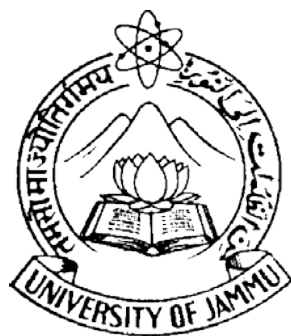


Centre for Distance & Online Education

UNIVERSITY OF JAMMU

JAMMU



SELF LEARNING MATERIAL

B.Ed.

SEMESTER-IV

SUBJECT : Teacher Education

UNIT : I-IV

Course No. : 401

LESSON NO. : 1 to 12

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TEACHER EDUCATION

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**Bachelor of Education (B.Ed) through Open and Distance Learning (ODL)
Semester –IV**

(For the examination to held in the year 2025, 2026 & 2027)

Course no. 301 (Theory)

Title: Teacher Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 30

Maximum Marks External : 70

Duration of Exam : 3hrs

Course Objectives:

To enable the student-teachers to:

- develop an understanding about teacher education
- know about pre-service and in-service teacher training agencies
- know and apply various instructional techniques
- appreciate the process of research in teacher education

Course Contents

UNIT-I

Growth of Teacher Education in India

1. Teacher Education – Concept, Aims, Need and Scope
2. Teacher Education in India with Special Reference: a) Ancient period b) Medieval period c) British period
3. Teacher Education in India after Independence: a) University Education Commission (1948-49), b) Kothari commission (1964-66), c) Chattopadhyaya Committee Report (1983-85) (Recommendations). NEP 2020-recommendations of the NEP regarding Teacher Education.

UNIT-II

Agencies for teacher Education

1. Problems concerning Teacher Education in India and suggestions to overcome them at different levels a) Primary b) Secondary c) Higher
2. Agencies for In-service and Pre-service Teacher Education and Training: a) NCERT b) SIE'S c) DIET
3. National Council of Teacher Education (NCTE) and National Institute of Open Schooling (NIOS): current issues & shortcomings in teacher education

UNIT-III

Innovations and Instructional Techniques

1. Instructional Methods in Teacher Education: Lecture method, Group discussion and Brain storming
2. Innovations in Teacher Education: Constructivist and Reflective Teacher Education, e-Teacher Education
3. Student Teaching/ Practice Teaching: Objectives, structures, organisation and Evaluation

UNIT-IV

Professionalism and Research in Teacher Education

1. Professionalism in teacher education, Professional Ethics and Professional Code of Ethics for Teacher Educators
2. Programmes for professional growth of Teachers: Orientation cum Refresher courses and Action research
3. Research in Teacher Education: Nature, scope and trends

Sessional Assignment

- Prepare a timeline chart of growth of teacher education in India with context to different committees and commissions
- Visit to different agencies for teacher education at local level i.e SIE, DIET etc
- Presentation on different instructional methods in teacher education
- Preparation of report on researches conducted in any one area of teacher education

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities (words per question) spread over the entire syllabus. (Total question to be attempted, will be five)

Books recommended & Web References:

- *Saxena, N.R., Mishra, B.K., & Mohanty, R.K.(1999-2000).Teacher Education. Surya publications: Meerut.*
- *Sharma, S.P. (2009).Teacher Education, principles, theories and practices. Kanishka Publishers: New Delhi*
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- *Singh, L.C. et al.(1990).Teacher Education in India, New Delhi, NCERT.*
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TEACHER EDUCATION

COURSE NO : 401

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Course No 401 Teacher Education	Unit No	Lesson No	Title of Lesson	Name of the Script Writer
	UNIT-I	Lesson-1	Teacher Education Concept, Aims, Need and Scope	Dr. Navdeep Kour
		Lesson-2	Teacher Education in India with Special Reference: a) Ancient period b) Medieval period c) British period	
		Lesson-3	Teacher Education in India after Independence: a) University Education Commission (1948-49), b) Kothari commission (1964-66) c) Chattopadhyaya Committee Report (1983-85) (Recommendations)	
	UNIT-II	Lesson-4	Problems concerning Teacher Education in India and suggestions to overcome them at different levels a) Primary b) Secondary c) Higher	Dr Habibullah Shah
		Lesson-5	Agencies for In-service and Pre-service Teacher Education and Training: a) NCERT b) SIE'S c) DIET	
		Lesson-6	National Council of Teacher Education (NCTE) and National Institute of Open Schooling (NIOS): current issues & shortcomings in teacher education.	

	UNIT-III	Lesson-7 Instructional Methods in Teacher Education: Lecture method, Group discussion and Brain storming. Lesson-8 Innovations in Teacher Education: Constructivist and Reflective Teacher Education, e-Teacher Education. Lesson-9 Student Teaching/ Practice Teaching: Objectives, structures, organisation and Evaluation.	Meenakshi Chowdhary
	UNIT-IV	Lesson-10 Professionalism in teacher education, Professional Ethics and Professional Code of Ethics for Teacher Educators. Lesson-11 Programmes for professional growth of Teachers: Orientation cum Refresher courses and Action research. Lesson-12 Research in Teacher Education: Nature, scope and trends.	Dr. Nishtha Rana

TEACHER EDUCATION CONCEPT, AIMS, NEED AND SCOPE

STRUCTURE

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Teacher
- 1.4 Meaning of Education
- 1.5 Concept of Teacher Education
- 1.6 Nature of Teacher Education
- 1.7 Aims and Objectives of Teacher Education
- 1.8 Need of Teacher Education
- 1.9 Scope of Teacher Education
- 1.10 Let Us Sum Up
- 1.11 Lesson End Exercise
- 1.12 Suggested Further Readings
- 1.13 Answers to Check Your Progress

1.1 INTRODUCTION

In this lesson, we will discuss about the meaning of teacher and education and mutual meaning of teacher education. As teacher education have been established for the preparation of teachers, we will learnt about the nature of teacher education, its aim and scope.

1.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the meaning of teacher and teacher education,
- delineate how the word teacher education is made,
- enumerate the nature of teacher education,
- delineate the aims and objectives of teacher education,

- enumerate the need of teacher education, and
- explain the scope of teacher education.

1.3 MEANING OF TEACHER

A teacher is a profession who helps others to acquire knowledge, competencies or values.

According to Skinner, “Teaching is an arrangement of contingencies of the reinforcement.”

According to Ryans, “Teaching is concerned with the activities which are concerned with the guidance or direction of learning of others”

1.4 MEANING OF EDUCATION

Education is the process of facilitating learning or it is the acquisition of knowledge, skills, values, beliefs and habits.

Etymologically, the word education is derived from the latin word ‘educare’ which means to bring up.

According to Upnishad, “education is for liberation”

According to M.K Gandhi, “education means an all round drawing out of the best in the child and man body, mind and spirit”.

1.5 CONCEPT OF TEACHER EDUCATION

Teacher education refers to the policies, procedures and provision designed to equip teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

It means any of the formal programs that have been established for the preparation of teachers at the elementary and secondary school levels.

According to NCTE, “A programme of education, research and training of persons to teach from pre- primary to higher education level”.

According to goods dictionary of education, “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.”

TEACHER EDUCATION = teaching skills + pedagogical theory + professional skills.

Teaching skills include training and different techniques, strategies that help teachers to plan and impart instructions. It includes effective classroom management skills, preparation and use of instructional material and communication skill.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would help teachers to have a sound basis for practicing teaching skills in class.

Professional skills include techniques, strategies and approaches that would help teachers to grow in profession. It includes soft skills, information, computer skills and management.

CHECK YOUR PROGRESS – 1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

- i. Formal programs have been established for the preparation of teachers at the _____ and secondary school levels.
- ii. A teacher is a profession who helps others to acquire knowledge, competencies or values. (put true/false)
- iii. _____ include the philosophical, sociological and psychological considerations
- iv. Teaching is concerned with the activities which are concerned with the _____ or _____ of learning of others
- v. Skills are required to perform their _____ effectively in the classroom, school and wider community.
- vi. The word education is derived from the Latin word ' _____ '
- vii. Teacher Education = teaching skills + _____ + professional skills.
- viii. Strategies that help teachers to plan and impart instructions. (put true/ false)

1.6 NATURE OF TEACHER EDUCATION

- **Continuous process:-** teaching is a continuous process. The pre- service and in- service components of the teaching are complementary to each other. There

are three phases in teacher education i.e. pre-service, inductive and in- service. These three phases are considered as a part of continuous process.

- **Teacher education is broad and comprehensive:-** teacher education is meant to be involved in various community programmes and extension activities i.e. adult education, non formal education programmes, literacy and development activities of society.
- **Ever evolving and dynamic:-** teacher education has to keep update about the recent developments in the society as through teacher education we need to prepare competent teachers who face challenges of the ever changing society.
- **Teachers are made not born :-** teaching is considered as an art and science which is not innate in teachers by birth, all these are acquired by training and tricks.
- **Crux:-** the entire process of teacher education lies in its curriculum, design and transaction modes as well as the extent of its appropriateness.
- **Blending of concepts :-** teacher education is the blending of sociological, philosophical, psychological and technological concepts.
- **It is a stage specific :-** teacher education has been differentiated into stage specific programmes. The way of teaching is needed to be differentiated in pre primary, primary, secondary and higher secondary according to student's age, needs, challenges, interests etc.
- **Independent on 3's :-** it is a system that involves an interdependence of its inputs, processes and outputs.

1.7 AIMS AND OBJECTIVES OF TEACHER EDUCATION

The aims and objectives of the teacher education are :

1. To develop skills among teacher
2. To develop teaching strategies of teacher
3. To prepare the teachers for teaching world
4. To develop pedagogical theory
5. Develop self confidence among teachers
6. To know about child's psychology

7. To aware them about latest technology so that they face the challenges of new era.
8. To enable them to use teaching aids and devices
9. To conduct research for welfare of the teacher education
10. To help them to maintain cordial relationships between students and teachers.
11. Prepare them to serve the needs of the ultimate society.
12. To impart he knowledge to solve problems.
13. To make them responsible citizens.
14. To impart knowledge about the organization of curriculum activities.
15. To prepare them to do evaluation of the students.
16. For all over development of the society.
17. To aware them about the social evils
18. To enhance their capabilities and knowledge.
19. To prepare them to maintain record cards i.e. portfolio, report cards, time table, calendar etc.
20. To make them to impart quality knowledge.
21. To arrange field trips for nature study.
22. To prepare them for constructivist approach
23. Right time right way right act.
24. Understand children within social, cultural and political contexts
25. Understand the way learning occur, possible ways of creating conducive conditions for learning, differences among students in respect of kind, pace and styles of learning.

CHECK YOUR PROGRESS – 2

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

- i. Teaching is considered as an art and _____.
- ii. Teacher education helps to aware about _____ so that they face the challenges of new era.

- iii. Teacher education is needed for all over development of the _____.
- iv. Teacher education is a system that involves an interdependence of its inputs, processes and _____.
- v. The _____ and _____ components of the teaching are complimentary to each other
- vi. Teacher education is the blending of _____, philosophical, psychological and _____ concepts.
- vii. The entire process of teacher education lies in its curriculum, design and transaction modes as well as the extent of its appropriateness.(put true/false).
- viii. Teacher education is needed to conduct _____ for welfare of the teacher education.

1.8 NEED OF TEACHER EDUCATION

The need of teacher education is necessary for efficient teaching.

- The trained teachers can do much more than untrained teachers
- Demand of job/ profession, the objective and expectations from a teacher certify the objective and expectations from a teacher certify the existence o teacher training.
- Teacher is necessary to develop needed skills i.e. skill of questioning, illustrating, demonstrating and explaining etc.
- It is needed to develop wider perspective of teaching. It aims at all round development of personality of teacher
- It helps to develop the various responsibilities and duties.
- In teacher training, many pleasant experiences are provided to student teachers by which he can develop favorable attitude towards himself, his job and students.
- Many specific skills have been identified which are to be developed by systematic programme of teacher training.
- Training astonishes several things for effective teacher.

1.9 SCOPE OF TEACHER EDUCATION

The scope of teacher education can be understood in the following ways;

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

Teacher education at different levels at education:- teacher education helps to develop teachers for all the levels of education i.e. pre- primary, Primary, Elementary, Secondary, Higher Secondary and the tertiary. It also helps in development of teaching skills for teaching in professional institutions. professional institutions need specialized teacher that should also teaches special students and physical education students. Thus where the teachers there would be teacher education. It helps teacher to perform at each stage.

Triangular basis of teacher education:- teacher education derives its content from the disciplines of philosophy, sociology and psychology. The philosophical basis provide knowledge to the student teachers about the various schools of the philosophy, ancient and modern philosophical thoughts .the sociological basis helps to understand the role of dynamic society and encompasses the ideals that influence national and international scenes. The psychological basis helps them to develop into student's psychological makeup so that teachers are able to provide meaningful and skill rich environment to the students.

Aspects of teacher education:- teacher education deals with the following aspects i.e. who(teacher educator) Whom(student teacher), what(content) and how(teaching strategy). Teacher education provides the relevant knowledge, attitude and skills to the students. It helps the student teachers to provide up to date knowledge so that they face all the challenges posed by the environment in a very positive manner.

CHECK YOUR PROGRESS – 3

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

- Teacher education derives its content from the disciplines of philosophy,

- Teacher is necessary to develop needed skills i.e. skill of _____,
illustrating, _____ and explaining etc.

- iii. In teacher training, many _____ are provided to student teachers by which he can develop favorable attitude towards himself, his job and students.
- iv. _____ astonishes several things for effective teacher.
- v. Professional institutions need _____ that should also teaches special students and physical education students
- vi. The _____ basis helps to understand the role of dynamic society and encompasses the ideals that influence national and international scenesvii. Teacher education helps the student teachers to provide up to date knowledge so that they face all the challenges posed by the _____ in a very positive manner.

1.10 LET US SUM UP

Teacher education refers to the policies, procedures and provision designed to equip teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Teacher education derives its content from the disciplines of philosophy, sociology and psychology. The philosophical basis provide knowledge to the student teachers about the various schools of the philosophy, ancient and modern philosophical thoughts .the sociological basis helps to understand the role of dynamic society and encompasses the ideals that influence national and international scenes. The psychological basis helps them to develop into student's psychological makeup so that teachers are able to provide meaningful and skill rich environment to the students.

1.11 LESSON END EXERCISE

1. What do you mean by teacher and education?
2. Discuss the meaning of teacher education
3. Discuss the aims and objectives of teacher education.
4. Give 5 needs of teacher education
5. What is the scope of teacher education?

1.12 SUGGESTED FURTHER READINGS

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1.13 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

- | | |
|-------------------------|--------------------------|
| i. elementary | ii. true |
| iii. Pedagogical theory | iv. Guidance , direction |
| v. Tasks | vi. Educare |
| vii. pedagogical theory | viii. True |

Check Your Progress-2

- | | |
|-----------------------------|----------------------------------|
| i. science | ii. latest technology |
| iii. society. | iv. outputs. |
| v. pre- service, in-service | vi. sociological, technological. |
| vii. True | viii. Research. |

Check Your Progress-3

- | | |
|------------------------------|---------------------------------|
| i. sociology and psychology. | ii. Questioning , demonstrating |
| iii. pleasant experiences | iv. Training |
| v. specialized teacher | vi. sociological |
| vii. environment | |

STRUCTURE

2.1 Introduction

2.2 Objectives

2.3 Ancient period

2.3.1 Vedic Period

2.3.2 Upanishad Period

2.3.3 Brahminical Period

2.3.4 Buddhist Period

2.4. Medieval Period (AD 1200-AD 1700)

2.5 British period (1700 A.D. to 1947 A.D.)

2.5.1 Monitorial system 1880

2.5.2 Teacher training schools

2.5.3 Wood's Dispatch (1854)

2.5.4 Stanley's Dispatch (1859)

2.5.5 Indian Education Commission (1882-83)

2.5.6 Calcutta University Commission, 1917

2.5.7 Hartog Committee, 1929

2.5.8 Abbott-Wood Report, 1937

2.5.9 Sargent Report, 1944

2.6 Let Us Sum Up

2.7 Lesson End Exercise

2.8 Suggested Further Readings

2.9 Answers to Check Your Progress

2.1 INTRODUCTION

The history of teacher education in India as old as the history of education and the history of Indian education is as old as the history of human civilization, hence it seems to be correct that the concept of informal teacher education must have been born in India during early ancient Indian period i.e. in 2500 B.C. During ancient period itself India had developed a very sound educational system as was well recognize as the world leader in the field of knowledge. There are many examples to establish this fact in the history in particular.

2.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the varied developments in teacher education in India,
- discuss teacher education in the ancient period with different characteristics, and
- describe teacher education in India with reference to medieval and British period.

2.3 ANCIENT PERIOD

2.3.1 Vedic Period

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

The literal meaning of ‘Vedas’ is knowledge. Hence, Vedas refer to various forms of knowledge. There were four different types of Vedas, namely, Rig Veda, Yajur Veda, Sama Veda and Atharva Veda. These four Vedas represent different bodies of knowledge. Students of the Vedic period were supposed to internalize these Vedas from teachers, who were called gurus. The knowledge was transferred to students by the gurus mainly through verbal medium and students were supposed to repeat it.

The students internalized different concepts either through mediation or realization. Once this process was completed, students internalized different bodies of knowledge and they reached the stage of realization.

Chief characteristics of Vedic education are:

- Gurukul
- Duties of shishyas (students)
- Education
- Physical education
- Ideal of guru
- Relation between guru and shishyas
- Women education

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

Teachers occupied a pivotal position in the Vedic system of education. The teacher was a parent surrogate (parent substitute), a facilitator of learning, exemplar and inspirer, confidant, a friend and philosopher, moral educator, reformer, evaluator, character and personality developer, importer of knowledge and wisdom and above all a guru—a religious and spiritual guide.

The relationship between the teachers and pupil was regarded as filial in character. A teacher was the spiritual father of his pupil. In addition to imparting intellectual knowledge, gurus were also morally responsible for their shishyas. He was to always keep a guard over the conduct of his shishyas. Gurus were expected to instruct their shishyas how to sleep and what food eat and not eat. During the Vedic period, learning was transmitted orally from one generation to another. Great importance was attached to the proper accent and pronunciation in the Vedic recitation and these could be correctly learnt only from the lips of a properly qualified teacher.

The spiritual solution depended almost entirely upon the proper guidance of a competent teacher.

2.3.2 Upanishad Period

The period Upanishad is between 1400 BC and 600 BC, from the end of Rig Veda period to the beginning of Buddhism and Jainism. In Upanishad period, after the spread of Vedic culture, the sacrificial rituals dominated and the Brahmin priests had the highest position in society. Accordingly, different ritual duties came into existence along with theoretical knowledge. Also, the priests were

divided into different categories like hotri, udgata, adhwarya and brahmanas. As in the Vedic period, education was for attaining the absolute (Moksha). Practical knowledge in subjects such as physical science, handicrafts, arithmetic, astronomy were also imparted.

The aim of education was:

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

In accomplishing the aim of education, gurus played a major role. The teachers during this period were held in high esteem and a job of a teacher was considered a high--class job. Since gurus enjoyed special status, the selection of guru was rigorous and followed a strict process. These gurus were appointed to enlighten and to wipe off darkness from the society.

During education, students were made to sit at the feet of the guru, and the gurus recited the lesson to the students. Upanishads describe the Para Vidya (physic knowledge) and this knowledge was considered to be above all knowledge since it enables the unity of soul and absolute. The study of the Upanishad helped students to reach self-realization. However, education was limited to the upper castes of the society. As in the Vedic period, women were also permitted to study.

The three methods of teaching in Upanishad period were:

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

According to Rig Veda, a teacher was selected and then educated or trained and was expected to have passed the recognized curriculum and fulfilled all the duties of a Brahmachari. Teachers were supposed to seek knowledge for realization.

They were highly respected. In due course, the scholarly class came to be known as Brahmans and teaching became a hereditary profession for them.

During this period, the relationship between the teacher and disciple became very intimate. The word Upanishads connotes 'sit close'. Teachers had the freedom to choose their disciple and once the disciples were chosen, it became the moral duty of the teachers to take care of their disciples. Knowledge during this time

was orally transmitted and explanation was the most important way of teaching. The disciples were expected to emulate their teachers and this learning was passed from one generation to another.

Good teachers devised innovative methods of teaching to make the lessons interesting and meaningful. Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.

2.3.3 Brahminical Period

During Vedic education, students were supposed to perform ‘Upanayana’ at the age of four to nine, thereafter, they were sent to Gurukuls for Brahminical education.

Brahminical period is notable for learning Brahminical education, whose **chief Characteristics were:**

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

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

2.3.4 Buddhist Period

During the Buddhist period, no educational institutions were present, instead religious centres like monasteries and viharas were the places where education was imparted.

Gurukul system in Vedic period was replaced with ‘Sangh’. Like Upanayana ceremony, students performed ‘pravrajya’ before entering a Sangh. After the completion of ten years, a student had to stay back as a monk (bhikkhus) in the Sangh for the rest of their life. Buddhist period was marked by two types of education—primary (included reading, writing and arithmetic) and higher education (included philosophy, Ayurveda, military training). Students were given full freedom to select their courses of study. Some of the subjects during Buddhist period included teachings of Budhavinaya, and dharma.

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

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

CHECK YOUR PROGRESS –1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

1. There were four different types of Vedas, namely,,, and.....
2. The word Upanishads connotes ‘’.....
3. The teacher was regarded asor.....of the student.
4. Gurukul system in Vedic period was replaced with.....
5. The three methods of teaching in Upanishad period were....;and
6. Teachers of Vedic Age were men of high calibre in terms of and
7. In the Vedic period, education was for attaining the absolute (Moksha).8. Upanishads describe the Para

2.4. MEDIEVAL PERIOD (AD 1200-AD 1700)

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

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

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

During this period, the method of teaching in mastabas and madrasahs were oral and the maulvis enjoyed high respect. They were entrusted with the duty of teaching students. They were respected by the society and students. Past references show that no specially designed teacher-training techniques existed in the medieval period. Arrangements like food and lodging were provided to the teachers of medieval period. So as to reduce the burden of work of teachers, students of higher classes were entrusted to teach the students of lower classes. Students were provided ample freedom to develop themselves during this period. Much care and investment were made for the growth of education in the medieval period.

CHECK YOUR PROGRESS –2

- Note:** (a) Answer the questions given below
(b) Compare your answers with those given at the end of this lesson.

1. The Muslim rulers of the medieval period had shown more interest in political affairs than.
2. Muslim rulerhad shown interest to provide financial assistance to the educational centres.
3. Akbar opened many..... during his period for higher education.
4. The Muslim rulers started education by opening educational centres calledand

2.5 BRITISH PERIOD (1700 A.D. TO 1947 A.D.)

The britishers changed the above educational system according to their own system, their need and philosophy. Advanced system of education was incorporated. The monitorial system of training the teachers and the semiformal system of teacher's training was not recognized by them. Three major goal in the field of education was to educate Indian children in the British system.

Formal system of teacher education was started by britishers. Danish mission does establish a formal. training center at serampur(west Bengal), as the first step in the field of training the teachers in India. After this the three main institutions called normal schools were opened for training the teachers, one each at madras, Bombay and Calcutta.

As the government took part in education normal schools were opened at Poona, Surat and Calcutta. The number of primary schools was increased and the three more-training institutions were set up at Agra, Meerut and Varanasi. In 1824, the total number of teacher's training institutions rose to 26 Elphinstone made arrangements for training teachers. These attempts of teacher training were primarily meant for preparing Indians for lower levels.

2.5.1 Monitorial system 1880:

In India the idea for formal teacher training originated out of an indigenous technique, called monitorial system. It was based on the principle of mutual instruction. It was worked out by placing each group under the charge of a brilliant pupil called 'monitor'.

Teacher training schools:

The first formal teachers training school in India was set up at serampur, in the name of normal school by Carey, Marshman and Ward in 1824. It was the result of the joint efforts of Danish and English missionaries. Later on, some Indian

educational societies also took up the task of training teachers.

In Bombay, the native education society trained a number of teachers for the improvement of teaching in primary schools. The lady's society of Calcutta started a training class for training women teachers in the Calcutta central school for girls. A number of government training schools were also set up in the first half of the nineteenth century.

2.5.2 Wood's Dispatch (1854):

Wood's Dispatch (1854) popularly known as magna carta of English education in India advocated the need of establishing teachers training institutions and of giving stipends to pupil-teachers for the first time.

The experts of the committee said, "we cannot do better than refer you to the plan which has been adapted in Great Britain for this subject, and which appears to be capable of easy adaptation to India. It mainly consists in the selection and stipend of pupil teachers, their ultimate removal, if they prove worthy, to normal schools; the issue to them of certificates on the completion of their training in these normal schools."

Unfortunately, nothing was done in this direction.

2.5.3 Stanley's dispatch" (1859):

The recommendation of Wood's Dispatch was followed and strengthened by another dispatch known as Lord Stanley's Dispatch of 1859. Many policy makers and rulers of the country failed in practicing some of the recommendations of Wood's Dispatch and Lord Stanley expressed his concern over this and came up with new recommendations. During this period, the grant in the form of scholarship given to teacher trainees was considerably increased. More teacher education training institutions came into existence during the period from 1881 to 1882. Similarly, the number of normal schools increased to 106, of which fifteen were exclusively reserved for the women of the country. A total of 3886 teachers got trained from these institutions. An amount of one lakh was kept aside to meet the expenditure of teacher training programmes which was a considerable amount at that time.

Those who had primary education were given admission to teacher training programmes. The rules and procedure of teacher education was not rigid, so as to attract a greater number of student-teachers. To attract more women to the

field of teaching profession there were no admission criteria for women. The methods and procedures carried out during the process of teacher training were so simple that it motivated teacher trainees to continue the course and complete it successfully.

The students were provided financial assistance in the form of stipend. The initial period of teacher training followed monitorial system (pupil-teacher) then later replaced it with 'system of apprenticeship', where students were placed under the custody of an experienced teacher for a particular duration of time. After completion of apprenticeship, they were placed in District Training Colleges to get training for a short duration and to get the certificate of 'trained teacher' which certified the

students that they were qualified to teach in primary schools.

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

2.5.4 Indian Education Commission (1882-83)

The commission known as Indian Education Commission or Hunter Commission was appointed by Lord Rippon and Sir William Hunter to study the education system prevailing in the country submitted their report in 1882. The commission emphasized the need to open more normal schools to train teachers. They suggested opening atleast one normal school under a divisional inspector. The pattern of curriculum followed by the institutions was different from each other. The commission had given freedom to provinces to select their own syllabus and curriculum that suited their situation and need.

Apart from pedagogical theory, practical classes were organized as part of teacher training. Physical sciences and their relation to medicine, agriculture, and book keeping, were some of the subjects taught apart from theoretical subjects. The commission suggested opening training centers separately for elementary and secondary school teachers. They also emphasized that the subjects to be taught for secondary school teachers should be rich in content than the courses for elementary teacher training. They suggested that teacher training at secondary level should conduct practice teaching to make the students aware about practical situations of real teaching.

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

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

In Madras and Bengal, training centres were set up exclusively for training teachers of elementary and secondary level. College at Madras and Bengal concentrated on content-cum-professional course pattern of teacher training. The normal school started converting to training centres for teacher courses. The ownership of teacher centres was distributed even to private parties and hence, the end of nineteenth century is marked by the emergence of teacher training organizations under private sector.

The beginning of twentieth century is marked by the remarkable contribution of the then Viceroy Lord Curzon, who took keen interest in the development of education and teacher education in the country. He appointed a commission to enquire about the working pattern of the universities of the country, standard of education provided by the universities and so on. As a result, the commission came up with Universities Bill in 1903 and suggested possible solution to improve the quality of teaching at the university level.

In 1904, government resolution on educational policy was published. The educational policies of Lord Curzon emphasized the need of teacher training in the country. It recommended to complete the training of teachers in the 'art of teaching', a prerequisite to improve the quality of teaching. The commission suggested setting up of practicing schools near the training colleges for conducting practice teaching as part of the training to develop behavioural skills in practical situations. It believed that the theory and practical component of teacher training courses should be properly linked to bridge the gap between theory and practical situations of real classroom atmosphere. It also suggested to provide one-year

teaching training programme for graduates and two year training for undergraduate leading to University degree in teacher training.

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

2.5.5 Calcutta University Commission, 1917

At the end of the World War in 1917, the Calcutta University Commission was setup to look into the quality of teaching in Calcutta University under the leadership of Sir Michael Sadler. This commission came to be known as the Sadler Commission or Calcutta University Commission. Even though the committee was appointed to review the working of university, it suggested remarkable recommendation on teacher education.

It recommended opening of a Department of Education in each university with a professor as the Head of the Department. It recommended the introduction of education as an optional subject at the intermediate, graduation and post-graduation level. Sadler Commission recommended attaching an experimental school in addition to the practical schools, to provide opportunities to experiment various teaching methods, teaching skills, school administration, leadership qualities, etc. Practicing schools exclusively set opportunities for practice teaching.

Sadler Commission recommendations opened new universities in different parts of the country, like in Mysore, Patna, Banaras, Dacca, Aligarh, and Hyderabad, and some of these universities started with the establishment of Teacher Education Departments. Similarly, the number of teacher training colleges also increased in the country.

2.5.6 Hartog Committee, 1929

During this period, the freedom struggle movement was going through incidents

like the Jallianwala Bagh Massacre and the Khilafat Movement. Hence, the education system did not get much attention. The political situation and societal atmosphere were instrumental in the appointment of a commission headed by Sir Philip Hartog, called Hartog Committee of 1929. This Committee was especially appointed to review the education system.

The commission expressed its deep concern over the poor quality of primary education and the substandard quality of teacher training of primary teachers in the country. It was found that among the existing primary teachers, only twenty-eight per cent had their middle school education and forty-four per cent were untrained teachers. The commission suggested the following measure to improve the quality of teachers at the primary level. These were:

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

These recommendations brought new dimensional change in the teacher training and quality of teaching in schools. The need of professional course was emphasized by the committee to improve the teaching-learning process in schools.

In rural areas, teachers who were aware of the rural culture should only be appointed was another comment of the commission. The level of education was a detrimental factor in duration of the course of teacher-training course. Accordingly, pre-primary and primary teacher training was of two-year duration, three years for middle school training and two years for non-graduates in high school training course.

The recommendations of Hartog Committee were adopted by the Central Advisory Board of Education (CABE) in 1943. The impact of Hartog Committee helped thirteen out of eighteen existing universities to open teacher education departments by 1932 and in the history a new degree named B.Ed. was started by Andhra University and M.Ed. degree was started by Bombay University for the first time in 1936. Similarly, the Spence Training College at Jabalpur started

preliminary research activities at B.T level. Hence, the recommendation really provided a new direction in the teacher training sector of the country.

2.5.7 Abbott-Wood Report, 1937

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

To develop the quality and standard of teaching, refresher courses and conferences were recommended for working teachers and in training colleges. The report also recommended to start vocational teachers college. At the same time in 1937, Basic education was started by Mahatma Gandhi, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938. Gandhi's Wardha Scheme was child-centered education and it provided opportunity to students to earn while learning.

The new system of education had indirect effect on the training of teachers. Teachers had to internalize the teaching methods and procedures to teach students. The success of this education rests on the shoulder of teachers who trained the students under Wardha Scheme. For the successful implementation of Wardha Scheme, two types of training curricula were introduced—short-term and long-term. Long-term training extended for a long period of three years but short-term period was for a short span of one year. During the training period, teachers were expected to stay in hostels attached to the training institutes since both were residential programmes. Later, the training system spread to other parts of the country.

The percentage of trained teachers improved from 56.8 per cent in 1937 to 61.3 per cent in 1942. Still, there was much to be done to improve the qualitative aspect. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. There were twenty-five training colleges which were inadequate

and could not meet the demand. Vidya Bhawan teacher's College in Rajasthan and Tilak College of Education in Poona were started in 1941. Bombay was the first to start a doctorate degree in education the same year.

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

2.5.8 Sargent Report, 1944

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

- There will be two types of teacher training institutions. One for those who have completed Secondary School Leaving Certificate, for a duration of two years and other for degree holders, the duration of which will be two years.
- Besides training in professional skills, teacher trainees would receive training in extra-curricular activities.
- Teacher training colleges should organize refresher courses, practical classes, training workshops and other professional conferences in addition to regular activities of the college
- Experimental and practicing schools should be set up to conduct research on various topics related to pedagogy.
- Teacher training should be free from fees, and stipend should be provided to trainee teachers. Teacher training colleges should also provide residential facilities to teacher candidates.
- Teacher training should be seen as residential programmes since residential programme help students to empower teaching skills fully. The eligibility criteria for M.Ed. degree programme would be trained graduate with three years of teaching experience.
- The professor, school headmasters and inspecting officers, could be transferred from one place to other.
- Special teacher training programmes should be arranged for training of women to overcome the shortage of women teachers.

Sargent Report also recommended that boys and girls after high school can be inducted into the teaching profession. Training programmes should include practical training, refresher courses and research facilities. It suggested a two-year course for pre-primary and junior basic schools (after high school) and a three-year course for these near basic schools. The graduates were then to go for one-year training.

CHECK YOUR PROGRESS –3

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

1. The recommendations of Hartog Committee were adopted by the Central Advisory Board of Education (CABE) in.....
2. The recommendations of Hunter Commission expanded the scope of teacher training institutions in modern India and as a result, teacher training colleges were set up at,,,and
3. The first formal teachers training school in India was set up at.....
4. wood’s Dispatch (1854) popularly known asof English education in India.
5. The initial period of teacher training followed monitorial system (pupil-teacher) then later replaced it with ‘.....
6. 'Sadler Commission recommendations opened new universities in different parts of the country, like in.....,,,..... and

2.6 LET US SUM UP

Vedic Period

In the Vedic period, religion played a prominent role in education. The aim of education then was to attain salvation (Moksha). While receiving education, a person was supposed to engage in karmopasana, i.e., work of worship and, thus, purify the inner senses and gain the absolute (Brahma).

Upanishad Period

The period Upanishad is between 1400 BC and 600 BC, from the end of Rig Veda period to the beginning of Buddhism and Jainism. In Upanishad period, after the spread of Vedic culture, the sacrificial rituals dominated and the Brahmin priests had the highest position in society.

Medieval Period (AD 1200-AD 1700)

Invasion of the Muslims paved the way for Muslim education in India. Even though Muslim education came into existence, some parts of the country still had the brahminical system of education. The Muslim rulers of the medieval period had shown more interest in political affairs than spread of education. The Muslim rulers started education by opening educational centres called Maktabas (schools) and Madrasahs (colleges). Maktabas were centres of primary education, which provided knowledge in basic concepts like alphabets, reading, writing and simple arithmetic, religious instruction. The madrasahs catered to the needs of higher education which taught grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence and sciences.

British period (1700 A.D. to 1947 A.D.)

The britishers changed the above educational system according to their own system, their need and philosophy. Advanced system of education was incorporated. The monitorial system of training the teachers and the semiformal system of teacher's training was not recognized by them. Three major goal in the field of education was to educate Indian children in the British system.

Formal system of teacher education was started by britishers. Danish mission does establish a formal. training center at serampur (west Bengal), as the first step in the field of training the teachers in India. After this the three main institutions called normal schools were opened for training the teachers, one each at madras, Bombay and Calcutta.

As the government took part in education normal schools were opened at Poona, Surat and Calcutta. The number of primary schools was increased and the three more-training institutions were set up at Agra, Meerut and Varanasi. In 1824, the total number of teacher's training institutions rose to 26 Elphinstone made arrangements for training teachers. These attempts of teacher training were primarily meant for preparing Indians for lower levels.

2.7 LESSON END EXERCISE

1. Differentiate btw Vedic period and Buddhistic period's teacher education?
2. Enumerate medieval period in detail?
3. Enlist all the various commissions with their recommendations during British period for teacher education in India?

2.8 SUGGESTED FURTHER READINGS

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Harvard, G. R. P.H. (1994). *Action and Reflection in Teacher Education*. New Jersey: Ablex Publishing Corporation.

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2.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress - 1

- Rig Veda, Yajur Veda, Sama Veda and Atharva Veda.
- sit close
- ‘Sangh’
- Sharvan (learning), Manan (mediation), Nidisdhyasan.
- knowledge and spiritual progress.
- Vidya.
- spiritual father or intellectual father

Check Your Progress - 2

- spread of education
- Firoz Shah Tughlaq.
- Madrasahs.
- Maktabas (schools); Madrasahs (colleges)

Check Your Progress - 3

- 1943
- Allahabad, Lahore, Madras, Kurseon and Rajahmundry.
- Serampur.
- magna carta.
- system of apprenticeship.
- Mysore, Patna, Banaras, Dacca, Aligarh, and Hyderabad

TEACHER EDUCATION IN INDIA AFTER INDEPENDENCE

STRUCTURE

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Teacher Education in India after Independence
- 3.4 University Education Commission (1948-49)
- 3.5 Kothari Commission (1964-66)
- 3.6 Chattopadhyaya Committee Report (1983- 85)
- 3.7 Let Us Sum Up
- 3.8 Lesson End Exercise
- 3.9 Suggested Further Readings
- 3.10 Answers to Check Your Progress

3.1 INTRODUCTION

During India's fight for independence India's social reformers, educators and political leaders, which include : Swami Dayanand, Swami Vivekanand, Annie Besant, Ravindra Nath Tagore, Madan Mohan Malviya, Mahatma Gandhi, Dr. S. Radhakrishnan and Acharya Vinoba Bahave, stressed the need for proper education for the good of the nation, therefore, just after independence government of india took the task of reconstruction of Indian education on priority basis. In this lesson, we mention the efforts made in this direction between 1947- 85.

3.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the teacher education after independence,
- explain the university education commission,
- delineate the recommendations of university education commission on teacher education,

- enumerate the recommendations of Kothari commission on teacher education,
- explain chattopadhyaya committee report, and
- delineate the recommendations of chattopadhyaya committee report on teacher education.

3.3 TEACHER EDUCATION IN INDIA AFTER INDEPENDENCE

Major developments have been made in teacher education since independence. The emergence of democracy in India resulted in new hopes, aspirations and demands on education, and in highlighting the shortfalls and inadequacies in the existing education system in relation to the seemingly un surmountable targets and ideals to be pursued. Immediately after independence several efforts were simultaneously made to tackle these problems. These can be summarized in terms of efforts to make teacher education accessible pre – service and in-service teachers. Looking back on the developments over the years, three streams of action seem to have been undertaken:

- i. Expansion of pre-service teacher education
- ii. Opening of supplementary channels for clearing the backlog of untrained teachers.
- iii. Stabilisation and expansion of in-service teacher education

It is pertinent to recollect that during this period the political situation in India has undergone several changes. The autonomous character of political units, in the form of autonomous states, resulted in increased attention to education, including teacher education.

The number of training institutions for elementary schools has not increased to the same extent as in the case for secondary level training institutions, primary because this number has been larger from the beginning. Since 1989, the recently upgraded institutions, viz. the district Institutional structure for the training of teachers for elementary schools.

The incidence of a backlog of ‘untrained’ teachers is a problem that has persisted from pre- independence period. It has, infact during the post independence period. It was due to inadequate teacher education facilities during the pre independence period and the compulsion to employ a large number of teachers, with or without training, in order to make schools accessible across wider regions of the country.

Although the percentage of untrained teachers has been coming down, the backlog of untrained teachers has not been completely cleared. In states of the eastern and northeastern region the percentage of untrained teachers is considerably high, in some cases, as high as 60 and 70 percent.

3.4 UNIVERSITY EDUCATION COMMISSION (1948-49)

Appointed in free India in 1948 under the chairmanship of late Dr. Radhakrishnan, the first commission in the name of university education commission in the name of University Education Commission critically scanned the teacher training programme and reported “our main criticism of the existing courses(but we repeat that it does not apply to them all) is that too little weight is given to practice in assessing the student’s performance , and conditions of school practice are often unsatisfactory. In some places a student id required to give only five lessons during the whole of his course.”

Prescribing a remedy to this malady, the commission stated: “we consider that in a year’s course not less than twelve weeks should be spent by the students in supervised school practice. This does not mean that the supervisor should be present throughout the twelve weeks. Far from it the students can only find his feet when he is left, from time to time, to his own unaided efforts.”

Recommendations about B.Ed. course: regarding the theory part of the B.Ed curriculum, the commission suggested that the courses must be flexible and adaptable to local circumstances. In this context the commission recommended the following:

- i. School practice:** that the course be remodeled and more time given to school practice and more weight; given to practice in assessing the students performance.
- ii. Suitable schools:** that suitable schools be used for practical training;
- iii. Make the best:** that students be encouraged to fall in with the current practices of a school and make the best of it;
- iv. Flexible courses:** that the courses on the theory of education be flexible and adaptable to local circumstances.

CHECK YOUR PROGRESS – 1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

1. Major developments have been made in _____ since independence.

2. In some places a _____ required to give only five lessons during the whole of his course.”
3. _____ says that in a year’s course not less than twelve weeks should be spent by the students in supervised school practice.
4. The incidence of a backlog of _____ is a problem that has persisted from pre- independence period.
5. In states of the _____ and _____ region the percentage of untrained teachers is considerably high, in some cases, as high as 60 and 70 percent.
6. the supervisor should be present throughout the twelve weeks of practice according to university education commission.
7. Which commission said that students be encouraged to fall in with the current practices of a school and make the best of it.

3.5 KOTHARI COMMISSION (1964-66)

In order to make the professional preparation of a teacher, effective teacher education must be brought in to the main stream of the academic life of the universities on the one hand and of school life and education developments on the other.

- i. To remove the existing isolation of teacher education from university like:
 - (a) Education, as distinguished from pedagogy should be recognized as an independent academic discipline and introduced as an elective subject in courses for the first and second degrees; and
 - (b) Schools of education should be established in selected universities to develop programmes in teacher education and studies and research in education, in collaboration with other university disciplines.
- ii. To remove the existing isolation of teacher education from schools:
 - (a) Extension work should be regarded as an essential function of a teacher training institution, and a n extension service department should be established in each institution – pre primary , primary and secondary – as an integral part of it
 - (b) Effective alumni associations should be established to bring old students and faculty together to discuss and plan programmes and curricula;

(c) Practice- teaching for teachers under training should be organized in active collaboration with selected schools which should receive recognition from the education department as co-operating schools and special grants for equipment and supervisions; and

(d) Periodic exchange of the staff of the cooperating schools and of the teacher training institutions should be arranged.

iii. An intensive effort should be made to remove the existing separation among the institutions preparing teachers for different stages of education or for special fields such as craft or art or physical education by:

(a) Implementing a phased programme of upgrading all training institutions to the collegiate standard with the ultimate objective of bringing all teacher education under the universities;

(b) Establishing comprehensive colleges of education in each state on a planned basis;

(c) Establishing a state board of teacher education in each state to be responsible for all functions related to teacher education at all levels and in all fields.

iv. 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 over-all deterioration in educational standards; a programme of highest importance, therefore, is to improve the quality of teacher education.

v. The duration of the professional courses should be two years for primary teachers who have completed the secondary school course. It should be one year for the graduate students but the number of working days in a year should be increased to 230.

vi. The state board of teacher education should conduct a survey of teacher education programmes and curricula and initiate the necessary revision.

vii. New professional courses must be developed to orientate headmasters and teacher educators to their special field of work.

Secondary teachers

i. The staff of secondary training colleges should have a double master's degree in an academic subject and in education. A fair proportion of them should hold doctorate degrees. They should all have taken induction or orientation courses in teacher education.

- ii. Qualified specialists in subjects may be appointed on the staff even if they have not had professional training.
- iii. Summer institutes should be organized for in-service training of staff.
- iv. No student should be allowed to specialize in the teaching of a subject unless he has studied it for his first degree or obtained an equivalent qualification prior to training.
- v. Attempts should be made to recruit first and good second class students to teacher training institutions and adequate scholarships should be provided to them.

Special role for primary teacher

- i. The staff in this institutions for training primary teachers should hold a master's degree either in education or in an academic subject as well as B.Ed and should have undergone special induction courses in teacher education at primary level.
- ii. New appointments of primary teachers should be restricted to those who have completed at least ten years of general education. Exception may be made for women teachers and teachers in tribal areas.
- iii. For a study in correspondence courses liberal concessions and leave should be made available to unqualified teachers in primary schools to improve their qualifications.

3.6 CHATTOPADHYAYA COMMITTEE REPORT (1983- 85)

This commission appointed by the government of India in 1983 under the chairmanship of Prof. D.P. Chattopadhyaya, make a number of recommendations for the improvement of educational process

Chattopadhyaya committee (1983-85) discussed numerous problems and several to be taken for the improvement of teacher education. Through the discussion the recommended that the minimum length training for secondary teacher education programme should be 5 years, there are several other points that were discussed by the committee. it includes the min time of B.ED programme, integrate general and professional education etc. this report mainly recommended five year integrated course and internship.

The Chattopadhyaya Committee Report of the National Commission on Teachers (1983-85) which envisioned the New Teacher as one who communicates to pupils

“...the importance of and the feeling for national integrity and unity; the need for a scientific attitude; a commitment to excellence in standards of work and action and a concern for society.” The Commission observed that “...what happens in the majority of our Teaching Colleges and Training Institutes is woefully inadequate...”. “If teacher education is to be made relevant to the roles and responsibilities of the New Teacher, the minimum length of training for a Secondary teacher should be five years following the completion of Class XII.” Reiterating the need “...the Commission recommends that “...to begin with, we may have an integrated four year program which should be developed carefully...it may also be possible for some of the existing colleges of Science and Arts to introduce an Education Department along with their other programs allowing for a section of their students to opt for teacher education.” The Chattopadhyaya Commission recommends a four-year integrated course for the secondary as well as the elementary teacher.

Regarding the selection of trainees for the teaching profession, the commission suggested that the following factors may be taken into consideration:

- a) Good physique.
- b) Linguistic ability and communication skills.
- c) A fair degree of general mental ability.
- d) General awareness of the world.
- e) A positive out- look on life; and
- f) Capacity of good human relations.

The commission further recommended that the selection of trainees should be made through a combination of objective tests, rating scales, group discussion and personal interviews. The commission also suggested the professional preparation with

1. Study of education as a discipline including educational psychology, sociology of education and educational philosophy
2. Practice teaching and its content –cum methodology
3. Learning a variety of skills related to the role of a teacher including educational technology and preparation of software

- A four year integrated course after senior secondary leading to graduation and training is recommended
- For elementary teachers it is desirable to have two year training course after class XII.
- To enlarge and improve the physical facilities of a four year integrated college.
- To extend the duration of one year B.Ed course by two summer months ensuring an academic session of 220 days with longer working hours
- To select teacher on the basis of some factors like, good physique, linguistic ability and communication skills, general awareness of the world, a positive outlook on life and capacity of good human relations.
- The integrated four year curriculum for a degree in education should consist of general education and professional preparation.
- Training curriculum for elementary teachers should emphasize on mastering of language and communication skills.
- The teacher educators in colleges of education should be drawn from disciplines of various schools subjects and educational disciplines like psychology, sociology, philosophy etc.
- The minimum qualification for a teacher educator should be post graduate degree in the subject and a B.Ed, preferably a M.Ed. degree.
- The minimum qualification for a teacher educator for the elementary training institutes should be a post graduate degree with B.Ed training.

CHECK YOUR PROGRESS – 2

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

1. Education, as distinguished from pedagogy should be recognized as an independent _____ discipline.
2. The _____ recommended that the selection of trainees should be made through a combination of objective tests, rating scales, group discussion and personal interviews.
3. Chattopadhyaya commission recommended that the minimum length training for _____ teacher education programme should be 5 years.

4. Kothari commission Qualified specialists in subjects may be appointed on the staff even if they have not had _____ training.
5. _____ should be established in selected universities to develop programmes in teacher education and studies and research in education, in collaboration with other university disciplines.
6. _____ stated that Summer institutes should be organized for in-service training of staff.
7. The essence of a programme of teacher education is _____ and in its absence according to Kothari commission.

3.7 LET US SUM UP

During India's fight for independence India's social reformers, educators and political leaders, which include : Swami Dayanand, Swami Vivekanand, Annie Besant, ravindra Nath Tagore, Madan Mohan Malviya, Mahatma Gandhi, Dr. S. Radhakrishnan and Acharya Vinoba Bahave, stressed the need for proper education for the good of the nation. The emergence of democracy in India resulted in new hopes, aspirations and demands on education, and in highlighting the shortfalls and inadequacies in the existing education system in relation to the seemingly un surmountable targets and ideals to be pursued. Immediately after independence several efforts were simultaneously made to tackle these problems. These can be summarized in terms of efforts to make teacher education accessible pre – service and in-service teachers.university education commission make several Recommendations about B.Ed course: regarding the theory part of the B.Ed curriculum, the commission suggested that the courses must be flexible and adaptable to local circumstances. Chattopadhyaya committee (1983-85) discussed numerous problems and several to be taken for the improvement of teacher education. Through the discussion the recommended that the minimum length training for secondary teacher education programme should be 5 years. Kothari commission said that in order to make the professional preparation of a teacher, effective teacher education must be brought in to the main stream of the academic life of the universities on the one hand and of school life and education developments on the other.

3.8 LESSON END EXERCISE

1. Discuss the teacher education after independence.
2. What are various recommendations of university education commission on teacher education?
3. Give the Kothari commission recommendations on secondary school teachers.

4. What are the Chattopadhyaya commission recommendations on teacher education.

3.9 SUGGESTED FURTHER READINGS

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3.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. teacher education
2. student id
3. university education commission
4. 'untrained' teachers
5. Eastern and northeastern
6. University education commission

Check Your Progress – 2

1. Academic
2. Chattopadhyaya Commission
3. secondary
4. professional
5. Schools of education
6. Kothari commission
7. quality

PROBLEMS CONCERNING TEACHER EDUCATION IN INDIA

STRUCTURE

4.1 Introduction

4.2 Objectives

4.3 Problems of Teacher Education at Different Levels

4.3.1 Problems at Primary Level

4.3.2 Suggestions at Primary Level

4.3.3 Problems at Secondary Level

4.3.4 Suggestions at Secondary Level

4.3.5 Problems at Higher Level

4.3.6 Suggestions at Higher Level

4.4. Let Us Sum Up

4.5 Lesson End Exercise

4.6 Suggested Further Readings

4.7 Answers to check your progress

4.1 INTRODUCTION

Education serves a noteworthy contribution in development of the individuals. Teacher education discipline is an essential constituent of educational system of any society, through it, school teachers who are believed the nation builders are prepared and developed. Teacher education is considered as a key concept for the teachers at every level. Teacher education is designed, developed and administered in order to produce good and effective school teachers for the established system of education.

In earlier time, there were no formal training programmes for teachers to impart the discipline of their expertise; however teachers were often clergymen or any untrained scholar. In fact, it was supposed that teachers are born not made or trained. With the passage of time teachers training is gaining importance and is

considered as a prior aspect among the other aspects of education. “Teacher education refers to the policies and procedures intended to equip teachers with the knowledge, attitudes, behaviors, and skills they needed to perform their tasks effectively in the school and classroom” (Anand, 2000). Teacher education became an important and unavoidable link, in order to bring improvement and quality control in overall education system.

In present, a large numbers of teachers are professionally untrained. In many cases it has been observed that teachers are neither professionally well trained nor serious to their teaching business. The rapid rise in sub-standard teacher education institutions gives birth to the emerging problems and malpractices. The National Curriculum Framework for Teacher Education (NCFTE-2009) presented its views towards Preparing Professional and Humane Teacher. NCFTE-2009 further stated more concerns over the quality aspect of teacher education discipline. NCTE as an apex body at national level for teacher education is playing a significant role to raise the teacher education standards and to bring quality control in teacher education area.

4.2 OBJECTIVES

After going through this lesson, you shall be able to :

- discuss problems and concerns of teacher education at elementary level,
- suggest the remedial measures to overcome the problems of teacher education at elementary level,
- describe problems and concerns of teacher education at secondary level,
- suggest the remedial measures to overcome the problems of teacher education at secondary level,
- delineate the problems and concerns of teacher education at higher level, and
- suggest the remedial measures to overcome the problems of teacher education at higher level.

4.3 PROBLEMS OF TEACHER EDUCATION DISCIPLINE

Teacher education plays a vital role in the professional development of teachers. Every teacher is not born but maximum teachers are made by teacher education programmes. Despite this fact we find many challenges and problems in teacher education at every level. These issues and problems hampers to produce the quality teachers. However, different teacher training courses are there to overcome

the existing problems and challenges of teacher education. Teacher education problems in Indian context have been categorized into three stages namely- primary, secondary and higher level. The major problems levels have been discussed in detail in the proceeding pages.

4.3.1 Problems At Primary Level

Primary education years are known as foundational years for every child. To make foundation strong, we should have expert and trained foundation makers particularly teachers at primary level. New Education Policy (2020) also emphasize for the strong foundation of basic level of education. If the child's foundation remains weak then we cannot expect from him a good and efficient contribution. So before educating the children we should train and education the child makers. At primary level we are experiencing lot of issues and problems which becomes the hindrances to produce good quality of pupil production. One among them is teacher education which plays the important role in training the teachers so that he/she can develop the pupils in every respect. There are numerous problems of teacher education pertaining to primary stage as some of them are highlighted below:

- I. Lack of empathy and psychological understanding on part of untrained and under trained teachers.
- II. There is lack of developmental and professional life skills in teachers.
- III. The focus of teacher education is not so much sensitive towards the social issues.
- IV. Teacher education is not able to meet the prescribed standards. When a teachers himself are unable to think critically then how can he/she develop the critical and rational thinking in the children.
- V. Most of the private training colleges are established merely with commercial purposes or motives which in turn degrade the quality of teacher education.
- VI. There is a dearth of female trained teachers.
- VII. Incompetent and poorly trained teachers are serious concerns as incompetent teachers could harm the entire education system.
- VIII. Teacher education programmes are unable to make the full use of teachings skills and are also lagging behind in the utilization of latest technologies.

IX. Feedback mechanism is not well organized.

X. Curriculum is not updated frequently.

4.3.2 Suggestions to Overcome Problems At Primary Stage

The above highlighted problems are almost common in teacher education at primary stage in every corner of the nation. Here are the few suggestions to overcome these problems so that we can make our teachers better and make the teacher education programmes up-to-date and innovative.

I. Theoretical and Practical aspects are the two sides of the same coin of teacher education; both must be up to date.

II. Teaching methods of teacher education should be revamped inline with the changing needs and demands of the education system.

III. The active involvement of students and feedback mechanism should be strengthened.

IV. In order to improve the teaching learning process in various fields, innovative programmes like Workshops, seminars, conferences, discussions and projects should be organized regularly.

V. Teacher education curriculum should be updated and revised frequently.

VI. Teacher education institutions should be constantly under supervision of apex bodies of teacher education and must ensure all the required facilities of institution are in place.

VII. The admission procedure of B.Ed. programme needs to be restructured; admission should be given to only those who possess teaching aptitude.

VIII. The numbers of self-financing colleges are increasing rapidly; these colleges should be monitored properly.

IX. There should be the maximum use of latest innovations and technologies in teacher education programmes to tackle digital era challenges.

X. Fellowships and incentives should be for those who join teacher education.

CHECK YOUR PROGRESS- I

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

- i. and..... aspects are the two sides of the same coin of teacher education.
- ii. There is a lack of and understanding in the untrained teachers.
- iii. According to “Teacher education refers to the policies and procedures intended to equip teachers with the knowledge, attitudes, behaviors, and skills they needed to perform their tasks effectively in the school and classroom”.
- iv. NCFTE stands for
- v. is considered as a key concept for the teachers at every level.
- vi. Admission should be given to only those who possess.....

4.3.3 Problems At Secondary Level

Dear learners, you know that after the foundational years, children enter into the secondary education in which they take their interesting subjects. This stage is known the crucial stage for every child because in this stage she/he chooses the subject specialization. Here the child needs more guidance and counseling so that he /she choose the subjects as per his/her ability and the same can provide an expert and well training teacher. So, to produce such teachers’ teacher education plays a significant role. But as we know our teacher education programmes have so many issues by which it fails to produce such type of teachers. Some of the problems and issues of teacher education pertaining to secondary stage are flagged below:

- I. The selection of teachers is not fair. Quality of the teachers is being compromised. Those teachers are appointed which does not possess the favorable attitude towards teaching.
- II. The backdoor entries spoil the quality of teacher education.
- III. The teacher education programme at this level has been narrowed down.
- IV. The problem of supervision at this level is also prevalent.
- V. There is a deficiency of content of teaching subjects, methods of teaching and lack of innovation.
- VI. There is a lack of facilities for Professional Development of pupil-teachers.

VII. There are many challenges in educating children with disabilities in regular classrooms. These challenges are arising out of dearth of human and material resources, and negative attitudes of teachers.

VIII. The proper attention towards the secondary level teacher training programmes is not given.

IX. The studies at this level show that teachers show negative attitude towards the existing pattern of teacher training programme.

X. Curriculum is not updated frequently.

XI. Language and psychological labs are not well established.

4.3.4 Suggestions to Overcome Problems Secondary Level

To overcome the mentioned above issues and problems here are the few suggestions which can help us to check out from these problems so that our teacher education programmes can produce teachers who provides every type of assistance to children to grow holistically.

I. The selection process should be enough fair and unbiased.

II. Teacher education should be revamped with the passage of time so that future teacher production can handle the new challenges in their respective profession.

III. Efforts should be taken by administration to provide the teachers job security and job satisfaction.

IV. Concerned department should standardize the demand and supply of competent teachers.

V. Teacher training institutions should be monitored time to time whether they are following NCTE rules and regulations, if not, strict action should be taken against them.

VI. Administration should take necessary steps in providing all sorts of facilities for Professional Development of pupil-teachers.

VII. The teachers should be trained in such a way that they can think rationally and critically to make immediate decisions.

VIII. Efforts should be taken to develop healthy attitude among teachers through seminars, workshops and webinars.

IX. Creativity and innovations in educational processes is less visible.

CHECK YOUR PROGRESS- II

NOTE: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

- i. NCTE stands for.....
- ii., & should be organized to develop healthy attitude among teachers.
- iii. Selection process should be enough..... and
- iv. Backdoor entries..... the quality of teacher education.
- v. should be conducted to attain the goals of teacher education.
- vi. Those teachers should be appointed which possess thetowards teaching.
- vii. One of the serious problems at Elementary level is the lack of...towards teaching.

4.3.5 Problems At Higher Level

Higher education is known as backbone for any society in its social, political and economic perspective. To produce efficient and responsible citizens higher education plays vital role. It is higher education where the students utilize their potential and creativity. All the preceding things are possible only when a student have a good guide and supervisor in order to show the right path and right direction at right time. To produce such teachers teacher education programmes like refreshers and orientation courses etc. are playing significant role. But there are some pitfalls in teacher education programmes at higher level as well. Some big problems of teacher education pertaining to higher stage are mentioned below:

- I. At higher education level, there is lack of supervision and monitoring of teacher training institutions because of mushroom growth of teacher education institutions.
- II. Many teacher education institutions become simply money-making centers due to lack of monitoring of higher authorities as a result produce incompetent teachers who harm the education system.
- III. Research reveals that a good percentage of training Institutions are running in leased buildings without the requisite facilities like psychological laboratory and library etc.

IV. Practice of teaching and internship are believed to be the heart of the teachers training programme but all the stake holders do not take it seriously which results in the compromise of quality of teachers.

V. Lack of professional attention of association of teacher educators towards development of sound professional growth of teacher at higher level.

VI. Lack of enthusiasm in teaching innovations in the practice of teaching methodology.

VII. Lack of smart class-room communication devices and other digital infrastructure.

VIII. There is concern of quality perceptions, quality scaling, rare innovation, poor integration of skills, inadequate technology and poor research scenario.

IX. Low standard of resources for teachers training colleges.

X. Poor financial condition of the teacher training colleges.

XI. Inadequate professional training programmes for teacher educators.

4.3.6 Suggestions To Overcome Problems Higher Level

To overcome the mentioned above drawbacks regarding teacher education at higher stage here are the a few suggestions which are illustrated below:

I. Quality research should be conducted specifically to attain the goals of teacher education.

II. Authentic results of research studies should be given due space in framing the teacher education curricula.

III. Must be regular and proper supervision from the apex bodies of teacher education.

IV. Quality of teacher training courses should be upgraded according to advanced innovations and researches in the same field.

V. Value education should be the part of teacher training courses so that teachers can educate pupil teacher in proper direction.

VI. Teacher education programme should be well advanced and modern so that it can produce efficient and committed teachers.

VII. Refresher and orientation courses should be organized in order to refresh and update teacher educators with advanced teaching techniques and skills.

VIII. A national policy on teacher education should be framed separately with special focus on teacher education at school education.

4.4 LET US SUM UP

In this lesson, we have discussed the concerns and suggestions to overcome the problems related to the teacher education in India. The system has yet to meet the need to have professionally competent and dedicated teachers after completing the initial teacher training programmes. Most of the private teacher training institutions become academic cafeterias and are not following the guidelines and norms as prescribed by NCTE. This illustrates the prevalence of malpractice in our teacher education system. The major problem of pre-service teacher education programme arises when admission is provided to students without taking any teaching aptitude tests. There is a drastic need of ICT in the professional growth of the teacher and shaping the future education of India. The nation which is unable to provide competent and qualitative teachers to system cannot produce talented, proficient and skilled human resource. The future of any society is shaped by the well-educated, trained and competent teachers. This is what New Education Policy of India (2020) also advocates for the reformation of teacher education in India. With the era of information communication technologies, many issues related to teacher education can be addressed properly with low budgeting.

CHECK YOUR PROGRESS- III

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

- i. Most of the private training colleges are established merely with
- ii. The backdoor entriesthe quality of teacher education.
- iii. There is a lack offor Professional Development of pupil-teachers.
- iv. Teacher education curriculum should get andfrom time to time.
- v. The teachers should be trained in such a way that they can thinkandto make immediate decisions.
- vi. At higher education level there is lack of and of teacher training institutions because of numerous institutions.
- vii. There is a lack of..... Courses for the healthy improvement of teaching skills.

4.5 LESSON END EXERCISE

1. Discuss the problems of teacher education in India at Primary and secondary level?
2. Give some suggestion in order to overcome the problems of teacher education in India at Primary and secondary level?
3. What kinds of problems are there at higher education level regarding the teacher educations programmes?
4. How do you think to overcome the problems which we are facing in teacher education at higher education level?

4.6 SUGGESTED FURTHER READINGS

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4.7 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-I

- (i) Theoretical and Practical (ii) Empathy and Psychological
- (iii) Anand C. L. (iv) National Curriculum Framework for Teacher Education
- (v) Teacher education (vi) teaching aptitude

Check Your Progress-2

- (i) National Council For Teacher Education (ii) Seminars, Workshops and
- Webinars (iii) Fair and Unbiased (iv) Spoil (v) Quality Research (vi) Favorable
- Attitude (vii) Seriousness & accountability

Check Your Progress-3

- (i) Commercial purposes (ii) Spoil (iii) Facilities (iv) Reviewed and Revised
- (v) Rationally and Critically (vi) Supervision and Monitoring (vii) Orientation
- and refresher

**AGENCIES FOR IN-SERVICE AND PRE-SERVICE TEACHER
EDUCATION AND TRAINING**

STRUCTURE

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Introduction of National Council of Educational Research and Training
- 5.4 Programmes and Activities of NCERT
- 5.5 Aims and Objectives of NCERT
- 5.6 Constituent Units of NCERT
- 5.7 Role of NCERT in Teacher Education
- 5.8 Introduction of SIE
- 5.9 Functions of SIEs
- 5.10 Organizational Structure of SIEs
- 5.11 Introduction of DIET
- 5.12 Aims and Objectives of DIETs
- 5.13 Major Functions of DIETs
- 5.14 Organizational Structure of DIETs
- 5.15 Let Us Sum Up
- 5.16 Lesson End Exercise
- 5.17 Suggested Further Readings
- 5.18 Answers to Check Your Progress

5.1 INTRODUCTION

Dear learners, in the previous lesson, we have discussed about the problems concerning teacher education in India and we have also highlighted about suggestion to overcome these problems. In this lesson, our aim is to discuss about the National Council of Educational Research and Training (NCERT) which

was established in 1961 by Government of India (GoI) “*under Societies Registration Act (Act XXI of 1860)*” (Rao, 1998). NCERT is an autonomous body, and is also working as an academic wing for the Education Ministry of India. NCERT assists Education Ministry in the designing and execution of its policies and programmes and also encourages deserving pupils and teacher for educational research. To accomplish its core objectives, NCERT has established National Institute of Education (NIE) at centrally located place Delhi and various regional educational colleges at the different sides of nation that are Ajmer; Bhopal; Bhubaneswar, shillong and Mysore. NCERT also works in collaboration with the departments in the states as well as with the university departments. NCERT keeps close contact with the similar organizations across the globe and keep the results in open access mode in the form of book and journals.

In this lesson, we shall also discuss the role of SIEs now SCERT in Jammu and Kashmir and DIETs for training of teachers for qualitative improvement. University Education Commission observed “a teacher to keep alive and fresh should become a learner from time to time”. Keeping in view the advanced educational technology and explosion of knowledge, teacher education programmes are playing vital role to produce updated and techno- friendly in-service and pre-service teachers. Such updations are needed due to the changing educational and social realities, and teachers are required to perform dynamic role at every stage. Advancements in curricula, assessment, audio-visual assistance, telecommunications, and so on, call for teacher refreshers and orientations. The focus of the lesson is to introduce you with the various organizations in India who work for teacher education in India.

5.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the role of NCERT in teacher education in India,
- illustrate the aims and objectives of NCERT,
- explain the constituent units and programmes cum activities of NCERT,
- explain the role of SIEs and DIET in the area of teacher education in India,
- delineate the establishment of SIEs and DIET,
- explain the functions of SIEs and DIET, and
- describe the organizational structure of SIEs and DIETs.

5.3 INTRODUCTION OF NCERT

NCERT is an autonomous body founded in 1961 by the Government of India (GoI) to support and provide suggestions to State and Central ministry on policies and programmes to improve for school education quality in India. The main purposes of NCERT are to coordinate and promote educational researches, develop model textbooks and disseminate innovative educational techniques and practices etc. it also organizes training programmes for the teachers and also act as a nodal organization for realizing the goals of Universalization of Elementary Education.

Union minister of education presides the general body of NCERT, which includes Chairperson of UGC, Secretary to the GoI, MHRD, four VCs of different regions, CBSE Chairman, Commissioner of the KVS, Director of Central Health Education Bureau, Director of Directorate General of Training and Employment (DGTE), Ministry of Labor, one representative of the Education Division and Planning Commission, nominated members of the Executive Committee of the Council, and Education Minister of States and Union Territories. NCERT owns the task of developing and publishing text books, with the purpose to have a common education system in India.

5.4 PROGRAMMES AND ACTIVITIES OF NCERT

NCERT plays a significant role in coordinating and promoting educational researches, develop model textbooks and disseminate innovative educational techniques and practices etc. it also organizes training programmes for the teachers and also act as a nodal organization for realizing the goals of Universalization of Elementary Education The core activities and programmes which are carried out by NCERT are as under:

Research

NCERT conducts educational research with special reference to teacher education areas and offers special research methodology trainings to conduct researches in the best possible manner. Departments like NIE, RIEs, and CIET conducts educational research studies particularly on school education and teacher education. NCERT is working in collaboration of other research organizations and provide assistance in the form of finance and academic guidance. Action research in teacher education remains the most priority of NCERT. Fellowships and other forms of aids cum assistance are provided to the registered scholars for pursuing researches.

Development

To make school education relevant according the changing needs of students and society, NCERT develops and renews the school curricula and instructional materials cum content. NCERT also undertakes in the realms of population education, educational technology, and special education fields as well.

Training

NCERT provides training to Pre-service as well as in-service teachers with special reference to vocational education and guidance and counseling etc.

Extension

Various programmes are organized for the education purposes in rural areas, underprivileged sections and educationally backward areas. NCERT tries their level best to reach the unreached areas and address their educational related problems.

Publication and Dissemination

NCERT works as publishing authority for the textbooks from 1st grade to 12th grade for different subjects. Council also brings out workbooks, guide lines for teachers, research reports of research studies and surveys, etc. In addition to this, NCERT publishes instructional materials for teacher educators, pupil trainees and in-service teachers. These instructional materials which are produced through research studies serve as models to numerous agencies of the nation.

Exchange Programmes

Council often interacts with reputed international organizations like United Nations Educational, Scientific and Cultural Organization (UNESCO); United Nations International Children's Emergency Fund (UNICEF); United Nations Development Programme; National Fire Protection Association; and the World Bank to study and to identify the specific educational problems and to organize training programmes to address these educational problems. NCERT acts as a paramount agency for accomplishing the Bilateral Cultural Exchange Programmes entered into by the GoI with other nations in the field of school education and teacher education. Good educational materials are exchanged with other nations. Deserving faculty members of institutions are often deputed to take part in national as well as international conferences, seminars, workshops, symposia, etc. Besides, NCERT publishes many research journals like Indian Journal of Education and other journals.

CHECK YOUR PROGRESS- 1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

- i. UNESCO stands for.....
- ii. works as publishing authority for the textbooks for 1st grade to 12th grade for different subjects.
- iii. RIE stands for
- iv. NCERT is anbody.
- v. NCERT provides training toas well as with special reference to vocational education and guidance and counseling etc.
- vi. UNICEF stands for

5.5 OBJECTIVES OF NCERT

To bring quality improvement in the school education as well as in teacher preparation, NCERT has grown into a unique organization. The following are the core objectives of the council which have influenced the school and teacher education in India.

1. NCERT regularly monitors the administrative activities of RCE's. It also works as nodal agency for attaining the purpose of universalization of elementary education.
2. NCERT undertaking financial support activities and promote research in all branches of education in order to improve school education. Its provide scholarships to talented students in all the streams so that the potential students can contribute without any compromise.
3. It conducts researches and organizes educational programmes for pre-service as well as in-service teachers to bring qualitative control in school as well as in teacher education.
4. NCERT works on the assignments of education ministry whose aims to improve the school and teacher education and then publishes it for pupils and educators.
5. NCERT conducts numerous programmes like Research, Training, Extension-services, evaluation and publishing learning content in order to bring quality in educational techniques, practices and innovations. It organizes summer Institutes for teachers in order to attain professional growth as well.

5.6 CONSTITUENT UNITS OF NCERT

NCERT organizes training programmes for the teachers and also act as a nodal organization for realizing the goals of Universalization of Elementary Education. To run all the programmes, it has following wings which assists it to realize its objectives as per the NCERT website.:

- a) National Institute of Education (NIE), New Delhi.
- b) Central Institute of Educational Technology (CIET), New Delhi.
- c) Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE). Bhopal
- d) Regional Institute of Education (RIE), Ajmer.
- e) Regional Institute of Education (RIE), Bhopal.
- f) Regional Institute of Education (RIE), Bhubaneswar.
- g) Regional Institute of Education (RIE), Mysore.
- h) North-East Regional Institute of Education (NE-RIE), Shillong.

5.7 ROLE OF NCERT IN TEACHER EDUCATION

NCERT also trains teachers (in-service as well as pre-service teachers) in order to develop their professional capabilities so that they can nourish our future nation buds in a best possible way. The key persons of RIEs (Regional Institutions of Educations) are also trained from the council to grow professionally from time to time.

Professional Courses

NCERT has launched various professional teacher education courses like Bachelor of Education (B.Ed.), Master of Education (M.Ed.) and 4-year integrated course for the professional growth of teachers and to bring quality control in teacher education in its regional constituents.

Research

Department of Educational Research and Policy Perspectives (DERPP) of NCERT, recently renamed by Division of Educational Research (DER) works for the Promotion of educational research and research based policy to bring quality control in school education. DER provides fellowships for the researchers and also develops institutional research capacities. It also acts as a Educational Research and Innovations Committee (ERIC) to promote educational research.

ERIC– a standing committee of NCERT acts promoter for research in the areas of school and teacher education.

According to NCERT, following are the Programs of DER for 2017 (as approved by the Programme Advisory Committee (PAC) of NCERT).

- i. Techno Pedagogic Analysis of selected Media Programs Produced by CIET.
- ii. Research Writing Workshop for DIET and SCERT Faculty of North East Region
- iii. Research Methodology Workshop for NCERT Faculty.
- iv. Online Course on Action Research in Education.
- v. Online Survey of Research in Education.
- vi. NCERT Doctoral Fellowship.
- vii. NCERT Research Associate ship (Educationist's Researcher's Pool Scheme)
- viii. Publication of Indian Educational Review.
- ix. Organizing ERIC Activities: SPMC and General Body Meetings of ERIC, and release of Funds for approved ERIC projects.

(Source: <https://ncert.nic.in/division/der/index.php>)

CHECK YOUR PROGRESS- II

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

- i. NCERT is anbody founded in the year ofby the Government of India.
- ii. There are majorunits which Constitutes the NCERT
- iii. NCERT works as a publishing authority for the textbooks forgrade tograde for different subjects.
- iv. PSSCIVE stands for
- v. NCERT stands for
- vi. DERPP stands for

5.8 INTRODUCTION OF SIE

The strength of education system primarily depends upon the quality of its teachers. Previously NCERT was the sole department to launch training and research programmes for in-service training of teachers. However, being a 2nd largest country of the globe it was not possible for NCERT to reach the every part and corner of the nation to train the teachers. Keeping the fact in view, maximum States have established State Institutes of Education (SIEs) for in-service teacher education. In the year 1964, many SIEs were established in different States/UTs in India. All SIEs were recognized with the relevant institutions of teacher education and are considered an effective and pivotal for social mobility and social change. After three years, in 1967, these SIEs were upgraded into State Councils of Education Research and Training (SCERTs) in many States except few including Jammu and Kashmir. Jammu and Kashmir have two SIEs one in Jammu region and another in Kashmir region which are responsible to impart training of in-service school teachers, teacher educators and educational supervisors. According to the official website of the SIE Jammu (now SCERT Jammu and Kashmir), The State Institute of Education (SIE), Jammu came into existence in August, 1975. Now recently these two SIEs of J&K have been merged to form a full-fledged SCERT to bring the quality control in teacher education of J&K. Four union territories of India like- Lakshadweep, Pondicherry, Dadra and Nagar Haveli and Daman and Diu do not have SIE or SCERT. The Departments of Education perform the activities of in-service teacher training at these union territories.

SIEs and SCERTs are autonomous institutions under the control of State/UT Governments. These SIEs and SCERTs are shouldering the responsibility of implementing the numerous centrally sponsored schemes and projects of the MHRD (*Now Ministry of Education*) and the NCERT.

5.9 FUNCTIONS OF SIEs

SIEs and SCERTs are playing a significant in shouldering the responsibility regarding the teacher training programmes and also in implementing the numerous centrally sponsored schemes and projects of the MHRD (*Now Ministry of Education*) and the NCERT. Some of main functions which SIEs are discharging to ensure the quality of teacher training are as under:

- a. SIEs organize teacher training courses for school education teachers in order to bring quality control in School Education at all levels.

- b. It conducts academic research in all fields of School Education and also assists to their respective State Education Departments in implementing of research based policies and programs at times.
- c. SIEs publish Educational Journal, Reports, Studies and Surveys from time to time in the field of educational research and training and also organize innovative programs for development and dissemination of new trends related to teacher education.
- d. SIEs organize creative programs like Science exhibition, Drama, Quiz Competitions and Painting Competitions etc. for all-round development of students. In addition to this, it also publishes educational literature to disseminate results of research studies and new educational innovations.

5.10 ORGANIZATIONAL STRUCTURE OF SIEs

Organizational structure of SIEs exists under different wings headed by Field Advisor assisted by Research officers and it may differ from one SIE to another SIE. However, the main wings are same in maximum SIEs

- I. Science Wing
- II. Statistical Unit
- III. Language Wing
- IV. Publication Wing
- V. Mathematics Wing
- VI. Social Science Wing
- VII. Non- formal Education Unit
- VIII. Educational Technology Cell
- IX. Establishment and Accounts Units
- X. Work Experience and Vocational Education Unit

The detailed description of some important wings is as under:

I. Science Wing

The role of this wing across the India is almost same with some local flavor and color. The main focus of the wing is to develop the scientific temper among the students and train the science teachers with latest pedagogies in the field of science. However, the main function of this wing in the SIE Jammu (now SCERT) as per their official website is reproduced below exactly.

- “Organization of Pre-Service & In-service Training programmes of Teacher education with special emphasis on science subjects.
- . Preparation of Guide books for teachers in science subject (instructional material).
- Organization of correspondence courses for teachers in various subjects in collaboration with NCERT and NUEPA.
- Organization of meetings, conferences, seminars, lectures, demonstrations, quizzes and other programmes to spread the understandings of the Educational Journals, reports studies etc from time to time in the field of Educational research and training.
- Monitoring of Jawahar Lal Nehru Science Exhibitions and INSPIRE Award Scheme Science Exhibitions organized at District Level.
- Organization of Jawahar Lal Nehru Science Exhibitions and INSPIRE Award Scheme Science Exhibitions organized at Divisional Level and State Level.
- To initiate conduct and evaluate studies of various short term and long term programme concerning universalization of education, enrollment drives, wastage and stagnation, work experience.
- To construct and standardize intelligence tests, scholastic achievement test in Science.
- To conduct surveys of programmes for on the Job Training and studies in science educational plan and statistical analysis.
- To help DIETs in devising statistical tools in the form of questionnaires schedules, opinion forms for understanding action research programmes at the district level.
- To take up research and action research projects, Poilt studies, case studies and collaborate with the inter research studies that the institute of education has to take up from time to time.
- To construct tests for guidance and identification of talented children, devise suitable tool for making objective supervision and inspection of school, conduct studies in cost of science education.
- Publication of its six monthly progress report regularly.

- Organization of short training courses in modern management techniques for education officers and administrators.
- To conduct Annual Assessment test.
- To conduct national Achievement survey.
- Orientation courses for Sc. Teachers special for practicals.
- Review of Curriculum.
- Creation of subject experts from the field with co-operation of DIET”.

II. Mathematics Wing

Mathematics has always occupied a central place in the School curriculum in any part of the world. The main focus of this wing is to help the children to strengthen their mathematical thinking and have love for mathematics. The main activities of this wing as per the official website of the SIE Jammu are reproduced here exactly.

- “To undertake ,promote and co-ordinate action research and school surveys on various problems of Education in collaboration with the other units of SIE from time to time.
- To help DIET, in devising statistical tools in the form of questionnaire, schedules, action research programmes or research guidance services at distt. Level and also to help them in planning and execution of various training programmes .
- To organize in Services teacher training and Orientation programmes in teaching of Mathematics at all the stages of School i.e primary to Sr. Secondary level.
- To organise workshops for innovation and improvisation of teaching aids for teaching of Mathematics.
- To identify the training needs of various functionaries at elementary and Secondary level and to prepare a prospective plan and design of trainings for meeting such needs.
- To form resource group of experts in mathematics at distt. Level and utilise their services for enhancing the potentialities of teaching/mentor educators.
- To provide guidance for effective class room practices by conducting monitoring and supervisions in order to bridge the gap between methods and techniques advocated in training programmes and classroom practices.

- To provide extension services/on spot academic support to the teachers while visiting the schools . Through Direct interaction with teachers and students of the institution faculty members are able to understand real problems in the transasction of contentment to the students and thus help the faculty to devise various strategies and techniques for improving the quality of teaching materials in the forthcoming training programmes.
- To identify the talent children by organising Exhibition, quiz competition, seminars debates and symposium and plan for nurturing their talents.
- To evaluate and monitor the quality and efficacy of the training programme held in different districts and strive for their continuous improvement.
- Field visit to adopted schools to provide academic support to the teachers.
- To arrange programmes for providing remedial teaching to the slow learners and to co-ordinate with the counterpart wing of DIET regarding pain area, impart training to DIET faculty for preparing KRPs' in the field.
- To manage for Global training through internet and video conferencing.
- The main purview lies with curriculum and text books development but in our state this task has been entrusted to J&K Board of School Education .
- To provide guidance for establishing mathematics corners in all schools upto elementary level and mathematics laboratories in all DIETs and secondary school so as to make the teaching learning more effective , joyful ,activity based and burden free.
- To produce instructional materials /modules through the use of educational technology and their means for improving the teaching learning . process for qualitative improvement in curriculum, teacher, Education ,guidance and counselling.
- To arrange appropriate programmes for overall professional development of trs/ teacher educators.
- To evolve and initiate school improvement programmes.
- Co-ordination with University and college of education and national organisation i,e NECRT, NUEPA, RIE, Ajmer and IMPA by participating in programmes relating to school and teacher education.

- To develop mathematical laboratory so that teaching of mathematics be made joyful, interesting through the attractive and colourful models and thus strengthening the child capacities towards various processes such as visualisation , conceptual understanding , analogy quantization , identification of pattern etc.
- To organise quiz competition or seminar on the 2nd of Dec (which has been declared as mathematics day) to highlight the contribution of mathematicians and role and contribution of maths in other subjects.”

III Social Science Wing

Social Sciences have always occupied a fundamental place in the School curriculum in any part of the world. The main focus of this wing is to promote the social sciences and provide leadership to the school education in India. The main objective of this Wing in SIE Jammu as per their official website is reproduced below;

- “To provide academic leadership in school education in the state.
- To achieve qualitative improvement in school education through teacher trainings in S.St.
- To promote Action Research in S.St. in order to facilitate teacher development.
- To undertake academic reforms in S.St. in the light of policy changes by the state.
- To co ordinate at the state level, schemes of various state, central and international agencies – NCERT, RIE, CIIL (Mysore & Solan) NIEPA, UNICEF, SSA, RIE, IISC, etc.
- To undertake various projects in S.St. in collaboration with various agencies working in the field of education including NGOs.
- To administer teacher education in the state.
- To act as a nodal agency in providing in-service training of both elementary and secondary Social Studies teachers.
- To prepare teachers’ hand books, resource books and other materials for use of students and teachers of S.St.”

IV Language Wing

The main focus of this wing is to promote the regional languages besides the national language. The general objective of this wing in SIE Jammu as per their official website is reproduced below;

- To provide academic leadership in school education in the state.
- To achieve qualitative improvement in school education through teacher trainings in Urdu.
- To promote Action Research in Urdu in order to facilitate teacher development.
- To undertake academic reforms in Urdu Language in the light of policy changes by the state.
- To co ordinate at the state level, schemes of various state, central and international agencies – NCERT, RIE, CIIL (Mysore & Solan) NIEPA, UNICEF, SSA, RIE, IISC, etc.
- To undertake various projects in Urdu Language in collaboration with various agencies working in the field of education including NGOs.
- To administer teacher education in the state.
- To act as a nodal agency in providing in-service training of both primary and secondary Urdu teachers.
- To prepare teachers' hand books, resource books and other materials for use of students and teachers of Urdu

5.11 INTRODUCTION OF DIET

After adoption of NPE in 1986, a nationwide programme for strengthening teachers training was launched by establishing District Institutes of Education and Training (DIETs). The policy has proposed the establishment of District Board of Education (DBE) in each district for the implementation and supervision of all educational programmes, both formal and non-formal, up to the senior secondary stage. DIETs are considered important part of DBE and assigned the role of identifying and responding to teacher's training requirements in their area of coverage in addition to Central and State level agencies like- NCERT, NIEPA and SCERTs/SIEs. However, DIETs perform their activities in association with State level agencies like- SCERT, State Institute of Educational Planning and Administration (SIEPA), the Colleges of Education and the University Departments of Education. The DIETs are particularly meant for bringing about quality control in the elementary level. So, it has to establish a better environment

in the districts by providing competent training resources for up-gradation of professional status of the primary school teachers.

5.12 AIMS AND OBJECTIVES OF DIETs

DIETs are considered important part of DBE in order to bring quality control in teacher education programme and training. Some of the core the objectives of DIETs are as under:

- a) Contribute to bring quality control in learning materials for primary education.
- b) To bring in practice the new teaching innovations to make primary schools run better.
- c) Conduct teaching training programmes in-service teachers.
- d) Carry out experiential cum practical based studies for betterment of primary school education.
- e) Train untrained stakeholders for non-formal and adult education.
- f) To assist the district authorities in planning in order to realize the dream of Universalization of Elementary Education (UEE).

5.13 MAJOR FUNCTIONS OF DIETs

DIETs perform their activities in association with State level agencies like- SCERT, State Institute of Educational Planning and Administration (SIEPA), the Colleges of Education and the University Departments of Education. Some of the major functions of the DIET are as under:

- a. To improve the quality of Pre-service teacher education courses for prospective elementary school teachers.
- b. To support the educational authorities in planning and co-ordination of in-service education programmes.
- c. To develop low-price teaching tools, audiotapes, play scripts, song, wall charts etc. in collaboration of concerned staff of DIET and other resource persons.
- d. Evaluate the primary schools, middle schools, non-formal and adult education centres.
- e. To assist in order to develop the locally relevant curriculum for elementary schools, Non-Formal Education and Adult Education at the district level.
- f. To train the headmaster/ principals of the schools for leadership and to run schools smoothly.

g. To impart training to untrained in-service teacher in vacations.

5.14 STRUCTURE OF DIETs

In order to perform above mentioned functions effectively, seven academic branches have been suggested which are as follows:

- Pre-Service Teacher Education (PS-TE)
- Work Experience (WE)
- District Resource Unit (DRU)
- In-service programmes, Field interaction and innovation and Coordination (IFIC)
- Curriculum Material Development and Evaluation (CMDE)
- Educational Technology (ET)
- Planning and Management (P&M)

The detailed introduction of each wing is as under

Pre-Service Teacher Education (PS-TE): Under this wing, DIETs are conducting various pre- service teacher education programmes for the development of teaching skills among the candidates who are aspiring for teaching profession. This wing runs D.Ed courses with one year full time duration as regular program to meet teaching eligibility. These wings not only promote instructional skills but also advance co curricular activities and school management skills among human resource associated with school education at district level. It organizes various debates to promote leadership and school managerial attitudes among teachers at SSA and RMSAs.

Work Experience: This wing works for the encouragement of work culture among the teachers in general and students in particular. Besides this, wing works for the promotion of Art and work experience among students like painting driving bookbinding calligraphy and other Handicrafts. The focus of this wing is also to develop the localized usage of resources and vocational development among younger generation. It also expands a sense of work culture among the students which helps them to be self sufficient in all aspects of lives. It does not only help for earning sense or vocations but also develop among them the sense of self help or self services. Love for work and nature like art and paintings remains the main focus of this wing.

District Resource Unit (DRU): This wing serves as a capacity building agency for the human resource associated with the school education at district level for teaching purposes. The mandate of this wing is to conduct various professional development programmes for the elementary as well as secondary school teachers which help them to acquaint with basic knowledge of their discipline and also have knowledge of latest teaching techniques. This wing also coordinates various programs within its jurisdiction for the development of new skills and strategies to in-service teachers called as faculty development programs for the equitable utilization of human resources in an optimum way. It does not only coordinate these programs but also evaluate its performance at each stage of its operation. Overall this wing is the ambassador of DIETs in the school education.

In-service programmes, Field interaction and innovation and Coordination (IFIC) : DIETs organize various in-service programs to augment the professional development among elementary teachers as well secondary teachers. DIETs, under this wing organizes various in-service training programmes especially for those resource persons in each district who in turn disseminate such activities and programs at various locations. IFIC wing also provides training to institutional heads, officers at zonal levels and other stockholders such as teachers at SSA and RMSA.

Curriculum Material Development and Evaluation (CMDE)

The development of curriculum and related activities is the main focus of the wing. This wing is also responsible for the coordination of activities related to text book development as per the socio-cultural requirements. The wing is also responsible for the various assessment programs to test out the performance of various educational programs. It performs various diverse activities like Term End Exams and assesses the content validity of various tests as well as the board exams at elementary level.

Educational Technology (ET): Education Technology is playing a key role in imparting the education in the current times. The focus of this wing is to integrate the technology in education through innovative ways. The educational technology wing helps all the DIETs to provide technological advancements into education such as teaching learning resources, digital material, teaching aids, digital content, smart classroom etc. This wing also organizes various resource programs and virtual events highlighting the various aspects of ICT applications in education.

Planning and Management (P&M): Planning and Management (M&M). Planning and Management wing operate are under the supervision of Field Advisors. This wing is accountable for the smooth working and coordination of DIET and assists the educational administrators to plan and execute various curricular as well as co- curricular activities throughout the academic year. The focus of the wing is also to prepare then action plan for the whole DIET. The planning and management wing also organizes the talent hunt and science exhibition programmes to locate the emerging talented students from different areas of each district so that to provide them the opportunity to express their talent at national and regional level.

CHECK YOUR PROGRESS-III

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson.

- i. SIEs were upgraded into State Councils of Education Research and Training (SCERTs) in many States in the year of
- ii. Recently twoof J&K have been merged to form a full-fledged SCERT.
- iii. DIET stands for
- iv.organize creative programs like Science exhibition, Drama, Quiz Competitions and Painting Competitions etc. for all-round development of students.
- v. SIEPA stands for.....
- vi. All SIEs and SCERTs are autonomous institutions under the control ofGovernments.
- vii. DIETs are specially meant for.....sector.

5.15 LET US SUM UP

Dear students, in this lesson we have discussed the NCERT's role, its objectives and organizational structure. We came to know that the NCERT has performed a significant role in the field of teacher education for the last six decades. NCERT has also played a vital role in developing the skills of teaching among in-service teachers and also in different prospective. Before the establishment of NCTE, NCERT served as Academic Secretariat for monitoring teacher training programmes throughout India.

This lesson have also discussed about the role of SIEs and DIETs in the area of teacher education. All State Institutes of Education (SIEs) are recognized key institutions with multi-dimensional challenges in the field of teacher education. These are considered an effective and pivotal for social mobilization and social change. The DIETs are particularly meant for bringing about qualitative improvement in the primary sector. They provide support to district authorities in planning in UEE. Briefly, speaking the all these organizations are working at the grass root level to improve the standards of teacher education programmes in our country.

5.16 LESSON END EXERCISE

- Discuss the functions of NCERT and its role in teacher education in India?
- Explain the aims of NCERT?
- Describe the functions of SIE and its role in teacher education in India?
- Explain the functions of DIET and its role in teacher training programmes?

5.17 SUGGESTED FURTHER READINGS

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5.18 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

(i) United Nations Educational, Scientific and Cultural Organization (ii) NCERT (iii) Regional Institution of Education (iv) Autonomous (v) Pre-service, in-service teachers (vi) United Nations International Children's Emergency Fund

Check Your Progress-2

(i) Autonomous, 1961 (ii) 6 (iii) 1st grade to 12th (iv) Pandit Sunderlal Sharma Central Institute of Vocational Education (v) National Council of Educational Research and Training (vi) Department of Educational Research and Policy Perspectives

CHECK YOUR PROGRESS-3

(i) 1967 (ii) SIEs (iii) District Institute of Education and Training (iv) SIEs (v) State Institute of Educational Planning and Administration (vi) State/UT (vii) Primary sector

STRUCTURE

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Introduction of NCTE
- 6.4 Objectives of NCTE
- 6.5 Functions of NCTE
- 6.6 Organizational Structure of NCTE
- 6.7 Functions of Regional Committees
- 6.8 Introduction of National Institute of Open Schooling (NIOS)
- 6.9 Purposes of NIOS
- 6.10 Features of NIOS
- 6.11 Educational Relevance of NIOS
- 6.12 Current Issues and Shortcomings in Teacher Education
- 6.13 Let Us Sum Up
- 6.14 Lesson End Exercise
- 6.15 Suggested Further Readings
- 6.16 Answers to Check Your Progress

6.1 INTRODUCTION

In previous lesson, we have discussed about the role of various agencies like NCERT, SIEs and DIET for the teacher education in our country especially for in-service teacher education programmes. In this lesson, our goal is to discuss the role of National Council for Teacher Education (NCTE) which is an apex body in the field of teacher education. In order to enhance and sustain the quality in the area of teacher education, NCTE oversees teacher education programmes throughout the country including Jammu and Kashmir. It supervises teacher

education in order to improve and maintain the standard. It is impossible for NCTE to see all the teacher education related matters all alone so it established its regional committees in the different parts of the nation to keep their keen eyes on the teacher educational institutions. We shall also discuss about the establishment, role, objectives and features of National Institute of Open Schooling (NIOS). NIOS is mainly meant for those pupils who cannot attend regular schools for their education and want to learn and prepare for a good future. NIOS's core objectives are to contribute in the universalization of school education and to fulfill the educational needs of the prioritized target groups for equity and social justice. In this lesson, we shall also throw light on the current issues and shortcomings in teacher education in Indian context. In this lesson, we shall briefly discuss the objectives, functions establishment, organizational structure of NCTE and the role of regional committees of NCTE. Besides this, we shall describe the importance of NIOS along with its features and relevance.

6.2 OBJECTIVES

After going through this lesson, you shall be to:

- describe the role of NCTE in the discipline of teacher education in India,
- discuss briefly the objectives and functions of NCTE,
- delineate the establishment and organizational structure of NCTE,
- explain the role of regional committees of NCTE,
- demarcate the purpose of NIOS in the open and distance learning in India,
- discuss the establishment of NIOS,
- explain the functions and features of NIOS,
- describe the relevance of NIOS, and
- enumerate the current issues and shortcomings in teacher education.

6.3 INTRODUCTION OF NCTE

NCTE is a statutory body working under the Ministry of Human Resource Development (MHRD). It was formed to attain the pre-determined and harmonized developments in the system of teacher education across the nation under the Act of 1993 on 29th December 1993. It was also established to regulate and maintain the norms and standards in teacher education. NCTE was only an advisory body for the discipline of teacher education till 1986, but after National Policy on Education (NPE), 1986 and Programme of Action (PoA), it was

promoted for statutory body. The main work of NCTE is to look after and to redesign the teacher education to ensure its standard and to bring quality control. Despite its praiseworthy work in the education, it has not been able to perform essential administrative functions to ensure the maintenance of standards in teacher education and to prevent the spread of under standard educational institutions. The National Policy on Education (NPE), 1986 and the Program of Action (PoA) there under envisaged a NCTE with statutory status and the requisite resources as a first step towards the revision of the teacher education framework.

6.4 OBJECTIVES OF NCTE

NCTE is an apex body of teacher education discipline in India. To bring reformation and development in the area of teacher education, it has its predetermined aims and objectives in order to ensure the quality in teacher education. NCTE covers various teacher education related programmes which includes research and teaching training for preparing teachers at school level. Some of the significant core purposes of NCTE are as under:

- (1) To advice the Government of India on teacher education, which includes:
 - i) Pre and in-service training
 - ii) Curricula evaluation for teacher education
 - iii) Periodical review progression
- (2) NCTE reviews the progress of plans schemes concerning teacher education. Council also put forward research based suggestions to the central and State governments to improve the quality of teacher education.
- (3) Council gives its recommendations to the state as well as central Government on any matter/s related to the teacher education.
- (4) NCTE was established with the purpose to attain the pre-determined and harmonized developments and to regulate and maintain the norms and standards in the system of teacher education across the nation.

6.5 FUNCTIONS OF NCTE

Being an apex body for teacher education, it is the duty of the NCTE to take all such steps that are thought to be fit for ensuring the quality improvement and standard preservation for teacher education. Therefore, to fulfill the purposes of performing its operations, the NCTE may:

- a. NCTE conducts teacher education related researches and surveys. It carries out research studies in different fields of teacher education and publishes the results thereof.
- b. Council makes suggestions to Government, higher educational institutions, University Grants Commission for appropriate strategies and programmes regarding teacher education. It frames guidelines for the minimum qualifications of the teachers. It also lays down rules and regulations for teacher training educational courses. Council revises the already implemented standards, guidelines and norms with the passage of time.
- c. Council set up the procedure for examinations, admission, and for starting new training courses in teacher education field. It also develops an assessment system to check performances and standards of teacher education across the nation.
- d. NCTE's agenda is the coordination and observation of teacher education and its progress throughout the country. It sets the rules and regulations regarding the tuition charges by any recognized teacher training educational institutions. It also takes compulsory actions to avoid commercialization of teacher education.

CHECK YOUR PROGRESS- 1

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

- i. Which is the highest apex body in the arena of teacher education in India
 -
- ii. NCTE was established across the nation by the Act of parliament.
- iii. NCTE was only an advisory body for the discipline of teacher education till the year of.....
- iv. Council charges compulsory actions to avoid teacher education from.....
- v. NCTE carries out research studies in different fields of
- vi. NCTE's headquarter is located in which State/UT of India

6.6 ORGANIZATIONAL STRUCTURE OF NCTE

NCTE's headquarter is established in New Delhi. NCTE has four regional committees which are performing their teacher education related responsibilities

in their respective regions. These regional centers are located at Bhubaneswar (east), Bhopal (west), Jaipur (north) and Bangalore (south) and headed by their respective Regional Directors. NCTE in collaboration with its four regional committees performs the assigned functions which includes to plan and to co-ordinate new initiating innovations in teacher education. These institutions also deal with finance, establishments, legal matters and other like related things. The Headquarter and Regional Committees are headed by Chairperson and by the Regional Director respectively.

Regional Committees have following composition as prescribed by NCTE Act:

- (a) Council nominated one member.
- (b) One representative from every States and one representative from each Union Territory.
- (c) One member having expertness in teacher education field.
- (d) Council nominated member of each Regional Committee who works as the chairperson of the said Committee.
- (e) Office term of the council members and their allowances shall be as per the norms of council.

6.7 FUNCTIONS OF REGIONAL COMMITTEES

The meetings held at Regional Committee are always convened by Regional Director. Under the guidance of chairmanship of Regional Committee, the convener looks after all the agenda and arrangements of the meetings. Time fixation, date and venue of meeting of the Committee are fixed by Chairman and its Regional Committees. Convening notices are issued to all members well in advance. All matters and decision are taken by consensus in the Regional Committee meetings. In case of opinion difference on any matter, the same shall be referred to the Council. Recognition of teacher education institutions, permission for new course, intake capacity, recognition withdrawal if contravention happens are the significant functions of the Regional committees. All the preceding works are done in the light of sections 14, 15, 17 and 20(6) of NCTE. These sections are discussed below:

Section 14: Recognition of Teacher Education Institutions

- 1) It is compulsory for every institution which intends to offer a course or training in teacher education shall approach to council for recognition purpose under Section 14.
- 2) Submission of application with prescribed fee under sub-section (1).

3) On receiving the application, Regional Committee inspects and checks the required requirements in order to grant recognition. Such institutions shall fulfill the basic criteria which includes:

4) Satisfactory economic resources, space, well equipped library, well qualified staff, laboratory and that institution fulfills all the conditions which are mandatory to run the teacher training courses.

(a) If the concerned institution does not fulfill the above mentioned conditions then grant of recognition will be denied and the reasons will to be recorded in writing. Before pass the denying order to higher authority, concerned institutions are given a chance to make written representation on logical basis.

5) Under the sub-section (3), each and every order of granting or refusing recognition shall be published in Official Gazette and are communicated to local, State or Central Government for suitable action.

6) Any institution, whose recognition has not been granted, shall discontinue the teacher training courses from the end of the academic session.

SECTION 15: Permission for New Courses

1) Every recognized institution who intends to kick-up any new teacher training course has to make an application to seek permission from the council as per their rules and regulations.

2) Submission of application with prescribed fee under sub-section (1).

3) On receiving the application, Regional Committee inspects and checks the required requirements in order to grant recognition. Such institutions shall fulfill the basic criteria which includes:

(a) Satisfactory economic resources, space, well equipped library, well qualified staff, laboratory and that institution fulfills all the conditions which are mandatory to run the teacher training courses.

(b) If the concerned institution does not fulfill the above mentioned conditions then grant of recognition will be denied and the reasons will to be recorded in writing. Before pass the denying order to higher authority, concerned institutions are given a chance to make written representation on logical basis.

4) Under the sub-section (3), each and every order of granting or refusing

recognition shall be published in Official Gazette and are communicated to local, State or Central Government for suitable action.

SECTION 17: Provisions of Contravention And It's Consequences

- 1) If Committee receives any complain or notice on its own motion about the violation of the rule and regulation of the council at that time council recognition can be withdrawn the recognition and the reasons will be recorded in writing. The withdrawing recognition shall be implemented at the end of the current academic session. The same withdrawal shall be communicated to the concerned institution, forwarded to the university of which the institution is affiliated and will be published in Official Gazette for information purposes.
- 2) After withdrawal of recognition, such institution has to discontinue the teacher education related course and the affiliated university shall cancel the affiliation of the same institution at the end of session.

CHECK YOUR PROGRESS- 2

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

- i. How many regional committees have been set up by NCTE.....?
- ii. Meetings held at Regional committees always convened by
- iii. Permission for new courses comes under section no. of NCTE
- iv. Recognition of teacher education institutions deals under which section of NCTE
- v. Opinion differences related to any matter shall be referred to
- vi. Section 17 of NCTE deals with

6.8 INTRODUCTION OF NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

Beginning of Open Schooling in the country was initiated through the CBSE by “*Open School Projects*” in 1979. After a decade, in 1989, MHRD set up an autonomous organization that changed its nomenclature by National Open School (NOS). Later on, in 2002 it was again renamed as National Institute of Open Schooling (NIOS). Because of the “*open*’ or ‘*learner dependent*” nature of open learning, it is classified as a non-formal mode of education (NFE). All the open education schools/ boards like CBSE, CISCE, NIOS works under MHRD

and State Boards works under Education Ministries of the concerned states. Beside this, NIOS is also working as examining and certifying authority like CBSE and Council for the Indian School Certificate Examination (CISCE). Sports persons, Government employed personal (defense personals) and other who could not attend regular schools for one reason or other reason is taking benefit from this initiative. It contributes in the Universalization of School Education and fulfills the educational needs of the prioritized target groups for equity and social justice. For that, it provides admissions all over the year for Secondary, Senior Secondary and Vocational Education & Training (VET) courses. NIOS functions through a robust network of five Departments, 23 Regional Centers, two Sub Regional Centers, two NIOS Cells, and more than 7400 Study Centers (AIs/AVIs) spread all over the nation and abroad. It is the biggest Open Schooling system throughout the world with approximately total enrolment of 4.13 million. NIOS and like schools are normally affiliated to one of following boards:

- a) Central Board of Secondary Education (Cbse)
- B) Council for the Indian School Certificate Examination (Cisce)
- C) State Boards of the Respective States

6.9 PURPOSE OF NIOS

NIOS has been established to achieve the purpose of universalization of secondary school, inclusiveness and to reach the unreached area for secondary education purpose. Some of the significant purposes of NIOS have been briefly discussed below:

- (a) NIOS has robust academic network through India, Nepal and Middle East. It consists of sixteen Regional Centers, two Sub-Regional Centers, five departments at Headquarter, more than 3,000 Accredited Institutions (AIs) and 1480 Accredited Vocational Institutes (AVIs) across the different nations.
- (b) NIOS fulfill the educational needs of special children through Special Accredited Institutions for Education of the Disadvantaged (SAIED). Practical Training Programmes are conducted by the AVIs and SAIEDs.
- (c) NIOS provides online as well as off line admissions throughout the academic year for different courses with the purpose of universalization of secondary education.

(d) It provides audio and video programmes along with printed material to learners. It also broadcast the important academic and vocational education programmes on national channel.

CHECK YOUR PROGRESS-III

Note: (a) Answer the questions given below

(b) Compare your answers with those given at the end of this lesson

- i. NIOS is particularly meant for those who could not attend_____.
- ii. NIOS is _____ mode of education.
- iii. NIOS functions are carried out by_____ Regional centers.
- iv. Open Schooling was initiated through_____ in _____ year.
- v. NIOS provides admissions to _____ and _____ class students.
- vi. National Open School was renamed as National Institute of Open Schooling in the year of _____

6.10 SALIENT FEATURES OF NIOS

NIOS is known for its nature and features in all parts of India. Here we have highlighted, some salient features which make NIOS different from the other main stream educational institutions.

(a) There is no age bar limit for registration in any course offered in NIOS. The minimum age for Secondary, Vocational and Senior Secondary Courses is 14 years and 18 years for rest of courses. Teachers can utilize any language among the Hindi, English, and Urdu for medium of instruction in NIOS, however, students can write in any Constitutional language in examination.

(b) Students are free to choose their interesting subject stream in NIOS. Pupil can transfer his/her credits to other selected Boards during their entire course of study. Students can attempt examination for maximum nine times over the period of five (5) years of registration.

(c) In NIOS registration remains valid only for 5 years in which students have to complete his/her course. If a candidate could not complete his/her academic course within the five stipulated years of registration then he/she is eligible for readmission as per the NIOS rules and regulations. Four maximum credits of the same student can be transferred to the new admission if he/she has passed the same in previous academic years.

6.11 EDUCATIONAL RELEVANCE OF NIOS

NIOS fulfills the educational needs of those learners who cannot attend the formal school of education. Students enrolled in NIOS are learning by self-instructional material at their own pace and convenience. Keeping in view the special needs of different target groups NIOS provides vocational education (VE) courses which include Agriculture, Engineering and Technology, Health and Paramedical, Home Science and Hospitality Management, Computer and Information and Technology -related areas, and Business and Commerce. NIOS is working in collaboration of different industrial sectors in order to bring the strength in the vocational courses. NIOS tries their level best to take more and more classes so that learners in vocational courses get well training in their respective vocations. To bring improvement and quality control in education NIOS identifies and appoints experienced academic facilitators and counselors. NIOS conducts personal contact programmes, provide study materials, and keep monitoring of teaching and evaluation assignments on regular basis.

NIOS is making use of ICTs in the learner support service programme. By the

help of ICT, NIOS has made provisions for online examination system for those pupils who wish to sit in exams under the “On-Demand Examination System” (ODES). Besides NIOS, No other boards have so far introduced such innovative means for examination system. NIOS develops training courses in ICT for high profile officials and other staff. It also develops an institutional web site aiming on interactivity, services and information provision. Online courses, e-content, e-modules and Compact Disc (CD) versions materials are developed for learners. NIOS develops multimedia programmes which are regularly broadcasted over national channels to cater the educational needs of learners. At the time of results students can access results by cell phones from their respective homes.

CHECK YOUR PROGRESS-IV

Note: (a) Answer the questions given below

(b) compare your answers with those given at the end of this lesson

- i. The minimum age for Secondary, Vocational and Senior Secondary Courses under NIOS is
- ii. The students can appear in examination for maximum of times.
- iii. The students are able to learn at their own and
- iv. In NIOS registration remains valid only for years in which students have to complete his/her course v. ODES stands for
- vi. NIOS makes provision for online examination with the help of

6.12 CURRENT ISSUES AND SHORTCOMINGS IN TEACHER EDUCATION

Teacher education plays a crucial role in the professional development of teachers. It is believed that, the better teacher education system a nation have, the better teachers that produces. Every nation’s future is formed in their classrooms where the teachers are playing significant roles. Every teacher is not born but maximum teachers are made by teacher education programmes. It reveals that means teacher training institutions played and are playing marvelous role to provide best teacher to their respective societies. However, the current teacher education system is not doing well by one reason or other by which it is unable to produce the teachers which could fulfill all the rising demands of system and has now become a matter of concern. In today’s teacher education system there are various issues and problems due to which teacher education is experiencing adverse effect.

All current teacher education programmes are usually short-term due to which teacher trainee could not get adequate knowledge in terms of teaching principles, method, skills and values and so on. To train the teacher means to make more and more practice so that the future teacher become professionally sound besides their theoretical aspect. For the same basic amenities like- libraries, psychological laboratories and well trained staff must be there which are unfortunately very rare in the most of teachers training colleges. Teachers in teacher training colleges particularly in private college are not fulfilling the criteria for the same posts. Most of training colleges are not as per the standard of NCTE. Teacher-student ratio remains always more the norm which is another cause for the production of sub-standard teachers.

It is believed that teacher education have become commercialized activity as we are experiencing mushroom growth of teacher education colleges across the nation. It became impossible for NCTE to check each college's standard as per their norms which causes degradation of teacher education. In addition to this, the prescribed syllabus for teachers training is not up to date which unable to inculcate profession dedication, skills of creative, critical and logical thinking, problem solving, lack of occupational perception and decision making in the pupil teachers.

In India there is lack of action research in the area of teacher education which could have help us to innovate new teaching methods and teaching techniques so that system run at par the global standard. Besides this, anybody can enter teaching profession without checking teaching aptitude which hints towards the revision of teacher education policies. Let us hope, with New Education Policy teacher education in India will have a bright future and quality will be the focus for the future.

Besides above mentioned issues and shortcomings pertaining to teacher education, here are few more points which give us clear insight regarding the issues and shortcoming in teacher education. These points are discussed below:

1. Most of the teacher education courses are of short duration hence fails to develop deserving healthy attitude, interest and values among the pupil teachers.
2. There is dearth of competent teachers in the existing teacher training colleges which leads to the substandard production of prospective teachers.
3. There are Orientation and refreshers courses for higher education teachers which are running mostly three or four week only. Such short type courses fail to develop all the deserving qualities among the higher education teachers.

4. Most of the courses pay more attention towards theoretical aspect rather than practical aspect of teaching. It is teaching practice which makes the trainee better in teaching methods and skills.
5. The contents of teacher training courses which the training colleges are teaching have not direct implications in the daily school teaching.
6. Both the teachers and trainees show lack of seriousness towards the task of teaching which results incompetent and unskilled production of teachers.
7. There is a lack of supervisory staff during the practice of teaching. Teacher trainee makes practices without any supervision.
8. Teacher training programmes do not emphasize much on classroom skills and practical components.
9. Overspread of teacher training colleges unable the system to supervise them. So there must be proper inspection before granting them recognition.
10. There is no proper selection procedure for selection of teacher trainees. Admissions are given without checking the teaching aptitude which leads to deterioration of the quality of teachers.
11. There is also dearth of female teacher training colleges which leads less production of female trained teachers.
12. There is insufficient time for internship in every teaching training programme which should be at least six months and at the same time trainees must be exposed to the full functioning of the school.
13. Teachers training courses through correspondence is another issue in teacher education. These courses should be done in regular mode under strict and high supervision.

6.13 LET US SUM UP

NCTE is the highest regulatory body in the area of teacher education in India. The lesson discusses about the role of NCTE in the area of teacher education. We came to know that the NCTE has played a remarkable role in the field of teacher education for the last five decades. It has been an apex body in the domain of teacher education at secondary level. Before the establishment of NCTE, the department of teacher education under NCERT served as Academic Secretariat for monitoring teacher training programmes throughout India.

NIOS has also played a significant role in the promotion of education in India especially in Rural India. Till date NIOS has played significant role in the Universalization of school education and to fulfill the educational needs of the prioritized target groups for equity and social justice. Still it has to go a long way in being executed ideally from its current status to being an alternative to the formal system of education. Briefly speaking, it can be said that the concept of open learning is an outstanding alternative for those who cannot attend the formal education at school level. However, the fact is that Indian teacher education has still many challenges and shortcomings which we have discussed in the lesson but they need to be addressed properly.

6.14 LESSON END EXERCISE

- 1) Discuss the function of NCTE and its role in education in India?
- 2) Explain briefly the role of NCTE in teacher training courses?
- 3) Discuss the function of NIOS and its role in education in India? Explain the aims of NIOS?
- 4) Describe briefly the relevance of NIOS for current times?
- 5) What are the major current issues and shortcomings in teacher education in India?

6.15 SUGGESTED FURTHER READINGS

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6.16 ANSWER TO CHECK YOUR PROGRESS

Check Your Progress-1

- (i) NCTE (ii) 1993 (iii) 1986 (iv) Commercialization (v) Teacher education
(vi) New Delhi

Check Your Progress-2

- (i) 4 (ii) Regional Director (iii) 15 (iv) 14 (v) Council (vi) Provisions
of Contravention And Its Consequences

Check Your Progress-3

- (i) Regular Schools (ii) Non-formal (iii) 23 (iv) CBSE, 1979 (v) Secondary,
Senior Secondary (vi) 2002

Check Your Progress-4

- (i) 14 years (ii) Nine (iii) Pace, Convenience (iv) 5 (v) On-Demand
Examination System (vi) ICT

STRUCTURE

7.1 Introduction

7.2 Objectives

7.3 Concept of Instructional Methods

7.4 Lecture Method

7.5 Group Discussion Method

7.6 Brain Storming Method

7.7 Let Us Sum Up

7.8 Lesson End Exercise

7.9 Suggested Further Readings

7.10 Answers to Check Your Progress

7.1 INTRODUCTION

All students are different, and yet there are many commonalties from student to student. Should students simply design their own education, an education that theoretically would be tailored to their needs? Should students be left to their own desires and needs, as Rousseau advocated in *Emile* in the late 1700s and as A. S. Neill advocated in *Summerhill* in the 1960s? Or are there ideas and methods that all students should simply endure, for the good of the social system? We have learned quite a bit about accommodating the variability of students through research into instructional methods and learning styles. If we vary our methods, we have learned, we accommodate a wider range of learning styles than if we used one method consistently. Teaching methods are the complement of content, just as instruction is the complement of curriculum. Technology teachers tend to over-use projects and problems, ignoring the options and opportunities that the balance of teaching methods offers. In this time of global hazards and changes in our lives wrought by technology, it is essential that technology teachers maintain a refined sense of how to teach about controversial and sensitive technological

issues. It is essential that technology teachers have a command over values clarification methods as well as instructional methods. In this lesson we will discuss about different instructional methods like lecture method, group discussion method and brain storming method.

7.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the meaning of lecture method,
- enumerate the merits and limitations of lecture method,
- explain the meaning of group discussion method,
- enumerate the merits and limitations of group discussion method,
- delineate the process or steps involved in group discussion method,
- explain the meaning of brain storming method,
- illustrate the types of brain storming method,
- enumerate the merits and limitations of brain storming method, and
- delineate the process or steps involved in brain storming method.

7.3 CONCEPT OF INSTRUCTIONAL METHODS

Instructional methods are kinds of instructional ways or activities used to guide the facilitation of learning in each phase of the instructional process. Instructional methods are the complement of content, just as instruction is the complement of curriculum. Instructional methods determine the approach a teacher may take to achieve learning objectives. Instructional methods are used by teacher to create learning environment. Instructional methods encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education. The objective of using instructional method beyond subject comprehension is to create students who are independent strategic learners. Educators who use instructional strategies allow students to have the capability to make meaningful connections between concepts learned in class and real-life situations. They offer an opportunity for students to demonstrate their knowledge and course correct on their own when needed.

There are a variety of different instructional approaches and strategies that can be used effectively at all levels and subject areas, with a wide range of learning styles. These learning strategies motivate students by improving their engagement, capturing their attention and encouraging them to focus on not only remembering course material, but truly understanding it.

7.4 LECTURE METHOD

Lecture method is the most commonly used method of teaching. It is a teacher-controlled and information centered approach in which the teacher works as a sole-resource in classroom instruction. In lecture method only the teacher talks and students are passive listeners. Since the student does not actively participate in this method of teaching. Lecture method is most commonly followed in colleges and in schools in big classes.

According to K P Neeraja “Lecture is a teaching activity where by the teacher presents the content in a comprehensible manner by explaining the facts, principles and relationships during which the teacher is expected to elicit student participation by employing appropriate techniques”.

According to James Michael Lee “Lecture is a pedagogical method where by the teacher formally delivers a carefully planned expository address on some particular topic”.

Lecture method serves four basic purposes: -

- To motivate
- To clarify
- To review
- To expand

Guidelines for an effective Lecture:-

- A specific topic or information should be arranged in such a way as to leave a single, clear impression on the minds of the students.
- A teacher should utilize different ways of presenting the same information.
- The teacher should have pauses in between the lesson so that the students may gain knowledge bit by bit.
- Pictorial illustrations such as pictures, maps, charts should be freely used as these help in motivating the learners.

- The learners should be encouraged to ask questions. This will enable them to clarify their doubts.
- Actual objects, models, diagrams, sketches should be used.
- The lesson should divide into sections which will have logical sequence. This will enable the learners to understand easily and also train them in systematic thinking besides assisting them to put their own thoughts logically.

Advantages of Lecture Method

1. It is quite economical method because it is possible to handle a large number of students at a time and no laboratory equipment, aids, materials are required.
2. Using this method the knowledge can be imparted to students quickly and prescribed syllabus can be covered in short time.
3. It is quite attractive and easy to follow and also by this method teacher can develop his/her own style of teaching and exposition.
4. It simplifies the task of teacher as he/she dominates the lesson for 70-85% of the lesson time and students just listen to him.
5. It caters to a large group of learners at a time.
6. Lecture method stimulates students and promotes critical thinking process.
7. Some good lectures, delivered by the teacher may motivate, instigate and inspire a student for creative thinking.

Disadvantages of Lecture Method

1. In this method the student's participation is negligible and students become passive recipients of information.
2. In this method we are never sure if the students are concentrating and understanding the subject matter being taught to them by teacher.
3. In this method knowledge is imparted so rapidly that weak students developed a hatred for learning.
4. There is no place of 'learning by doing'.
5. It doesn't take into the account of previous knowledge of students and it does not take cater to individual needs and differences of students.
6. Lecture method fails to sustain the attention, concentration and interest of the learners.

7. It is an undemocratic and authoritarian method as students cannot challenge or question the verdict of the teacher.
8. It does not provide for corrective feedback and remedial help to slow learners.
9. It does not help to inculcate scientific attitudes and training in scientific method among the pupils.
10. It does not facilitate problem solving.

CHECK YOUR PROGRESS – 1

Note: a) Answer the questions given below by choosing the correct option.
b) Compare your answers with those given at the end of this lesson.

1. In which method students are passive: (a) Lecture method
(b) Inquiry method (c) Discovery method (d) Project method
2. Which method is useful for higher classes: (a) Project method
(b) Inquiry method (c) Demonstration method (d) Lecture method
3. Lecture method is: (a) Child centered (b) Teacher centered
(c) Both a & b (d) None of the above

7.5 GROUP DISCUSSION METHOD

Discussion method of teaching is a group activity involving the teacher and the student to define the problem and seek its solution. Discussion method is also described as a constructive process involving listening, thinking, as well as the speaking ability of the student. A discussion method is the means by which people share experiences, ideas and attitudes.

Discussion involves two-way communication between participants. In the classroom situation a teacher and students all participate in discussion. During discussion, the teacher spends some time listening while the students spend sometimes talking. The discussion is, therefore, a more active learning experience for the students than the lecture.

Characteristics of a Good Discussion

1. The objective should be clearly defined and understood by all participants.
2. The teacher should prepare carefully as a facilitator to guide.
3. Question outline should be prepared carefully.

4. The members of the group should come prepared; have a basic knowledge about the topic to be discussed.
5. Ensure maximum participation.
6. Teacher divides the class into different groups and gives the topic of the discussion to each group.
7. Every group has a leader to anchor and conduct the discussion.
8. Students who have leadership quality should be selected for anchoring.
9. Relevant topic should only be considered.
10. Students have the opportunity to criticize and evaluate.
11. Logical and meaningful criticism should be accepted.
12. Leader needs to guide and coordinate the proceedings so that the discussion should be kept to the point.
13. Record the main points of discussion.
14. Each one in the group should feel free to participate and a shy person should be encouraged to contribute.
15. In the end, teacher draws the conclusion of the discussion with the help of leaders.

Steps of Preparation and Conduction of Discussion Session

1. Orientation 2. Engagement 3. Debrief

1. Orientation:-

- Provide the discussion topic
- Clearly describe the question
- Explain how students have to prepare for discussion
- Explain how the discussion will be conducted
- Encouraged the students to think

2. Engagement:-

- Develop an environment for discussion

- Present clear question to focus the discussion
- Start by asking students to define the terms
- If necessary, help the students
- Wait for each student to answer the question
- Refocus discussion
- Keep a progressive record
- Close discussion by summarizing or evaluating

3. Debrief:-

- Allow time for students to make their own notes.
- Facilitate student reflection on what they learnt.

Advantages of Discussion Method

1. Develop analytical and creative thinking and communicating capacity in the students.
2. Develop leadership quality in the students.
3. Develop Problem solving and expression ability in the students
4. Higher level cognitive and affective domain objectives can be achieved through discussion method.
5. Emphasis on learning instead of teaching

Disadvantages of Discussion Method

1. There is a chance that only a few students may dominate the whole discussion.
2. It is possible that discussion is initiated on those aspects of the problem with which few prominent students of the class are concerned.
3. It is time consuming.
4. Teacher may not be able to guide and provide true leadership.
5. Not adaptable to all teaching-learning situations.
6. If it is not properly guided, a discussion can degenerate into a consideration of inappropriate topics adding confusion rather than clarification to the lesson.

CHECK YOUR PROGRESS-2

Note: a) Answer the questions given below by choosing the correct option.
b) Compare your answers with those given at the end of this lesson.

1. Symposium is a type of which method: a) Lecture method
b) Demonstration method c) Discussion method d) Discovery method
2. In which teaching method learner's participation is made optimal and proactive:
a) Discussion method b) Buzz session method c) Brainstorming session method
d) Project method
3. Which one of the following is the best method of teaching: a) Lecture Discussion
b) Demonstration c) Narration
4. The best method of teaching is to: a) Impart information b) Ask students to read books
c) Suggest good reference material d) Initiate a discussion and participate in it
5. Maximum participation of students is possible in teaching through:
a) discussion method b) lecture method c) audio-visual aids
d) text book method

7.6 BRAIN STORMING METHOD

Brainstorming is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances. It is a process to design to obtain the maximum number of ideas relating to a specific area of interest. It is a technique where a group of pupils put social inhibitions and rules aside with the aim of generating new ideas and solutions.

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

First, a small group of students is formed. They are asked to sit in a group and are provided with a particular issue or topic. Teacher, as the group leader, then asks group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are instructed not to criticize others' ideas but they are free to make attention to others' ideas. Students are encouraged to put forward suggestions without

hesitation even if they seem to come up with unusual and unorthodox ideas. Student's ideas are to be listened and accepted patiently, without passing any judgment or comment of any sort until the session is over.

Purpose of Brainstorming Method

- To focus student attention on a particular topic.
- To generate particular ideas.
- To teach acceptance and respect for individual differences.
- To encourage the learner to take a risk in sharing their ideas and opinions.
- To demonstrate to the student that their knowledge and abilities are valued and accepted.
- To provide an opportunity for students to share ideas and expand their knowledge by building on each other's.

Steps of Brain Storming Method:

1. Prepare the group 2. Present the problem 3. Guide the discussion 4. Analyzing the ideas

1. Prepare the Group

- Set up a comfortable meeting environment.
- Try to include people from a wide range of disciplines and different thinking style.
- Appoint one person to record the ideas that come from the session.

2. Present the Problem

- Clearly define the problem
- Layouts the criteria that you must meet.
- Give plenty of time to the people at the start of the session to write down as many of their own ideas as they can.
- Then share the ideas.

3. Guide the Discussion

- After sharing ideas start a group discussion to develop other people's ideas and use them to create new ideas.
- Welcome creativity and encourage coming up with as many ideas as possible regardless of whether it is practical or impractical.

4. Analyzing Ideas

- After brain storming session you will have a lot of ideas.
- Analysing these ideas and pick the best ones.

Advantages of Brainstorming Method

1. It stimulated and provides varied instructional approach.
2. Highly motivating.
3. A large number of ideas can be collected in a short time.
4. Each participant has an opportunity to speak.
5. Improve student's group work skill.
6. Promotes spontaneity and creativity.
7. Improve student's confidence.
8. Involves participants in ownership of ideas.
9. Encourages creativity.

Disadvantages of Brainstorming Method

1. Some dump ideas may also be accepted for evaluation.
2. Overlapping of ideas is possible.
3. Some emotional and environmental mental blocks re possible e.g. unease with chaos, fear of criticism and perpetuation of incorrect assumptions.

CHECK YOUR PROGRESS-3

Note: a) Answer the questions given below by choosing the correct option.
b) Compare your answers with those given at the end of this lesson.

1. Brainstorming means: a) To collect all kinds of ideas on a topic
b) To do some mental exercise c) To make efforts to understand something
d) To give some kind of stimulus to the brain

2. Which is not true about brainstorming :
a) It is a purposeful activity
b) It is proceeded in social environment
c) It is accomplished in real life
d) It is teacher centred activity
3. Role of student is active in : (a) Brainstorming method (b) demonstration method
(c) lecture method (d) All above
4. Which is not true about brainstorming: a) It is teacher centered activity
b) It is accomplished in real life c) It is child centered approach
d) Student's are more active

7.7 LET US SUM UP

Lecture method is a teacher- controlled and information centered approach in which the teacher works as a sole-resource in classroom instruction. In lecture method only the teacher talks and students are passive listeners. Since the student does not actively participate in this method of teaching. Lecture method is most commonly followed in colleges and in schools in big classes.

Lecture method serves four basic purposes: - • To motivate • To clarify • To review • To expand

Discussion involves two-way communication between participants. In the classroom situation a teacher and students all participate in discussion. During discussion, the teacher spends some time listening while the students spend sometimes talking. The discussion is, therefore, a more active learning experience for the students than the lecture.

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. Brainstorming is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances. It is a process to design to obtain the maximum number of ideas relating to a specific area of interest. It is a technique where a group of pupil put social inhibitions and rules aside with the aim of generating new ideas and solutions.

7.8 LESSON END EXERCISE

1. What do you mean by discussion method? Discuss the steps involved in discussion method.

2. Discuss the merits and demerits of lecture method.
3. Discuss the various steps involved in brainstorming method.

7.9 SUGGESTED FURTHER READINGS

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7.10 ANSWER TO CHECK YOUR PROGRESS

Check Your Progress-1

1. a, 2. d, 3. b

Check Your Progress-2

1. a, 2. b, 3. d, 4. A

Check Your Progress-3

1. a, 2. d, 3. a, 4. a

INNOVATIONS IN TEACHER EDUCATION

STRUCTURE

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Concept of Innovations in Teacher Education
- 8.4 Constructivist Teacher Education
- 8.5 Reflective Teacher Education
- 8.6 E-Teacher Education
- 8.7 Let Us Sum Up
- 8.8 Lesson End Exercise
- 8.9 Suggested Further Readings
- 8.10 Answers to Check Your Progress

8.1 INTRODUCTION

Innovation means the ability to think beyond the boundaries and create something which is different from that which already exists. Without innovations, no progress is possible. No innovation or change can be implemented without teachers' awareness, involvement and commitment. Teachers have to be innovative and their grooming has to start from their training institutions. For having innovative teacher education, we have to reconstruct our educational system. Reconstruction of educational system started in India from the beginning of independence and efforts to improve teacher education can be traced back to that period. The University Education Commission (1953), Education Commission (1964-1966), International Secondary Education Project Team (1954), The Committee on Plan Projects (1963), The Study Group of the Secondary Teachers in India (1964), Indian Association Teacher Educators (1973), National Policy of Education (1986) and National Council for Teacher Education (1998) have all recommended innovations in India in order to meet the present day requirements and to strengthen all aspects of teacher education system. In this lesson we will discuss some innovative practices in teacher education as constructivist, reflective and e-teacher education.

8.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the meaning of constructivist teacher education,
- enumerate the merits and limitations of constructivist teacher education,
- explain the meaning of reflective teacher education,
- enumerate the merits and limitations of reflective teacher education,
- explain the meaning of e-teacher education,
- illustrate the types of e-teacher education and,
- enumerate the merits and limitations of e-teacher education.

8.3 CONCEPT OF INNOVATIONS IN TEACHER EDUCATION

There is a wide variation among countries with regard to what they believe constitutes an innovation, reform or development in the teaching learning process. For example, the use of colored chalk and basic audio-visual materials may be regarded as being an educational innovation in some developing regions, whereas in other more affluent countries innovations may refer to the development and use of sophisticated technologies and methods, practices etc. In our country also, this electronic technology has dramatically penetrated into every area of our society and every aspect of our social and cultural lives. Today's children have grown up with remote controls and they spend more time in computers, internet, playing video games etc. than reading books; even toys are now filled with buttons and blinking lights. In such a condition, it is very important to focus on "How can we educate this New Generation?" To answer this, a supportive environment, one in which they can create their own ideas; both individually and collaboratively, must be provided. Etymologically, the word "Innovation", is derived from the Latin word "Innovate" which means to change something into something new. It is a promotion of new ideas and practices in education and training. There has been seen a tremendous shift in the ways and means of education services over the years. Research and innovations play an important role in improving the quality of teachers and the training imparted to them for all levels of teaching. They demand to introduce new ideas and practices in classroom transaction and other curricular and co-curricular activities. The teacher's effectiveness can be enhanced with good leadership and appropriate teaching methodologies. No teacher education programme prepares teachers for

all situations that they will encounter. Teachers themselves will have to make the final choices from among many alternatives. The purpose of teacher education is to prepare teachers who have professional competencies to lead the nation forward through their manifold roles. Some Innovative Practices In Teacher Education: Following are some of the innovative ideas that need to be focused as constructivist, reflective and e-teacher education.

8.4 CONSTRUCTIVIST TEACHER EDUCATION

This concept has been derived from much scientific study which outlines how learning takes place. Constructivism's premise is that people actively control their own knowledge and learning based on their individual experiences and understanding of the world. When new information is presented people have to decide if they are willing to accept this information by aligning it with their previous conceptions, or discard it due to its inability to fit with their own beliefs. In order to make this distinction, we must ask questions, investigate and evaluate what we know.

Constructivist teaching is based on the constructivist learning theory, the belief that learning occurs when learners are actively involved in a process and knowledge construction as opposed to passively receiving information. Constructivism teaching fosters critical thinking and creates motivated and independent learners.

Three major roles for facilitators to support students in Constructivist learning environments are:

1. Modeling
2. Coaching
3. Scaffolding

The constructivist classroom environment provides opportunities for students to question the material being presented and explore various topics as their interests. The goal is to produce a democratic classroom environment that provides meaningful learning experiences for autonomous learners. In constructivist classroom, by contrast the teacher and the student share responsibility and decision making and demonstrate mutual respect.

Phases of Constructivist Teaching (5 E's):

1. ENGAGE

- Start the process
- Stimulate learner's curiosity
- Assign a task / topic / concept
- Create interest
- Generate curiosity
- Raise question

2. EXPLORE

- Provide students to a common base of experience
- Identify and develop concepts, processes seven skills
- To satisfy curiosity
- Use inquiry to explore and investigate
- Do experiment
- Encourage students to work together
- Ask probing questions

3. EXPLAIN

- Opportunities to verbalize students conceptual understanding/ to demonstrate new skills/behaviour
- Also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, etc.
- The concept and define the terms
- Define and explain the concept
- Question other's explanation
- Ask for justification (evidence) and clarification

4. ELABORATE

- Extend students conceptual understanding and allows them to practice skills & behaviors.
- Extend the concept into other content areas
- Make connections and see relationships of the concept / topic in other content areas
- Make connections of concept / topic to real world situation.

5. EVALUATE

- Encourage learners & assess their understanding and abilities & lets teachers evaluate students understanding of key concepts & skills development.
- Examine the learner's understanding
- Demonstrate understanding or knowledge of the concept or the skill
- Assess student's knowledge and skills
- Ask open-ended questions: Why do you think...? What evidence do you have...? What do you know about...?

Principles of Constructivist Learning and Teaching

- Learning is influenced by the emotional state and perspective of the student.
- Cognition is impacted by society, the environment and even the weather.
- It promotes a wider understanding of the world by engaging the spatial memory system of the brain.
- It creates a challenging, but not intimidating classroom environment.
- Relies on the multiple intelligences of learners and commits to presenting information in a variety of ways.

Role of a Teacher in Constructivist Teaching

- Present tasks with real-world application so that students can contextualise their knowledge easily.
- Give assistance so that students are able to consolidate their established understanding with their new learning.

- Provide scaffolds to bridge the gap between what learners know and what they are being presented with.
- Enable relevant experts to lead lessons when appropriate.

In a constructivist classroom the student becomes the center of attention. Learning revolves around them and uses their personal skills and level to drive the lesson progression and content. In order to challenge themselves, students need to know how to influence their ideas and elicit change. This alteration is aided by learning the significance of societal thinking or community ideals that shape a culture's understanding. Therefore, the use of tutors or peers in a constructivist classroom is a pivotal addition to their education. It can be a new challenge for them, as it involves having a lot more responsibility for their own progress.

Role of the Student in a Constructivist Classroom

Ordinarily students begin the learning process with pre-determined sets of ideas: prior experience and knowledge. By actively participating in their own learning they can challenge, explore and recreate these preconceptions with new ideas and concepts. By adopting a new perspective, students can start to break down their own barriers and move to a new level of understanding. They also need to explore why they hold certain beliefs and what has shaped them. Students should enter this type of classroom with an open mind and a goal of moving beyond their current level of understanding.

Tasks for the Student's in Constructivist Teaching

- Students must learn to combine new information with their current knowledge.
- Reflect on their own experiences and establish how they have been affected by them.
- Learners should value the trial and error approach by questioning ideas and evaluating concepts through real-world activities.
- Students must be in control of what and how they learn.

Ultimately, constructivism is a way for education to impart more responsibility on the learner to own their understanding. If a student can influence their own learning, it will create more tangibility for them to see its importance. As a result, a constructivist classroom sees an increased due-diligence and greater outcomes from its participants than its traditional counterparts.

Benefits of Constructivist Teaching

- Children learn more and enjoy learning

- Promote divergent thinking
- Education works best when it concentrates on thinking and understanding rather than on rote memorization
- Boost the confidence of learners
- Constructivism concentrates on how to think and understand
- Promote collaborative learning
- Constructivism gives students ownership of what they learn, since learning is based on students
- Engaging the creative instincts develops student's abilities to express knowledge through a variety of ways
- Constructivism promotes social and communication skills by creating a classroom environment that emphasizes

CHECK YOUR PROGRESS-1

Note: a) Answer the questions given below by choosing the correct option.
b) Compare your answers with those given at the end of this lesson.

1. The Constructivist theory states that:
 - a) Learning is a process of adjustments one uses to encompass new situations and information.
 - b) Learning occurs through positive reinforcement.
 - c) Learning is external.
 - d) Learning occurs when the teacher facilitates the instruction.
2. The role of the Educator in a Constructivist lesson is:
 - a. To facilitate the lesson.
 - b. To guide the students through the lesson.
 - c. To role model the lesson being learned.
 - d. To provide constant positive feedback.1.
3. The role of the learner in a Constructivist lesson is:
 - a) To follow the instruction given by the teacher.
 - b) To work individually on all assignments.
 - c) To abide by the parameters enforced by the teacher.
 - d) To combine previous experiences with new experiences.2.

- | |
|---|
| <p>4. What can you conclude about the benefits of the Constructivist approach?</p> <ul style="list-style-type: none">a) Students learn better when thinking and understanding, instead of memorizing.b) Students learn better when they are provided with specific parameters to follow.c) Students learn better when utilizing repetitive practice, instead of memorizing.d) Students learn better when they are utilizing only the external factors that they are exposed to in the classroom. |
|---|

8.5 REFLECTIVE TEACHER EDUCATION

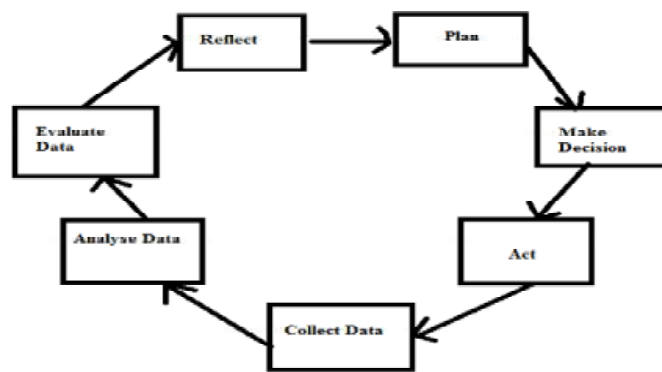
Reflection is a form of conscious response to, or processing a situation or event and the experiences within that situation or event. For teacher and students responses will include what they think, feel, do and conclude both at the time and order and after the experience. What, Why and How?

Reflective teacher education is a approach which ‘intended to prepare teachers to become more thoughtful’. Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes. It is a systematic reflection on teachers’ practices within the classroom.

Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom. Helps teachers in their professional development self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach.

Reflective Thinking

- It considers personal achievements and failures and asks what worked, what didn’t, and what needs improvement (Given, 2002).
- Involves personal consideration of one’s own learning.
- It asks the learner to think about their own thinking.
- Is therefore an approach of self-observation?
- Teacher education as a profession often requires teacher educators and student teachers to reflect upon their practices, link their reflections to theories and communicate in writing an understanding of the connection between the reflection and theory.
- Reflection can be done through journal writing, keeping a daily diary, essay writing, drawing, and talking with peers. Reflection can follow a peer discussion.



Purpose of Reflective Teaching

- Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom.
- Helps teachers in their professional development.
- Self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach.

Approaches to Reflective teaching

1. Peer observation: Peer observation can provide opportunities for teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching.

2. Written Accounts of Experiences: Another useful way of engaging in the reflective process is through the use of written accounts of experiences. Their potential is increasingly being recognized in Teacher Education.

3. Self-Reporting: Self Reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed.

Self-Reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices.

4. Journal writing: A procedure which is becoming more widely acknowledged as a valuable tool for developing critical reflection is the journal or diary.

- To provide a record of the significant learning experiences that has taken place

- To help the teacher come into touch and keep in touch with the self-development process that is taking place for them
- To provide the teacher with an opportunity to express, in a personal and dynamic way, their self-development
- To foster a creative interaction

5. Recording Lessons: Audio or video recording of lessons can also provide a basis for reflection. While there are many useful insights to be gained from diaries and self- reports, they cannot capture the moment to moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. Many significant classroom events may not have been observed by the teacher, let alone remembered.

A Reflective Teacher

- Appreciates how students perceive.
- Understand the institutions intentions towards the teachers in term of evaluation.
- Design the lessons for deeper students learning.
- Choose the evaluation methods for development and improvement in learning and teaching.

Advantages of Reflective Teaching

- Reflective teaching develops the quality of teaching through continuous improvements.
- It gives educators new opportunities to reflect on and assess their teaching.
- It enables teachers to explore and test new ideas, methods, approaches, and materials.
- It provides opportunity to assess how effective the new approaches were.
- Teachers share feedback with fellow team members.
- They make decisions about which new approaches to include in the school's curriculum, instruction, and assessment plans.

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. Teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.

CHECK YOUR PROGRESS-II

Note: a) Answer the questions given below by choosing the correct option.
b) Compare your answers with those given at the end of this lesson.

1. What is reflective practices:
a) The ability to take a critical stance and analyze the situation. b) Looking oneself in the mirror. c) Describe what has gone well
2. Approaches of reflective teaching are: a) Peer observation b) Self-reporting c) All the above
3. Reflective teaching is : a) Child centered b) Teacher centered c) Both a & b

8.6 E-TEACHER EDUCATION

Darin E. Hartley”Teaching and learning process by using internet media, intranet or other computer network in order to give the material to the students”.

Matt Comerchero”E-learning is a means of education that incorporates self-motivation, communication, efficiency, and technology”.

E-learning refers to any form of learning that can be accessed through web technology. It is facilitated and supported by web-enabled technology; moreover it enables people to learn at their own time and at a place convenient to them. The objective of an e-learning course is to help learners learn by themselves, while at the same time allowing them to collaborate and interact with their peers for a social learning experience.

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of

recipients at the same or different times. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in learning.

However, with the rapid progress in technology and the advancement in learning systems, it is now embraced by the masses. The introduction of computers was the basis of this revolution and with the passage of time, as we get hooked to smartphones, tablets, etc. these devices now have an importance place in the classrooms for learning. Books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge can also be shared via the Internet, which is accessible 24/7, anywhere, anytime.

Features of E- Learning

- E-learning is dynamic: today in the era of globalization, it helps in availing the online experts, best sources and quick approaches in a single mouse click.
- E-learning is individual i.e. centered across the learner and personalized to the individual.
- E-learning operates in real time that is available for 24* 7days.
- E-learning is comprehensive.
- It is network assisted and often learning is done within the fraction of time.
- Blend of learning methods such as—virtual classroom, simulation, community and even a classroom.

Types of E-learning

1. Synchronous E-Learning: Learning and teaching takes place in real time (same time) while the trainer and learners are physically separated from each other like listening to a live radio broadcast, watching live a television broadcast, audio/video conferencing, Internet telephony, online lectures, two-way live satellite broadcast.

2. Asynchronous E-learning: Asynchronous learning is the fact that the trainer prepares the courseware material before the course takes place. The learner is free to decide when he wants to study the courseware. In other words Asynchronous e-learning where people are not online at the same time and interaction does not occur without a time delay, allowing people to participate on their schedules like self-paced courses taken via Internet or CD-ROM, videotaped classes, stored audio/video Web presentations or seminars, recorded audio tapes, reading e-mail messages. **114**

Characteristics of E-learning

- Every e-learning course is created because there is a learning need.
- An e-learning course is designed with one or more learning objectives in mind.
- An e-learning course is also created with a particular audience and its needs in mind.
- E-learning is created with the help of Subject Matter Experts (SMEs).
- The development of e-learning follows a very streamlined process.
- E-learning is always followed up by an assessment.
- E-learning is connected to electronic media.
- E-learning is self-paced and reaches a wider audience.

Advantages of E-learning

- Just-in-time knowledge
- Anytime and anywhere learning
- Uniform training to a geographically dispersed workforce
- Reduced training time and costs
- Interactive and collaborative learning
- Self-paced learning
- Effective and efficient life-long learning – on demand

Disadvantages of E-Learning:

- E-learning requires special knowledge and skills for the use of multimedia Internet and Web technology on the part of the users. Lack of knowledge and skills on this account may prove futile in taking advantages from the valuable services of e-learning.
- Lack of equipment in the schools or institutions.
- E-learning is more costly than traditional education. E-learning tools are very expensive. Their repair is also very expensive.
- The feeling of isolation experienced by the users of e-learning is one of the main defects quite visible in any system of distance learning including e-learning.

- There is no face-to-face interaction and humanistic touch profoundly available in the traditional class room setup.
- Lack of social participation and community sharing experiences may prove handicap to the students of e-learning in their adequate physical, emotional and social development.
- Lack of provision for teacher training programme.
- E-learning adversely affects the eyesight and some other parts of the body. The learners become physically inactive. Sometimes they become victims of physical diseases.
- Co-curricular activities have great importance in the field of learning and education. But these activities are neglected in e-learning.
- E-learning is based on technology. When technical defect occurs, e-learning stops. As a result, continuity of learning is broken and there is no progress in e-learning.

From the above discussion we conclude that e-learning is an innovative technique or a form of ICT (Information and Communication Technology) used in providing learning experiences to the students on-line through the use of Internet services and Web technology of computers on the same lines as witnessed by us in the form of e-mail, e-banking, e-booking and e-commerce in our day-to-day life. E-learning is also having some disadvantages which are discussed earlier. In spite of certain defect, e-learning is very useful and it is becoming more and more popular.

CHECK YOUR PROGRESS- III

Note: a) Answer the questions given below by choosing the correct option.
b) Compare your answers with those given at the end of this lesson.

1. What specifically E-learning good for: a) Managing Interactive self study and tutorials
b) Reduce learning time c) Increase the consultation time
d) Enhances learning activities
2. E-Learning is self-directed and self-paced means: a) Learners control the amount of time they spend on any particular topic. b) This allows learners to spend additional time on difficult items before moving on or to skip material they already understand.
c) Students can learn forever d) Students can learn without being bothered deadline

3. E-Learning is flexible it means: a) E-learning can be accessed in anyplace b) E-learning can be accessed by anyone c) E-learning can be accessed without a lot of rules d) Learning can take place anytime and anywhere, as long as the necessary equipment is accessible
4. Limitation of E-Learning: a) Involves basic equipment and a minimum level of computer knowledge in order to perform the tasks required by the system b) Some topics are not appropriate for e-Learning. c) Students can customize their learning pace according to his ability d) E-Learning is flexible.

8.7 LET US SUM UP

Constructivist teaching is based on the constructivist learning theory, the belief that learning occurs when learners are actively involved in a process and knowledge construction as opposed to passively receiving information. Constructivism teaching fosters critical thinking and creates motivated and independent learners. Three major roles for facilitators to support students in Constructivist learning environments are: 1. Modeling 2. Coaching 3. Scaffolding

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. Teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.

E-learning is an innovative technique or a form of ICT (Information and Communication Technology) used in providing learning experiences to the students on-line through the use of Internet services and Web technology of computers on the same lines as witnessed by us in the form of e-mail, e-banking, e-booking and e-commerce in our day-to-day life. E-learning is also having some disadvantages which are discussed earlier. In spite of certain defect, e-learning is very useful and it is becoming more and more popular.

8.8 LESSON END EXERCISE

1. What is E- learning? Discuss types of e-learning.
2. Explain the phases of constructivist approach.

3. What is reflective teaching? Discuss the qualities of a reflective teacher.
4. Discuss the role of teacher in constructivist teaching.

8.9 SUGGESTED FURTHER READINGS

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8.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. a, 2. d, 3. d 4. d

Check Your Progress-2

1. a, 2. c, 3. a

Check Your Progress-3

1. a, 2. b, 3. d, 4. a

STUDENT TEACHING / PRACTICE TEACHING

STRUCTURE

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Concept of Student Teaching/ Practice Teaching
- 9.4 Objectives of Student Teaching/ Practice Teaching
- 9.5 Structure and Organization of Student Teaching
- 9.6 Evaluation of Student Teaching
- 9.7 Let Us Sum Up
- 9.8 Lesson End Exercise
- 9.9 Suggested Further Readings
- 9.10 Answers to Check Your Progress

9.1 INTRODUCTION

The teaching practice is one of the most important aspects of teacher education. It is an exercise designed to expose the student-teachers to the practical aspect of teaching profession and to enable them put into practice the theoretical knowledge acquired during classroom interactions with their lecturers. At the undergraduate level, the teaching practice is usually done in two phases, each phase spanning through six weeks during which the students are expected to take part in every aspect of school life including teaching, testing, examining, academic societies and co-curricular activities.

The plan of a lesson includes formulation of concise and feasible learning objectives, organization of content and technical language of instruction. The learning objectives express what the teacher intends that the students learn in terms of skills, knowledge and understanding. As explained by Pollard (2006), learning objectives are the essential planning tools of the teacher, as without clear and concise objectives linked to specific activities, the teacher has little basis on which to define the purpose of a task clearly for the learner or assess learners’

progress. However, it is important to note that too many objectives for any one lesson are likely to prevent a clear focus on the core learning that the teacher intends to achieve. More importantly, the content of the lesson needs to be sequentially organized in order to provide instructional steps to be followed by the teacher so that no aspect of the lesson is omitted.

The entire purpose of teaching practice is to make positive change in students (Ryan & Couver, 2007). However, the skill of teaching is inherent in individuals who need to be developed through training and practice. A teacher is presumed to be at his or her best if he or she is able to impart knowledge acquired over the years to produce positive change in behaviour of the learners. However, for a teacher to teach meaningfully demands so much of his or her attention that an essential element in the teaching-learning process is not lost. Essentially, the conduct of any meaningful lesson involves relevant, interesting and imaginative introduction, orderliness of presentation that interest and motivate students and make learning objectives clear to the students. It also involves the use of language and dictions that command respect from the learners, even distribution of quality questions that pose challenges or stimulate the curiosity of the learners. Further, the lesson is expected to involve students' active participation. That is, instruction is to be more student-centred and less teacher-directed (Seweje, 2000) so that students can solve their problems interestingly and share information on various concepts and gain much confidence, skills and competence to perform satisfactorily in the subjects. Moreover, the lesson is expected to entertain variety of instructional techniques (demonstration, discussion, practical exercise, etc), masterly, use of chalkboard for illustration of concepts, meaningful evaluation of learners' achievement, summary of lesson and follow-up assignments.

9.2 OBJECTIVES

After going through this lesson, you shall be able to :

- explain the meaning of student teaching,
- enumerate the merits and limitations of student teaching,
- describe the objectives of student teaching,
- delineate the structure and organization of student teaching,
- explain the evaluation methods of student teaching.

9.3 CONCEPT OF STUDENT TEACHING/ PRACTICE TEACHING

Practice teaching is defined as working as a student teacher to gain

experience. Teaching practice exposes the student-teacher to the real school and class situation where he/she acquires some practical experiences in the art of teaching, as well as get adapted or acquainted with the social settings of the institution.

Student teaching is a college-supervised instructional experience; usually the culminating course in a university or college undergraduate education or graduate school program leading to teacher education and certification. Examples of programs include Early Childhood (Birth-Grade 3), Middle Childhood (Grades 4-9), and Adolescence to Young Adult (Grades 7-12). It is required by those earning either a Bachelor of Education or Master of Education degree, as well as liberal arts Bachelor of Science or Bachelor of Arts degrees with a major in education.

9.4 OBJECTIVES OF STUDENT TEACHING/ PRACTICE TEACHING

The broad goal of student teaching is that the student has the best possible introduction to the teaching field. Major responsibility rests with the cooperating teacher to set reasonable and specific objectives befitting the individual ability and development of the student teacher.

It is assumed that the cooperating teacher will guide the student through a variety of experiences ranging from the practice of basic teaching skills to classroom management. The cooperating teacher should decide on specific goals and objectives after observing the student in a classroom teaching situation. It is quite possible that many competencies will be proven early, while others such as asking high order questions will need more practice.

In addition to learning about teaching skills, methods and dealing with classroom management, the student should gain knowledge about the community in which he or she is teaching. The Education department recommends, but does not insist, that the student live in the community while student teaching. It is hoped that this will help him/her to better understand the children being taught.

It is also our desire that the student teacher develop in the area of professionalism. Ethical behavior towards students and peers is essential. The cooperating teacher and college supervisor should be alert to counsel and advise the student on these matters.

Objectives of Practice Teaching:

1. To provide the prospective teachers with an opportunity of establishing an appropriate teacher pupil relationship.
2. To provide an opportunity for evaluating the student potential as a teacher and suitability for the teaching profession.
3. To develop personal relationship with others: administrators, teachers, parents and students.
3. To provide the future teacher with practical experience in school to overcome the problems of discipline and enable him / her to develop method of control.
4. To provide with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implication for learning.
5. To enable the student teachers effectively to plan and prepare lessons.
6. To develop skill in the use of fundamental procedures, techniques and methods of teaching.
7. To develop desirable professional interests, attitudes and ideas relative to teaching profession.
8. To enable student teachers to acquire desirable characteristics / traits of a teacher and to display appropriate behaviour.
9. To provide student teachers with an opportunity to have teaching evaluated and to gain from the benefits of constructive criticism.
10. To provide an opportunity for self evaluation and to discover own strengths and weaknesses.
11. To develop skills in future teachers related to teaching like fluent speaking, meaningful reading, using blackboard and other teaching material.
12. To provide for the exchange of ideas and methods between practicing school and teacher training institution, by teacher training institutions' staff and students.

9.5 STRUCTURE AND ORGANIZATION OF STUDENT TEACHING

The student teaching experience is designed to give the student a full time internship under the supervision of a cooperating teacher. The Education Department requires that the student's total scholastic effort be devoted to the student teaching

experience. There are no other college course responsibilities during this time period. Specifically, the student will:

1. Observe and teach for a minimum period of 14 weeks during the third and fourth semester of two year B.Ed programme.
2. Create and teach from lesson plans made under the supervision of a licensed public or private school teacher.
3. Gradually assume responsibility for teaching from three to four classes a day during this period. (Teaching load may vary in relationship to the subject being taught and the school schedule.)
4. Be responsible for administrative duties associated with these classes. This should include attendance reports and other routine duties previously handled by the cooperating teacher.
5. Assume responsibility for the grading of students in assigned classes.
6. Construct, administer, correct, and grade examinations for classes being taught.
7. Visit with administrative personnel and special education teachers about the total educational system.
8. Assume duties in addition to daily classes. This could include study hall, small group tutoring, or whatever is deemed necessary to make the schedule and experience as complete as possible.

Steps Involved in Structure and Organization of Student Teaching

Teaching Practice Preparation (TTP) runs for approximately 14 weeks in the 3rd and 4th semester of two year B.Ed programme. Students do their TPP in the nearby schools.

1. Teaching Practice Preparation (TPP)

During the first week of teaching practice students familiarize themselves with the school system. They are introduced to the schools in which they will be practising, they collect topics to be taught, and they are assigned the classes they will be teaching. The student teachers then return to the college to draw up lesson plans and discuss these with the TPP supervisors. During the teaching weeks, students go out to schools daily for TPP. The actual teaching period is structured in such a way that students spend the morning hours teaching and

being observed by their colleagues and class teachers as well as College supervisors. Observation periods are followed by a short conference in which observers provide the student with feedback.

TPP prepares student teachers to learn to work with others in the school system. Moreover, and perhaps most importantly, the TPP seems to allow students to interact with one another, a practice which could go a long way towards helping them critique one another even after graduating from the College.

2. College/Schools TP arrangements

The procedure is that student teachers submit names of three schools that they would like to go to for TP. The first choice is always given preference, but where a school might not be prepared to take in students; the teaching practice office makes the final decision and places students accordingly. However, the teaching practice coordinator indicated that there are no contracts signed with schools, but that the College is expected to apply to schools every year and schools are free to take the number of students that they can accommodate. He further indicated that the college's expectation is that the schools will provide student teachers with the professional and social support that they need. It is important to note that there are no formal partnerships between schools and the college and schools are free to accept or reject the college's application for placement of students in the schools.

3. Orientation

Having selected the schools that they would like to go to, and having completed their TPP, student teachers are given an orientation to teaching practice. The administration spells out the College requirements/expectations while student teachers have to listen to what is being communicated to them, instead of providing them with an opportunity to share their expectations of the process. The tendency to focus on administrative matters seems to be consistent even today. Orientation for teaching practice focuses only on introducing the students to the various teaching practice forms. This way, the College assumes it has given prospective teachers an orientation to the teaching practice.

4. Teaching Practice Assessment

The College now has procedures in place for evaluating students on teaching practice and has developed various forms for the purposes of collecting information about each student. These include:

1. TP Observation and Assessment Forms

2. Head Teacher's Evaluation Form

3. Student Self– Evaluation

How to Develop a Lesson Plan

A training session plan provides a useful format for thinking about the activities and resources you'll use to guide a group toward a learning objective.

To create an effective lesson plan, take the following steps:

Step 1: Define your objectives

Step 2: Clarify key topics and related concepts

Step 3: Organize material

Step 4: Plan presentation techniques

Step 5: Include evaluation

Step 6: Focus on timing

Step 1: Define Learning Objectives

- Your first step is to specify what you want your trainees to learn, and determine how you will measure this.
- Think about these questions:
- What are the most important concepts or skills that trainees need to understand by the end of the class?
- Why are these concepts and skills important?
- How will you know that they have understood these correctly?

Step 2: Clarify Key Topics and Related Concepts

Your class will focus on a few central ideas or skills, but you'll need to explain related concepts to reach your learning objectives. List your key topics and their related concepts, and then group them together.

Step 3: Organize Material

Once you have a general idea of what you need to cover, draft a lesson outline. List all of the points that you need to cover, in the order in which you'll cover them.

Step 4: Lesson Plan Presentation Techniques

Now think about how you will teach this material to your students. It's best to use several different presentation approaches to keep students engaged, and to appeal to people with different learning styles .

Consider using these activities in your training session:

- **Lectures** are ideal for introducing a topic. Keep lectures to 30 minutes or less, and summarize the important points at the beginning and end.
- **Demonstrations** work best when you need to show the steps in a process or task. Learners can try the task out for themselves, or you can demonstrate it in front of the group.
- **Discussions and debates** are useful after a lecture, because they allow trainees to ask questions about the concepts that they have just learned. Consider handing out a list of questions or topics to prompt a discussion.
- **Online learning** is helpful when trainees need to gain practical experience of IT skills, if they need to access video or audio material, or if quizzes and self-test activities will be useful.
- **Role play** involves trainees acting out a new skill in a simulated environment, and learning from feedback from other participants.
- **Small group teaching** helps learners clarify their understanding of the new information. They can explain it to one another in their own words, and answer questions.

Once you've decided which training methods to use, note them in your template.

Step 5: Evaluation of trainees

Now, in this step supervisor evaluate the practice teaching of trainees through various methods of evaluation like supervisor feedback, peer feedback, self-evaluation ect.

Step 6: Focus on Timing

Finally, think about the timing of your teaching session. Some concepts or skills will take more time to master than others, so identify these up front, and allow students extra time to absorb or practice the material.

Record the time that you will allocate for each concept or section on your training plan, and make sure that you've allowed plenty of time to focus on the core concepts – if you don't have enough time, you'll need to run additional sessions, or narrow your learning objectives and reduce the number of topics that you plan to cover.

Training session plans take time to create, but they ensure that the information you need to teach follows a logical sequence. This will help your students engage with it, and, ultimately, understand and retain it.

You can also use training session plans for online training sessions, although you'll need to allow extra time, and include extra learning checks, as it may be harder to gauge whether students have understood all of your points.

9.6 EVALUATION OF STUDENT TEACHING

Teachers and teacher educators involved in instruction propose that teaching has become more complicated as a result of progressively demanding curriculum expectations and increasing diversity among students and this situation suggested there is a need for changes in teacher preparation programme that enables teachers to become more practical in their understanding of the effects of context and learner variability. To prepare a quality teacher, teaching practice supervised precisely and evaluated carefully to develop teachers by the educational reform towards the 21st Century. Assessment methods that have been used should support the development of pre-service teachers while they undergo the teaching practice. Teaching practice evaluation methods can be divided into two broad categories, namely traditional assessment methods and authentic assessment methods in teaching context that available to assess teaching practice among pre-service teachers now a days.

Types of Teaching Practice Assessment Methods:

1. Traditional Assessment Methods

Traditional assessment methods are teaching practice assessment method that existed and had been used to assess pre-service teachers during teaching practice from the 1980s until now. Queensland College of Teachers (2012) had described that assessment of teaching practice in school sites had been mainly based on observation and ratings of pre-service teachers' competencies. While observation is widely used in the assessment of teaching practice, there are many weaknesses and criticism that associated with this method and also the integrity

of the entire evaluation process pre-service teachers itself. Apart from observation, several other types of traditional assessment methods have been used to assess teaching practice among pre-service teachers such as peer assessment and self-assessment.

a) Classroom Observation

Classroom observation or teacher observation is always used as the principal method for determining the scoring for the pre-service teachers during teaching practice. Glatthorn (1984) defined the classroom observation as a series of teaching observation as a professional development process by providing feedback on classroom interaction and help pre-service teachers teach more effectively while Bell et al. (2014) described that the classroom observation comprises of two main elements, which are scoring criteria and scoring procedures.

Classroom observation has rapidly been associated with supervision because of its long tradition usage toward assessment and clinical supervision. Maxwell (2001) had categories classroom observation in the two main types which are Incidental Observation that occurs during the ongoing activities of teaching by the pre-service teachers and Planned Observation, which involves purposeful planning for the pre-service teachers to be observed on specific learning outcomes. Classroom observation for pre-service teachers usually done by mentor teachers and institution supervisors as well as the management of the school to evaluate teaching practice.

Classroom observation consists of five stages which is Pre-Observation Planning Conference, Classroom Visit/ Observation, Post-Observation Analysis, Post-Observation Conference and also Post-Conference Analysis. During classroom observation, several criteria have been assessed for teaching practice such as professional knowledge and practice in teaching and learning, teaching skills, professional practice: relationships, personality, language proficiency, classroom management and instruction.

b) Peer Assessment

Peer assessment is defined as “an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status” (Topping, 1998, p. 250). Due to the human

tendency to accept criticism from peers which have a similar status, peer assessment can help pre-service teachers while undergoing teaching practice and can also assist teacher training institutions to evaluate pre-service teachers.

Peer assessment of pre-service teachers' professional skills during teaching practice can take place within the institution or to school. Peer feedback is effective in increasing pre-service teachers' use of motivational praise and also their self-esteem. Although the benefits of peer assessment are significant, there are also negative drawback like lack of trust and unbalanced, non-objective, or dishonest feedback that need to deal with to implement peer assessment.

c) Self-assessment

Self-assessment is the participation of individuals in making decisions regarding their personal learning, especially relating to achievements as well as the outcomes of their learning. Topping (2003) defined self-assessment as “an arrangement for learners and/or workers to consider and specify the level, value or quality of their products or performances”. Self-assessment has been included in the evaluation of pre-service teacher by teacher training institution across the world while they undergo teaching practice with the need to provide a reflection journal. The significant component in self-assessment is reflection whereby pre service teachers need to reflect their learning together with the problem encountered during the process and also a possible solution.

2. Authentic Assessment Methods

Authentic Assessment is defined by Wiggins (1998) as an assessment that is realistic, requires judgment and innovation, involving first-hand experience on the subject matter, replicates the real situation existed, requires student to use their own skills and knowledge to solve the problem and allow opportunities for student to rehearse, practice, consult, resources and get feedback in order to refine their performance. Darling-Hammond and Snyder (2000) further added a framework for defining authentic assessment of teaching which include:

- a) Assessments sample the actual knowledge, skills, and dispositions desired of teachers as they are used in teaching and learning contexts, rather than relying on more remote proxies.

- b) Assessments require the integration of multiple kinds of knowledge and skill as they are used in practice.
- c) Multiple sources of evidence are collected over time and in diverse contexts.
- d) Assessment evidence is evaluated by individuals with relevant expertise against criteria that matter for performance in the field.

To authentically assess in the teaching context, several methods have been suggested to improve the assessment of teaching practice among pre-service teachers which are:

a) Portfolio Assessment

A portfolio is a form of authentic assessment that been used to assess overall criteria of student assessment. Herman, Aschbacher, and Winters (1992) described portfolio as the “collections of student work that are reviewed against criteria to judge an individual student or a program”. Portfolios can include many documents that related to teaching practice like a lesson plan, syllabus, teaching material, assignments, tests, and also samples of student work, video- tapes, or audiotapes or classroom activities. Herman et al. (1992) suggested that the assessment in portfolio only exist when:

- a. An assessment purpose is defined
- b. Criteria or methods for determining what is put into the portfolio, by whom, and then, are explicated; and
- c. Criteria for assessing either the collection or individual pieces of work are identified.

Portfolio assessment is the method most widely used to evaluate teaching practice in teacher training institution. The usage of portfolio assessment can demonstrate the pre-service teacher professional growth through the developmental of portfolios that allow pre-service teachers to collect and organize artifacts related to their teaching. Portfolios also have the advantage of containing several samples of student work assembled in a purposeful manner. Well-conceived portfolios include pieces representing work in progress and “showpiece” samples, student reflection about their work, and evaluation criteria.

b) E-Portfolio

E-portfolios are different from conventional portfolios in several manners. Oakley, Pegrum, & Johnston (2014) have listed the benefits of using e-portfolios apart from conventional portfolio which include:

- a. The types of resources that can be collected include digital images, audio, video, and animations, rather than just static paper-based artifacts.
- b. The information stored electronically can be more easily organised and cross-referenced – both linked internally and hyperlinked externally.
- c. E-portfolios can facilitate wide educational and professional networking and sharing through internal or external forums – ranging from discussion boards to social networking services.
- d. E-portfolios have multiple functions, some of which are partially in conflict with each other, since they can serve as tools for learner reflection and growth, for evaluation and assessment, or for marketing and employment.

E-portfolio may serve the purpose of assessment for the pre-service teachers during teaching practice provided that a clear set of assessment criteria be needed to assess their growth in teaching competencies. The use of e-portfolios is clearly had more advantages than conventional paper-based portfolio because it will reduce the paper consumption to prepare the paper-based portfolio and also different type resources that can be supported such as images, video and much more.

c) Exhibition of Performance

Darling-Hammond and Snyder (2000) suggested that exhibition of the performance of pre-service teacher should be evaluated against a set of professional standards for teaching competencies. This exhibition of performance can be in the form of observations or videotapes of teaching, teaching material like teaching plans or teaching aide, or even the pre-service teachers' activities that represent what their action when solving problems of practice with mentor teachers, institutional supervisor, and fellow students.

Exhibitions allow teachers to demonstrate particular abilities in ways that include or closely simulate teaching contexts or events. The distinguishing feature of an exhibition that differentiates it from an unguided observation of practice is that it allows the evaluation of these abilities about articulated standards of practice.

d) Problem-based inquiries

Problem-based inquiries or teacher research is another form of authentic assessment that suggested by Darling-Hammond & Snyder (2000). The idea of problem-based inquiries is more systematically planned to adhere the cyclical processes of planning, action, evaluation, reflection and re-planning. In order to assess pre-service teacher during teaching practice, they are required to investigate systematically inquiries that related to a problem that they faced during teaching practice. They are required to performance an action research which is a mini research with a shorter time frame to overcome the problem they faced during teaching practice. The result of the action research can be used to re-plan the strategies for the next teaching activities.

e) Cases

The case is a report that prepared by pre-service teachers regarding the phenomena those they experienced regarding the subject that interested them during teaching practice. The cases are portrayed as:

Whether they take the form of case reports -first-person narratives of personal experiences of teaching - or case studies - third person analyses of situations or students - cases allow the exploration of precepts, principles, theories, and perennial issues as they actually occur in the real world. Students may read and analyse cases, seeking the lessons and insights they offer, or they may write their own cases, developing interpretations of events as they work through the process of representing their experience.

In order to use cases as an authentic assessment, Darling-Hammond and Snyder (2000) suggested that the pre-service teachers need to construct context-specific narratives about either of their students, a teaching event, or teaching and learning environments. After that, the pre-service teachers need to relate their experience encountered by them with the available knowledge of theory, research or other experience that available in the literature. When pre-service teachers explored the cases that they encountered, they will begin to learn a new knowledge that can equip with a better understanding of the phenomena that they had encountered.

Discussion

To produce a quality teacher, there is a need to improve teacher clinical experience because it enables pre-service teachers to integrate theory and practice in a manner that allows them to be capable in making decisions to satisfy the diverse needs of their students. The usage of classroom observation as a primary assessment for teaching practice assessment has drawn some criticism from the expert and most notably is from Scriven (1981) and Kulik (2001) who criticized the use of observational for teaching assessment because the visit from the mentor teacher and institution supervisor will make pre-service teachers alter their teaching styles.

CHECK YOUR PROGRESS- I

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson.

1. Practice Teaching is defined as working as a _____ to gain _____ .
2. Teaching Practice exposes the student teacher to the _____ school and class _____ .
3. During Practice Teaching the student teacher acquires some _____ experience in the art of _____ .
4. During Practice Teaching the cooperating teacher guides the student teacher through a variety of experiences ranging from the _____ skills to _____ management.
5. Enlist Teaching Practice Assessment Methods _____

9.7 LET US SUM UP

Practice teaching is defined as working as a student teacher to gain experience. Teaching practice exposes the student-teacher to the real school and class situation where he/she acquires some practical experiences in the art of teaching, as well as get adapted or acquainted with the social settings of the institution.

The broad goal of student teaching is that the student has the best possible introduction to the teaching field. Major responsibility rests with the cooperating teacher to set reasonable and specific objectives befitting the individual ability and development of the student teacher.

A training session plan provides a useful format for thinking about the activities and resources you'll use to guide a group toward a learning objective.

To create an effective lesson plan, take the following steps:

Step 1: Define your objectives

Step 2: Clarify key topics and related concepts

Step 3: Organize material

Step 4: Plan presentation techniques

Step 5: Include evaluation

Step 6: Focus on timing

Teachers and teacher educators involved in instruction propose that teaching has become more complicated as a result of progressively demanding curriculum expectations and increasing diversity among students and this situation suggested there is a need for changes in teacher preparation programme that enables teachers to become more practical in their understanding of the effects of context and learner variability. To prepare a quality teacher, teaching practice supervised precisely and evaluated carefully to develop teachers by the educational reform towards the 21st Century. Assessment methods that have been used should support the development of pre-service teachers while they undergo the teaching practice. Teaching practice evaluation methods can be divided into two broad categories, namely traditional assessment methods and authentic assessment methods in teaching context that available to assess teaching practice among pre-service teachers now a days.

9.8 LESSON END EXERCISE

1. What do you mean by student teaching? Discuss advantages and disadvantages of student teaching.
2. Discuss the different methods of evaluation for assess the trainees performance.
3. Discuss the various steps involved in structure of student teaching.

9.9 SUGGESTED FURTHER READINGS

Taber, K. S. (2011). Constructivism as educational theory: Contingency in learning, and optimally guided instruction. In J. Hassaskhah (Ed.), Educational Theory (pp. 39–61). New York: Nova. Available from <https://camtools.cam.ac.uk/wiki/eclipse/Constructivism.html>.

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Sharma, R.N., & Sharma, R.K. (2003). Advanced educational technology. New Delhi : Atlantic Publishers and Distributors.

Suresh, B. (2000-2001). Advanced educational technology . Meerut: Ram Lal Book Depot.

9.10 ANSWER TO CHECK YOUR PROGRESS

1. Student teacher, experience
2. Real, situations
3. Practical, Teaching
4. Teaching, Classroom
5. (i) Traditional Assessment Methods which include classroom observation, Peer Assessment and Self Assessment (ii) Authentic Assessment Methods which include Portfolio Assessment, E-Portfolio, Exhibition of Performance, Cases, Discussion etc.

PROFESSIONALISM IN TEACHER EDUCATION

STRUCTURE

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Meaning of Professionalism
- 10.4 Professional Ethics
- 10.5 Professional Code of Ethics for Teacher Educators
- 10.6 Let Us Sum Up
- 10.7 Lesson End Exercise
- 10.8 Suggested Further Readings
- 10.9 Answers to Check Your Progress

10.1 INTRODUCTION

Teacher education is truly vital in creating a team of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions, while also being well-versed in the latest advances in education and pedagogy. So, dear students, professionalism in teacher education and how it is to be acquired should be a focus of every teacher education program. Despite the significant role professionalism plays there is a lack of a universally accepted definition of

professionalism in teacher education programmes. This lesson throws light on the "working definitions" of professionalism pertaining to teacher preparation programs, professional ethics and professional code of ethics for teacher educators.

10.2 OBJECTIVES

After going through this lesson, you shall be able to:

- define professionalism,
- describe professional ethics,
- explain the meaning of professional code of ethics, and
- discuss about professional code of ethics for teachers/ professional educators.

10.3 MEANING OF PROFESSIONALISM

"Every calling is great when greatly pursued."- Oliver Wendell Holmes

Before we define professionalism, let us talk about what is profession. The Oxford English Dictionary offers the following definition of profession:

"The occupation which one professes to be skilled in and to follow. A vocation in which professed knowledge of some branch of learning is used in its application to the affairs of others, or in the practice of an art based upon it. Applied specifically to the three learned professions of divinity, law, and medicine; also the military profession."

In the Oxford English Dictionary, a professional is one who is "engaged in one of the learned or skilled professions, or in a calling considered socially superior to a trade or handicraft."

Webster's New Universal Unabridged Dictionary offers this definition of profession:

"A vocation or occupation requiring advanced training in some liberal art or science, and usually involving mental rather than manual work, as teaching,

engineering, writing, etc.; especially, medicine, law, or theology (formerly called the learned professions)."

Professionals profess to know better than others the nature of their specialty, and to know what is best for their client in this specialty.

The best way to understand the concept of professionalism is to think of occupations differing as to the degree that they are professional. The degree to which an occupation meets the definition of "profession" should be assessed by measuring the occupation on certain key characteristics.

It also follows that individuals will vary as to their compatibility with the characteristics and qualities of professionalism.

According to Pratte and Rury(1991),professionalism is defined as "an ideal to which individuals and occupationalgroups aspire, in order to distinguish themselves from other workers".

Grady, Helbling and Lubeck (2008) added that a professional also "exercises discretion in making decisions within thescope of their expertise, and they assume some authority for their own professional development".

Regardless of the lack of a universally accepted professionalism definition, what is consistent in the relevantliterature is that professionals are expected to have specific knowledge which they utilize to make soundjudgments, specialized training, characteristics that are unique to their field, and standards to which they areaccountable. Professionalism is multifaceted and therefore difficult to define (Brehm et al., 2006).

10.4 PROFESSIONAL ETHICS

Professional ethics encompass the personal and corporate standards of behavior expected by professionals. The word professionalism originally applied to vows of a religious order. By at least the year 1675, the term had seen secular application and was applied to the three learned professions: Divinity, Law, and Medicine. The term professionalism was also used for the military profession around this same time. Professionals and those working in acknowledged

professions exercise specialist knowledge and skill. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed professional ethics.

It is capable of making judgments, applying their skills, and reaching informed decisions in situations that the general public cannot because they have not attained the necessary knowledge and skills. One of the earliest examples of professional ethics is the Hippocratic oath to which medical doctors still adhere to this day.

Some professional organizations may define their ethical approach in terms of a number of discrete components. Typically these include Honesty, Trustworthiness, Transparency, Accountability, Confidentiality, Objectivity, Respect, Obedience to the law, and Loyalty.

CHECK YOUR PROGRESS-1

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson.

Choose the correct option for the following questions:

1. According to _____, professionalism is defined as "an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers".
 - a) British Journal of Educational Research
 - b) Pratte and Rury
 - c) Grady, Helbling and Lubeck
 - d) Webster's New Universal Unabridged Dictionary
2. Professionals profess to know _____ than others the nature of their specialty, and to know what is best for their client in this specialty.
 - a) Bette
 - b) Less
 - c) Nothing
 - d) All the above

10.5 PROFESSIONAL CODE OF ETHICS

A professional code of ethics is a guiding principle aimed to assist professionals conduct work with commitment, dedication, sincerity, honesty and with integrity. A professional should follow the specific principles of their profession and do their duties as per the requirements of the profession. The professional ethics deals with the principles and values that the professional should implement to create a conducive atmosphere in the workplace. Professional knowledge and skills is a key element that every professional should acquire to do their services with determination and commitment. Every profession has its main aims and objectives. To fulfil those aims and objectives, the professional should follow the professional code of ethics. Professional ethics provides the assistance to the professionals in order to do their work meaningfully.

The professional code of ethics for teachers is purposely designed to protect the rights of all the students. It becomes crucial and important for the teachers to understand their work ethics and values before entering in teaching profession. As a teacher, they have a huge role to play in the entire teaching learning process. They should be active in the educational process and encourage and reinforce the students be converted into active learners by using different strategies and techniques. It is also important for teachers to understand the individual differences, intellectual level, interest and aptitudes of the learners. They should also emphasize on providing freedom to all the students so that they can express their problems, feeling and emotions without any fear. Therefore, to put in nutshell, professional code of ethics plays a pivotal role in developing the personality and behaviour of the teachers. It will facilitate and guide the teachers towards successful and meaningful teaching. If the teachers properly implement the code of ethics in the teaching profession, it unquestionably fosters the development of education institution, children, society, community and nation as a whole.

Teachers help students learn the academic basics, but they also teach valuable life lessons by setting a positive example. As role models, teachers must follow a professional code of ethics. This ensures that students receive a fair, honest and uncompromising education. A professional code of ethics outlines teachers' main

responsibilities to their students and defines their role in students' lives. Above all, teachers must demonstrate integrity, impartiality and ethical behavior in the classroom and in their conduct with parents and coworkers. Here, Indian and American professional code of ethics have been discussed:

10.5.1 Code of Professional Ethics for Teachers

This code has been developed by the National Council of Educational Research and Training (NCERT) jointly with All India Primary Teacher's Federation (AIPTF), All India Secondary Teacher's Federation(AISTF), and All India Federation of Educational Associations(AIFEA).

Overview

It is universally felt that the status of teaching profession requires to be raised to ensure its dignity and integrity. Accordingly, it is considered necessary that there should be a code of ethics which may be evolved by the teaching community itself for its guidance.

There are five major areas of professional activities which encompass the work of a teacher. For each of these areas certain principles have been identified to serve as guidelines for teacher's conduct. These are preceded by a Preamble which provides a rationale for the principles identified.

Preamble

- Recognising that every child has a fundamental right to receive education of good quality;
- Recognising that education should be directed to all round development of human personality;
- Realising the need for developing faith in the guiding principles of our polity viz. Democracy, social justice and secularism;
- Recognising the need to promote through education, our rich culture heritage, national consciousness, international understanding and world peace;

- Recognising that teacher's, being part and parcel of the social milieu, share the needs and aspirations of the people;
- Recognising the need to organise teaching as a profession for which expert knowledge, specialised skills and dedication are pre-requisites;
- Realising that the community respect and support for the teaching community are dependent on the quality of teaching and teacher's proper attitudes towards teaching profession; and
- Realising the need for self-direction and self-discipline among members of the teaching community.

We, the teachers of India resolve to adopt this code of Professional Ethics.

PART - I

Teacher in Relation to Students

The teachers shall,

1. always be punctual in attending to duties in the school;
2. always teach the curriculum after making thorough preparation for the lessons to be taught;
3. treat all students with love and affection and be just and impartial to all irrespective of caste, creed, sex, status, religion, language and place of birth;
4. guide the students in their physical, social, intellectual, emotional, moral and spiritual development;
5. take notice of the individual needs and differences among students in their socio-cultural background and adapt his/her teaching accordingly;
6. refrain from accepting remuneration for coaching or tutoring his/her own students except for remedial teaching under an approved scheme;
7. refrain from divulging confidential information about students except to those who are legitimately entitled to it;

8. refrain from inciting students against other students, teachers or administration;
9. set a standard of dress, speech and behaviour worthy of example to the students; and
10. respect basic human dignity of children while maintain discipline in the school.

PART - II

Teacher in Relation to Parents/ Guardians

The teacher shall,

11. seek to establish cordial relations with parents/ guardians;
12. provide information regularly to parents regarding the attainments and shortfalls of the wards; and
13. Refrain from doing any thing which may undermine students confidence in their parents or guardians.

PART - III

Teacher in Relation to Society and the Nation

The teacher shall

14. strive to develop the educational institution as a community and human resourcedevelopment centre providing knowledge and information and developing skills and attitudes needed for such development;
15. strive to understand the social problems and take part in such activities as would be conductive to meet the challenges passed by the problems;
16. refrain from taking part in activities having potential to spread feeling of hatred or enmity among different communities, religious or linguistic groups;
17. work actively to strengthen national integration and spirit to togetherness and oneness;
18. respect Indian culture and develop positive attitudes towards it among students; and
19. respect and be loyal to the school, community, state and nation.

PART - IV

Teacher in Relation to Profession, Colleagues and other Professional Organisations

A. Teacher in relation to Colleagues and Profession

The teacher shall

20. treat other members of the profession in the same manner as he/ she himself/ herself wishes to be treated;
21. refrain from lodging unsubstantiated allegations against colleagues or higher authorities;
22. participate in programmes of professional growth like in-service education and training, seminars, symposia workshops, conferences, self-study etc;
23. avoid making derogatory statements about colleagues especially in the presence of pupils, other teachers, official or parents;
24. cooperate with the head of the institution and colleagues in and outside the institution in both curricular and co- curricular activities; and
25. accept as a professional the individual responsibility of reporting to the concerned authorities in an appropriate manner all matters that are considered to be prejudicial to the interests of the students and the development of the institution.

B. Teacher in Relation to Professional Organisations

The teacher shall

26. take membership of professional organizations treating it as a professional responsibility;
27. participate as a matter of right in the formulation of policies and programmes of professional organizations and contribute to their strength, unity and solidarity; and

28. always function within the framework of the Constitution of the organization concerned.

PART - V

Teacher in Relation to Management/ Administration

The teacher shall,

29. recognize the management as the prime source of his sustainable development; and

30. develop mutual respect and trust through his professional activities and outputs.

Observance of the Code

A true professional organization regulates admission of its members, exerts control over them and fights against all odds to promote their welfare. It, thus represents unified voice of its members. The professional organizations of teachers should take upon themselves the moral responsibilities to safeguard all clauses of this code by ensuring their observance by the teachers. They should accept the responsibility to evolve a suitable mechanism for its enforcement.

10.5.2 Association of American Educators (AAE) Code of Ethics for Educators

Overview

The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students. The professional educator acts with conscientious effort to exemplify the highest ethical standards.

The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics.

PRINCIPLE I: Ethical Conduct toward Students

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept

the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children.

Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for human life, for others, and for self.

The professional educator, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.

1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.
2. The professional educator does not intentionally expose the student to disparagement.
3. The professional educator does not reveal confidential information concerning students, unless required by law.
4. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
5. The professional educator endeavors to present facts without distortion, bias, or personal prejudice.

PRINCIPLE II: Ethical Conduct toward Practices and Performance

The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence. The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.

1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.
2. The professional educator maintains sound mental health, physical stamina,

and social prudence necessary to perform the duties of any professional assignment.

3. The professional educator continues professional growth.
4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.
6. The professional educator honestly accounts for all funds committed to his or her charge.
7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

PRINCIPLE III: Ethical Conduct toward Professional Colleagues

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.
2. The professional educator does not willfully make false statements about a colleague or the school system.
3. The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

PRINCIPLE IV: Ethical Conduct toward Parents and Community

The professional educator pledges to protect public sovereignty over public education and private control of private education.

The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort

is essential among these groups to attain that goal.

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
2. The professional educator endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.
3. The professional educator manifests a positive and active role in school/ community relations.

CHECK YOUR PROGRESS-2

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson.

Choose the correct option for the following questions:

Q.1. Which of the following agencies jointly developed the Code of Professional Ethics (India)?

- i. National Council of Educational Research and Training (NCERT)
- ii. All India Primary Teacher's Federation (AIPTF)
- iii. All India Secondary Teacher's Federation (AISTF)
- iv. All India Federation of Educational Associations (AIFEA)

a) i and ii

b) i, ii and iii

c) i, ii, iii and iv

d) i, ii, and iv

Q.2. How many major areas of professional activities have been identified by the Code of Professional Ethics (India), which encompass the work of a teacher?

a) Six

b) Seven

c) Three

d) Five

Q.3. What is the full form of AAE in AAE Code of Ethics?

a) Association of American Educators

b) Association of American Education

c) Association of Asian Educators

d) American Association of Europeans

Q.4. Fill in the blanks:

- a) A _____ is a guiding principle aimed to assist professionals conduct work with commitment, dedication, sincerity, honesty and with integrity.
- b) A teacher should _____ from inciting students against other students, teaches or administration.

Q.5. State True/False:

- a) The professional educator does not reveal confidential information concerning students, unless required by law. (T/F)
- b) The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment. (T/F)
- c) The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student. (T/F)

10.6 LET US SUM UP

- A professional is one who is "engaged in one of the learned or skilled professions, or in a calling considered socially superior to a trade or handicraft."
- Professionalism is defined as "an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers".
- Professional ethics encompass the personal and corporate standards of behavior expected by professionals.
- Teachers help students learn the academic basics, but they also teach valuable life lessons by setting a positive example. As role models, teachers must follow a professional code of ethics.
- Indian code of professional ethics is based on five principles namely:
 - Δ Teacher in relation to students

Δ Teacher in relation to their parents/guardian

Δ Teacher in relation to society and the nation

Δ Teacher in Relation to Profession, Colleagues and other Professional Organisations

Δ Teacher in Relation to Management/ Administration

- The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students.
- The professional educator acts with conscientious effort to exemplify the highest ethical standards.
- Above all, teachers must demonstrate integrity, impartiality and ethical behavior in the classroom and in their conduct with parents and coworkers.
- Teachers must model strong character traits, such as perseverance, honesty, respect, lawfulness, patience, fairness, responsibility and unity.

10.7 LESSON END EXERCISE

Q.1. What do you mean by the term professionalism?

Q.2. What are the professional ethics of teachers in relation to their students?

Q.3. Describe the principles to be followed by a professional educator in accordance with American Association of Educators.

Q.4. Reflect on the relevance of codes of professional ethics as propounded by various national and international organisations.

10.8 SUGGESTED FURTHER READINGS

AAE Code of Ethics for Educators. Retrieved June 13, 2020 from <https://www.aateachers.org/images/pdfs/aaecodeofethicsforeducators.pdf>

Professionalism and Ethics (2016). Retrieved June 14, 2020 from <https://web.archive.org/web/20160705224436/http://www.co.wise.tx.us>

Rich, J.M. (1985). The role of professional ethics in teacher education. Action in

Teacher Education, 7(3), 21-24. Retrieved June 20, 2020 from <https://doi.org/10.1080/01626620.1985.10519244>

10.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

Q. 1. B) Pratte and Rury(1991)

Q. 2. A) Better

Check your Progress-2

Q. 1.

c) i, ii, iii and iv

Q.2.

d)Five

Q.3.

a) Association of American Educators

Q.4.

a) professional code of ethics

b) refrain

Q.5.

a) True

b) True

c) True

STRUCTURE

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Meaning of Professional Growth
- 11.4 Orientation cum Refresher Courses
- 11.5 Action Research
- 11.6 Let Us Sum Up
- 11.7 Lesson End Exercise
- 11.8 Suggested Further Readings
- 11.9 Answers to Check Your Progress

11.1 INTRODUCTION

Professional growth/ development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences/ seminars/ workshops, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to

maintain a high standard of teaching and to retain a high-quality teacher workforce. Dear students, being students of teacher education programme (B.Ed.), all of you must be familiar with the term professional growth/ development. In this lesson, an effort has been made to explain the term professional growth/ development and how a teacher can develop himself/ herself professionally.

11.2 OBJECTIVES

After going through this lesson, you shall be able to:

- explain the meaning of professional growth,
- describe the concept of orientation and refresher courses, and
- explain the role of action research in professional growth of teachers.

11.3 MEANING OF PROFESSIONAL GROWTH

Teacher knowledge, skills and attributes are enhanced through ongoing professional learning.

Professional growth essentially refers to gaining new skills and work experience that can help you reach a goal in your career. And since we're going through an ever-changing job market, keeping yourself up-to-date with trends will give you a better chance to distinguish yourself among others for years to come.

As OECD's (Organisation for Economic Co-operation and Development) comparative review on teachers noted (OECD, 2005):

Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organisations, and in ways for teachers to share their expertise and experience more systematically.

The development of teachers beyond their initial training can serve a number of objectives (OECD, 1998), including:

- to update individuals' knowledge of a subject in light of recent advances in the area;
- to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;
- to enable individuals to apply changes made to curricula or other aspects of teaching practice;
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;
- to exchange information and expertise among teachers and others, e.g. academics, industrialists; and
- to help weaker teachers become more effective.

To examine these issues, The Teaching and Learning International Survey (TALIS) adopts a broad definition of professional development among teachers:

"Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." The definition recognises that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work. In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices.

Teacher professional development is any type of continuing education effort for educators. It is a way through which teachers can improve their skills and, in turn, boost student outcomes.

Learning can take place in formal or informal settings. Formal settings include conferences, courses, seminars, retreats and workshops. Informal opportunities for teacher professional development include independent research or

investigation, peer learning initiatives or even just chatting with a colleague in the staff room.

Professional development for teachers takes place on a number of different levels: district-wide, among teachers in a given school, or even on a classroom or individual basis.

Importance of Professional Growth of Teachers

- It affects student learning: It's obvious that good teachers are better at teaching students effectively. When teachers have access to continuous learning opportunities and professional development resources, they're better equipped to become good teachers especially if their students have learning needs or are performing below or above grade level. Student achievement should be the ultimate goal of any teacher professional development activities. "The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success."
- It encourages the success of new teachers: According to one study, a third of teachers leave the profession within three years, and half of teachers leave within five years. While there are a number of explanations for this statistic, there is no substitute for hands-on experience when it comes to effective classroom teaching. Teachers spend their whole careers developing new skills in response to the challenges they encounter, but new teachers haven't had a chance to build their own resources. Professional development can help new and experienced teachers develop the skills they need to feel confident in the classroom. Effective professional development helps teachers to shape career-long learning.
- It promotes a growth mindset: Thoughtful, targeted teacher professional development opportunities boost student outcomes and promote a growth mindset. Teacher professional development encourages teachers to be active participants in their own learning, and ensures that students and teachers alike are eager to learn. When you provide learning and support for your teachers, you communicate that the school community values the work they do and wants them to grow. A lack of professional development resources for teachers can be

discouraging. It communicates that you don't want to invest in the quality of teaching and puts more stress on teachers to develop their skills alone.

Different Types of Programmes for Professional Growth

For professional growth of teachers, the following are some of the activities in which they can participate:

- Orientation programmes (for newly inducted teachers)
 - Refresher Courses (for experienced teachers)
 - Action Research (for solving the immediate classroom/ school problems)
 - courses/workshops (e.g. on subject matter or methods and/or other education-related topics);
 - education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems);
 - qualification programme (e.g. a degree programme);
 - observation visits to other schools;
 - participation in a network of teachers formed specifically for the professional development of teachers;
 - individual or collaborative research on a topic of professional interest;
- and
- mentoring and/or peer observation and coaching, as part of a formal school arrangement.

CHECK YOUR PROGRESS-1

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson.

Choose the correct option for the following questions:

Q.1. What is the full form of OECD?

- a) Organisation for Educational and Cultural Development

- b) Organisation for Economic and Co-operation Division
- c) Organisation for European Co-operation and Development
- d) Organisation for Economic Co-operation and Development

Q.2. Which of the following programmes does not fit appropriately to be called as the programmes for professional growth among teachers?

- a) Orientation Programme
- b) Refresher Course
- c) Gossip
- d) Action Research

Q.3. What is the full form of TALIS?

- a) Teaching and Learning International Survey
- b) Teachers' Affective Learning in Schools
- c) Teachers Association of Learning in Society
- d) Teacher and Learner International Society

Q.4. State True/False

- a) The professional growth of a teacher enables him/her to promote the growth mind-set. (T/F)
- b) The programmes of professional development update individuals' knowledge of a subject in light of recent advances in the area. (T/F)
- c) The professional development is a life-long process. (T/F)

11.4 ORIENTATION CUM REFRESHER COURSES

The orientation programme is intended to inculcate in the young lecturers the quality of self-reliance through awareness of the social, intellectual and moral environment as well as to discover self-potential and confidence. The orientation programme contributes to the teacher awareness of the problems of the Indian society and the role of education, higher education leaders and educators in the resolution of these problems to achieve desired goals in national development.

The refresher course provides opportunities for serving teachers to exchange experiences with their peers and mutually learns from each other. It is a forum to abreast of the latest advances in the subjects, technological spin off etc.

Courses are convened for in-service teachers who are eligible as per UGC-ASC (University Grants commission-Academic Staff College) rules and regulations. The newly appointed teachers may have to attend the orientation programme/course up to 6 years of continuous services and also even after 6 years of service if the orientation programme has to be attended by the lecturers under career advancement scheme. Then after a gap of one year, such teachers may opt for refresher course. The eligibility for attending refresher course for teachers who have not attended earlier orientation programme has been reduced to "two years" from "five years". However, the gap in two successive refresher courses should normally be "one year" and may be relaxed if it is essential for the teacher to fulfil eligibility condition for his career advancement.

Lecturers working in the Universities and Colleges, who are included in the list of Colleges under Section 2(f) of the UGC Act, even though they may not yet be fit under 12-B of the UGC Act, may be invited to participate in the refresher courses. It has also been agreed that teachers of colleges which do not yet come within the purview of Section 2(f), but have been affiliated to a University for at least 5 years, be permitted to participate in the refresher courses. The temporary/contract teachers, who have been teaching for at least two academic sessions in an Institution which has been affiliated to a University for at least two years may be allowed to participate in the orientation programmes/refresher courses to enhance their skills.

University Grants Commission in its schedule mentioned that Orientation Programme / Refresher Course / Short Term Course for 2019-20 were to be conducted by the 66 UGC Human Resource Development Centres (HRDCs) across India.

Professional Growth: Online Mode

Apart from face-to-face mode of such programmes the Government of India has been launching various programmes for growth and development through online mode. SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is one of the flagship programme under such programmes. The Ministry of Human Resource Development has officially launched online Annual Refresher Programme

in Teaching (ARPIT), a major and unique initiative of online professional development of 15 lakh higher education faculty using the MOOCs platform SWAYAM.

CHECK YOUR PROGRESS-II

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson.

Choose the correct option for the following questions:

Q.1. The gap in two successive refresher courses should normally be " _____ " and may be relaxed if it is essential for the teacher to fulfil eligibility condition for his career advancement.

a) three years

b) two years

c) one year

d) four years

Q.2. The newly appointed teachers may have to attend the orientation programme/ course up to _____ years of continuous services.

a) Six

b) Seven

c) Three

d) Five

Q.3. What is the full form of SWAYAM?

a) Study Webs of Aspiring-Learning for Young Active Minds

b) Study Webs of Active-Learning for Young and Aspiring Minds

c) Study Webs of Active Young and Aspiring Minds

d) Study Webs of Active-Learning for Young Aspiring Minds

Q.4. Fill in the blanks:

a) The newly appointed teachers may have to attend the _____ up to six years of continuous services.

b) The Ministry of Human Resource Development has officially launched online _____, a major and unique initiative of online professional development of higher education faculty using the MOOCs platform SWAYAM.

e) Q.5. State True/False:

a) The orientation programme is intended to inculcate in the young lecturers the quality of self-reliance through awareness of the social, intellectual and moral environment as well as to discover self-potential and confidence. (T/F)

- | |
|--|
| <p>b) The refresher course provides opportunities for serving teachers to exchange experiences with their peers and mutually learns from each other. (T/F)</p> <p>c) Teachers of colleges which do not yet come within the purview of Section 2(f), but have been affiliated to a University for at least 5 years, be permitted to participate in the refresher courses. (T/F)</p> |
|--|

11.5 ACTION RESEARCH

The word "research" in action research signifies to investigate and collect information to remedy problems within the classroom, whereas the word "action" signifies taking a practical action to resolve classroom problems. Before delving into the discussion of how action research contributes to professional development, one should be aware of how researchers define action research as well as professional development.

The term "Action Research" was first used by Kurt Lewin (1951), a German born social psychologist. He used this term in context of improving the quality of life (post-war social problems). Corey and others in 1953 at Teachers College Columbia introduced the term "action research" in educational context. According to Corey (1953), action research is the research undertaken by practitioners so that they may improve their practices. It helps a practitioner to perceive, understand and assess the situation, and it further facilitates a systematic analysis and working out plausible reasons, for the unsatisfactory condition. With action research, a practitioners can try out alternative strategies till the problem is solved satisfactorily.

According to Richards and Farrell (2005), "action research refers to teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems". In other words, action research is carried out within the classroom by the teacher, who takes an action to solve some issues and problems related to the learning and the teaching experiences. Another definition suggested by Harmer (2002) states that "action research is the name given to a series of procedures teachers can engage in either because they wish to improve aspects

of their teaching, or because they wish to evaluate the success and/or appropriateness of certain activities and procedures".

With regard to professional development, Mizell (2010) states that "professional development refers to many types of educational experiences related to an individual's work". To put it simply, many people in a wide variety of professions and businesses - law, medicine, education, and engineering - can participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job.

Another definition, as stated by many scholars, views professional development as an on-going process. For example, Díaz-Maggioli (2004) demonstrates that professional development serves a more future-oriented goal and seeks to help teachers understand themselves and the way they teach. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up". Richards and Farrell (2005) as well, argue that professional development should not be regarded as an administrative duty, but rather as a career-long endeavour aimed at disclosing the factors that contribute to the success of all students and teachers.

It should be made clear that by means of action research an inside-out approach to professional development can be achieved. For instance, the problems caused by the gap between theory and practice are overcome, because teachers can act as both theorists and practitioners of their own teaching methodologies. Teacher-initiated research (action research) is a powerful way for teachers to investigate their own practice and be involved in the institutional decisions and policies.

According to Elliot (1991), grouping teachers with varied abilities within a school is a form of professional development as it eliminates the repetition of material as students move from one subject to another. For example, what is taught in an English class will not be repeated in a history, geography, or religion class. To solve this problem, teachers began to draw on each other's subject expertise, creating "integrated studies", and worked together in cross-subject teams.

According to Elliot (1991) a number of outcomes came out of this development. The small staff group of 25 teachers maximized the opportunities for each individual to have frequent interactions with everyone else. They played cricket together and collaborated in after-school activities with students. This knowledge of each other as people did much to foster free, open, and tolerant professional discourse.

Additionally, McNiff (2010) states that, "action research is used in many professional learning contexts, both formally and informally". In other words, action enquiries can improve teachers' work through engaging in formal learning environments such as conferences, seminars, or workshops, collaborative learning among members of a work team, or a course at a college or university. However, professional development via action research can also occur in informal contexts such as discussions between work colleagues, independent reading and research, observations of a colleague's work, or other peer learning.

Doing action research helps teachers to grow professionally, and to show how they are extending their own professional knowledge. It does this in many ways. For instance, through undertaking action research, teachers can examine their own practices and see whether they live up to their own expectations. In addition to this, teachers can identify the criteria, or standards, that they and others are using to judge the quality of what they are doing.

From all that has been said, we can say that the insights gained from undertaking an action research project enable teachers to learn a lot about their own teaching as well as become more experienced at investigating their own practices. Teachers can also share their results with other teachers through attending conferences, seminars, workshops, courses at a college or university or publishing their work in language teaching journals. In this way, other teachers may be encouraged to explore their own teaching by replicating these action research projects or by carrying out new action research studies on topics and issues they consider important or unique to their particular contexts. Action research and professional development help to create better classrooms and teachers, which

should be of great importance to both learners and the educators themselves.

Steps in Conducting Action Research

From the above discussion, it is clear that action research places its emphasis on a problem here and now in a specific local setting. It applies scientific thinking and methods to solve real-life problems of immediate concern using following steps (Koul, 2010):

1. Identification of a problem: The problem for action research is identified by the practitioners through the experienced dissatisfaction with the situation and bringing improvement in the situation.
2. Defining, analyzing and explaining the problem: Once the problem is identified, it needs to be defined, analysed and explained in operational terms.
3. Listing and stating the probable causes: This step involves the identification and stating probable causes of the problem and also some strategies to cope with them.
4. Formulation of hypotheses: It is necessary to develop a conceptual and functional relationship which tentatively aims to explain a given situation in the form of hypothesis (es).
5. Planning, development, implementation and evaluation of intervention: In this step, a suitable intervention is planned, developed and executed. Its effectiveness is also examined.
6. Drawing conclusions and taking decisions: The impact of intervention programme is judged on the basis of conclusions which are helpful in taking decisions. Present results can be compared with that of the previous performance.
7. Sharing of results: The results of the study can be shared with colleagues, administrators and practitioners, who may find the study useful. The findings may be shared through seminars, conferences and publication in journals etc.

To conclude it can be said that action research is a methodology which brings out professionalism in our work. NCERT (2003) emphasized that in order to bring change in the educational system, one must be dissatisfied with the existing conditions. Thus, teachers need to take the responsibility of reflective practitioners which empowers them to bring qualitative improvement in the educational system.

CHECK YOUR PROGRESS-III

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson.

Choose the correct option for the following questions:

Q.1. How can action research contribute to teachers' professional development?

- i. By sharing findings with other teachers
- ii. By evaluating the effectiveness of intervention
- iii. By improving their own teaching methodologies

- a) i and ii
- b) i, ii and iii
- c) i
- d) ii and iii

Q.2. What is the correct sequence of steps for action research?

- i. Listing probable causes
- ii. Formulation of hypotheses
- iii. Sharing of results
- iv. Identification of the problem

- | | |
|----|----------------|
| a) | i, ii, iii, iv |
| b) | iv, iii, i, ii |
| c) | iv, i, ii, iii |
| d) | i, ii, iv, iii |

Q.3. Fill in the blanks:

- a) McNiff(2010) states that, " _____ is used in many professional learning contexts, both formally and informally".
- b) The term "Action Research" was first used by _____, a German born social psychologist. He used this term in context of improving the quality of life (post-war social problems).
- c) _____ and others in 1953 at Teachers College Columbia introduced the term "action research" in educational context.
- e) 4. State True/False:
- a) _____ Action research is a methodology which brings out professionalism in our work. (T/F)
- b) Action research places its emphasis on a problem here and now in a specific local setting. (T/F)
- c) _____ The problem for action research is identified by the practitioners through the experienced satisfaction with the situation. (T/F)

11.6 LET US SUM UP

- Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.
- The orientation programme is intended to inculcate in the young lecturers the quality of self- reliance through awareness of the social, intellectual and moral environment as well as to discover self-potential and confidence.
- The orientation programme contributes to the teacher awareness of the problems of the Indian society and the role of education, higher education leaders and educators in the resolution of these problems to achieve desired goals in national development.
- The refresher course provides opportunities for serving teachers to exchange experiences with their peers and mutually learns from each other. It is a forum to

abreast of the latest advances in the subjects, technological spin off etc.

- The newly appointed teachers may have to attend the orientation programme/course up to 6 years of continuous services and also even after 6 years of service if the orientation programme has to be attended by the lecturers under career advancement scheme.
- Then after a gap of one year, such teachers may opt for refresher course. The eligibility for attending refresher course for teachers who have not attended earlier orientation programme has been reduced to "two years" from "five years".
- However, the gap in two successive refresher courses should normally be "one year" and may be relaxed if it is essential for the teacher to fulfil eligibility condition for his career advancement.
- The Ministry of Human Resource Development has officially launched online Annual Refresher Programme in Teaching (ARPIT), a major and unique initiative of online professional development of 15 lakh higher education faculty using the MOOCs platform SWAYAM.
- The term "Action Research" was first used by Kurt Lewin (1951), a German born social psychologist. He used this term in context of improving the quality of life (post-war social problems).
- Corey and others in 1953 at Teachers College Columbia introduced the term "action research" in educational context.
- According to Corey (1953), action research is the research undertaken by practitioners so that they may improve their practices.
- Doing action research helps teachers to grow professionally, and to show how they are extending their own professional knowledge.

11.7 LESSON END EXERCISE

Q.1. What do you mean by the term professional growth? Explain different programmes for professional growth of teachers.

Q.2. Explain the concept of action research in professional development of teachers.

11.8 SUGGESTED FURTHER READINGS

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11.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

Q.1. d) Organisation for Economic Co-operation and Development

Q.2. c) Gossip

Q.3. a) Teaching and Learning International Survey

Q.4. a) True

b) True

c) True

Check Your Progress-2

Q.1. c) one year

Q.2. a) Six

Q.3. d) Study Webs of Active-Learning for Young Aspiring Minds

Q.4. a) orientation programme/course

b) Annual Refresher Programme in Teaching (ARPIT)

Q.5. a) True

b) True

c) True

Check Your Progress-3

Q.1. b) i, ii and iii

Q.2. c) iv, i, ii, iii

Q.3. a) action research

b) Kurt Lewin (1951)

c) Corey

Q.4. a) True

b) True

c) False

RESEARCH IN TEACHER EDUCATION

STRUCTURE

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Nature
- 12.4 Scope
- 12.5 Trends
- 12.6 Let Us Sum Up
- 12.7 Lesson End Exercise
- 12.8 Suggested Further Readings
- 12.9 Answers to Check Your Progress

12.1 INTRODUCTION

Research in any field develops new knowledge, which is then applied to the improvement of existing practices in our life. So research in teacher education also supposed to help in improving the educational practices and ultimately producing a skilled and competent man-power. The contribution 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.

There is a need to increase research that documents practices reflectively and analytically- whether it is of programs or of individual classrooms - so that it can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research. In addition, there is a need to innovate with different models of teacher education. Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Hence in the present scenario a lot of impetus has been given to research. Many teacher educators are encouraged to take up either major or minor research projects. In this lesson, the nature, scope and trends in research in teacher education have been highlighted.

12.2 OBJECTIVES

After going through this lesson, you shall be able to:

- describe the nature of research in teacher education,
- discuss the scope of research in teacher education, and
- explain the trends of research in teacher education.

12.3 NATURE

Before discussing the nature of research in teacher education, we shall have a brief introduction of teacher education and research. It is well known to you as well as everyone 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.

The word research is derived from the Middle French *recherche*", which means "to go about seeking", the term itself being derived from the Old French term "*recherche*" a compound word from "re-" + "*cerchier*", or "*sercher*", meaning 'search'. The earliest recorded use of the term was in 1577.

Some of the definitions of research have been given as under:

"Any creative systematic activity undertaken in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this knowledge to devise new applications."

- Organisation for Economic Co-operation and Development

"Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". It consists of three steps: pose a question, collect data to answer the question, and present an answer to the question.

- John W. Cresswell

From the above discussion, it can be interpreted that research in teacher education is not much different from research in social sciences. Rather, teacher education as an emerging discipline is interdisciplinary, and derives from the cognate disciplines of especially philosophy, psychology, sociology, economics, management, among others. Hence, the methodologies of research in teacher education are the same as those of social sciences, though the context of investigation is educational theory and practice. In this lesson, we shall discuss the nature, scope and trends of research in teacher education.

We now know that research is a systematic inquiry based on the scientific method and concerned with understanding, prediction and control of phenomena. So, research in teacher education applies the scientific method for systematic study of educational situations in the context of teacher education. It seeks to help us solve educational problems. Like research in other disciplines, educational

research is characterized by the following features: 1) It is based on inductive-deductive reasoning in which the researcher observes the phenomenon, formulates a logically sound hypothesis (or a set of hypotheses)" and tests its (their) validity empirically. The validated hypotheses are again checked against new data through further observation. 2) It is empirical in nature. In other words, educational research proceeds through systematic study of reality that can be observed, measured and recorded. 3) It is self-correcting. Results of research that appeal to our reason today may be disproved by new data. This is so in spite of the fact that the researcher takes all precautions to avoid error. Further research in the same area would remove the error, if any. Thus, educational research like research in other disciplines is self - corrective.

The following points may be considered to understand the nature of research in teacher education:

Dynamic and Multifaceted

Change is integral to research in teacher education. Change, innovation and experimentation are constantly occurring in teacher education. In order to keep these changes, the practitioners and professional are always in search of evidences to improve upon their practices. Educational research questions established research paradigms, creates new and multiple identities for research and researchers. Therefore, research in teacher education is to challenge assumptions and expectations.

Inter-disciplinary

Research in teacher education is interdisciplinary and an educational problem may require the collaboration of several disciplines such as Psychology, Sociology, History, Economics, Anthropology and Political Science.

Empirical

It is empirical in nature. In other words, educational research proceeds through systematic study of reality that can be observed, measured and recorded. Much of educational research seems to be nature of open questions like "What is happening?", "Is there a systematic effect (cause)?", and "Why and how is it

happening (process and mechanism?". Therefore, educational research is concerned with, or verifiable by observation or experience rather than theory or pure logic. It is based on scientific testing or practical experience, not on ideas.

Self-Correcting

It is self - correcting. Results of research that appeal to our reason today may be disproved by new data. This is so in spite of the fact that the researcher takes all precautions to avoid error. Further research in the same area would remove the error, if any. Thus, research in teacher education like research in other disciplines is self-corrective.

Ethical

Research in teacher education addresses the question of value, such as questions of what we ought to do-ethics in teacher education. It involves the formulation of a problem, the proposing of solutions, and testing of one or more of these problems. Research in teacher education is based on the principle of caring others, i.e. how to protect the subjects of research from the breach of confidence, undue pressure, and stress.

Logical

Research in teacher education is logical and objective. Data gathered and procedures employed in research are verified. As it is scientific in nature, it involves logical steps for the conduct of research as well as for verification of results.

Purposive

Research in teacher education is highly purposive. It deals with problems to be solved. There is definite purpose of research in teacher education to be conducted.

So, it can be said that research in teacher education is a systematic process of investigating any educational phenomenon in order to solve education problems. It deals with objective, empirical, and logical analysis. It tries to reach, as far as possible, generalisations and develop laws and theories. It deals with problem solving through collection and analysis of new data, and/or replication and reinterpretation of old data. It involves careful, detailed, systematic recording

and analysis of data. Last, but not the least, it aims at developing organized body of scientific knowledge in the field of education.

Need to provide 21st century teachers a strong base in research:

If the 21st century teachers are to consider themselves as researchers and use research to improve their practice, then the following conditions would need to be fulfilled in their entirety by teacher education and training institutions (Boaduo and Babitseng, 2006).

- All categories of teachers - pre-school, primary, secondary and tertiary - should have as part of their training a concise detailed course in research methods that would conceptualise and concentrate on the work that teachers do in their day to day practice and not just as a course to fulfil a condition for a degree or diploma certificate.
- When equipped with the required content and practical knowledge and skills in research, teachers must be the first people to initiate research in the teaching-learning environment that has significant bearing on their professional practice because they have the knowledge, skills and experiences about the needs of their students and situations that confront them as well as the lives of the education institutions that they are located and operate daily.
- Educational researches that are related to teaching - be it in the classroom or for the general improvement of the overall school environment (physical infrastructure, institutional materials or methods, strategies and approaches) can be effective with the agreement of teachers (UNESCO, 1979). This can only be successfully accomplished if they are given in-depth training by the institutions.

CHECK YOUR PROGRESS-1

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson.

Choose the correct option for the following questions:

Q.1. The word research is derived from the Middle French word _____?

e) Researché

f) Recherche

g) Resherch	h) Recherché
Q.2. Which of the following points reflect the nature of research in teacher education?	
e) Multifaceted	f) Empirical
g) Logical	h) All of the above
Q.3. Results of research that appeal to our reason today may be disproved by new data. This statement reflects _____ nature of research.	
a) Self-correcting	b) Logical
c) Purposive	d) Inter-disciplinary

12.4 SCOPE

Dear students, the dictionary meaning of the word 'scope' is the extent of the area or subject matter that something deals with or to which it is relevant. So, if we have to talk about the scope in research in teacher education, we can discuss the scope in two ways (not confined to two ways only). One, we can discuss area/ problem wise and second stage wise.

The following problem areas can be studied under the scope of research in teacher education:

1. Preparation of teachers:

Teacher education comprises of programmes of teacher preparation for various levels namely primary education, secondary education and tertiary education. Research studies needs to be conducted and are being conducted to study the appropriateness of content, duration and structure of teacher education programmes.

2. Teacher effectiveness:

To identify meaningful and measurable criteria for teacher effectiveness is a herculean task but is crucial in teacher education. The researches conducted earlier did not reach unanimity. So, more researches need to be conducted to identify the indicators of teacher effectiveness.

3. Assessment of students:

The question pertaining to assessment of students is still struggling for its answer. Whether there should be subjective assessment or objective assessment or both. Whether it should be internal or external, what should be its ratio if both are incorporated? How many questions are to be asked? What should be the duration of examination? How much syllabus should be the part of examination? How much portion is to be assessed through practicals/field work and how is it to be assessed? Will there be any weightage for value-added courses done during a programme?

4. Preference of students for being a teacher

It is bitter truth but we have to accept the fact that today teaching is the least preferred profession among youth. After passing twelfth class, the meritorious students prefer to enter engineering / medical / professional courses and remaining lot go for B.Sc. / B.Com. / B.A. Shunting also happens after graduation too. A few students with choice enter this profession. Being a teacher in ancient times was a symbol of status and power, but nowadays this profession has lost both status and power. So, research needs to be undertaken to look into the factors why this has happened over time and how it can regain its status.

5. Input in teacher education:

It is very much clear that output (product) of any system is very much dependent on the input (raw material). So the quality in teacher education in the form of producing competent teachers is dependent on the quality of candidates entering in the teacher education programme. So, it is a significant area to be studied to check the quality at entry level.

6. Professional development:

Professional development of teachers is an important area to be researched. What type of professional development programmes are going on and to what extent they are effective? How do teachers perceive their planning, organization and implementation? What are the problems perceived by the teachers in attending these programmes and how far online professional development programmes are helping in their professional development?

7. Face to face versus online/ blended learning in teacher education:

The effectiveness of face to face, online and blended learning needs to be compared for bringing quality in teacher education programmes. Also the future of online teacher education also needs to be explored for restructuring it. An analysis of the ICT infrastructure availability, teachers' skills in digital teaching and learning and their attitudes towards face to face, online as well as blended learning need to be assessed.

8. Role of government agencies in teacher education:

As far as teacher education programmes are concerned, more than 90 percent teacher education institutions are run by the private managements. What are the reasons behind this philosophy? Has this discipline being commercialized? Why people even from non-education background are opening up teacher education institutions? How do government agencies play their role granting affiliation and giving approvals for running a particular course/s in teacher education programme?

9. Teacher's personality characteristics:

It is very important to know what are the personality characteristics of a good teacher? It is one of the important variables in the teaching situation. Different personality characteristics may be studied in relation to student achievement, teaching styles, job satisfaction, professionalism and professional ethics, effective teaching, qualifications, accountability, quality control, achievement motivation, promotion, attrition, etc. Research will help us in identifying the personality characteristics required to emerge as a successful teacher.

10. Social factors:

Education operates in a society, not in vacuum. So, is true for teacher education as teachers produced by teacher education programmes are going to work in educational institutions which are the sub-systems of social systems. The study of social realities and factors is of great practical significance in improving the quality of teacher education as well as quality of overall education system. The problems like teacher's role as an agent of social change and modernization,

teacher's morale, social determinants of educability of school children, social barriers in the education of disadvantaged sections of society and social obstacles in the inculcation of democratic and secular values among youth need to be investigated.

11. Economic factors:

The major objective of research endeavor in this area is to apply effectively the relevant economic analysis to the field of teacher education with a view to raise the efficiency of educational system at different levels. Studies aiming to determine the pattern of educational expenditure at various levels, grant-in-aid, capital outlay, unit costs and opportunity costs may be conducted. In view of the market complexities and inflation rates, the salaries of the teacher educators may be compared with respectable professionals. Students' fee in different types of educational institutions and financial incentives to meritorious students in these institutions may be compared and analysed and government may be asked to contribute in it.

12. Status of teacher educators:

Dear students, it is evident to everyone that in this materialistic world, the status of a professional is directly proportional to the salary, security and perks he/she receives in that particular profession. Leave aside the handful teacher educators working in government colleges/ universities, rest others who are working in private colleges get peanuts as their salary. Even so called well established colleges provide one sixth of the actual salary to their teacher educators. Research studies need to be conducted to improve the status of teacher educators.

13. Job satisfaction among teacher educators:

Studies may be conducted to assess the level of job-satisfaction among teacher educators and its relation with other variables like mental health, student achievement, professional development, salary, qualifications, experience, marital status, subject background, type of institution in which they are working, their participation in organization of different activities in their institutions, their performance as teachers, supervisors and mentors, etc.

14. Inclusive Education:

This is the emerging area in which research studies need to be conducted. As government of India has started making provisions for including children with special needs (CWSN) in regular schools, so it is worthwhile to study about the preparation of schools, administrators and teachers to accept and teach such children by accommodating the differences in the most appropriate manner. Also attitudes of different stakeholders may be conducted towards inclusive education. Are schools equipped enough in infrastructure to accommodate CWSN? Are regular teachers being given trainings to teach the CWSN effectively? Are they able to do justice with so called normal students as well as CWSN while teaching them collectively?

Now let us study the scope of teacher education in second way i.e. stage wise. We can categorise teacher education programmes for the stages namely Pre-Primary Education, Primary/Elementary Education, Secondary Education and Tertiary Education. The problems, issues and concerns of students, teachers and administrators at this level may be studied.

Research must be a major priority in teacher education and preparation in the 21st century. Professional teachers naturally seek answers to questions and solutions to problems that enable them to help their students to learn. They are decision makers, make thousands of choices on hourly basis regarding the choice of texts, literature, appropriate and relevant technology integration, curriculum pedagogy, assessment and measurement. They are highly reflective and sensitive to the needs of their students. They encounter failures and successes. However, much of what teachers have to offer remains a secret. Their key to success is a mystery. Teachers seek multiple means of looking at their world of teaching and learning and that of their students by unlocking the secrets within the classrooms. Research is one of such potent keys to help unlock these secrets.

CHECK YOUR PROGRESS-2

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson.

Choose the correct option for the following questions:

Q.1. The dictionary meaning of the word 'scope' is the _____.

- a) extent of the area or subject matter that something deals with or to which it is relevant
- b) periscope
- c) gyroscope
- d) endoscope

Q.2. Which of the following areas fall under the scope of research in teacher education:

- i) Teacher effectiveness
 - ii) Inclusive education
 - iii) Status of teacher educators
 - iv) Oncology
- a) i ii iii iv
 - b) i ii iii
 - c) i ii
 - d) i

Q.3 Research in teacher education may be conducted stage wise. Different stages may include _____.

- i) Pre-primary education
 - ii) Primary education
 - iii) Secondary education
 - iv) Tertiary education
- a) i ii iii iv
 - b) i ii iii
 - c) i ii
 - d) i

12.5 TRENDS

To analyse the trends in research in teacher education, we have to look back also regarding which type of topics using which research methodology have been studied by the researchers in India as well as abroad.

12.5.1 Trends in Indian Studies

Jump in Quantity:

The first study reported in Teacher Education was by Banerji in 1956. After the first study was reported the 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.

Systematization of Instruction:

Instruction dominated by 'lecture' method, which is usually a one way interaction and often unstructured was called the traditional method. 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.

Larger Coverage of Objectives:

Attempts to cover a larger number of objectives were 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.

Alternative Model:

Earlier researches on the Herbartian 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. This was indeed a welcome change.

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.

12.5.2 Trends in International Studies

Livingston and Flores (2017) analysed a total of 917 papers were published between 1978 and 2016 in the journal of the Association for Teacher Education in Europe (ATEE), which was first published in 1978. At that time it was known as *Revue ATEE Journal* (1978-1982). They found that a diversity of methodologies was used in the papers published over the last 40 years in EJTE. The papers fall into three main categories: empirical study papers - which include papers describing empirical research (using all kinds of methods, quantitative and qualitative or mixed-method); theoretical/reflexive papers - papers describing personal reflections or theoretical reflections on given topics. This category also includes reflections on specific teacher education programmes in a given institution; and reviews of literature - papers presenting a literature review or systematic reviews of studies.

It was however also possible to identify other kinds of papers such as personal accounts on one's own professional trajectory, summaries/reports of meetings within the ATEE, etc., especially in the early years of the journal.

Most of the papers published in the EJTE over the last 40 years are empirical study papers (433) and theoretical/reflexive papers (353). Only 8 papers focusing on a systematic review of literature were identified.

In regard to the systematic review of the literature, the 8 papers focused on issues such as the mapping of research on partnership in teacher education, teachers' use of research, students' misconceptions, practicum experience, teacher educators' identity, teaching for diversity, final thesis models in European teacher education and university teacher roles and competencies in online learning environments.

The theoretical/reflexive papers are abundant and they address normally issues related to given specific programmes or features in teacher education. Examples of these kinds of papers include the development of theoretical frameworks on professional development of teachers, models of teacher education, multiculturalism, professionalisation of teachers, global perspectives on education and on teacher education, the discourses on and in teacher education, professional learning, etc. Included in this category - theoretical/reflexive papers - are also reflexive papers focusing on the nature of change in given teacher education programmes, the master level in teacher education, issues of literacy, social justice and research in teacher education, theory and practice in teacher education, bilingualism, etc.

As far as the empirical study papers are concerned, different kinds of research designs identified were: (i) quantitative studies using questionnaires with large samples, (ii) qualitative through the use of interviews the most recurring of which is semi-structured interviews, (iii) mixed-method designs, which combine both quantitative and qualitative approaches; (iv) exploratory and pilot studies which focus on a small sample; (v) longitudinal studies. In general, small-scale studies are prevalent, usually following a qualitative design, but it was also possible to identify quantitative studies and mixed-method studies. However, the samples are, in general, small, with some exceptions, focusing, in many papers, on case studies. Although quantitative, qualitative and mixed-method studies can be found, small-scale studies are the most recurrent ones. Less frequent are action research methods, meta-analysis and self-study designs. Comparative studies are also identified although less frequently.

In the majority of the studies questionnaires and/or interviews are the most recurrent methods. Less frequent are life history accounts, document analysis and less traditional research methods such as storyline and image-based methods such as drawings and videos. Also of relevance is the fact that, although few papers do include observation methods, this is one of the less recurrent methods in the papers published in EJTE over the last 40 years.

As for the research focus, not surprisingly, student teachers and new teachers are the most recurrent focus. Most of the studies focus on student teachers' perceptions, views and experiences most of which are related to the practicum and to their experience during initial teacher education. Also, many studies draw on the transition from student to teacher and include the perspectives of new teachers. The third category of participants is teachers. In this case practicing teachers are the focus of the research including their views on different aspects such as continuing professional development opportunities and in-service, collaborative work, professionalism, use of instructional designs, use of ICT in the classroom, etc. It is also possible to identify other kinds of participants such as teacher educators. The focus is on their identity and development and on their practices as teacher educators. Less recurrent participants are pupils, doctoral students, policy makers and veteran teachers.

There is a need, to develop larger studies with bigger samples using mixed-method approaches. Also of relevance is the design and implementation of comparative studies in teacher education, There is a need to undertake more reviews of existing research literature on teacher education in order to provide researchers with a more systematic perspective of teacher education internationally. In addition, it is important to include the perspective of various stakeholders in order to bring together issues of research, policy and practice in teacher education.

Topics

Livingston and Flores (2017) while reviewing the abstracts of papers published

during the 40 years period reported that over 60 topics were covered. These topics included:

- teacher education curriculum/structure/pedagogical approaches/assessment/evaluation

- a country's education system/teacher education system

- comparative analysis of teacher education in two or more countries

- European Union collaboration between countries

- approaches to teaching a subject (mathematics/science/language/history etc.)

- approaches to school experience (including collaboration or lack of it between universities and schools)

- mentoring/supervising student teachers/teachers

- analysis of the relationship or lack of it between theory and practice

- routes into teaching/different contexts for teacher education

- continuum of teacher education (induction, initial teacher education, career-long professional learning)

- teacher/teacher educator identity, beliefs, attitudes, confidence, roles and responsibilities

- internal/external control/evaluation of teacher education

- teacher meta-cognition/reflection

- use of technology in education/teacher education

- conceptualisation of knowledge/knowledge mobilisation

- enquiry approaches to teaching and learning/use of data

- inclusive education/multicultural education

- assessment approaches
- defining and evaluating quality in teaching
- leadership approaches/training
- teacher anxiety/stress/burnout
- student teacher/teacher attrition

More recent topics, over the last 15 years, have seen a focus on teacher professional learning, research and enquiry in teacher education, partnerships in teacher education, linking research and the use of data to teaching, teacher leadership, intercultural and multicultural issues, inclusive education, diversity, mentoring, reflective practice, digital competence, teacher portfolios, teacher retention, identity, motivation for teaching and teacher educators.

One could argue that researchers and authors of papers should pay closer attention to previous publications in the journal to ensure that what they present adds to knowledge about teacher education. While that is the case in some instances closer analysis shows that many topics in teacher education continue to be 'wicked issues' or provide evidence of 'troublesome knowledge' over time and ongoing attention to them is necessary. This has demonstrated that there are enduring issues in teacher education that have demanded and deserved a strong focus across the 40 years of the journal.

Roles and Functions of Teachers

There has been an ongoing quest to identify what teachers should know, be able to do and care about. Many of the issues that persist in relation to how to take decisions about the curriculum content and structure for teacher education programmes, the balance between university and school study and the expertise required of teacher educators, stem from different views about how best to educate teachers. Authors were concerned to identify the objectives of teacher education and urged readers of the journal to consider the objectives not only in

the context of the present but to consider what would be relevant for the future. Olgers and Riesenkamp (1978) said:

Many of the questions we, as teacher educators, ask and many of the topics we explore may remain similar but the contexts within which teacher education is planned, implemented, governed and evaluated locally, regionally, nationally and internationally constantly changes. Teacher education for the status quo will not prepare teachers for the unpredictable uncertain future. What we can and should learn from the past and how we support teachers in the present, while being mindful of preparing them for an unknown and unknowable future, will continue to require discussion, debate and critique.

Different Stages of Teacher Education Reform and Different Structural Issues

Another layer of complexity was evident in the analysis of papers published by authors from different countries. Many authors over the years have provided an insight into their country's education and teacher education systems. The countries, large and small, that were described by the authors were at differing stages of teacher education reform. Some systems were described as centralised and some as de-centralised with differing amounts of control/autonomy held nationally and locally.

European Collaboration in Teacher Education

The reviewed papers that are comparative were developed by authors from more than one country worked together to investigate a topic.

Technology Education

The authors argued strongly for greater attention to be given to preparing teachers for technology education. The authors were emphatic saying that 'the training of teachers simply must develop' and suggested that this development was thwarted by the conservative attitudes of education. Their belief was that the introduction

of educational technology, the technical and psychological integration of new teaching practices and the latest products of audiovisual research, together with the computerised communications systems could provide the opportunity for the necessary break between the past and the present.

Roles, Identity and Professional Development of Teacher Educators

The roles and identities of the teacher educators took greater prominence in papers published in the 1990s. Key questions considered in the papers included, 'Who trains the trainers?', 'What post-appointment staff development is needed in a university?' and 'What are the appointment and induction arrangements for initial teacher educators?' As raising the quality of teachers increasing became an issue for policy-makers the focus also increased on the quality of teacher educators. Questions remain about definitions of quality in terms of what makes for a 'good teacher' and what makes for a 'good teacher educator'. Different answers to those questions uncover different beliefs and values about learning and teaching and the education system in general.

12.5.3 Teacher Education Research and Policies in India

Just after Independence the University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that obviously there was no difference in the theory papers offered in the various teacher-training colleges. But there was much difference in practice followed by them. The number of supervised lessons varied from ten to sixty and the type of practice teaching and student teaching varies from one to another.

The Commission observed-that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that the teacher educators must look at the whole course from a different angle, that the theory and practice should support each other; that the intelligent following of rule of thumb methods should be made; trainees be recruited from people having a first-

hand experience of school teaching; that courses in the theory of education must be flexible and adaptable to local circumstances; that original work by professors and lecturers in education should not suffer from isolation and lack of interuniversity planning.

In 1950 the first conference of Training Colleges in India was held at Baroda and exchange of ideas took place. The conference discussed programmes and functions of the training colleges.

In the following year, i.e. 1951, the second All India Conference was held at Mysore. It discussed the teacher training programme in a broader perspective and suggested substituting the term "Education" for "Training" and widened its scope. In the same year, a six-week summer course in education was organized for college teachers at Mysore. The syllabi in teacher education were revised, new areas of specialization added, and practical work improved. There was a spurt of work-shops, seminars and conference on teacher education.

One of the important events of the plan decade was the Report of the Secondary Education Commission. It analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. So the Commission made recommendations on all these aspects and found three types of teacher training institutions viz., (a) Primary (Basic) Teacher Training, (b) Secondary Teacher Training Institution and Training Colleges.

UGC is giving substantial grants to University teachers for conducting their own researches. In 1953-54, Ministry of Education initiated a scheme providing grants to teachers, colleges and departments of education in the Universities in order to enable them to carry out research on educational problems selected by them and approved by the central ministry.

The main purpose of the scheme is to provide facilities for research which, in many instances, has been held up owing to dearth of funds. It is to be carried on by the staff of the training colleges assisted by some research fellows assigned to them and some financial facilities. Equipment is provided to facilitate the completion of the projects.

For the improvement of standards of teaching and research in India.UGC has set up CASE in different branches of knowledge. It selected the faculty of Education and Psychology, Baroda as the CASE in Education which functions on an all India basis and aims at raising standards of teaching and research in education. It has built up its programme in collaboration with research workers from outside

The Second Five Year Plan was launched in 1955-56 and it was contemplated that 68 per cent of teachers would be trained by 1960. An amount of Rs. 17 crore was apportioned for increasing training facilities.

All India Council of Secondary Education Established an Examination Reform Unit in 1951. The Directorate of Extension Programme for secondary education was set-up in 1959 to coordinate and run the extension programmes. In the same year the Central Institute of English was established at Hyderabad to train teachers in English and to conduct research in the field.

During the beginning of sixties, National Council of Educational Research and Training (NCERT) was establishment in 1961. It was intended to improve school education to training, research, publication and co-ordination. The NCERT established four Regional Colleges of Education, one each at Ajmer, Bhubaneswar, Bhopal and Mysore.

The Committee on Plan Projects (COPP) set-up a study team for selected educational schemes in 1961 which submitted its report on Teacher Training in 1964. The findings of the Committed were that teacher training institutions contributed only marginally to educational thinking, the training colleges had

inadequate laboratory facilities and teaching equipment; there was practically no room for experimentation and innovation in the teacher education programme. These were shocking but correct observations.

In 1964 an Education Commission was set-up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational set-up. The Commission observed that a sound programme of professional Education for teachers was essential for the qualitative improvement of education. The Commission pointed out the weakness of the existing system and suggested ways to improve it. It recommended that isolation of teachers' colleges with the universities, schools and the teachers' colleges themselves should be removed. It spelt out the ways and means to do so. For qualitative improvement, it recommended subject orientation and introduction of integrated courses of general and professional education. It suggested ways to improve the quality of teacher educators. It advised the State Governments to prepare a plan for the expansion of training facilities.

The Planning Commission in the Fourth Five Year Plan (1969-74) laid emphasis on Teacher Education for improving its quality, training more women teachers and teachers from tribal communities, training science and mathematics teachers for the middle classes and organizing in-services training.

During the seventies there was much emphasis on implementation of the new pattern of education, i.e. 10+2+3 pattern. This called for rethinking and reforms in teacher education. In 1973, a bold and imaginative step was taken by the Government of India. It set-up the National Council for Teacher Education (NCTE) which was to work as a national advisory body for teacher education. The NCTE drafted a curriculum for preparing teachers for the new 10+2 pattern. The new curriculum was a task-oriented. The framework envisaged that the teacher should play the role of the leader inside and outside the classroom, initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development. The framework defined the objectives

of teacher education in very clear terms, developed the relationship with the community, emphasized and worked out the Socially Useful Productive Work (SUPW), and defined the role and functions of the teacher in the emerging Indian Society.

In 1975 through the 42nd Amendment of the Constitution, Education was brought to the Concurrent list. Due to change of Government at the Centre, this brought a commitment to education and some important changes were witnessed in the eighties.

The Government of India in 1983 set-up two National Commissions on Teachers. One was to deal with the issues relating to teachers at the school stage and the other to teachers at the higher education level. Both Commissions had very wide terms and reference right from the objectives for teaching profession to the National Foundation for Teacher's Welfare. These Commissions met the cross-section of the society and elicited their views with regard to the improvement of teaching community.

In August 1985, the Government of India brought out a document "The Challenge of Education: A Policy Perspective." This envisaged an educational system which would prepare the youth for the 21st century. The document acknowledged teacher performance as the most crucial input in the field of education, but lamented that much of teacher education was irrelevant, that selection procedures and recruitment systems were inappropriate and the teaching was still the last choice in the job market. It laid emphasis on aptitude for teaching in the entrants on reorganization of the teacher education programme and on in-service education.

The document was debated and discussed widely in the country and the recommendations of the educationists, thinkers and workers were submitted to the Government of India for inclusion in the Education Policy, 1986. According to National Policy on Education (NPE) 1986, stress was given to the teacher

education programme. Training schools were upgraded to District Institutes of Education and Training (DIETs) and training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). There were provisions for research and innovation in IASEs.

The revised National Policy on Education, 1992 also emphasized the functioning of teacher education institutions.

There has been development in terms of both infrastructure and curriculum transaction as per the NPE and POA, 1986 and 1992. A lot of money is being spent on infrastructural improvement and organization of various in-service programmes.

During 1990's the NPE was revised by Acharya Ramamurthy Committee and it gave a humane approach to education emphasizing more on value oriented education. It also saw the emergence of NCTE as a statutory body of the Govt. of India when NCTE Act of 1993 was passed by parliament. NCTE came into effect on 17th August 1995 for planned and coordinated development of teacher education system across the country.

CHECK YOUR PROGRESS-3

Note: a) Answer the questions given below.

b) Compare your answers with those given at the end of this lesson.

Choose the correct option for the following questions:

Q.1. Which of the following was the first commission after independence which paid attention to teacher training?

a) Mudaliar Commission

b) Radhakrishnan Commission

c) Kothari Commission

d) National Knowledge Commission

Q.2. Which of the following trends were seen in research in teacher education in India:

- | | |
|------------------------------------|------------------------------------|
| i) Jump in Quantity | ii) Systematization of Instruction |
| iii) Larger Coverage of Objectives | iv) Alternative models of teaching |

- a) i ii iii iv
 b) i ii iii
 c) i ii
 d) i

Q.3 Livingston and Flores (2017) analysis of 917 papers which were published between 1978 and 2016 in the journal of the Association for Teacher Education in Europe (ATEE) shows that research papers mainly fall in the following categories:

- | | |
|----------------------------|----------------------------------|
| i) empirical study papers | ii) theoretical/reflexive papers |
| iii) reviews of literature | |
- a) i ii
 b) i ii
 c) i ii iii
 d) i iii

12.6 LET US SUM UP

- Research in teacher education is a systematic process of investigating into educational phenomena in order to understand the process and improve efficiency of teacher education. The educational phenomena may refer to any aspect of educational input, process output including curriculum and teaching-learning, goal of education, educational planning-organisation-management, education and society, and so on.
- It is a scientific method of solving educational problems. Since, research is a systematic and objective investigation into any phenomenon in order to understand, control, manipulate, predict and solve problems, educational research deals with

these aspects for solving educational problems, and develop a scientific body of knowledge in the discipline of education.

- 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 lead 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 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.
- There is need to look at the concept of research and how it applies to the teaching-learning environment, especially in the 21st century school/college/institution environment. This will make the professional teacher to identify with the fact that research is a major part of the professional practice.

12.7 LESSON END EXERCISE

Q.1. What is the nature of research in teacher education?

Q.2. Discuss the scope of research in teacher education.

Q.3. According to you what are some of the areas of research which need immediate attention of researchers?

Q.4. Explain the trends of research in teacher education.

12.8 SUGGESTED FURTHER READINGS

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12.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

Q.1. d) Recherché

Q.2. d) All of the above

Q.3. a) Self-correcting

Check Your Progress-2

Q.1. a) extent of the area or subject matter that something deals with or to which it is relevant

Q.2. b) i ii iii

Q.3. a) i ii iii iv

Check Your Progress-3

Q.1. b) Radhakrishnan Commission

Q.2. a) i ii iii iv

Q.3. c) i ii iii