of the scheme. The idea is that both the sides benefit from mutual sharing of knowledge and learning becomes a process of understanding and refinement. The expenses of

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participants; resource persons and other incidental expenses for arranging programmes are totally funded by government through UGC. The University Grants Commission instructed all the Universities having Academic Staff Colleges to make regular appointments to the teaching and non-teaching staff putting an end to adhoc-ism in staff appointments, which was impacting negatively. Each Academic staff College is supported by three core staff (teaching staff) members viz., Professor-Director, Associate Professor and Assistant Professor; and nine non-administrative staff members. In Xth Five Year plan all ASCs are provided with funds for Computer lab to impart Information and Communicative skills to the participants and Hostel facilities (in XIth Plan) for the participants and resource persons.



Did u know? The trainees of the ASC programmes are called participants and trainers are called resource persons.

11.4 The Programmes of Academic Staff Colleges

The Academic Staff Colleges initially used to offer three kinds of programmes:

- (i) Orientation Programmes of 4 weeks duration for all new entrants at the level of lecturers
- (ii) Refresher courses of 3 weeks duration for serving teachers, (interaction programmes for research scholars and Post-doctoral fellows are included under this scheme in XIth Plan).
- (iii) Short term orientation/workshops for the senior academicians and administrators, Heads of the Departments, Principals of Colleges, UGC officials etc.

In XI five year plan, some more programmes are included to the list to cover training of other important components higher education system i.e., Associate Professors; Professors; Research Scholars and Administrative staff.

- (iv) Professional Development programmes of 6 days duration for Senior Teachers like Associate Professors and Professors
- (v) 6 days professional development programme for Non-academic Group B and C staff including UGC staff

For organizing any programme at least twenty participants are required. Academic staff colleges have adopted various methods of publicity such as issuing notification in local news paper, news item, schedule display on website, by post etc. to propagate information about their programmes.

11.4.1 Orientation Programme

The Orientation programmes are of four week duration constituting 144 contact hours for newly appointed Lecturers of the Universities and Colleges. It is divided in four parts.

- (i) **Objectives:** The objective of this programme is to enhance the motivation and general awareness of teachers and ensure systematic techniques and methodologies and to provide opportunities for professional and career development, so that teachers can fulfil their role and responsibilities effectively. The Academic staff college are given flexibility to plan and execute the programme in such a way to achieve the following objectives:
 - (a) Understand the significance of education in general and higher education in particular in the global and Indian context.
 - (b) Understand the linkage between education and economic and socio cultural development with particular reference to the Indian policy which is secular and egalitarian society.
 - (c) Acquire and improve basic skills of teaching at the College/ University level.
 - (d) Utilise opportunities for development of personality, initiative and creativity.

- (ii) **Components:** In order to achieve the perceived objectives four broad components are prescribed for Orientation courses viz.,
- (i) Awareness of linkages between society, environment, development and education- This component will help the teacher to realize the larger context of education and the role of teacher in society.
 - (ii) Philosophy of education, Indian education system and pedagogy-This component is aimed at imparting basic skills and sensitivities that a teacher needs for effective classroom teaching.
 - (iii) Resource awareness and knowledge generation- This component is aimed at helping the teachers to be self-sufficient, and continuously abreast of new knowledge and techniques, processes, methods and sources of knowledge.
 - (iv) Management and personality development- This component is to familiarize the organisation and management of the college/university and ways in which they may develop their own personalities

For each of above components a sample of illustrative list of topics has been suggested by UGC. However, Academic Staff Colleges make their own choice of topics, modes of instruction and method of delivery to bring out the best results, at times they are designed with inputs from the participants also. Many colleges have devised proformas for information on motivational levels of the participants at the time of entry, which subsequently sets the tone and direction of the course. A variety of professionals are invited from the fields of Academic disciplines, administration, journalism, industry, consultancy, social services, literature, etc. for the benefit of young teachers. Various practical methods are being employed to actively involve the participants in the development of teaching and research skills. The published reports suggest that activities like micro teaching, workshops, language labs, seminar writing, report writing, book reviews, research paper writing, group discussions, library consultation, computer training, curriculum development, e-content development, field study, extension work, cultural activities, etc., are regular features in most of the orientation programmes. Few colleges have successfully produced reading material for the programme.

- (v) **Evaluation:** The variety of activities in teaching techniques and approaches make the participants involved in the courses actively. Each resource person is being evaluated by the participants, who in turn, are evaluated by their peers, resource persons and the course coordinator on the quality of their assignments and other presentations and reports, etc. Active participation in academic and organisational tasks, regularity, discipline, etc., are also considered for evaluation of participants. A certificate is awarded with grades at the end of the programme, this is primarily to make the participants involvement seriously. Participants who get less than 50% of marks are required to attend the programme again after a gap of one year on their own expenses. This certificate is considered for career advancement of the participants.

At the end-of-the-course, participants give their feed back, which gives ASCs necessary information in terms of the impact and effectiveness of the course. This kind of self evaluation and monitoring contributes substantially to the quality of these programmes.



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The orientation programmes emphasizes that teachers are agents of socioeconomic change and national development and underlines the need to make them skill-oriented teachers.

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11.4.2 Refresher Courses

The refresher courses are of three week duration constituting 108 contact hours for serving teachers of Universities and Colleges. Interaction programs for research scholars and Post-Doctoral fellows are introduced recently under this scheme. Purpose of these programmes is to provide a platform to exchange experiences with their peers and mutually learning from each others, it also helps teachers/research scholars to keep abreast of the latest advances in various subjects.

Completion of one Orientation course is pre-requisite for participation in a refresher course. Attending these programmes is linked with the career advancement of teachers in Universities and Colleges. There are two types of refresher courses viz., Subject specific and interdisciplinary or Multidisciplinary refresher courses. Besides subject specific courses; issues like social evils, aspects of cultures, economics, human rights, gender issues, developmental issues, human values, research methodologies in various disciplines are offered as interdisciplinary refresher courses. For organizing refresher courses concerned teaching department(s) is involved. One teaching staff member is designated as Coordinator from the concerned department to help academic staff college in planning and organizing the course. As in case of Orientation course various activities are included in teaching-learning process. At the end of the programme participants are evaluated and grades are awarded.

11.4.3 Short term orientation / workshops

Each ASC organizes one or two meetings of 2-days duration in a year for principals/ Heads/ Deans/Officials of Collegiate Education/administrative officers including UGC officials with an objective to:

- (a) familiarize them with the philosophy and importance of orientation programmes and refresher courses and persuade them to depute teachers; and make them understand the activities of ASCs; and
- (b) enable them to understand their new roles as supervisors;
- (c) facilitate reforms in higher education through appropriate modification of management systems at various levels.
- (d) make them aware of quality issues in higher education system, trends in global education sector; new government initiatives and reforms in higher education, advances in information technology, e-learning, e-content development, human rights issues, value based education etc.

14.4.4. Programmes initiated in XI plan

- (i) Professional Development programmes for Senior Teachers like Associate Professors and Professors:

To encourage their participation in professional development programmes, new pay commission has given certain points as incentive for their career advancement.

- (ii) Professional development programme for Non-academic Group B and C staff including UGC staff:

Academic Staff Colleges are offering professional development programmes of 6 days duration for non-academic staff since 2007 to give them training/exposure to aspects of higher education its management apart from training in aspects like IT and its applications in administration, office procedures, quality aspects, new trends in examination, finances, legal issues etc. This programme is meant for middle level officials in colleges and universities.



Task What is refresher course?

Self Assessment

2. Fill in the blanks
- Academic staff colleges are guided by an
 - In the initial stages only staff of government colleges and was encouraged to attend the programme of academic staff colleges.
 - The are of four week duration constituting 144 contact hours for newly appointed lecturers of the universities and colleges.
 - The objective of this programme is to enhance the motivation and general awareness of teachers and ensure and methodologies.
 - The are of three week duration constituting 108 contact hours for serving teachers of universities and colleges.

11.5 Participation in Staff Training Programmes

There are about 5.00 lakh teachers working in higher education system. As already mentioned, to encourage motivation of teachers participation in the ASC programmes for achieving quality in higher education, UGC has linked completion of these programmes successfully to career development and higher pay grades. In the beginning, confirmation of newly appointed lecturers was tied up with the attendance in an orientation course, latter it was linked with the time-bound promotion policy. Twenty three years after introduction of the scheme, sixty six Academic Staff colleges are currently offering programmes of staff development across the country.

Similarly, refresher courses are meant for experienced teachers, either in their own subject or interdisciplinary/multidisciplinary subjects. A total of about 7992 refresher courses have been conducted by different ASCs in India. On an average about 336 refresher courses per year were conducted. Thus there has been consistent growth observed in number of programmes over the years. Table 4 A depicts the plan wise participation of the teachers in refresher courses. About 2,57,301 participants attended refresher courses training and out of that the number of male and female participation.

Refresher courses in various subjects are being implemented in a less centralised manner than that of the orientation courses.

There is no consolidated data available about their activities. At present the number of RCCs is drastically reduced to about 8-10. Likewise, there is no consolidated data available regarding workshops/ Professional Development Programmes organized by various ASCs for senior faculty/administrators, middle level management staff, research scholars, etc.



Did u know? There were more than 80 other institutions (Refresher course centers) in the country that have been entrusted the task of organising refresher courses in different subjects.

11.6 Evaluation of Academic Staff Colleges and concerned Issues

To understand whether the programme is achieving the set objectives and if so to what extent, a qualitative and quantitative evaluation is needed.

The activities of Academic Staff Colleges and their programmes have been evaluated by University Grants Commission through expert committees almost after the end of every plan period. However, no set procedures are defined for the expert committees. It was understood that, these committees used various criteria like number of programmes organized by the ASC during evaluation period, types of programmes and their quality, participants feed back, resource persons, evaluation procedures, funds utilized, etc. Nevertheless, there is no consolidated data or reports available about the evaluation of ASCs and their programmes by expert committees.

11.7 Research on Impact of ASC Programmes

The ultimate goal of the ASC programmes is to contribute to quality of higher education in the country by enhancing competence of the teachers. To understand whether this scheme is fulfilling its objective, there have been number of studies carried out by researchers and Academic Staff Colleges to study impact of ASC programmes on participants. Factors like attitudinal changes, motivation factors, improvement in teaching skills, knowledge, sensitization about socio-economic and national development issues etc have been considered for the studies; in short over all usefulness of the ASC programmes is the objective of most of studies. Some researchers found these courses as very useful and some expressed dissatisfaction and suggested for improvement. The paper will become too lengthy if each of published paper is discussed, therefore some important publications are tabulated for the purpose of reference.

Self Assessment

3. State whether the following statements are 'True' of 'False'
 - (i) There are about 10 lakh teachers working in higher education system.
 - (ii) Orientation courses are meant for orienting newly appointed teachers to address the challenges encountered by them in a new setting in their career.
 - (iii) Refresher courses are for fresher teachers.
 - (iv) A total of about 7882 refresher courses have been conducted by different academic staff colleges.
 - (v) The activities of academic staff colleges and their programmes have been evaluated by university grants commission.

11.8 Summary

- Higher education in India has grown significantly since the country's independence in 1947. At the time of independence, the gross enrolment ratio in higher education was mere 0.7% with a network of 18 universities, 500 colleges and about 700 teachers. The present enrolment in higher education is about 12.5% with the target of 15% by the end of 11th plan period.
- The UGC-Academic Staff Colleges are nodal institutions established in Universities as autonomous entities and designated within the University for Staff development purposes and totally funded by UGC. A high level standing committee consisting of eminent academicians and senior staff college directors is created by UGC; advises establishment, strengthening and monitoring of academic staff colleges from time to time.
- The main philosophy behind establishment of Academic Staff Colleges is to provide adequate opportunities for the professional development of teachers in Higher education system which is ever expanding. These colleges are seen as inbuilt mechanisms to provide opportunities for teachers within the framework of knowledge society to inculcate values, motivation and art of teaching.
- Academic Staff Colleges are guided by an Academic Advisory Committee. Every year, the UGC invites proposals for programmes from ASCs, based on merits and strengths of the university the number of programmes to be conducted in that year are allotted. The NIEPA, New Delhi (National University for Educational Planning and Administration) was involved in monitoring the activities of ASCs in initial years of the scheme.
- The Academic Staff Colleges initially used to offer three kinds of programmes:
 - (i) Orientation Programmes of 4 weeks duration for all new entrants at the level of lecturers
 - (ii) Refresher courses of 3 weeks duration for serving teachers, (interaction programmes for research scholars and Post-doctoral fellows are included under this scheme in XIth Plan).
 - (iii) Short term orientation/workshops for the senior academicians and administrators, Heads of the Departments, Principals of Colleges, UGC officials etc.

- The Orientation programmes are of four week duration constituting 144 contact hours for newly appointed Lecturers of the Universities and Colleges.
- The orientation programmes emphasizes that teachers are agents of socioeconomic change and national development and underlines the need to make them skill-oriented teachers.
- The refresher courses are of three week duration constituting 108 contact hours for serving teachers of Universities and Colleges. Interaction programs for research scholars and Post-Doctoral fellows are introduced recently under this scheme. Purpose of these programmes is to provide a platform to exchange experiences with their peers and mutually learning from each others, it also helps teachers/research scholars to keep abreast of the latest advances in various subjects.
- Each ASC organizes one or two meetings of 2-days duration in a year for principals/ Heads/ Deans/Officials of Collegiate Education/administrative officers including UGC officials with an objective to:
- Professional Development programmes for Senior Teachers like Associate Professors and Professors:
- To encourage their participation in professional development programmes, new pay commission has given certain points as incentive for their career advancement.
- There are about 5.00 lakh teachers working in higher education system.
- Similarly, refresher courses are meant for experienced teachers, either in their own subject or interdisciplinary/multidisciplinary subjects. A total of about 7992 refresher courses have been conducted by different ASCs in India.
- The activities of Academic Staff Colleges and their programmes have been evaluated by University Grants Commission through expert committees almost after the end of every plan period.
- The ultimate goal of the ASC programmes is to contribute to quality of higher education in the country by enhancing competence of the teachers. To understand whether this scheme is fulfilling its objective, there have been number of studies carried out by researchers and Academic Staff Colleges to study impact of ASC programmes on participants.

11.9 Keywords

- Refresher : A short period of training to improve your skills or to teach you about new ideas and development in your job.
- Academic : Connected with education.
- Orientation : Towards something the type of aims or interests that a person or an organization.

11.10 Review Questions

1. Write a note on higher education of India.
2. Explain the functional aspects of academic staff college.
3. Colleges describe the programmes conducted by ASCS.
4. What is the role of ASCS in staff training programmes?

Notes

Answers: Self Assessment

1. (i) (a) (ii) (b) (iii) (c) (iv) (a)
2. (i) academic advisory committee (ii) universities
(iii) orientation programme (iv) systematic technique
(v) refresher courses
3. (i) False (ii) True (iii) False (iv) True
(v) True

11.11 Further Readings



Books

1. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*
2. Issues and Problems in Teacher Education: *Bernadette Robinson.*
3. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 12: Selection Criteria for Teachers and Teacher Educators

CONTENTS

- Objectives
- Introduction
- 12.1 Recruitment
- 12.2 Recruitment Methods
- 12.3 Selection Criteria for Primary level Teacher
- 12.4 Teacher Eligibility Test (TET)
- 12.5 Selection Criteria for Teacher Educators
- 12.6 Summary
- 12.7 Keywords
- 12.8 Review Questions
- 12.9 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss about the recruitment.
- to describe about the recruitment.
- to explain about the selection criteria for elementary school teachers.
- to describe about the selection criteria for secondary school teachers.
- to discuss about the teacher eligibility test for all school teachers in India.

Introduction

To select any body for a particular job or post is a crucial process. In case of teachers, this process becomes more challenging, because education, of children is the most important aspect of education system. We will discuss about the selection criteria for teachers and teacher educators in this unit, but before study about this we should also know the process, policies etc.

Teaching and giving education to children in schools is not an easy task, so selection of candidate for teaching at school is very difficult. There is a great concern about making good teachers in teacher education institutions. To develop teaching tendency in a right direction is a great responsibility of teacher educators, so selection of right candidate at these posts is must.

12.1 Recruitment

Recruitment is the development and maintenance of adequate manpower sources. It involves the creation of a pool of available human resources from which the organisation can draw when it needs additional employees. Recruiting is the process of attracting applicants with certain skills, abilities, and other personal characteristics to job vacancies in an organisation. According to Denerley and Plumblay (1969), recruitment is concerned with both engaging the required number of people, and measuring their quality. It is not only a matter of satisfying a company's needs, it is also an activity which influences the shape of the company's future. The need for recruitment may arise out of: (i) vacancies due to promotion, transfer, termination, retirement, permanent disability, or death; (ii) creation of vacancies due to business expansion, diversification, growth, and so on.

Notes

12.1.1 Recruitment Function

The function of recruitment is to locate the sources of manpower to meet job requirements and specification. Recruitment forms the first stage in the process which continues with selection and ceases with the placement of the candidate. Effective supply of varied categories of candidates for filling the jobs will depend Key HR Practices upon several factors such as the state of labour market, reputation of the enterprise and allied factors. The internal factors include wage and salary policies, the age composition of existing working force, promotion and retirement policies, turnover rates and the kind of personnel required. External determinants of recruitment are cultural, economic and legal factors.

A company cannot prosper, grow, or even survive without adequate human resources. Need for trained manpower in recent years has created a pressure on some organisations to establish an efficient recruitment function.



Notes

Recruitment has been regarded as the most important function of personnel administration. Unless the right type of people are hired, even the best plans, organisation charts and control systems will be of no avail.

12.2 Recruitment Methods

While recruitment sources indicate when human resources may be procured, the recruitment methods and techniques deal with how these sources should be tapped. Dunn and Stephens follow a three-tier classification of recruitment method-direct, indirect and third party.

Direct Methods: The most frequently used direct method is at schools, colleges, management institutes and university departments. Usually, this type of recruiting is performed in educational institutions arranging interviews, and making available space and students' resumes. The organisations have definite advantages through campus recruitment. First, the cost is low; second, they can arrange interviews at short notice; third, they can meet the teaching faculty; fourth, it gives them an opportunity to "sell" the organisation to a large student community seeking campus recruitment. In addition to managerial and supervisory positions, several organisations use travelling recruiters to recruit skilled and semi-skilled employees from vocational schools and industrial training institutes. Sometimes, even unskilled workers are also attracted by this method. Other direct methods include sending recruiters to establish exhibits at job fairs, using mobile camps to visit shopping centres in rural areas and places where unemployed may be contacted.

Indirect Methods: The most frequently used indirect method or technique of recruitment is advertisement in publications such as newspapers, magazines and trade journals as well as technical and professional journals. The choice of media, place and timing of the advertisements and appeals to the reader, all determine the efficacy of advertisements.

A useful advertisement has to give a brief summary of the job; a summary of the organisation covering product/service, size, type of industry, profitability, expansion programmes; and an offer of compensation package. A good advertisement has to be specific, clear-cut, reader-friendly and appealing. Ambiguously worded and broadbased advertisements may generate a lot of irrelevant applications which would, by necessity, increase the cost of processing them. In preparing an advertisement, therefore, lot of care has to be taken to ensure that self-selection takes place among applicants. In other words, people meeting specific requirements should think of responding to advertisement. A carefully worded sound advertisement can help in building the image of the organisation. The advertisements should indicate information about the organisation and the job providing opportunity to the potential candidates to contact the recruitment office in confidence. Other indirect methods include advertising in the radio and

television. Another method of advertising frequently used is a notice-board placed at the gates of the company.

Third-party Methods: The most frequently used third-party methods are public and private employment agencies. Public employment exchanges have been largely concerned with factory workers and clerical jobs. They also provide help in recruiting professional employees. Private agencies provide consultancy services and Key HR Practices charge a fee. They are usually specialised for different categories of operatives, office workers, salesman, supervisory and management personnel.

12.3 Selection Criteria for Primary level Teacher

Pre Primary Teacher, should preferably be 12th class pass with at least 50% marks aggregate. There are a number of vocational training centers which conduct training for pre-school teachers. There are Montessori Teacher training schools which give training for pre-school education. Primary Teacher the minimum requirement to be a primary school teacher is a graduate with a nursery training certificate/diploma or degree. Normally candidates who have a Bachelors in education (B.Ed.) start their career as primary school teachers and gradually move up. Candidates who are graduates in home science can also be selected for primary school teachers. The candidate must be a graduate or post graduate with at least 55% marks aggregate and holding either a diploma or degree in education or teaching. The candidate would have at studied least one of the teaching subjects during graduation.



Notes More than the academic records it is the personal skills and aptitude that is more important.



Did u know? Teachers who have this B.Ed. degree after their graduation are called Trained Graduate Teachers.

12.4 Teacher Eligibility Test (TET)

Qualifying in a Teacher Eligibility Test (TET) is now mandatory for all existing and aspiring primary and middle school teachers in the country, with the passing of the Right To Education Act. The National Council of Teacher Education (NCTE) has published the guidelines for conducting the TET, providing complete details about rationale for the test, eligibility to take the test, the structure and syllabus for the test, the type of questions that would be asked and the marks required to qualify as a teacher.

To be eligible to take the CTET or any other TET conducted by the states, one has to have a degree in education (B.Ed or D. Ed) or be on the verge of completing a degree in the year of taking the test. Teachers will need to take the TET within a period of 5 years from the time the TET is first notified. This kind of a qualifying test can help improve the quality of teachers right from the recruitment stage.


The Central Government and many States have begun conducting the TET. The next CTET will be held on January 29, 2012. Here's how the CTET web site describes the Test.

It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the Right To Education Act is that he/ she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE.

Notes

The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher is as under:

- It would bring national standards and benchmark of teacher quality in the recruitment process.
- It would induce teacher education institutions and students from these institutions to further improve their performance standards.
- It would send a positive signal to all stakeholders that the Government lays special emphasis on teacher quality.



Did u know? The Central Teacher Eligibility Test (CTET) was conducted by the CBSE for the first time in June 2011.

12.5 Selection Criteria for Teacher Educators

Qualifications Prescribed for Faculty Positions in the Regulations of NCTE.

A. Qualifications for B.Ed. Teaching Programme

(i) Principal/Head (in multi-faculty institution)

- (a) Academic and professional qualification will be as prescribed for the post of lecturer;
- (b) Ph.D. in Education; and
- (c) Ten years teaching experience out of which at least five years teaching experience in a Secondary Teacher Educational Institution.

Provided that, in the event of non-availability of eligible and suitable candidates for appointment as Principal / Heads as per above eligibility criteria, it would be permissible to appoint retired Professor / Head in Education on contract basis for a period not exceeding one year at a time, till such time the candidates complete sixty five years of age.

(ii) Assistant Professor

(a) Foundation Courses

1. A Master's Degree in Science / Humanities / Arts with 50% marks (or an equivalent grade in a point scale wherever grading system is followed);
2. M. Ed. With at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed); and
3. Any other stipulation prescribed by the UGC / any such affiliating body / State Government, from time to time for the positions of principal and lecturers, shall be mandatory;

OR

1. M. A. in Education with 55% marks (or an equivalent grade in a point scale wherever grading system is followed);
2. B. Ed. with at least 55% (marks or an equivalent grade in a point scale wherever grading system is followed); and
3. Any other stipulation prescribed by the UGC / any such affiliating body / State Government, from time to time for the positions of principal and lecturers, shall be mandatory.

(b) Methodology Courses

1. A Master's Degree in subject with 50% marks (or an equivalent grade in a point scale wherever grading system is followed);

2. M. Ed. Degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed); and
3. Any other stipulation prescribed by the UGC / any such affiliating body / State Government, from time to time for the position of principal and lecturers, shall be mandatory.

Provided that at least one lecturer should have specializations in ICT and another in the special education.

(b) Qualifications for M.Ed. Course

(i) Professor / Head

- (a) A Master's Degree in Arts / Humanities / Sciences / Commerce and M. Ed. each with a minimum of 55% marks (or an equivalent grade in a point scale wherever grading system is followed), OR
M. A. (Education) with 55% marks (or an equivalent grade in a point scale wherever grading system is followed) and B. Ed. each with a minimum of 55% marks (or an equivalent grade in a point scale wherever grading system is followed);
- (b) Ph. D. in Education; and
- (c) At least ten years of teaching experience in University department of education or College of Education of which a minimum of five years at the M. Ed. level with published work in the area of his specialization.

Provided that, in the event of non-availability of eligible and suitable candidates for appointment as Professor / HOD / Reader as per above eligibility criteria, it would be permissible to appoint retire Professor / HOD / Reader in Education on contract basis for a period not exceeding one year at a time till such time the candidates complete sixty five years of age.

(ii) Associate Professor

- (a) A Master's Degree in Arts / Humanities / Sciences / Commerce and M. Ed. each with a minimum of 55% marks (or an equivalent grade in a point scale wherever grading system is followed), OR
M. A. (Education) and B. Ed. each with a minimum of 55% marks (or an equivalent grade in a point scale wherever grading system is followed);
- (b) Ph. D. in Education; and
- (c) At least eight years of teaching experience in University department of education or College of Education, with a minimum of three years at the M. Ed. level and has published work in the relevant area of specialization.

(iii) Assistant Professor

- (a) A Master's Degree in Arts / Humanities / Sciences / Commerce and M. Ed. each with a minimum of 55% marks (or an equivalent grade in a point scale wherever grading system is followed), OR
M. A. (Education) and B. Ed. each with a minimum of 55% marks (or an equivalent grade in a point scale wherever grading system is followed); and b. Any other stipulation prescribed by the UGC / such other affiliating body / State Government, from time to time for the positions of Principal and lecturers, shall be mandatory.

Provided that it is desirable that one faculty member possesses a Master's Degree in Psychology and another member in Philosophy / Sociology besides M. Ed.

Self Assessment

Fill in the blanks:-

- (i) The minimum requirement to be a pre-primary school teacher is 10+2 with a
- (ii) The candidate having a graduate or post graduate with degree can teach in primary school and senior secondary school respectively.

Notes

- (iii) Qualifying in a is now mandatory for all existing and aspiring primary and middle school teachers in the country, with the passing of the right to Education Act.
- (iv) A master's degree in Arts/Humanities/Sciences/M.Ed each with minimum of marks, are must for the post of professor for teaching M.Ed course.
- (v) In case of non availability of eligible and suitable candidates for appointment as profesor/ HoD/Reader, as per eligibility criteria, it would be permissible to appoint on contact basis.
- (vi) In foundation courses, a master's degree in science/ Humanist/Arts with, M.Ed. with at least marks is essential eligibility for assistant professor for B.Ed. course.

12.6 Summary

- Recruitment is the development and maintenance of adequate manpower sources. It involves the creation of a pool of available human resources from which the organisation can draw when it needs additional employees. Recruiting is the process of attracting applicants with certain skills, abilities, and other personal characteristics to job vacancies in an organisation.
- The function of recruitment is to locate the sources of manpower to meet job requirements and specification.
- The general purpose of recruitment is to provide a pool of potentially qualified candidates to meet organisational need. Its specific purposes are to:
- Determine the present and future requirements of the organisation in conjunction with the personnel planning and job analysis activities.
- Increase the pool of job candidates with minimum cost.
- Help increase the success rate of the selection process by reducing the number of underqualified or overqualified job applicants.
- Dunn and Stephens follow a three-tier classification of recruitment method-direct, indirect and third party.
- Direct Methods: The most frequently used direct method is at schools, colleges, management institutes and university departments. Usually, this type of recruiting is performed in educational institutions arranging interviews, and making available space and students' resumes.
- Indirect Methods: The most frequently used indirect method or technique of recruitment is advertisement in publications such as newspapers, magazines and trade journals as well as technical and professional journals.
- Third-party Methods: The most frequently used third-party methods are public and private employment agencies. Public employment exchanges have been largely concerned with factory workers and clerical jobs.
- Pre Primary Teacher, should preferably be 12th class pass with at least 50% marks aggregate. There are Montessori Teacher training schools which give training for pre-school education. The minimum requirement to be a primary school teacher is a graduate with a nursery training certificate/diploma or degree. Normally candidates who have a Bachelors in education (B.Ed.) start their career as primary school teachers and gradually move up.
- Secondary and Senior Secondary Teacher the candidate must preferably have a post graduate degree in the subject and a bachelors in education (B.Ed), degree. The B.Ed. course thoroughly prepares the teachers for secondary schools. Candidate with a previous teaching experience are preferred. There are a number of teacher's training colleges which give this B.Ed. course of one year duration.
- Qualifying in a Teacher Eligibility Test (TET) is now mandatory for all existing and aspiring primary and middle school teachers in the country, with the passing of the Right To Education Act.

- To be eligible to take the CTET or any other TET conducted by the states, one has to have a degree in education (B.Ed or D. Ed) or be on the verge of completing a degree in the year of taking the test. Teachers will need to take the TET within a period of 5 years from the time the TET is first notified.

12.7 Keywords

- Principle** : Ph.D. in education, Ten Years teaching experience out of which atleast five years teaching experience in a secondary teacher education.
- Assistent Professor** : A master's degree in Science/Arts/Humanities with 50% marks, M.Ed with atleast 55% marks
OR
M.A. in education with 55% marks, B.Ed with atleast 55% in foundation courses and master's degree in subject with 50% marks, M.Ed degree with atleast 55% marks in methodology course.
- Professor/Head** : A master's degree in Arts/Humanities and M.Ed each with a minimum of 55% marks, Ph.D. in educaiton, atleast 10 years of teaching experience in university department of education.
- Associate professor** : A master's degree in Arts/Humanities/Science/Commarge and M.Ed each with a minimum of 55% marks.
OR
M.A (Education) and B.Ed each with a minimum of 55% marks equivalent grade.
- Assistant professor** : A master's degree in Arts/Humanities/Science and M.Ed each with a minimum of 55% marks or M.A (Education) and B.Ed each with a minimum of 55% marks.

12.8 Review Questions

- Explain the selection criteria for primary teachers.
- What are trained graduate teacher?
- What are the eligibility criteria for a lecturer in a B.Ed. college?
- What experience is required for professor of teacher education college?

Answers: Self Assessment

- (nursery training certificate/diploma or degree)
 - (B.Ed)
 - (Teacher eligibility test)
 - (55%)
 - (Retired professor/HoD.Readre in education)
 - (55%, 50%)

12.9 Further Readings



Books

- Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*
- Issues and Problems in Teacher Education: *Bernadette Robinson.*
- Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 13: Policy Perspectives on Teacher Education: University Education Commission

CONTENTS

Objectives

Introduction

- 13.1 Historical Background of University Education Commission
- 13.2 Aims of University Education Commission
- 13.3 Recommendations of University Education Commission about Teacher Education
- 13.4 Faculty in Universities
- 13.5 Teaching Standards
- 13.6 Summary
- 13.7 Keywords
- 13.8 Review Questions
- 13.9 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss about the historical background of university education commission.
- to discuss aim of university education commission.
- to explain the recommendations of university education commission about teacher Education
- to describe about the faculty in university and teaching standards.
- to explain about the teaching standards.

Introduction

Universities are the seats of higher learning from where the society gets its leaders in Science, Arts and various other fields of national life. University education in India aims at providing knowledge and wisdom which are necessary attributes of a well developed personality. University education is a centre for higher branches of learning. The functions of the university are varied. It provides instruction, conduct research and post-graduate studies, and gives affiliation and extension to the colleges under it. In case of a non-affiliating unitary university, there is no college under it and its function is limited to offering masters programme and conducting research. A university's scope is national in character. The main purpose of establishing a university in a particular region is to make higher education accessible to all sections of the population within its territorial jurisdiction.

13.1 Historical Background of University Education Commission

This Commission was appointed under the Chairmanship of Dr. Sri. S. Radhakrishnan. Experts from U.S.A. and U.K. were invited to serve on this Commission. A number of educationists of the country were also made its members.

This Commission was appointed through a resolution of the Central Ministry of Education on November 4, 1948. In all there were ten members of the Commission.

The Commission was required to study the problem of university education in the country and to suggest measures from its reforms keeping in view the needs and aspirations of die people.

The then Minister of Education, Abdul Kalam Azad inaugurated this Commission on December 6, 1948 and gave it the necessary directions. The members of the Commission showed great interest in their work- They visited various universities in the country and studied their varying problems deeply.

13.1.1 Terms of Reference

The terms of reference of the Commission were to consider and make recommendations in regard to:

- The aims and objectives of university education and research in India.
- The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of the universities in India.
- The finances of the universities.
- The maintenance of the highest standards of teaching and examinations in the universities and colleges under their control.
- The courses of study in the universities.
- The standards of admission to the university courses of study.
- The medium of instruction in the universities.
- The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts.
- The need for more universities on a regional or other basis.
- The organisations of advanced research in all branches of knowledge in the universities and institutes of higher research.
- Religious instruction in the universities.
- The special problems of all the universities in India.
- The qualification, conditions of service, salaries, privileges and functions of teachers and the encouragement for original research by teachers.
- The discipline of students, hostels and the organisation of tutorial work and any other student related matters.



Notes

The first Education Commission of 1948, known as Radhakrishnan Commission.

13.1.2 Method of study

The commission made a thorough study of the problems of Higher Education in India. It toured the country extensively in order to acquaint itself with the problems. It prepared a questionnaire which was sent over to about 600 persons who mattered in the field of education. It interviewed administrators, organisations of the students and educationists. Thus, it tried to gather information in regard to almost all the aspects of university education. Its report runs into two volumes. The first part of the report contains 18 chapters and about 747 pages. The second volume contains the statistics in regard to institutions and other educational problems and the evidence tendered by the witnesses examined by the commission.

Self Assessment

1. Multiple choice questions:

Choose the correct option

- (i) The commission was appointed under the chairmanship of
- (a) Dr. Shri. S. Radhakrishnan (b) Dr. Zakir Hussain
- (c) Maulana Abul Kalam Azad (d) Pt. Jawaharlal Nehru

Notes

- (ii) The university education commission was appointed through a resolution of the central ministry of education on 4 November
 (a) 1946 (b) 1947 (c) 1948 (d) 1949
- (iii) The then Minister of Education,
 (a) Mahatma Gandhi (b) Maulana Abul Kalam Azad
 (c) Dr. Radhakrishnan (d) Sarojini Naidu
- (iv) The university education commission was also known as
 (a) Madelair Commission (b) Radhakrishnan Commission
 (c) Kothari Commission (d) Secondary Commission
- (v) The commission prepared a questionnaire which was sent over to about persons who mattered in the field of education.
 (a) 400 (b) 500 (c) 600 (d) 700

13.2 Aims of University Education Commission

The Commission has laid down certain aims of university education in the country keeping in view the past tradition, the present conditions and future prospects of the country. In this context the Commission took into consideration the personal interests of the students and also of the nation. While defining the aims the Commission had been also conscious of the international obligations. We are giving below the aims of university education as laid down by the Commission:

- (i) The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupations and industries. The university has to provide leadership in the various walks of life in the best interest of the nation.
- (ii) The aim of a university should be to maintain a high standard in general, professional and vocational education by inspiring the students to search for a new knowledge and good effort that must be authentic in nature.
- (iii) It is a duty of a university to preserve and develop the culture and civilization of the land. It is on the basis of one's culture that one may acquire self-confidence, self-respect and self-dependence. These virtues on the part of citizens will make the nation really very strong.
- (iv) The university should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress, it is necessary to rise above superstitions. The university has to help the students to imbibe the good aspects of their culture and to accept new values for an all - round development.
- (v) The university should provide opportunities to acquire all kinds of knowledge.
- (vi) The university has to educate the mind and soul of the student in order that he may grow in wisdom.
- (vii) It is the responsibility of the university to create a consciousness in students for protecting the Directive Principles as to be laid down in the Constitution. The university has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.
- (viii) The university has to instil moral values in the students while making them well disciplined.
- (ix) The university has to develop the spirit of universal brotherhood and internationalism in the students.

- (x) The universities have to provide leadership in politics, administration, education, industry and commerce.
- (xi) The universities should be organized as centres of civilization to train intellectual pioneers of civilization. The aim of university education should be to produce intellectual adventures.
- (xii) Universities should produce such wise persons who may disseminate learning to make democracy successful and who may make an incessant search for new knowledge and unceasing effort to fulfil the mission of life.
- (xiii) One of the main functions of universities is to bring about the spiritual development of students.
- (xiv) We are engaged in a quest for democracy through the realization of justice, freedom, equality and fraternity. Hence, it is necessary that our universities should be the emblems and protectors of these ideals.
- (xv) Contents of education must accept the best of what the modern advancement has to offer without neglecting our cultural heritage from the past.
- (xvi) Education should discover the innate qualities of a person and develop them through training.
- (xvii) Universities should preserve the culture and civilization of the country. To be civilized, we should sympathies with the poor, respect women, love peace and independence, and hate tyranny and injustice. The university education should infuse these ideals into the youths.



Notes

The University has to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.

13.3 Recommendations of University Education Commission about Teacher Education

Standards of Teaching: Our high school and intermediate standards are undoubtedly low, and in order to improve them we should not only exact a higher standards in these examinations but also considerably improve our teaching. We can not raise examinations standards unless we improve the quality of teaching first.

The school teachers are so ill paid that generally only those graduates who fail to enter any other profession take to teaching as a last resort. Very few school teachers have a call for or take pride in their profession. Secondary education can only improve if a large number of first rate graduates become school masters. While university standards cannot improve unless the quality of teaching in schools and intermediate colleges improves, it is for the universities to provide a continuous supply of highly trained and efficient teachers for these institutions.

In India, the average standard of scholarship among school teachers is so low that they seldom qualify to become university teachers. If we are to raise the overall standards of attainment of our school teachers, there is no reason why there should not be larger percentage of teachers from our schools selected for teaching in our colleges and universities. The real need is to be able to offer salaries and prospects which will attract persons of first class ability for our schools.

Refresher courses for high school and intermediate college teachers: An urgent reform is the institution of vacation refresher courses for high school and intermediate college teachers. At present neither students nor teachers utilize their vacation. For most of them vacation is a period of want of occupation. Most of our school teachers do not keep intellectually alive, and there is little inducement for them to do so. In India teachers' association, where ever they exist, are

Notes

mainly concerned with questions of salaries, promotions etc. of teachers and are not essentially professional societies concerned with the intellectual and professional improvement of their members. They seldom arrange for lectures, exhibition, visits, excursions etc.

13.4 Faculty in Universities

After having a discussion on the background and appointment of the commission as well as its basic recommendations on the aims and objectives of higher education, now we are going to discuss in detail the specific recommendations on the various aspects of the university education system in India.

The University Education Commission has emphasized that the teacher plays a vital role in the education system; therefore, an adequate faculty with required qualifications are necessary to discharge many types of duties in a university or in a college. The university Education Commission recommended that proper care should be taken in the selection procedure of a teacher for the appointment as a professor, reader, lecturer and an instructor as well as for his or her salaries. Each university should have some research fellows. Besides these, definite rules regarding the Provident Fund, leave and hours of work should be followed by a university.

Self Assessment

2. Fill in the blanks
 - (i) The aim of should be to produce able citizens who can take up national responsibilities according to university education commission.
 - (ii) The university should provide to acquire all kinds of knowledge.
 - (iii) It is the responsibility of the university to create a consciousness in students for protecting as to laid down in the constitution.
 - (iv) Contents of education must accept the best of what the has to offer without neglecting our cultural heritage from the past.
 - (v) has emphasized that the teacher play a vital role in the education system.

13.5 Teaching Standards

The most important duty of a university is to maintain the highest standard of its teaching and examinations. In order to improve the teaching standard, the following are some of the recommendations that were made by the University Education Commission in 1948-1949:

- "The standard of admission to the university courses should correspond to that of the present intermediate examination, i.e. after the completion of 12 years of study at a school and an intermediate college;
- That in each province a large number of well-equipped and well staffed intermediate colleges (with classes IX to XII or XI to XII) be established;
- That in order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened;
- That refresher courses be organized by the universities for high school and intermediate college teachers;
- That the number of working days be substantially increased to ensure a minimum of 180 days in the year, exclusive of examination days, with three terms, each of about 11 weeks' duration;
- That lectures be carefully planned and supplemented by tutorials, library works and written exercises;
- That there be no prescribed text-books for any courses of study;

- That attendance at lectures be compulsory for under graduate students as at present, and that private candidates of only certain categories be allowed to appear for public examination. An experiment should, however, be made with the evening college for the working people;
- That tutorial instruction be developed in all institutions imparting university education in the following manner:
 - (a) students should report to tutors in groups not exceeding 6 in numbers;
 - (b) tutorials should be made available to all undergraduates both pass and honours;
 - (c) tutorials should stimulate the mental development of the students and they should not become mere coaching for examination;
 - (d) if tutorials are to succeed, the teaching staff should be improved in quality and quantity.
- That university libraries should be greatly improved by;
 - (a) large annual grants;
 - (b) the introduction of open access system;
 - (c) longer hours of work;
 - (d) better organization; and
 - (e) well-trained staff which include reference assistants.
- That the laboratories be improved in building, fittings, equipment, workshops and technicians." (Report of Radha-Krishnan Commission of 1948-49)



Did u know? To avoid overcrowding at universities and colleges the maximum number in the Arts and Science faculties of a teaching university be fixed at 3,000 and in an affiliated college at 1500;

13.5.1 Course of study:

According to the recommendations of Radhakrishnan Commission, the general as well as specific interest of the students should be taken care of when the courses will be designed for the courses of the university level. Master Degree should be given to honours students after one year's study beyond the bachelor's degree. Literature for general education courses should be developed which will give the students an acquaintance with and mastery of the contents and methods of thinking and working in each field.

13.5.2 Research and Training

The regulations for Master of Arts and Master of Science should be uniform in all universities of India. The admission procedure as well as the process for enrolling in Ph.D. degree should be arranged on an all India basis. D.Litt. and D.Sc. Degrees should be awarded on published work of outstanding quality. A large number of Scholarship should be provided for the research work to the university by the Ministry of Education. Fundamental research should be the primary step for a u university.

13.5.3 Professional Education

The University Education Commission has made some recommendations regarding professional education and has divided it into the five aspects of education as Agriculture education, Commercial Education, Engineering and Technology, Legal Education and Medical Education.

- (i) Regarding Agriculture education, the Commission emphasized that agriculture education should be recognized as an important national issue and the study of the subject of agriculture should be introduced in all stages of education i.e. primary, secondary and higher level. The existing agriculture colleges and institutions should be improved and research centres should be established.

Notes

- (ii) On the aspect of the Commercial Education, the Commission recommended that commercial education should be made more practical and the graduates should be encouraged to specialize in a particular branch. On the subject of Education, the faculty of training colleges should be recruited for giving training to the people who have first-hand experiences of school teaching. In assessing students' performance, more stress should be given to practice only.
- (iii) Regarding Engineering and Technology, the Radhakrishnan Commission recommended the inclusion of the general education and basic physical engineering science in the engineering courses. Besides these, the Commission also suggested that the number of engineering schools and colleges should be increased, the existing engineering colleges' should be upgraded for post graduate training and research in selected subjects and they should be closely associated with the universities.
- (vi) In the context of Legal Education, the commission suggested that the law colleges should be thoroughly re-organized. Students pursuing degree courses in law should not be permitted to carry on other degree courses simultaneously.
- (v) Regarding Medical Education, the commission recommended that the maximum number of admission should be 100 and that all the departments of the study which require hospital facilities should be located in a single campus. There should be 10 beds for each student. Post-graduate training should be offered in certain well staffed colleges.



Task

What are the recommendations of university education commission regarding professional education?

13.5.4 Religious Education

The University Education Commission 1948 who recommended religious education in the colleges that-

- "all educational institution start work with a few minutes for silent meditation.
- That in the first year of the degree course the lives of great religious leaders like Gautama the Buddha, Confucius Zoroaster, Socrates, Jesus, Sankara, Ramanuja, Madhava, Kabir, Naik, Gandhi be taught.
- That in the second year some selections of a universalistic character from the scriptures of the world be studied.
- That in the third year, the central problems of the philosophy of religion be considered."

13.5.5 Medium of Instruction

According to the recommendation of the University Education Commission, higher education should be imparted through the regional language with the option to use the federal language as the medium of instruction either for some subjects or for all subjects. All provincial governments should take step to introduce the teaching of the federal language in all classes of Higher Secondary Schools, in Degree Colleges and in the Universities. English Should be studied in the Higher Schools and in the Universities for keeping the students in touch with the living stream of ever-growing knowledge.

13.5.6 Examination or Evaluation System

The University Education Commission criticized the present system of examination and stress was given to introducing the objective type questions in the examination. Following are the basic ideas and suggestions of the University Education Commission in 1948-49 in this regard.

- The commission suggested the techniques in devising and constructing objective test for the class examination in colleges and universities.

- The Government should not insist on university degrees for the administrative services.
- According to the University Education Commission, Credit should be given for the class work and one third of the mark allotted to each subject should be reserved for work done during the course of instruction.
- The standard of success at the various examinations should be uniform in all universities.
- The Commission divided the rank after passing the examination as getting 70% or more marks should be given the rank of first class, 55% to 69% for the rank of second class and at least 40% for a the rank of third class.
- The system of grace marks should be abolished.
- Viva-voce examination should be employed only for professional and post graduate degrees.
- The essay type of questions should continue with the objective type questions but the type of question, method of examination should be thoroughly changed with a view to making it more valid and reliable.

13.5.7 Students' Activities and Welfare

Regarding the students' activities and their part in the wellbeing of the nation, the Commission suggested the following recommendations:

- The students should undergo thorough physical examination at the time of admission and at least once a year thereafter.
- All universities must have hospital and health service.
- Sanitary inspection of the campus buildings, hostels, dining rooms, kitchens and off-campus residences must be undertaken in a university.
- Competent staff should be provided for compulsory physical training and a regular time should be assigned for the purpose.
- Social service should be encouraged and it should remain on a completely voluntary basis.
- All students should receive N.C.C. training.
- Students union should be free from the political motives and activities.
- An office of the Dean of Students should be set up in colleges and universities.

13.5.8 Women Education

Regarding the women education, the Commission suggested for providing the same facilities to the women colleges and universities as provided to men's colleges and universities. The curriculum should also be prepared for them, considering them as both women and citizens.

13.5.9 Administration and Finance of a University

The university Education Commission considered the regulations and control capacity of a university in the followings ways:

- The university education should be placed on the concurrent list.
- Regarding the finance, co-ordination of facilities in special subjects, adoption of national policies, ensuring minimum standards of efficient administration and providing liaison between universities and national research laboratories and scientific surveys etc., the Central Government must have the responsibility towards the universities.
- For the allocation of grants to the universities a central Grants Commission should be established.
- There should be no university of the purely affiliating type.
- The governing bodies of the colleges should be properly constituted.
- The aim of an affiliated college should be to develop into a unitary university and later into a federative one.

Notes

- The organizational set-up of a university should be as follows:
 - (a) The Visitor,
↓
 - (b) The Chancellor,
↓
 - (c) The Vice-Chancellor,
↓
 - (d) The Senate (Court),
↓
 - (e) The Executive Council; (Syandicate)
↓
 - (f) The Academic Council,
↓
 - (g) The Faculties,
↓
 - (h) The Boards of Studies,
↓
 - (i) The Finance Committee,
↓
 - (j) The Selection Committee,

- Regarding finance, a University Grant Commission should be set up for allocating grants to the universities. The State should also take the responsibility for the financing of higher education.

13.5.10 Rural Universities and Colleges

Regarding Rural Universities and Colleges, the Commission said: "the general advancement of rural India will call for an ever increasing range and quality of skill and training. To supply these and to meet the requirement of an educated citizenship, a system of rural colleges and universities necessary". (Report of Radha Krishnan Commission)

- A rural university should include a ring of small, resident under graduate colleges with specialized and university facilities in the centre.
- The number of students for the undergraduate resident colleges should be not more than three hundred, and the overall maximum enrolment for colleges and university combined should be about twenty-five hundred.
- Each college of about three hundred students should have separate teaching staff and facilities.
- In the rural colleges, the general studies should be combined with the practical course, so that the students become cultured and educated men and women equipped with skill-oriented.

- Regarding the curriculum of the rural university, the Commission said: "a common core of liberal education may be assumed for the rural university as for any other, though the methods used in teaching and learning may be different. The Common core would include substantial introduction to the fields of mathematics, Chemistry, Physics, geology, Astronomy, Biology, Physical Education, Psychology, the Social Sciences, Philosophy and Languages and Literature." So the Commission recommended the Common Core consisting of Mathematics, basic sciences, social sciences and language and literature.

Self Assessment

3. State whether the following statements are 'True' or 'False':
- (i) Each college of about three hundred students should have separate teaching staff and facilities.
 - (ii) The university education commission has divided professional education into aspects of education.
 - (iii) The regulations for Master of Arts and Master of Science should be uniform in all universities in India.
 - (iv) Regarding engineering and technology, the Radhakrishnan Commission criticized the inclusion of the general education and basic physical engineering science in the engineering courses.
 - (v) Regarding medical education commission recommended that the maximum number of admission should be 100 and that all the departments of the study which require hospital facilities should be located in a single campus.

13.6 Summary

- This Commission was appointed under the Chairmanship of Dr. Sri. S. Radhakrishnan. Experts from U.S.A. and U.K. were invited to serve on this Commission. A number of educationists of the country were also made its members.
- This Commission was appointed through a resolution of the Central Ministry of Education on November 4, 1948. In all there were ten members of the Commission.
- The terms of reference of the Commission were to consider and make recommendations in regard to:
 - The aims and objectives of university education and research in India.
 - The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of the universities in India.
 - The finances of the universities.
 - The courses of study in the universities.
 - The standards of admission to the university courses of study.
- The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupations and industries. The university has to provide leadership in the various walks of life in the best interest of the nation.
- The aim of a university should be to maintain a high standard in general, professional and vocational education by inspiring the students to search for a new knowledge and good effort that must be authentic in nature.
- The university should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress, it is necessary to rise above superstitions. The university has to help the students to imbibe the good aspects of their culture and to accept new values for an all - round development.

Notes

- Our high school and intermediate standards are undoubtedly low, and in order to improve them we should not only exact a higher standards in these examinations but also considerably improve our teaching. We can not raise examinations standards unless we improve the quality of teaching first.
- The school teachers are so ill paid that generally only those graduates who fail to enter any other profession take to teaching as a last resort. Very few school teachers have a call for or take pride in their profession. Secondary education can only improve if a large number of first rate graduates become school masters. While university standards cannot improve unless the quality of teaching in schools and intermediate colleges improves, it is for the universities to provide a continuous supply of highly trained and efficient teachers for these institutions.
- An urgent reform is the institution of vacation refresher courses for high school and intermediate college teachers. At present neither students nor teachers utilize their vacation. For most of them vacation is a period of want of occupation.
- The University Education Commission has emphasized that the teacher plays a vital role in the education system; therefore, an adequate faculty with required qualifications are necessary to discharge many types of duties in a university or in a college. The university Education Commission recommended that proper care should be taken in the selection procedure of a teacher for the appointment as a professor, reader, lecturer and an instructor as well as for his or her salaries.
- The most important duty of a university is to maintain the highest standard of its teaching and examinations. In order to improve the teaching standard, the following are some of the recommendations that were made by the University Education Commission in 1948-1949:
- "The standard of admission to the university courses should correspond to that of the present intermediate examination, i.e. after the completion of 12 years of study at a school and an intermediate college;
- That in order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened;
- That refresher courses be organized by the universities for high school and intermediate college teachers;
- According to the recommendations of Radhakrishnan Commission, the general as well as specific interest of the students should be taken care of when the courses will be designed for the courses of the university level.
- The regulations for Master of Arts and Master of Science should be uniform in all universities of India. The admission procedure as well as the process for enrolling in Ph.D. degree should be arranged on an all India basis.
- The University Education Commission has made some recommendations regarding professional education and has divided it into the five aspects of education as Agriculture education, Commercial Education, Engineering and Technology, Legal Education and Medical Education.
 - Regarding Agriculture education, the Commission emphasized that agriculture education.

13.7 Keywords

- Appointment : A formal arrangement to meet or visit somebody at a particular time.
- Commission : An official group of people who have been given responsibility to control something.
- Faculty : A department or group of related departments in a college or university.

13.8 Review Questions

1. In which year was the University Education Commission appointed?
2. Who was the Chairman of the Commission?
3. How many members were there in the Commission?
4. Why was the Commission appointed?
5. Mention any four major terms of Reference of the Commission in the given space.

Answers: Self Assessment

1. (i) (a) (ii) (c) (iii) (b) (iv) (b)
2. (i) University education (ii) Opportunities
(iii) Directive principles (iv) Modern advancement
(v) University education commission
2. (i) True (ii) False (iii) True

13.9 Further Readings



Books

1. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*
2. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*
3. Issues and Problems in Teacher Education: *Bernadette Robinson.*

Unit 14: Policy Perspectives on Teacher Education – Secondary Education Commission

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Objectives

Introduction

14.1 Historical Background of Secondary Education Commission

14.2 Major Recommendations of Secondary Education Commission about Development of Teacher Education

14.3 Summary

14.4 Keywords

14.5 Review Questions

14.6 Further Readings

Objectives

After reading this unit, students will be able to:

- to describe the historical background of the secondary education commission.
- to discuss the major recommendations of the secondary education commission about development of teacher education.

Introduction

Secondary education is the stage of education that includes all the classes after the primary school and before university education is started. This stage is considered to be the backbone of the country's entire educational programme. This however, is also the stage which marks the completion of education for the large majority of pupils. Secondary education is also the basis of higher education which gives the desired direction to the nation's power. An inefficient system of secondary education therefore is bound to affect adversely the quality of education at all later stages.

14.1 Historical Background of Secondary Education Commission

Secondary Education Commission, 1952-53, which had a far reaching effect on India's Secondary Education.

Both the public and the Government began to take keen interest in the development of secondary education. Although the number of secondary schools and its enrolment began to significantly increase even before India's attaining independence, the quality of education imparted was unable to meet the changing socio-economic needs of the country. As such, the need for reform was strongly felt. Meanwhile with the attainment of independence, the political situation of the country also underwent a complete transformation. Education also needed a fresh look, calling for a new outlook which was appropriately voiced by Maulana Abul Kalam Azad, the then Education Minister in his presidential address to the Central Advisory Board of Education in 1948. The Central Advisory Board of Education at its 14th meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of Secondary Education in the country and to suggest measures for its reorganization and improvement. There were other considerations also before the Government of India for setting up a commission for Secondary Education.

In view of these considerations, the Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University. Therefore this commission is also known as Mudaliar Commission. The Commission was inaugurated on 6th October, 1952. It submitted its Report on June 1953.

*Task*

Indicate the defects of our present Secondary Education curriculum. What are your suggestions for its improvements?

14.1.1 Secondary Education

The terms of reference of this Commission are as follows:

- (a) To enquire into and report on the present position of Secondary Education in India in all its aspects.
- (b) To suggest measures for its re-organisation and improvement with particular reference to-
 - (i) The aims, organisation and content of secondary education.
 - (ii) Its relationship to primary, basic and higher education.
 - (iii) The inter-relation of secondary schools of different types.
 - (iv) Other allied problems. So that a sound and reasonable uniform system of secondary education suited to our needs and resources may be provided for the whole country.

The main aim of secondary education commission was to produce perfect citizens who may provide leadership and who are self reliant obedient and disciplined.

The Commission prepared a questionnaire dealing with the various aspects of secondary education. This was sent out to various educational experts, teachers and educational institutions of India. On the basis of the replies received a goods deal of information was collected. The members of the Commission took an extensive tour of the various parts of India and acquired first-hand knowledge of the various educational problems and presented its report running on August 29, 1953.

*Notes*

The university Education Commission also remarked that our secondary education remained the weakest link in our educational machinery and it needed urgent reforms.

Self Assessment

Fill in the blanks with an appropriate word:

- (i) Secondary Education Commission was set up on
- (ii) was the Chairman of the Commission.
- (iii) Secondary Education Commission is also known as
- (iv) The members of the commission acquire the first hand knowledge of the various education problems and presented its report on

14.2 Major Recommendations of Secondary Education Commission about Development of Teacher Education

Commission about professional development of the teachers

Recommendations of the Secondary Education Commission in respect of professional development of the teachers:

Notes

Two types of Training Courses:

There should be two types of Training courses-Two teacher-training for Metric or Higher Secondary passed students, and one year training could for Graduates, but it should be extended to two years ultimately.

Co-curricular activities:

Training in co-curricular activities should also be provided to the pupil-teachers.

In-service Training:

Refresher-courses, short intensive courses in special subjects, practical training in workshops, seminars, etc., should be organised to provide in-service training to the teachers.

Research in Education:

Research work in all aspects of pedagogy should be conducted in colleges of education and for this purpose experimental or demonstration schools should be attached with them.

Master's Degree in Education:

Only those trained graduates who have three years experience of teaching should be admitted for the course of master's degree in Education.

Free Exchange of Professors:

Teaching in colleges of education should not be impacted by; the professors of respective colleges but the services of some selected head masters and inspecting officers should also be obtained. For this purpose there should be free exchange between professors, headmasters and inspecting officers.

Provision of part-time Training courses:

There should be provision of Part-time training courses to meet the shortage of women teachers.

Co-ordination between Colleges of Education and other Agencies:

There should be close co-ordination between college of education and other agencies like department of education, schools, education board etc.

Admission to Colleges of Education:

Admission to colleges of education should be given only to those students who have aptitude for teaching and hold the highest promise of becoming successful teachers. For this purpose the aspirant should be carefully tasted and interviewed.

Provision for Residential Colleges of Education:

Residential Colleges of Education should be set-up to cultivate as sense of community living in the students.



Notes

One of the urgent needs of the country is to increase the productive efficiency of its people and to increase the national income.

14.3 Summary

- Secondary Education Commission, 1952-53, which had a far reaching effect on India's Secondary Education.
- Education also needed a fresh look, calling for a new outlook which was appropriately voiced by Maulana Abul Kalam Azad, the then Education Minister in his presidential address to the Central Advisory Board of Education in 1948. The Central Advisory Board of Education

at its 14th meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of Secondary Education in the country and to suggest measures for its reorganization and improvement.

- The Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952.
- Commission about professional development of the teachers:
- Recommendations of the Secondary Education Commission in respect of professional development of the teachers: Two types of Training Courses; Co-curricular activities; In-service Training; Research in Education; Master's Degree in Education; Free Exchange of Professors; Provision of part-time Training courses; Co-ordination between Colleges of Education and other Agencies; Admission to Colleges of Education; Provision for Residential Colleges of Education.

14.4 Keywords

- Secondary Education : Education after elementary or primary level.
- Extensive : Covering a large area, great in amount.
- Questionnaire : A written list of questions that are answered by a number of people so that the information can be collected from answers.
- Advisory : Having the role of giving professional advice.

14.5 Review Questions

1. Describe the major recommendations of the secondary Education Commission (1952-53) for reforming Secondary Education in the country.

Answer: Self Assessment

- | | |
|------------------|-------------------------------------|
| (i) 23 Sep. 1952 | (ii) Dr. A. Lakshman Swami Mudalier |
| (iii) Mudalier | (iv) August 29, 1953 |

14.6 Further Readings



Books

1. Inclusive Education--Study And Teaching : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.
2. Teacher Education: Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.

Unit 15: Policy Perspectives on Teacher Education – Indian Education Commission

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Objectives

Introduction

15.1 Historical background Indian Education Commission, 1964-66

15.2 Principal Recommendations of the Education Commission, 1964-66 about Teacher Education

15.3 Suggestions of Indian Education Commission on Teacher Education

15.4 Educational System: Structure and Standard

15.5 Summary

15.6 Keywords

15.7 Review Questions

15.8 Further Readings

Objectives

After reading this unit, students will be able to:

- to describe the historical background of Indian education commission (1964-66).
- to explain the principal recommendations of the commissions (1964-66.)
- to discuss Suggestions of the Indian Education Commission on Teacher Education.
- to describe the Educational system: Structure and Standard
- to explain the aims of Indian education commission (1964-66).

Introduction

Education is a wider term that goes beyond the boundaries of one particular job. It also emphasized knowledge, skills and attitude but these are of a general nature which may be useful in more than one job and also important from the point of view of large community of society. Education also emphasizes development of understanding values, behaviours. To implement the above application of education in every corner of India at equal and higher level the Indian education commission was established in July 1964, it was simpleminded on October 2, 1964. We will discuss about the contribution and features of the commission in Indian education system.

15.1 Historical background Indian Education Commission, 1964-66

Historical Background

The Education Commission under the Chairmanship of Dr.D.S. Kothari, the then Chairman, University Grants Commission, began its task on October 2,1964. It consisted of sixteen members, eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with a number of internationally known consultants in the educational as well as scientific field.

The main task of the Commission was to advise the Government on the national pattern of education and on the general policies for the development of education at all stages-ranging from the primary to post-graduate stage and in all its aspects besides examining a host of educational problems in their social and economic context.

"This House is of opinion that a Committee of Members of Parliament be appointed to go into the question on National Policy on education in all its aspects and to prepare a plan accordingly for the next three plan periods, and also to suggest suitable machinery for its implementation." Government Resolution setting up the Education Commission, July 14, 1964

15.2 Principal Recommendations of the Education Commission, 1964-66 about Teacher Education

Under the Chairmanship of Dr. D.S. Kothari the Education Commission showed keen interest in teacher education, studies it in its varied aspects and devoted full one chapter, giving their observations and recommendations.

The Commission remarked: "A sound programme of professional education of teacher is essential for the qualitative improvement of education... In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favourite teachers and thus tends to perpetuate the traditional methods of teaching." The Commission observed that the essence of a teacher education curriculum is quality. In its absence, teacher education becomes a financial waste, a source of over-all deterioration of educational standards. The Commission felt that the existing programmes are largely traditional, rigid, and divorced from the realities of schools and devoid of proposed programmes of educational reconstruction.

The Commission asked for the reorientation of the subject knowledge of the trainees. It recommended that provision must be made in all the training colleges for a study of the subjects to be taught, in depth as well as in range. It should be a carefully planned content course including a study of fundamental concepts and their implications for the school syllabus, and of the textbooks and emerging source materials to assist teaching at the school stage.

Proposals About the B.Ed. Curriculum: There is need to eliminate irrelevant matter and to relate the curriculum closely to the teacher's responsibilities and to Indian conditions, problems and studies. Moreover, student teachers at this level need to be provided with specific learning experiences in constructing achievement and diagnostic tests in spotting talent in developing enrichment programmes, in diagnosing difficulties of under achievers and in planning remedial programmes.

15.3 Suggestions of Indian Education Commission on Teacher Education

Key Area of Educational Development: The Professional preparation of teachers, being crucial for the qualitative improvements of education, should be treated as a key area in educational development and adequate financial provision should be made for it, both at the State and national levels.

Brought into Mainstream: In order to make the professional preparation of teachers effective, teacher education must be brought into the mainstream of the academic life of the Universities on the one hand and of school life and education developments on the other.

Improvement of Quality: The essence of a programme of teacher education is 'quality' and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards. A programme of highest importance therefore is to improve the quality of teacher education. This can be done through the following:

- (a) **Content Course:** Organisation of well-planned subject-orientation or content courses, in collaboration with University departments (for postgraduate colleges), leading to insight into basic concepts, objectives and implications of subjects to be taught;
- (b) **Integrated Courses:** Introducing integrated courses of general and professional education in universities;
- (c) **Professional Studies:** Statilizing professional studies and basing them on Indian Conditions through the development of educational research;

Notes

- (d) **Improved Methods of Teaching:** Using improved methods of teaching which leave greater scope for self-study and discussion and improved methods of evaluation which include continuous internal assessment of practical and sessional work as well as practice teaching;
- (e) **Improved Practice Teaching:** Improving practice teaching and making it a comprehensive programme of internship;
- (f) **Special Course:** Developing special courses and programme; and
- (g) **Revision of Curricula:** Revising the curricula and programmes at all levels of teacher education in the light of fundamental objectives of preparing teachers for their varied responsibilities in an evolving system of education.

15.3.1 Education Commission (1964-66) on Teacher Education

The Commission felt that in order to make the professional preparation of teachers effective, teachers education must be brought into the mainstream of the academic life of the Universities, on the one hand and school life and educational developments on the other.

The Commission made the following suggestions:

- (a) recognition of education as an independent academic discipline and its introduction as an elective subject in the B.A. and B.Sc. and M.A and M.Sc. degree courses;
- (b) establishment of schools of education in selected universities to develop programmes in teacher education and studies and research in education, in collaboration with other university disciplines;
- (c) recognizing extension work as an essential function of a teacher education institution and establishing Extension Service Departments in each institution—Pre-primary, primary and secondary—as an integral part of it;
- (d) establishment of effective alumni association to bring old students and faculty together to discuss and plan programmes and curricula;
- (e) organisation of student practice teaching in active collaboration with selected schools which should receive recognition from the Education Department as co-operating schools and a special ancillary grant for equipment and supervision.

15.4 The Educational System: Structure and Standard

15.4.1 Stages in Education and their Inter-relationship:

In this regard the following has been suggested:

- (i) The new educational system should consist of (a) one to three years of pre-school education; (b) a primary stage of 7 to 8 years divided into lower primary stage of 4 to 5 years and a higher primary stage of 3 or 2 years; (c) a lower secondary stage of 3 or 2 years ; (d) a higher secondary stage of two years of vocational education (e) a higher education stage having a course of 3 years or more for the first degree and followed by course for the second or research degree of varying durations;
- (ii) Age of admission to Class 1 ordinarily not to be less than 6
- (iii) First public examination to come at the end of 10 years of schooling;
- (iv) Secondary schools should be of two types -a high schools providing a ten-year course and higher secondary schools providing a course of 11 to 12 years.
- (v) New Higher Secondary course beginning in Class XI and XII to provide specialised subjects; and
- (vi) Transfer of the Pre-University course from the Universities and affiliated colleges to secondary schools by 1975-76 and the duration of the course to be lengthened to two years by 1985-86 . The University Grants Commission should be responsible for effecting the transfer of all pre-university or intermediate work from university and affiliated colleges to schools.

15.4.2 Reorganisation of the University stage:

The following has been recommended in this respect:

- (i) Duration of the first degree should not be less than three years and the duration of the second degree to be 2 to 3 years;
- (ii) Some universities should start graduate schools with 3 years Master Degree courses in certain subjects; and
- (iii) Three year special courses for the first degree which begin at the end of the first year of the present 3 year degree courses should be started in selected subjects and in selected institutions.

15.4.3 Utilisation of Facilities

The following methods have been suggested to make full utilisation of available facilities:

- (i) Instruction days in the year to be increased to about 39 weeks for schools and 35 weeks for colleges and pre-primary schools; and
- (ii) Standard calendar to be worked out by the Ministry of Education and the University Grants Commission in consultation with State Governments and Universities respectively. Other holidays to be cut down to 10 in a year.

15.4.4 Teacher Status


The Commission has emphasised that the most urgent need was to upgrade the remuneration of teacher substantially, particularly at the school stages, and recommended that the Government of India should lay down for the school stage, minimum scales of pay for teachers and assist the States and Union Territories to adopt equivalent or higher scales to suit their conditions. Scales of pay of schools teachers belonging to the same category but working under different managements such as Government, Local bodies or private managements should be the same.

15.4.5 Towards Equalisation of educational Opportunity

Observing that every attempt should be made to equalise educational opportunities or at least to reduce some of the most glaring inequalities which now exist, the Commission has stressed the need for the following programmes:

- (i) The development of a common school system of public education in which no fees would be charged, where access to good schools will be open to all children on the basis of merit, and where the standard maintained would be high enough to make the average parent feel no need to send his child to an independent institution;
- (ii) The development of adequate programmes of student-service at all stages which will include free supply of books and writing materials at the primary stage, the provision of book banks and textbooks, libraries in all institutions of secondary and higher education, the provision of transport, day study centres or hostels, and the institution of guidance facilities and health services;
- (iii) The development of a large programme of scholarships at all stages and in all sectors combined with a programme of placement and maintenance of quality institutions, to ensure that the brighter children at least will have access to good education and that their further education will not be handicapped on economic grounds.
- (iv) Special encouragement to the education of girls and the backward classes;
- (v) The reduction of imbalances in educational development between the different parts of the country -districts and States; and
- (vi) The development of a comparatively small but effective programme for the education of the handicapped children.

Notes



Did u know? The Professional preparedness of teachers being crucial for the qualitative improvement of education, the Indian Education Commission has urged that this should be treated as a key-area in educational development and adequate financial provisions should be made for it.

Self Assessment

Fill in the blanks

- (i) The Indian Education Commission is also called
- (ii) The Indian Education Commission began its tasks on
- (iii) According to Commission the duration of the professional courses to be for primary teachers who completed the secondary school course and for graduate student.
- (iv) Every training institution should have an attached to it according to commission.
- (v) The Kothari Commission has recommended that the staff in teacher training institutions should hold, besides a B.Ed. degree, a either in education or in an academic subject.
- (vi) New to be developed to orientate head masters teacher educators, educational administrates to their special field of work.

15.5 Summary

- The Indian Education Commission was set up at July 14, 1964.
- The commission began its task on October 2, 1964 under the chairmanship
- Introduction of manual work, production experience, stress on moral education, vocationalization of secondary education, education for agriculture research in agriculture and allied science, training and quality of teachers for schools were the main features of commission report.
- The recommendations of the commission are :
 - (i) Education and national development.
 - (ii) Education and productivity.
 - (iii) Social and national integration.
 - (iv) Education for democracy.
 - (v) Social moral and spiritual values.
 - (vi) Education and modenization.
- Commission emphasized on structure and standard of educational system; reorganization of university stage utilization of facilities, teacher status, teacher education after independence.
- Commission gave proper attention towards equalization of education opportunities. It stress on the need for development of common school system, adequate programmes of student service at all stages, large programmes of scholars, special encouragement to the education of girls and backwards classes.
- It suggests the essentials of curricular improvement and study of languages, under school education curriculum.
 - (a) Increase productivity
 - (b) Social and national integration
 - (c) Acceleration the process of modernization.

(d) Developing social, moral and spiritual values

- Commission created a link between education and productivity by the programmes like science education, vocationalisation education for national integration, promoting national consciousness democratic values, education for social, moral and spiritual values.

Notes

15.6 Keywords

- Pre-eminent : More important, more success of a higher standard than others.
- Segregation : The act or policy of separating things, people of different recess, community, classes.
- Productivity : The rate at which a worker a company or a country produces goods.

15.7 Review Questions

1. Give a brief note on Indian Education Commission.
2. What are the recommendations of Indian Education Commission about Teacher Education?
3. Explain about the suggestions of Indian Education Commission on the following issues:-
 - (a) Improvement of professional training
 - (b) Duration of the course
 - (c) Improving teacher education institutions.

Answers: Self Assessment

- | | |
|------------------------|--------------------------------------|
| (i) Kothari Commission | (ii) October 2, 1964 |
| (iii) 2 years, 1 year | (iv) Experimental or a Demonstration |
| (v) Master's degree | (vi) Professional courses |

15.8 Further Readings



Books

1. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*
2. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*
3. Issues and Problems in Teacher Education: *Bernadette Robinson.*

Unit 16: Policy Perspectives on Teacher Education

National Policy on Education – 1986 and POA 1992

CONTENTS

Objectives

Introduction

16.1 Historical Background of NPE-1986 and its POA-1992

16.2 Objectives of NPE-1986 and its POA-1992

16.3 Recommendations of NPE and its POA about Teacher Education

16.4 Programme of Action

16.5 Summary

16.6 Keywords

16.7 Review Questions

16.8 Further Readings

Objectives

After reading this unit, students will be able to:

- to describe about historical background of NPE – 1986.
- to explain about the objectives of NPE-1986 and its POA – 1992
- to discuss about the recommendations of NPE and its POA about teacher Education programme of Action.

Introduction

In a democratic country, there is need of democratization of education. In order to achieve education for all, so many initiatives and attempts have been made by the Government of India. Through policy formulation, the government lays down directives for the future course of action towards realizing some perceived goals. In a democratic society, the goal lies in the various aspects of the welfare of the people. For the wellbeing of the Indian nation and the Indian society at the national and local level, definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government. The modern trend of development can be fruitfully traced to the British colonial government about which we have already discussed in the previous units. We have already come to know that such efforts and measures are being continued in the post independence time in India. In this unit, we shall focus on one of the important initiatives of the government of India towards democratizing education. This is reflected in the National Policy of Education, 1986 and its Modified Policy, 1992 which is known as Programme of Action.

16.1 Historical Background of NPE – 1986 and its POA – 1992

In 1986, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes.' Regarding this statement, at the time of formulation of every new Five-Year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming Five Years. It is through making the policies and programmes that

every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985. Again, a committee was set up under the chairmanship of Acharya Rammurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janadhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Rammurti Committee and other relevant development having a bearing on the policy. This Committee submitted its report in January 1992, which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.



Did u know? At least 75 percent of the children in the age group of 11-14 will have to be enrolled and retained in school leading to satisfactory completion of class VIII according to the NPE and POA.

16.2 Objectives of NPE – 1986 and its POA – 1992

The NPE, 1986, and its POA gave unqualified priority to University Elementary Education and introduced many innovations. The emphasis was shifted from enrolment perse to enrolment as well as retention. As the POA, says “enrolment by itself is of little importance if children do not continue beyond one year, many of them not seeing the school for more than a few days. Secondly, the NPE, formulated strategies based on micro-planning, and applied at the grass root level all over the country, to ensure children’s retention at school. Thirdly, the NPE, 1986 recognized that unattractive school environment, unsatisfactory condition of buildings and insufficiency of instructional material function as demotivating factors for children and their parents. The Policy, therefore, called for a drive for a substantial improvement of primary schools and provision of support services. To this end, the scheme of Operation Blackboard was conceived. The launching of this scheme has greater significance. Fourthly, the NPE, 1986 commended the adoption at the primary stage of a child-centered and activity-based process of learning. Fifthly, the NPE, 1986 and its POA postulated a large programme of restructuring of teacher education, pre-service as well as in-service. Last but the most important, the NPE, 1986 sought to address the most difficult aspect of access, viz., access to education of millions of girls and working children who, because of socio-economic compulsions, cannot participate in school system. As rightly pointed out by the NPERC, it was for the first time, in 1986, that an educational policy had admitted that the school would not reach all children and that a large and systematic programme of Non-Formal Education (NFE) has to be an integral component of the strategy to achieve UEE. NFE, as envisaged by the NPE, 1986 and its POA, would have enough flexibility to enable the learners to learn at their own pace and at the same time would have quality comparable with formal education.

16.3 Recommendations of NPE and its POA about Teacher Education

The National Policy in Education, 1986 comments thus on the role of teachers: "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the levels 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. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community."

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Since ages the teacher has been looked upon by the community as one possessing knowledge superior to that of his students. At the same time, however, he is not expected to be a walking encyclopedia of knowledge to unfold any thing at any time, it would be a sufficient achievement if teachers so teach that the young will learn how to discover methods of solving problems that are know or unknown.

The young must be taught how to think when a method to be used is not known and the problem to be solved has not been formulated. Unfortunately, many teachers in schools and colleges have not developed an intellectual capacity to see beyond what seems to be the obvious.

The teacher should be more than a mere skilled performer in a branch of his profession. When the frontiers of knowledge change, the importance and even the validity of what is learnt may not survive. What survives is the discipline of learning and the values acquired in the process.

The ultimate values of his professional endeavour bear on the habits of living and thinking. Skills in teaching are, not doubt, important but they should not be taken for granted. The most effective weapon of teacher is the silent example of his own power.

Today, both the teachers and the taught unequivocally condemn the system of education, the examination set-up, the social environment and the whole gamut of he changing values that are said to cut student's serousness in studies at its roots. Ironically enough, both the teacher and the student seem to be helpless in setting these things right.

Apart from all this, most teachers do not seem to be concerned with the method and quality of teaching done by them good, bad or indifferent teaching has become a common something with is not a critical component of the educational process.

In the presentr times when teacher's pay scales are much better than what they where in the past, they are still identified as discontented persons. Most of them look upon teaching as a job for which the pay cheque is the only award. They are disillusioned cynical and bitter over the inadequacies and the inconsistencies insofar as their place in the society is concerned.

Nevertheless, today's educators face a number of challenges. Some of their complaints and aspirations are genuine and relevant. Like What happens in other advanced countries, the teacher legitimately expects to be given place of pride in teh community through conscious efforts on the part of the government.

We have the tradition of "Gunus" in this country. While the teacher does not replace parents but complements their tasks most parents have not been found equal to their responsibilities.

The simmering discontent amongst teachers and the sporadic strikes need to be understood by the powers that be in a correct perspective. Teachers generally do not fight for wages as most of them have chosen the profession for the love of it. This is a reality howsoever the society may find it unacceptable. It is also true that teachers act as dynamos of ideas and if they display the human resilience of a high order, no robot can replace them. The teacher has to9 find new ways in which the energy of the young can be utilized for the beter of society.

Tradition is said to bring to teachers respect of the pupil and the society alike. However, this tradition has received shocks in recent times and the teacher cannot take this respect for granted. They have now to earn it in the hard way and to merit it. The teacher's influence is not confined to what he does during his teaching hours in the classrooms, as in reality he teaches all the time.

Indeed, the teacher needs to derive pleasure from the saying: "I myself grow better day-by-day". He must learn to strive towards 'the good life' sought by Secrates who constantly warned his fellow Athenians to guard against becoming haters of men and haters of ideas.



Task

What is the main objective of NPE and POA in relation to elementary education?

Self Assessment

1. Fill in the blanks
 - (i) National policy of Education was formulated in and its modified policy in 1992 which is known as
 - (ii) A programme of of school teachers is being implemented by the Government of India since 1986, under it camps are organised throughout the country.
 - (iii) There are at present about institutions for training of elementary school teachers and about colleges for preparing secondary teachers.

16.4 Programme of Action

Government of India came out with a concrete, specific and detailed Programme of Action for implementation of Teacher Education, as a follow-up measure of National Policy on Education.

16.4.1 Overhaul of Teacher Education

NPE calls for overhaul of teacher education, as the first step towards educational reorganisation. Selected institutions would be developed as District Institutes of Education and Training (DIET), both for pre-service and in-service courses of elementary school teachers and for continued education of the personnel working in non-formal and adult education programme. Reorganisation of secondary teacher education system is also implied in the policy.

16.4.2 District Institutes of Education

As envisaged in the new policy, a centrally-sponsored programme of setting up district institutes of education is also being implemented since 1987-88. These institutes will perform the functions of imparting pre-service and in-service training to elementary school teachers and personnel of adult and non-formal education. Besides, they will provide extension and other academic support to elementary schools and adult would also engage in locally-relevant experimentation and innovation work. Likewise, selected STEIs are also being developed to impart pre-service as well as in-service training to secondary school teachers, and to provide necessary academic guidance and support to the secondary schools of a group of two or three districts.

Central assistance is being given to states and union territories for setting up DIETs and strengthening STEIs, for items such as construction of buildings, books and equipment appointment of suitably qualified staff, conducting in-service training programmes, etc. During 1987-88, the Central assistance of about Rs. 32.5 crore was released for setting up 102 DIETs, and strengthening 1.5 STEIs, on projects basis, in the country.

Self Assessment

2. State whether the following statements are 'True' or 'False'
 - (i) In most states, a license to practise as a teacher is granted to students who graduate from institutions known as programme approval process.
 - (ii) The Adult education is a process through which effective delivery mechanisms are created for deprived sections of society.

16.5 Summary

- Regarding Elementary Education, the major objectives of National Policy of Education 1986 are mainly:
 - (i) Universal access and enrolment
 - (ii) Universal retention of children up to 14 years of age and
 - (iii) A sustainable improvement in the quality education to enable all children to achieve the essential levels of learning.

Notes

- Regarding the higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should be provided to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.
- The National Policy of Education of 1986 and Programme of Action of 1992 provided a significant formulation regarding the content and process of education.
- The values of secularism, socialism, democracy must be emphasized by the citizens of the country.
- Education must reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities.
- Emphasis was laid on adult education especially within the age group of 15 and 35 years.
- It also emphasized on distance education.
- The Programme of Action (POA) 1992 aimed to fulfill the objective of universal enrolment and retention of children and successful completion of education upto 14 years.
- POA suggested decentralized planning and good management of primary education.
- NPE and POA gave due importance to improvement of education in educationally backward areas.
- The NPE and POA perceived the problem of women education in India and therefore stressed the need for equal opportunity for all.
- The POA, 1992 laid considerable stress on the need of value education and inculcation of proper perspective about the country's cultural traditions.
- It laid importance on higher education and research work.
- Vocational education was given importance by the POA to increase individual competency and national productivity.
- Teacher training facilities should be provided to eligible candidates in the teaching profession. It also suggested that the service conditions and salaries of teachers should be improved.
- The NPE and POA emphasized that in order to avoid structural dualism, modern educational technology should be reached out.
- The NPE and POA also emphasized on the education of the handicapped.
- The NPE and POA emphasized on the protection of environment.
- The NPE and POA stressed on the education of ST, SC. OBC and the minorities.

16.6 Keywords

- Innovations : The introduction of new things.
- Formulated : To create or prepare something carefully.
- Strategies : Plans are interceded to achieve a particular purpose.
- Vocationalization : Connected with the skills, knowledge etc. that you need to have in order to do a particular job.

16.7 Review Questions

1. What were the main recommendations of the NPE, 1986?
2. What were the main objectives of the NPE of 1986 and Programme of Act, 1992?
3. Explain the main recommendations of POA.
4. What are effects of the NPE 1986 and POA, 1992, on the education system of India?

Answers: Self Assessment

Notes

1. (ii) Rammurti committee
(iii) primary stage (iv) non-formal education
2. (i) True (ii) True

16.8 Further Readings



Books

1. The Principles and Practice of Educational Management: *Tony Bush, Les Bell, SAGE Publisher, 2002.*
2. Educational Management : *Strategy, Quality, and Resources, Margaret Preedy, Ron Glatter, Publiser Open University Press, 1997.*
3. Educational Management: *Theory and Practice, J.A. Okumbe, Publisher Bairobi University Press, 1998.*

Unit 17: Globalization and Privatization in Teacher Education

CONTENTS

Objectives

Introduction

17.1 Concept of Globalization in Context of Teacher Education

17.2 Global Teacher Education

17.3 Accepting Globalisation and adapting Teacher Education to its demands

17.4 Teacher Professionalizing and Teacher Education for Global World

17.5 Concept of Privatization in Context of Teacher Education

17.6 Factors Responsible for Privatization of Teacher Education

17.7 Advantages of Privatization

17.8 Problems of Privatization

17.9 Summary

17.10 Keywords

17.11 Review Questions

17.12 Further Readings

Objectives

After reading this unit, students will be able to:

- to explain the concept of globalization in the context of teacher education
- to describe about the global teacher education
- to discuss about accepting globalisation and adopting teacher education to its demands
- to describe about the professionalizing the teacher and teacher education for global world
- to explain about the concept of privatization in context of teacher education
- to describe the factors responsible for privatization of teacher education
- to discuss about the advantages of privatization
- to explain about the problems of privatization

Introduction

As a reaction to the inefficient working of the state owned enterprises, the wave of privatization has spread all over the world, including India. What was needed were economic reforms and the idea of privatization was seen as panacea to all the problems. India too could not remain unaffected and the wave of privatization has influenced education sector.

Global perspective means sharing and cooperation with others allowing them to use whatever resources are available to attain individual as well as common goals. Further, empathy towards others, i.e. understanding and sharing feelings, communication ability in order to express and exchange thoughts, feelings and information and resolving conflicts by finding satisfactory ways of dealing with disagreement or argument between people, groups, societies or nations.

Globalization is a much talked about term today and has become a phenomena, which is greatly affecting the society in general and different nations in particular. Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth,

prosperity and democratic freedom. It aims at realizing one single unified world community where no social conflicts exist calling for social and cultural integration.

17.1 Concept of Globalization in Context of Teacher Education

Globalisation, both as a phenomenon and as a creed, may influence and affect teacher education. Different thinkers, philosophers of education and educators entertain different and contrasting perspectives on existing global trends and tendencies. Given the number and variety of positions, it is impossible to consider each and every theory regarding the influence of global trends on teacher education.

As to the role of teachers, contemporary teacher education, at best, tends to take a politically neutral direction and, as a consequence, it is limited in the ways it can equip teachers to understand how forces of globalisation and Neo-Liberalism are not forces in their own right but connected to a wider system of exploitation.

17.2 Global Teacher Education

The purpose of globalization and global education is to develop a 'global perspective' and sensitize the youth for understanding the multicultural world and maintaining peace and harmony in the world. People in general and the youth in particular has to be aware of the global happenings and issues and the interdependence of people.

Global perspective means sharing and cooperation with others allowing them to use whatever resources are available to attain individual as well as common goals. Further, empathy towards others, i.e. understanding and sharing feelings, communication ability in order to express and exchange thoughts, feelings and information and resolving conflicts by finding satisfactory ways of dealing with disagreement or argument between people, groups, societies or nations.

17.3 Accepting Globalisation and Adapting Teacher Education to its Demands

'Globalisation' may positively influence teacher education, since it may bring together different peoples, ideas and resources in a world-wide pool. The whole world is becoming a global society; media and cyberculture are becoming more widespread. This is providing new opportunities for research and interaction to people who previously had no access to major libraries or research institutions (Kellner 2005, 102). Technological tools and developments can be applied to good use, so as to serve the needs of students across the world. This position holds that with capital shifting into a knowledge-based economy¹, information and knowledge are fast becoming a high-priced new commodity. Knowledge has become a principal economic currency, and its rapid production and circulation have become a crucial input for economic performance.

17.3.1 The supply and demand approach

The first focuses on the demand learners themselves make of the educational system and promotes the 'marketisation' of educational systems, whereby education is considered as a sort of commodity to be sold, bought and consumed, using the market-place as the analogue of the educational set-up. Education is considered primarily as an economic output, structured along and responsive to the market's needs. Neo-Liberal thinkers combine this general approach - treating education primarily as an economic output - with the laws of supply and demand.

'Demand' here refers to the choices individuals make, as for instance, in choosing a course of studies at university, regardless of the motives, rationality or feasibility of the choice. If there are enough students willing to register and pay for a 'career-wise futile' course, then it makes economic sense for the university to cater to this demand. It is very likely, however, that the market itself will in the long run decimate such demand, once students realise the unfeasibility of the course in question. This Neo-Liberal approach is also likely to promote features like

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managerialism, competition and market arrangements. Globalisation widens the availability of clients and resources to be used in such regards.

Regarding teachers, this approach has induced some to view teachers as essentially economic actors, drawn to and retained by the profession in terms of economic costs and benefits. This is something which in many ways is already enacted, as a World Bank document that examines teacher policy, reveals.

Policies are being enacted that attempt to improve students' achievement by providing teachers with the right incentive packages. These policies emphasize linkages among pay, control and achievement. In this regard, school effectiveness literature has constructed a particular paradigm of teacher identity, based on the expectation that teachers produce student achievement.

It is very likely that within this approach which seeks to marketise 'education', teacher education will be subject to the laws of supply and demand, and its aim will be to make teachers and educators 'marketable'. It will take into consideration the demands consumers in the educational market are making, and seek to cater to this with an adequate supply of teachers having the required characteristics.

This approach may seem appealing because it seems to be responsive to people's choices, needs and desires rather than imposing homogenous models. Hence, it may avert the criticism generally made, that global models are imposed by some set of people on others.



Notes

In the era of Neo-Liberalism where emphasis is on output, teachers' remuneration and security of employment is increasingly directly linked to student learning.

17.3.2 Limitations to the supply and demand approach

Still, a number of shortcomings are evident, particularly regarding the role teachers are expected to play. This approach urges teachers to cater to students' demands. Yet, given that the demand may change and that this may happen quite rapidly, teachers would have to be subject to constant retraining so as to be able to cater to changing requests. A major problem in such regard is that the rate of change in tastes and choices may be too fast to be catered to adequately and so allow for thorough retraining.

Moreover, teachers are made responsible to implement the necessary innovations to cope with social and economic changes. They must show capacity to interpret future requirements of work and life and constantly update their knowledge and teaching skills to keep up with rapidly changing global requirements, involving shifts in technology and widening social relations. They are called upon to model the skills-oriented subject without raising questions about what it means to live in a democratic society; questions about the relationship between democracy and capitalism. A pedagogic ambiguity is created because no concrete definitions of content, teaching methods and evaluation methods are considered to be the ideal ones. This creates risk-awareness, uncertainty and dislocation among teachers and they end up being blamed for lack of educational quality, resistance to change and innovation in teaching methods.

17.3.3 Economic efficiency in teacher education

The second approach which attempts to adapt education to this global economic/political/social situation aims at making the learner as economically competitive as possible. Economic-efficacy is understood in this approach to be education's major aim. Yet, rather than leaving education at the mercy of the laws of supply and demand understood in the manner delineated in the first attitude, here it is the needs of the economy at large which determine the content and pedagogy of the educational set-up. Hence, if the world economy requires people with more sophisticated technical skills, the wider teaching of skills like media and computer literacy is promoted and students are taught how to use these new technologies of information and entertainment, so as to

be able to succeed in a hi-tech economy. Competitiveness-driven reforms, i.e. reforms aimed at educating society at large so as to make it more economically competitive, are enacted to attain such ends. In this regard, Fischman maintains that globalised economies need flexible and creative workers. This necessitates students to develop a fundamental ability - trainability; the disposition to be continuously taught and trained.

Regarding teachers, these need to rethink the necessary collective responses to global challenges that are influencing the teaching profession, where the word 'challenges' is generally understood to mean the challenges and opportunities entailed by a capitalist economy. Teachers are expected to mould students in light of economic trends and challenges, and to pass the skills necessary to create a workforce capable of achieving these. In light of this, teacher education is likely to be highly standardised. This implies that teacher education programmes are regulated by the state or by local education authorities.

17.3.4 Limitations to the economic efficiency approach

One should note that this drift towards standardisation is not limited to government initiatives. Through the influence of electronic media, genres are set by curriculum design experts. These generally lead to the standardization not only of the topic itself, but also of the logistics through which the topic itself is learnt. Argues, can involve many drawbacks - educators tend to become checklist teachers; their profession would lack risks, unpredictability and the magic of teaching.

Furthermore, points out that a cheap, one-size-fits-all 'standard' in teacher education may turn out to be ineffective with regard to the promotion of human resources and the competitiveness of the economy in general. The knowledge economy requires creativity, collaboration and self-management; the teacher is afforded a greater autonomy to adopt innovate teaching methods and is responsible for maximising knowledge acquisition. These are features which standardised models are unlikely to promote.

Teachers may not share common social, economic and cultural characteristics, and hence it may not be a good idea to standardise teacher education. In this regard, it is worth noting that despite these centralising trends, the influence of the state is not total. Indeed, there are experiments aimed at promoting a deregulation of the providers of teacher education programmes at varying levels, in response to broader cultural and economic conditions. A settlement is generally formed among these different factors which mould the teachers' identity.

17.3.5 Supply/demand and economic efficiency - limitations to both approaches

Despite the differences between these approaches (regulation and standardisation vs. individual choices and market forces), Regarding teachers, these approaches ignore the role teachers may have as possible agents of change and aim exclusively at having the teachers fit the capitalist/global economic models they accept. Teachers are considered as mere functions of the economy at large, as indeed are the students to which these models are intended to cater.

Indeed, it is the limited scope of the aims they put forward that makes them liable to some serious criticism. They seem to narrow down excessively the roles of education in general and of teachers in particular. Their main deficiency is arguably their failure to include critical elements both within the models they promote and in relation to globalisation.

17.3.6 Global educational models - a criticism

Proliferation of global educational models, which uncritically accept globalisation and adapt education to the demands of globalisation, incorporates considerable limitations, both on a general level, and on the teacher education level in particular.

Global educational models that promote collaborative efforts across continents and countries tend to conceal certain shortcomings, in that they disrupt traditional ways of teaching, knowing and learning and provide a threat to cultural diversity. A complex system of power relations and control induces, maintains and legitimates pedagogy, in the sense that it distributes its own consciousness, identity and desire.

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Unfortunately, these suggestions concern only the adaptation of international educational systems structured in relation to given economic goals for particular environments. They do not deal with who is to determine the goals education should aim at and/or the economic goals themselves. They ignore a fundamental aspect - power.

Alignment of education and economy has not been the only cause of such decline in the appeal of teaching as a profession. Other factors one can refer to are the interests teachers hold; the teachers' acceptance and compliance with such models; the hierarchical and bureaucratic structures of schools; the failure of governments to promote rich professional development models and the application of scientific methods, computers and business efficiency models to education, which is creating a conflict in teacher education since it is at odds with the increasingly complex and diverse roles of teachers.

17.3.7 Reformist approaches to globalisation

Having referred to the shortcomings of global economy/educational models that accept these uncritically, the question arises as to whether one should abandon any effort to adapt education to the current global situation. Some theorists (Commeyras and Mazile, 2001; Saito, 2003) would answer in the negative and claim that education can/ought to be adapted to the current global situation, though not naively. An approach to education need not merely accept the developing global economic situation and adapt itself uncritically to it. The nature of the global economic set-up and of education itself suggests the feasibility of such a possibility.

As for teachers, these, like all other stakeholders in education, need not accept passively the current economic-social-political status quo. Indeed, teacher education programmes could be set which, rather than adopt a neutralist approach towards globalisation, enable teachers to examine the phenomenon critically and help them devise critical-political pedagogies in light of values other than those of the economy.

17.3.8 The dialogical approach

According to this approach Globalisation is a phenomenon which contains a number of shortcomings, yet opportunities exist that may enable educators to circumvent such limitations. Detractors accuse the current global set-up of being biased in favour of politically and economically hegemonic groups and nations.

In to do away with such shortcomings one need not abandon the ideal of global education and supra-national educational models. The key concepts which ought to characterise such models are 'dialogue' and 'global-understanding'.

17.3.9 Limitations to the dialogical approach

In terms of logistics, if common ground between different parties is found, there is no guarantee that this will be consistent and consonant, due to the difficulty of coming to a mutual understanding with those who are different or who have different interests

First of all different conceptions of knowledge and pedagogies may be contradictory and mutually inconsistent. For instance, regarding the teaching profession, there are the different and competing conceptions of teachers' rights and responsibilities (as well as the different ways of understanding success or effectiveness in teaching).

A proponent of this approach may recognise these shortcomings, yet claim that these may be curtailed or circumvented through the dialogue it suggests. The recognition of such shortcomings would constitute a challenge rather than a stumbling block.

17.3.10 The progressive approach

- The first may be termed 'critical adaptation to the new situation'. This entails the pedagogical transformations which must be as revolutionary as the technological transformations taking place. However, this does not necessitate the mere adaptation of pedagogies so as to enable individual students to deploy multiple technologies in light of the individualistic aims the capitalist economy might promote. Rather, they have human well-being in general and

communitarian terms as their aim. The need to make the most of these technological advances and the opportunities they provide to educators wishing to enhance education has been emphasised by Kellner.

- This communitarian aspect points to a second aim education should have, what may be termed the 'humanistic aim'. This requires the acknowledgement of a wide range of other literacies often neglected in schooling, like the training in philosophy, ethics, value thinking and humanities.
- The third aim of a critical approach to education should be social justice (Morrow and Torres 1999, 108). Pedagogical strategies ought to be devised to demonstrate the existent threats to democracy and freedom, and expose students to ways in which new technologies can be organized to create a more democratic and egalitarian, multicultural society. This third aim seems to entail a qualitative leap compared to Saito's proposal.

17.3.11 Limitations to the progressive approach

A shortcoming of this approach is that it still seeks an adaptation, albeit a critical one, to the global-capitalist model as its ultimate aim. Though such an aim may rightly be envisaged as a short-term solution, the question arises as to whether it can be maintained in the long run, given the ethos of the global-capitalist economy. Capitalism is based upon exploitation and unequal exchange, lest no profits be made. When products are produced through the work of labourers using the means of production supplied by the capitalist, the labourers receive in wages less than the value of the products their labour-power creates. Hence, profit results from the exploitation of workers by the capitalist; following this, the product is sold, bought, exchanged, etc. and further profit ensues, produced through something getting more value (known as surplus value) than s/he invested initially in the exchange, and somebody else getting less than his/her initial investment. Globalisation widens further this relationship. Despite neither the economy nor education being monoliths, could such a contradictory arrangement - exploitative global economy on one hand and humanistic educational set-up on the other, be envisaged as permanent?



Task

What is reformist approach to globalization?

17.4 Teacher Professionalizing and Teacher Education for Global World

There are many challenges before the teaching profession. Firstly, teachers need to radically adapt to the new skills, techniques, methods and demands and secondly a change in the mind set to take up new responsibilities. It is only then that the teacher can be professionalized.

Teaching is a profession with competing demands. In spite of a high demand for teachers the profession has not attracted the best with adequate qualifications, training and desire the world over. As such, the following steps will help in professionalize the profession and the teacher.

- No devaluing of teacher functions
- Good salaries
- Good working conditions
- Flexible hours
- Individualized training to meet the needs of heterogeneous group of teachers catering to heterogeneous students.
- Constant training in use of new methods of teaching, counseling, meeting curricular demands, computers, finding and interpreting information
- Autonomy to teachers in classroom management, teaching strategies, arrangement of furniture and work spaces,
- Standardize the skills and their certification, to be acquired by a teacher enabling it to be used world over.

Notes

In order to prepare the new age teachers the system of teacher education has to adapt to and adopt new challenges faced by the system. Systemic changes have to be made to prepare the global teacher. These could be in the form of infrastructure, facilities, selection, recruitment and retention of competent human resources, adopting and training in new technologies, and upgrading the curriculum.

Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. It pursues liberal or free market policies in world economy for economic liberalization. Acceleration in this trend can be characterized by three essential factors, economic activity spreading worldwide, increase in technological innovations especially in the areas of communication and transportation and interdependence between people and nations. Globalization can be associated with three aspects, deterritorialization, interconnectedness and speed and velocity. Globalization has also resulted in the emergence of two contradictory phenomena, standardization and diversification.

Self Assessment

1. Fill in the blanks:

- (i) The purpose of globalization and global teacher education is to develop a and sensitise the youth for understanding the and maintaining peace and harmony.
- (ii) Teacher education is primarily as an structured along and responsive to the
- (iii) Teacher maintain the changes and increasing economic opportunities greatly intensified the necessity for teachers to think like globalists.
- (iv) Shortcoming of the is that it still seeks an adaptation model as its ultimate aim.

17.5 Concept of Privatization in Context of Teacher Education

At the time of independence India declared itself as a socialist democratic state. Public sector undertakings were initiated and developed to provide for all and usher India towards development. But the nineteen eighties witnessed disillusion with socialist economies which led to dissatisfaction with the public sectors. Education too was considered as a public good and the government set up institutions just as other public enterprises, which provided education to the masses. With passage of time these institutions became inefficient.

As a reaction to the inefficient working of the state owned enterprises, the wave of privatization has spread all over the world, including India. What was needed were economic reforms and the idea of privatization was seen as panacea to all the problems. India too could not remain unaffected and the wave of privatization has influenced education sector.

17.5.1 Privatization

Concept of Privatization: Privatization connotes a wide range of ideas. Privatization implies induction of private ownership, management and control of organizations. Privatization can imply deregulation meaning thereby lesser control of the government. It refers to expansion of private sector and reduction of public sector. It also means that areas reserved for the public sector will be opened to the private sector. The shift towards privatization reduces the role of the government and increases the role of the private, cooperative and local government. The areas of shift are mainly decision making and responsibility of money and administration.

Education and Privatisation

Applied to the education sector, privatization can be seen as part of the wider reform of the public sector. Education is both a private and social investment. It is therefore the responsibility of both the individual including the student, his family and even his employers and the society which includes the community and the state. The areas of shift in the teacher education sector are mainly decision and responsibility of money, administration and a relevant curriculum of high quality.

Privatization is management by private sector with total absence of government intervention. Such institutions generate their own funds through higher fees, user charges and full use of resources. They survive on the philosophy that they do not have to pay for those who can pay. Privatization of higher education has emerged in several forms and types in the recent decade in India.

1. Privatization within government higher education institutions takes place in the form of introducing self-financing courses within government institutions.
2. Converting government aided private institution in to private self financing institution.
3. Allowing to expand self financing private institution with recognition and also without recognition, which may be termed as commercial private higher education institutions.

17.6 Factors Responsible for Privatization of Teacher Education

Education (Need for Privatization):

1. **Need for competitive efficiency:** Main justification for privatization rests heavily on the grounds of efficiency to promote a more competitive economic environment. Operation of public sector enterprises is considered inefficient. It is believed that private ownership and control are more efficient in terms of resource allocation and work.
2. **Growth in population:** India has a population of nearly one hundred and seven cores. In order to provide to a large number of people more private institutions are needed. To fulfill the demand for higher education of young people in the country privatization of higher education is needed.
3. **Financial burden on government:** Higher education in India is in financial stress. The state/government can no longer bear the financial burden of public enterprises. Current spending on education in India is not more than 3.5% of GDP. The center itself concedes that the minimum should be 6%. Very little is being spent on higher education. This compares unfavorably with the international level, especially when compared with countries such as South Africa, which invests eight per cent of GNP on education. Therefore there is a need to evolve policy through which private resources are mobilized.
4. **Education is an Economic good:** Education is no more being as a social service but as a necessary economic input. Investment in education is treated as a factor contributing to the development of human resources. In this effort private initiative can help since the private sector is the beneficiary of the knowledge industry.
5. **Quest for Quality:** Private institutions do not require long procedures for procurement of human as well as material resources. In order to purchase and maintain good qualitative infrastructure and equipment like furniture, buildings, different types of laboratories and qualified and competent academic staff, who can be paid as per the demand, there is a need for privatization.
6. **Rapid growth of school education:** Growing number of schools naturally pushed the demand higher education which the government is not able to provide, therefore demand for privatization of higher education is the need of the hour.
7. **Fulfilling the need for skilled manpower:** There is very little initiative from the public sector due to limited freedom. Private institutions are free to initiate modern and advanced courses in order to fulfill the demand for subjects which facilitate economic development of the nation. The demands of the market and the times can be fulfilled. For this privatization is needed.
8. **Curtailement of corruption:** In order to control the corruption in the government sector, private sector is much needed. Privatization stops the corruption to some extent and brings about some discipline. As a result there will be capacity utilization.
9. **Desire for more autonomy:** Privatization of higher education will provide autonomy to institutions and there will be less dependency on the government. This will remove political interference in areas of administration, management and finance.

Notes

10. **Technological developments:** Information revolution has been brought about and strengthened due to technological developments such as microchips, genetics, communications, robots, lasers, growth of satellite TV and computer technologies. Due to limited resources public sector cannot meet the demands of the industry and other sectors of economy. Thus private sector should undertake to train manpower in technology and respond to market demands.
11. **Greater responsibility with the recipients of education:** Over the years education has been considered as a free public good thereby devaluing education. Privatization of education where the recipient will bear the full cost will help bring greater responsibility in them. As a consequence, students are likely to demand greater efficiency and quality in teaching.



Did u know? In the present times there is a need for interaction between UGC, academic institutions of higher learning, industry, R&D institutions and funding agencies. This could be achieved by a synergy process wherein they will be partners in various activities, complementing each other in reaching their visions, objectives and goals. This can be achieved through private participation.

17.7 Advantages of Privatization :

Privatization will enhance

- Decentralization and debureaucratization of educational institutions.
- Initiatives in educational reforms.
- Innovativeness in teaching and evaluation.
- Tailor made services and provision of wide choice of courses and subjects to students.
- Competition.
- Quality education and training.
- Shaping of the curriculum according to global, national and local needs.
- Availability and better maintenance of resources transparency in all procedures.
- Fulfill the need of the country in liberalization, privatization, and globalization.
- Utility of human and physical resources in proper way.

17.8 Problems of Privatization :

Privatizing education

- Will badly affect the poor
- Undermine equity, diversity and openness
- Does not address issues of equality, fairness and responsibility
- Exorbitant fees will deprive many of availing education
- Accountability problem will arise
- Courses in humanities and social sciences will be sidelined due to no economic gain
- Civic and democratic values may not get passed down
- Apprehensions about job security and retrenchment of staff
- Cost saving will lead cost cutting
- Collected funds may be misused by the owners

- Favoritism towards family members and friends
- Benefits remain un proven

Self Assessment

2. State whether the following statements are 'True' or 'False' :
- (i) Privatization is management by private sector with total absence of government intervention.
 - (ii) In the present scenario of privatization there is no need for interaction there is no need for interaction between UGC, academic institutions of teacher education.
 - (iii) Privatization of teacher education will provide autonomy to institutions there will be less dependency on the government.

17.9 Summary

- Globalization is a much talked about term today and has become a phenomena, which is greatly affecting the society in general and different nations in particular. Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom.
- Globalisation, both as a phenomenon and as a creed, may influence and affect teacher education.
- As to the role of teachers, contemporary teacher education, at best, tends to take a politically neutral direction and, as a consequence, it is limited in the ways it can equip teachers to understand how forces of globalisation and Neo-Liberalism are not forces in their own right but connected to a wider system of exploitation.
- The purpose of globalization and global education is to develop a 'global perspective' and sensitize the youth for understanding the multicultural world and maintaining peace and harmony in the world. People in general and the youth in particular has to be aware of the global happenings and issues and the interdependence of people.
- The first focuses on the demand learners themselves make of the educational system and promotes the 'marketisation' of educational systems, whereby education is considered as a sort of commodity to be sold, bought and consumed, using the market-place as the analogue of the educational set-up
- Regarding teachers, this approach has induced some to view teachers as essentially economic actors, drawn to and retained by the profession in terms of economic costs and benefits.
- Moreover, teachers are made responsible to implement the necessary innovations to cope with social and economic changes. They must show capacity to interpret future requirements of work and life and constantly update their knowledge and teaching skills to keep up with rapidly changing global requirements, involving shifts in technology and widening social relations.
- The second approach which attempts to adapt education to this global economic/political/social situation aims at making the learner as economically competitive as possible. Economic-efficacy is understood in this approach to be education's major aim.
- Regarding teachers, these need to rethink the necessary collective responses to global challenges that are influencing the teaching profession, where the word 'challenges' is generally understood to mean the challenges and opportunities entailed by a capitalist economy.
- Teachers may not share common social, economic and cultural characteristics, and hence it may not be a good idea to standardise teacher education. In this regard, it is worth noting that despite these centralising trends, the influence of the state is not total. Indeed, there are experiments aimed at promoting a deregulation of the providers of teacher education programmes at varying levels, in response to broader cultural and economic conditions.

Notes

- Regarding teachers, these approaches ignore the role teachers may have as possible agents of change and aim exclusively at having the teachers fit the capitalist/global economic models they accept. Teachers are considered as mere functions of the economy at large, as indeed are the students to which these models are intended to cater.
- Indeed, it is the limited scope of the aims they put forward that makes them liable to some serious criticism.
- Proliferation of global educational models, which uncritically accept globalisation and adapt education to the demands of globalisation, incorporates considerable limitations, both on a general level, and on the teacher education level in particular.
- Global educational models that promote collaborative efforts across continents and countries tend to conceal certain shortcomings, in that they disrupt traditional ways of teaching, knowing and learning and provide a threat to cultural diversity. A complex system of power relations and control induces, maintains and legitimates pedagogy, in the sense that it distributes its own consciousness, identity and desire.
- Unfortunately, these suggestions concern only the adaptation of international educational systems structured in relation to given economic goals for particular environments. They do not deal with who is to determine the goals education should aim at and/or the economic goals themselves.
- Alignment of education and economy has not been the only cause of such decline in the appeal of teaching as a profession. Other factors one can refer to are the interests teachers hold; the teachers' acceptance and compliance with such models; the hierarchical and bureaucratic structures of schools; the failure of governments to promote rich professional development models and the application of scientific methods, computers and business efficiency models to education, which is creating a conflict in teacher education since it is at odds with the increasingly complex and diverse roles of teachers.
- Shortcomings of global economy/educational models that accept these uncritically, the question arises as to whether one should abandon any effort to adapt education to the current global situation. Some theorists (Commeyras and Mazile, 2001; Saito, 2003) would answer in the negative and claim that education can/ought to be adapted to the current global situation, though not naively.
- As for teachers, these, like all other stakeholders in education, need not accept passively the current economic-social-political status quo. Indeed, teacher education programmes could be set which, rather than adopt a neutralist approach towards globalisation, enable teachers to examine the phenomenon critically and help them devise critical-political pedagogies in light of values other than those of the economy.
- The key concepts which ought to characterise such models are 'dialogue' and 'global-understanding'.
- In terms of logistics, if common ground between different parties is found, there is no guarantee that this will be consistent and consonant, due to the difficulty of coming to a mutual understanding with those who are different or who have different interests.
- First of all different conceptions of knowledge and pedagogies may be contradictory and mutually inconsistent. For instance, regarding the teaching profession, there are the different and competing conceptions of teachers' rights and responsibilities (as well as the different ways of understanding success or effectiveness in teaching).
- A proponent of this approach may recognise these shortcomings, yet claim that these may be curtailed or circumvented through the dialogue it suggests. The recognition of such shortcomings would constitute a challenge rather than a stumbling block.
- The first may be termed 'critical adaptation to the new situation'. This entails the pedagogical transformations which must be as revolutionary as the technological transformations taking place. However, this does not necessitate the mere adaptation of pedagogies so as to enable individual students to deploy multiple technologies in light of the individualistic aims the capitalist economy might promote.

- A second aim education should have, what may be termed the 'humanistic aim'. This requires the acknowledgement of a wide range of other literacies often neglected in schooling, like the training in philosophy, ethics, value thinking and humanities.
- The third aim of a critical approach to education should be social justice (Morrow and Torres 1999, 108). Pedagogical strategies ought to be devised to demonstrate the existent threats to democracy and freedom, and expose students to ways in which new technologies can be organized to create a more democratic and egalitarian, multicultural society.
- A shortcoming of this approach is that it still seeks an adaptation, albeit a critical one, to the global-capitalist model as its ultimate aim. Though such an aim may rightly be envisaged as a short-term solution, the question arises as to whether it can be maintained in the long run, given the ethos of the global-capitalist economy.

17.10 Keywords

- Global : Covering or affecting the whole world
- Privatizaion : The process in which a business or an industry so that it is no longer owned by government.
- Didactic : Designed to teach people somethin, especially a moral lesson.

17.11 Review Questions

1. Define globalisation in the context of teacher education.
2. Explain different approaches of global teacher education.
3. Give the challenges before the teaching profession.
4. Explain the concept privatization in teacher education.
5. What are the factors responsible for privatization of teacher education?
6. What are the advantages of privatization and limitations in privatization?

Answers: Self Assessment

1. (i) global perspective, multicultural world
(ii) economic output, market's need
(iii) technological
(iv) progressive approach, global capitalist
2. (i) True (ii) False (iii) True

17.12 Further Readings



Books

1. The Principles and Practice of Educational Management: Tony Bush, Les Bell, SAGE Publisher, 2002.
2. Educational Management : Strategy, Quality, and Resources, Margaret Preedy, Ron Glatter, Publiser Open University Press, 1997.
3. Educational Management: Theory and Practice, J.A. Okumbe, Publisher Bairobi University Press, 1998.

Unit 18: Simulated Teaching: Concept, Purpose and Procedure

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Objectives

After reading this unit, students will be able to:

- to explain the meaning of Simulated Teaching
- to discuss Assumptions of Simulated Teaching
- to describe Characteristics of Simulated Teaching
- to discuss Limitations of Simulated Teaching
- to explain Precautions of Simulated Teaching
- to describe Advantages of Simulated Teaching
- to discuss Criticism
- to describe The Procedure of Simulated Teaching

Introduction

Classroom simulations motivate students by keeping them actively engaged in the learning process through requiring that problems solve and decision making skills be used to make the simulation run. Simulation is a method of teaching/learning or evaluating learning of curricular content that is based on an actual situation. It is designed to replicate a real-life situation as closely as desired, has students assume roles as they analyze data, make decisions and solve the problems inherent in the situation. As the simulation proceeds, students respond to the changes within the situation by studying the consequences of their decisions and subsequent actions and prediction future problems/solutions. During the simulation students perform tasks that enable them to learn or have their learning evaluated.

In a simulation, students' actions determine the outcome of the situation they are simulating. The situation being simulated has existed, exists or could exist in the real world but the simulation modifies it to fit the parameters of classroom teaching.

18.1 Meaning of Simulated Teaching

Also known as simulated social skills of teaching. Simulated teaching is attaining technique used to change the behaviour of the pupils.

It is used before the practice of class teaching. It is a role playing technique. In it is pupil-teachers play the role of both pupils and teachers. One pupil acts as a teacher and others play the role of pupils in the class. Small topics are taught as in micro-teaching whose teaching duration ranges from 10 to 15 minutes. A discussion on teaching method and teaching tactics takes place after this teaching span. Now, the pupil teacher who plays the role of the teacher goes amongst the pupil-teachers and plays the role of a pupil. Some other pupil-teacher now acts as a teacher. After a teaching task of 10-15 minutes, the discussion functions as a feedback to the pupil-teachers. Thus desirable behaviour can be achieved through the role-playing in the artificial classrooms. The teaching skills acquired by this method in the artificial situations may be used while teaching in the real classroom situations.

18.2 Assumptions of Simulated Teaching

- (a) Teaching behaviour can be identified.
- (b) The behaviour of the pupil-teachers can be developed and modified by the psychological use of role perception and role playing.
- (c) Some teacher-behaviour is essential for effective teaching. It may be practiced.
- (d) The feedback mechanism may be used for the modification of social communication skills of the pupil-teachers.

18.3 Characteristics of Simulated Teaching

- (1) It may be used as a rehearsal before starting real classroom teaching.
- (2) It facilitates an effective feedback.
- (3) It is considered very easy.
- (4) It is effective in practicing the teaching skills for the pupil-teachers.
- (5) It may also be used in the research work.



Did u know? Cruick Shank (1968) has developed a simulated teaching training system. This system of training is being denoted by several terms such as: Role playing, artificial teaching, Pilot training, Laboratory method, Clinical method and Inductive scientific method.

Self Assessment

1. Fill in the blanks
 - (i) Simulated teacher is also known as
 - (ii) It is a technique.
 - (iii) Simulated teaching is an effective
 - (iv) is essential for effective teaching.

18.4 Limitations of Simulated Teaching

1. It cannot be used for the curricula of all the subjects.
2. It involves very costly audio-visual aids which is not possible in our country.

Notes

3. In the role of an observer, the pupil-teacher may commit mistakes in the recording.
4. The concentration of pupils mind is necessary in the learning process. Though the simulated teaching is a from of a play which lacks the seriousness of the teachers.
5. To use this technique, the pupil-teacher needs much preparation. There are few teachers who opt for extra work-load.
6. Initially, sometimes the practice of teaching skills such as the skill of asking questions becomes difficult for many pupil-teachers.
7. This technique cannot be used in the case of young children.



Notes

The simulated technique provides reinforcement to students to develop teaching skill and avoid the risk of actual classroom encounter.

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) Simulated teaching provides an opportunity to the student teachers to study any analyse critical teaching problems.
 - (ii) The concentration of pupil mind is not necessary in the learning process.
 - (iii) Simulated teaching the best replacement of demonstration lesson.
 - (iv) The presence of teacher and the observes is not necessary during this technique.

18.5 Precautions of Simulated Teaching

- (a) It is proper to participate the pupil-teachers of the same subject in the practice session of this technique.
- (b) Before starting the practice the pupil-teachers should prepare micro-lesson plan.
- (c) Every pupil-teacher should be given an opportunity of playing the roles of the teacher and the observer.
- (d) The presence of the teacher and the observer is essential during this technique. It maintains the discipline and seriousness in the class.
- (e) After the teaching is over, a discussion should be followed so that the pupil-teachers may bring necessary changes in their behaviour.

18.6 Advantages of Simulated Teaching

According to Cruick Shank, the following advantages of simulated techniques are:

1. By using this technique, a relationship between the theory and practice is forged or established.
2. It provides an opportunity to the student teachers to study any analyze critical teaching problems.
3. It helps in gaining the advantages of classroom manners.
- 4.. It helps in understanding the behavioral problems of classroom and in advancing solution to those problems.
5. It provides feedback to the student teachers and provides insight to take a decision about his own teaching actives. Besides these, there are some other advantages too as forces.
6. It provides as opportunity to rapport see different type of questions i.e. open thinking type, close thinking type.

7. It keeps the student teacher in understanding and facilitating the classroom a management and behavioural problems.
8. The confidence in teaching is developed to encounter the face to face situation in pupil-teacher.
9. It helps in getting mastery over a different social skills and teaching skills relevant to classroom situation.
10. It provides an occasion for each trainee to play the role of a teacher, student and supervisor.
11. It is a best replacement of demonstration lesson because every teacher educator is not an effective teacher.
12. Simulation can work much better if it is used along with micro-teaching

18.7 Criticism

1. The most common error is the mis-conception that when adult play a role of child, it simply becomes superfluous where each student teacher comes to play a game and go.
2. It is an artificial situation which is a way from the real situation which is a way from the real situation and student teachers do not take much interest in such type of activity.
3. The student teachers are quite mature and it is very imaginative that they will play the role of children of a particular class.

18.8 The Procedure of Simulated Teaching

The techniques are used for developing the social skill of teaching in classroom situation. This is generally employed for the pupil-teacher before sending them in real classroom in their teaching practices. Certain steps have been outlined merely as suggestions. The teacher educators can develop their own procedure of Simulated Teaching. Generally the following six steps are used in Simulated Teaching technique:

Steps of Simulated Teaching

- 1. Assignment of Roles:** In the assignment of roles to the pupil-teachers all the pupil-teachers have to play all the roles, the role of a teacher, pupil and the supervisor.
- 2. Selection and Discussion of Social Skill for Practice:** Now some specific social skills are selected and discussed. The topics relating to these skills are practiced which those topics are selected in which selected social skills 'fit'.
- 3. Preparation of Work Schedule:** Now, it is decided that who should initiate the simulated teaching. When it should be summed up? Who will sum it up? Who will interrupt etc. This work schedule is decided before-hand.
- 4. Determination of Observation Technique:** Decision regarding the observation technique includes the types of data to be recorded and their way of interpretation. Thus, this step is related to the procedure of evaluation.
- 5. Organisation of First Practice Session:** Now the first practice session is organized and the feedback is provided to all the participant pupil-teachers regarding their teaching work. Some changes can be made for second session. The data regarding the first practice session are recorded so that the evaluation of the teaching behaviour may be conducted on the basis of that recorded data. The sessions go on and everyone gets his turn.
- 6. Altering the Procedure:** Necessary changes are made in the procedure after the first session. Topic are changed. The pupil-teacher, observer and the teaching skills are altered. In this altered procedure too everyone plays the role of a teacher and all the pupil-teachers get a chance to practice. This cycle goes on till the pupil-teacher is trained.

Notes

Self Assessment

3. Multiple choice questions:

Choose the correct option:

- (i) The simulated technique is used for developing the social skill of teaching in situation.
 (a) home (b) classroom (c) school (d) critical
- (ii) Generally steps are used in simulated teaching critical.
 (a) 6 (b) 7 (c) 8 (d) 9
- (iii) The procedure consists of roles.
 (a) 1 (b) 2 (c) 3 (d) 4
- (iv) is not a simulated teaching session.
 (a) A source dimension (b) A direction dimension
 (c) A function dimension (d) A presentation dimension

18.9 Summary

- Simulation teaching may be used as an effective feedback. It is very easy and effective skills.
- It has some limitations also, it cannot be used for the curricula of all the subjects. It is a form of a play which lacks the seriousness of teachers.
- Some precautions should be used for simulated teaching. Every pupil teacher should be given an opportunity of playing the roles of teacher and the observer and presence of the teacher and the observer is essential during this technique.
- By using this technique a relationship between the theory and practice is established and it provides an opportunity to the student teachers to study any analyze critical teaching problems.
- The most common error is the misconception that when adult play a role of child, it simply becomes superfluous where each student teacher comes to play a game and go the procedure of simulated teaching is also described in the unit. The main steps are (i) Assignment of roles (ii) Selection and discussion of social skill for practice (iii) Preparation of work schedule (iv) Determination of observation technique (v) Organization of first practice session (vi) Alluring the procedure.

18.10 Keywords

- Simulation : A situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality.
- Instructional : Information on how to do or use something.
- Technique : A particular way of doing something especially one in which you have to learn special skills.
- Dimension : An aspect, or way of looking at or thinking about something.

18.11 Review Questions

1. What is the meaning of simulated teaching?
2. Give some characteristics of simulated teaching.
3. What are the limitations of simulated teaching?
4. What precautions should be used in simulated teaching?
5. What is the procedure of simulated teaching? Explain step by step.

Answers: Self Assessment

- | | | | | | | |
|----|-------|------------------------------------|------|-------------------|-------|-------|
| 1. | (i) | Simulated social skill of teaching | (ii) | role playing | | |
| | (iii) | feedback | (iv) | teacher behaviour | | |
| 2. | (i) | True | (ii) | False | (iii) | True |
| | | | | | (iv) | False |
| 3. | (i) | (b) | (ii) | (a) | (iii) | (c) |
| | | | | | (iv) | (d) |

18.12 Further Readings*Books*

1. The Principles and Practice of Educational Management: *Tony Bush, Les Bell, SAGE Publisher, 2002.*
2. Educational Management : *Strategy, Quality, and Resources, Margaret Preedy, Ron Glatter, Publiser Open University Press, 1997.*
3. Educational Management: *Theory and Practice, J.A. Okumbe, Publisher Bairobi University Press, 1998.*

Unit 19: Internship in Teaching – Organisation, Supervision

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Objectives

After reading this unit, students will be able to:

- To discuss about the meaning of Internship student teaching.
- To explain about the objectives of Internship student Teaching.
- To discuss about the organisation of student teaching.
- To analyse about the supervision of internship student teaching.

Introduction

Teaching is nothing but a kind of preaching, in which we have to simply assimilate. The modern perspective, teaching is an influencing directed activity in which we influence upon the minds of the students. Teaching involves interaction between teacher and taught.

The 'internship' term is borrowed medical ship. It is an orientation and practice for job performance. It is generally used after completion of the vocation course for preparing and orienting a candidate for actual job performance.

19.1 Meaning of Internship Student Teaching

Student-Teaching is the nucleus of any pre-service teacher training programme. In Student-Teaching, the student-teachers get an opportunity to gain practical, experiences of many useful things that they learn in theory classes.

There are two terms or words involved in the concept of Student-Teaching. Such as student-teaching. '*Student*' mean a group of persons whom we are going to train and must possess all the qualities which are required for a students such as personality, intelligence, etc.

Teaching is nothing but a kind of preaching, in which we have to simply assimilate. The modern perspective, teaching is an influencing directed activity in which we influence upon the minds of the students. Teaching involves interaction between teacher and taught. Teaching activity should be well planned, well designed and well thought to result into some change in behaviour that is learning. Since student teaching is a process which is completed during the period of internship so it is called as internship student teaching.

Modern Concept of Student-Teaching: Modern Internship Student-Teaching demands an almost dynamic approach by the student, because it is entirely different activity from the type just described above.

Concept of Student-Teaching on the Basis of Above Statements: In the new sense, Student-Teaching is a learning process that provides experiences for development towards good teaching. It is a process through which a Student teacher secures guided experiences as a preparation for all the aspect of his professional career.

Concept of Student-Teaching on the Basis Taxonomy of Objectives: Concept of Student-Teaching on the basis of objectives of Student-Teaching, relating to three domains of cognitive, affective and psychomotor, can be understood well which may be given in the following manner.

(a) **The Cognitive Domain: Objective – I:** The student teacher acquires knowledge and understanding of the instructional planning, instructional preparations, instructional evaluation, etc.

Specification – I: The student teacher (1) Recognizes (2) Recalls (3) Compares (4) Contrasts (5) Discriminates (6) Generalizes (7) Detects and (8) Makes critical comments on the teaching of other student teachers.

Objective – II: The student teacher applies the above knowledge and understandings to new and unfamiliar teaching situations.

Specification – II: (a) The student teacher selects relevant books and materials; (2) Analyses the content into teaching points; (3) Selects relevant activities, method and aids; (4) Judges adequacy of methods, materials and aids; (5) Selects instructional materials, evaluation tool, assignments; (6) Predicts student behaviour (7) Analyses the student result; and (8) Interprets students performances.

(b) **Affective Domain: Objective – III:** The student teacher develops proper interests attitudes and values relating to teaching profession and procedures.

Specification-III: The Student-Teaching teacher (1) Deals with student kindly for the behavioural change of pupils outside the classroom also.

19.2 Objectives of Student-Teaching

The educational improvement and reconstruction both in pre-service and in-service education of teacher play a crucial and critical role. In pre-service programme of teacher education, the crux is Student-Teaching. The quality of pre-service teacher education programme depends on the quality of teaching effectiveness for turning out teachers who will prove more effective both inside and outside the classroom in moulding the future generation; Student-Teaching has necessarily to become more effective.

For many years, Student-Teaching has been considered to be the most worthwhile requirement in teacher education programme. Student-Teaching was viewed, at first, as opportunity for student to develop a high level of competence in all phases of the teacher's work. Thus, Student-Teaching primarily is an experience, Programme. It is a practice period in the preparation of the teachers. Here, the teacher learns by doing practice what all teachers have to do. With the rapid expansion of education, the duties and responsibilities of the teachers today take him for beyond the boundaries of the classroom. This presents new challenge to the teacher. Hence, the teacher in preparation should be helped to realize his role not in the classroom but in the total school programme. The teacher educator should be to establish proper relationships with the community, with the school services and to develop proper attitude among student teachers towards the profession which he has chosen to adopt for himself.

The following are the main objectives of Student-Teaching:

1. To teach in the art to teaching.

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2. How to create learning in the environment-a socio-emotional climate should be created in the classroom.

So, the main objective is to turn them into effective teachers.

- (a) Student teacher must be equipped with all necessary desirous theoretical as well as practical details which may convert may him into a good teacher so the main purpose is to prepare good teacher into different subjects.
- (b) To develop an ability to organize the content according to respective level of teaching.
- (c) Pertaining to different areas.
- (d) To develop an awareness in him for the choice of methodology, choice for developing a skill, gaining knowledge, understanding about the alternative use of methodology, giving assignments, etc.
- (e) To develop competence with regard to preparing a lesson by using a technique, methodology and minimum knowledge that is how to prepare teaching aids.
- (f) Students teachers should also be trained in the process of Evaluation. "What Evaluation is? What is its significance, what's techniques? How should they prepare the techniques and when and where they should be appropriately used?
- (g) To create such an environment in teacher education programme which will help to develop a positive attitude and healthy vision among student teacher-create such an environment so that student teacher may take genuine interest during the time of lesson planning.
- (h) Student teacher should be made to develop good understanding of different type of abilities of the students who are slow learner, etc. Otherwise his teaching can not be effective.

Student teacher should make lesson plan in such a manner so that it may fulfill the category of three groups. For example bright, average, slow learners can be found out by the teacher.

- (i) To develop among student teachers a comprehension and prospective of genuine and real classroom situation.
- (j) Class management for effective teaching and learning.



Notes

Student-Teaching primarily is an experience, Programme. It is a practice period in the preparation of the teachers.

General Objectives of Student-Teaching: The following are the general objectives of Student-Teaching:

1. To expose the student teachers to a variety of teaching learning situations to help them to develop into a good classroom teacher according to their capacity and zeal. The variety of situations will provide a scope for their resourcefulness.
2. To acquaint students with different approaches of teaching and communication techniques and help them to develop skills and competencies in using narration, questioning, dramatizing, blackboard writing and sketching, etc.
3. To build (in him) up awareness for acquiring and imparting knowledge and skills for developing desirable attitude and interest in pupils and providing experience in using the curricula programme of the school. It may include study skill, abilities like-consulting library, reading with speed and comprehension and expression with enough to the point detail, discussion with conviction and arguments, proper and expressive language, healthy and aesthetic intellectual interest to explore and determine one's own interest and important attitude is the democratic attitude which includes national and emotional integration, tolerance and open mindedness.

4. To develop, in him the competence with regard to learning material, techniques of teaching and teaching aids according to the needs of individual pupils and those of local community (particularly in rural setting).
5. To impart him minimum essential technical “know how” and to develop skills in preparing simple teaching aids and using audio visual material and aids.

Self Assessment

1. Fill in the blanks:
 - (i) is the nucleus of any pre-service teacher Student teaching.
 - (ii) The teacher in preparation should be helped to realize his role not in the but in the total school programme.
 - (iii) Student teacher must be equipped with all necessary desirous as well asdetails for the preparation of good teacher into different subjects’.

19.2.1 Need of Organization of Student-Teaching

A systematic organization of Student-Teaching is necessary. Without a proper organization, Student-Teaching programme can not proceed smoothly and successfully. It is essential to realize the objectives of Student-Teacher. A functional programme of Student-Teaching offers a challenge to the student teachers for acquiring and understanding of the fundamental teaching-learning process, a knowledge about the problems of actual teaching and a mastery of skill for directing the learning of publish. The student teacher needs to know all that is possible by the school in which he will do his teaching before his experience actually begins. Many of the arrangement for the orientation of student teacher are necessary. All these things require a proper organization. Without proper organization of Student-Teaching, the programme of teacher preparation will not be successful. Hence, an effective organization of Student-Teaching is indispensable.



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Student-Teaching is the ‘key-Phase’ of the total teacher education programme where attempt is made to prepare the student teacher for his multi-furious responsibilities as a teacher.



Did u know?

In most of the colleges, one or two lesson in each subject are demonstrated before the practice-teaching. Discussion on these lessons and lesson planning are held. Criticism lessons in two method subjects are organized by the education departments.

19.2.2 Suggestions for Organizing Student-Teaching

Student-Teaching is the most important part in the teacher education programme. In organizing the programme of student-teaching due care should be taken. The trainees should be encouraged to practice new strategies and tactics in teaching. Practice teaching should be divided into three phases:

- (1) Pre-Practice Teaching Preparation,
- (2) Actual Practice-Teaching, and
- (3) Post-Practice Teaching follow-up.

(1) Pre-Practice Teaching Preparation: The pre-practice teaching preparation should be very practical. The institutions must try to enable their student teachers, before they are put into actual teaching situations, to possess the knowledge of pedagogical aspect of education. This preparatory stage should contribute:

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1. Instruction in philosophy of education meaning, aims and objectives of education,
2. Psychology of education-development of child and learning theories.
3. Components of successful teaching and teaching theories.
4. Instruction of general methods/strategies and tactics of teaching.
5. School-organization-class management strategies.
6. Demonstration lessons and observation of the same.
7. Necessary information and skills for doing related practical work should be provided.
8. Preparation of flexible micro, mini and complete lesson-plans should be discussed during this period.
9. Student teachers should be acquainted with the various skills of teaching.

(2) Actual Practice Teaching: Actual practice teaching should be organized in three phase. At first phase, 4 or 5 complete lessons should be taught in simulated situation. As the second Phase, 15-20 micro lessons may be taught in simulated situations.

In this way, the theory and practice will go together. In the third and final phase of practice teaching, 25-30 lessons should be conducted in realistic situation in a block, because "it has now been accepted that block teaching practice is a better alternative to every day one lesson delivery practice." During this period, the trainee has to function like a junior teacher of the school, participating in all its programmes, e.g., organizing co-curricular activities, understanding records and registers, evaluating and recording child growth and child performance and communicating the same to the pupil and the guardian, etc. Practice-teaching should not be done hurriedly.

(3) Post Practice Teaching Follow-Up: Necessary and related practical work connected with theoretical courses, such as construction and administration of tests, case studies of pupils, preparation of improvised teaching aids, action research, etc., should be organized at this stage. It is suggested that the process and product of the work undertaken should be carefully observed and the necessary guidance be provided to the student teacher whenever necessary.

19.3 Organization of Student-Teaching

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

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

- (a) **A Series of General Lectures** – Before the student teacher starts actual teaching in schools, it is necessary to give him a general background of some significant spheres of teaching so that he may attain a good mental preparation and awareness of such teacher education aspects as professional courses, teacher's professional growths, place of curricular activities, human relations in schools. Use of library, components of successful teaching, maxims to teaching, methods of teaching, types of lessons, use of teaching aids, class management strategies, planning of units and Individual lessons.
- (b) **Demonstration Lessons** – The main purpose of demonstration lessons is to expose the student teachers to certain teaching situations. By observing the lessons of good and experienced teachers, student teachers get an opportunity to examine the points critically which they have learnt in theory.

Some training institutions arrange before practice teaching some do after initially starting the practice teaching. It seems proper if demonstration lessons are organized before practical teaching

as when student teacher feels some difficulty during practice teaching. As for the number of lesson in each method of the subject, it seems worth while to fix at least twenty five lessons in each.

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

19.3.1 Supervision during the Classroom Teaching

(1) The Supervisory Personnel—The main responsibility of supervision falls on teacher educators. The whole faculty is involved in the supervision of Student-Teaching. The Regional College of Education employs three groups of personnel for supervision in the internship activities of student teacher- (i) Subject teacher from the college subject department concerned, (ii) Pedagogy experts from the college Education department and (iii) Cooperating teachers and Headmasters/ Principals of the cooperating schools.

(2) The Arrangement for Supervision—The arrangement for supervision of Student-Teaching in colleges and departments of education, other than the Regional Colleges of Education, is not so well defined and varies from institution to institution. The following are a few of the practice of arranging supervision of Student-Teaching.

- (i) Assigning a supervisor to each practice teaching school. The supervisors are generally regular supervisors. Some institutions insist that supervisor of practice teaching should rotate from one school to another school on a daily weekly or bi-weekly basis.
- (ii) Some institutions arrange a system of team supervision in place of one permanent supervisor.

Determining the Objective of Supervision of Student-Teaching: The following objectives of supervision of Student-Teaching may be determined:

- (1) To enable the student teacher to discover his own style, his strong and weak points and to understand how to fit them to the school task.
- (2) To enable him to develop and practice sufficiently teaching skills.
- (3) To enable the trainee to verify all the strategies and tactics advocated in his subject areas with regard to their utility and feasibility.
- (4) To enable him to discover this relevance of theory, particularly child, psychology, theories of learning and teaching, strategies of class management, discipline, etc.
- (5) To enable him to perform his other professional duties in the school, to the parents and to the community.

Of course, generally, the objectives of Student-Teaching can said to be the objectives of supervision of Student-Teaching. Here only the important areas have been given, so that attention may be drawn to them during supervision.

19.3.2 A Suggested Plan for Supervision

1. The procedure of supervision should be well defined and the variations should be minimized.
2. It is desirable that supervision should be done in such a way that the objectives of Student-Teaching may be achieved. The student teachers should give 20 to 30 per cent lessons in each of their subjects. 50% to 75% lessons should be supervised and 40% to 50% lessons should be checked before delivery. 30% to 25% lessons should be supervised by the subject specialist.
3. Supervision in the beginning should be more regular because the student teacher needs help and guidance. It should be lessened in quantum. Whenever new techniques are applied, supervision will have to be more thorough and wholly guidance oriented. Supervision of every lesson is not necessary. Only a few aspects should be taken up for improvement at a item, particularly in the beginning. A long list of weaknesses discourages and retards the total progress. Supervision should be done for supervision's sake only.

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4. It is also suggested that supervision has to become diagnostic in nature. At that time, a student teacher should be closely supervised by a team of two or three supervisors, who should highlight all his strong and weak points. Due guidance should be provided. Suggestions given by supervisors should be very clear. Other professional activities should also be supervised properly.
5. The supervision should be scientific and creative. New techniques of supervision should be adopted. Once suggestions have been given, the task of supervisor is not over, then arises the need to convince the trainee that he has a deficiency and it should be removed. For this, discussion between the supervisor and the student teacher is of great importance. One daily period either at morning or at afternoon may be provided for seeking clarifications and understanding of suggestions.
6. It may be useful to organize a common monthly half-day meeting of all the student teachers and supervisors, where points of common interest may be raised, discussed and clarified. The help of experienced and competent teachers of cooperating schools may be taken in supervision work.
7. Proforma and check-lists are very important and useful for systematic supervision. These proformae and check-lists should be available to the student teachers as well, so that they may know the nature of good lesson through them and try to reach the desired standard. In case of micro-teaching the prescribed proforma should be used.

19.3.3 Selection of School for Student-Teaching

We prepare teacher for primary and secondary schools, so teaching practice is organized in secondary schools. Only such schools be selected for Student-Teaching whose principals are willing to cooperate and extend facilities for student teachers. Moreover the selected school should not be very far from the residence of the most of the student teacher.

The following criteria may be used in selecting the cooperating schools for practice teaching (i) The school management and staff should be willing to assist in the programme of Student-Teaching, (ii) Provision of adequate physical facilities should be there, and (iii) The staff-members should be experienced and willing to co-operate the student teachers.

Self Assessment

2. Multiple Choice Questions:

Choose correct option:

- (i) Each demonstration lesson and some of the practice teaching lessons should be followed by discussion by staff ____ and ____.
 (a) Students (b) teachers (c) professors (d) principles.
- (ii) Some Institutions divide present student teaching into ____ blocks.
 (a) one (b) two (c) three (d) four
- (iii) At first phase of actual practice teaching ____ Complete lessons should be taught in simulated situations.
 (a) 1 to 3 (b) 2 to 4 (c) 4 to 5 (d) 6 or 7
- (iv) Student teaching is the nucleus of any ____ teacher training programme.
 (a) Pre-service (b) In-service (c) Distance (d) learning

19.4 Supervision of Internship Student Teaching

Supervision is a very important aspect of Student-Teaching. Supervision means to stimulate and direct the growth of student teacher. It consists of the guidance and evaluation of the activities of student teacher. The right type of supervision is crucial to make an efficient and effective teacher. The supervision of Student-Teaching brings the improvement in instructional activities of student teacher by familiarizing with various techniques and practical skills in teaching.

The first and the foremost important task of the supervisor is to see that the student teacher settle down in teaching as early as possible so that they may be able to achieve the best results out of problems which a supervisor has experienced in respect of the number of lessons and he can supervise the number of student teachers effectively in three to four hours of a day. The present practice of just for five to ten minutes supervision each lesson can not enable the student teacher to equip properly. Further, he should supervise only those subjects of which he is a specialist to discover strengths and deficiencies in student teachers. Suggestions for improvement of Student-Teaching should be related to the presentation of learning contents teaching skill and classroom discipline.

Generally, teacher educators supervise the student teachers. But the number of student teacher is very large in comparison to the number of teacher educators. So teacher-educators can not give sufficient time to each student teacher. Not only the teacher educator but the school teachers also may supervise the Student-Teaching. If it is done, it will resemble internship which requires total involvement of teacher educators, student teachers and school teachers. In internship student teachers are attached to a particular institution under the guidance of school teacher.



Task

What is the most important task of supervision?

There they are guided, evaluated provided comprehensive guidance and experiences according to their interest and attitudes. Two types of internship, namely, (1) after training and (2) during training are prevalent. During internship, the student teachers should be provided with varied experiences. The school teacher should help him in various practical aspects such as about evaluative devices, maintaining records, result cards and progress reports of students.

The school teacher should be treated as cooperative teachers. Efforts should be made to associate student teachers with experienced and effective school teachers in a very intimate relationship and through this arrangement school teacher acts as a true guide and helper and he tries to see that the apprentice under his care develops his potentialities fully, some kind of recognition should be given to cooperative teachers. The principals of the schools should be consulted in selecting these teachers.

19.4.1 Need of Supervision of Student-Teaching

Teaching is an art as well as science. A trainee needs the help and guidance of teacher educators. The student teacher has to learn to plan his lesson, to organize the contents of his teaching in a logical and coherent way according to the level of his students and so many other things. Learning of all these is not an easy task. The student teacher must be guided and supervised by expert to develop abilities and skills to be able to function successfully as a teacher. Hence, the supervision of Student-Teaching is necessary, without which the objectives of Student-Teaching can not be achieved.

19.4.2 Relationship between Organization and Supervision

Both organization and supervision of Student-Teaching aim at bringing improvement in the instructional activities of student teachers. Proper organization of supervisory activities is necessary. The success of supervision depends not only on the skills and competency of supervisory personnel but also on the organization in which it is being operated. The process of organization should also be supervised. The success of organization process depends upon proper supervision. Thus, in this sense, they are inter-related. Both are very important and essential aspects of Student-Teaching.

Current Procedure of Supervision: The programme of supervision of Student-Teaching is arranged in all teacher education institutions in two stages :

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- (1) Before actual classroom teaching begins, and
- (2) During classroom teaching.

Supervision before Classroom Teaching Begins: All teacher education institutions require their student teachers to prepare their lesson plans and get them thoroughly discussed and checked up by the subject specialist and make necessary modification in their lesson plans before they are permitted to teach their lessons to their pupils in the class.

In brief, the Student-Teaching is an essential of the whole teacher education programme. The proper organization and supervision of Student-Teaching is very necessary and of vital importance. Without adequate organization and supervision, the objectives of Student-Teaching can not be realized. It is only possible, when educational administrators, curriculum framers, teacher educator and school teachers will cooperate in this programme.

Self Assessment

3. State whether the following statements are 'True' or 'False':
 - (i) Supervision consists of the guidance and evaluation of the activities of student teacher.
 - (ii) The present practice of just for five to ten minutes supervision each lesson enable the student teacher to equip properly.
 - (iii) Teacher educators supervise the student teachers'.
 - (iv) The School teachers should not be treated as Cooperative teachers.
 - (v) The Supervision should be scientific and creative.

19.5 Summary

- Student-Teaching is the nucleus of any pre-service teacher training programme. In Student-Teaching, the student-teachers get an opportunity to gain practical, experiences of many useful things that they learn in theory classes.
- The educational improvement and reconstruction both in pre-service and in-service education of teacher play a crucial and critical role. In pre-service programme of teacher education, the crux is Student-Teaching. The quality of pre-service teacher education programme depends on the quality of teaching effectiveness for turning out teachers who will prove more effective both inside and outside the classroom in moulding the future generation; Student-Teaching has necessarily to become more effective.
- A systematic organization of Student-Teaching is necessary. Without a proper organization, Student-Teaching programme can not proceed smoothly and successfully. It is essential to realize the objectives of Student-Teach.
- The organization of Student-Teaching varies from University to University. Some approaches are as follow : Divide the student teachers into two batch-one batch is engage in the theory classes while the other in teaching from the very beginning of the session for one and half to two month.
- The duration of each block differs. Some institutions divide the student teachers into two batches. One batch is engaged in the theory classes while the other batch is kept busy in practice teaching.
- Student-Teaching is the most important part in the teacher education programme.
- Actual practice teaching should be organized in three phase. At first phase, 4 or 5 complete lessons should be taught in simulated situation. As the second Phase, 15-20 micro lessons may be taught in simulated situations. In this way, the theory and practice will go together. In the third and final phase of practice teaching, 25-30 lessons should be conducted in realistic situation in a block.

- The success of any educational system depends, largely, upon the qualities of teachers. The teacher education institutions play a very important role in improving the system of education by educating teachers.
- Before the student teacher starts actual teaching in schools, it is necessary to give him a general background of some significant spheres of teaching so that he may attain a good mental preparation.
- The main purpose of demonstration lessons is to expose the student teachers to certain teaching situations.
- Some training institutions arrange before practice teaching some do after initially starting the practice teaching.
- The demonstration lessons should preferably be delivered in the training colleges rather than in the schools.
- The main responsibility of supervision falls on teacher educators. The whole faculty is involved in the supervision of Student-Teaching The Regional College of Education employ three groups of personnel for supervision in the internship activities of student teacher.
- We prepare teacher for primary and secondary schools, so teaching practice is organized in secondary schools. Only such schools be selected for Student-Teaching whose principals are willing to cooperate and extend facilities for student teachers.
- Supervision is a very important aspect of Student-Teaching. Supervision means to stimulate and direct the growth of student teacher. It consists of the guidance and evaluation of the activities of student teacher. The right type of supervision is crucial to make an efficient and effective teacher. The supervision of Student-Teaching brings the improvement in instructional activities of student teacher by familiarizing with various techniques and practical skills in teaching.
- Teaching is an art as well as science. A trainee needs the help and guidance of teacher educators. The student teacher has to learn to plan his lesson, to organize the contents of his teaching in a logical and coherent way according to the level of his students and so many other things.
- Both organization and supervision of Student-Teaching aim at bringing improvement in the instructional activities of student teachers. Proper organization of supervisory activities is necessary.

19.6 Keywords

- Organization : A group of people who form a business, club etc. together in order to achieve a particular aim.
- Supervision : The phenomenon in which a person/or group of person keeps vigil of somebody/something and make sure that everything.
- Internship : A particular time period duration in which a student or new graduate who is getting practical experience in a job.

19.7 Review Questions

1. Define the term student-Teaching.
2. Discuss the objectives of (Student teaching).
3. Describe the organisation of student teaching
4. Explain the plan for supervision of student teaching.
5. What is the current procedure of supervision ?

Notes

Answers: Self Assessment

1. (i) Student teaching (ii) Class room (iii) Theoretical, practical
2. (i) (a) (ii) (b) (iii) (c) (iv) (a)
3. (i) True (ii) False (iii) True (iv) False
(v) True

19.8 Further Readings



Books

1. Educational Management: *Theory and Practice*, J.A. Okumbe, Publisher Bairobi University Press, 1998.
2. Educational Management : *Strategy, Quality, and Resources*, Margaret Preedy, Ron Glatter, Publiser Open University Press, 1997.
3. The Principles and Practice of Educational Management: *Tony Bush, Les Bell*, SAGE Publisher, 2002.

Unit 20: Merits and Demerits of Internship in Teaching

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- 20.1 Activities in Teacher Education Internship
- 20.2 Objectives of Teacher Education Programme
- 20.3 Defects in our Teacher-Education Programme
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- 20.6 Summary
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Objectives

After reading this unit, students will be able to:

- to discuss about the activities in teacher education internship.
- to explain about objectives of teacher Education programme.
- to describe about defects in our teacher Education programme.
- to explain about the merits and demerits of internship student teaching.

Introduction

In our country, practice of teaching has been given a very high priority. It is in the fitness of things that the practical work should be recognized as a signification component of the teaching competencies. Most of us, agree that the main purpose of the programme of practice teaching is to provide real experience to prospective teachers and to initiate them in the skills of teaching the children. But the patterns or procedures followed for practice teaching are not in agreement with the purpose. This represents a very curious phenomnon. Some teacher educators in our country are rightly concerned with the problems pertaining to the practice of teaching. Internship in teachin is a new phrase to denote the contemplated reform in practice teaching. This programme includes practice teaching and a wide variety of supervised field experiences.

20.1 Activities in Teacher Education Internship

Observation of Classes: During the first few days teacher student is required to observe classes in his own field so that he may be acquainted with total school curriculum and programme.

Practice of Teaching: He should be well acquainted with the co-operative teachers so that they can work together. He confers with the teachers for his approval and suggestions about lesson plans, teaching techniques and other daily activities. The college supervisor visit as often as possible. The student teacher also discusses with the supervisor about the suggestions for improvement.

The student teacher is expected to get himself acquainted with the philosophy of the School, type of curriculum organization and other activities in order to draw a picture of the total situation in

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his mind. He is also expected to be given a right experience of participation in organization of some selected co-curricular and administrative activities according to his taste and capacities. He receives training of some routine matters of the school also.

Internship in Teaching: Now-a-days, it is a wide feeling that our traditional practice teaching in teacher education is not fulfilling its objectives and therefore, now practice teaching is re-christened as internship in teaching.

The term 'internship' is borrowed directly from the medical profession. Medical education apply the word to the hospital experiences where the medical doctor is required to have field experience under the guidance of veteran practitioners before he is allowed to practice of his own. Thus, the internship is an integral part of his professional preparation.

Internship in teaching includes practice teaching and wide variety of field experiences under the guidance of competent supervisor. In this term the learner tests his theoretical understanding which is acquired through pedagogy classes. Here the intern shares all of the significant experience going on in the total school environment, develops meaningful skills and attitudes toward his profession.

20.2 Objectives of Teacher Education Programme

Objectives of Internship of Teaching – The main objective of internship are as follows:

- (a) To develop functional understanding of educational psychology and methodology among interns.
- (b) To develop skills in the planning of lesson and developing an ability of preparing instructional material and teaching aids.
- (c) To develop positive attitudes for continuous learning and keeping abreast with the least of content and methodology.
- (d) To understand and practice the professional sincerity and professional ethics.
- (e) To develop constructive and co-operative attitude towards students and the community.

During the period of internship, a student teaching involves himself in many activities, as planning and performing teaching, observation of classes, correction of home-work, supervising library readings, organizing co-curricular activities, and so on.

Thus, the philosophy of internship is basically pragmatic. The intern is expected to develop a broad understanding about the total school set-up during his period of stay in the institution. And, thus this programme may be viewed as an attempt to bridge the gulf between the experience of the training programme in the college of education and the classroom experiences the one has to obtain as a teacher.

20.3 Defects in our Teacher-Education Programme

Some of the glaring defects which persist in our teacher education programmes may be enumerated as follows:

(1) Artificiality in Courses of Studies Including Theory and Practice: Teacher Education courses at different levels are the continuation of the patterns adopted more than a quarter of a century ago. They embody a course content which is not helpful in preparing an effective teacher. The theory courses in particular have no articulation which practical work and teaching skill requirements. The application of theory to practice is reconciled and leaves enough room for revision and restructuring. The weightage on content is negligible. The weightage on content is negligible. The methods courses are routine and wanting in practical bias. The emerging concepts of educational technology have yet to make an impact of them. There is no conceptual framework in the overall course structure.

(2) Ineffective Methods of Teaching: Teacher educators in our country are averse to innovation and experimentation in use of methods of teaching. They have shown a remarkable allegiance to

the traditional method of instruction, viz, lecturing and dictating of notes.

(3) Less Emphasis on Development of Professional Attitude: The entire teacher education programme is so designed that little emphasis is laid on the development of professional attitude which is so important for a sound programme of teacher education

(4) No Impact on School Practices: The Education Commission has rightly observed the teacher's education, both a primary and the secondary level, has become isolated from schools and current development in school education. The method of teaching followed in the schools, their curricula and various requirements there is are totally different from those advocated and actually implemented in the teacher education departments.

(5) Poor Academic Background of Student Teachers: In most of the institutions proper admission procedures are not observed. The student teachers have to use public pressure and underhand methods for securing a seat in the teachers' colleges. In a large number of instances those applying for admission to teacher education departments; do not have the requisite motivation and the academic background for a well deserved entry in the teaching profession.

20.4 Merits of Internship Student Teaching

Advantages of Internship Approach—The following are the main advantages of this approach.

1. It is the real preparation for school teachers. It makes teacher-education programme realistic.
2. It develops insight into the school functioning. The learning by doing is the best techniques for training and learning.
3. It develops confidence and competencies of teaching. The school students take interest in the internship teaching. Pupil-teacher establishes the rapport with his students.
4. The classrooms of the school are the workshop and laboratory actually perform his teaching task in these workshops.
5. An internship provides the opportunity to gain hands on work experience that you just can't get in the classroom. First time job seekers and career changers aren't usually desirable candidates, but companies are willing to train them as interns and give them the experience they would need to get a job.
6. Internships are a great way to meet people in your field. Even if you have experience, knowing people never hurts. An internship allows you to meet people who might help you land a job later on and give you the contacts in the industry you're trying to break into. Plus, references from people in the industry will really add weight to your application.
7. An internship can be seen as the pinnacle of your undergraduate education and give you the chance to use the skills you've learned in the classroom in a real-world setting. It's chance to prove the worth of your qualifications and to show that you can perform in the role you've been given.



Notes

The classrooms of the school are the workshop and laboratory actually perform his teaching task in these workshops.

20.5 Demerits of Internship Approach

- (1) **Selection of Student Teachers**—Some years ago the supply of student teachers to the consumer institutions, namely, Higher Secondary Schools was by and large commensurate with their demand. The position then was not as serious and difficult as it is today because of the reverse situation caused because of more supply and less demand of trained teacher. There are two aspects of this problem.

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- (a) The number of persons desirous of seeking admission in teacher educational institutions has unprecedented increased, and
- (b) There are not sufficient vacancies for the trained teachers. It is, therefore, suggested that only selected persons should be selected for admission.
- (2) **Un-conductive Environment**—The environment in which the teacher-students study teacher education institutions lacks freedom and initiative. In multipurpose structure of the training institutions there is much lack of new education and the movements such as freedom, initiative, leadership, community life, social inspiration, etc. The teacher students are expected to develop such behaviours with a view to implement the same in their schools.
- (3) **Mal-Practices**—A good number of teacher preparatory institutions indulge in mal-practices. Consequent to this quality of Student-Teaching deteriorates. There is groupism, nepotism and favouritism in case of evaluating the teacher-trainees and this is very much at the surface in privately managed institutions. Mal-practices accepting gratification for other awarding divisions.
- (4) **The Staff**—A good number of teacher educators seems to be not properly qualified. There is no wonder therefore, that they are not able to achieve the objectives of teacher education. In fact there are teachers who have earned appointment not the basis of academic merit but for political and like reasons. Added to this sorry state of affairs is the problem of friction and groupism in them.
- (5) **Practicing Schools**—Practicing schools pose another serious problem. Many teacher training institutions exist without practicing school of their own. Practicing school forms the nucleus of the teacher training college. Consequent to this the college authorities are forced to search a school which has only one qualification and that is its readiness to cooperate in the conduct of Student- Teaching for this reason practice is made in school which may be located at a long distance or even in schools which may not be running classes required for practice teaching in certain subject like economics.
- (6) **Discussion Lessons**—The discussion lessons and the teaching practice are not conducted properly. This is probably the reason why some teacher educators are tempted to designate teaching practice as ‘Cheating Practice’. There are a number of cases where the trainees have appeared in final teaching examination without even completing the required minimum number of lessons.

Self Assessment

Fill in the blanks:

- (i) The discusses with the about the lesson plans, teaching techniques and other daily activities.
- (ii) includes practice teaching and wide variety of field experiences.
- (iii) An internship provides the opportunity to gains hands on
- (iv) form the nucleus of teachers training college.
- (v) The main basic of assessing and evaluating Preparation and practicing and classroom teaching

20.6 Summary

- Evaluation of Student-Teaching is an important aspect of Student-Teaching programme. As it is on the basis of Evaluation find out the magnitude of teaching competence in a student teacher as well as his strengths and weaknesses. This type of information will help the teacher-educators to take decisions about the work-ability or effectiveness of organized activities, that how far these activities can fulfill objectives of the teacher education.
- During all the stages of a lesson, the supervisor should watch how skillful the teacher provides the learning situation to the pupils and how to apply the opportunities that the, pupils’ responses afford him for further development of the ‘lesson can be utilized.

- The existing practice of Student-Teaching evaluation, however, includes only the appraisal of teacher's performance in the classroom and that to rather casually. Sometimes, it is also observed that supervisors evaluate only written plans, whereas how the student teacher conducts his lesson are not evaluated. The classroom performance of the teacher in imparting instruction is also not observed at all stage of development of the lesson.

20.7 Keywords

- Conductive : Able to conduct something or somebody
- Discussion : A conversation about somebody/something
- Evaluation : The process to form an opinion of the amount value of quality of something after thinking about it carefully.
- Defects : A fault in something

20.8 Review Questions

1. What are the activities of internship (student teaching) programme?
2. Give the defects in teacher education system.
3. What are the effects merits and demerits of student teaching?

Answers: Self Assessment

- | | |
|---------------------------------|-------------------------|
| (i) student teacher, supervisor | (ii) internship |
| (iii) work experience | (iv) practicing schools |

20.9 Further Readings



Books

1. Educational Management: *Theory and Practice*, J.A. Okumbe, Publisher Bairobi University Press, 1998.
2. Educational Management : *Strategy, Quality, and Resources*, Margaret Preedy, Ron Glatter, Publiser Open University Press, 1997.
3. The Principles and Practice of Educational Management: *Tony Bush, Les Bell*, SAGE Publisher, 2002.

Unit 21: Evaluation of Internship in Teaching

CONTENTS

Objectives
Introduction
21.1 Evaluation of Student Teaching
21.2 Summary
21.3 Keywords
21.4 Review Questions
21.5 Further Readings

Objectives

After reading this unit, students will be able to:

- to explain the evaluation of student teaching internship

Introduction

An evaluation of student-teaching is an essential aspect of the programme. There should be a continuous evaluation or daily evaluation of student-teaching practice. It has the two purpose (i) to assess the development of teaching competencies and (ii) To provide the feedback for further improvement. This evaluation should be comprehensive. The evaluation should be planned to realize the objectives of student-teaching practice. The merits and demerits of internship are also a important feature to know because student teacehr shall improve his/her studies to avoid previous problems. In this unit we will discuss about it.

21.1 Evaluation of Student-Teaching

Evaluation of Student-Teaching is an important aspect of Student-Teaching programme. As it is on the basis of Evaluation find out the magnitude of teaching competence in a student teacher as well as his strengths and weaknesses. This type of information will help the teacher-educators to take decisions about the workability or effectiveness of organized activities, that how far these activities can fulfill objectives of the teacher education. Student-Teaching of on the basis of the information, objectives can be achieved. This makes evaluation to be an integral part of the whole teaching programme.

*As regards the scope-*of evaluation of Student-Teaching, it includes an assessment of student teacher's performance in classroom as well as his performances in initiating and organizing outside activities which include co-curricular activities related to general school activities and activities related to evaluation, guidance and other practical aspects of the teacher's work.

As regards, its procedure, (1) Evaluation can be done by the student himself, other fellow students observing the lesson and the supervisor or guide. (2) It is required that whoever does the evaluation should keep in view the objectives of a lesson unit as well as the different aspects to be evaluated. While observing classroom lesson and while evaluating a lesson, a person must observe the whole lesson at all while evaluating a lesson, a person must observe the whole lesson at all stages. He must also evaluate other traits of the student which may help him in the conduct of the lesson.

During all the stages of a lesson, the supervisor should watch how skillful the teacher provides the learning situation to the pupils and how to apply the opportunities that the, pupils' responses

afford him for further development of the lesson can be utilized. In addition, he needs to watch the extent to which information given by the teacher is correct, up-to-date and relevant. The teacher's personal, social qualities, the adequacy, the use of teaching aids, the adequate use of evaluation procedure, class control, management and all such factors which contribute to the success of his lesson, should also be observed carefully. To achieve this end, supervisors can use five points or seven points rating scale, for rating each one to teaching components.

The final decision in giving grade to the lesson should be based on the whole delivery of lesson. The supervisor has also to observe that as to what extent, the teacher was successful in providing a very lively and permissive atmosphere to motivate the students and to learn throughout the lesson. Evaluation should be entered record-cards of each individual teacher. In this way, a profile should be developed for each student containing ratings of all different aspects of teaching and at the time of final evaluation, an average of all the ratings about fifty lessons may be made. Besides, evaluation should also be made of such personality attributes as teacher's professional and cultural growth, cooperativeness and sincerity, resourcefulness and community relationship and work.



Did u know? In many training colleges the lesson plans are being designed in accordance with the same old Herbartian steps.

21.1.1 Defects of Evaluation of Student-Teaching

The existing practice of Student-Teaching evaluation, however, includes only the appraisal of teacher's performance in the classroom and that to rather casually. Sometimes, it is also observed that supervisors evaluate only written plans, whereas how the student teacher conducts his lesson are not evaluated. The classroom performance of the teacher in imparting instruction is also not observed at all stages of development of the lesson. Instead of evaluating lesson from the beginning to the end, the lesson is observed at any stage and that too rather briefly. The other factors contribute to success of the teacher like his attitudes, interest, his cooperativeness and resourcefulness, sincerity, and community relationship traits are also not assessed during evaluation. It is not based on the day to day assessment. Hence, final evaluation is not based on average of lesson-wise evaluation of student's performances and also the views of classroom teacher, supervisors, and principals on the subject matter only occasionally and to a limited extent, in evaluation.

In this way, we can say that the existing practices of the Student-Teaching evaluation are comprehensive and require modification. So as to make it sensitive for teaching evaluation criterion.

21.1.2 An Evaluation of Student-Teaching Practice

It is an essential aspect of the programme. There should be a continuous evaluation or daily evaluation of student-teaching practice. It has the two purposes: (i) to assess the development of teaching competencies and (ii) To provide the feedback for further improvement. This evaluation should be comprehensive. The evaluation should be planned to realize the objectives of student-teaching practice.

(a) To realize the objectives of teaching practice approach.

(b) To plan and prepare lesson plans and practice in classroom.

In teaching practice both the aspects preparing and practicing should be given equal weightage in evaluation. All approaches of student-teaching practice require these activities and objectives.

(a) To realize the Objectives—The most important criterion for evaluation of student teaching practice is the objectives of an approach. Each approach has specific objectives for which specific

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tasks and activities are practice. Each approach has own specific supervision technique for lesson of teaching. Each approach has the focus for effective and correct presentation of content and develops teaching, social and language skills.

(b) To prepare and practice lesson-Plan—The main basis of assessing and evaluating lesson plan preparation and practicing and classroom teaching. These two task and activities are performed in each type of student teaching practicing approach. The first step of student-teaching is to prepare lesson-plans on his two teaching subject as guided by subject teacher-educations. A lesson plan is based on content-analysis, pedagogical and technological concepts. Some activities of lesson-plan are based on philosophical concepts. It includes teaching social and language skills in presentation or classroom interaction between teachers and taught for realizing the objectives of lesson-plan. The planning and preparing a lesson plan is a difficult and time consuming task because the teaching activities which are included in a lesson-plan are based on theoretical concepts of education. But pupil teacher does it mechanically, lesson preparation and practicing is a continuous task during student-teaching. Each lesson is supervised by his supervisor daily. Therefore continuous evaluation is done during teaching practice by his supervisor senior teacher and his students. A comprehensive evaluation is done of final lesson teaching practice.

Student-teaching Rating Scale for Evaluation.

<i>Teaching Activities</i>	<i>Average</i> (1)	<i>Good</i> (2)	<i>Best</i> (4)
1. Format of lesson-plan	_____	_____	_____
2. Introduction of lesson plan	_____	_____	_____
3. Developing questions	_____	_____	_____
4. Questioning skills and questions-answer method	_____	_____	_____
5. Correctness of content and it sequence.	_____	_____	_____
6. Teaching skills appropriateness	_____	_____	_____
7. Language skills correctness	_____	_____	_____
8. Social skills, dress and address	_____	_____	_____
9. Classroom teacher-taught interaction	_____	_____	_____
10. Classroom motivation and reinforcement	_____	_____	_____
11. Classroom discipline or climate	_____	_____	_____
12. Use teaching aids	_____	_____	_____
13. Teaching confidence	_____	_____	_____
14. Solving classroom problem and guidance	_____	_____	_____
15. Evaluation question	_____	_____	_____

The quality of teaching activity and task is assessed by marking (3) on either of those three points. All the activities of teaching are assessed by marking correct sign (3) alone the activities. At the end frequencies correct sign of each column are counted. The average frequencies are multiple by one, good frequencies by two and frequencies of best are multiplied by four by summing up grant total score of a pupil teacher is obtained.

To student teaching rating may be done by supervisor or subject educator, senior teacher or coordinator of the school and by his students. The students are considered the best-evaluator of teacher-performance. For an objective evaluation average may be taken of three types of rating. Ned A. Flanders’ Ten category system technique is also used for analyzing classroom teacher-taught interaction. It is used for evaluating level 01 democratic behaviour of teacher. It is an objective technique for measuring classroom behaviour while rating is a subjective technique of evaluating classroom teaching.



Task

What is Ned A. Flanders' Ten Category system technique?

Self Assessment

Fill in the blanks:

- (i) can be done by the student himself, other follow students observing the lesson and this provisory or guide
- (ii) Evaluation should be entered of each individual teacher.
- (iii) The existing practices of the student-Teaching evaluation are and require modification.
- (iv) Each has (approach) for which specific tasks and activities are practice.
- (v) The main basic of assessing and evaluating Preparation and practicing and classroom teaching

21.2 Summary

- Evaluation of Student-Teaching is an important aspect of Student-Teaching programme. As it is on the basis of Evaluation find out the magnitude of teaching competence in a student teacher as well as his strengths and weaknesses. This type of information will help the teacher-educators to take decisions about the work-ability or effectiveness of organized activities, that how far these activities can fulfill objectives of the teacher education.
- During all the stages of a lesson, the supervisor should watch how skillful the teacher provides the learning situation to the pupils and how to apply the opportunities that the, pupils' responses afford him for further development of the 'lesson can be utilized.
- The existing practice of Student-Teaching evaluation, however, includes only the appraisal of teacher's performance in the classroom and that to rather casually Sometimes, it is also observed that supervisors evaluate only written plans, whereas how the student teacher conducts his lesson are not evaluated. The classroom performance of the teacher in imparting instruction is also not observed at all stage of development of the lesson.

21.3 Keywords

- Conductive : Able to conduct something or somebody
- Discussion : A conversation about somebody/something
- Evaluation : The process to form an opinion of the amount value of quality of something after thinking about it carefully.
- Defects : A fault in something

21.4 Review Questions

1. What is the Criteria of evaluation of student teaching?
2. What are the defects of evaluation of student teaching?
3. What the merits and demerits of internship?
4. What are the practical suggestions for improving student-teaching practice?
5. What is the current procedure of supervision ?

Notes

Answers: Self Assessment

- (i) Evaluation (ii) Record cards (iii) Comprehensive
(iv) approach (v) lesson plan

21.5 Further Readings



Books

1. Educational Management: *Theory and Practice*, J.A. Okumbe, Publisher Bairobi University Press, 1998.
2. Educational Management : *Strategy, Quality, and Resources*, Margaret Preedy, Ron Glatter, Publiser Open University Press, 1997.
3. The Principles and Practice of Educational Management: *Tony Bush, Les Bell*, SAGE Publisher, 2002.

Unit 22: Meaning, Nature and Strategies of Teacher Controlled Instruction

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Objectives

Introduction

22.1 Meaning of Teacher-Controlled Instruction

22.2 Nature of Teacher Controlled Instructions

22.3 Strategies of Teacher Controlled Instruction

22.4 Summary

22.5 Keywords

22.6 Review Questions

22.7 Further Readings

Objectives

After reading this unit, students will be able to:

- to explain about the meaning of teacher controlled instruction.
- to discuss the nature of teacher controlled instruction.
- to describe the strategies of teacher controlled instructions.

Introduction

Since the inception of formal, classroom-based instruction, a fundamental aspect of teaching has been the way teachers arrange the classroom environment so students can interact and learn. The instructional strategies teachers use help shape learning environments and represent professional conceptions of learning and of the learner. Some strategies consider students empty vessels to be filled under the firm direction of the teacher; other strategies regard them as active participants learning through inquiry and problem solving-still others tell children they are social organisms learning through dialogue and interaction with others.

22.1 Meaning of Teacher-Controlled Instruction

This is definitely not teacher-controlled instruction is a practical form of teaching in the present context. If properly implemented, teacher-controlled instruction makes teaching and learning more structured and systematic, without imposing any restriction on the students' thinking and activity. The term "teacher-controlled instruction" means to teacher directed instructional activities and procedures to impart knowledge, skills and attitudes. Obviously, the teacher plays a pivotal role in this type of instruction. He carries out instructional planning and its implementation. However, he determines the activities that students have to be engaged in during the process of instruction.

As education extended beyond society's elite, educators became interested in instructional strategies that would accommodate large numbers of students in efficient ways. One example, the Lancaster Method, popular in the early nineteenth century, consisted of gathering as many as a hundred students in one large room, sorting them into groups of similar abilities, and having monitors (teacher aides) guide pupil recitations from scripted lesson plans. Nineteenth-century instructional strategies were teacher centered, intended mainly to transmit basic information clearly. In the

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early part of the twentieth century, however, this emphasis started to shift. John Dewey and his disciples of Progressive education left a legacy of student-centered instructional methods aimed at helping students acquire higher-level thinking and problem-solving skills. Of particular importance was the project method that provided the intellectual heritage for such contemporary methods as cooperative learning, problem-based instruction and other approaches emphasizing active student learning and group interaction.



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There is, however, a widespread misconception that teacher-controlled instruction leads to a rigid situation wherein the freedom and creativity of his students remain undeveloped.

22.2 Nature of Teacher Controlled Instruction

A number of educators over the years, such as, have developed conceptual frameworks for thinking about instructional strategies. The frameworks most often include instructional organizers, instructional strategies, and tactics. Instructional organizers are at one end of a complexity continuum, and provide the "big ideas" that allow us to think about instructional practices.

The instructions are specific, and for the most part, simple actions taken by teachers within the confines of particular teaching strategies. Asking questions, checking for student understanding, providing examples or visual representations, or examining both sides of an argument are examples of instructional tactics. Many tactics have grown out of the practices of experienced teachers. The teacher to instructional strategies that involve a series of steps, are supported by theory and research, and have been designed to produce certain types of student learning.

Self Assessment

1. Fill in the blanks
 - (i) is a practical form of teaching in the present context.
 - (ii) A number of educators over the years, have developed conceptual frameworks for
 - (iii) The teacher controlled instructions involve a series of steps are supported by and
 - (iv) Many strategies have grown out of the practices of

22.3 Strategies of Teacher Controlled Instruction

Teacher Controlled Instructions consists different strategies or methods to help students to understand different subjects at different levels, for example, an English Teacher taching a shakespearean tragedy would use different strategies than the bology teacher who is trying to help students understand photosynthesis. Similarly, a fourth grade teacher would use different methods to teach reading freactions or the concept of scarcity.

22.3.1 Demonstration

The demonstration method is effective for developing skills in students. The demonstration method is of immense importance in developing a variety of skills in the students. Besides, it facilitates understanding of principles, theories, etc., of a discipline by the students. Imagine a lesson on propertics of light being taught to the students without demonstration.

- (i) **Nature of Demonstration:** Let us understand the meaning of the term demonstration. Demonstration is a talk or explanation by someone who shows you how to do or use

something or how something works. Demonstration means:

- The method or process of presenting or establishing facts.
- The procedure of doing something in the presence of others either as a means of showing them how to do it themselves or in order to illustrate a principle to support this presentation. For example, how to prepare a food product, or performing an experiment in front of a class to show that metals expand under heat. If you demonstrate something to someone, you show him by doing it practically and giving explanations along with the performance of the activity.

It will not be out of place to mention here that demonstration forms the basis of demonstration method which is widely used in the teaching-learning process. The demonstration method relies heavily upon showing the student a model performance that he should be able to reproduce,

The term 'demonstration' and 'demonstration method' are similar as both of them emphasize showing/illustrating something to promote understanding among students. The two, however, differ from one another. In demonstration method the emphasis is laid on showing model Teacher-Can-Instuctlw performance that the student is expected to match or surpass after practice under simulated or real conditions. Demonstration relates to the process of presenting or illustrating something. Thus the evaluation of what the students have learned from 'demonstration' forms part of the 'demonstration method'.

Role of the students: The role of the students in demonstration is to observe, listen and follow the demonstration. Demonstration requires the use of the sense of hearing and seeing. It leaves vivid and lasting impression on the students' minds. In addition, the students are required to answer different types of questions : lower and higher order and replicate the performance. It needs to be mentioned here that for showing standard performance, the students need practice under feedback conditions. The appropriate outcome of practice, however, is improvement rather than perfection.

Role of the teacher: Your role as a teacher in demonstration method of teaching is to plan, organize and execute the demonstration properly so that the students understand the concepts clearly. The quality of demonstration depends on the amount and quality of preparation made by you.

Demonstrating strategies: While presenting a demonstration, you use either lecturing or inquiry or both. While using lecturing, you have to maintain the interest and attention of the students by telling them, what to look for, what is likely to happen, and why things happened as they did. Through inquiry, you promote the skill of inquiry among students by asking questions such as: "What do you observe?", "What will happen if a lighted match stick is inserted in a jar containing oxygen?", "Why do you think so?", etc.

Objectives of demonstration: The main objectives of demonstration are to show how some thing is performed, happens or works.

In the context of teaching, demonstration or the demonstration method is used for various purposes. First, it is used for enhancing understanding of concepts, principles, theories, etc. Second, it is used for development of intellectual skills like observation, questioning, explaining, hypothesising, inferring, etc. Third, it can be used for the development of psychomotor skills like playing a musical instrument, drawing maps, diagrams, figures, tables, graphs, dissection of animals, etc. It is also used for developing skills of fuing up and operating of audio-visual devices, such as an overhead projector, a slide projector, a film projector, etc. In teaching sciences, demonstration develops appropriate skills for conducting experiments independently. As you know, psychomotor skills consist of several operations arranged in a sequence. The demonsuation method plays a vital role in teaching these skills. Lastly, demonstration by providing models helps in acquiring complex techniques or skills like resolving conflicts, effective lecturing, effective organisation, managing an unruly class, speaking and listening skills, particularly in languages, etc.

Notes

On analyzing the meanings and the ensuing discussion the following characteristics of demonstration stand out.

- It involves teaching by doing;
 - makes it easier to learn concepts, principles, complex techniques and skill-intellectual as well as psychomotor;
 - lays foundation for independent practice by the student; and
 - involves considerable preparation on the part of the teacher before presentation.
- (ii) **Common Defects:** The common defects from which demonstrations suffer are the following:
- (i) The teacher may not attend to the seating arrangement of the students and the location of the worktable. As a result of this neglect, sometimes some students may not be able to see the demonstration and hear the teacher.
 - (ii) Before giving demonstration, the teacher does not go for adequate rehearsal. This may result in clumsy and sub-standard performance.
 - (iii) The objectives of demonstration may not be stated properly at the beginning. This diminishes the effectiveness of the demonstration.
 - (iv) During demonstration, participation of the students may not have been sought. This results in loss of attention on the part of the students which in turn causes poor learning.
 - (v) The teacher may not recapitulate holistically important activities of the demonstration. Negligence of this aspect leads to loss of an opportunity to strengthen cognitive structure of the students.
 - (vi) The teacher may not evaluate achievement of the students at the end of demonstration. Consequently, students will be unable to get feedback regarding effectiveness of the demonstration. This in turn constrains them from effecting improvements in demonstration.
- (iii) **Measures to Improve Demonstration:** The following measures are being suggested for effecting improvement in giving demonstration.
- You should properly arrange all the materials to be used during demonstration on the table, in the order in which they will be used, so that they can be picked up easily when needed. Such a practice brings to the notice of the students the efficiency of the preparations.
 - You should make proper seating arrangements of the class and the location of the demonstration table in such a manner that everyone is able to see the demonstration and hear you clearly.
 - You should at the beginning of the demonstration state the objectives to be achieved. This is recommended because it secures interest and attention of the students in the demonstration. Moreover, the practice makes both the teacher and the students responsible / accountable for achieving the objectives.
 - Demonstration should be given in such a way that it is neither too fast nor too slow. In other words, it should be given at a reasonable pace, considering the learning capabilities of the students.
 - You should utilize short time intervals during demonstration for providing useful information or answering questions.
 - You should draw the attention of the students to the critical features of the demonstration. For example, while demonstrating to the students how a map of India should be drawn, you may point out that India's southern coast line is indented and that the coast line is always outlined in black. It will be better if you state what is going to be done before performing the action. This will help you in securing the attention of the students to the particular step in the demonstration.
 - Lastly, the main points of demonstration should be recapitulated or highlighted at the end of demonstration.

You should remember that showing readymade aids is not a demonstration. A teaching activity is demonstration only when you 'do' or 'perform' with some physical activity of your own.

(iv) **Criteria for Assessing Demonstration:** A critical examination of these defects provides the criteria for assessing demonstration. Two major criteria for assessing demonstration are:

- Effective presentation; and
- Efficient presentation

22.3.2 Team Teaching

Team teaching is based on the assumption that no single teacher possesses expertise to do full justice to the entire course. As against the usual practice of teaching the full course in a subject by single teacher, team-teaching requires cooperation of two or more teachers to provide instruction in the areas of their expertise in the subject. This method is best suited for providing instruction to the students in interdisciplinary subjects like sciences, social sciences, etc., at different levels.

(i) **Nature of Team Teaching:** Team teaching has been defined in a variety of ways. Team teaching is a method of instruction in which two or more teachers organise to provide instruction to a large group of students in flexibly varied ways best fitted to learning mb. In team teaching the teachers work as a co-ordinated team under the direction of a team leader who allocates the teaching load and co-ordinates the work of the individual teachers. Talented teachers are engaged in team teaching to get optimum advantage. Team teaching in this sense is a highly organized activity demanding total co-operation and understanding of the teachers involved, sharing of ideas, and evolving common methods of working.

Team teaching is a type of instructional organisation involving teaching personnel (includes other academic also, such laboratory incharge, librarian, sport teacher, media person, etc.) and the students in which two or more teachers share the responsibility of providing instruction to students. Thus team teaching combines three elements: (i) a distinct student group (ii) a small faculty group responsible for teaching the student group, and (iii) certain persons who assist the teachers and the students.



Notes

The teaching group varies in size and composition according to the nature of the teaching activity or the objectives to be achieved.

Characteristics of team teaching: The following are the main characteristics of team teaching:

- It is a flexible instructional organization. It provides for variety in instructional procedures, assignments, scheduling, grouping, etc.
- It binds the teachers, students and other academic personnel in a working relationship with a view to enhance effectiveness of teaching.
- A group of teachers shares the responsibility of planning, organising, leading, controlling and evaluating teaching of the same group of students.
- Even though team teaching is group-oriented. it protects the professional autonomy of the individual teachers in classroom. You are free to use strategy(ies) of teaching on the basis of your judgement. This, however, doesn't prevent you from consulting others and seeking their advice. In other words, team teaching protects the sovereignty of a teacher in classroom.

(ii) **Types of Team Teaching:** There are several types of team teaching. Shaplin (1967) grouped them into four categories:

- Two or more teachers appear to work together as associates, meeting occasionally and dividing up the responsibilities for instruction so that a minimum joint activity is ensured. This form of team teaching represents one extreme.

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- Second, the key work here is co-operation which forms the basis of team teaching. It emphasizes co-operative group planning, group discussion and allocation of work. Third, where there are many members in a team, one of the teachers is made the coordinator. He is assigned responsibilities like coordinating the activities of the team members, establishing smooth working relations in the team, etc.
- Fourth, there are highly organized teams with several levels of responsibility, including team leaders, senior-teachers, teachers and visual-aids personnel all organised in an hierarchy of formal responsibilities with prescribed status and roles.

Considering the present state of affairs in India, it is advisable to start with the first two types of team teaching. With the introduction of the first type of team teaching, the teachers teaching at the secondary level would be able to meet each other in groups and discuss their common curricular problems and jointly plan, implement and evaluate certain portions of the curriculum. The experiences so gained by the teachers can enable them to move to the second form of team teaching. The third and fourth types of team teaching should be implemented only when the teachers have attained professional competence to teach different category of students and the administration and organisation of the schools has become flexible enough to encourage experimentation in pedagogy.

Merits of team teaching: The following are the merits of team teaching:

- It provides flexibility in grouping of students. For the purpose of instruction, the student may be grouped on the basis of group sizes - small or large; ability, above average, average, below average; achievement; interests and the medium of instruction opted by the students.
- It provides specialisation in teaching. For example, at the secondary or senior secondary level teachers teaching a single subject, like English, may develop specializations within the subject and may acquire specialisation in teaching of grammar, prose, poetry, drama, composition, etc., leading to improvement in instruction.
- It improves the supervisory arrangements in teaching within teaching teams. Greater responsibility is given to the members of the team for transaction of the curriculum and supervision of the work within the team by those who are considered to be experts and can provide leadership.
- It makes possible effective utilization of instructional media, like tapes, slides, video programmes, etc.
- Depending on the objectives, it provides the teachers opportunities to use a variety of instructional procedures and methods.

Demerits of team teaching: There is no demerit of team teaching as such. Its only demerit seems to be that it may disturb the rigidity of time-table in which the schools are working at present. Besides, it may affect the present arrangement of holding the individual teacher accountable for the achievement of his students in the public examination.

Success of team teaching actually depends upon those talented, specialist, responsible and committed teachers and persons who are prepared to take up leadership roles.

22.3.3 Lecture-based Teaching Skills

In lecture method, the teacher talks most of the time. Acquiring mastery of skills and components of the lecture can help improve the teacher's performance. One of the most important skills in this context is modulation of voice/voice variation. This skill has several dimensions viz., speed, pitch, volume, intonation, etc., of the voice. To bring about a better understanding, these components, have been explained as follows:

- **Speed** refers to the rate of vibrations of voice cords during speech.
- **Volume** refers to the degree of loudness of the speech.
- **Intonation** refers to the rise and fall of voice in speech caused by variation in pitch. The meanings of concepts, terms, ideas, etc., are provided not only by words and grammatical constructions but also by intonation patterns employed by the teacher.

A teacher can effectively modulate his voice by acquiring mastery of these components. The teacher should modulate his voice according to that he wants to communicate to the students. That is to say, a lecture is always more effective when the teacher lays proper stress on various words and phrases.

One of the main characteristics of lecture method is that it is based on one-way communication. A major problem that a teacher faces during lecturing is to sustain the attention of the students. He can overcome this problem by acquiring competence in the skill of stimulus variation. This breaks down monotony and facilitates students' learning. The skill of stimulus variation has eight components. A brief description of these components is given as follows:

(i) **Movements:** While lecturing, the teacher should not stand at one place continuously, but should change his position at short intervals. This is so because if the students have to look continuously towards the teacher standing in one position, their eyes get tired; this in turn causes loss of attention.

(ii) **Gestures:** Gestures consist of movements of hand, head, eye and facial expressions, for expressing or illustrating an idea, an emotion or a feeling. Depending on the purpose, the teacher can decide whether a gesture is to be made by the hand, head or eye, or through a combination of two or more of these simultaneously.

Gestures are helpful in making verbal communication effective. The teacher can make use of gestures to draw attention, to emphasise the importance of a particular point or idea, to illustrate feelings, to indicate shapes, sizes and movements of objects.

(iii) **Modulation of voice:** The components of 'modulation of voice' have already been discussed. It is sufficient to state here that appropriate modulation of voice by the teacher is helpful in sustaining students' attention. This is so because the use of voice without any variation induces monotony among students, resulting in loss of attention.

(iv) **Focusing:** Focusing behaviours are of three types. A brief description of each is given below:

- **Verbal focusing:** It is used for securing attention of the students through statements such as 'Look at the diagram/table/figures', 'Listen to me carefully; I am going to describe an important feature', 'Watch what happens when red litmus paper is placed in an alkaline solution', etc.
- **Gestural focusing:** The teacher secures attention of his students through certain gestures. Examples of gestural focusing are underlining of important words or statements written on the blackboard, pointing out important features of a diagram; figure and graphic presentation, with a point.
- **Verbal-cum-gestural focusing:** In this type of focusing, the teacher makes use of both verbal statements and gestures for drawing attention of the students to the important points. Pointing towards the diagram while saying 'Look at the diagram carefully' is an example of verbal-cum-gestural focusing.

(v) **Pausing:** In the context of teaching, pausing means deliberate silence for a short interval introduced during lecturing. The teacher introduces pause(s) to draw attention of the students to something important.

(vi) **Audio-visual switching:** For making his lectures interesting and to sustain student's attention, the teacher may shift from one medium to another after appropriate intervals.

For example, after delivering a talk for some time, a teacher may show slides or a video programme to illustrate his talk. This may again be followed by a lecture. Such a procedure ensures that one medium is not used continuously because it leads to monotony and thus distraction.

(vi) **The skill of explanation:** During the course of lecturing the teacher has to make clear the meaning of terms, concepts, situations, etc. Again, he has to describe objects, procedures, processes, etc. Still again, he has to provide explanations, based on cause-effect relationship. Explanation is thus a skill that affects the quality of teacher's communication through verbal medium. You should, therefore, acquire competence in the use of this skill.

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The following components of the skill of explanation contribute to bearing on the quality of lecturing:

- Using appropriate beginning and concluding statements: The teacher at the beginning describes precisely what he is going to explain. This motivates the student to pay attention to what he is going to learn. The concluding statements on the other hand, provide a logical structure of whatever the teacher has explained.
- Using explaining links: For describing interrelationships among various aspects of a process or an event, a teacher has to use some explaining link words. These are generally words and phrases that provide continuity in the statement. The use of link words make explanations clear and coherent. Some of the commonly used link words are as under:


because	though	if then
in order to	therefore	the implication of
since the cause	hence	the purpose of what
	so this is how	if
- Covering essential points: This refers to the critical features and important landmarks of whatever the teacher is trying to communicate.

(vii) Avoiding undesirable behaviour: While explaining, the teacher has to avoid certain behaviours which hinder understanding by the students. These behaviours are :

- irrelevant statements
- lack of continuity
- lack of fluency, and
- inappropriate vocabulary

Illustration with example: While lecturing, the teacher should describe concepts, principles, theories, etc., with the help of examples, Effective illustration with examples, can make lectures more communicative and meaningful. Various components of this skill are:

- Formulation of simple, interesting and relevant examples.
- Use of appropriate media for presenting examples.
- Use of appropriate approach for presenting examples. In sum, it may be stated that there are a number of skills that can improve teacher's talk and thereby the quality of lecture. However, the most critical ones seem to be modulation of voice, skill of stimulus variation, skill of explaining and skill of illustrating with examples.



Did u know? Stimulus variation can be achieved through frequent variations in the style of presentation of subject matter, media, interaction pattern, etc.

Common Defects of Lecture Method: Some common defects of the lecture method may be classified under two categories : those which relate to the nature of the lecture method, and those which make communication ineffective. The defects falling under the first category are as under:

- In lecture method the student's participation is the least. This often makes the teaching-learning process dull and ineffective.
- Because of one-way communication, this method makes students mere passive listeners.
- It does not encourage students to become inquisitive and explorative. It makes them dependent upon the teacher and his notes. In other words, lecture doesn't develop student's capabilities of 'learning to learn'.
- This method doesn't provide a mechanism for the teacher to obtain feedback from students on the effectiveness of his teaching.

The defects of the lecture method falling in the second category are:

- Poor command over language;
- Providing too many facts without linking them properly to a concept, generalization, theory, etc.;
- Use of ambiguous words;
- Poorly structured lecture:
- Lack of logical and psychological sequence in the various parts of the lesson;
- Use of monotonous voice during lecture; and
- Distracting mannerism. For example, very frequent use of phrases like 'You see', 'O.K.', 'I mean', etc., distracts the student's attention from the learning process.

Suggested improvements: To bring improvement in the use of the lecture method, the following suggestions can be useful:

- Success in lecturing depends on its appropriate planning. It is, therefore, essential that the lecture be planned properly.
- Before planning the lesson, the teacher should try to collect as much information as possible about the entry level behaviour of the students. Entry level behaviour refers to the amount of knowledge and skills, experiences, attitudes, aptitude, competence in language, etc. that the students possess. This background information helps the teacher in forming appropriate instructional objectives, selection of content, teaching - aids and proper structuring of the lecture.
- Effectiveness of a lecture increases if it is properly structured. Structure of the lecture relates to the arrangement of the key concepts/points to be dealt with. Brown (1978) compares a set of key points with the keys in music. Just as by changing the order of keys in music one can provide variations upon the theme, changing order of key points results in a different structure of a lecture. Brown classifies a lecture into five main types. A brief description of each is given below:
 - (i) The classical lecture: A classical lecture is divided into broad sections. Each section is further divided into sub-sections, which in turn are divided into smaller segments. Each sub-section contains a key point to be explained and illustrated. The whole structure of the lecture may be diagrammatically represented in a hierarchical form.
 - (ii) The problem-centred lecture: This lecture is structured around problems. In this lecture, the teacher first makes the problem clear and identifies the issues and related components of the problem. For arriving at the solution each issue is thoroughly examined by the teacher. Alternative solutions to the problems are also critically examined in the light of available facts and evidence. At the end the teacher summarizes the information into a coherent structure.
 - (iii) The sequential lecture: This kind of lecture consists of arranging the subject matter in a sequential form leading usually to a conclusion. This type of lecture is used in teaching almost all subjects. The teacher may sequence the subject matter in a logical or psychological order. While sequencing the subject matter in a logical order, the teacher takes into account the inherent structure of the subject but in a psychological order the main consideration is how best the students can understand the subject matter.
 - (iv) The comparative lecture: The comparative lecture is based on comparison of similarities and dissimilarities of different ideas, views, characteristics, etc. on some criteria. Such a lecture can be applied to different subjects such as Economics, History, Literature, etc. Before using this variety of lecture, the teacher should make explicit the criteria to be used for comparison and contrast.
 - (v) The thesis lecture: This lecture begins by presenting a proposition such as privatisation of Indian economy which will help solve major economic problems. This is followed by presentation of a wide range of evidence and arguments that support or reject the assertion.

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Towards the end the evidence and arguments are summarized and conclusions are drawn. It may be mentioned here that the above classification is not a rigid one. It has been described with a view to enhancing your understanding of the structure of lectures.

Depending upon your needs you may use one or more than one category for structuring your lecture.

- Effectiveness of the lecture method depends to a great extent on the capability of the teacher to secure and sustain attention and interest of the students. As stated earlier, you should acquire competence in the skill of stimulus variation which consists of movements, gestures, modulation of voice, focusing, pausing and audio-visual switching.

Several devices are available for making the students interested in the lecture. Telling the students at the beginning of the lecture why the lesson is important, pointing out some key concepts that they need to attend to for comprehending the lecture, relating the instructional material to the personal or societal context, etc., are some examples of these devices.

- Effectiveness of a lecture also depends upon your competence to communicate your intent to the students. The process of communication relates to designing of message by taking into account the entry level behaviour of your students, delivery of the message through an appropriate medium, reception of the message without any distortion and feedback about whether or not the students have comprehended what is taught. You should attend to all these aspects of an effective lecture.

While delivering the lecture, you should pay special attention to its three parts viz., introduction, the message, and closure. During introduction, you should make clear what you expect of the students at the end of your lecture. Alternatively, you may announce the main idea/major concepts which you want your students to learn. While dealing with the subject properly, you should explain the concepts, provide enrichment materials, support your content with arguments, etc. At the end of the talk you should summarize the main points of the lesson. Your students will be able to retain the main points for a longer period if you highlight them adequately in your lecture.

Proper reception of the message depends upon the physical conditions of the classroom and psychological conditions of the students. The physical conditions comprise seating arrangements, acoustics of the classroom, temperature, condition of the blackboard, etc. The psychological conditions relate to the motivational level of the students during the lecture. For proper reception of the message, you should provide comfortable physical and supportive psychological environment to your students.

For maintaining a student's attention, you should not only be enthusiastic about your lecture, but also keep your students entertained. For doing this you should, among other things, make use of humour, provided it has educational value and is not out of place. Humour relieves monotony of listening. Apart from this, you should maintain rapport with the students by maintaining occasional eye contact with all the students in the classroom.

As already pointed out, the role of the students in a lecture is to listen, observe and take notes. The effectiveness of lectures can be increased if the students are trained in the use of these skills. Unfortunately this aspect has remained neglected in our schools so far and therefore it needs to be attended to.

In the lecture method, you cannot obtain feedback directly from the students. However, you can get feedback indirectly by observing the behaviour of your students during the lecture. Loss of attention, yawning, sleepiness, mischief, etc., among students indicate that they have lost track of the lesson. You can take corrective measures by identifying the cause(s). Another method of obtaining feedback is through student's answers to your questions. You should keep sufficient time at the end of the lesson to ask questions. The nature of questions asked by the students and their answers to your questions reflects how far the lecture has been effective.

Assessing Lecture: The quality and effectiveness of a lecture may be assessed with the help of a Lecture Appraisal Scale. It is a seven point appraisal scale. Its items are based on the views of

experts about what constitutes a good and effective lecture. You can use this scale to assess the quality of your lecture.

Lecture Appraisal Scale

- (1) Name of the teacher :
- (2) Title of the lecture :
- (3) Date :
- (4) Assessed by

Model Lecture-based Lesson : An Example: The following is an example of a lecture-based lesson.

Today we shall discuss the problem as to how India can meet her ever growing need for increased agriculture production. For finding a solution to this problem we shall have to discuss the following related problems.

- What is meant by extensive and intensive cultivation?
- Whether agricultural production in India can be increased through extensive or intensive cultivation?
- Why intensive cultivation is not possible in areas dependent on monsoon for irrigation.
- How can the expansion of irrigational facilities promote intensive cultivation and thereby bring about a consequent increase in agricultural production?

There are two ways of increasing agricultural production:

- Extensive cultivation, and
- Intensive cultivation

Let me first of all explain the meaning of these two terms (introductory statement).

"Extensive cultivation" is a method in which increase in agricultural production is brought about by bringing more land under cultivation. On the other hand, "intensive cultivation" is a method in which increase in agricultural production is brought about by use of more labour and materials on the same piece of land. By material we mean such resources as water, better seeds, chemical fertilizers, etc. (Explanation)

Thus we see extensive cultivation relies on extension of the area for bringing about an increase in agricultural production whereas intensive cultivation brings this through more use of labour and materials on the same piece of land than before (concluding statement).

Having known the meanings of extensive and intensive cultivation, let us first consider the possibility of increasing agricultural production through extensive cultivation, (introductory statement). As India is an over-populated country, there is not much scope for bringing new land under cultivation. Not to speak of extension, in the years to come, the area of land under cultivation is likely to decrease. This will be so on account of the economic development which necessitates diversion of agricultural land from agricultural use to non-agricultural use such as for building of roads, rail tracks, factories, etc. As India progresses in development, land under development projects is bound to increase thereby reducing area of land available for cultivation. (Giving reasons) Thus increasing agricultural production through extensive cultivation in India is not possible (Concluding statement).

The other possibility for increasing agricultural production is through intensive cultivation. Let us now examine whether in those areas which are dependent on monsoon rainfall, intensive cultivation is possible. (Introductory statement), One of the most important pre-requisites for intensive cultivation is the availability of assured water supply to the farmers. Wherever this is available, farmers will be bringing about improvements in land and also make use of such inputs as chemical fertilizers, better seeds, pesticides, etc. In its absence, they will not invest in these inputs. In India most of the agricultural land does not get assured water supply through monsoon because of its following two characteristics: First the monsoon rainfall is unevenly distributed. For example, 30% of the total land area receives a rainfall less than 75 cms, 60%

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between 75 crns and 185 crns, and over 185 crns. is received by the remaining 10% of the area. From these figures it is evident that only a small percentage of total area gets plentiful and assured rainfall while a greater percentage of area gets insufficient and scanty rainfall.

Secondly, monsoons are of uncertain character. In some years, there is too much rainfall, resulting in destruction of crops.

In other years the rainfall is too little leading to drought conditions. As a consequence there is failure of crops. Even during the year when the rainfall is free from these two extremes, it cannot assure adequate supply of water to farmers; they have no control over it. They are likely to get more quantity of water than is needed and that too at inappropriate times. Thus because of these characteristics, the monsoon in India does not provide a sure supply of water to the farmers. This source is, therefore, unsuitable for intensive cultivation. In contrast, expansion of irrigation facilities can supply assured and timely water supply to the farmers. (Supporting one's contention with facts and arguments).

In conclusion, it may be said that as monsoon rainfall cannot ensure needed water supply to the farmers, it does not promote intensive farming. (Concluding statement).

Let us now examine how expansion of irrigation facilities promotes intensive cultivation and thereby brings about a consequent increase in agricultural production (Introductory statement).

This increased control over water resources helps in intensive cultivation in the following two ways:

Firstly, expansion of irrigation facilities makes possible double or multiple cropping. In other words, the farmers can grow two or more than two crops in place of one crop.

Secondly, expansion of irrigation facilities promotes the use of other inputs like better seeds, chemical fertilizers, etc. Consequently, productivity per hectare of a crop increases tremendously. (Giving reasons in support of one's contention) In sum, we can say that expansion of irrigation facilities makes possible intensive cultivation and thereby increases agricultural production (Concluding statement).

22.3.4 Activity-based Instruction

The underlying principle of activity-based instruction is learning by doing. You can use a variety of activities for evolving activity-based instructional programmes. The choice of activities would depend upon objectives for which an instructional programme is designed.

(i) Nature of Activity-based Instruction: Activity-based instruction is one of the teacher-centred methods of teaching. Through activity-based instruction you can provide valuable experience to your students and make learning a pleasant and lasting experience. For understanding the role/potential of activity-based instruction, let us examine the concept of activity-based teaching.

A learning-teaching situation which is characterized by participation on the part of the students may be called activity-based instruction. In activity methods the student is allowed to develop and express his/her own ideas and thoughts. Learning that requires the learner to do something more than just to look at and listen to a teacher or packaged teaching materials is termed activity-based instruction. The student may, for example, be performing an experiment, drawing a figure, making something or carrying out a project.

On analysing the above explanations, you'll notice that one of the main characteristics of activity-based instruction is that it calls for active participation of the students and takes the form of learning by doing. Methods such as simulation, role play, gaming, etc., are examples of activity-based instruction. The non-examples of this method are lecture, narration or observed demonstration.

Activity: based instruction may be classified into two categories: Student-centred instruction and teacher-centred instruction.

Student: centred instruction : In the student-centred activity approach the students are given freedom to choose the problem and the strategies to solve the problem. The teacher's job is that of a guide of helping them to arrive at the solution, Learner-controlled Instruction.

Teacher-centred instruction: In the teacher-centred activity approach, the teacher acts not only as a guide but also as a planner and manager. He/she selects the problem, determines the activities to be performed by the students, delimits the activities by taking into account the constraints of time, resources, etc., and provides help and guidance to the students in the execution of the activities. Remember, in this type of instruction also the students' actively participate in the teaching-learning process.



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The use of active participation of students in the teaching-learning process is an essential feature of activity-based instruction.

(ii) Types of Teacher-based Instructional Activities: There are several types of teacher-based instructional activities. The important ones among them are as follows:

(i) Incident method: In this method the teacher presents a slice of reality i.e. a happening from real life. The students are asked to identify the problem and to recommend an action that needs to be taken in order to deal with it effectively. All the students try to reconstruct the full incident by seeking additional information by questioning the teacher. After gathering all necessary information, they define the problem and think of a solution(s) to solve it. The students use their knowledge in examining different solutions before arriving at the most suitable one. Sometimes the teacher reveals the actual solution of the problem so that they may compare it with the decision recommended by them i.e. the students.

The essential features of the incident method thus are: brief statement of the problem, extensive questioning by the participants, supply of information by the teacher, group discussion and recommendations regarding the solution of the problem. Please remember that this method does not provide knowledge of a particular solution, but it provides training in the process of arriving at a workable solution.

(ii) Case study method: As in the incident method, in the case study method too, a case related to a real or hypothetical situation is presented through verbal, written or electronic devices. The differences between the two methods lies in the degree of comprehensiveness of description. In the incident method, all the details are not provided: only some specific points are stated. On the other hand, in the case study method detailed description is provided about the problem and the social or technical system which it relates to. What is common and most important in both the methods is that the teacher does not present his or her solution(s) directly or indirectly. The solution to the problem is discussed and decided by the students.

(iii) Simulation: Simulation is an instructional method in which students perform a task in a simulated (artificial) situation as similar to the real situation as possible.

Simulation is a working model of reality. Educational simulations are often simplified which allow students to explore situations, which would be too dangerous, expensive, time consuming or overwhelming to deal with. A nuclear reactor, a breeding experiment, or a general election, etc. etc., are examples of such situations.

Simulation is used in teaching different subjects. For example, in the teaching of science the students may be asked to perform experiments on working models, machines, etc., before doing so on real and expensive equipment. In history, while teaching strategies of attack adopted by Babur and Ibrahim Lodi, you may use the simulation techniques to organise armies (all the students of the class) in different formations. The teacher of civics may organise a mock parliament in order to provide understanding of the working of Lok Sabha.

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- (iv) **Game/Simulation games:** You might have seen young children's traditional games and sometimes improvised family games. Games have the elements of job, competitiveness, cooperation and intense motivation. They are played for entertainment. A simulation game combines the features of a game (players, rules and competition/cooperation) with that of a simulation (working model of reality). When the real-life situation to be simulated is competitive, simulation games tend to arise naturally.

There is a wide scope to use simulation games in each subject. For example, in physical sciences, the students may be asked to play the game of 'completion of circuit' with the given equipment. The equipment may consist of cardboard pieces, large boards with slots, pieces representing bulbs, switches, batteries, etc. The students work in pairs. At the outset the teacher makes the rules of the game and the scoring scheme clear. Marks are also allotted for the time taken in completing the circuit and also for finding faults with the circuits made by other teams.

In teaching of social sciences, say Economics, the students can play a game titled identifying intermediate goods. The students may be divided into four teams each consisting of eight to ten students. One team comes to the blackboard. Each of the other three teams names two common final goods like bread, fan, etc. The respondent team has to write five intermediate goods that have gone into its production. Correct answers will be given marks and for wrong ones, marks will be deducted. The questions will not be repeated. There can be four rounds in this game.

- (v) **Role play:** Role play refers to a group of techniques in which participants are asked to accept a different role and take or try out first person action in a learning situation. Thus in role play each student is assigned a different role. This enables him/her to look at the situation, not as the person who is actually facing that problem or situation.

In the context of teaching, role playing is used for several purposes. Some of these are as follows :

- to clarify concepts, concretize abstract ideas, etc.
- to practice human relation skills
- to release emotional blocks
- to empathise with others, and Teacher-Controlled Instruction
- to diagnose a problem situation

Role playing can be used for teaching various subjects. For example, it can be used effectively for teaching drama in literature. The roles of the king, the queen, the wazir, the jester, the common man, etc. differ and so are their speech patterns. Besides, these role playing can be used in training (i) managers to develop their skills of organizing and directing meetings, (ii) students to face interviews, etc.

- (vi) **Prioritisation exercises:** These are relatively simple activities where a group of students is given a list of characteristics of or solutions to a problem and they are asked to rank them according to some definite criteria. After individual ranking has been done, a group discussion follows. This type of activity develops the capability of judgement, communication and interpersonal skills. It also allows for freedom of thought and expression.

Merits of Activity-based Instruction: Activity-based instruction has many advantages. Its important advantages are as follows :

- It provides an opportunity to the students to obtain knowledge and understanding by doing or working on the learning tasks/activities.
- It satisfies the natural urge of the students to learn by playing or doing.
- It places the students in practice positions instead of the usual position in which they have just to react. This promotes better understanding among the students.
- Activities introduce the playway method in teaching-learning activities. This raises the

motivational level of the students and introduce a competitive spirit among them. This results in better learning by them.

- It provides an opportunity to the students to apply their knowledge and understanding to solve problems faced by them in real life.
- It is most suited for relieving emotional blocks of the students by providing them an opportunity to express their attitudes, inner feelings, beliefs through role playing socio-drama, etc.
- It provides training in inter-personal skills, such as empathising, teaching, managing, etc.
- This method brings out many latent personality traits, qualities and capacities of the students which they might not even be aware of. Thus, it paves the way [or enhancing self esteem and confidence among the students.

Precautions in Organising Activity-based Instruction: The following precautions need to be taken while resorting to activity-based instruction.

- (i) Before using the activity-based method of instruction, you should ensure that the students have the pre-requisite knowledge and skills required in executing the activity. In case the students lack the requisite knowledge and skills, they should be provided with them.
- (ii) The success of activity-based instruction depends a great deal on the proper planning of the activities, involving formulation of the objectives, laying down clear-cut procedure to undertake activities and scoring procedures, organization of the class into groups, assigning roles, directly implementing and evaluating the activities. It is, therefore, essential that you should plan the activities properly before using them for instructional purposes. Resorting to activity-based instruction without proper planning and adequate preparation does more harm than good.
- (iii) An important feature of activity-based instruction is learning by doing. Your role mainly is to plan and organize the activity and guide the students. You should not express your opinion in the matter due to sheer force of habit. Such an intervention normally deprives students of the expected initiative. You should be careful not to intervene when the activity is in progress.

The success of the activity-based instruction also depends upon the prior preparation made by the students. You should ensure that the students have made adequate preparation before they carry out the activities.



Task

What precautions should be taken in organising activity based in struction?

Self Assessment

2. Multiple choice questions:

Choose the correct option

- (i) The demonstration method is effective for developing skills in
 (a) students (b) teachers (c) principles (d) educators
- (ii) Team teaching is a method of instruction in which teachers organise to provide instruction to a large group of students.
 (a) one of more (b) two or more (c) three or more (d) four or more
- (iii) Shaplin (1967) grouped team teaching into categories.
 (a) one (b) two (c) three (d) four

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- (iv) Method is a
 - (a) teacher centered
 - (b) student centered
 - (c) public centered
 - (d) administration centered
- (v) is not related with activity based instruction.
 - (a) simulation
 - (b) role play
 - (c) gaming
 - (d) incident method

22.4 Summary

- teacher-controlled instruction is a practical fom of teaching in the present context. If properly implemented, teacher-controlled instruction makes teaching and learning more structured and systematic, without imposing any restriction on the students' thinking and activity.
- A number of educators over the years, such as, have developed conceptual frameworks for thinking about instructional strategies.
- The instructions are specific, and for the most part, simple actions taken by teachers within the confines of particular teaching strategies.
- Teacher Controlled Instructions consists different strategies or methods to help students to understand different subjects at different levels, for example, an English Teacher taching a shakespearean tragedy would use different strategies than the bology teacher who is trying
- The demonstration method is effective for developing skills in students. The demonstration method is of immense importance in developing a variety of skills in the students. Besides, it facilitates understanding of principles, theories, etc., of a discipline by the students.
- Team teaching is based on the assumption that no single teacher possesses expertise to do full justice to the entire course. As against the usual practice of teaching the full course in a subject by single teacher, team-teaching requires cooperation of two or more teachers to provide instruction in the areas of their expertise in the subject. This method is best suited for providing instruction to the students in interdisciplinary subjects like sciences, social sciences, etc., at different levels.
- The underlying principle of activity-based instruction is learning by doing. You can use a variety of activities for evolving activity-based insuuctional programmes. The choice of activities would depend upon objectives for which an instructional programme is designed.

22.5 Keywords

- Instruction : detailed information. How to do or use sth
- Demonstration : An act of showing or explaining how something works or is done.
- Strategy : a plan that is intended to achieve a particular purpose
- Criteria : a standard or principle by with sth is judged.

22.6 Review Questions

1. Explain the term "teacher controlled instruction".
2. What is the nature of teacher controlled instruction.
3. What is are the common defects in demonstration method?
4. What is nature of team teaching?
5. Explain the nature and common defects of lecture method.
6. Discuss the types of teacher based instructional activities.

Answers: Self Assessment

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1. (i) teachers controlled instructions (ii) instructional strategies
(iii) theory, research (iv) experienced teachers
2. (i) (a) (ii) (b) (iii) (d) (iv) (a)

22.7 Further Readings



Books

1. Issues and Problems in Teacher Education: *Bernadette Robinson*.
2. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates*.
3. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates*.

Unit 23: Meaning, Nature and Strategies of Learner Controlled Instruction

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Objectives

After reading this unit, students will be able to:

- to describe the meaning of learner controlled instructions.
- to explain the nature of learner controlled instructions.
- to assess the strategies of learner controlled instructions.

Introduction

Classrooms are places where teachers and students interact within a highly interdependent environment. At particular times, some types of learning environments have been deemed more appropriate than others. Both formal and informal learning emanates from the particular environments that teachers create, and these are highly influenced by the strategies being used. For instance, lecturing creates a tightly structured learning environment where students are expected to listen, observe, and take notes. On the other hand, if the teacher divides students into cooperative learning groups, an environment is created where students are actively engaged and in charge of their own interactions.

Individualised learning requires careful monitoring of students working on their own or in small groups on practice a new skill. Before assigning students to work independently, you, as a teacher, have to provide necessary guidance to ensure that they are prepared to work on their own. Thus, learner-controlled instruction demands your active participation in the teaching-learning process. The students may need periodic review with corrective feedback on their work.

23.1 Meaning of Learner Controlled Instruction

Learner controlled instructions is defined as a process where experience (instruction) causes a change in an individual's knowledge or behaviour; different learning theories propound different perspectives about what is important and how learning occurs.

23.2 Nature of Learner Controlled Instruction

In learner controlled instruction, the learner takes up the responsibility for his/her learning. It, however, does not mean that you, as a teacher, have no role to play in learner-controlled instruction. It is a matter of shifting relatively more of the responsibility of learning to the

students. When we say that in learner-controlled instruction the students assume the responsibility for his or her learning, we want to draw your attention toward the main attribute of this method. That is the emphasis here is on learning rather than teaching. Your role becomes more of a manager, a facilitator or a guide. Your help is essential throughout the instructional process. Learner controlled instruction includes a number of techniques which range from the simple assignment to the most sophisticated computer-assisted instruction. All learner controlled instructional techniques come under the umbrella of self-learning or individualised instruction. In the next section, we discuss the concept and different forms of self-learning.

All of you know that any instructional system comprises the teacher and the learner, besides the curriculum. It is not appropriate to claim that the teacher alone controls the instruction system. Of course, there are certain instructional procedures in which the participation of the teacher is more in comparison to that of the learner. But there also exist other instructional procedures in which the learner plays a pivotal role in the instructional process as compared to the teacher. We discussed a few teacher controlled instructional techniques, namely, lecture, demonstration, team teaching and activity-based instruction. Similarly, instructional system which is more controlled by the learner results in learner-controlled instruction.

Self Assessment

1. Fill in the blanks
 - (i) is a process where instruction causes a change in an individual's knowledge or behaviour.
 - (ii), the learner takes up the responsibility for his/her learning.
 - (iii) Learner controlled instruction includes a number of which range from simple assignment to the most sophisticated computer assisted instruction.
 - (iv) and learning theories, on the other hand, view learning as change in cognition and focus mainly on internal mental activity.

23.3 Strategies of Learner Controlled Instructions

23.3.1 Self-Learning

Every individual has a natural desire to learn. Another assumption is that every individual is unique; he or she learns according to his or her abilities. Hence, any teaching system based on presentation of information to a group cannot take into account the wide variation in the rates at which individual students learn. Self-learning or individualised instruction developed when teaching methods meant for all members of a group failed to meet the varying needs of individual students. An underlying assumption in this method of instruction is that human-beings learn many things through their own efforts. As the students entering secondary education vary in their abilities, interests and needs, there is a pressing need for a wide range of instructional alternatives which may cater to their individual differences.

The most common description of self-learning methods is that teaching is directed towards individual students rather than the group of students. However, self-learning is not synonymous with independent learning or learning in isolation from other students. Self-learning may encourage independence from the teacher; this, however, is not usually the main aim. During self-learning, the students do not necessarily work in isolation from their peers. The main characteristics of self-learning are:

- (i) **Programmed Instruction:** The real landmark in the development of programmed learning was the work of B.E Skinner. After conducting extensive research on rats and pigeons, Skinner developed a theory of learning called operant conditioning. According to this theory, behaviour is learned only when it is immediately reinforced, that is, when it is followed by some pleasurable event such as food, praise or attention. Therefore, the task of the

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programmer is to provide contingencies of reinforcement so that the correct responses to the questions presented are immediately rewarded and the incorrect responses are not. Skinner opposed punishment for wrong responses and recommended that punishment should be kept minimum so that there was no danger of developing a negative attitude towards the learning activity. By applying the principles of operant conditioning in teaching human-beings, Skinner developed an instructional model which is popularly known as programmed instruction. The term 'programmed' is used for arranging learning experiences or events in the most logical and psychological sequence so that the student gets maximum benefit from instruction. Having explained the origin and the concept of programmed instruction.

- (ii) **Styles of programmed instruction:** There are mainly two styles of programmed instruction—linear and branching. These styles aim at programming of subject matter and are widely used in instructional situations all over the world. However, there is yet another style which is used for programming of behaviour. This style is called mathematics. In our discussion, we focus on the first two styles.
- (iii) **Linear style:** According to this style, the subject matter is broken into small pieces of information (steps) and is presented in a logical sequence of small steps. These small steps are called frames. The student is required to go through frames containing a bit or bits of information and respond to the question given at the end of each frame. The feedback in the form of correct answer is provided in the next frame. The frames are so designed and arranged that students' errors are kept to a minimum. In other words, programmed instruction ensures that the student make minimum errors.
- (iv) **Computer-assisted Instruction:** One of the most important contributions of modern technology in the field of individualised instruction is the introduction of computers in the teaching-learning process. Although, its use has not yet been extended on a mass scale to our schools, the future years may witness fast computerisation of the teaching-learning activities. As teachers, we should know the role of computers in the teaching-learning process. A computer can record, analyse and react to students' responses. It can store and manipulate information on an extensive scale; it can control and manage a wide variety of learning materials; and it can simultaneously cope with learning requirements of many individuals. It can make a number of planning decisions also. Before we discuss computer-assisted instruction, let us understand technical description of a computer in brief. A computer is an electronic device that accepts data, performs operations on that data in a sequence (decided by the programme) and provides output in terms of results. Computers can be of various sizes and they are named differently, like mainframe computers, mini-computers and micro-computers. Apart from size, computers are differentiated according to the specifications of the electronic devices. These include the amount and type of storage capacity, the capabilities of the central processing unit (CPU), and the type and nature of the peripheral equipment (such as disc storage, etc.) that can be connected to the computer.

It consists of an input device (e.g. the keyboard), the central processing unit of the computer and storage devices (e.g. cassette tape player, floppy disc device), and the output device (e.g., a TV display unit or a monitor and/ or printing terminals). The actual computer equipment is called 'hardware', while the term 'software' refers to the instructions, courses or the programmes that the computer carries out.

The input device, usually a keyboard, (or a cassette recorder or a disc device), is meant to feed data and instructions to the CPU. The control unit in the CPU receives instructions involving calculation or comparison. It then controls the movement of data from the memory of CPU for arithmetic or logical operations. Once these operations are over, it moves the results to a specified storage location and/or to the output device. Normally, a TV screen displays the outputs that computer has processed. A printer can also be used if a hard copy is required.

- (v) **Personalised System of Instruction:** The personalised system of instruction (PSI) is another self-learning technique which emphasises individualisation of instruction and learner-

controlled instruction. It is also known as Keller Plan and is widely used all over the world. This technique is called PSI because instruction is designed according to the need and ability of the student. Like other individualised instructional methods, PSI also allows the student to move through course material at his/her own pace and requires mastery learning by him/her. Features of PSI: Keller (1968) identified five main features which distinguish PSI from conventional methods of instruction. These are:

- PSI is a mastery oriented learning technique.
- It is individually paced technique of teaching-learning.
- It uses a few lectures to stimulate and motivate the students.
- It uses printed study guides to communicate information.
- It uses tutors (or a teacher like you) to evaluate attainment of the objectives by the student.

Description of the technique: In PSI, the student is given carefully prepared assignments which generally include programmed learning material, handouts and materials which are available in the library or at the learning resource centres. The materials include questions and exercises. The student is told about the nature of assignments. The student is also instructed about how to read and what to read. At a time, the student is expected to work on one unit only. The tutors (not necessarily professional teachers) ensure that the student is provided with proper reading material, remedial material and necessary help whenever he faces any difficulty. When a student thinks that he/she has completed the material, he/she can come to you. You can conduct a short quiz or test in order to evaluate the student's mastery over the material. If you are not satisfied with the performance of the student, you should ask the student to re-study the course material. If you are satisfied, you should direct the student to proceed on to the next unit. The students should not be given punishment if s/he commits errors or secures low score/grade in the assignment. Since the student in this technique learns at his/her own rate (self-pacing) in order to meet the individual differences in learning, a multimedia approach is followed in addition to written material.

As an instructional technique, PSI has proved to be a better technique in comparison to conventional teaching. Research evidence shows that PSI facilitates better performance, increases retention and promotes transfer of training.



Did u know? The linear style of programming developed by BF. Skinner is otherwise known as Skinnerian style.

23.3.2 Project Work

Project work, as a self-learning method, is less structured as compared to PLM, PSI and CAI. It is also called "project method". In schools, you may be giving assignments of various kinds to your students. Sometimes, certain assignments demand that students work on them for a longer period, say one week or two weeks, and produce something concrete or describe the process of certain experiences in the form of a report. Such assignments are called project work or project method. Through project work students get experiential learning. This provides the students an opportunity to learn at their own pace and time, while they do certain activities more or less independent of the teacher. A project is an enquiry, conducted personally by a student who is expected to use a variety of methods (e.g. analysis, interpretation, planning, etc.) to undertake a task or study a subject (in terms of knowledge, skill or attitude) and to write a report, or design and make a product, or organise an activity, or solve a problem, etc., in line with the objectives of the project. Thus, project work helps students plan, observe, analyse and synthesise. It tends to develop self-learning habits in the students. It provides real-life experiences to them. It aims at problem solving by them.

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Notes The dictionary meaning of the project is a scheme or design.

Aims of Project Work: The aims of the project work can broadly be classified into the following categories:

- Knowledge
- Skills
- Personality attributes

Let us elaborate each category for better understanding.

Knowledge: Project work helps the learner develop knowledge of the topic and learn the various techniques used in the area of study.

- Skills : Project work develops the following skills in the students:
- Skills for independent work which includes planning one's work, hunting for sources.
- Instructional System collecting data, selecting relevant materials, fabricating experiments, manipulating instructions, making keen observations, analysing results, synthesising findings, making generalisation and presenting findings for use and necessary action.
- Skills for group work include working in a group. developing the ability to cooperate with others, developing fellow feeling and democratic spirit.
- Skills for communication include development of oral skills by argument and discussion with colleagues and supervisor (teacher in own case).

Personality attributes: Project work also develops personality attributes which may be higher mental abilities such as critical thinking, creative thinking, evaluative ability, analytical thinking, etc.. and certain affective attributes like interest in the area of study, social sensitivity. etc.

Project work may be of different kinds. In school context, it may broadly be classified as laboratory work, field work, and library work

- (i) *Laboratory work* : Laboratory work aims at developing certain skills in the student through activities conducted in controlled conditions. Such project work is carried out in science and science-related subjects. The students are required to undertake mini research projects. For example, carrying out small laboratory experiments, Like preparation of oxygen, dissection of a frog, etc. Laboratory work involves skills of manipulation, organisation, experimentation and interpretation. Through lab work, students get real-life experiences, of course, in controlled conditions. The students get the opportunity to apply theoretical knowledge into practice.
- (ii) *Field work*: Unlike laboratory work, field work is conducted in real-life conditions, and not under controlled conditions. The students are expected to go to the real-life situations where they observe a phenomenon, collect the relevant data, process and analyse the data and arrive at conclusions. Field work is appropriate for both the physical and the social science subjects. Community projects also come under field work. Students may be motivated to take up field work to gain first hand knowledge of the subject. Organising a literacy campaign in the community, visiting a new factory, visiting to a nearby slum, etc., are some examples of field work.
- (iii) *Library work* : Sometimes students may be asked to undertake project work related to library studies. Such a project has potential to promote individualised learning. Though the students are not habituated to library work in schools, you can encourage them for it by assigning library projects. Library projects may be conducted in two ways:
 - (a) After introducing the topic and providing necessary information to the student in the class, you may tell them about the relevant books which concern the topic selected for the project work. Students should go through those books and develop a report on their work.

- (b) Another way of conducting library projects is first to ask the students to read the relevant books on the topic and then ask them to come with small reports on the basis of which you can hold discussions with them.

Thus library project can develop the habit of self-study among the students.

Project work is an effective instructional method which requires participation of both the teacher and the students. Your role in project work as a teacher is very important because students at the secondary school level may not be competent enough to undertake project work on their own. With your initiative and direction the students can be fruitfully engaged in the project work. Let us discuss what is expected of you as a teacher while organising project work.

Preparation for project work: When preparing for the project work, you should help the student perform the following tasks:

- Selection of appropriate subject/skills/procedures/problems/topics for the projects.
- Offering students a choice of subject/skill/problem/to pick from.
- Formulating or rather helping to formulate clear objectives of the project.
- Listing the resources and guiding how to locate and use those resources.
- Checking every student's progress regularly.
- Suggesting modifications to plans when necessary.
- Encouraging and assisting individual student frequently.
- Checking student's evaluation procedures.
- Assessing the project in accordance with the planned scheme.
- Evaluating the whole project with other students including the project report, project product or procedure.
- Organising an effective group debriefing session.
- Evaluating the efficiency and effectiveness of the project as a learning activity.

- (iv) *Evaluation of Project Work:* Evaluation of project work involves both the processes and the product of the project. The product of the project may be some concrete material or the project report. A scheme for evaluation of the project work is presented.

Role of a Student in Project Work: The student has to play an important role in project work. Though you are there to help him throughout, the main responsibility of carrying out the project work lies with the student. There are three major stages the student has to work through while carrying out project work. These are:

- (i) *Planning stage :* At the planning stage, the student has to consider the following tasks:
- The student should have a clear idea of the objectives and the criteria of the project.
 - If there is any ambiguity, he should seek your help.
 - He should understand the scope and limitations of the project
 - He should carry out a task analysis of the project in terms of skill(s), problem(s) or procedure(s).
 - He should design a suitable plan, strategy or method for dealing with the project.
 - He should arrange the tasks in a sequence and fix a deadline to complete the project.
 - He should discuss with you various aspects of planning.
- (ii) *Implementation stage:* At the implementation the student should carry out the following tasks at this stage :
- Collect all necessary information.
 - Decide about suitable methods of enquiry.
 - Use resources such as equipment, materials, available expertise, etc.. effectively.
 - Cooperate with other students in case of group project.

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- Carry out the processes involved in the project, namely, analysis, synthesis, application, decision making, problem solving, etc.
 - Stick to time schedule prescribed for the project.
 - Secure help and guidance from the teacher throughout the implementation stage.
- (iii) *Report and presentation stage:* The student is expected to carry out the following tasks at the reporting stage:
- Interpret information and use materials properly.
 - Draw appropriate conclusions.
 - Compile an effective project report.
 - Present the report, product, procedure, decision or solution effectively.



Task What is the role of a student in project work?

Types or Modes

Computer assisted instruction can take a variety of forms as detailed below for providing self-individualized instruction to a learner depending on the computer services availed.

1. **Informational Instruction:** It helps the learner get the desired information he needs. Here the computer can serve the role of an enquiry officer, to respond to the student's enquiry with answers it has stored. It provides minimal interaction between the student and the computer programme. The sole purpose of this type of CAI is to provide essential information for the acquisition of concepts and skills.
2. **Drill and Practice Programmes:** CAI provides the learner with different types of drill and practice programmes covering specific topics related to a particular subject. Through these, the services of computers can be properly availed for providing practice in something already learned in some other way. It helps in the development of a variety of skills.
3. **Tutorial Type Computer-assisted Instruction:** In this type of CAI, the computers are engaged in actual teaching. Here they can play effectively the role of a tutor by maintaining a perfect interaction and dialogue with the effectively the role of a tutor by maintaining a perfect interaction and dialogue with the individual students.
4. **Educational Games Types:** In it, the learners are provided with a variety of well-designed computer games. These games should not be confused with academic type games. Their purpose is only to provide intellectual challenge, stimulation of curiosity and serve as a source of motivation to the individual learner.
5. **Simulation type of Instruction:** Simulation is used as a technique for providing training to the students. Such type of instructional activities provide powerful learning tools to them. With the carefully prepared programmes, the students are made to face real or idealized situations.
6. **Problems-solving Type:** This type of computer-assisted instruction focuses on the process of finding an answer to a problem rather than the answer itself. Here, the students are provided with programmes that can make them think about the ways and means of solving the problem systematically.
7. **Practical Work-oriented Instruction:** CAI programmes can provide valuable help in supplementing laboratory and other practical work.
8. **Learning Affairs-managing Type:** In this type of instructional activities, the computer-assisted programmes provide valuable help in managing and supervising the learning affairs of the students.

Self Assessment

2. Multiple choice questions:

Choose the correct option

- (i) The most common description of self learning method is that teaching is directed towards students rather than group of student.
 (a) indivisual (b) able (c) needy (d) interested
- (ii) The real landmark in the development of programmed learning was the work of
 (a) sapling (b) B.F. Skinner (c) H.C. Hungary (d) B.P. William
- (iii) Personalised system of instruction is also known as plan.
 (a) Kellar (b) Skinner (c) Sapling (d) Arthur
- (iv) The input device, usually a keyboard, is meant to feed data and instructions to the
 (a) Hardware (b) Keyboard (c) CPU (d) Monitor
- (v) There are mainly styles of programmed instruction.
 (a) two (b) three (c) four (d) five

23.4 Summary

- In learner-controlled instruction, the instructional activity is controlled more by the students than the teacher. In other words, the student depends more on himself for learning than on the teacher.
- Hence, instructional activity is called individualized instruction or self-learning. There are various forms of self-learning, such as programmed instruction, personalized system of instruction and computer-assisted instruction.
- One another strategy of learner controlled instruction project work can learn by himself through relevant project work which provides him experiential learning. In this unit we have discussed how to organise and evaluate project work.
- To conclude, this unit provides you an overview of method techniques through which you can develop the habit of self-learning among your students.

23.5 Keywords

- Project : A planned piece of work that is designed to find informed about sth
- Learning : the process of learning sth
- Personalised : to mark sth insame way to show that it belongs to a particular person.
- Assist : to helps to do sth

23.6 Review Questions

1. What are the objective of project work?
2. Explain the major types of project work done in schools.
3. What are the different forms of self learning?
4. What is computer assisted instruction?

Notes

Answers: Self Assessment

- | | | | | | | | | |
|----|-------|------------|------|--------------------------------|-------|-----|------|-----|
| 1. | (i) | Learning | (ii) | Learner controlled instruction | | | | |
| | (iii) | Techniques | (iv) | Cognitive, constructivist | | | | |
| 2. | (i) | (a) | (ii) | (b) | (iii) | (a) | (iv) | (c) |

23.7 Further Readings



Books

1. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*
2. Issues and Problems in Teacher Education: *Bernadette Robinson.*
3. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*

Unit 24: Meaning, Nature and Strategies of Group-Controlled Instruction

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Objectives

Introduction

24.1 Meaning of Group-Controlled Instruction (GCI)

24.2 Nature of Group-Controlled Instruction

24.3 Strategies of Group Controlled Instruction

24.4 Summary

24.5 Keywords

24.6 Review Questions

24.7 Further Readings

Objectives

After reading this unit, students will be able to:

- to know the meaning of group controlled instructions.
- to explain the nature of group controlled instruction.
- to assess the strategies of learner controlled instruction.

Introduction

The fundamental objective of every teacher or instructor is to create a conducive learning environment group controlled instruction is one of the approaches to the creation of such an environment. the use of group for instructional purposes is widely used in schools, colleges and various professional institutions. Because the group resolves problems with each student participating members are committed to solutions through the functioning of group norms endorsing the new ideas or behaviors. Under the instruction two purposes are assumed to be accomplished (a) students get new insights into problems by hearing different viewpoints and by having their ideas critiqued and (b) they lean and commit to new behaviors from groups discussion and decisions.

24.1 Meaning of Group-Controlled Instruction (GCI)

Group Controlled Instruction (GCI) Concept and Definition: GCI may be defined as the mode of instruction wherein learning is dependent on group interaction or mutual support of group members. You might have noticed that in this type of instructional method, the group takes up the responsibility of organising learning tasks. When instruction is organised in such a manner that students carry out the instructional activities together in a group it is called Group-Controlled Instruction (GCI). Group-Controlled Instruction (GCI) is based on the fact that every member of the group actively participates in the instructional activity. Learning takes place due to interaction among the group members and learning by doing work in the group with the support of each other. Thus, learning in this mode of instruction is controlled by the interactive climate generated by the group working as a team with mutual support.

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24.2 Nature of Group-Controlled Instruction

Both the teacher-controlled instruction and the learner-controlled instruction are effective modes of instruction mainly for cognitive and skill development of individuals. In these mode, of instruction the individuals develop a feeling of competing with one another, defeating one another. It spoils the innocent fun of children and of young students. It also does not educate students on how to lead a harmonious life in the society. Therefore. it is important to supplement these two modes of instruction with group-controlled instruction. It develops the power of expression. critical thinking, tolerance, belongingness, trust, team spirit, habit of helping each other, etc. Thus, GCI can help prepare knowledgeable and skilled humanbeings who could support a society with democratic values leading to harmonious life, prosperity and happiness.

In Indian classrooms today there is lot of emphasis these days on cognitive development due to the instructional procedures adopted in the schools. This is mainly because we depend heavily on teacher controlled instruction methods such as lecture, demonstration, etc. Due to this, the development of certain skills in students remains ignored. Therefore, it is essential. that group-controlled instruction be organised in schools. You may be keen to know what is this Group Controlled Instruction (GCI). Let us understand the concept of Group-Controlled Instruction (GCI) more closely before we discuss the procedures to organise Group-Controlled Instruction (GCI) at the school level.


Types of Group-Controlled Instruction: Considering the nature of activities organised under group controlled instruction, GCI can be divided into two broad categories. viz., group interactive sessions and activities involving team work. However, this classification should not create a feeling in you that activities which

Group Controlled Instruction

Group Interactive Sessions	Group Activities Involving Team-work
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involve team -work do not. have any interaction. These activities also have interaction. It is only the emphasis of interaction and team work and the nature of instructional activities on the bases of which classification i.s based.

In group interactive sessions, students make a presentation on some topic and discuss it in a group. Through intraction, they acquire the ability to clearly express their views, critically examine others' views, and tolerate others' views and reactions. Thus, students develop their expression power, tolerance, critical thinking, ability to argue without causing offence. Group activities involving team work develop the ability to work in teams. They also develop the spirit of togetherness, belongingness, trust and cooperation.



Notes Group controlled instruction provides deeper understanding of knowledge through participation in group work including discussion.

Self Assessment

1. Fill in the blanks
 - (i) is based on the fact that every member of the group activity participates in the instructional activity.
 - (ii) Group controlled instructions provides of knowledge through participation in group work including discussion.
 - (iii) It is essential that group controlled instruction be organised in
 - (iv) It is important to supplement the two modes teacher controlled instruction and with group controlled instruction.

24.3 Strategies of Group Controlled Instruction

As stated earlier, group controlled instruction is of two types, one involving interactive sessions which you have just gone through and the other based on group activities involving team work. In this section you will study those activities which involve team mode and the process of their organisation. Activities involved team mode can be organised regularly for various subjects like maths, science, social studies and languages. Considering the nature and the procedure of organising these activities, there are three methods of learning involving team work, viz., cooperative learning, group project and group investigations. Let us discuss each of these methods in detail.

You should always remember that an intellectual discussion takes place in the group interactive session. In these discussion sessions the group members interact with each other by asking questions, seeking clarifications, giving their own views, examining others' views, arguing the decisions, etc. In other words, in group interactive sessions a theme or topic is presented or initiated by some one, either by a member of the group or a teacher. You as a teacher can initiate a discussion and then allow the members of the group to participate and manage the session. If you have to conduct an interactive session in your class, you should know its basic elements and the procedure of organising group interactive sessions. Let us discuss both these issues in detail.

24.3.1 Group Interactive Sessions

(i) Elements of Interactive Sessions: To organise an interactive session in a secondary or senior secondary school either all the students of the class can take part in an instructional task as a group or the class can be divided into smaller groups and given separate activities to work on. There are four main elements of interactive sessions:

- Chairperson
- Speaker
- Participants, and
- Recorder

In a group activity one member from the group is chosen as the chairperson or coordinator of the session. The person conducts the proceedings of the session. The coordinator need not necessarily be the teacher or an expert. One of the students (group members) may act as the coordinator. The coordinator is one of the important elements in an interactive session. Therefore, it is essential that you should make the students aware of the instructional activity and present a brief note according to the requirement. This member of the group is called the speaker and is the second element of interactive session. Meaningful interaction can take place only when individual members of the group participate in the discussion. All members of the group are participants in the interactive session. These participants are the third element of the session. The proceedings of the sessions may be systematically observed and recorded by a member. This person is called the observer or the recorder and (s)he is fourth element of the interactive sessions.

(ii) Pre-interactive Session Activities: For organising interactive sessions at the secondary school stage one should keep in mind that our students are not trained in organising group-controlled instruction. The seating arrangements in our classrooms are also not suitable for interactive sessions. The importance of interactive sessions has not been adequately realised: because of this interactive sessions are seldom organised in our schools. Due to these reasons organising interactive session can be a challenge for you as a school teacher. Accept the challenge; you will be successful if you systematically follow the steps of organising interactive sessions. We present here the steps you should follow while organising group interactive sessions in your class. These steps are suggestive and you can modify them to suit the requirements of your students.

- (i) Assign separate weightage to interactive sessions:** In order to organise interactive sessions, it is necessary that the activity should be considered important in the school time table. This will give legitimacy and due weightage to interactive sessions. This will also make it a compulsory activity for all the students in your course and will develop seriousness on the part of teacher and students.
- (ii) Allocation of topics:** You should allocate the topic(s) to the students so that they can prepare for presentation. It is better to give students only a small portion which they can prepare and present in about 20 minutes. Lengthy topics should be presented by different students.

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You may also suggest some reference books to the students. The work of topic allocation may be taken up just after the reopening of the school, within first 10-15 days. This will enable students to prepare their topics in time to start interactive sessions at an early date, so that each student may get a chance to present. As a teacher, you should keep a record of the portions allotted to various students.

- (iii) **Decide the dates of presentation:** The dates of presentation should be fixed for each student in the beginning itself. This may be notified also. Students may be asked to prepare the write-ups in advance. More confident and capable students should be given early dates.
- (iv) **Guiding and motivating students for preparation of write-ups:** In order to ensure that every student prepares a write-up, you should encourage students to start work immediately, such as reading books on the topic, etc. You should guide the students regarding reference books and also in the preparation of write-ups. Providing continuous motivation to the students may be essential for you as a teacher.
- (v) **Making seating arrangement:** You should remember that an interactive session requires a seating arrangement of the kind that enables all participants to see and listen to each other. For this reason circular arrangement is the most effective. The school should ideally have a room where furniture is arranged in a circular form. This room could be utilised by different classes during different periods. But, providing a room exclusively for this purpose may be difficult for many schools. It is, therefore, suggested that such room should be optimally used for various curricular and cocurricular activities in the school. Reshuffling of furniture is also easy in the same class. Seating arrangement for interactive sessions.
If you find that even this reshuffling is not possible, you can ask the students to spread a carpet and sit on the ground in a circle. This arrangement should be possible in all the schools.
- (vi) **Orientation of the students:** For conducting effective interactive sessions at school, you should orient your students about the interactive session. You should state the purpose of the interactive sessions. You should clearly inform the students what they are expected to do during the interactive session. You should also tell them that they will be evaluated on the basis of the write-ups they prepare, presentation they make and their participation in the discussion. The students, therefore, should know their role and the process of evaluation.
- (vii) **Circulating write-ups:** An interactive session requires that the student should prepare a write-up which may be brief or a detailed one. The write-up may be circulated among all the participants one or two days in advance so that they go through it and come prepared in the session. This responsibility may be assigned to the student who has to make the presentation.
- (viii) **Demonstration involving team of teachers:** At the school stage, it is necessary that the first presentation should be made by the teachers. The chairperson and recorder also may be teachers. The students should be encouraged to take part along with the participating teachers. Students should be asked in the beginning itself to observe the entire proceedings of the session so that later on they can conduct the sessions independently in the same manner.



Task What are the elements of interactive sessions?

(iii) **Conducting Interactive Sessions:** Conducting an interactive session is the responsibility of the chairperson. In your class, it would be advisable that you should function as the classroom conductor of the proceedings. School children may show a lot of hesitation in participating in group discussion. Your initiative, encouragement and guidance will ensure meaningful interaction in the group. You can function as an elaborator, moderator and controller. Once the students acquire confidence in them they can be given responsibility to organise sessions independently. Nevertheless your role in organising group interactive sessions is very crucial. Some of the

important activities that you may have to perform are as follow:

- (i) Interactive sessions should be a regular instructional activity in the school. Once it becomes a part of overall teaching learning strategies, the students would develop necessary skills to actively participate in pedagogic interactions and acquire knowledge. You can call upon the student who has to make presentation and introduce the topic raising one or two important issues to which the entire group may pay attention. For this you should go through the topic beforehand. After a brief introduction you should request the speaker to make the presentation. As soon as the speaker completes the presentation, you should help the participants to recall, in a nutshell, the main points of the discussion. As our students are not acquainted with group interaction, you should tell them some rules for participating in and learning from interactive sessions. Some of these important rules are as under:
- (i) Participants should raise their hands before asking questions and wait for the chairperson's permission.
 - (ii) All the questions should be addressed to the chairperson.
 - (iii) No participant will interrupt in another participant's talk and will speak only when the speaker has completed his presentation. In other words, students should take turns for speaking.
- (ii) **Motivator:** You may find that many students do not take active part in the discussion. At the school level it is mainly due to the reason that students in the beginning can not gather up enough courage to speak in a group. Some students generally feel shy and hence withdraw themselves from active participation in discussion. Some students do not interact because of the fear that they may commit mistakes. As a result, many students prefer to become just passive listeners. In order to ensure that every student participates in discussion, you should make some effort to motivate the students. You should invite, by name, those participants who are passive listeners and ask them whether they have anything to contribute. You should remain alert and read the facial expression of the individual student whether she feels like asking questions but does not raise her hand. Such students should be motivated to express their ideas. You should encourage them to participate in discussion. You should be polite in your behaviour. You should appreciate the views expressed by the students. This, in turn, will ensure their willing participation in the teaching-learning process.
- (iii) **Facilitator:** The students may expect you to clarify the issues and ideas, and occasionally raise questions when these are not clear to the group. You should summarise the ideas expressed by the participants. Sometimes when arguments and counter arguments start on a point of discussion and different participants give almost the same views, you can give your judgement and conclude, and ask the students to proceed to the next issue. But it should also be kept in mind that you should not become the main speaker; you should rather be an attentive listener than a compulsive speaker.
- (iv) **Elaborator:** At the school stage you may find that many participants face difficulty in expressing their ideas in proper words. They may not have mastery over the subject. Sometimes the participant may express a concept which is not correct. In such a situation you should elaborate the views expressed by the students. In other words, you should facilitate them in asking questions or raising points. You should clarify the questions which are not clear to the group.
- (iv) **Interactive Sessions Conducted by Students:** When group controlled instruction becomes a regular feature in your school, you may find that one period is too small for an interactive session. It would be essential to divide the class into smaller groups and discuss the assigned topic or the problem in a more satisfactory manner.

This arrangement will ensure that all the students take part in discussion. In a small group, students themselves can choose one of them as the chairperson who will take the responsibility of conducting the session. In the absence of the teacher some students who otherwise do not take part in discussion due to fear of committing mistakes, etc., may take part in the discussion. However, such an arrangement should be made only when the students have observed 8-10 interactive sessions chaired by you. It would also be advisable that in some sessions you should be present as a participant and allow the students to chair

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the sessions. During such sessions you should, however, guide the interaction and provide feedback to the chairperson. This would enable the students to conduct the interactive session by themselves.

24.3.2 Group Activities Involving Teamwork

As stated earlier, group controlled instruction is of two types, one involving interactive sessions which you have just gone through and the other based on group activities involving team work. In this section you will study those activities which involve team mode and the process of their organisation. Activities involved team mode can be organised regularly for various subjects like maths, science, social studies and languages. Considering the nature and the procedure of organising these activities, there are three methods of learning involving team work, viz., cooperative learning, group project and group investigations. Let us discuss each of these methods in detail.

(i) Cooperative Learning Methods: In order to develop in students the skill of cooperation, belongingness and team spirit and to reduce individual competition amongst them, you should adopt the cooperative learning methods. Cooperative learning is not individual learning but group or peer learning. In cooperative learning, students work together to achieve a common goal. There is greater participation and involvement of the students in cooperative learning. The feeling of belongingness produces positive attitudes and team spirit in the students. Cooperative learning is specifically useful for learning various skills and knowledge. You should, therefore, be familiar with the process of organising cooperative learning in your class or school. You may follow the steps suggested below:

- (i) **Organising cooperative learning:** For organising cooperative learning, you should ensure that students work in groups and each group member works in a cooperative manner to achieve the common goal. The specific activities you have to organise are as follows:
 - (a) **Formation of groups :** You should divide the class into small groups. While forming groups, you should keep in mind the heterogeneity among students in respect of sex, intelligence, religion, etc. Each group should consist of a cross-section of the class: boys, girls; above average, average and below average students in terms of intelligence. You should try to form groups by including students from different communities.
 - (b) **Preparation of cooperative learning sheets:** You should prepare these sheets for all the topics to be taught through cooperative learning. These learning sheets consist of objectives, activities to be done by the group members in accordance with the content of the topic and evaluation items based on the objectives.
 - (c) **Orientation to the students:** As students are used to working individually, they have to be oriented properly to work together. You should inform them about how cooperative learning will be organised. Every learning point should be discussed collectively. A student who does not understand could be explained well by another student. They should work as a team to achieve the set goals. They should be informed that they will not be evaluated individually; rather the entire group performance will be assessed. The group as a whole should ensure that every individual member of the group learns every concept. Average performance of the group will be the index of group learning or progress.
 - (d) **Conducting the cooperative learning session:** You should allot time for cooperative learning sessions and distribute cooperative learning sheets to the groups. All groups should carry out learning activities according to guidelines given in the sheets. These learning sheets should provide flexibility to the students. The students may modify the activities according to the requirement of the group members. They may discuss the problem, ask questions, explain concepts and solve problems according to their convenience. At this stage you should observe how cooperatively the groups are working. You should give feedback to each group about whether they are proceeding in the right direction and gaining from the session. Finally, the group should report about what they have done and how they have performed. The performance reported should be the average performance of the group.
- (ii) **Advantages of cooperative learning:** In cooperative learning an informal situation is created based on mutual dependence, feeling of being-accepted, liked and supported by fellow

students. They have the freedom to explore their ideas, discuss with their friends and sharpen their thinking and actions, get help and provide support to others. Thus cooperative learning is quite advantageous to students. The main advantages of cooperative learning are as follows:

- Students are often able to translate the teacher's language into their own language and enrich their understanding.
- Students learn by actually participating in the teaching-learning process. The students have to organise their thoughts to explain ideas to their mates. They engage themselves in cognitive elaboration that greatly enhances their understanding.
- Students can provide individual attention to and get assistance from one another. As they can freely seek assistance from fellow students in learning, their achievement will be much higher.



Did u know? Cooperative learning generates more intrinsic motivation than does individualised learning.

(iii) **Group Investigation:** At the school stage certain topics are such which raise doubts and questions in the minds of the students and for those the do not find answers in the textbooks. To answer such questions requires investigation phenomenon. Problems/questions whose answers are not readily available require investigation. Some of the problems are such that no individual student can investigate these by himself. It is, therefore, desirable to carry out group investigation in such a situation. The process in which a group of students selects problems/questions and tries to find out their solutions collectively in a scientific manner is called group investigation.

Organising a group investigation: In order to take up group investigation as an instructional activity at the school stage and to make it successful your guidance to students is very much essential. Do you know how a group investigation should be carried out? It is necessary for you, as a teacher, to know what are the different phases through which group investigation proceeds. A class engaged in a group investigation will through the following phases:

- *Selection of problem:* You may indicate some example problems and guide the groups to select a suitable problem for investigation.
- *Cooperative planning:* The members of the group will plan their work regarding collection of evidence, sources of evidence, and allocation of work among members. They should also estimate the time to be devoted to investigation work. Besides collecting data from various sources, the group should also plan about how data will be analysed and who will do the analysis. They should also decide the way the report on the investigation will be prepared. For each activity, time must be estimated.
- *Implementation:* Work should be started according to the plan. Every member should try his/her best to complete the activities within the stipulated time. Evidence from all the sources and areas should be collected.
- *Analysis and synthesis:* The collected evidence should be analysed and synthesised logically in order to arrive at valid results.
- *Preparation of report and presentation:* A brief report of the work done should be prepared by each group. The report should include information about how the work was done and what findings were arrived at. The report should not be of more than a few pages. It should not be a very technical report but just a write-up which should be presented by the coordinator of each group.
- *Evaluation:* You should evaluate the work of each team on the basis of your own of the group's way of solving the problem. You should judge, whether it is adequate and valid and solutions arrived at are logical and based on facts. You should provide feedback to the group.

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The group investigation, as a group-controlled activity, requires a lot of your guidance to be successful. The knowledge gained through this type of instruction promotes deeper understanding of how children learn in groups as well as individually.

(iv) **Group Projects:** You have studied in the preceding sub-section about group investigation as a group-controlled method of learning. In some situations, group investigation may be a project work. Thus project work is a broader concept which includes investigation or any other activity which may be completed in itself. At the school stage there are several activities which can not be completed by an individual and which require a group of students to work together. For example, the activities presented below can be taken up as group projects:

- Presentation of models of different types of houses in a particular region of the country
- Models of hydro-electric power generators
- Models of different types of dams
- Plantation and care of house-hold plants
- Study of a country's location, climate, crops, people and industries, and presenting them in the form of charts, maps, etc.
- Preparation of models of different organs of the body
- Conducting market surveys, etc.

A group project means a planned set of activities which are undertaken by a group of students with defined objectives and which results in a finished product or practical accomplishment. In a group project, students learn by developing collectively a plan of action related to the subject matter to be learnt through their whole-hearted involvement in the activities. The course of action should be complete in itself. There are definite, but not rigid, steps to be followed in completing a group project work.

Steps in a group project: A group project involves the following steps:

- *Formation of groups:* The whole class may be divided into small groups of 5-7 students, keeping in mind the heterogeneity criteria
- *proposing:* At this stage the decisions are made about what is to be done. The objectives of the project are stated explicitly. The students may need your guidance in selecting the project and stating its objectives.
- *Planning:* In group project various means to attain objectives are considered and the most appropriate means are selected. Some action plan is also chalked out according to the group decisions. Appropriate activities are identified and allotted to different members of the group. Project work is planned in such a way that involvement of all the members of the group is ensured.
- *Implementing:* project activities should be carried out by the members of group according to the plan. Students should be encouraged to discuss their allotted activities frequently and help each other in completing their activities. The group as a whole should come out with a finished product or an accomplishment.
- *Evaluation:* The success of the group project should be evaluated on the basis of the attainment of the set objectives. In addition, you should observe how closely and cooperatively the group has worked to accomplish the project and prepare a finished product. It is also advisable to arrange an exhibition of the products and accomplishments and invite 1 or 2 teachers who could judge and evaluate the projects.

Self Assessment

2. Multiple choice questions: Choose the correct option

(i) Group controlled instruction is of types.

- (a) two (b) three (c) four (d) five

(ii) is not individual learning but group or peer learning.

- (a) cooperative learning (b) orientation learning
(c) group controlled learning (d) learner controlled instruction

- (iii) In the formation of groups, the whole class may be divided into small groups of students, keeping mind the heterogeneity criteria. Notes
- (a) 2-4 (b) 5-7 (c) 8-10 (d) 12-14
- (iv) For the evaluation of group project teacher should be invited.
- (a) 1 (b) 1 or 2 (c) 3 (d) 3 or 4
- (v) is not one of the main elements of interactive session.
- (a) Chairperson (b) Speaks (c) Recorder (d) Examiner

23.4 Summary

- **Group Controlled Instruction (GCI) Concept and Definition:** GCI may be defined as the mode of instruction wherein learning is dependent on group interaction or mutual support of group members.
- Group-Controlled Instruction (GCI) is based on the fact that every member of the group actively participates in the instructional activity.
- **Types of Group-Controlled Instruction:** Considering the nature of activities organised under group controlled instruction, GCI can be divided into two broad categories. viz., group interactive sessions and activities involving team work.
- In group interactive sessions, students make a presentation on some topic and discuss it in a group. Through interaction, they acquire the ability to clearly express their views, critically examine others' views, and tolerate others' views and reactions.
- In a group activity one member from the group is chosen as the chairperson or coordinator of the session. The person conducts the proceedings of the session. The coordinator need not necessarily be the teacher or an expert. One of the students (group members) may act as the coordinator.
- Therefore, it is essential that you should make the students aware of the instructional activity and present a brief note according to the requirement. This member of the group is called the speaker and is the second element of interactive session.
- All members of the group are participants in the interactive session.
- For organising interactive sessions at the secondary school stage one should keep in mind that our students are not trained in organising group-controlled instruction.
- Conducting an interactive session is the responsibility of the chairperson.
- School children may show a lot of hesitation in participating in group discussion.
- Once the students acquire confidence in them they can be given responsibility to organise sessions independently.
- As stated earlier, group controlled instruction is of two types, one involving interactive sessions which you have just gone through and the other based on group activities involving team work
- In cooperative learning an informal situation is created based on mutual dependence, feeling of being-accepted, liked and supported by fellow students.
- They have the freedom to explore their ideas, discuss with their friends and sharpen their thinking and actions, get help and provide support to others. Thus cooperative learning is quite advantageous to students.

23.5 Keywords

- Group : a number of people or things that are together in the same place or that are connected in same way.
- Cooperative : helpful by doing what you are asked to do.
- Investigation : an official Examination of the facts about a situation.

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23.6 Review Questions

1. Explain the term group project.
2. What is the difference between group investigation and group project?
3. What are the steps involved in organizing group projects?
4. Explain the pre-interactive session activities.
5. What are the characteristics of courses of academic stream?

Answers: Self Assessment

1. (i) Group controlled instructions (ii) deep understanding
(iii) schools (iv) learner controlled instructions
2. (i) (a) (ii) (a) (iii) (b) (iv) (b)

23.7 Further Readings



1. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*
2. Issues and Problems in Teacher Education: *Bernadette Robinson.*

Unit 25: Teacher Education and Teacher Freezingness

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Objectives

After reading this unit, students will be able to:

- to discuss about the meaning of teacher freezingness
- to describe the causes of teaching freezingness
- to explain about the use of teacher education in removing teacher freezingness
- to discuss about the teaching strategies to improve student learning

Introduction

The success of a student depends most of all on the quality of the teacher. The quality of teachers has become a major concern of policy-makers, college and university, especially at the colleges of teacher education, and the public in general. Quality teacher is the right of every child. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more important than ever. The demand of teachers has been increased during past years, but that demand has been encountered with teachers having paper qualification. Quality teachers will be a major concern in coming years. In facing up to the numerous challenges to teacher education in the era of digital technology and globalization.

25.1 Meaning of Teacher Freezingness

Teacher fleetingness is the teacher's inability in psychological, social, physical and moral potentialities of teachers. Teachers hardly involve in planning and constructing the evaluative measures. The show passiveness towards the cause of research in teaching and learning. Some of the teacher possess unwilling attitude to accept hangs. they don't take the risk of trying new ideas and also avoid accepting the intellectual changes.

25.2 Causes of Teaching Freezingness

Deficiencies of Small Time Period Provided for the Training of Teachers: In India, the period of training of teachers for secondary schools has all along been of one year after for secondary schools has all along been of one year after graduation-the effective session being of eight to nine months. The main purpose of teacher education programme is to develop healthy attitude, broad based interest and values consistent with the dignity of training profession and thereafter,

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develop a personality too. It is not possible, during the short duration of nine months.

Incompetency of Student Teachers: The existing training programme does not provide adequate opportunities to the student teachers to develop competency to face the varied type of situations in their real teaching life because the organizers of teachers training programme are not aware of the existing problems of schools. They are not in direct contact of schools.

Due to this gap between the school and the training institution, the growth of content stagnates, methodology gets stale and contact with academic discipline becomes weak. Therefore, there should be a close matching between the work schedule of the teacher in a school and the programme adopted for teacher preparation in a training college.

Defects Concerning Papers: A teacher should know the meaning of education, its objectives, the socio-cultural and politico-economic background, various agencies that influence education, the principles that guide construction of curriculum etc. But a proper preparation towards a good orientation is impossible in a short duration of 9 months.

Problems of Practice Teaching: In most of the institutes more emphasis is laid on the theory in respect of marks and time. The ratio of marks between theory and practice generally remains of 5 : 2. In some institutes practical aspect is given equal importance to that of theory. Teaching practice plays a significant role in B.Ed. programme. Its main purpose is to help the student teachers to acquire the powers of observation, attention imagination and a sense of time. One learns how to prepare his lesson independently and how to mark pupil's work.

Problem of Supervision of Student-Teaching: The purpose of supervision is the improvement of instruction in the teaching situation. The supervisory organisation for practice teaching and the supervisory techniques and practice aim at bringing improvement in the instructional activity of the student teachers by familiarizing the student teachers, with various techniques and help them to develop confidence in facing the classroom situation.

Lack of Subject Knowledge: The B.Ed. programme does not emphasize the knowledge of the basic subject. There is no provision to increase and strengthen the knowledge of the particular subjects of the student teacher. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

Lack of Realism: The whole B.Ed. programme does not make the student to complete his whole prescribed syllabus in his real teaching late within the limited time of session. The teaching practice which he exercises during his class and to complete his prescribed do not help him to take his class and to complete his prescribed course within the period provided. The student teacher should be given a chance to face the real problems of classroom teaching. He should practice the particularly skill needed for his particular subjects. He should know how to complete his course and how to perform other related work other than the teaching.

Faulty Methods of Teaching: In India teacher educators are averse to innovation and experimentation in the use of methods of teaching. They use the traditional method of instruction, lecturing and dictating of notes. Their acquaintance with modern class-room communication devices is negligible. Their lectures are dull, monotonous and uninspiring. Student teachers talk about the methods but cannot use them with facility and ease. The teacher educators have no planned and systematic awareness and control over the instructional technology.

Absence of Professional Attitude: In India the entire teacher education programme is lacking in professional attitude which is so important for a sound programme of teacher education. In some states the teacher education programme has been commercialized.

Optimum saving is made through the revenue raised by such departments. This has resulted into sub-standard facilities in the colleges. It is also reflected in the policies followed in the recruitment of teacher educator whose poor quality coupled with the sub-standard provision of facilities, is largely responsible for lack of vigorous and dynamic programme on the campus.

Poor Academic Background of Student Teachers: Proper admission procedures are not observed in most of the institution. Most of those applying for admission to teacher education departments

do not have the requisite motivation and the academic background for a well deserved entry in the teaching profession. Therefore they remain indifferent to work and studies. In some states the girls because of their merit get admitted in a sizeable proportion though they never enter into the teaching profession and are not willing to server in the rural areas. This has created the problem of untrained teacher backlog. In some of the states the female teachers are available for being hired on considerably reduced rates of emoluments.

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

Lack of Regulation in Demand and Supply: In majority of cases the State Education Departments have no control on starting of post-graduate teacher education departments. The teacher education departments have no data on the basis of which they may work out the desired intake for their institutions. There is a considerable lag between the demand and the supply of teachers. This has created the problems of unemployment and under-employment.

lack of Interaction with the Main Academic Stream: As the teacher education departments in the states are fcuted off and isolated, they cannot function as models for the University Departments. Other university departments treat the teacher training section as something inferior. They do not collaborate in any programme sponsored by teacher education section. Teacher education departments have not been able to make any dent even in such areas as evaluation, teaching methods and curriculum development.

Inadequate Empirical Research: In India, research in education has been considerably neglected. Whatever research is being conducted is of a very inferior quality. The teacher education programmes have not been properly studied by7 undertaking any systematic research. Unwarranted suggestions based on speculation are the guiding principles in teacher education programmes.



Did u know? Using humor in the classroom can enhance student learning by improving understanding and retention.

Self Assessment

1. Fill in the blanks
 - (i) is the teacher's inability in psychological social, physical and moral potentialities of teachers.
 - (ii) The purpose of is the improvement of instruction in the student teaching situation.
 - (iii) Teacher use the of instruction, lecturing and dictating of notes, which increases to freezingness in teachers.
 - (iv) In India, the entire teacher education programme is lacking in which is so important for a sound programme of teacher education.

25.3 Use of Teacher Education in Removing Teacher Freezingness

There are some remedies of teacher education which can remove teacher freezingness

1. The courses of studies both in theory and practice should be reorganised. For this a pragmatic research should be conducted by some universities to see what is the course structure which will be helpful for realization of the goals of teacher education. The ratio of theory and practical work should be specially studied and a special programme should be developed

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- for recording various types of practical work/practical activities which are required to be conducted in schools.
2. The method of teaching in the teacher education departments should be such that it inspires a sense of appreciation among other departments of the university and colleges. A teacher education department should, therefore, conduct special innovative programmes in the following directions: Seminar, combining of seminar and discussions with lectures, team teaching, panel discussion, and projects sponsored by the faculty members for improvement of learning in various spheres.
 3. For development of professional attitude it will be advisable to recognize the college of education as unit in themselves. Such an institution should be equipped with facilities for organising various types of activities such as daily assembly programmes, community living, social work, library organisation and other curricular activities which promote democratic spirit of mutual appreciation and fellow feeling.
 4. The admission producers of B.Ed. should be completely systematized and steps should be taken to make it full proof against tempering and meddling as far as possible. It will be advisable to evolve suitable admission procedure through studies, but at present the whole problems is that of restoring confidence in procedure of admission.
 5. There should be a Planning unit in each State Education Department. The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. This unit can also be given the responsibility of projecting future requirements of teachers in various categories.



Task

What is inadequate empirical research?

25.4 Teaching Strategies to Improve Student learning

There are a variety of teaching strategies that instructors can use to improve student learning. The links below will show you some ways to make your classes more engaging.

- **Active Learning:** Active Learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. Research shows that active learning improves student's understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking.
- **Clicker use in Class:** Clickers enable instructors to rapidly collect and summarize student responses to multiple-choice questions they ask of students in class.
- **Collaborative/Cooperative Learning:** Cooperative and collaborative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal. They need to be carefully planned and executed, but they don't require permanently formed groups.



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Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

- **Discussion Strategies:** Engaging students in discussion depends their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

- **Experiential Learning:** Experiential learning is an approach to education that focuses on "learning by doing," on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises.
- **Games/Experiments/Simulations:** Games, experiments and simulations can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.
- **Inquiry-Guided Learning:** With the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences.
- **Interdisciplinary Teaching:** Interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content.
- **Learner-Centered Teaching:** Learner-Centered teaching means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.
- **Learning communities:** Communities bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants take responsibility for achieving the learning goals. Most important, learning communities are the process by which individuals come together to achieve learning goals.
- **Lecture Strategies:** Lectures are the way most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are a means of conveying information to students.
- **Mobile Learning:** Mobile Learning is any type of learning that happens when the learner is not at a fixed location.
- **Online/Hybrid Courses:** Online and hybrid courses require careful planning and organization. However, once the course is implemented, there are important considerations that are different from traditional courses. Communication with students becomes extremely important.
- **Problem-Based Learning:** Problem-based Learning (PBL) is an instructional method that challenges students to "learn to learn," working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prepare students for their careers.
- **Service Learning:** Service learning is a type of teaching that combines academic content with civic responsibility in some community project. The learning is structured and supervised and enables the student to reflect on what has taken place.
- **Social Networking Tools:** Social networking tools enable faculty to engage students in new and different means of communication.
- **Teaching Diverse Students:** Instructors today encounter a diverse population in their courses and many times need assistance in knowing how to deal with them.
- **Teaching with Case:** Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices.

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- **team-Based Learning:** Team-based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has found that students are more responsible and more engaged when team-based learning is impelled anted. The major difference in TBL and normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting.
- **Team Teaching:** At its best, team teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interaction as well as different viewpoints.
- **Writing Assignments:** Writing assignments for class can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content.



Did u know? Using humor in the classroom can enhance student learning by improving understanding and retention.

Self Assessment

2. State whether the following statements are 'True' or 'False' :
 - (i) The development of professional attitude in teachers can be done by comprehensive job analysis of teaching in our school.
 - (ii) The admission procedure of B.Ed should be completely systematized.
 - (iii) Critical thinking is a collection of physical activities that include the ability to clarify, reflect, connect, infer and judge.
 - (iv) Humor in the classroom can distract the student from studies.
 - (v) Interdisciplinary teaching involves combining two different topics into one class.

25.5 Summary

- Incompetency of Student Teachers: The existing training programme does not provide adequate opportunities to the student teachers to develop competency to face the varied type of situations in their real teaching life because the organizers of teachers training programme are not aware of the existing problems of schools.
- A teacher should know the meaning of education, its objectives, the socio-cultural and politico-economic background, various agencies that influence education, the principles that guide construction of curriculum etc. But a proper preparation towards a good orientation is impossible in a short duration of 9 months.
- The purpose of supervision is the improvement of instruction in the teaching situation. The supervisory organization for practice teaching and the supervisory techniques and practice aim at bringing improvement in the instructional activity of the student teachers by familiarizing the student teachers.
- The B.Ed. programme does not emphasize the knowledge of the basic subject.
- The whole B.Ed. programme does not make the student to complete his whole prescribed syllabus in his real teaching.
- In India teacher educators are averse to innovation and experimentation in the use of methods of teaching.
- In India the entire teacher education programme is lacking in professional attitude which is so important for a sound programme of teacher education.

- Proper admission procedures are not observed in most of the institution. Most of those applying for admission to teacher education departments do not have the requisite motivation and the academic background for a well deserved entry in the teaching profession.

25.6 Keywords

- Freezingness : Inability to do something in a proper manner.
- Incompetence : Lack of skill
- Faulty : Not perfect

25.7 Review Questions

1. Define teacher freezingness.
2. What are the courses or lackings in teacher training which cause to be teacher freezingness in school?
3. How teacher education can remove the teacher freezingness?
4. What are the different teacher technologies which improve the student learning?

Answers: Self Assessment

1. (i) Teacher freezingness (ii) supervision (iii) traditional method
(iv) professional attitude
2. (i) True (ii) True (iii) False (iv) True

25.8 Further Readings



Books

1. Teacher Education: *Arthur M. Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*
2. Issues and Problems in Teacher Education: *Bernadette Robinson.*

Unit 26: Evaluation Mechanism in Teacher Education

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Objectives

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- 26.1 Meaning of Evaluation of Teacher Education
- 26.2 Aims and objectives of Teacher Evaluation
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- 26.5 Present Status of Teacher Performance Assessment
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Objectives

After reading this unit, students will be able to:

- to explain the meaning of teacher education.
- to describe the aims and objectives of teacher education.
- to discuss the responsibilities for teacher evaluation.
- to explain the teacher evaluation mechanism.
- to analyse the present status of teacher performance assessment.

Introduction

As the most significant resource in schools, teachers are critical to raise education standards. Improving the efficiency and equity of schooling depends, in large measure, on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning. The effective monitoring and evaluation of teaching is central to the continuous improvement of the effectiveness of teaching in a school. It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve the effectiveness of teaching and learning and raise educational standards.

Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognise and reward the work of teachers.

26.1 Meaning of Evaluation of Teacher Education

A key challenge is to understand the complex range of features associated with teacher evaluation. Teacher evaluation contributes to the improvement of student outcomes through enhanced teaching performance and improved teaching practices. The conceptual framework has six main interrelated aspects.

- **Unit Assessed: Who?** The subject of the evaluation is the individual teacher but teacher evaluation is to be analysed as part of an evaluation and assessment framework which includes other components such as student assessment, school evaluation and system evaluation.
- **Capabilities to assess and to use feedback: By Whom?** This aspect concerns the preparation to evaluate, to be evaluated and to use the results of an evaluation as well as the choice of the groups undertaking these functions. It includes issues such as: the choice of the evaluators and the development of the skills to perform the assessment of a teacher; the preparation by teachers to be the subject of an evaluation; the development of competencies to effectively use the results of an evaluation for the improvement of teaching practices; and the design of agencies to review teacher evaluation results with a view to hold agents accountable and to inform policy development.
- **Aspects assessed: What?** Teacher evaluation processes concentrate on the core activity of teaching, typically covering areas such as planning and preparation, the classroom environment and instruction itself. But they also cover the remaining responsibilities of teachers such as their contribution to school development, links to the surrounding community and professional development activities.
- **Evaluation 'technology': How?** This aspect refers to the features of a given approach to teacher evaluation, that is the mix of instruments, criteria and standards, purposes, knowledge and skills used in a specific teacher evaluation model. For instance, the latter may be based on a range of instruments such as self-evaluation, classroom observation and a teacher portfolio; be focussed on teacher instruction; be undertaken in relation to reference standards for the teaching profession; have both improvement and accountability purposes; and be based on experienced peers. Hence, this aspect refers to the way different aspects are combined to produce a given teacher evaluation model.
- **Purposes:** For what? This encompasses the objectives of a particular teacher evaluation process and the mechanisms designed to ensure that evaluation results are used in a way such objectives are reached. The objectives of a teacher evaluation process typically consist of improvement and accountability. Examples of mechanisms to use evaluation results include performance feedback, professional development plans, and financial and other rewards.
- **Agents involved:** With whom? This mostly deals with the implementation aspects of teacher evaluation procedures. It relates to the involvement of a range of stakeholders such as parents, students, teachers, school leaders, teacher unions, educational administrators and policy makers in the development and implementation of teacher evaluation and assessment processes.

Teacher evaluation issues cannot be studied in isolation. *Societal, school system, and school-level factors all influence the design of teacher evaluation mechanisms.* These factors influence the design of approaches to teacher evaluation in terms of the needs for new policy initiatives, the factors that constrain policy opportunities, and the factors that influence policy implementation, impact and cost. Without an adequate understanding of the range of factors involved, and the ways they influence the impact of teacher evaluation policies, there is a risk of developing ineffective approaches to teacher evaluation.

Examples of societal factors are:

- Political environment
- Demography and cultural diversity
- Economic conditions, labour market trends
- Role of media and general perceptions of schooling and teachers
- Public and private resources for schooling
- Evaluation and assessment policies in the public sector

Notes**Examples of school system factors are:**

- Distribution of responsibilities across educational authorities
- School governance and autonomy
- Structure of schooling
- Curriculum, academic standards, learning time
- Market mechanisms / school choice
- Allocation of resources within school system
- Career and reward/incentive structures for teachers and school leaders
- Teacher education and certification policies
- Roles and views of stakeholder groups

Examples of school-level factors are:

- Socio-economic context of schools
- Management, leadership and distribution of responsibilities within school
- Professional activities of teachers and other school personnel
- Teaching and learning arrangements
- Community and family involvement
- Learning conditions, support structures

In the next Sections, this paper will further analyse the five main areas of the conceptual framework. These are central in the development of a comprehensive teacher evaluation model:

- Design and governance
- Evaluation procedures
- Competencies for evaluation and for using feedback
- Use of evaluation results
- Implementation

26.2 Aims and Objectives of Teacher Evaluation

Two major purposes: Teacher evaluation has typically two major purposes. First, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development – *the improvement function*. Second, it is aimed at ensuring that teachers perform at their best to enhance student learning – *the accountability function*.

- The improvement function:*** Teacher evaluation for improvement focuses on the provision of feedback useful for the improvement of teaching practices, namely through professional development. It involves helping teachers learn about, reflect on, and improve their practice. This typically occurs with account of the school context so professional development opportunities of an individual teacher are aligned with the school development plan.
- The accountability function:*** The accountability function of teacher evaluation focuses on holding teachers accountable for their performance associating it to a range of consequences for their career. It seeks to set incentives for teachers to perform at their best. It typically entails performance-based career advancement and/or salaries, bonus pay, or the possibility of sanctions for underperformance. Teacher evaluation for accountability is summative in nature and usually involves evaluating performance at nodal points in a teacher.s career. It also works as a means to provide recognition to teachers.

The tension between the improvement and the accountability functions: Combining both the improvement and accountability functions into a single teacher evaluation process raises difficult challenges. When the evaluation is oriented towards the improvement of practice within schools, teachers are typically open to reveal their weaknesses, in the expectation that conveying that information will lead to more effective decisions on developmental needs and training. However,

when teachers are confronted with potential consequences of evaluation on their career and salary, the inclination to reveal weak aspects of performance is reduced. Also, using the same evaluation process for both purposes undermines the usefulness of some instruments (such as self-evaluation), and creates an additional burden on evaluators.

To some extent trying to achieve improvement through accountability causes tensions. An emphasis on accountability may in some instances lead teachers to feel insecure or fearful and reduce their appreciation of their work. By contrast, teachers and their unions expect opportunities of social recognition of their work and opportunities for professional growth through the development of a formative system of teacher evaluation.

Teacher evaluation for improvement purposes is likely to benefit from conditions such as:

- A non-threatening evaluation context;
- A culture of mutually providing and receiving feedback;
- Clear individual and collective objectives with regard to improving teaching within the school as well as a sharing of school objectives;
- Simple evaluation instruments such as self-evaluation forms, classroom observation, and structured interviews;
- A supportive school leadership;
- Opportunities to enhance competencies as well as resources and means to improve practice;
- Teacher evaluation integrated in a system of school self-evaluation and quality assurance.

In turn, teacher evaluation for accountability is likely to benefit from conditions such as:

- An independent and objective assessment of the teacher's performance;
- National-level standards and criteria across schools;
- An evaluation component external to the school and more formal processes;
- Well-established rules regarding the consequences of the evaluation;
- Clear individual objectives with regard to all aspects of a teacher's performance.
- Well-trained, competent evaluators of teaching performance;
- Impact on professional development plan.
- Possibilities for appeal for teachers who feel they have not been treated fairly.

Self Assessment

1. Fill in the blanks
 - (i) is to be analysed as part of an evaluation and assessment framework which includes other components such as student assessment, school evaluation and system evaluation.
 - (ii) Distribution of responsibilities across educational authorities is one of the example of
 - (iii) Teacher evaluation for focuses on the provision of feedback useful for the improvement of teaching practices through professional development.
 - (iv) of teacher evaluation focuses on holding teachers a countable for their performance associating it to a range of consequences for their career.
 - (v) When the evaluation is oriented towards the improvement of practice within schools, are to reveal their weakness.

26.3 Responsibilities for Teacher Evaluation

Responsibilities for teacher evaluation are typically shared between educational authorities, including quality assurance agencies such as inspectorates, schools and their leadership, and teachers themselves.

Notes

The role of educational authorities: Educational authorities play a major role in the conception and application of teacher evaluation, since they set the national learning outcome objectives, agree standards for the teaching profession and establish the norms that regulate teacher evaluation. In some countries, they play a direct role in the implementation and monitoring of teacher evaluation procedures. This might include the design of specific evaluation tools and instruments, the determination of evaluation criteria, the distribution of evaluation duties, and the follow-up on evaluation results. In other countries, educational authorities establish general principles and guidelines only and give schools considerable leeway to adapt the teacher evaluation model to their particular circumstances (for instance, letting schools define evaluation criteria).

The role of inspectorates: In many countries education inspectorates take full responsibility for teacher evaluation. This includes developing teacher evaluation procedures and undertaking individual teacher evaluations with school inspectors taking the role of evaluators. In others, the inspectorate does not take responsibility for individual teacher evaluations but, instead, has an important role in stimulating both the quality of school leadership and the quality of teaching. This is typically done through feeding back the results of external school evaluation, mostly consisting of feedback on leadership and management, feedback on the quality of the teaching and learning processes, and feedback on school climate. In general, the Inspectorate also has an eminent role in modelling and disseminating good practice in teacher evaluation.

The role of schools and school leadership: The effective operation of teacher evaluation depends to a great extent on the way the concept and practice of school leadership is established in schools. The role of school leaders in teacher evaluation differs across countries. In some countries, it may consist of the simple implementation of centrally-dictated regulations. In this case, real and recognised pedagogical leadership is necessary to use the teacher evaluation process developmentally and avoid the image of a bureaucratic device.

In other countries, school leaders take full responsibility for the evaluation of individual teachers. In Finland, the school director is the pedagogical leader, responsible for the teachers in her school and for the implementation of measures needed to enhance teaching quality. As a result, most of Finnish schools have a system that includes annual discussions aimed at evaluating the teacher.s fulfillment of individual objectives set up during the previous year and determining developmental needs for the following year.

The complex interrelationship of personnel and career development and school improvement requires that the evaluation, management, and improvement processes are embedded and integrated in a system of school quality assurance.

The role of teachers: In some systems, teacher evaluation is based on reviews by peers, often more experienced and with more responsibilities. This is more typical of evaluation for improvement purposes. Evidence shows the power of developmental peer observation of lessons with clear foci and effective feedback in making a strong contribution to notching up the quality of instruction. When peers are the evaluators in accountability-driven teacher evaluation procedures, issues of legitimacy are particularly relevant to address.

Self Assessment

2. State whether the following statements are 'True' of 'False'
 - (i) Educational authorities play a major role in the conception and application of teacher evaluation.
 - (ii) In many countries education inspectorates take full responsibility for teacher evaluation.
 - (iii) The complex interrelationship of personal and career development and school improvement does not require that evaluation and management are embedded in a system of school quality assurance.
 - (iv) Inspectorate has not an eminent role in modeling and dissemination good practice in teacher evaluation.

- (v) The role of school leaders in teacher evaluation depends to a great extent on the concept and practices of school leadership are established in school.

Notes

26.4 Teacher Evaluation Mechanisms

Establishing effective teacher evaluation procedures is challenging at several levels: accuracy of the measurement, inclusion of all the dimensions of what is meant to be measured, consistency with the goals of the feedback exercise, adaptation to the needs of those who will use the results (teachers, school leaders, educational authorities), cost-effectiveness, and practical feasibility.

Teacher evaluation requires the establishment of reference standards and evaluation criteria to allow proper assessments of performance to be made. In particular, a definition of what „good teaching is needs to be developed. Performance measurement also calls for a judicious choice of instruments and sources of information. For instance, using student results to evaluate individual teachers is particularly challenging since learning outcomes are the result of a multitude of factors including the students. socio-economic background.

26.4.1 Teacher Evaluation by his students

The opening sentence of Kothari Commission (1964-66) is that "The destiny of India is being shaped in her classroom."

This statement is the basis of our education system. The responsibility and accountability of classroom is of our teachers. A teacher plan and organizes the classroom to generate conducive learning situations, so that students gain experiences and perform some activities which bring change in the learner's behavior. In this way terminality development takes place of the learners. The students are promising citizen of our country. Some leadership characteristics are developed so that the students can provide leadership in different fields of social life. The education is always given for future. The teacher plays significant role in the development of child. There are several educational technologies but no technology can replace the teacher. It assists the teacher to work efficiently. Therefore, it is essential to know about teacher as much as we can.

Several research studies have been conducted on teacher effectiveness and teaching effectiveness in India and other countries but there is no consistency in the findings. There may be several reasons. Teaching is a social activity which begins from nursery to university level. There is a great variation in the teaching subjects. Every nation has own needs and requirements as well as social philosophy. Nation has own system of administration.

These may be reasons that findings on teacher-effectiveness have no stability and consistency. The measuring instruments of this area are not objective and valid. The criteria of effectiveness are not adequate, generally three criteria-presage, process and product are used for this purpose. The student's achievement and attitudes are considered as product criteria. The student's achievement has been frequently used as one of the product criterion. This may not be a valid criterion because student's achievement is not attributable to classroom teaching only. There are several factors which are responsible for student's achievement. The classroom observation can be not be analyzed in normal situation or actual environment.

Development of 'Teacher Evaluation by his Students': In this context, there is very old phrase-The students are the best critic of their teacher." The students are active participants in teaching activities and they observes his teacher activities for months together. Therefore, teachers all aspects of his personality are assessed by his students. Teacher evaluation by his students is continuous process. It is not a formal process of evaluation of teachers. The student's perception is also changed about his teacher. Therefore, teacher evaluation by his students is meaningful and valid process. An effective teacher is remembered by his students through of their life. The teacher has a significant interaction in their personality development.

Several Commissions and Committees of education have been formed for last four decades and they have recommended about teachers evaluation. Sen Committee of education was formed in 1977. It has recommended for teacher's profession, professional ethics and teacher's accountability of classroom teaching. The new pay scale and promotion scheme for teachers have been applied.

Notes

Melhotra-Education Committee (1970) recommended for teacher evaluation by their students. The annual assessment of teachers was made compulsory so that teachers performance and their working efficiency can be encouraged. UGC has informed all the universities of the country in (1998) for accountability of teachers. The new grades should be given after proper evaluation of teachers on the basis-self evaluation, teacher evaluation by his students, work load of teacher, teachers ethics and his accountability.

The teacher evaluation by his students was started in the universities of United State of America. The period or duration for teachers promotion was also decided. The process of teacher's evaluation by his students was introduced in Australia Europe, England and Canada in 1970. This process was introduced in Washington University in USA in 1920. It is assumed that students have active participation in teaching. They also contribute in the development of teaching process. A teacher develops confidence in teaching by his experience. Teaching is an interactive process. The interaction indicates the development of both students as well as teacher.

The research work in education on 'Teachers evaluation by his students' have been started in 1970 in our country. It is important area of research in education now a days. Several studies in USA have conducted in this are3a of teachers evaluation by his students. The findings have been published in the research journals. There is no consistency in the findings.



Notes In our country 'Teacher Evaluation by his Students' is a new area of education. The students have great faith and respect for his teacher in our education system even today. Therefore, this concept is not workable and feasible in our evaluation system of teacher's performance.

Teacher's Evaluation by his Students (Pupil Rating)

Instruction: The following are the statements related to your teachers performances and behaviours with students. You have to express your views based on the basis of your observation and experiences about the teacher on three point scale –Good/Average/poor, You have to mark either of one point. Your responses will kept confidential.

Items	Good	Average	Poor
Criteria of Teacher's Performance	-----	-----	-----
1. Mastery on the subject matter.			
2. Analyzing the content logically in his presentation.			
3. Efforts for realizing teaching objectives.			
4. Ability of planning his lesson for teaching.			
5. Using planned lesson in his presentation.			

Teacher Evaluation by his Students in India: The education commissions and committees have recommended the process of teacher evaluation by his students. In India the term teacher is denoted by respectable term 'Guru' process teacher's evaluation by his students may not appear tangible or applicable. the educational recommendations and policies are emphasizing the implementation of this evaluation process. Some works have been introduced in the promotion scheme of teaches.

There is need to have some research studies on this process of evaluation. The empirical studies may provide the solid basis and to minimize the subjectivity. The factors influencing the process of evaluation of teachers by his students may also be studied. this may develop the criteria of evaluation of teacher performance.

Factors Affecting Teacher's Evaluation by his Students: This process of Teacher Performance Assessment by his given priority in the field of educational research or in teacher-education. In

some studies this concept is used one of criterion of teacher effectiveness this criterion is highly subjective one and is difficult to make it objective and these studies indicate that there are several factors which have great influence on this process of evaluation.



Did u know?

Smith (1992) conducted a study on various age groups students for evaluating the performance of their teachers. He found great variation in the coefficients of correlation of different age group of students. Small age group students assessment is objectives while higher, age-group students assessment is subjective evaluation.

26.4.2 Teacher Evaluation by Peers or Community Rating

Teacher and teaching profession are multi-dimensional concept. A teacher has very wide responsibilities. Evaluation of teacher by his students is related to the institutional procedure and relation with their students. Teacher has also social responsibility and participate in social activities and maintain good relation with his colleagues and peers. Therefore, a rating scale is used for evaluating teachers by his peers and the Community in which he moves. The format of peers rating has been given in the following:

Rating Scale for his Peers or Community: In this type of rating the following six aspects are included:

- | | |
|-------------------------|-------------------------------|
| 1. Lesson Planning | 2. Content Mastery |
| 3. Content Presentation | 4. Teaching Skills |
| 5. Classroom Problems | 6. Students-Teacher Relation. |

Instruction: Some statements are given related to teachers. The statements are pertained to the teacher's performance and his activities. How you have observed and experienced about the teacher-Good/Average/Poor. You have to mark on one point. Your responses will be kept confidential.

Items	Good	Average	Poor
(1) Lesson Planning	-----	-----	-----
1. Ability or skills for preparing lesson plan.			
2. Adequacy of content relation to objectives.			
3. Efficiency for organizing the content.			
(2) Command and Content	-----	-----	-----
1. Mastery on the content.			
2. mastery on language.			
3. General knowledge.			
(3) Presentation of Content	-----	-----	-----
1. Organization or classroom management.			
2. Motivation or encouragement to students.			
3. Clarity in his expression.			
(4) Teaching Skills Using in the Classroom	-----	-----	-----
1. Questioning skills.			
2. Use of appropriate teaching method and technique.			
3. Use of suitable teaching aids.			
(5) Classroom Problems	-----	-----	-----
1. Ability to think scientifically on classroom problems.			
2. Ability for taking decision on classroom problems.			
3. Tendency to deal the students problems sympathetically.			

Notes

(6) Rapport with Students-Teachertaught Relation -----

1. Rapport with the students.
2. Democratic behaviour with the students.
3. Provides freedom to students initiation.

26.4.3 Teacher's Evaluation by Supervisor/Principal

Most important aspect of a teacher is his role and responsibility in the school functioning. Teaching is very complex phenomenon. His classroom teaching can be observed by the supervisor to evaluate the pedagogical aspects of teaching which consists of methods, techniques device, instructional sequence and use of reinforcement responsibilities of school which can be evaluated by the supervisor.

Rating Scale for the Supervisor and Principal: Teachers evaluation is done by the supervisor and principal with the help of rating scale which consists of eight aspects related to teachers.

- | | |
|---------------------------|-----------------------------------|
| 1. Personal factors | 2. Personality qualities |
| 3. Intellectual abilities | 4. Emotional factors |
| 5. Social factors | 6. Moral and spiritual abilities. |

Instruction: The following are the statements related you have to evaluate the teacher-effectiveness on a three points scale-Good/Average/Poor. You have to rate the teacher-performance or his effectiveness by observing his classroom teaching. Your ratings will be kept confidential

Items	Good	Average	Poor
(1) Personal Factors	-----	-----	-----
1. Physical health of the teacher.			
2. Sweetness of his voice and dress.			
(2) Professional Qualities	-----	-----	-----
1. Competency in teaching.			
2. Developmental efforts in teaching.			
(3) Mental Abilities	-----	-----	-----
1. Mental readiness or alertness.			
2. Ability for taking decision.			
(4) Emotional Control	-----	-----	-----
1. Balanced expression.			
2. Impartial behaviour with students.			
(5) Social Factors	-----	-----	-----
1. Has the broad out-look.			
2. Conscious about social changes.			
(6) Moral and Spiritual Objectives	-----	-----	-----
1. Confidence in teaching.			
2. Self-dependent tendency.			

26.4.4 Self Evaluation of Teacher

The self concept of a teacher is an important factor for teacher-evaluation. The teacher performance is governed by his self concept. The teacher-performance is the manifestation of his self concept. Therefore the self-rating is used for evaluation the self-concept of the teacher. The self-rating includes the five major aspects.

Teacher Self-Rating Scale: In this type of rating the following five aspects are:

1. Mental qualities
2. Social and personal qualities
3. emotional qualities
4. Physical health and
5. Moral and Spiritual qualities.

Instruction: There are 50 statements which are related to teacher self-evaluation. There is no correct responses of wrong response of these statements. You have to respond about yourself as you feel. There is three alternatives about each statement Yes/No/Not known, you have to mark one alternative according you. Your responses will be kept confidential.

Items	Good	Average	Poor
(1) Mental Qualities or Abilities	-----	-----	-----
1. Obtained the above average makes in the examinations.			
2. Learns the concepts easily and quickly than the other.			
(2) Social and Personal Qualities	-----	-----	-----
1. Like to live among students activities.			
2. Takes interest in answering the students. questions.			
(3) Emotional Qualities	-----	-----	-----
1. Understand himself very well.			
2. Behaviour simple and clam.			
(4) Physical Qualities	-----	-----	-----
1. Good physical health.			
2. Takes interest in doing his duty.			
(5) Moral and Spiritual Qualities	-----	-----	-----
1. Careful about his religion and values.			
2. Keeps words of honour.			



Task

What is the need of self rating of a teacher?

26.5 Present Status of Teacher Performance Assessment

National Policy of Education (1986) has emphasize\zed that there should be valid process of evaluation of teacher performance. The University Grant Commission has suggested in (1969) to develop criteria for teacher performance assessment and gui8ded in this direction.

D.R. Portia (1981) has found in his research study that teacher performance evaluation should be done external form but there should be internal evaluation. It should include self evaluation and by senior colleges. The students should not be included in the internal evaluation of teacher performance. S.S. Chandra (1982) has stated that students evaluation may create tension and dispute in the college. Similarly annual report should not be taken into consideration.

The national policy of education has recommended multi-dimensional process for teacher evaluation e.g. Presage, process and Product criteria. Three dimensions should be included competency, research work. Social service and participation in extension services.

Suggestions for Performance Assessment: The teacher should have the following information:

1. Teacher should have the awareness and copiousness about the performance assessment.
2. The purpose is to have quality in evaluation and into improvement.
3. The main stress should be given on self appraisal and evaluation.

Notes

4. Some motivation should be included in process of self evaluation.

A teacher should accept that performance assessment is a natural process of performance of teacher assessment should be started from self appraisal. The self review for the should be done at departmental level and by teachers committee. They should apply for the performance assessment when they are eligible for evaluation. Teacher has to apply on a prescribed form. The form has been given in brief in the following paragraphs.

Format of Application Form for Teacher Assessment: It consists of two parts-A and B. Part A (section 1) requires the academic achievement and academic participation information's. The section 2 of part - A is meant for educational qualifications, research work, research papers and research project. It also includes the information's for attending orientation courses and refresher courses. The section 3 of part-A requires the information's for the participation in academic and other programmers or administrative work assigned to him.

The Part (B), section 1 a meant for self evaluation. It requires the personal information's About his service and the institutions in which he has served. The details of real lectures are required with reference to class and the sessions and his records.

Qualifications of Senior Lecturer (Personal Promotion): After five years service on permanent and substantive lecturer post. The teacher has to apply for assessment of his performance. He has to submit his application on the prescribed Performa duly filled by the teacher. The recommendations of head of the department and principal are essential.

The following are the qualifications and eligibility for senior lecturer scales.

1. Five years teaching experience with Ph.D. or seven years teaching experience non Ph.D., on permanent lecturer post.
2. Attended orientation course organized by an university sponsored by UGC.
3. Attended refresher courses organized by an university sponsored by UGC.
4. Recommendations of principal and head of the department.

The application is place before performance assessment committee which consists of principal nominee, director of higher education and two subject expert nominated by vice0chancellor of the university. The committee's recommendations are approved by the director of higher education and senior scale is given to him.

Personal Promotion for Reader: There is provision for personal promotion for reader in colleges and university. It the college, there is no provision for selected reader but there is provision for promoted reader. The following are qualifications and eligibility for reader post.

1. Thirteen years teaching experience with Ph.D. or Sixteen years teaching experience non-Ph.D. on permanent post as lecturer.
2. Attended two refresher courses organized by an university sponsored by UGC.
3. Recommendations of principal and head of the department.
4. Other educational and research contributions.

The performance assessment committee for college is appointed by the vice-chancellor of the university. It consists of principal, government nominee and two subject experts.

The performance assessment committee in the university is appointed by the chancellor. It consist of three subject experts head or dean and the vice-chancellor as chairman.

The recommendations of college committee are sent to the director of higher education for approval and granting reader pay scale (12000 to 18300). The recommendations of university committee are approved by Executive council of the University.

Personal Promotion for Professor: It is the provision in the universities; the performance assessment is done of a reader who has worked for ten years as reader on the permanent post of the university. The following are qualifications and eligibility for personal promotion for the professor post.

1. Ten years service as reader an permanent post.

2. Details of research and academic contributions.
3. Participation in seminars, workshops and membership of journal and academic bodies.
4. Recommendation of head of the department or vice-chancellor.

A selection committee is formed by the chancellor of the universities. It consists of three subject experts, head or dean and the vice-chancellor as chairman. The candidate has to appear before the committee for interview. The committee's recommendations are placed before the executive council for approval. After that he is promoted or appointed as professor in the pay scale (16400 to 22000).

These provisions are made for the professional growth of teachers. Such provision also provides encouragement for the teacher for academic development and professional growth.

This type provision of promotions are also made primary secondary and higher secondary teachers. There is also provision for national awards for teachers. The eminent teachers are honored by academic bodies. The UGC appoints emeritus fellow and emeritus professor for their professional and academic contribution.

Self Assessment

3. Multiple choice questions:

Choose the correct option

- (i) Teacher evaluation by his students was introduced in the year.

(a) 1966	(b) 1970	(c) 1980	(d) 1986
----------	----------	----------	----------
- (ii) Self-rating of teacher performance indicates-

(a) Teacher-performance	(b) Self-concept
(c) Level of aspiration	(d) All the above
- (iii) Teacher evaluation by his students was first introduced in-

(a) U.K.	(b) U.S.A	(c) Japan	(d) China
----------	-----------	-----------	-----------
- (iv) Teacher evaluation by his students is recommended first in India by-

(a) Kothari commission	(b) NPE
(c) Reddy committee	(d) Malhotra committee
- (v) Teacher performance is measured by-

(a) Supervision rating	(b) Students rating
(c) Level of aspiration	(d) All the above

26.6 Summary

- Teacher evaluation is a process or phenomenon to analyse the efficiency of teacher in various aspects of teaching by student, peers staff etc.
- Teacher evaluation has typically two major purposes. First, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development – the improvement function. Second, it is aimed at ensuring that teachers perform at their best to enhance student learning – the accountability function.
- Educational authorities play a major role in the conception and application of teacher evaluation, since they set the national learning outcome objectives, agree standards for the teaching profession and establish the norms that regulate teacher evaluation.
- In many countries education inspectorates take full responsibility for teacher evaluation. This includes developing teacher evaluation procedures and undertaking individual teacher evaluations with school inspectors taking the role of evaluators.
- The effective operation of teacher evaluation depends to a great extent on the way the concept and practice of school leadership is established in schools. The role of school leaders in teacher evaluation differs across countries.

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- a rating scale is used for evaluating teachers by his peers and the Community in which he moves. The self concept of a teacher is an important factor for teacher-evaluation. The teacher performance is governed by his self concept.
- National Policy of Education (1986) has emphasize\zed that there should be valid process of evaluation of teacher performance. The University Grant Commission has suggested in (1969) to develop criteria for teacher performance assessment and guided in this direction.
- In this unit we have discussed about present status of teacher performance suggestions, format of application form, qualification of lecturers, readers and professors.

26.7 Keywords

- Evaluation : The process of forming an opinion of the amount, value of quality of something after thinking about it.
- Inspectorates : An official group of inspectors who work together on the same subject or at same kind of institutions.
- Framework : The structure of a particular system.
- Mechanisms : A method or a system for achieving something.

26.8 Review Questions

1. Explain the concept "Teacher-evaluation by his students'.
2. Enumerate the types of rating scales used for evaluating teacher's evaluation. Indicate the significance of self-evaluation.
3. Indicate the need of supervision and peers ratings. Enumerate the aspects of teachers which are included in the rating scale.
4. Indicate the need for evaluating teacher-performance.
5. Explain, "Teachers evaluation by his students".
6. Enumerate dimensions of supervision rating of a teacher.

Answers: Self Assessment

1. (i) teacher education (ii) School system factors
(iii) Improvement (iv) Accountability
(v) Teacher
2. (i) True (ii) True (iii) False (iv) False
(v) True
3. (i) (b) (ii) (d) (iii) (b) (iv) (b)
(v) (d)

26.9 Further Readings



Books

1. Inclusive Education--Study And Teaching : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.
2. Teacher Education: Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.

Unit 27: Recent Trends in Research on Teacher Education

CONTENTS

Objectives

Introduction

- 27.1 Aims of Research in Teacher Education
- 27.2 Scope of Research in Teacher Education
- 27.3 Areas of Research in Teacher Education
- 27.4 Trends in Research in Teacher Education
- 27.5 Importance of Networking and Collaboration in Teacher Education
- 27.6 Implications of Research in Teacher Education
- 27.7 Summary
- 27.8 Keywords
- 27.9 Review Questions
- 27.10 Further Readings

Objectives

After reading this unit, students will be able to:

- to explain about the aims of research in teacher education.
- to describe the scope of research in teacher education.
- to explain about the area of research in teacher education.
- to know about the trends in research in teacher education.
- to discuss about the implications of research in teacher education.

Introduction

Educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. Same is true for Teacher Education. The contributions of research to educational knowledge are easy to demonstrate through reviews of related literature. However, it is difficult to determine whether the accumulation of research findings has made an impact on the practice of education. Even when research knowledge attracts the attention of policy makers in education, they generally consider it just one source of information to use it in shaping a particular policy, or use it to justify a unpopular decision, or cut funds, or may dismiss the research findings which are contradictory to their beliefs. In spite of this research in education in general and teacher education in particular continues to grow and make its contributions to the body of knowledge.

27.1 Aims of Research in Teacher Education

There are two broad aims of research in Teacher Education.

- (i) To understand the educational phenomenon and
- (ii) To transform it.

Understanding the Educational Phenomenon means it should fit into a theoretical framework. This helps to conceptualize, explain, and control of a given phenomena. For example, to explain

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the phenomena of teaching means arriving at a conceptual framework of relationships with regard to teaching, explaining the nature and extent of relationships among the variables and controlling the effect of certain variables related to teaching on certain other variables. Prediction would then give a comprehensive understanding of the phenomena. Explaining relationships among variables in teacher education is important. There is a relationship among variables is one thing but explaining why they have a relationship is another. Thus it is essential to know the forces that influence the relationships and at the same time understand the underlying unobservable processes acting on these relationships. Controlling variables in a network of relationships among variables operating in teacher education is essential. It is highly difficult to study the dynamics of a variable in isolation. For example Performance of a teacher trainee in practice teaching may depend on several factors such as mental make-up, personality, language fluency, communication skills, training received, experience, motivation, the grade level of students taught, subject matter and classroom conditions. The researcher wishes to study how the new method of training the teacher affects the performance of teacher trainees in practice teaching he/she probably has to control many of the variables listed above. Other wise the researcher will not be able to reach a precise conclusion about the effectiveness of the training.

Transforming the Educational Phenomenon means incorporating changes in the phenomena as it exists because of some dissatisfaction with it. In order to improve it. This is true of teacher education too. When there is dissatisfaction with the existing practices in teacher education changes may be required in the structure as well as the processes of teacher education. Research provides necessary ground for any changes to take place because changes based on research are sound and effective.

27.2 Scope of Research in Teacher Education

The system of Teacher Education has several sub-systems. Inputs include the goals of Teacher Education, characteristics of the teacher educators, characteristics of the students teachers, and infrastructural facilities.

Processes include the classroom interactions among teacher educators, student teachers and pupils. Interactions consist simulated learning experiences in order to provide learning of various skills such as teaching and evaluation.

Outputs are the immediate outcomes as well as delayed outcomes. Immediate outcomes include the gaining of theoretical knowledge, acquisition of the required skills and attitudes. Delayed outcomes are the retention of the theoretical knowledge, skills, attitude and developing teacher effectiveness. Research Methodologies adopted are mainly descriptive surveys, experimental studies, developmental studies, as well as relational studies. Action research is also conducted by teacher educators to improve classroom practices. Descriptive surveys are used to procure data in teacher education or describe the characteristics of teacher education. Experimental studies are conducted mainly to study the effect of intervention strategies or training programmes. Relational studies try to study relationships between the input and process, process and output, or input, process and output. Developmental studies put forth the historical developments in teacher education in order to explain the status of teacher education at a particular time or changes over a period in one or more sub systems of teacher education. This gives a systemic view of the temporal dimensions of teacher education.

Self Assessment

1. Fill in the blanks
 - (i) The system of has several sub systems.
 - (ii) include the classroom interactions among teacher educators, student teachers and pupils.
 - (iii) is also conducted by teacher educators to improve classroom practices.
 - (iv) adopted are mainly discriptive serveys, experimental studies and relational studies.

27.3 Areas of Research in Teacher Education

During the seventies researches in teacher education were classified in five areas such as selection criteria, abilities and qualities of a teacher, pre and in service training of teachers, work load, job expectations and difficulties expressed by teacher, procedures and practices of teacher education in India and personality variables of teachers. Now researches were classified under context, input process and output variables. During the eighties context, presage, process, product were the categories.

The context variables include student-teacher characteristics, institutional characteristics related studies and on classroom context. Student-teacher characteristics means student-teachers formative experiences, academic qualifications, abilities, personality factors, intelligence, etc. Institutional characteristics include climate of teacher education institutions, administrative set up, classroom climate, curriculum framework.

The process variables such as classroom interactions, classroom transactions and mediating processes that lead to learning. Such variables are attending, practicing, task persistence, active learning time and student teacher engagement with learning task. Teacher behaviour in the classroom and supervisory behaviour of teachers relating to student teaching too are some of the research variables. The product studies on outcome of teacher education include two types of variables. One, those describing immediate outcome of teacher education i.e. student-teacher outcomes such as their achievement, attitudes and skills, and two long term outcomes describing level of professional skills and teaching success or teaching effectiveness.

27.3.1 Problems of Research in Teacher Education

Problems of research are both intrinsic and extrinsic to the researcher. Following are some of the main problems of research in teacher education.

- (i) **Lack of Motivation:** This happens when researcher has no qualification and no inclination to do research. The system fails to encourage them and utilize their abilities. There are no proper incentives to do research.
- (ii) **Lack of Qualified Personnel:** Researchers lack the minimum abilities, skills, Acquiring these is a deliberate process. It is important that besides acquiring the qualifications researchers gain knowledge of the theory of teacher education, skills of scientific inquiry, ability to analyze and interpret data and make rational judgments.
- (iii) **Problems of Finance:** There is less research done due to lack of finance.
- (iv) **Lack of Resources and Facilities:** Many a times there is lack of several adjunct conditions influencing undertaking of research. For example unavailability of expert advice for proper planning, or statistical procedures for analyzing the data, or proper reporting of findings. Lack of material facilities such as hardware, stationary can also cause hindrances.
- (v) **Lack of Consensus:** There are as many views and priorities in education as there are researchers involved in it. Concurrence of views in a point of time will help researchers to work within common theoretical purpose.
- (vi) **Arbitrariness:** Arbitrariness in research means lack of meaningful relation among studies. Any research should be based on previous research for its assumptions, hypotheses and theoretical background. Only then will there be hierarchical growth in the discipline. Therefore it is important to establish proper linkage among studies to develop a coherent understanding of the phenomenon after a certain number of studies. This avoids duplication in research and enhances the possibility that all aspects and variables involved are attended to properly. Prediction becomes difficult and it becomes difficult to establish as to the direction in which research in teacher education is going. Instead of paradigmatic set of hypotheses getting tested, individual hypotheses are tested. As a result the growth of knowledge is slow or zero. Thus it is important to have long term plans for research.
- (vii) **Lack of Coverage:** Lack of attention to some of the areas of teacher education or differential attention from researchers to some areas of research comes in the way of covering a large

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number of areas needing attention. At some period of time certain areas come into prominence. As a result many researches get done in the area, while other areas get receded. For example there are many studies on test construction or on teacher behaviour, or only on micro-teaching. What is required is thematic research for balanced and uniform progress.



Did u know? UGC, NCERT and ICSSR are the fund agencies for research in teacher education.

27.4 Trends in Research in Teacher Education

27.4.1 Quantitative Leap

The first study reported in Teacher Education was by Banerji in 1956. First Survey reported 45 studies on Teacher Education upto 1973. The Second Survey during the next five years i.e. up to 1978 reported 65 studies. During the period 1978 to 1983, 116 studies were reported. The growth of researches in Teacher Education indicates that the researchers were getting attracted towards this area. Some of the reasons cited for this attraction were easy accessibility of sample for the studies, availability of ready-made tools and expertise.

27.4.2 Systematization of Instruction

The lecture method is traditional method. It is one way interaction strategy. Research on instruction show a shift of emphasis from lecture method to structured methods such as programmed learning, instructional model-based teaching or structured lectures. The purpose of research was to make instruction at Teacher Education level a systematic activity. The main intention was to make instruction reproducible. Further, the purpose was to develop instructional strategies for Teacher Education.

27.4.3 Larger Coverage of Objectives

Attempts to cover a larger number of objectives was seen. These included classroom interaction analysis for objective evaluation of lessons to achieve the objective of understanding dynamics of classroom teaching. Micro-teaching studies aimed at developing skills of teaching. Programmed learning for imparting theoretical knowledge. Discussion as an alternative method for developing social interaction skills and higher order cognitive skills, and simulation for development of application and decision making skills and abilities were also areas of research. The trend which emerges indicates that objectives of teacher education were researched.

27.4.4 Alternative Model

Earlier researches on the Harbartian model as a method of teaching, Flanders interaction model, micro-teaching were seen as the behaviouristic models. However, recent researches indicated a different trend wherein other behaviouristic models such as Concept Attainment, Inquiry Training, Advanced Organizer Models.

During the current period researches on the context, presage, process and product variables highlighting the importance of areas of teaching and learning styles of teachers and students, cognitive styles, student and teacher characteristics, management of education and technology of education and technology in education are gaining importance and attention of researchers.

Self Assessment

2. State whether the following statements are 'True' or 'False'
 - (i) Problems of researcher are only intrinsic.
 - (ii) It is important that besides acquiring the qualifications researchers gain knowledge of the theory of teacher education.

- (iii) The lecture method is modern method.
- (iv) The lecture method is modeern method.
- (v) The purpose of research was to make instruction at teacher education level a systematic activity.

27.5 Importance of Networking and Collaboration in Teacher Education

It was observed that institutions of Teacher Education are isolated from each other and from schools. There is limited communication between institution at one level and another. In order to ensure efficiency and smooth functioning appropriate networking of Teacher Education institutions as well as state and national level agencies is therefore needed. Following are some of the advantages of networking.

27.5.1 Advantages of Networking

- (i) **R esource Utilization:** Resource material and facilities at district, regional and state levels can be mobilized for optimum utilization. This will avoid duplication and wastage. Several agencies provide men and material need by schools.
- (ii) **Development of Teachers:** Networking will facilitate development of required teacher capabilities for qualitative improvement of the teaching learning process. This developed and available expertise can be then utilized to meet needs of teachers working in remote areas.
- (iii) **Improvement of Quality:** Networking will lead to rationalization of programmes of preservice and in-service courses and thereby help develop a system of quality teacher education which in turn will affect school education.
- (iv) **Feedback for Improvement:** Efficient and effective monitoring and evaluation of teacher education programmes can be done through networking.
- (v) **Structure of Networking:** Horizontal linkages among institutions of Teacher Education is essential to enable the institutions to assist one another by sharing educational resources. Institutions need linkage to rationalize the pre-service training programmes and the in service programmes of a continuous nature to develop a national system of Teacher Education. DIETS at the district level will have academic linkages with District Boards of Education, have direct linkage with secondary schools and have on its complex elementary schools.

Vertical linkages are needed to remove isolation with state level agencies such as State Departments of Education, SCERTs, State Institutes of Education, State Institutes of Science Education, State Educational Technology Units.

Linkages are to be established between regional agencies such as Regional Institute of English, Regional Technical Teacher Training Institute, Regional Collages of Education and other support institutes.



Notes

Institutions of Teacher Education were found to be isolated from state and national level agencies.

27.6 Implications of Research in Teacher Education

Teaching, like other professions, has a developing knowledge base that serves to guide practitioners. Knowledge generated by research is an important component of this knowledge. Teacher education and staff development programme might be considered to be a central avenue of knowledge dissemination on one hand, and of practicing it's use in varied contexts on the other hand. The curriculum of teacher education and the text books they use, determine what aspects of research knowledge will be brought to the attention of becoming teachers. The practicum

- Now researches were classified under context, input process and output variables. During the eighties context, presage, process, product were the categories.
- The context variables include student-teacher characteristics, institutional characteristics related studies and on classroom context. Student-teacher characteristics means student-teachers formative experiences, academic qualifications, abilities, personality factors, intelligence, etc.
- Problems of research are both intrinsic and extrinsic to the researcher.
- The first study reported in Teacher Education was by Banerji in 1956.
- Teaching, like other professions, has a developing knowledge base that serves to guide practitioners. Knowledge generated by research is an important component of this knowledge. Teacher education and staff development programme might be considered to be a central avenue of knowledge dissemination.
- Networking should be established with central level agencies working in the area of Teacher Education. They are Teacher Education unit in the MHRD, National Council for Teacher Education (NCTE), National Council Educational Research and Training (NCERT), University Grants Commission (UGC).

27.8 Keywords

- Utilization : The process of to use something, especially for a particular purpose.
- Implications : a possible effect or result of an action or a decision.
- Research : A careful study of a subject, especially in order to discover new facts or information's about it.
- Comprehensive : Including all, or almost all, the items, details, facts, information etc.

27.9 Review Questions

1. What are the main purposes of research in Teacher Education?
2. How will research in the area of Teacher Education help in understand the educational phenomena?
3. Discuss the trends in research on Teacher Education in India. Based on the findings of this research, what suggestions will you make to transform the structure and process of Teacher Education?
4. Discuss the trends in research in teaching and teachers. How can the findings of research in this area be used for overhauling the system of Teacher Education?
5. "Research on Teacher Education should change the quality of teacher and teaching". How far is this achieved through current research on teachers?
6. Describe the research trends in Teacher Education in India with reference to the variable studied and research designs and methodologies used. What improvements can you suggest to make research on Teacher Education more rigorous and meaningful?

Answers: Self Assessment

1. (i) teacher education (ii) process
(iii) transforming (iv) action research, research methodology
2. (i) False (ii) True (iii) True (iv) False
(v) True
3. (i) (b) (ii) (a) (iii) (c)

Notes

27.10 Further Readings



Books

1. Issues and Problems in Teacher Education: *Bernadette Robinson*.
2. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates*.
3. Inclusive Education--Study And Teaching : *Suzanne E.Wade. Pam Schuctz, Lawrence Erlbaum Associates*.

Unit 28: Construction and Development of Curriculum on Teacher Education – Meaning, Importance

CONTENTS

Objectives

Introduction

28.1 Curriculum of Teacher Education

28.2 Postulates for Reshaping Curriculum in Teacher Education

28.3 Formulation of New Programme

28.4 Specific Objectives of Teacher Education

28.5 Summary

28.6 Keywords

28.7 Review Questions

28.8 Further Readings

Objectives

After reading this unit, students will be able to:

- to know about the curriculum of teacher education.
- to explain about the postulates for reshaping curriculum in teacher education.
- to describe the formulation of new programme.
- to discuss the specific objectives of teacher education.

Introduction

The teacher of to-day is not very clear about the role that he has to play in the school, though he is called the architect of social change and the agent for bringing about the desired change in the society itself to meet the various demands of the social structure. The directive principle of our constitution provides for the equality of education opportunity for all. But the equality of educational opportunity is not very clear to our teachers and something has to be done in our training colleges to bring this point of view home to the teacher so that they could educate masses for availing themselves of the opportunities as provided in our constitution. The quality of teacher produced in any institution invariable depends upon the curriculum offered to them during their training period. We will discuss about curriculum construction and development on teacher education and know about its meaning and importance.

28.1 Curriculum of Teacher Education

This situation leads us to the most important question of determining the basis for improving or reorienting the teacher education curriculum in India. This requires a clear analysis and a correct answer to come fundamental issues before a new or appropriate programme of teacher education that could be framed. Some of these basic issues are as follows:

1. For what national ends and purposes are the competent and retrained teacher needed in India?
2. What is the role expected from the trained teacher in our changing society?
3. How much general and how much professional education do they need to be effective in their work?

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4. What competencies and skills should they possess to deal fairly well with the children, colleagues and parents?
5. How many types of teachers do we require for our schools where our future citizens or our country's manpower is to be produced?

At present, there is no scientific data on which we can build a justifiable system of teacher education improve the present system of teacher training in our country. There is no policy statement made either by our government or by any of the professional organizations which can guide the purposeful programmes of teacher education in India.

Even the Kothari Commission has not evolved an appropriate philosophy of teacher education, which could be workable in our context although it has suggested several reforms to strengthen and vitalize teacher education. So it would indeed be a piecemeal effort to improve various aspects of teacher education without having a theoretical frame of reference.

The major problem is the suspected deterioration of the quality of teachers that we are producing today. This is probably because of the lack of consensus on the fundamental objectives of the entire B.Ed. programme in the light of demands objectives of the modern India, with particular reference to general education, have undergone transformation in the last twenty years. Naturally, the objectives and the activities that we are following in our teacher teacher curriculum today lack a great deal in meeting the modern new demands. Besides attaining necessary knowledge and skills, it is important for the teacher to know the social perspective in which he is living and for which he is to prepare the future generation. It is therefore, the vital responsibility of the training colleges to take the leadership role in shaping the destiny of this country.

The concept of teaching itself has changed. Teaching now-a-days is considered more than imparting knowledge and communicating information. It is considered as 'helping' learners to learn by themselves, to acquire skills and develop attitudes and values in the changed social context.

The role perception of the teacher again has changed. If learning is considered as behaving and if the success of learning is to be judged by the change of behaviour that results from learning, then the teacher of today and to be an Acharya of yesterday-a long forgotten image of the teacher. A teacher is not merely a communicator of knowledge; he has to be director of learning, a transmitter of culture and value; the teacher is a person who teach by behaving in the manner he would like his pupil to behave.

"The concept of school is also changing. It must directly and indirectly participate in improving the immediate environment, in which it is located, through continued interaction between itself and the local community."

All these current tendencies have implications for curriculum change in teachers colleges. Naturally, while determining to the various elements of the programme of teacher education we have to pay adequate attention to the following:

- (a) Development of the basic insight and understandings without which a beginning teacher cannot start his work in the classroom.
- (b) Development of ability in the future teachers to understand the growth process, problems of behaviour peculiar to the concerned age group and the learning process.
- (c) Development of fundamental skills and attitudes needed of a beginning teacher.
- (d) Initiating the beginning teachers to the teaching profession, developing g in them a sense of belonging to it and motivating him for further growth while in service. After all the pre-service training cannot bring out a finished product.
- (e) Development of competencies in the teachers to design curriculum according to individual needs and also according to the changing needs of the society.
- (f) Development of scientific attitude in at least a few teacher for undertaking experimentation and innovation in education.
- (g) Development of attitudes and values needed of cultural citizens of a free society.

The teacher training curriculum should be flexible enough to meet the needs of both the average as well as the creative teachers. In fact, we cannot expect that all of our teacher will be creative in

their outlook and performance in classrooms. Our classrooms are getting crowded as educational opportunities are being increasingly opened out to more and more children. Therefore, teachers of diversity in the pre training attainments and preparation of student-teachers has to be recognized while designing our training programmes. Times for the formation of attitudes and skills should receive proper consideration because their formation over-crowded and, therefore, there is hardly any assimilation of facts and ideas. Assimilation and internalization of knowledge require time for concentration, for thinking, for critical examination and for hypothesization, and try out. All these activities are time consuming.



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If education today is to be a powerful instrument for social change, the teacher in his turn has to be an agent of change, a social engineer and an architect of the future society.

The Commission Recommendations: *"The Destiny of India is now being shaped in her classrooms. This we believe is no more historic. In a world based on science and technology it is education that determines the level of prosperity, security and welfare of the people."* After saying this the commission accepts education as the main instrument of change which can greatly engineer national development through self sufficiency in food, economic growth and full employment, political development and social and national integration. The commission felt that the education revolution needs to relate education to life, needs and aspirations of the people. Then, the crucial role of teachers in this process. *"Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant."*

The National Curriculum of Teacher Education was introduced—NCTE: The *fourth suggestion* could hardly be implemented without the provision of adequate libraries and laboratories in teacher colleges and enough trust and freedom to them with reference to their methods of teaching and evaluation. The universities' authorities are not easily going to part with their powers and privileges about examining and certifying the candidates of all the affiliated colleges. This is the protected area' in which no college can enter without risking its own existence or inviting trouble. It often raises hornet's nest around such daring college.

The *fifth suggestion* about improving practice teaching is rather ambitious for the usual duration of training of teachers in India. Practice teaching cannot be effective and meaningful unless the cooperating schools are properly rewarded and recognized by the universities to which teachers colleges are affiliated.

The *sixth suggestion* regarding developing of special course is most welcome but out of place. Unless there are new openings and fresh careers for the trained specialists in the educational market, such courses will neither be popular nor profitable. Several colleges which offer special diploma or certificate courses in several specialized areas clearly indicates. As a result, they have to either stop such courses in the long run or run them with an inadequate number of interested candidates and have to manage them to their loss. The universities cannot designed the teacher education curriculum.

28.2 Postulates for Reshaping Curriculum in Teacher Education

An appropriate curriculum for teacher education will have a bearing to several dimensions. For the purpose of simplification and intelligibility, there is the whole idea on a three dimensional model with a few important variables. Those dimensions are as follows:

(A) Theory of Teacher Education in India

1. Purpose and Function of Education in India (as derived from the national goals of India's democracy and planned development).
2. Purpose and Function of Teacher Education in India.

Notes

(B) Job Skills of Teacher in India

1. Personal and Social Skills.
2. Professional Skills.
3. Conceptual Skills.

(C) Know-how for Teacher in India

1. General Education or Basic Knowledge.
2. Special Training or Education Competence.

The relationship in the above dimensions is indicated by the following model:

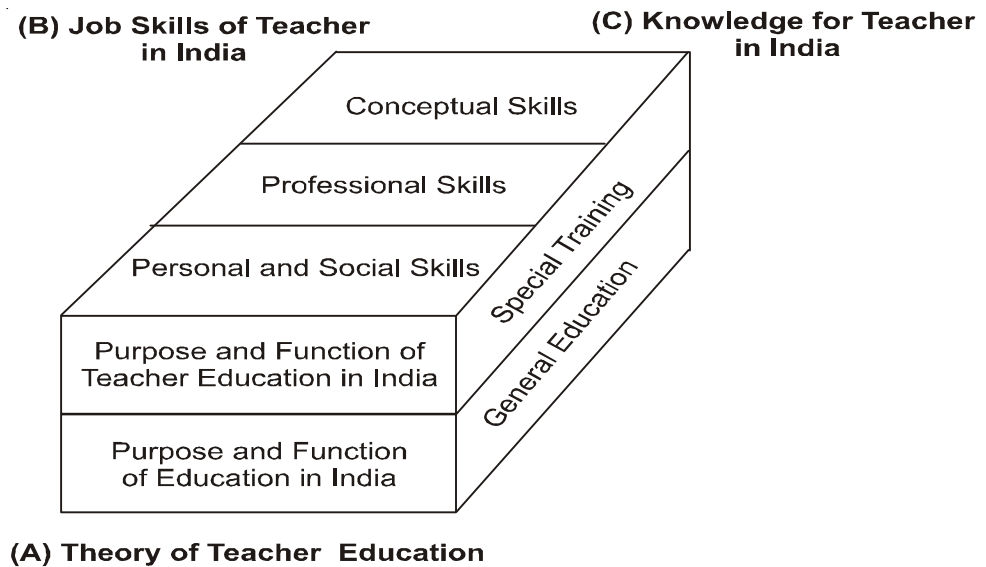


Fig: 28.1

This diagram attempts to show that the whole purpose time of teacher education should be rooted in the approved theory of teacher education developed in the Indian context (A); should aim at giving trainees the required job skills (B); and should consist of general as well as special training for the teaching profession (C).

The present curriculum of teacher education has heavy concentration on mere professional skills or methodology of teaching and the very little bearing on the development of personality of teacher or his social competencies or his conceptual abilities in terms of creative ideas, schemes, plans or researches. A teacher merely becomes a consumer of educational through and not a critic or a creator of a new educational material. The curriculum of teacher education is theoretical as well as practical. A balanced curriculum of teacher preparation should provide him with an opportunity of his all round development as a man. He ought to be a man of creative imagination rather than he a technician of teaching or a manager of classroom.

Hence a comprehensive curriculum of teacher education should include courses on all the phases of teacher's total development. It should offer equal weightage to all the different types of courses meant for building various understanding and skills of teachers. If it is integrated for a three year degree course, half the period should be devoted to the development of personnel, social and conceptual skills and the other half on the professional teaching skills. If it is a year's course for graduates, whole period should be devoted to both the professional skills and the personal as well as social skills because the conceptual skills have already been given a good deal of attention during their undergraduate courses.

Teacher Qualities

The following are the main qualities of a teacher—

1. The secondary school teacher should know the objective before the nation in terms of economic, social, political and cultural growth. This should engender in him the ability to train present enervation of students into enlightened citizen of India.
2. He should have good information about Indian thought and culture from ancient times to the present. This will help him have an adequate and healthy personal philosophy of life which is a must in a teacher.
3. He should appreciate the challenges of the profession and its basic responsibilities which may even compensate for its handicap. This will engender an optimistic attitude towards his job and spontaneous pleasure in teaching.
4. He should have a clear perception of the importance of his job for the nation and should take consequent pride in the teaching profession.
5. The teacher should respect values of democracy, i.e., appreciate people or groups different from one's own.

It is not essential for each and every teacher to follow the above ideals and beliefs because there is a great variation among students, knowledge explosion and rapid change in the society. In the ear of technology teacher cannot ignore his pedagogical beliefs. Teachers have to develop cognitive, psychomotor and affective aspects of his students. It is the need of the day that the teachers has to develop his professional ethics for understanding his accountability.

Self Assessment

1. Fill in the blanks
 - (i) The national system of teacher-education is based on the
 - (ii) The curriculum of teacher-education is centered.
 - (iii) The national curriculum of teacher-education was introduced in
 - (iv) The curriculum of teacher-education is theoretical as well as
 - (v) The universities cannot designed the teacher-education

28.3 Formulation of New Programme


Thus in formulating this programme the following steps have been taken:

- I.
 - (a) An analysis of the existing B.Ed. level programmes.
 - (b) Seeking opinions of educationists, teachers and principals about the highly useful and otherwise parts of the programme.
 - (c) Review of the Reports on the Subject.
- II.
 - (a) This group first laid down an agreed account of the role of the Teacher.
 - (b) It next decided on the objectives of the programme.
 - (c) It suggested the details of the programme in the light of these objectives indicating specifically what items will subserve which objectives. In this way overloading of items for the same objectives was avoided and all the objectives were taken care of.
 - (d) Next the draft programme was circulated to about 150 selected colleges and University Departments of Education for their opinion. It was also circulated and discussed at the annual conference of Indian Association of Teacher Educators at Jodhpur.

Most of the suggestions received have been incorporated in this report. The suggestion made by a few to include more content in Methods of Teaching papers has not been fully accepted because college of Education are not fully equipped to handle content at graduate or postgraduate level, there being only one person in each subject with limited specialization in his area of knowledge.

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(e) The suggestions made the twelve Regional Seminar-cum-workshop on 'Student Teaching and Evaluation' have also been utilized.



Did u know? An all India Conference of professors. Deans and Principals of Teacher Colleges at Calcutta in March 1969 to consider all this material and to formulate a new programme.

Academic Orientation: The first dimension of reorganization the theory courses that we provide for academic courses alongwith education courses in the theory. We all know well that too many students intending to be teachers centre training colleges without adequate base in the knowledge of subject-matter. To provide academic knowledge to students is no concern of a training college is to evade the issue. And it is not useful stand as it does not improve matters. It is not possible for us to send them to colleges of Arts or Science, as it is sometimes suggested, to brush up their knowledge of the subject-matter while they are with us in the training college. Students-teacher should be required to buy the text-books and one or two basic reference books in the subject-matter of the methods chosen by them, and they work on the given assignments. The training college staff, through their experience with student-teacher over a period of time, should be in a position to prepare a plan for assignments and seminars which could contribute to bridging as in the academic preparation of student-teachers. The progress of student-teachers in academic courses should be counted towards their total evaluation in theory courses.

Professional Theory Courses: The second dimension pertains to change in the professional courses, i.e., education theory.

This is a list of Courses of Professional Theory Courses

Courses	Justification
1. Democratic Social Philosophy of Education	School is one of the most effective agencies and teachers are in the advantage position to initiate and prepare young children in the democratic way of life, citizenship, social cohesion and emotional integration. Student teachers must have an understanding and appreciation of this role of the school and their own future responsibility. For this he must be very much clear about values inherent in a democratic social system.
2. Group Processes and social behaviour	As all events, a teacher should know something about the processes by which social behaviour emerges in groups of children. He should know group dynamics, the basic issues involved in it and the methods to achieve it.
3. Psychology of Learning and Principle of Teaching	The importance of this course in a teacher-training programme is too evident to need elaborate arguments.
4. Psychology of Development	The student-teacher need to have a clear understanding of the growth of children and their emotional and educational needs at different stages, particularly at the adolescence stage.

5. Health Education

This should include also mental hygiene. Student-teacher should have concern about their possible role in safe-guarding the mental and physical health of school children.

Notes

28.4 Specific Objectives of Teacher Education

These objectives may be classified into three heads: understanding skills and attitude objectives:

1. **Understanding Objectives:** It includes the following aspects:
 - (a) Knowledge of the structure, functions and interaction of society.
 - (b) Understanding of child development and learning process.
 - (c) Understanding of the problems of growing child.
 - (d) Knowledge of school organization and administration.
 - (e) Knowledge and understanding of examination and evaluation techniques.
2. **Skills Objectives:** It includes the following skills:
 - (a) Ability and skills to use various teaching methods.
 - (b) Develop teaching skills and competencies to deal the subjects.
 - (c) The skills for effective communication and harnessing motivation.
 - (d) Ability to formulate specific objectives of teaching.
 - (e) Ability to use the evaluative techniques and co-curricular activities.
3. **Attitudes objectives:** It includes the following components:
 - (a) Healthy and positive attitude towards teaching profession.
 - (b) Scientific and objectives attitude towards the problems of teaching.
 - (c) Should have a democratic and nationalistic outlook?
 - (d) Sympathetic attitude for the problems of the student and give proper guidance.

B.Ed. Programme

In view of the above objectives the following courses of theory and practice are taught.

Theory courses carry 700 marks.

Practice of teaching 300 marks.

The programme has the following theory courses.

1. Teacher in Emerging Indian Society.
2. Development of Learner and Teaching Learning Process.
3. Essential of Educational Technology and Management.
4. Development of Educational system in India.

Specialization or optional course one:

- (a) Educational and Mental Measurement.
- (b) Educational Management and Administration.
- (c) Career Information and Career Guidance.
- (d) Teaching Values.
- (e) Environmental Education.
- (f) Computer Education.
- (g) Physical Education
- (h) Elementary Education.

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Methods of teaching two school subjects: The following are school subject any two subjects are offered for teaching practice.

- (A) 1. Physics 2. Chemistry 3. Biology and 4. General Science.
 (B) 5. Mathematics 6. Home Science 7. Hindi 8. Sanskrit 9. English 10. History 11. Geography 12. Economic 13. Civics 14. Social Studies 15. Agriculture and 16. Commerce.

Each student teacher has to teach at least 20 lesson on each subject. Thus forty lessons are compulsory for appearing in practical final examination. Model lesson or demonstration lessons are given by the subject experts. Recent time micro teaching and simulated lessons are organized in most of the B.Ed. departments and college of education. In the final examination two lessons one in each subject are taught by the student teachers. Sectional work is to be submitted before the practical examination. The procedure of practical examination varies university to university, but divisions are given theory and practice of teaching separately.

Seminars on Problems of Schools and Education: Student-teacher should also be well introduced to some of the major problems of secondary school and to some extent of the Indian education so that he can visualize his professional perspective. But this can be better handled through seminars and discussions. It would therefore be necessary to provide for few seminars to help student teachers to understand the problems of schools and education.

Courses are not to be heavily loaded: The courses listed above would raise a possible comment that there is not much improvement in the present B.Ed./D.Ed., course the number of theory subjects remains mostly the same. This comment can be met with by ensuring that the course-contents should be brief, sharp and pertinent to the goals of preparation of competent classroom teachers. The current B.Ed./D.Ed., theory papers have a lot of theory contents which do not directly contribute to the preparation of effective classroom teachers, and can be safely eliminated. They are the relics of the past. A course should at best be such as can be covered in 12 to 15 lectures. We should go in for well-structured, sharply-focused theory courses.

- (b) Develop teaching skills and competencies to deal the subjects.
- (c) The skills for effective communication and harnessing motivation.
- (d) Ability to formulate specific objectives of teaching.
- (e) Ability to use the evaluative techniques and co-curricular activities.



Task

What are the objectives of national curriculum of teacher-education?

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) The curriculum has the broader field then syllabus.
 - (ii) The national curriculum of teacher-education is designed by NCTE.
 - (iii) Theoretical and practical aspect are included in teacher-education.
 - (iv) National curriculum of teacher-education has been introduced in 1995.

28.5 Summary

- There is a great need of a clear analysis and a correct answer to come fundamental issues before a new or appropriate curriculum of teacher education.
- There are commission recommendations about teacher education curriculum in the unit.
- In this unit we have discussed about role of teacher in teacher education curriculum.

- There are different postulates for reshaping curriculum in teacher education including theory education in India, job skills of teacher in India, know how for teacher in India, teacher qualities.
- The formulation of new programme, academic orientation, professional theory courses and specific objectives of teacher education are also included.
- B.Ed. programme and need for more involvement of student teachers in learning are emphasized in this unit.

28.6 Keywords

- Curriculum : The subjects that are included in courses of study taught in a school or college.
- Postulates : To suggest or accept that something is true so that it can be used as the basis for a theory etc.
- Formulation : The process of to create or prepare something carefully giving particular attention to the details.

28.7 Review Questions

1. Discuss about the teachers training curriculum and enumerate the difficulties of teacher education programme.
2. What is the basis for improving teacher education curriculum in light, of National Policy of Education?
3. Enumerate the qualities of a successful teacher and suggest some programme for preparing them.
4. Give an outline of theory and practical courses of B.Ed., programmes and give justification for it.

Answers: Self Assessment

1. (i) curriculum (ii) objective (iii) NCTE
(iv) practical/behavioural (v) curriculum
2. (i) True (ii) True (iii) True (iv) True

28.8 Further Readings



Books

1. Inclusive Education--Study And Teaching : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.
2. Teacher Education: Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.
3. Issues and Problems in Teacher Education: Bernadette Robinson.

Unit 29: Curriculum Development on in Integrated in Teacher Education Curriculum

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Objectives

After reading this unit, students will be able to:

- to discuss about the meaning of curriculum.
- to explain about the need of curriculum development in teacher education.
- to describe about the objectives of curriculum.
- to discuss about the flexibility of the basic feature of curriculum.
- to explain about the development of teacher education curriculum.
- to explain about the integrated teacher education programme.
- to describe about the national curriculum framework for teacher education programme.

Introduction

Effective curriculum frameworks for initial teacher education aimed at developing professionalism in pre-service teachers are expected to have their base in well defined standards for various categories of school teachers. A number of countries have developed standards for various levels of school teachers which provide the basis for the formulation of the courses of studies. In India, development of teacher education curriculum framework is mostly an academic exercise due to the absence of such notified standard for school teachers. Two important documents that influenced the process of teacher curriculum reform in the country are: the report of the Education Commission (1964-66), and the National Policy on Education 1986. All subsequent efforts to modify teacher education curriculum to address the national aspirations for education have tried to integrate and incorporate various recommendations of these two documents. Education of teachers in the country has been considered crucial, not only for ensuring greater professionalism in teachers but also for facilitating school improvement and effectiveness.

The quality of teacher produced in any institution largely depends upon the quality of curriculum offered to them during their training period. It is also true that the competence and quality of

the teachers of teacher education too has its share in the quality of teachers trained by the institution. Hereunder we shall discuss various aspects concerning the proper formulation of teacher education curriculum.

29.1 Meaning of Curriculum

After independence in India, several attempts have been made by individual experts and professional bodies to frame a new curriculum for teacher training institutions. Even the old term B.T. has been replaced by the broader term B.Ed. bearing out a specific idea to make the teacher training a comprehensive experience consisting not only in developing some teaching skills but also some basic understandings and right attitudes in teachers, because education has to integrate the individual and processes into one.

While education is a process, curriculum is a means to the process. While education is learning, curriculum signifies situations for learning. While education is the product curriculum is the plan.

In the words of Kerney and Cook. "It is a complex of more or less planned or controlled conditions under which students learn to behave and to behave in their various ways. In it, new behaviour may be acquired, present behaviour may be modified, maintained or eliminated; and desirable behaviour may become both persistent and viable." Curriculum includes both the curricular and co-curricular activities.



Did u know? The teacher education curriculum in India has been revised in 1978, 1988, 1998 and 2009 to reflect and incorporate the cultural, linguistic and geographical diversities of the country and keep pace with the changing knowledge structure of the world as the result of sociopolitical.

29.2 Need of Curriculum Development in Teacher Education

India has thousand years of tradition and culture. Educational institutions were referred to as Ashramam and teacher was known as as Guru. A tremendous change was occurred in our daily life. Due to globalization now the educational system is affected totally. Now the educational institutions give importance for technical education. Teacher is a national builder. He has a capacity to change the society. By understanding the importance of technologies, communication skills, National Council of Teacher Education (NCTE) introduced a separate subject on technologies recognized as 'Educational Technology' at both B.Ed and M.Ed levels. Computer Education, Communicative English, Personality Development are also introduced at B.Ed. level. Now we are facing so several difficulties like terrorism, poverty and high-population. We want such sort of curriculum which improves peace, non-violence, positive attitude and values in the society. By inculcating these issues in teacher education curriculum, we will get positive change in the society. Our National Education Policy (1986) and other Education Committees and Commissions were also given significance for high quality teacher education. But it is our duty that to follow such type of curriculum. By conducting national seminars, workshops and conferences it is essential to collect eminent scholars attitude towards significance of curricular change in the present scenario. There are many recommendations about curriculum change, but they are not in practice.

29.3 Objectives of Curriculum

1. To draw out, cultivate, excite and Inspire the full development of each student.
2. To create an atmosphere in which students will learn to think critically and constructively and seek truth and solve problems.
3. To develop the character of students – integrity, honesty, judgment, co-operation, friendliness and goodwill.

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4. To prepare men and women for citizenship in a democratic society where freedom and liberty go hand in hand with law and justice and where responsibility, national and international, is a characteristic of the individual.
5. To help students in establishing values through intimate acquaintance with the humanities, the arts, the natural sciences, the social sciences and religion.
6. To meet the needs not only of more students, but of students with a wide range of ability, aptitudes and interests.

29.4 Flexibility of the Basic Feature of Curriculum

According to Different Communities: Curriculum is not rigid and static. It is dynamic and flexible. It changes constantly with the changing needs and ideals of society. In Independent India Curriculum in schools can never remain the same as it used to be in schools during the British regime.

Curriculum in elementary and secondary schools in England is not the same as in India, in the U.S.A., in Russia or in Japan. As the demands, ideals and aspirations of different social groups differ widely so curriculum offers a wide contrast.

In India, there are a large number of communities, living in variety of areas such as hilly area, plain area, desert area, plateau area and coastal area—all having their own peculiar individuality, environment, customs and needs. Therefore, the same curriculum cannot be forced upon all, irrespective of their needs and environment. It must differ from locality to locality and from society to society.

According to Individual Capacities: The learning capacity of children, differs from individual to individual. The activities through which knowledge is expected to be gained, also differ according to the resources of different schools and the characteristics of pupils, studying therein.

So the curriculum may also vary from school to school, from grade to grade and even from scholar to scholar. According to modern trends in the educational process curriculum can be outlived only in a general way allowing scope for variation, as per need of the concerned communities with it.



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A teacher is not merely a communicator of knowledge; he has to be a director of learning, a transmitter of culture and value; the teacher is a person who teaches by behaving in the manner he would like his pupil to behave.

29.5 Development of Teacher Education Curriculum

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, "No system can rise above the status of its teacher..." Similar sentiments have been expressed by the Delors report (1996), and UNESCO report on Teacher and Educational Quality: Monitoring Global Needs for 2015(2006). The European Commission Report 'Communication on Teacher Education' (2007) in the very beginning observes 'research shows that teacher quality is significantly and positively correlated with pupil attainment and it is the most important within school aspect explaining students' performance. Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. Experiences of various countries reveal that the most effective way to develop good teachers in a dynamic and changing

environment is to begin with a well developed pre-service teacher education programme and continue with career long learning opportunities. Each society, therefore, makes some provision for pre-service education and continuous professional development of teachers in order to help them contribute in the growth of society. There is ample empirical research evidence to suggest that students' achievement is significantly related to the professional preparation of teachers.

29.6 Integreted Teacher Education Programme

A number of studies were conducted to examine the effectiveness of these four year integrated programme. The key finding is that teachers that emerge from this programme are much better than the products of the traditional one-year B.Ed programme. The difference in effectiveness is attributed to 'selection of meritorious students, greater length, integrated curriculum along with simultaneous teaching of content and methods of teaching.' In spite of a sound conceptual base, the availability of evidence with regard to its effectiveness and experiences of developed countries and recommendation of several expert bodies, the innovation has not been mainstreamed beyond the confines of the four NCERT Regional Colleges of Education.

29.6.1 Four Year Integrated Programme of Secondary Teacher Education Regional Colleges of Education, NCERT (1960)

The four year integrated programme was introduced during the 1960s in NCERT's four Regional Colleges of Education in Ajmer, Bhubneshwar, Mysore and Bhopal. This programme was designed to prepare secondary school teachers in the Sciences and Humanities.

Over the thirty-five years of its existence, the scheme of studies of the programme has been modified several times which is its most significant innovation. The curriculum was initially 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.

29.6.2 Four year Integrated Programme of Elementary Teacher Education

The B.El.Ed., Maulana Azad Centre for Elementary and Social Education (MACESE), Faculty of Education, University of Delhi (1994): The Bachelor of Elementary Education (B.El.Ed.) is a four year integrated professional degree programme of Elementary Teacher Education offered after the senior secondary (Class XII or equivalent) stage of school.

The (B.El.Ed.) programme is designed to integrate the study of subject knowledge, human development, pedagogic knowledge and self-knowledge. The main aim of the B.El.Ed. is to prepare reflective practitioners who are socially sensitive. It is an attempt to replace an unquestioning and meek teacher with one who can critically reflect on the 'received' curriculum and 'prescribed' knowledge. It prepares students to move beyond mere textbook knowledge. The B.El.Ed. students attempt to initiate their own inquiry, examine ideas in all their complexity and deal with ambiguity. The aim is to develop in students a mental flexibility needed to critically examine and synthesise knowledge from various sources and deal with the complex challenges of classroom teaching. The students learn to engage with issues of subject content, reflect on appropriate methods of assessment and attempt to evolve pedagogy in consonance with the needs of the learner.

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The B.El.Ed. course attempts to develop the individuality of the student based on the assumption that it is the individual transformation that leads to social transformation. The course structure gives students the space to engage intensely with issues of understanding themselves and others. There is a special emphasis on understanding the nature of the child, the adult-child relationship and its dynamics within the classroom. The students engage with issues of politics of education within the classroom as they reflect on the best way of facilitating children's learning. This course is also designed to develop an understanding of contemporary Indian realities through a study of key historical, political, social cultural and economic issues. Students observe and analyse gender inequities in the process of schooling and develop intervention strategies.

The B.El.Ed. curriculum is cyclic in nature whereby the same issues are dealt with at different levels of complexity and within different contexts over the four years. The longer duration of the programme offers students critical psychological space to explore and define their own approaches to educational issues as they are in regular contact with the school setting over the four years. There is a sustained 17 weeks school internship programme in the fourth year where students attempt to translate their thoughts into action and critically reflect on this process. Students also visit institutions engaged in innovative practice in elementary education, in order to broaden their horizons. Students undertake research projects with an aim to further develop the process of reflective enquiry through classroom-based research. Through specially designed colloquia students learn specific professional skills like using theatre, art, crafts, story telling and music in education and creating a resource centre in schools.

29.7 National Curriculum Frameworks for Teacher Education (2009)

A major effort to rejuvenate school education as well as teacher education towards modernisation, contextualisation and professionalization has been made in 2005 and 2009 through the National Curriculum Framework for School Education (2005), and National Curriculum Framework for Teacher Education (2009) respectively. During recent years the epistemology of learning has undergone a major change; i.e. learning does not involve discovering the reality, but constructing the reality. Knowledge and cognitions are to be constructed and affects are to be felt. Learning is no more passive absorption of knowledge and ideas, but the construction of ideas developed on one's personal experiences. Emphasis has, now, shifted towards constructivist approach of learning. Learning is also perceived as an integral part of learner's physical, social, and cultural contexts. This concept has come to be known as situated cognition and is the guiding principle of the National curriculum Framework for School Education (2005) developed by NCERT. The NCF 2005 expects a teacher to be the facilitator of students' learning in a manner that helps them to construct knowledge and meaning utilising their individual experiences. The whole pedagogical approach of teacher education programme, therefore, needs to be reoriented from traditional behaviourist to constructivist discourses. The National Curriculum Framework for Teacher Education (2009) developed by NCTE tries to ensure that teacher education courses are reoriented to align with the epistemological shift envisaged in the NCF 2005 and develop teachers as facilitators of learning. It includes the contexts, concerns and visions of teacher education which calls for preparing teachers for learning society, empowering teachers in learning to learn, and making teacher education liberal, humanistic and responsive to the to the demands of inclusive education. It has tried to incorporate the changing school contexts and demands in the light of recently implemented Right to Education Act (RTE 2009), issue of academic burden of students, and universalisation of secondary education that have implication for teacher education. The major concerns addressed by this framework include inclusive education, ensuring equitable and sustainable development, utilising community knowledge in education, and integration of ICT and e-learning in the curriculum of teacher education which is in tune with the thrust of NCF 2005 and the needs of contemporary Indian society.

Therefore, the traditional approach to teacher preparation based on philosophical, sociological and psychological orientation of courses has given way to 'carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' 'experiential

knowledge' (NCFTE 2009, p24). Three broad curricular areas identified by this framework are: (A) Foundations of Education which includes courses under three rubrics, namely, Learner Studies, Contemporary Studies and Educational Studies; (B) Curriculum and Pedagogy including Curriculum Studies and Pedagogic Studies; and (C) School Internship, leading to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills (NCFTE 2009, p24). An attempt has been made through this curriculum framework to not only address the issues, concerns and pedagogical shifts visualised by NCF 2005, but, also organise the entire teacher education curriculum as an organic and integrated whole.

This framework envisages a two year teacher preparation programme along with the four year integrated teacher education courses. It is felt that longer duration of teacher preparation will provide enough time and opportunity for self- study, reflection and engagement with teachers, students, classrooms and pedagogic activities that is essential for developing professionalism in teachers.

It also tries to address the criticism regarding the unrelatedness of theoretical discourses of teacher education institutions to the classroom realities by incorporating the socio-cultural contexts of education, giving more weightage to the field experience of student teachers in all courses through practicum, visits to innovative centres of pedagogy and learning, classroom based research, longer duration of internship i.e minimum duration of six to ten weeks for a two year programme (four days per week), and 15-20 weeks for a four year programme, including an initial phase of one week for observing a regular classroom with a regular teacher. It also emphasises developing unit plan and maintaining Reflective Journals which is currently missing from our teacher education programmes, especially, at the secondary level.



Task

What is the aim of introduce integrated teacher education programme?

Self Assessment

1. Fill in the blanks:

- (i) National Council of Teacher Education (NCTE) introduced a separate subject on technologies recognised as at both B.Ed and M.Ed levels.
- (ii) The four year integrated was introduced during the 1960s in four regional colleges of education in Ajmer, Bhubneshwar, Mysore and
- (iii) The key findings of the integrated teacher education programme are much better than the products of the traditional
- (iv) The main aim of the is to prepare reflective practitioners who are socially sensitive.
- (v) The curricular areas identified by National framework are foundations of education, curriculum and pedagogy and
- (vi) The intention of National curriculum framework (2009) is the of teachers in the field of education.

Guidelines/Suggestions

The present curriculum format of teacher education at distinct levels, pre-main, elementary and secondary education is usually based, apart from others on Foundation Courses, which consists of philosophical, sociological and psychological perspectives of education. The intention is that the teacher must have a conceptual understanding of the field of education, its considerable concerns which are relevant for political, social and cultural development of the nation so that the teacher is just not responsible only for performing "knick knacks" of the job of teaching but is also imbued with the perspectives of creating people who can apply their minds to the diverse situations that acquire in the field of education. It is the Foundation Courses which supply a lot

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of scope for being recast to lay focus on discussion on the problems listed in the preceding chapters. Apart from other people, it can re-look at the existing curriculum and divide it into appropriate cluster of topics which include the core elements of the NPE and the Constitutional concerns related to non-discrimination. Other areas of equal relevance for development of the ideas are the internship in teaching and working with the community.

The kind of exercises for developing the values related to non-discrimination as given in the chapters on sex/gender, caste/tribe, disability, etc. could turn into the central themes of co-curricular and extra-curricular activities of the teacher education institutions. It is not the intention to repeat the listing of those activities here in this chapter a reference can be made to these activities in the suitable chapters in which they have been listed.

It could also be helpful to plan orientation programme on teacher education on this theme. The seminars could familiarize the teacher educators with techniques for operationalizing the teaching-understanding dimensions relevant to the theme. An efficient way to institutionalize the idea is to incorporate it in the elementary and secondary pre-service teacher education curriculum. This could be supplemented by a suitable co-curricular programme which should aim at offsetting some of the shortcomings in the curricular approach particularly in terms of attitude and value development.

What is required is a vigorous advocacy with state educational agencies, teacher education institutions and university departments of education for conscious inclusion of such components in the curricula.

In order to overcome the disadvantage of fragmented treatment of the theme, it is suggested that an independent comprehensive unit comprising familiarization with the Constitution of India and its concerns as impinge on education ought to be incorporated in the elementary and secondary teacher education courses.

In India, evaluation system influences the educational method particularly the high quality of classroom teaching considerably, and as such a separate unit of educational imperatives of Constitution will make sure due significance and weightage to the theme in the classroom teaching.

A excellent deal depends on the ingenuity and dedication of teachers and teacher educators in achieving anything substantial by way of education. If the concerns are handled with sincerity and purpose, they could definitely bring about the desired transformation in the educational system through teacher education.

29.8 Summary

- After independence in India, several attempts have been made by individual experts and professional bodies to frame a new curriculum for teacher training institutions.
- National Council of Teacher Education (NCTE) introduced a separate subject on technologies recognized as 'Educational Technology' at both B.Ed and M.Ed levels. Computer Education, Communicative English, Personality Development are also introduced at B.Ed. level. Now we are facing so several difficulties like terrorism, poverty and high-population. We want such sort of curriculum which improves peace, non-violence, positive attitude and values in the society. By inculcating these issues in teacher education curriculum, we will get positive change in the society.
- To draw out, cultivate, excite and Inspire the full development of each student.
- To create an atmosphere in which students will learn to think critically and constructively and seek truth and solve problems.
- To develop the character of students—integrity, honesty, judgment, co-operation, friendliness and goodwill.
- Curriculum is not rigid and static. It is dynamic and flexible. It changes constantly with the changing needs and ideals of society.

- Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular.
- The four year integrated programme was introduced during the 1960s in NCERT's four Regional Colleges of Education in Ajmer, Bhubneshwar, Mysore and Bhopal. This programme was designed to prepare secondary school teachers in the Sciences and Humanities.
- A number of studies were conducted to examine the effectiveness of these four year integrated programme. The key finding is that teachers that emerge from this programme are much better than the products of the traditional one-year B.Ed programme. The difference in effectiveness is attributed to 'selection of meritorious students, greater length, integrated curriculum along with simultaneous teaching of content and methods of teaching.' In spite of a sound conceptual base, the availability of evidence with regard to its effectiveness and experiences of developed countries and recommendation of several expert bodies, the innovation has not been mainstreamed beyond the confines of the four NCERT Regional Colleges of Education.
- The Bachelor of Elementary Education (B.El.Ed.) is a four year integrated professional degree programme of Elementary Teacher Education offered after the senior secondary (Class XII or equivalent) stage of school.
- The (B.El.Ed.) programme is designed to integrate the study of subject knowledge, human development, pedagogic knowledge and self-knowledge. The main aim of the B.El.Ed. is to prepare reflective practitioners who are socially sensitive. It is an attempt to replace an unquestioning and meek teacher with one who can critically reflect on the 'received' curriculum and 'prescribed' knowledge. It prepares students to move beyond mere textbook knowledge.
- The B.El.Ed. course attempts to develop the individuality of the student based on the assumption that it is the individual transformation that leads to social transformation. The course structure gives students the space to engage intensely with issues of understanding themselves and others. There is a special emphasis on understanding the nature of the child, the adult-child relationship and its dynamics within the classroom. The students engage with issues of politics of education within the classroom as they reflect on the best way of facilitating children's learning.
- A major effort to rejuvenate school education as well as teacher education towards modernisation, contextualisation and professionalization has been made in 2005 and 2009 through the National Curriculum Framework for School Education (2005), and National Curriculum Framework for Teacher Education (2009) respectively. During recent years the epistemology of learning has undergone a major change; i.e.
- The National Curriculum Framework for Teacher Education (2009) developed by NCTE tries to ensure that teacher education courses are reoriented to align with the epistemological shift envisaged in the NCF 2005 and develop teachers as facilitators of learning.
- The traditional approach to teacher preparation based on philosophical, sociological and psychological orientation of courses has given way to 'carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' 'experiential knowledge' (NCFTE 2009, p24). Three broad curricular areas identified by this framework are: (A) Foundations of Education which includes courses under three rubrics, namely, Learner Studies, Contemporary Studies and Educational Studies; (B) Curriculum and Pedagogy including Curriculum Studies and Pedagogic Studies; and (C) School Internship.
- The present curriculum format of teacher education at distinct levels, pre-main, elementary and secondary education is usually based, apart from others on Foundation Courses, which consists of philosophical, sociological and psychological perspectives of education. The intention is that the teacher must have a conceptual understanding of the field of education,

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its considerable concerns which are relevant for political, social and cultural development of the nation so that the teacher is just not responsible only for performing "knick knacks" of the job of teaching but is also imbued with the perspectives of creating people who can apply their minds to the diverse situations that acquire in the field of education.

- The kind of exercises for developing the values related to non-discrimination as given in the chapters on sex/gender, caste/tribe, disability, etc. could turn into the central themes of co-curricular and extra-curricular activities of the teacher education institutions.
- In order to overcome the disadvantage of fragmented treatment of the theme, it is suggested that an independent comprehensive unit comprising familiarization with the Constitution of India and its concerns as impinge on education ought to be incorporated in the elementary and secondary teacher education courses.
- A excellent deal depends on the ingenuity and dedication of teachers and teacher educators in achieving anything substantial by way of education. If the concerns are handled with sincerity and purpose, they could definitely bring about the desired transformation in the educational system through teacher education.

29.9 Keywords

- **Development** : The gradual growth of something so that it becomes more advanced, stronger.
- **Curriculum** : The subjects that is included in a course of study.
- **Integrated** : Combination of two or more things so that they work together.

29.10 Review Questions

1. What do you understand by the integrated teacher education programme?
2. What are the objectives of teacher education programme?
3. Explain curriculum development of teacher education with reference to national curriculum framework (2009).
4. Describe the suggestions about teacher education curriculum-according to (NCFTE-2009).

Answer: Self Assessment

- | | |
|-------------------------------|-------------------------------|
| (i) Education technologies | (ii) NCERT's, Bhopal |
| (iii) One year B.Ed programme | (iv) B.El.Ed |
| (v) School internship | (vi) Conceptual understanding |

29.11 Further Readings

Books

1. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.*
2. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.*
3. Issues and Problems in Teacher Education: *Bernadette Robinson.*

Unit 30: NCF for Teacher Education (2009)

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Objectives

After reading this unit, students will be able to:

- to explain National Curriculum Framework of Teacher Education 2009
- to discuss about the History and Development of NCFTE 2009
- to explain about the Changing School Context and its Demands
- to discuss about the Present Teacher Education Scenario
- to discuss about Urgency of Reforming Teacher Education¹

Introduction

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education – the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009. This would increase the demand manifold for qualified elementary school teachers. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. At the same time, the demand for quality secondary education is steadily increasing.

The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be addressed both by initial and continuing teacher education. The importance of competent teachers to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

30.1 National Curriculum Framework of Teacher Education 2009

This National Curriculum Framework for Teacher Education (NCFTE, 2009) elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic

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relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this Framework for all stages of school education. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning become the centre- stage in the Framework.

A new approach to curricular areas of teacher education has been highlighted. The curriculum of teacher education is broadly dealt with under foundations of education, curriculum and pedagogy and school internship. The foundations of education include learner studies, contemporary studies, and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies.

Transaction of the curriculum and evaluating the developing teacher determine the extent to which the ideas conceptualized are put into practice. The focus on process-based teacher education has been attempted as models for practicing teachers to adopt/adapt. The suggestion to establish Teaching Learning Centres to act as laboratories for the theory and practice of teacher training has been emphasized. An appropriate focus on continuous and comprehensive evaluation of developing teachers has been drawn up through an evaluation protocol and suggestions given for designing instruments for assessment and evaluation.

The conventional models of teacher education may continue though the Framework does provide directions towards change in the structural aspects of teacher education at elementary, secondary and post-graduate levels. One reform that could achieve a breakthrough to vitalize teacher education and through it the process of learning and teaching is to break the isolation of teacher education institutions from the university life, from the schools and from one another.

Pre-service and in-service components of teacher education being inseparable, considerable focus has been given in this Framework on continuing professional development strategies. Since a major area of weakness in the existing teacher preparation programmes is the quality and experience of those who have the responsibility of training young entrants to the profession of teaching, a fresh perspective of preparation of teacher educators is dealt with in detail.

This Framework is visualized to act as a catalyst to change the profile of teacher education so that the teacher education institutions become active centres not only of research but also of practical experiments directed to the improvement of educational methods and curricula. It is a matter of conviction that if teacher education institutions could be organized on right lines and become dynamic centres of progressive educational movements, the whole task of educational reconstruction would be greatly facilitated.

30.2 History and Development of NCFTE 2009

In the process of developing this Framework, we received valuable inputs from educationists and experts in teacher education of long standing and experience; and also had the benefit of reviewing similar exercises attempted in this area before, namely, the First Curriculum Framework developed by non-statutory NCTE in 1978, its revised version by the NCERT in 1988, the first Curriculum Framework for Quality Teacher Education by NCTE in 1998 and a Discussion Paper on Curriculum Framework jointly prepared by NCTE and NCERT in 2006.

The initial draft of the NCFTE 2009 was developed by an Expert Committee comprising of Prof. C.L. Anand, Prof. S.V.S. Chaudhary, Prof. V.K. Sabharwal, Prof. C. Seshadri, Prof. R.S. Khan, Prof. Raja Ganesan and Prof. L.C. Singh, based on the ideas generated in a series of intensive deliberations by the members of the committee and eminent scholars, teacher educators, teachers, trainee teachers, representatives of NGOs, faculty of RIEs of NCERT, SCERTs, DIETs, IASEs, CTEs, university departments of education, and state departments of education at the two national consultative meets held at Udaipur and Hyderabad. We sincerely acknowledge their valuable contribution in shaping this document.

General Council of the NCTE while approving it in principle after detailed deliberations. As per direction of the Council, a small group of experts comprising of Prof. C. Seshadri, Prof. A.K. Sharma, Prof. Shyam B. Menon, Prof. Poonam Batra and Ms. Anjali Noronha was entrusted the task to improve the Framework in the light of suggestions made by the members.

The document was subsequently posted on the NCTE's website for feedback. A number of experts, practitioners and institutions including Prof. Krishna Kumar, Director, NCERT; Dr. Chongchong V. Shimray, University of Florida; Dr. Rohit Shetty, University of Michigan; English and Foreign Languages University; DIETs; Azim Premji Foundation; Mr. Bhamy Shinoy and others shared their considered views and perceptive comments which helped us in further improving the Framework.

30.3 The Changing School Context and its Demands

A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society.

School education has seen significant development over the decades since independence. Regional, social, and gender disparities continue to pose new challenges. This reality increases the challenge of implementing the Right of Children to Free and Compulsory Education Act and, in particular, the role and place of the school teacher.

In addition, the NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructor of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other.



Did u know? According to the Government of India estimates while 82 per cent of the 20 crore children of the 5-14 age group were in school as per enrolment figures¹, nearly 50 per cent of these children drop out before completing class. One finds the situation on the ground ridden with difficulties.

Self Assessment

1. Fill in the blanks
 - (i) for teacher education elaborates the context, concerns and vision underscoring that teacher education.
 - (ii) The curriculum of teacher education is broadly dealt with under foundations of education, curriculum and pedagogy and
 - (iii) The is visualized to act as catalyst to change the profile of teacher education so that the become active.
 - (iv) The teacher is a of children learning.

30.4 Present Teacher Education Scenario

The unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments

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and the launch of pan-Indian primary education development programmes such as the SSA (2002) to achieve UEE, the Operation Blackboard (OB) 1986, and the District Primary Education Programme (DPEP) 1995, there was an increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. With the demand far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country. The escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to a large scale mushrooming of teacher education institutions.

The number of courses offered at different stages – pre-primary, elementary and secondary – face-to-face and distance modes of teacher education; programmes of M.Ed, face-to-face and distance modes, C.P.Ed., B.P.Ed. and M.P. Ed. have increased from 3,489 courses in 3,199 institutions in March, 2004 to a whopping 14,428 courses in 11,861 institutions in March 2009. The student intake has likewise increased from 2,74,072 to 10,96,673 during this period. This expansion has taken a heavy toll on quality parameters of infrastructural provision, faculty qualification, learning resources and student profile.

30.5 Urgency of Reforming Teacher Education

Teacher education as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to university level and that the duration and rigour of programmes should be appropriately enhanced.

Both at the elementary and the secondary levels, the initial teacher preparation is fraught with a number of problems, some of them are common while others are specific to a stage of education.

30.5.1 Elementary Teacher Education

Initial training of elementary teachers continues to suffer from isolation, low profile and poor visibility in view of it being a non-degree programme. In professional discussions teacher education is viewed as a unitary undifferentiated category with B. Ed. and D. Ed. providing the frame of reference. The special significance of initial primary teacher education (elementary education being a fundamental human right and its crucial significance to individual and national development) is overlooked and its concerns are subsumed under more general problems. The Curriculum Frameworks thus far developed provide guidelines that are too general and do not address the stage-specific training needs of elementary teachers. The Curriculum Framework for Quality Teacher Education (1998) was perhaps the first to have provided stage-specific guidelines. The post-NPE 1986 establishment of DIETs has been the most important development in bringing the issue of elementary teacher education to the national stage.

There is a grave need to upgrade initial teacher education by enhancing the entry qualification and duration of training making it equivalent to a degree programme and locating the management and control of elementary teacher education within Universities. This is necessary as the plus two entry level does not equip prospective teachers with basic knowledge of the subjects to teach at the elementary level, particularly classes 3 to 8. Neither does the short duration of the course equip them with the necessary pedagogic knowledge and professional repertoire for understanding children's psychosocial needs and facilitating their learning. There are available a number of degree programmes for the preparation of elementary teachers, both within and outside the country, that can provide a way forward.

Upgrading elementary teacher education calls for participatory curriculum planning involving all stakeholders, modular organization of curriculum in terms of critically engaging with theory and bringing practice within its perspective and a professional approach to teacher education processes. For accomplishing all this,

there is a need for a longer duration programme, either a four-year integrated model at the Bachelor's degree level or a two-year second Bachelor's degree model. A transition to the new models will need to be done within a definite time frame – say, five years – keeping in mind the time required for preparation of teacher educators as well. However, the current two-year D.Ed. model after twelve years of schooling may continue in the interim, attempting to modify and intensify the programme with the vision and elements presented elaborately in chapter 2 of this document.

Another instance of neglect of elementary teacher education is the non-recognition of the need for specially qualified teacher educators in elementary education. It has been taken for granted that the existing arrangements for teacher preparation at different stages would do as well for teacher educators: B.Ed for elementary teacher educators and M.Ed for secondary teacher educators. The logic that seems to operate here is that one's higher position in the educational hierarchy would entitle one to train others working at the lower levels, irrespective of whether one is equipped with relevant repertoires. Other than the activity of teaching children in elementary school, all other functions related to this sector of education are attended to by people who have been trained for and taught only at the secondary level due to lack of appropriately trained personnel in elementary education. *The difficulty is exacerbated by the absence of degree and post-degree programmes in primary/elementary teacher education.* At present, elementary teacher educators in their bid to upgrade their professional qualifications pursue M.Ed. The IASE brief includes the training of elementary teacher educators which they do by running M.Ed programmes. However, it is evident that the M.Ed. programme in its current form cannot meet the requirements of elementary teacher education as it is designed primarily on the requirements of secondary education. The preparation of teacher educators for the elementary stage needs the inclusion of a variety of scholarship from the sciences, social sciences, mathematics and the languages.

Education as an area of interdisciplinary knowledge is not merely an application of a few core disciplines, but a praxis and a context where theories and practical wisdom are generated continuously. It is important to facilitate development of a discourse in education through more purposive and deliberate focus in creating explanatory terms and vocabulary. And this process has to inform and be informed by teacher education. Since traditionally, it was secondary teacher education institutions that developed into university departments of education, elementary education and early childhood education have been neglected as distinct areas of knowledge with their own distinct concerns, concepts and methodological perspectives. It is important to strengthen all areas within education as distinct but integrated discourses through research as well as through documenting praxis in school settings as well as field-level educational initiatives. This scattered corpus of experience and knowledge needs to be brought together to evolve a coherent vocabulary, researched and documented knowledgebase and informed perspectives for all areas of education as well as education in its entirety.

30.5.2 Secondary Teacher Education

There is also a dire need to critically review the secondary teacher education system. The one-year second Bachelor's degree (B.Ed.) model seems to have outlived its relevance. With the proliferation of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses. While the second Bachelor's degree model may still be relevant, it is imperative that this needs strengthening in terms of intensity, rigour and duration.

Secondary teacher education institutes continue to exist as insular organisations even within the university system where many are located. This precludes the larger academic debates on equity, gender and community to enter the day-to-day discourse of teacher educators. Institutes of teacher education have become breeding grounds of academic stagnation and resistance to change. The training of teachers happens in insular, intellectually impoverished environments that are severed

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from ground realities as well as the aims of education they espouse. Such an intellectual isolation actively discourages educational theorisation and the growth of disciplinary and interdisciplinary enquiry.

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) There is a great need to bring greater convergence between professional preparations and continuing professional development of teachers at all stages of schooling.
 - (ii) There is no need to upgrade initial teacher education by enhancing the entry qualification and duration of training making it equivalent to a degree programme.
 - (iii) This necessary that plus two entry level does not equip prospective teachers with basic knowledge of the subjects to teach at the elementary level.
 - (iv) Elementary education and easily childhood education has been given a great importance as distant areas of knowledge with their own distinct concerns, concepts and methodological perspectives.

30.6 Contemporary Context and Concerns that need to inform Teacher Education Reform

30.6.1 Inclusive Education

We have seen two kinds of exclusion prevalent in schools largely because of an inadequate preparation of teachers to address diversity in the classroom. The first is the exclusion of the children with disabilities of different kinds and learning difficulties. Neither does the teacher understand their needs nor what s/he can do to make learning possible for them. The Persons with Disabilities (PWD) (Equal Opportunities, Protection and Full Participation) Act, 1996 provides for free and compulsory education up to the age of 18 years for all children with disabilities. To enable the implementation of this Act, teacher education institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive education.

The second and more insidious pattern of exclusion is the social exclusion of children who come from socially and economically deprived backgrounds Scheduled Castes (SCs), Scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs. There is a dire need to equip teachers to overcome their biases in this regard and to develop professional capacities to address these challenges. The education of socially and economically disadvantaged groups, especially the SCs/STs and minorities has remained a primary national concern of education for several years. Though the literacy percentage among the SCs and STs has increased manifold, it is still much lower than the general category students. Teachers will have to be equipped if social deprivation has to be overcome through education and Constitutional goals of social justice are to be achieved.

Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. This is to ensure access to and conditions of success in education for everybody, including those in the margins, either with learning difficulties because of physical or mental disabilities or because of their social position. The aim is to create an integrated school setting, providing equal opportunities to children with special abilities, varied social backgrounds and diverse learning needs.

Teachers need to be quipped to sensitively bring and include girls in the classroom transaction. It is necessary that teachers who teach and manage the classroom are sensitized and made aware of the philosophy of inclusive education and oriented to the different kinds of adjustments that schools have to make in terms of infrastructure, curriculum, teaching methods and other school practices to relate teaching to the needs of all learners.

30.6.2 Perspectives for Equitable and Sustainable Development

In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, the perspectives that develop values for peace, respect the rights of all, and respect and value work. In the present ecological crisis, promoted by extremely commercialised and competitive lifestyles, teachers and children need to be educated to change their consumption patterns and the way they look at natural resources.

There is also an increasing violence and polarisation, both within children and between them, being caused primarily by increasing stress in society. Education has a crucial role to play in promoting values of peace based on equal respect of self and others. The NCF and subsequent development of syllabi and materials provide a direction in this regard. For this, teachers need to be equipped to understand these issues and incorporate them in their teaching. The new teacher education curriculum framework will need to integrate these perspectives in its formulation.

30.6.3 Role of Community Knowledge in Education

It is important for the development of concepts in children as well as the application of school knowledge in real life that formal school knowledge is linked with community knowledge. This increases the relevance of education as well as the quality of learning. In addition, the perspective that informs the NCF promotes the inclusion of locally relevant content in the curriculum as well as pedagogy. This puts an added responsibility on the teacher for which s/he needs to be equipped to select and organise subject content and learning experiences from the community for the classroom.

We need to develop the capacity of teachers in identifying entry points in the curriculum and textual materials which call for contextualization and development of appropriate teaching-learning sequences and episodes based on the identified local specifics. These specifics may include community knowledge about technology, local occupations both farm and non-farm, local folk culture including songs, festivals, fairs and games. As teachers develop curriculum materials and learning experiences, informed by the perspectives enunciated above (gender, peace, sustainable development), they will also learn, through actual participation, the skills to identify and process the specifics for the purposes of meaningful curriculum transaction.

30.6.4 ICT in Schools and e-learning

With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school education. It has become more of a fashion statement to have computers or multimedia in schools, the result being that in spite of its potential to make learning liberating, its implementation is often not more than cosmetic. It is also often touted as a panacea for shortage of teachers. These are detrimental to the learning of the child. Teacher education needs to orient and sensitize the teacher to distinguish between critically useful, developmentally appropriate and the detrimental use of ICT. In a way, ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers.

30.7 Professionalization of Teacher Education

Teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. A profession is characterized by a sufficiently long period of academic training, an organized body of knowledge on which the undertaking is based, an appropriate duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that binds its members into a fraternity.

These dimensions acquire critical importance in view of several factors. There is, first of all, the traditional idealism, the esteem and importance attached to the role of the school teachers and very high societal expectations from them. Teachers are concerned, in an important way, with the

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total development of human beings – physical, intellectual, emotional, social, moral and spiritual. While the dimensions of teaching other than the informational and cognitive may have suffered neglect in modern times due to a variety of factors, one cannot deny that they constitute an integral part of the teachers’ role and functions. The implication of this is to give due emphasis to developing reflective teachers with positive attitudes, values and perspective, along with skills for the craft of teaching.

*Task*

What is the role of community knowledge in education?

30.7.1 Preparing Teacher Educators

Teacher education, it may be seen, is a reflective undertaking that also issues forth in pedagogical prescriptions for carrying out teaching at the ground level. Being a meta-activity, it deals in showing how things are done at school and classroom levels, explaining the ‘reason why’ of things and the basic theory and principles behind classroom practices. These call for capacities and understanding of a different kind, in addition to the skills required for actual school teaching. The NCF 2005 position paper on teacher education elaborated this point and referred to the need to focus on pedagogies appropriate for adult learners for the preparation of teachers. (The weakest aspect, perhaps, of teacher education is the absence of professional preparation of teacher educators, the details of which are discussed.

30.7.2 Open and Distance Learning (ODL) in Teacher Education

Open Education as a concept, coupled with modalities associated with Distance Education, does not stand as an exclusive transactional modality. There are several aspects of ODL which will get meaningfully translated only if the boundaries between direct human engagement and ODL tend to get diffused to the extent possible and perhaps, desirable. A modular approach to the development of teacher education curriculum along with a focus on independent study and on-line offering involving interactive modes of learning and the consequent modification in the approaches to assessment and evaluation has indeed a potential to make education reach the unreached. It is recognized that ODL can be strategically employed in continuing professional development of teachers, particularly with a view to overcoming the barriers of physical distance, especially making use of independent study material, on-line support and two-way audio-video communication. Of particular relevance are those elements of ODL which involve independent study. However, the primacy of direct human engagement and actual social interaction among student teachers as the core process of initial teacher preparation needs to be emphasized. ODL, as a strategy, can be a powerful instrument for providing continued professional support to the teacher practitioner.

30.7.3 Education of Teachers in Health and Physical Education

Health, physical education and yoga constitute an important part of the core curriculum at the primary, secondary and senior secondary school levels. The area needs to be considered in the framework of the overall development of the child and the adolescent – physical, social, emotional and mental. The aim of health and physical education is not just to attain physical health but also sound psycho-social development. The subject covers personal health, physical and psycho-social development, movement concepts and motor skills, relationships with significant others and healthy communities and environments. The interdisciplinary nature of the area requires integration and cross-curriculum planning with other subjects and curricular areas. The major components of the school health programme – medical care, hygienic school environment, school lunch, health and physical education and emotional health – must be an integral part of health and physical education.

In view of the crucial significance of this curricular area in the overall development of the child, it is very essential that teachers are adequately prepared. The preparation of teachers in this area has to be considered keeping in view the holistic definition of health and overall development of the individual. Currently, teacher education programmes in this area are offered at different levels – diploma courses (D.P.Ed.), degree (B.P.Ed.) and post degree (M.P.Ed.) programmes offered in colleges and institutes of physical education and universities. There is a need to review the curriculum, syllabus and pedagogy of these programmes within the conceptual framework and objectives of health and physical education outlined above. Also, all teacher education courses must provide health, physical education and yoga as compulsory inputs. Issues involved in designing teacher education programmes in the said area merit separate consideration.

30.7.4 Education of Teachers for Vocational Stream

Vocationalization of education has remained an important concern for our educational system, the success of which is determined by the quality of teachers and the modality of their professional training. A significant attempt in this direction was made for the first time in the recommendations of the Secondary Education Commission (1952-53) which emphasized diversification of education after Class VIII as a part of implementing the 11-year higher secondary multipurpose scheme recommended by the Commission. Four Regional Colleges of Education (RCEs), now known as the Regional Institutes of Education (RIEs) of the NCERT were established at Ajmer, Bhopal, Bhubaneswar and Mysore. These institutions offered a variety of programmes leading to teacher preparation in major areas of vocational education covered under technology, agriculture, commerce, home science, fine arts, etc. in the best established infrastructure created in the RCEs for the success of such programmes. The four-year B.Tech. Ed. and B.Com. Ed. courses, and one-year B.Ed. (Agriculture), B.Ed. (Home Science) and B.Ed. (Fine Arts) courses were designed and offered in different RCEs with varying degrees of success under the constraints connected with implementation of recommendations of the Commission.

The multipurpose system could not be continued and the courses offered in the RCEs suffered discontinuance. This was further accentuated by the recommendation of the 10+2 pattern by the Education Commission (1964-66) which recommended diversification into academic and vocational streams at the end of Class X. Unfortunately, no teacher development programmes were developed in the RCEs in support of this. Because of this lackadaisical approach to a priority area of educational concern, it gave a set-back to the whole movement of teacher preparation for various vocational sectors as referred to above. No system can function in the absence of the availability of the right quality of teachers and it is natural that vocational teacher preparation programmes suffered a set-back in the past and, therefore, necessary course corrections in this regard must be worked out for its success in the future.

The implementation of vocational teacher preparation would require serious thinking on the part of the institutions which may have to be identified to provide the needed quality instructional inputs in different vocational areas. The traditional colleges of education are perhaps not equipped both in terms of infrastructure and physical and human resources to offer programmes in vocational teacher preparation. A design will have to be worked out in consultation with professional institutions dealing with engineering and technology, agriculture, health and paramedical, and Technical Teacher Training Institutes (TTTIs) to undertake the responsibility not only of designing but also offering such courses, based on the pedagogy of vocational education. This would entail a separate exercise outside this Framework.

30.7.5 Vision of Teacher and Teacher Education

As we engage in the act of envisioning the role of the teacher and the shape of teacher education unfolding in the coming years, it would do us well to take note of the movement of ideas, globally, that have led to current thinking on teacher education. While the search for a philosophy of teacher education that satisfies the needs of our times continues, we seem to be converging on certain broad principles that should inform the enterprise. First, our thinking on teacher education is integrative and eclectic. It is free from the hold of 'schools' of philosophy and psychology. We

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also do not think of teacher education as a prescriptive endeavour; we want it to be open and flexible. Our emphasis is on changing contexts and our aim is to empower the teacher to relate himself/herself to them. Second, modern teacher education functions under a global canvas created by the concepts of 'learning society', 'learning to learn' and 'inclusive education'. The concern is to make teacher education liberal, humanistic and responsive to the demands of inclusive education. The emphasis in teaching is not on didactic communication but on non-didactic and dialogical explorations. Third, modern pedagogy derives its inspiration more from sociological and anthropological insights on education. There is increasing recognition of the worth and potential of social context as a source for rejuvenating teaching and learning. Multi-cultural education and teaching for diversity are the needs of contemporary times. Fourth, we acknowledge the existence of a diversity of learning spaces and curriculum sites (farm, workplace, home, community and media), apart from the classroom. We also appreciate the diversity of learning styles that children exhibit and learning contexts in which teachers have to function – oversized classrooms, language, ethnic and social diversities, children suffering disadvantages of different kinds. Lastly, we have realized the tentative and fluid nature of the so-called knowledge-base of teacher education. This makes reflective practice the central aim of teacher education. Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristic of teaching-learning environments. Against this backdrop and keeping in view the vision of teacher education as articulated above, the following set of concluding statements relating to a teacher's role, and the philosophy, purpose and practice of teacher education can be made:

- Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.
- Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.
- Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.
- Teachers need to be trained in organizing learner-centred, activitybased, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.
- Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question.
- Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.
- The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psychosocial attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.
- The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.

- Teacher education programmes need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.
- Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.
- In view of the many-sided objectives of teacher education the evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.

Self Assessment

3. Multiple choice questions:

Choose the correct option

- (i) Health, physical education and yoga is not an important part of the core curriculum at the
 (a) primary level (b) secondary level
 (c) senior secondary level (d) college level
- (ii) regional centres of education now known as the regional institutes of (RIE) of the NCERT were established in different cities of India.
 (a) Four (b) Five (c) Six (d) Seven
- (iii) The aim of is not just to after physical health but also sound and psycho and social development.
 (a) mental education (b) health education
 (c) teacher education (d) distance education
- (iv) is post graduate course.
 (a) D.P.Ed. (b) B.P.Ed. (c) M.P.Ed. (d) B.Ed. Ed.

30.8 Summary

- This National Curriculum Framework for Teacher Education (NCFTE, 2009) elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well.
- Transaction of the curriculum and evaluating the developing teacher determine the extent to which the ideas conceptualized are put into practice.
- Pre-service and in-service components of teacher education being inseparable, considerable focus has been given in the Framework on continuing professional development strategies.
- This Framework is visualized to act as a catalyst to change the profile of teacher education so that the teacher education institutions become active centres not only of research but also of practical experiments directed to the improvement of educational methods and curricula.

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- First Curriculum Framework developed by non-statutory NCTE in 1978, its revised version by the NCERT in 1988, the first Curriculum Framework for Quality Teacher Education by NCTE in 1998 and a Discussion Paper on Curriculum Framework jointly prepared by NCTE and NCERT in 2006.
- A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process.
- The unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programmes such as the SSA (2002) to achieve UEE, the Operation Blackboard (OB) 1986, and the District Primary Education Programme (DPEP) 1995, there was an increase in the demand for teachers.
- The number of courses offered at different stages – pre-primary, elementary and secondary – face-to-face and distance modes of teacher education; programmes of M.Ed, face-to-face and distance modes, C.P.Ed., B.P.Ed. and M.P. Ed. have increased from 3,489 courses in 3,199 institutions in March, 2004 to a whopping 14,428 courses in 11,861 institutions in March 2009.
- Teacher education as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure.
- There is a grave need to upgrade initial teacher education by enhancing the entry qualification and duration of training making it equivalent to a degree programme and locating the management and control of elementary teacher education within Universities.
- Another instance of neglect of elementary teacher education is the non-recognition of the need for specially qualified teacher educators in elementary education.
- The difficulty is exacerbated by the absence of degree and post-degree programmes in primary/elementary teacher education.
- There is also a dire need to critically review the secondary teacher education system. The one-year second Bachelor's degree (B.Ed.) model seems to have outlived its relevance.
- Secondary teacher education institutes continue to exist as insular organisations even within the university system where many are located.
- We have seen two kinds of exclusion prevalent in schools largely because of an inadequate preparation of teachers to address diversity in the classroom. The first is the exclusion of the children with disabilities of different kinds and learning difficulties.
- The second and more insidious pattern of exclusion is the social exclusion of children who come from socially and economically deprived backgrounds Scheduled Castes (SCs), Scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs.
- It is important for the development of concepts in children as well as the application of school knowledge in real life that formal school knowledge is linked with community knowledge.
- With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school education.
- Teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives.

- Teacher education, it may be seen, is a reflective undertaking that also issues forth in pedagogical prescriptions for carrying out teaching at the ground level.
- Open Education as a concept, coupled with modalities associated with Distance Education, does not stand as an exclusive transactional modality. There are several aspects of ODL which will get meaningfully translated only if the boundaries between direct human engagement and ODL tend to get diffused to the extent possible and perhaps, desirable.

30.9 Keywords

- Transaction : The process of doing something.
- Conformity : Behaviour or actions that follow the accepted rules of society.
- Context : The situation in which something happens and that helps you to understand it.
- Urgency : The act in that needs to be dealt with immediately.

30.10 Review Questions

1. Explain the history and development of national curriculum framework for teacher education.
2. What is changing school contact and its demands?
3. Explain the present teacher education scheme.
4. What is inclusive education and how it connected with teacher education?

Self Assessment

1. (i) National curriculum framework (ii) School internship
(iii) Teacher education (iv) Co-constructor
2. (i) True (ii) False (iii) True (iv) False
3. (i) (d) (ii) (a) (iii) (b) (iv) (c)

30.11 Further Readings



Books

1. Issues and Problems in Teacher Education: *Bernadette Robinson*.
2. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates*.
3. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates*.

Unit 31: Comparative Analysis of Curriculum Implemented by Government, Aided and Private Teacher Education Institutions

CONTENTS

Objectives

Introduction

31.1 Meaning of Different Types of Teacher Education Institutions

31.2 Teacher Education Curriculum at Present

31.3 Comparative Analysis of Teacher Education Curriculum Implemented by Government, Aided and Private Teacher Education Programme

31.4 Summary

31.5 Keywords

31.6 Review Questions

31.7 Further Readings

Objectives

After reading this unit, students will be able to:

- to understand about the meaning of Different types of teacher education institutions
- to discuss about teacher education curriculum at present
- to compare about the teacher education curriculum in different institutions

Introduction

India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions, private and self-financing colleges and open universities are also engaged in teacher education. Though most teacher education programmes are nearly identical yet their standard varies across institutions and universities. In certain areas, the supply of teachers far exceeds the demand while in others there is an acute shortage as qualified teachers which results in the appointment of under-qualified and unqualified persons. In the situation as it obtains manpower planning becomes an imperative

Teacher education programmes are essentially institution-based. Their students need to be exposed more and more to the realities of school and community. Internship, practice of teaching, practical activities and supplementary educational activities need to be better planned and organized more systematically. The curriculum, pedagogy and evaluation of teacher education programmes need to be made more objective as well as comprehensive. Despite improvement of service conditions and perks, the profession is yet to attract the best talent.

31.1 Meaning of Different Types of Teacher Education Institutions

Before discussing about the curriculum implemented by government, aided and private teacher education institutions. We will know about the difference between Govt. aided and private teacher education institutions.

Govt. Teacher Education Institutions: Govt. colleges are run by the centre or state education departments. They are fully financed by Govt.

Aided Teacher Education Institutions: aided means government aided, it means despite a clearing takes fees from you the amount of fees is very less compared to same kind of other colleges with same courses as they get a regular financial aid from the government from discuss I think you will also get your answer about “unaided”

Private Teacher Education Institutions: are those set by individuals or societies which run the colleges without any financial assistance from state or central government or from UGC. They also do not get any financial grants from UGC nor do they get any benefit from UGC. Such an institute finances itself through the fees paid by students who enroll for the courses and may get private financing from other sources, such as a corporate house.

31.2 Teacher Education Curriculum at Present

During the last few decades teacher education curricula have come under severe criticism and their weaknesses have been highlighted. Some educationists feel that they do not fully address the needs of contemporary Indian schools and society and they do not prepare teachers who can impart quality education in schools. The principals of some public schools hold the view that there is hardly any difference between the performance of trained and untrained teachers because of outdated teacher education curricula. These charges may appear to be exaggerated but some of them compel us to rethink about the curricula and their transaction.

Professionalism requires knowledge, authority, skills, commitment, competency, mission, ability to provide the exclusive expert service and adherence to a professional ethical code. In the present curricula, a large number of activities - theoretical and practical, have to be carried out and assiduously practised by prospective teachers for enhancing their professional competencies and commitments. Teacher education associations need to prescribe a professional code, the violation of which may debar a teacher from serving in school. It need not be emphasized that without increasing the duration of teacher education programmes, these targets cannot be achieved. Academic and professional skills are not independent of each other. Teacher education curricula have to integrate and blend them into a composite whole. The revamping of teacher education curricula has, thus, become a pressing need of the hour. The slant has to be towards a visible shift from information-based to experience-based and from the traditional instruction domination to newer constructiveness orientation.



Did u know? For preparing teacher educators, the most popular programme is M.Ed, though a few universities provide M.A. (Education). The M.Ed. programme by and large is of general nature and does not train specialists in different areas. The same course meets the requirements of schools, teacher education institutions and administration, there being little differentiation. The standard of research, whether at M.Phil., Ph.D. or Project level deserves greater attention.

31.3 Comparative Analysis of Teacher Education Curriculum Implemented by Government, Aided and Private Teacher Education Programme

There are the following points on which we will analyse the curriculum implementation in the Govt. private and aided institutions.

31.3.1 Affiliation and Admission Procedure

All the Govt. and Govt. aided institutions are financed by Govt. and state Govt. or UGC respectively. They follow all the norms and eligibility criteria in admission procedure.

31.3.2 Curriculum Development

- In India, National Council of Teacher Education (NCTE), University Grant Commission (UGC) and National Council of Educational Research and Training (NCERT) were responsible

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for preparing secondary teacher education. National Institute of Education, National University and University of Education were responsible for Sri Lanka, Bangladesh and Pakistan respectively.

- The B.Ed curriculum was revised during 1998, 2002, 2005 and 2009 in India, Sri Lanka, Pakistan and Bangladesh respectively. In all the countries, no definite role was specified for the involvement of the faculty in formulation and revision of B.Ed curriculum and syllabus. However, some of the faculty members were involved in India and Sri Lanka.
- Subjects related to science, social science and languages are taught by teacher educators in all the countries. During 2002- 2009, B.Ed curriculum and syllabi of different subjects were revised by all the countries on the basis of feedback collected from student teachers, teacher educators and principals of different institutions.
- Work experience, physical education, art and craft, advanced research method and computer education were the additional papers of B.Ed programme.
- Art and craft and work experience were prescribed as nonscholastic areas in the B.Ed course.

31.3.3 Theory Papers

- The compulsory theory papers prescribed in the B.Ed programme were almost common in all the four countries. The papers namely Educational Psychology, Sociology of Education, Guidance and Counseling, Educational Measurement and Evaluation, School Organisation, Computer Education and issues related to secondary education were prescribed in the B.Ed programme.
- There were many strengths of different subjects prescribed in the B.Ed course. Teaching of philosophy and psychology are helpful in the development of the personality of children. The work experience develops aesthetic sense among the student teachers. The scientific attitude is developed by the teaching of physical sciences and communication skills by teaching of languages among the student teachers.

31.3.4 Practical Work

- Computer application, psychological tests, art and craft, work experience, practice teaching, research projects, assignments and social work were prescribed under practical work. In Bangladesh, only teaching practice was prescribed as practical activity.
- Work experience helped the student teachers to learn by doing different activities. However, the student teachers from Bangladesh revealed that work experience was suitable and useful, but much time was not given for their involvement and participation.
- It was found that the practical activities were very useful for making an effective teacher. It developed confidence among them. The necessary knowledge and skills related to subject matter were inculcated by these activities.
- The student teachers of India expressed that performing and visual arts increased their confidence, brought hidden talent outside and made them tension free. It also helped in developing their personalities. Performing and visual arts made teaching learning interesting. The student teachers from Bangladesh and Pakistan expressed that performing arts was not necessary.

31.3.5 Specific Curricular Inputs

- Specific curricular inputs like provision of scholarships and remedial teaching were provided for the disadvantaged students.

31.3.6 Computer and ICT

- The computer labs were established in all govt. private and aided the institutions.
- The computer facilities were utilised for the professional development of teacher educators. Different types of relevant materials related to their own specialisation were downloaded from internet but this facility was availed by only 30 per cent student teachers.

- Practice teaching was organised in all types of schools including government, private, aided and own demonstration schools during first and second half of the year.
- In India subjects like social sciences, physical sciences, languages and mathematics were prescribed under teaching practice of the B.Ed programme.
- The student teachers expressed that two subjects were undertaken for the practice teaching. In India, twenty-four lessons from two subjects were delivered during forty-five days by student teachers.
- The minimum duration of school experience programme was 35-60 days in India, Sri Lanka and Bangladesh, whereas maximum was 90 days in Pakistan.

31.3.7 Co-curricular Activities

- (i) The co-curricular activities like debate, study tour, social activities, drama, health awareness programme, excursion, science fair, etc. were organised as a part of the B.Ed programme. But in Pakistan, very limited activities like indoor games were organised. The participation of the student teachers in co-curricular activities were lowest in Pakistan and highest in India.

31.3.8 Transactional Strategies

- Lecture method was frequently used by the teacher educators in all the four countries for curriculum transaction in the B.Ed programme. Demonstration methods and group discussions were held on some occasions. Discovery and problem solving methods were used rarely.
- ICT is not used for curriculum transaction. Power-point presentations were made on some occasions in India. It was not at all used in Bangladesh and Pakistan. Professional Development
- There was no policy for the professional development of the teacher educators. They were only deputed in orientation and refresher courses organised by national institutions like UGC and NCERT in adhoc manner.
- For the professional development of faculty members, national seminars, refresher courses, orientation programmes and other academic programmes on different themes were organised by all the four countries. Lowest 15 faculty members from Pakistan and maximum 100 teacher educators from Sri Lanka attended the professional development programmes during 2004-07. The programmes were organised in the area of educational technology, research design, curriculum development, peace education, human rights, physical sciences, languages, women empowerment and teacher education during 2004-07.

31.3.9 Examination and Evaluation System

- Both annual and semester system for examination were followed in India and Sri Lanka. Whereas, only annual system was followed in India and Bangladesh and semester system in Pakistan were followed. Marking system was prevalent for theory and practice teaching and grading system followed for practical work examination in all the four countries.
 - The performance of the student teachers in theory courses was evaluated by conducting external and internal examination. Written tests, viva-voce and assignments were largely used as tools for examination. Practice teaching was evaluated by observing and supervising the delivery of the lesson plans in real classrooms. The evaluation of the practical activities was based on construction of psychological tests, assignments and projects.
1. The Principals, Teacher educators and Student teachers from India, Bangladesh and Pakistan stated that one year duration of the B.Ed programme is very less and it should be increased from one year to two years, so that the necessary knowledge and skills can be inculcated among the student teachers during this programme. Besides this, integrated programme of longer duration like in Sri Lanka should also be introduced in India for preparing better teachers.

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2. There should be entrance examination for admission in the B.Ed programme and it should be based on aptitude of the students. Written tests, group discussions and interviews should be the part of admission procedure.
3. Physical facilities including principals' room, staff room, common room, computer room, office space, laboratories and toilets should be provided adequately, so that the quality of teaching can be enhanced.
4. The library services should be provided in all the B.Ed institutions, with latest books and journals in adequate number. Well qualified librarian should be employed. Adequate space for library and reading room should be provided in the institutions. The computer and internet facility should also be available in the library. The library should have networking with other libraries.
5. Well qualified faculty members including principals, teacher educators and technical staff should be appointed according to sanctioned strength prescribed for the institution. In the same way, administrative staff should also be appointed. Promotional policies should be followed on regular basis.
6. The schools and the teacher education institutions are working in isolation. Even, there is no relationship between the PSTE curriculum and the school curriculum. Both the curriculum should have close linkages and coordinations. The frequency for revising PSTE curriculum should be at least five years.
7. During the B.Ed programme, more emphasis was laid on theory part than the practical aspects. All the theory papers prescribed in the B.Ed programme should give space to the practical work including assignments and projects.

Self Assessment

1. Fill in the blanks
 - (i) Govt. teacher education college are run by the or departments and fully financed by
 - (ii) Aided teacher education institutions get from state or from
 - (iii) A has its own procedure for selecting candidates to fill up the seats in the institutions.
 - (iv) The work experience develops among the
 - (v) is frequently used by thein all kinds of teacher education institutions.

31.4 Summary

- During the last few decades teacher education curricula have come under severe criticism and their weaknesses have been highlighted. Some educationists feel that they do not fully address the needs of contemporary Indian schools and society and they do not prepare teachers who can impart quality education in schools.
- In India, National Council of Teacher Education (NCTE), University Grant Commission (UGC) and National Council of Educational Research and Training (NCERT) were responsible for preparing secondary teacher education. National Institute of Education, National University and University of Education were responsible for Sri Lanka, Bangladesh and Pakistan respectively.
- Subjects related to science, social science and languages are taught by teacher educators in all the countries. During 2002- 2009, B.Ed curriculum and syllabi of different subjects were revised by all the countries on the basis of feedback collected from student teachers, teacher educators and principals of different institutions.
- Art and craft and work experience were prescribed as nonscholastic areas in the B.Ed course.

- The compulsory theory papers prescribed in the B.Ed programme were almost common in all the four countries.
 - There were many strengths of different subjects prescribed in the B.Ed course. Teaching of philosophy and psychology are helpful in the development of the personality of children.
 - Computer application, psychological tests, art and craft, work experience, practice teaching, research projects, assignments and social work were prescribed under practical work.
 - Specific curricular inputs like provision of scholarships and remedial teaching were provided for the disadvantaged students.
 - The computer labs were established in all govt. private and aided the institutions.
 - Practice teaching was organised in all types of schools including government, private, aided and own demonstration schools during first and second half of the year.
 - The student teachers expressed that two subjects were undertaken for the practice teaching. In India, twenty-four lessons from two subjects were delivered during forty-five days by student teachers.
 - The co-curricular activities like debate, study tour, social activities, drama, health awareness programme, excursion, science fair, etc. were organised as a part of the B.Ed programme. But in Pakistan, very limited activities like indoor games were organised. The participation of the student teachers in co-curricular activities were lowest in Pakistan and highest in India.
 - ICT is not used for curriculum transaction. Power-point presentations were made on some occasions in India. It was not at all used in Bangladesh and Pakistan. Professional Development
 - There was no policy for the professional development of the teacher educators. They were only deputed in orientation and refresher courses organised by national institutions like UGC and NCERT in adhoc manner.
 - Both annual and semester system for examination were followed in India.
 - The performance of the student teachers in theory courses was evaluated by conducting external and internal examination. Written tests, viva-voce and assignments were largely used as tools for examination. Practice teaching was evaluated by observing and supervising the delivery of the lesson plans in real classrooms.
2. There should be entrance examination for admission in the B.Ed programme and it should be based on aptitude of the students. Written tests, group discussions and interviews should be the part of admission procedure.
 3. Physical facilities including principals' room, staff room, common room, computer room, office space, laboratories and toilets should be provided adequately, so that the quality of teaching can be enhanced.
 4. The library services should be provided in all the B.Ed institutions, with latest books and journals in adequate number.
 5. Well qualified faculty members including principals, teacher educators and technical staff should be appointed according to sanctioned strength prescribed for the institution. In the same way, administrative staff should also be appointed. Promotional policies should be followed on regular basis.
 6. The schools and the teacher education institutions are working in isolation. Even, there is no relationship between the PSTE curriculum and the school curriculum. Both the curriculum should have close linkages and coordinations.
 7. During the B.Ed programme, more emphasis was laid on theory part than the practical aspects. All the theory papers prescribed in the B.Ed programme should give space to the practical work including assignments and projects.

Notes

31.5 Keywords

- Transaction : The process of doing something.
- Conformity : Behaviour or actions that follow the accepted rules of society.
- Context : The situation in which something happens and that helps you to understand it.
- Urgency : The act in that needs to be dealt with immediately.

31.6 Review Questions

1. Explain the history and development of national curriculum framework for teacher education.
2. What is changing school contact and its demands?
3. Explain the present teacher education scheme.
4. What is inclusive education and how it connected with teacher education?

Self Assessment

1. (i) National curriculum framework (ii) School internship
(iii) Teacher education (iv) Co-constructor
2. (i) True (ii) False (iii) True (iv) False
3. (i) (d) (ii) (a) (iii) (b) (iv) (c)

31.7 Further Readings



Books

1. Issues and Problems in Teacher Education: *Bernadette Robinson*.
2. Inclusive Education--Study And Teaching : *Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates*.
3. Teacher Education: *Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates*.

Unit 32: Teaching as a Profession, Professional Development of Teachers

CONTENTS

Objectives

Introduction

32.1 Teaching as a Profession

32.2 Need and Importance of Professional Development

32.3 Professional Commitment

32.4 Professional Norms

32.5 Professional Ethics of Teachers

32.6 Summary

32.7 Keywords

32.8 Review Questions

32.9 Further Readings

Objectives

After reading this unit, students will be able to:

- to discuss about the teaching as a profession.
- to explain about the need and importance of professional development.
- to describe the professional commitment.
- to explain about professional norms.
- to discuss about the ethics of teachers.

Introduction

Now a day 'teacher's professional development is an important issue in the area of teacher-education. It is stated in several ways. There should be professionalization of teaching at every level i.e. from primary stage to the higher education. Teachers should develop his professional excellence. There are some fundamental questions related to profession development such as what is teaching profession? How is it different from other professions? Upto what extent teaching can be accepted as a profession? What are the ways and means for professional development? How can professional development be measured? These questions have answered in this unit for the awareness of this issue.

32.1 Teaching as a Profession

In general profession refers to family profession. If most of the family members are in teaching, and a young member of the family joins the teaching but he has not teaching aptitude and interest he may do better in some other job. It is said that he joins teaching as a profession. Some time parents ask him to do so as his family profession. It was tradition in our country but now the concept has changed.

Teaching as a profession implies that a candidate who have joined teaching, he should take it as vocation that he has the aptitude of teaching. Teaching skills can be developed with the help of feedback devices. It involves more than job skills and aptitude of teaching. There are some ethical considerations and social accountability and responsibility. He should look like a teacher

Notes

and behave like teacher. It is said that a teacher has no private life like other profession. He should be an ideal person of a society as his students follow or imitate to a teacher. He is an architect of young generation. Education is the creature and creator of the society. Education is a powerful instrument for social change and social control. Thus, as teacher has the great responsibility of a society as well as the nation.

Teaching as profession consists of teaching aptitude, teaching skills, social responsibility programme these factors should be included and awareness can be provided about the teaching profession.

32.2 Need and Importance of Professional Development

The importance of the quality of teachers cannot be overemphasized because the strength and success of an educational system depends on them whether they teach in schools, colleges or universities. Actually, the quality of a nation depends on the quality of its citizens and in turn the qualities of the citizens depend on the quality of their education. The quality of their education reflects, more than any other single factor, the quality of their teachers. A teacher's personal qualities, educational qualification, his professional training, high managerial skills and the place he occupies in the college and in the community contributes to the quality of his teaching. The education of a teacher is not complete on receiving a degree or diploma from a college or university. Pre-service education or joining a college or university department is only the first stage in the continuous growth of a teacher in his profession. In the words of Rabindranath Tagore, 'a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.'

The education of a teacher is never complete. The teacher is prepared for his profession before he enters it, but he must also be prepared again and again to keep abreast with latest developments. To satisfy this need is the purpose of in-service/continuing education. Every teacher, whether he is a beginner or a vocation, needs to be aware of the rapid cultural and social change, advancements in educational theories, methodologies and practices, increase in student enrolment and range in the interests and abilities of students and the ramification of the role of education due to change and advancements in science and technology. The frontiers of human knowledge in various fields expand rapidly. There is a need for continued study and growth raise the competence of the teacher on job in turn increase the standard of the whole educational system.

The term in-service teacher education or continuing education in a broad sense includes all experiences and activities provided for teachers and designed to promote personal and professional growth while in service. The process of continuing education on both professional and personal growth of teachers. The continuing education also has the connotation of the life-long education; of education oneself throughout life, whether he is a student, teacher or a non-professional.

The Programme of Action of National Policy on Education (1986) has indicated that the needs for in-service education of teachers arise from several sources such as changing national goals, revisions of curricula of schools and colleges, additional inputs in the teaching learning system, inadequate background of teachers, care should be taken to see that some of the courses mentioned and the corresponding needs that arise from these sources are reflected in the in-service programmes.

32.3 Professional Commitment

Teachers should have the professional commitment and enthusiasm for accomplishing their responsibilities as well as their duties.

1. Teacher should give priority to his professional commitment and development.
2. Teacher should be enthusiastic towards his teaching and teaching programmes.
3. Teacher should have emotional tie with his students. He should provide educational guidance to his students.
4. Teacher should have positive out-look and sympathetic attitude toward his students.

5. Teacher should try to understand his students with regard to their abilities, capacities needs, aims, weakness and their level of aspirations.

It is not essential for each and every teacher to follow the above ideals and beliefs because there is a great variation among students, knowledge explosion and rapid change in the society. In ear of technology teacher cannot ignore his pedagogical beliefs. Teachers have to develop cognitive, psychomotor and affective aspects of his students. It is the need of the day that the teachers has to develop his professional ethics for understanding his accountability.

Self Assessment

1. Fill in the blanks
 - (i) can be developed with the help of feedback devices.
 - (ii) is the creature and creator of the society.
 - (iii) The quality of nation's education reflects, more than any other single factor, the quality of
 - (iv) The education in a broad sense includes all experiences and activities provided for teachers.
 - (v) In ear of technology teacher cannot ignore his beliefs.

32.4 Professional Norms

32.4.1 Meaning Professional Norms

The norms generally refer to a average performance of a group. The human behaviours are relative; therefore group behaviours are the frame of reference. The norms indicate the acquired behaviours or attainable behaviours. Thus, human behaviours are interpreted in terms of norms. The group is of a specific nature. Similarly every profession has group of workers. They are required to behave and act in specific manner. It is the basis for assessing the jobs performance of an individual. The professional behaviour is the manifestation of the aptitude required for the jobs.



Notes

The average behaviours of specific profession is known as professional norms.

32.4.2 Characteristics of Professional Norms

The professional norms are related to the following characteristics related to a job or activity.

- | | |
|----------------------------|-------------------------------|
| 1. Mental abilities | 2. Physical capacities |
| 3. Social adjustment | 4. Social norms |
| 5. Personalitic qualities | 6. Educational qualifications |
| 7. Professional training | 8. Professional skills |
| 9. Place in the profession | 10. Place in the community |

There are most essential qualities for performing a job success fully but other characteristics are significant for a profession .

1. Code of conduct of a profession or values
2. Terms and conditions for the profession
3. Roles, responsibilities and duties
4. Attitude, values and beliefs for the professional values.

Notes

The professional norms are specific but has wide field to develop. Every professional group has own code of conduct, roles and responsibilities. Therefore job=analysis will be a guide line for developing a professional norms or values.

32.4.3 Types of Professional Norms

General professional norms are of two types:

1. Informal or practical norms or Qualitative norms.
2. Theoretical or written Norms or Quantitative ethics.

Some details of these norms have been given in the following paras:

(1) Informal or Practical Norms or Traditional Norms: Usually professional norms are informal or practical. Every profession requires performing specific activities. There is normal level. Everyone has to follow and work accordingly. The responsibilities are assigned to accomplish in the profession. These norms are mainly qualitative.

(2) Theoretical or Written Norms: Before entering into a profession has to take oath in written form and agreement of terms condenses also written form have be submitted to employer or the council. Under the written statement rules and regulations are gives to be obeyed in the profession. A teacher has to follow these rules, regulations, terms and conditions. It is quantitative norms.

32.4.4 Factors affecting Profession Norms

The following factors influence the professional norms.

1. Job security of the workers in a profession affects the working efficiently adversity.
2. Payment of full pay scale
3. Working hours in a profession and handwork
4. Over control on the workers of a profession
5. Lack of provision for annual increment and provided funds.
6. Authoritarian climate of school organization.

The above factors affect adversity in professional growth and efficiency.

32.4.5 Advantages of Professional Norms or Values

A professional institute requires the norms of organizing the programems. The norms have the following advantages.

1. The professional norms provide the basis for developing professional ethics.
2. The professional norms provide the background and foundation of professional ethics.
3. The quality of education can maintained with the help of professional norms.
4. The performance assessment can be made meaningful by using professional norms.
5. It is group concept, therefore it develops the feeling of cooperation among teachers.
6. The supervision and principal can make use of professional norms in teacher-performance assessment.
7. It helps in developing professional culture, by following professional norms.
8. The professional ethics can be followed with the help of norms.
9. The professional norms make teacher behaviour an ideal.
10. The quality of teacher can be improved by observing professional norms and developing norms.

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) The norms refer to an average performance of an individual.
 - (ii) Every professional group has own code of conduct.

- (iii) Job analysis is a guide line for developing a professional norms or values.
- (iv) Job security of the workers in a profession does not affect the working efficiency adversely.
- (v) The professional norms provide the basis for developing professional ethics.

31.5 Professional Ethics of Teachers

In order to arrive at such a professional ethics, the teachers and teacher educators must be able to distinguish between philosophy of education and philosophy of teacher education. Also the difference between the social and historical frameworks to the teaching profession. The teacher has to be an example for his students and the society and therefore the value system he holds should be clear, precise and ethical. He should cultivate 'losing honesty' to be honest not only when he stands to gain by it but also when he has to lose when his conscience knows that he is doing the right thing. He must exemplify the dignity of labour and professional commitment, however tiring the circumstances may be.

The teacher must be an embodiment of eternal values that remain the same, however, much the circumstance may change. Truth, love and goodness are values that are admired across creeds, cultures and religions. He will be a sheet anchor to society amidst the stimulate the social change. He should be conscious of his accountability to his profession of teaching by being accountable for this effective teaching and effective learning of the students. He accountable to society and this aspect must be channeled through an appropriate hierarchy of competent professional authority.

The profession of teaching reflects a high degree of academic excellence, repertoire of teaching skills and practical wisdom on the one hand and well integrated values system on the other and both oriented towards altruistic service. The personal development of a teacher is the core of professionalization and forms the base for professional ethics. The concept of professional ethics for a teacher can be summed up in the words of Rabindranath Tagore, "in our ideal life we must touch all men and all times through the manifestation of a truth which is eternal and universal."

Teachers, who consider their job as a profession, work only for pay cheque. Their work is considered useful for their own sake. Since perchance they have occupied a professional chair they try for their own good, at the cost of others. But our cultural heritage proves that true teachers are those who consider their job as honorable. Their activities become honorable only when they work with a sense of self-fulfillment and self-realization.

An ideal teacher, as a professional person, should not work with pecuniary motives, but with a sense of child leading other children, a light kindling other lights, as awakened soul awakening other souls." To follow professional value in its right perspective, a teacher must learn to teach, to influence and to show to others. He must follow a code of ethics and maintain high professional standards. Teaching is a noble profession.

Students tend to copy the behaviours and mannerisms of the teachers. The teachers entire personality is a reflection of the minds of the students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as ideal conduct unconsciously. An ideal teacher is one who through his thoughts, words and deeds, gives an impression of an honest upright life which can serve as a model for the students to copy, follow and emulate. Learning by imitation is best technique.

The teacher should take a pledge to follow the code of ethics which may bring credit to the entire profession.

The following code may be suggested which each teacher should understand and should try to adopt as his professional ethics.

(1) Towards Students: It shall be our primary duty to understand them, to be just, courteous, to promote a spirit of enquiry, fellowship and joy in them, not to do anything that would undermine their personality, not to exploit them for personal interests and to set before them a high standard of character, discipline and personality.

Notes

(2) Towards Pfoffession: It shall be our primary duty to be sincere and honest to our work and to go thoroughly prepared to the class, to endeavor to maintain our efficiency by study and other means; not to do or say anything which may lower our prestige in the eyes of our student; not to write or encourage the use of help-books; not to exert any pressure upon our students or their parents to engage private tuition, not to act as an agent or accept commissions and other compensation for recommending books.

(3) Towards Socity: It shall be our primary duty to set an example in citizenship, to endeavor to promote the public good, to hold the dignity of our calling on all occasions, to size up the demands and aspirations of the society, to be dynamic leaders when required and to be ideal followers when desired.

(4) Teacher's Union: Teacher's unions can also play a very significant role in creating an atmosphere in which shirkers and other people with doubtful insertions may to find a congenial environment. Unions should cre3ate a public opinion which should serve as an adequate sanction against such unsocial acts. Now teachers unions are merely used as a forum for ventilating their grievances and otherwise trying to promote service conditions. In addition, these unions should also take steps which may help the teachers in projecting their proper image among the people.

Self Assessment

3. Multiple choice questions:

Choose the correct option:

- (i) The values are developed through-
 - (a) Inculcating
 - (b) Training
 - (c) Instruction
 - (d) Teaching
- (ii) The main pillar of teaching is the-
 - (a) Teaching is to known
 - (b) Teaching is to do and to be
 - (c) Teaching is to live together
 - (d) All the above
- (iii) Professional norms of teaching are developed by -
 - (a) NCTE
 - (b) MHRD
 - (c) UGC
 - (d) NCERT
- (iv) Professional ethics is the constant of-
 - (a) Teaching technology
 - (b) Pedagogy
 - (c) Educational Psychology
 - (d) Training technology



Task What is difference between professional norms and professional ethics?

32.6 Summary

- Teaching as a profession implies that a candidate who have joined teaching, he should take it as vocation that he has the aptitude of teaching.
- Teaching as profession consists of teaching aptitude, teaching skills, social responsibility programme these factors should be included and awareness can be provided about the teaching profession.
- The importance of the quality of teachers cannot be overemphasized because the strength and success of an educational system depends on them whether they teach in schools, colleges or universities.
- The education of a teacher is not complete on receiving a degree or diploma from a college or university. Pre-service education or joining a college or university department is only the first stage in the continuous growth of a teacher in his profession.

- The education of a teacher is never complete. The teacher is prepared for his profession before he enters it, but he must also be prepared again and again to keep abreast with latest developments.
- The term in-service teacher education or continuing education in a broad sense includes all experiences and activities provided for teachers and designed to promote personal and professional growth while in service.
- Teachers should have the professional commitment and enthusiasm for accomplishing their responsibilities as well as their duties.
- Teacher should be enthusiastic towards his teaching and teaching programmes.
- Teacher should have motional tie with his students. He should provide educational guidance to his students.
- The norms generally refer to a average performance of a group. The human behaviours are relative; therefore group behaviours are the frame of reference.
- The professional norms are related to the following characteristics related to a job or activity: Mental abilities; Physical capacities; Social adjustment; Social norms; Personalitic qualities; Educational qualifications; Professional training; Professional skills.
- The teacher must be an embodiment of eternal values that remain the same, however, much the circumstance may change. Truth, love and goodness are values that are admired across creeds, cultures and religions. he will be a sheet anchor to society amidst the stimulate the social change.
- The profession of teaching reflects a high degree of academic excellence, repertoire of teaching skills and practical wisdom on the one hand and well integrated values system on the other and both oriented towards altruistic service.
- Students tend to copy the behaviours and mannerisms of the teachers.
- The following code many be suggested which each teacher should understand and should try to adopt as his professional ethics: (1) Towards Students; (2) Towards Pfession; (3) Towards Society; (4) Teacher's Union.

32.7 Keywords

- Profession : A type of job that needs special.
- Commitment : A promise to do something or to behave in a particular way, a promise to support somebody something.
- Norm : Stand of behaviour that are typical of or accepted within a particular group or society.
- Ethics : Moral principles that control or influence a person's behaviour.

32.8 Review Questions

1. Describe the essential qualities of teacher in relation to his students.
2. Enumerate the main features of professional commitment and enthusiasm.
3. Enumerate the components of professional ethics.
4. Indicate the code of ethics of teaching profession.

Answers: Self Assessment

1. (i) Teacher skills (ii) Education (iii) teachers (iv) Pedagogical
2. (i) False (ii) True (iii) True (iv) False
(v) True
3. (i) (a) (ii) (d) (iii) (a) (iv) (b)

Notes

32.9 Further Readings



Books

1. Inclusive Education--Study And Teaching : Suzanne E. Wade. Pam Schuctz, Lawrence Erlbaum Associates.
2. Teacher Education: Arthur M.Cohen, Florene B. Brawere; Pam Schuctz, Lawrence Erlbaum Associates.
3. Issues and Problems in Teacher Education: Bernadette Robinson.

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