

## CONCEPT OF TEACHER EDUCATION

### Unit Structure :

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Meaning and nature of teacher education
- 1.3 Need, scope and objectives of teacher education
- 1.4 Changing context of teacher education in the Indian scenario
- 1.5 Changing context of teacher education in the global scenario
- 1.6 Let us sum up

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### 1.0 OBJECTIVES :

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After reading this unit, you will be able to :

- Explain the meaning of teacher education.
- Discuss the nature of teacher education.
- Enumerate the objectives of teacher education.
- Describe the scope of teacher education.
- Explain the changing context of teacher education in the Indian scenario.
- Analyze the changing context of teacher education in the global scenario.

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### 1.1 INTRODUCTION :

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An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.” This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The

importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

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## **1.2 MEANING AND NATURE OF TEACHER EDUCATION :**

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### **Meaning of Teacher Education :**

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

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

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

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

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatric put it, “Training is given to animals and circus performers, while education is to human beings.”

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

**Teaching skills** would include providing training and practice in the different techniques, approaches and strategies that would help the

teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

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

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

An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

#### **Nature of Teacher Education :**

- 1) Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), “Teacher education can be considered in three phases : Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.”
- 2) Teacher education is based on the theory that “Teachers are made, not born” in contrary to the assumption, “Teachers are born, not made.” Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called “tricks of the trade”.
- 3) Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.
- 4) It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.

- 5) The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.
- 6) As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct 'gestalt' emerging from the 'conceptual blending', making it sufficiently specified.
- 7) Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.
- 8) It is a system that involves an interdependence of its Inputs, Processes and Outputs.

**Check Your Progress :**

1. Explain the meaning of Teacher Education.

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2. Describe the nature of Teacher Education.

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### 1.3 NEED, SCOPE AND OBJECTIVES OF TEACHER EDUCATION :

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#### Need of teacher education :

The American Commission on Teacher Education rightly observes,

*“The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”*

In his **Call for Action for American Education in the 21<sup>st</sup> Century** in 1996, Clinton indicated that :

*“Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21<sup>st</sup> century if we recruit promising people into teaching and give them the highest quality preparation and training”.*

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

- 1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are;
  - the length of academic preparation,
  - the level and quality of subject matter knowledge,
  - the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations,
  - the degree of commitment to the profession,
  - sensitivity to contemporary issues and problems and
  - the level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

- 2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.
- 3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).
- 4) The National Academy of Education Committee's Report (Darling-Hammond and Bransford, 2005) wrote that :

“On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning”.

In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgements about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

- 5) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.
- 6) The Ministry of Education document “Challenge of Education : A Policy Perspective” (1985) has mentioned, “Teacher performance is the most crucial input in the field of education.

Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes.” India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development.

The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher’s work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

### **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 of Education :** Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education.

The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

**Triangular Basis of Teacher education :** Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines provide the base for better understanding and application of Teacher education. The **Philosophical** basis provides insights to the student teachers about the implications of- the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The **Sociological** basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. The **Psychological** basis helps the student teachers develop insights into students' psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

**Aspects of Teacher Education :** Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and



effective manner. Teacher education therefore pays attention to its content matter.

### **Objectives :**

#### **Vision of teacher education :**

Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of;

- Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and,
- An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

These expectations suggest that teacher operates in a larger context and its dynamics as well as concerns impinge upon her functioning. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, social justice as also excellence.

To be able to realize such expectations, TE has to comprise such features as would enable the student teachers to

- Care for children, and who love to be with them;
- Understand children within social, cultural and political contexts;
- View learning as a search for meaning out of personal experience;
- Understand the way learning occurs, possible ways of creating conducive conditions for learning, differences among students in respect of the kind, pace and styles of learning.

- View knowledge generation as a continuously evolving process of reflective learning.
- Be receptive and constantly learning.
- View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.
- Own responsibility towards society, and work to build a better world.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- Analyze the curricular framework, policy implications and texts.
- Have a sound knowledge base and basic proficiency in language.

The objectives of teacher education would therefore be to,

- Provide opportunities to observe and engage with children, communicate with and relate to children
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

**Check Your Progress :**

1. Explain the need for Teacher Education.

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2. Describe the scope of Teacher Education.

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3. Enumerate the objectives of Teacher Education.

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**1.4 CHANGING CONTEXT OF TEACHER EDUCATION IN THE INDIAN SCENARIO :**

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The well-established tradition of teaching and learning in India has retained its inherent strength even under adverse circumstances. The post-independence period was characterized by major efforts being made to nurture and transform teacher education. The system of teacher preparation has come under considerable pressure as a result of the expansion and growth of school education, through efforts to universalize elementary education. Having inherited a foreign model of teacher preparation at the time of independence from Britain in 1946, major efforts have been made to adapt and up-date the teacher education curriculum to local needs, to make it more context based, responsive and dynamic with regard to best meeting the particular needs of India. The current system of teacher education is supported by a network of national, provincial

and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

### **Impact of National Policies :**

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education-

- The political recognition of Universalization of Elementary Education that led to the Right to Education Bill, 2008 and
- The National Curriculum Framework for school education, 2005.

The Bill has been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and compulsory education to almost 20 crore children in the 6-14 age group till class 8. The Act mandates a schedule for the functioning of schools which includes a teacher-student ratio of 1:30 till a student population of 200 students at the primary stage. This would increase the demand for qualified elementary school teachers many times. The country has to address the need of supplying well qualified and professionally trained teachers in large numbers in the coming years. The launch of the massive Sarva Shiksha Abhiyan in 2002 and the recent financial commitment and education cess to augment the Universal Elementary Education mission have underscored the need to adequately prepare teachers to address the growing demand for quality education.

### **Developments in School education :**

School education has seen significant development over the decades since independence. According to Government estimates (Selected Educational Statistics- 2004-2005 – Ministry of Human Resource Development, New Delhi) while 82% of the 20 crore children of the 5-14 age group were in school as per enrolment figures, it is equally true that 50% of these children are dropping out before completing class 8 (MHRD Annual Report 2007-08). The situation on the ground is still ridden with difficulties. Regional, social, economic and gender disparities are posing new challenges. This reality increases the challenge that the prospective teacher will face in implementing the Right to Education Act.

The continued fragmentation of the school system poses the severest challenge to the national declaration of catering to the basic needs of all children in the 6-14 age group through the elementary education in an inclusive setting. However increasing privatization and differentiation of the schooling system have vitiated drastically the right to quality education for all children.

### **Changing Role of the Teacher :**

The current system of schooling poses tremendous burden on children. Educationists are of the view that the burden arises from treating knowledge as a 'given', an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted.

### **Challenges in Teacher Education :**

Unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, there was a natural increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over unprecedented rise in the number of teacher education institutions in most parts of the country.

From 3489 courses in 3199 institutions and an intake of 2,74,072 in 2004, the numbers in December, 2008 swelled to 14,523 courses in 12,200 institutions with an intake of 10,73,661 at different levels. This expansion has taken a heavy toll on quality parameters like infrastructure, faculty learning resources and student profile.

Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence

between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to a university level and that the duration and rigour of programmes should be appropriately enhanced.

### **Research and Innovation :**

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.

### **Inclusive Education :**

There are two kinds of exclusion prevalent in schools; one is the exclusion of the child with disabilities and the second is the social exclusion of children who come from socially and economically deprived backgrounds. There is a dire need to equip teachers to overcome their biases in these regards and positively handle these challenges.

The Persons with Disabilities (PWD) Act of 2005 provides for free and compulsory education up to the age of 18 years for all children with disabilities. The education of socially and economically disadvantaged groups, especially the SCs, STs and minorities has remained a primary national concern of education for several years. The enrolment and retention of girls and therefore their participation has also remained behind those of boys. Teachers will have to be specially equipped if the social deprivation has to be overcome through education.

### **Perspectives for equitable and sustainable development :**

In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of

gender equity, perspectives that develop values for peace, respect the rights of all, and that respect and value work. In the present ecological crisis promoted by extremely commercialized and competitive lifestyles, children need to be educated to change their consumption patterns and the way they look at natural resources.

There is also an increasing violence and polarization both within children and between them, that is being caused by increasing stress in society. Education has a crucial role to play in promoting values of peace based on equal respect of self and others. The NCF 2005 and subsequent development of syllabi and materials is attempting to do this as well.

### **Role of Community knowledge in education :**

It is important for the development of concepts in children as well as the application of school knowledge in real life that the formal knowledge is linked with community knowledge. The NCF 2005 promotes the inclusion of locally relevant content in the curriculum as well as pedagogy.

### **ICT in Schools and e-learning :**

With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school education. Teacher education has been structured to orient and sensitize the teacher to distinguish between developmentally appropriate and detrimental uses of ICT. It needs to also equip teachers with competence to use ICT for their own professional development.

In view of the above discussion the newly visualized Teacher education program as put forth by NCERT is as follows;

### **Newly visualized Teacher Education Program-**

- Emphasizes learning as a self-learning participatory process taking place in social context of learner's as well as wider social context of the community to nation as a whole.
- Puts full faith in self learning capacity of school children and student teacher and evolving proper educative programme for education.
- Views the learner as an active participative person in learning. His/her capabilities or potentials are seen not as fixed but capable of development through experiences.

- Views the teacher as a facilitator, supporting, encouraging learner's learning.
- Does not treat knowledge as fixed, static or confined in books but as something being constructed through various types of experiences. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction.
- Emphasizes that appraisal in such an educative process will be continuous, will be self-appraisal, will be peer appraisal, will be done by teacher educators, and formal type too.

**Hence there would be a major shift;**

From	To
Teacher centric, stable designs	Learner centric, flexible process
Teacher direction and decisions	Learner autonomy
Teacher guidance and monitoring	Facilitates, support and encourages learning
Passive reception in learning	Active participation in learning
Learning within the four walls of the classroom	Learning in the wider social context the class room
Knowledge as "given" and fixed	Knowledge as it evolves and created
Disciplinary focus	Multidisciplinary, educational focus
Linear exposure	Multiple and divergent exposure
Appraisal, short, few	Multifarious, continuous

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## **1.5 CHANGING CONTEXT OF TEACHER EDUCATION IN THE GLOBAL SCENARIO :**

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Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times.



Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21<sup>st</sup> century than it has been in the 20<sup>th</sup> century. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21<sup>st</sup> century school environment.

Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teachers' abilities are especially critical contributors to students' learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling-Hammond, 2006).

1. Dynamic teacher education and training in the 21<sup>st</sup> century globalised world.

For dynamic teacher education and training in the 21<sup>st</sup> century globalised world, teacher education and training institutions must design programmes that would help prospective teachers to know and understand deeply; a wide array of things about teaching and learning and in their social and cultural contexts. Further more, they must be able to enact these understandings in complex classroom situation serving increasingly diverse students. If the 21<sup>st</sup> century teacher is to succeed at this task, teacher education and training institutions must further design programmes that transform the kinds of settings in which both the novices and the experienced teachers teach and become competent teachers. This signifies that the enterprise of teacher education and training must venture out further and further and engage even more closely with schools in a mutual transformation agenda with all the struggles involved. Importantly, the teacher education and training institutions must take up the charge of educating policy makers and the general public about what it actually takes to teach effectively both in terms of knowledge and skills that are needed and in terms of the school contexts that must be created to allow teachers to develop and use what they know on behalf of their students (Fullan, 1993).

2. Structure of a globalised teacher education and training curricula.

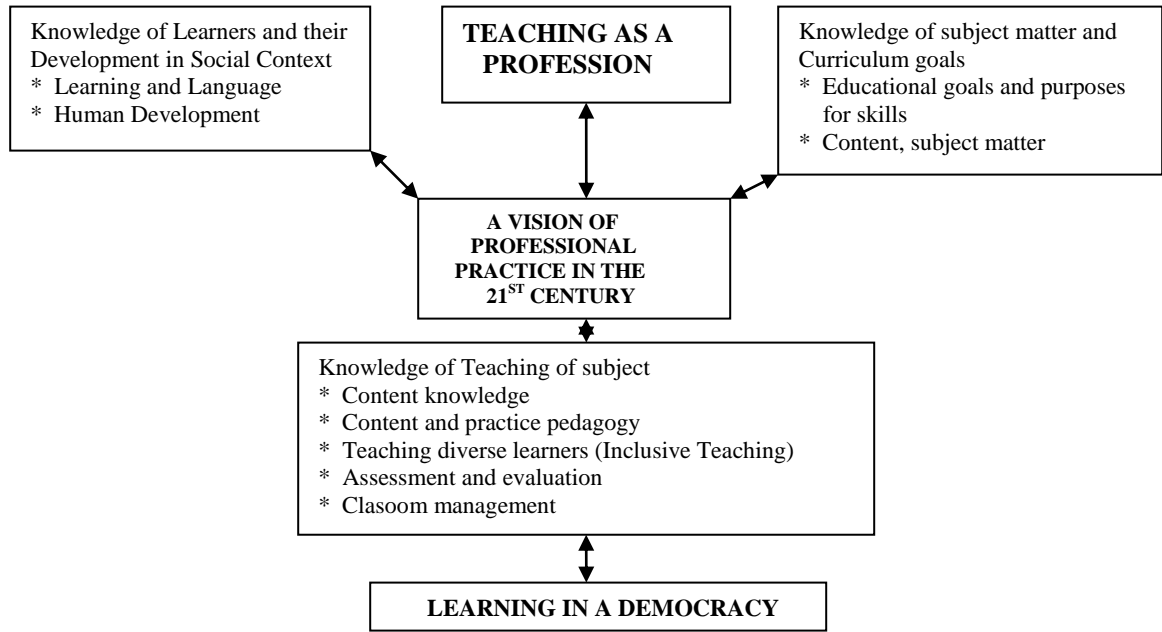
Throughout the world, reform and innovation initiatives by nations have triggered much discussion about the structures of

teacher education and training programmes (Hébert, 2001) and certification categories into which programmes presumably fit. Building stronger models of teacher preparation in the 21<sup>st</sup> century would require adequate and progressive knowledge content for teaching as well as knowledge content for the subjects that the teacher would be required to teach. In this respect, the “**what**” of teacher education and training should be the focus of the curriculum.

### **The “what” of globalised teacher education and training curricula**

There are many ways to configure the knowledge content that teachers may need to render their services professionally (Darling-Hammond, 2006). In articulating the core concepts and skills that should be represented in a common-core curriculum for teacher education and training, there is need for a frame work to guide decisions and practice. In the United States, the National Academy of Education Committee on Teacher Education adopted a framework that is organised on three intersecting areas of knowledge found in many statements of standards for teaching which would be applicable for consideration in the 21<sup>st</sup> century teacher education and training curricula. The list below is represented in figure 1 diagrammatically

- Knowledge of learners and how they learn and develop within social contexts, including knowledge of language development.
- Understanding of curriculum content and goals, including the subject matter and skills to be taught in the light of disciplinary demands, student needs and the social purposes of education; and
- Understanding of and skills for teaching, including content knowledge of specific subject, content pedagogical knowledge for teaching diverse learners, as these are informed by an understanding of assessment and of how to construct and manage a productive classroom.



**Figure 1 : Preparing Teachers for the 21<sup>st</sup> century**

The curricula should take cognisance of the ever-changing needs of society, the globalisation scenario, the advancement and proliferation of technology and the way traditional classroom teaching is losing grounds for distance-virtual learning (Allen and Thomas, 2000; Kantrowitz et al, 1987).

The content of the curricula should take account of the 21<sup>st</sup> century classroom. Teachers should be trained on the state-of-the-art hard and soft ware that will become common in the 21<sup>st</sup> century classroom. Training in technology should encompass telecommunications, satellite access, networking, the internet, video-conferencing and digital components as well as optical technology. These technologies will permit the 21<sup>st</sup> century teacher in the 21<sup>st</sup> century classroom feel comfortable and teach effectively and efficiently.

Another scenario is the changing pattern of world employment. There are so many professions in our modern world and this will multiply in the 21<sup>st</sup> century. The new directions in teacher education and training should take cognisance of this so that teachers are prepared to play multiple roles and take their rightful positions in the teaching-learning environment to face these challenges confidently. We can only improve the quality of education worldwide for our students if we provide our teachers with the required skills, knowledge and experiences. One which deserves

mention is the ability of the 21<sup>st</sup> century teacher to control disruptive behaviour of students in the classroom which makes it impossible for the teacher to work efficiently and effectively and even in some instances puts the security of both students and teachers at risk. Problems of such nature may multiply in magnitude in schools in the 21<sup>st</sup> century and for this reason, teacher education and training institutions should equip teachers with knowledge and skills in management to be able to address such problems effectively and efficiently.

Teacher education curricula should be inclusive and emphasize on life long learning, development in technology and its applications and strategies for planning viable alternatives to benefit students. Emphasis should be on democratic principles and practices. The institutionalization of democracy will make teachers see the role of schools and their contribution to the development of democratic values, skills and behaviour from the global perspective.

### **The “how” of globalised teacher education and training curricula :**

The programme designs and pedagogies should attend specifically to the **how** of teacher education and training. It is important to have well-chosen courses that include **core content knowledge** for teaching and advanced research background. It is equally important to organize prospective teachers’ experiences so that they are able to integrate and use their acquired knowledge in a skilful manner in the classroom, especially incorporating research in whatever is taught so that the 21<sup>st</sup> century teacher becomes teacher-researcher at heart. Often times, this becomes the most difficult aspect of constructing a teacher education and training programme. The onus of the issue is that teacher education and training should attend to both the **what** and **how** so that knowledge for teaching, in reality, shapes the teachers’ practice and enables them to become adaptive experts who are versatile and capable of operating effectively and efficiently in a variety of teaching and learning environments using the tools that have been provided to them during their training.

Lortie (1975) is of the view that accomplishing what has been indicated above requires addressing special challenges in learning to teach. Three interrelated issues are mentioned that learning to teach requires that the 21<sup>st</sup> century teachers

- Come to understand teaching in ways quite different from their own experiences as students. This, Lortie refers to as **the**

**apprenticeship of observation** which refers to the learning that takes place by virtue of being a student in traditional classroom setting.

- Learn not only to **think like a teacher**” but also to “**act as a teacher**”. This is termed by Kennedy (1999) as the **problem of enactment**. Professionally, teachers need to understand and be able to do a wide variety of things simultaneously.
- Be able to understand and respond to the dense and multifaceted nature of the classroom environment, juggling multiple academic and social goals requiring trade-offs from time to time and day to day (Jackson, 1974). In short, the 21<sup>st</sup> century teacher should learn to deal with the **problem of complexity** that is made more intense by the changing nature of teaching and learning in the teaching-learning environment.

A question that needs explicit answers in relation to the topic under discussion is “**How can programmes of teacher education and training prepare the 21<sup>st</sup> century teacher to confront the identified problems of learning to teach and others unanticipated?**”

Studies (Oberg, 2001; Hébert, 2001; Glickman, 2001, Weiner, 2001; McCall, 2001) examining seven exemplary teacher education and training programmes find that despite outward differences, the programmes had seven things in common namely :

- A common clear vision of good teaching that permeates all course work and clinical experiences, creating a coherent set of learning experiences.
- Well-defined standards of professional practice and performance that are used to guide and evaluate course and clinical works.
- A strong core curriculum taught in the context of practice and grounded in knowledge of the child and adolescent development and learning, an understanding of social and cultural contexts, curriculum design, reform, and innovation, evaluation and assessment and subject matter content and pedagogy knowledge and skills.
- Extended clinical experience, at least 24 to 36 weeks of supervised practicum and student teaching opportunities in each programme are carefully chosen to support the ideas presented in simultaneous, closely monitored and interwoven course work.

- Extensive use of a variety of case methods, teacher research, performance assessment and portfolio evaluation that apply learning to real problems of practice.
- Explicit strategies to help students to confront their own deep-seated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves.
- Strong relationship, common knowledge and shared belief among school-based and university-based faculty jointly engaged in transforming teaching, schooling and teacher education and training. (Darling-Hammond in Press).

### **Models of teacher education and training for the 21<sup>st</sup> century :**

The new directions will have to grapple with models of teacher education. The current models need reform and innovation and new models would have to be developed that would enable teachers to adapt comfortably to the changing times (Avalos, 1991; Monnathoko, 1995; Popkewitz, 1987, Ginsberg, 1988; Nagel, 1992; Al-Salmi, 1994; Shaeffer, 1990). The new models should emphasize learning to do and learning to think so that we do not produce learned monsters but learned thinkers.

1. There is absolute need for **participatory teacher education**. In this model, teachers in training should play active role in the training process. They should become participants in decisions regarding the needs to which their training must respond; what problems must be resolved in the day-to-day work environment and what specific knowledge and skills must be transmitted to them. In the participatory model teachers must be self-directed and self-taught. Every aspect of the training must be based on reflection and introspection. The needs, problems, statuses and roles must be clearly defined, examined and analysed by them. The actual concrete experiences of working with students should be emphasized. Teachers must be able to collectively examine and analyse their consequences, assisted by the trainers in solving problems (Akinpelu, 1998; Akyeampong, 2003).

In the new directions, there should be what I would like to term as “better teaching” model. Teachers should be able to :

- Author and publish experiences and researches conducted.
- Be central and key participants of curriculum reform and innovation.

- Encourage learners to work together in a cooperative spirit, help each other with their work as well as be able to evaluate themselves.
  - Help learners publish their own work online portfolios.
  - Write a bank of learning activities for learners to access at their own pace.
  - Give learners a wider choice of learning activities according to their own interests and capabilities.
  - Build up a personal portfolio of their best teaching plans so as to share among other teachers.
  - Create exciting learning environment of active knowledge creation and sharing.
2. **The new teacher education and training should not lose site of the power of technology for both teachers and students learning.** The real power of technology will come when teachers have been trained well in them and have captured the potential of technology themselves. In this way, teachers would be able to contribute to model the behaviour that the students are expected to learn thereby making them to grow up not to be learned monsters but more human, creative and productive (Burke, 2000; Holmes Group, 1986).
3. **Need for in-depth content and practical knowledge of research for teachers**

Research must be a major priority in teacher education and preparation in the 21<sup>st</sup> 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.

### **The concept research and its significance to teacher education and training :**

There is need to look at the concept research and how it applies to the teaching-learning environment, especially in the 21<sup>st</sup> century school environment. This will make the professional teacher to identify with the fact that research is a major part of the professional practice. For this reason, research in this discussion will be taken to mean :

*“...systematic study of a phenomenon with the aim of finding explanations or solutions or understanding and finding patterns among what is studied so that action could be taken to arrest or improve the situation”* (Boaduo, 2001:4).

Problems of different kinds and magnitudes abound in the teaching-learning environment and these would quadruple in the 21<sup>st</sup> century school environment. Whenever such problems surface and pose threat to the survival of the students and their progress, a critical study would have to be conducted to find solutions to resolve the threat and improve the situation.

### **Need to provide 21<sup>st</sup> century teachers with solid foundation in research methods :**

If the 21<sup>st</sup> 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.

- Decisions taken about research in their operative environment which affect their condition and progress of their practice as professionals in the educative sphere must be theirs to make and implement.
- 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.

### **3. Globalising the teaching profession through a globalised teacher's council.**

Currently, every country has its own teaching council with specific objective to register professionally qualified teachers before they can practice. Every country has its own requirements that professional teachers should meet in order to be registered and certificated to teach. Even in the same country, like the USA, Australia and United Kingdom getting registered as a teacher entails delaying. In the USA every state has its own teaching council that registers professionally qualified teachers and certificated with a license to practice. A critical look at this scenario reveals that teacher transfer from one state to another in the same country becomes a burden if not delays while teacher-shortages abound in these countries.

In order to make teaching to become a mobile profession world wide, there is need for 21<sup>st</sup> century globalised teaching council. The mandate of this council should be to collaborate with institutions and organizations responsible for teacher education and training to develop a common-core teacher education and training curricula as well as the establishment of teacher professional registration council which would be mandated to issue professional teaching licenses for practitioners that would be recognised worldwide to make teacher mobility from region to region and country to country easy and fulfilling.

- 1) The need for teacher-tracer studies and further professional development by teacher training institutions after training.

- 2) Need for greater involvement of parents and communities in the governance of the globalised schools.

**Check Your Progress :**

1. Explain the changing context of Teacher Education in the Indian scenario.

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2. Explain the changing context of Teacher Education in the Global scenario.

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**1.6 LET US SUM UP :**

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No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalisation concept, if taken into account, would require that teachers and teaching should be recognised like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

**Unit End Exercises :**

1. What is teacher education? Explain it's nature and scope.
2. Explain the changing scenario of teacher education in global context and its impact on India.

3. Write Short Notes :
  - a) Triangular basis of teacher education
  - b) Vision of teacher education

**References :**

1. Martin, R.J. (1994) Multicultural Social reconstructionist education : Design for diversity in teacher education. *Teacher Education Quarterly* 21(3)77-89, *EJ* 492(4).
2. O'Loughlin, M. (1995) Daring the imagination, unlocking voices of dissent and possibility in teaching. *Theory into Practice* 24(2)170-116, *EJ* 512860.



# 2A

## TEACHER EDUCATION IN PRE INDEPENDENCE INDIA

### Unit structure:

2.A.0 Objectives

2.A.1 Introduction

2.A.2 Teacher Education in Pre-independence India

2.A.2.1 The Upanishadic period

2.A.2.2 The Buddhist period

2.A.2.3 The Medieval period

2.A.2.4 The Modern Period

2.A.3 Let us sum up

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### 2.A.0 OBJECTIVES :

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After reading this unit the students will be able to :

- Gain knowledge of the system of education and teacher preparation during the pre independence period.
- Explain the relevance of recommendations made by the various committees.

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### 2.A.1 INTRODUCTION :

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Teaching has been one of the oldest and respected professions in the world. The role, functions, competence and preparation of teachers have undergone a dramatic change from time to time but the need for teachers has been imperative for all times. The changing times as well as the requirements of the society have necessitated changes in the ways of teacher preparation. The development of teacher education is discussed in the following pages.

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### 2.A.2 TEACHER EDUCATION IN PRE INDEPENDENCE INDIA :

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#### 2.A.2.1 THE UPANISHADIC PERIOD :

In the Vedic India, the teacher enjoyed a special status and position. He was held in high esteem by the society and this was due

not only to learning and scholarship, but also to qualities of head, heart and hand. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour.

According to the Rigveda, a teacher was selected and then educated or trained effectively. The teacher must have passed through the recognized curriculum and have fulfilled all the duties of a Brahmachari before he was allowed to become a teacher. Teachers must sought knowledge for realization and were well-received and well respected. The scholarly class of teachers, which later became a caste (Brahmans) became stratified with the passage of time and lost its original grandeur. Later on teachers came from this caste of Brahmins and it became a hereditary profession.

Manu remarked that the son of the teacher sometimes helped his father, by teaching in his father's place. The teacher was sometimes assisted in his work by some of the older and abler pupils who acted as monitors. This monitorial system, which was a method of inducting pupils to the position of teachers, was the contribution of the ancient education system.

Teaching in the Upanishadic period was known for the personal attention paid to the student. As the word Upanishad (sit close) connotes there was an intimate relationship between the teacher and the disciple. The freedom to accept a disciple rested with the teacher, but once he accepted a disciple it became his moral duty to see that the disciple grew. Similarly, a disciple or student had the freedom to choose his teacher. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important method of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another. The transmission of methods through initiation and repetition continued. Good teachers devised their own methods and made the matter interesting and meaningful to students by day-to-day examples. Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.

**Check Your Progress :**

1. What are the chief features of teacher preparation during the Upanishadic period?

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**2.A.2.2 THE BUDDHIST PERIOD :**

The monastic system which was an important feature of Buddhism required that every novice on his admission, should place himself under the supervision and guidance of a preceptor (Upajjhaya). The disciple would 'choose an upajjhaya with much care and showed him the utmost respect. The upajjhaya, on his part, had much responsibility to the novice, the Saddhiviharika.

He was to offer spiritual help and promote learning through religion among the disciples by teaching, by putting question to him, by exhortation, by instruction. The teacher was to look after the disciple fully. The teachers employed other methods besides oral recitation such as exposition, debate, discussion, question-answer, use of stories and parables. In vihars and monastic schools, Hetu-Vidya or the inductive method was adopted and the intellect of the disciple was trained through it. The introduction of logic as one of the subjects helped in sharpening the intellect and oratory which was emphasized.

**Check Your Progress :**

1. Which were the methods adopted for development of the intellect of the disciple during the Buddhist period?

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### 2.A.2.3. THE MEDIEVAL PERIOD :

In the holy Koran, Education is urged as a duty and in Muslim countries, education was held in high esteem. Though it was not widespread amongst the people teachers and instructors were given great respect. The Mohammedan rulers in India founded schools (Maktabs), Colleges (Madrassahs) and libraries in their dominions. In the maktab, often attached to a mosque, the students received instruction in the Koran which they had to recite, and reading, writing and simple arithmetic was also taught. The medium of "instruction was Persian but the study of Arabic was compulsory. In madrassahs the course included grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence and sciences.

The teachers teaching in the maktabs were mostly moulvis, but in the madrassahs scholarly persons were employed. The method of teacher preparation was mostly initiation of what the old teachers practiced. Good and experienced teachers with a discerning eye identified able students and appointed them tutors to look after and teach the junior students in their absence. Thus the monitorial system was in vogue during the medieval times too and was the method of preparing the future teachers. The teachers were held in high esteem and were respected by the society and their students.

Cramming and memorising were prevalent during this period. The method of teaching was oral. The teachers adopted the lecture method. Students were encouraged to consult books. Practicals were also conducted in practical subjects like medicine. Analytical and inductive methods were also used to each subject like religion, logic, philosophy and politics. Although a specialized teacher training programme did not exist, the teachers had a clear idea of their role and functions and the methods to be pursued in teaching.

#### Check Your Progress :

1. What was the system of higher education prevailing during the medieval period?

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#### 2.A.2.4. MODERN PERIOD :

Before the arrival of the Britishers in India the European Missionaries first started scholars and later initiated teacher training institutions. The Danish Missionaries established a normal school for the training of teachers at Serampur near Calcutta. In Madras Dr. Andrew Bell started the experiment of Monitorial System which formed the basis of teacher training programme for the time being. It was used in England and known as Bell-Lancaster system. Mr. Campbell, Collector of Bellary, in his Minute dated 17th August 1823, commended this system by which the more advanced scholars are asked to teach the less advanced and this was well received in England.

Sir Munro, in his Minute dated 13 December 1823, gave same ideas for the improvement of the education of teachers. He suggested an increase in their allowance and different types of syllabi for Hindu and Muslim teachers.

In June 1826, the first normal school was started under the management and with the finances of the British government in Madras. Initially, it prepared teachers for the district schools. Later, this normal school developed into the Presidency College. In 1847, Bombay started a normal school in the Elphinstone Institution and in 1849, Calcutta too had a normal school.

#### **Wood's Despatch, 1854**

The Wood's Dispatch, an important educational document was released on 19 July, 1854. It was rightly been called the most important document on English education in India. It gave some very valuable suggestions for the improvement of the education of teachers. It suggested that allowances be given to persons who possess and aptness for teaching and who are willing to devote themselves to the profession of school master.

In suggesting a change in the education of teachers, the Dispatch referred to the system prevalent in England. It urged the establishment of training schools in each presidency in India. The Dispatch suggested the introduction of pupil teacher system (as prevailed in England) in India and an award/ stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme they were to be given certificates and employment. So the Dispatch introduced sufficient incentive for the would-be



teachers. Although apprehensive, Lord Dalhousie, Governor-General of India suggested implementation of Wood's Dispatch which brought into existence a number of normal schools.

### **Lord Stanley's Dispatch, 1859**

In 1859, Lord Stanley, Secretary of State for India, in his Dispatch set forth an examination of the operation of the 1854 Dispatch. The Dispatch very emphatically stated that the administration should desist from procuring teachers from England and that teachers for vernacular schools should be made available locally.

### **The Indian Education Commission 1882**

The Indian Education Commission 1882 (The Hunter Commission) recommended that an examination in the principles and practice of teaching be instituted, success in which should hereafter be a condition of permanent employment as a teacher in any Secondary School, Government or Aided. For graduates it suggested a shorter course of training than for others. Pedagogical courses became more prominent. This also led to the opening of new teacher training institutions and by 1882 there were 116 training institutions for men and 15 for women.

Thus by the close 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.

### **Government of India Resolution on Education Policy, 1904**

This is one of the most important educational documents which laid down the policies for the future educational system. It made some very vital suggestions for the improvement of the teacher-training Programme. These were:

#### **(a) Training Colleges:**

The Resolution enunciated that if Secondary Education was to be improved then the teachers should be trained in the art of teaching. There were five teacher training colleges in all at places like Madras, Kurseong, Allahabad, Lahore and Jubbulpur. Intermediates or Graduates could seek admission to these Colleges.

The general principles upon which the training institutions were to be developed, were,

- (i) To enlist more men of ability and experience in the work of higher training,
- (ii) To equip the training colleges well,
- (iii) To make the duration of the training programmes two years and for graduates, one year. The course would comprise knowledge of the principles which underlie the art of teaching and some degree of technical skill in the practice of the art,
- (iv) The course would culminate in a university degree or diploma,
- (v) There should be a close link between theory and practice and practicing schools should be attached to each college. These schools should be fully equipped with well trained teachers whose examples the students should emulate. They should have good Library and Museum. There should be a close link between the training colleges and the school, so that the students do not neglect the methods learnt in the college. The students should be occasionally brought together again and the inspecting staff and the training college authorities should try that the influence of the college is felt in the schools.

**(b) Training Schools:**

The Resolution recommended opening of more training schools, particularly in Bengal. The normal schools were mostly boarding schools where students with vernacular education came for training and were given stipends. They received general education combined with the instruction in the methods of teaching and practice in teaching. The Resolution recommended a minimum course of two years. It mentioned courses of training specially suited for teachers of rural schools.

Thus, it can be observed that the recommendations and suggestions of the Resolution were of far reaching importance. Some of the suggestions of the Resolution were not implemented and several recommendations were implemented, some changes took place in the field of teacher training. Universities instituted B.T. degree for-graduate teachers. Rethinking on the syllabus improvements in facilities etc. were the outcomes of the Resolution.

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

The second resolution on educational policy pinpointed the

weakness of the system and suggested many useful measures with regard to improvement of Primary education. The Resolution suggested that teachers should be drawn from the class of the boys whom they will teach and they should have passed the middle vernacular examination and undergone a year's training. It suggested periodical repetition and improvement courses for teachers. The resolution emphasized that no teacher should be allowed to teach without a certificate and that there should be a constant exchange of ideas amongst the training college staff members and that they should visit different colleges.

### **Calcutta University Commission, 1917**

This Commission, known as the **Sadler Commission**, studied all aspects of the University education and presented its voluminous report in 1919. It also touched upon the teacher education programme and made some valuable recommendations. It pointed out the painful inadequacy of training institutions and the poor quality of training provided in them. It suggested that the training programme should not only make the trainee a competent class-room teacher but also a good administrator. The commission suggested opening of post graduate department of education in Universities, equips each department with a Professor, a Reader and a number of assistants and institute a post-graduate degree in Education. It recommended the introduction of Education as an optional subject at the Graduation and P.G. level.

The recommendations of the Sadler Commission had salutary effect on the teacher training Programme in India. Mysore University started a faculty of Education in 1925.

### **The Hartog Committee, 1929**

The work initiated by the Sadler Commission was further carried on by the Hartog Committee. The Committee was primarily concerned with primary education but it made far-reaching recommendations for teacher training as well. It rightly observed that the success of education depended on the quality of the training, the status and the pay of teachers. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. It also added that the period of training was too short, the curriculum too narrow and the teaching staff inadequately qualified.

It suggested that journals for teacher in the vernacular, refresher courses, conferences and meetings of teacher associations

can do much to brighten the lives of the teachers and improve their work. For the secondary school teachers too, the committee had the same suggestions.

Working on the recommendations of the Sadler Commission 13 out of 18 universities set-up faculties of education. The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936.

Some other important changes in the field of education also took place in the thirties. The Central Advisory Board of Education was revived. Basic Education was started by Mahatma Gandhi in 1937, 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.

### **The Abbott-Wood Report**

This report submitted in 1937 is again a landmark in the field of education. It primarily analyzed the position of vocational education but also made valuable suggestions about teacher education. According to the report the duration of training should be 3 years to enable the pupil to continue with general education along with professional training. It further suggested a refresher course for the teacher so that he could get a wider experience.

Although there was improvement in the percentage of trained teachers from 56.8% in 1937 to 61.3% in 1942. Yet there was much still to be done for achieving qualitative improvement. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. These schools provided one or two years' training. There were 25 training colleges for graduates which were inadequate to meet the needs of the time. 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.

### **The Sergeant Report, 1944**

In 1944, the Central Advisory Board of Education (CABE) presented a scheme of education "Post-war Educational Development in India", popularly known as the "Sergeant Plan". The scheme was a broad-based educational plan. It made some practical suggestions for teacher's training programme.

It recommended that suitable boys and girls should be inducted into the teaching profession after High School; Practical training should be provided, refresher courses be planned and research facilities be provided.

It suggested a two-year course for pre-primary and junior Basic schools (after high school) and a three year course for the senior basic schools. The non-graduate teachers in high schools were to go for two year training and the graduates for one-year training. The first year of the two years training should be devoted to the study of the general and professional subjects. It should be supported by school visits, discussions and other experiences to kindle the trainee's interest in education. It proposed revised pay scales for all categories of teachers, to attract better teachers.

**Check Your Progress :**

1. Why the Wood's Dispatch is considered an important educational document?

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2. What were the recommendations of the Wood's Dispatch with respect to teacher education?

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3. Government of India's Resolution on Education Policy of 1904 still holds good. Justify.

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4. What was the impact of the Saddler and Hartog Committee reports?

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### **2.A.3 LET US SUM UP :**

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According to the Rigveda, a teacher was selected and then educated or trained effectively. Teaching in the Upanishadic period was known for the personal attention paid to the student. The freedom to accept a disciple rested with the teacher, and a disciple or student had the freedom to choose his teacher. Oral explanation was one of the important method of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another.

The monastic system was an important feature of Buddhism and required that every novice the Saddhiviharika on his admission, should place himself under the supervision and guidance of a preceptor (Upajjhaya). The monitorial system was in vogue during the medieval times too and was the method of preparing the future teachers. The teachers were held in high esteem and were respected by the society and their students.

Modern period was characterized by the Britishers in India. Various committees were instituted who looked in to the system of teacher education and training. Of them Wood's Dispatch, Government of India's Resolution on Education Policy of 1904 and Saddler and Hartog Committees made substantive recommendations which hold good for the present times too.

### **Unit End Exercises :**

1. Trace the development of teacher education during the Vedic period and examine its relevance today.
2. Trace the development of teacher education during the medieval period.
3. How the development of teacher education has unfolded during

the modern period? Critically examine.

4. Explain the relevance of some of the recommendations made during the pre independence period for teacher education.

**Suggested Reading :**

1. Singh, L.C. (1990) Teacher Education in India: A Resource Book, Delhi, NCERT.
2. Mohanty, J. (2003) Teacher Education New Delhi, Deep and Deep Publications Pvt. Ltd.



## **TEACHER EDUCATION IN POST INDEPENDENCE INDIA**

### **Unit structure :**

2.B.0 Objectives

2.B.1 Introduction

2.B.2 Teacher Education in Post Independence India

2.B.2.1 The University Education Commission

2.B.2.2 The Plan period in Fifties

2.B.2.3 The Secondary Education Commission

2.B.2.4 The Plan period in Sixties

2.B.2.5 The Kothari Commission

2.B.2.6 The Plan period in Seventies

2.B.2.7 The Plan period in Eighties

2.B.2.8 Challenges for the Education Policy

2.B.2.9 The Nineties

2.B.2.10 The Two Thousands

2.B.3 Let us Sum up

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### **2.B.0. OBJECTIVES :**

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After reading this unit the students will be able to :

- Gain knowledge of the system of education and teacher preparation during the post independence period.
- Understand the relevance of recommendations made during the Plan Periods.

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### **2.B.1. INTRODUCTION :**

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After Independence the emerging socioeconomic and political situations influenced the national scenario of Teacher Education. The Government of India set-up different Committees and Commissions for addressing to the specific issues of education in general and Teacher Education (TE) in particular. A large number of teachers were found untrained and attempt was made to clear the backlog. The main concerns of teacher education were pertaining to



both quality and quantity. In 1948, the Central Institute of Education was established in Delhi and the Government Training College at Allahabad was developed into the Central Pedagogical Institute.

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## **2.B.2 TEACHER EDUCATION IN POST INDEPENDENCE INDIA :**

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### **2.B.2.1. THE UNIVERSITY EDUCATION COMMISSION (1948-49)**

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 inter-university planning.

### **2.B.2.2. THE PLAN PERIOD IN FIFTIES**

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.

### **2.B.2.3. THE SECONDARY EDUCATION COMMISSION,**

**(1952 -53)**

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.

It suggested two types of institutions: (i) for those who have taken the school leaving certificate, for whom the period of training be two years, (ii) for graduates, presently of one academic year but extended as a long-term programme to two academic years. The graduate training institutions should be recognized and officiated to the universities which should grant the degree, while the secondary grade training institutions should be under the control of a separate Board. It recommended training in co-curricular activities, refresher courses and research work for the M.Ed. degree. It recommended three years' teaching experience for M.Ed. Admission, after graduation in education.

The enthusiasm for seminars, work-shops, etc., led to the establishment of Extension Centres. In 1955 the All India Council for Secondary Education was established. The Council through its Extension Centres imparted in service education. In 1957, the All India Council for Elementary Education was formed.

**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 co-ordinate 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.

**Check Your Progress :**

1. What are the recommendations of the University Education Commission (1948) and the Secondary Education Commission's with regard to Teacher Education?

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#### 2.B.2.4. THE SIXTIES

The first National Seminar on the Education of Primary Teachers was held in October 1969. The findings of the seminar were presented in the Report of the Study Group on the training for Elementary Education. The findings reflected a sad state of affairs. The institutions were poorly staffed and equipped and that every teacher should be trained and the State Government should plan a phased programme to attain the targets. It recommended selection of some training institutions as models for developing primary teacher education on the right lines. Optimum size of training institutions should be 200 trainees. It recommended that Primary school teachers should also be included in the extension programmes. It advocated the setting up of State Institutes of Education. During 1962-63 Extension Training Centres in Primary Teacher Education Institutions started functioning. The State Institutes of Education were established by 1964 and a Department of Teacher Education was established at the National Institute of Education.

During this period 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.

A Centre for Advanced Studies in Education was set-up by the UGC in the Faculty of Education and Psychology in the M.S. University of Baroda. In 1964, at the Seventh Conference of All India Association of Teachers' Colleges, it was proposed that comprehensive colleges be set-up to bridge the gulf between Primary and Secondary teacher training institutions. The Conference recommended the setting-up of a State Council of Teacher Education.

#### **2.B.2.5. THE KOTHARI COMMISSION, (1964-66)**

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 Commission very correctly diagnosed the ills in teacher education and suggested practical remedies. As a result of the suggestions of the Education Commission, 1964-66, some changes were introduced in teacher education. An M.A. degree in Education was introduced in some universities, such as Aligarh, Kurukshetra, Kanpur and some others. Some Universities introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some States set-up State Boards of Teacher Education. These changes were welcome steps in the field of teacher education and were expected to meet the needs in this field.

**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. It suggested correspondence courses for the training of teachers already in service. It recommended greater co-ordination between the NCERT

and the SIEs for qualitative improvement in school education. It also suggested training Programmes for teacher educators.

**Check Your Progress :**

1. Why were the National Council of Educational Research and Training (NCERT) and Center for Advanced Studies in Education (CASE) established?

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2. What were the recommendations of the Education Commission (1964-66) with respect to Teacher Education?

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**2.B.2.6. THE SEVENTIES**

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.

A Joint session of the members of the NCTE and UGC panel on teacher education met in 1976 and drafted an approach paper on teacher education. The NCERT developed programmes for training teachers already in service through a number of centres of continuing Education.

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.

### **Check Your Progress :**

1. Why was the National Council for Teacher Education (NCTE) established?

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### **2.B.2.7. THE EIGHTIES:**

National Policy on education (NPE) and Programme of action (POA)

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.

### **2.B.2.8 CHALLENGES FOR THE EDUCATION POLICY**

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 was 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. By the year 1998-99 there were 45 DIETs, 76 CTEs and 34 IASEs. But the impact of all these on teacher education for quality improvement is found very marginal. The NCTE has also tried to impose the norms and conditions for recognition of these training institutions. During the year 1998-99 the NCTE received 2426 applications from the existing training institutions for recognition and conducting teacher training courses. Recognition was subsequently granted to 408 institutions in addition to 1294 institutions accorded provisional recognition. Similarly, 1349 applications were received for starting new institutions and courses. Recognition was accorded only to 277 new institutions/courses. Besides, provisional recognition was accorded to 1035 institutions.

**Check your progress :**

1. What did the "The Challenge of Education: A Policy Perspective" (1985) document envisage for teacher education?

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2. Why is National Policy on Education (NPE) 1986 considered an important document with respect to teacher education?
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### **2.B.2.9 THE NINETIES**

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 17<sup>th</sup> August 1995 for planned and coordinated development of teacher education system across the country. Policy of Liberalisation, Privatization and Globalisation (LPG) stated during this period when Indian market was opened to foreigners and free trade and commerce was encouraged.

### **2.B.2.10 THE TWO THOUSANDS**

The first decade of the twenty first century had the privilege of the liberalization policy introduced in early nineties. The education sector was opened up for private sector participation and there was Public Private Partnership (PPP). Foreign Universities are encouraged to set up their campaign in Indian soil and spread education, Many Private Universities came into being during this period so also the deemed universities becoming full fledged universities by UGC under section 3 of UGC Act 1956. National knowledge commission has been set up which recommends to achieve Gross Enrolment Ratio of 15% by 2015 in higher education.

After universalisation of education and flagship programme of Sarva Shiksha Abhiya, now efforts are made to universalize secondary education through Rashtriya Madhyamik Shiksha Abhiya (RMSA). The 11<sup>th</sup> plan is therefore called education plan as it gives more emphasis to education especially higher education. During this period a number of central Universities has come up and IIT's and IIM's have set up their new campaign to spread quality engineering and management education across the country.



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### **2.B.3 LET US SUM UP :**

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As reported by the MHRD, Government of India (Annual Report, 1999- 2000, p. 8) "One of the major achievements of NCTE during the short period of its existence has been the publication of monographs, reports and self learning modules for teacher educators and teachers during 1998-99. The publications brought out by NCTE provide a comprehensive view on several important aspects of teacher education". To be specific, NCTE has brought out 66 publications and 6 CD ROMs by 2000-2001. Besides, many seminars, conferences and workshops are being organized by NCTE in different parts of the country for improving the teachers' competency, up gradation of syllabi and development of materials on teacher education.

Besides academic activities, the NCTE has achieved some success in its regulatory functions by bringing a vast majority of teacher training institutions under its purview. Particularly, commercialization of Teacher Education has been controlled to a great extent at the cost of a large number of cases pending in the courts and a huge expenditure on account of this. A so called landmark decision taken by NCTE was "to make Information and Communication Technology (ICT) literacy a compulsory part of B.Ed. course, mainly to create general awareness amongst the teacher trainees about ICT and its use in teaching-learning." (NCTE Annual Report, 2000-2001 p.3). Unless qualified and competent teachers/teacher educators are in a position to utilize properly the hardware facilities supplied by various agencies, the purpose for doing the same may not be realized.

A landmark achievement was the establishment of the National Assessment and Accreditation Council (NAAC) by the UGC for quality assurance and enhancement of higher education.

The development of teacher education has been traced in the post independent period. Important suggestions and recommendations have been made from the time of independence. From the University Education Commission (1948) to the decade of the 2000 importance has been given to teacher education, its development and enhancement. The establishment of UGC, NCERT, NCTE and NAAC have had substantial impact on teacher education.

**Unit End Exercises :**

1. What were the recommendations of the Education Commission 1964-66 for Teacher Education?
2. State the role and functions of UGC and NCTE.
3. Explain the relevance of some of the recommendations made in the NPE 1986 for teacher education.
4. What were the achievements of the NCTE in the decade of 2000s.

**Suggested Reading :**

1. Mohanty, J. (2003) Teacher Education. Deep and Deep Publications Pvt. Ltd., New Delhi.
2. Singh, L.C. (1990) Teacher Education in India: A Resource Book, Delhi, NCERT.
3. Sharma, Shashi Prabha (2004) Teacher Education in India. Vikas Publications New Delhi.



## **TEACHER EDUCATION IN THE U.K. AND U.S.A.**

### **Unit structure:**

- 2.C.0 Objectives
- 2.C.1 Introduction
- 2.C.2 Objectives of Teacher-Education in U.K.
- 2.C.3 Historical Perspective
- 2.C.4 Types of Training Colleges
- 2.C.5 Curricula and Courses for Teacher Education
- 2.C.6 Classification of Teachers and their qualifications
- 2.C.7 Selection for Training
- 2.C.8 Service Conditions of Teachers
- 2.C.9 Teacher-Education in U.S.A.
- 2.C.10 Objectives of Teacher-Education in U.S.A.
- 2.C.11 Types of Teacher Training Institutions
- 2.C.12 Curriculum and Courses of Study
- 2.C.13 Training of Higher Education Teachers
- 2.C.14 Let us sum up

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### **2.C.0 OBJECTIVES :**

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After reading this unit the students will be able to :

- Gain knowledge of the system of education and teacher preparation in the United Kingdom.
- Understand the features of the system.
- Gain knowledge of the system of education & teacher preparation in the U.S.A.

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### **2C.1. INTRODUCTION :**

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The prevailing system of education in India was modelled on the lines of the system of education functioning in England and Wales. Therefore, our system of teacher education follows the English lines. In England the standard of school education is sufficiently high, but the teacher educators want to further raise their standard. Robbins Committee Report and the James Report reflect the same.

The teacher educators in U.K. as well as other countries are concerned with the integration of content and methodology in their programmes for teacher education. The study of the programme of teacher education in various developed countries of the world will help understand their systems and incorporate in India whatever is possible.

The system of Teacher Education in England has not been the outcome of any upheaval or revolution, but the product of long evolutionary process out of customs or traditions. According to Ward, "There is no such thing as a general license to teach, there is nothing in legislation, public or local, to prevent anyone from opening a school. The standard of staffing, and the qualifications of teachers are either determined by tradition, emphasized by public opinion and official pressure, or are left undetermined."

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### **2.C.2. OBJECTIVES OF TEACHER-EDUCATION IN U.K. :**

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- 1) To provide the theoretical awareness of teaching- philosophical, sociological, psychological and economic foundation of education.
- 2) To develop skills and competencies for using teaching methods, techniques and teaching aids in the classroom.
- 3) To develop the abilities to deal with the problems of classroom teaching by using action research.
- 4) To develop the right type attitudes and feelings for National Integration and International understanding.
- 5) To provide separate objectives of Teacher-Education for pre primary, primary, school and college teachers.

**Check Your Progress :**

1. State the objectives of Teacher Education in UK.

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**2.C.3. HISTORICAL PERSPECTIVE :**


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**The Early Period**

**Monitorial System** - In the beginning of nineteenth century there was no formal system of teacher training in U.K. The first crude attempt was made to produce teachers through the Monitorial System. Under the system, a number of senior pupils, called 'monitors', were first taught a number of elementary facts or words to be spelt by heart. Each of these then assembled in the great hall with a group of other children to whom he taught what he had just learnt. As the system suffered from a number of defects, it was abandoned and replaced by 'pupil-teacher system'.

**The Pupil-Teacher System** - Criticizing the Monitorial System Mr. Kay Shuttleward advocated a new arrangement, called pupil-teacher system. According to this arrangement "Pupil-teachers" were chosen at the age of thirteen from among the most promising pupils in an elementary school. They were formally apprenticed to the headmaster for a term of five years, and were examined on a prescribed graded syllabus at the end of each year. If they acquitted themselves creditably, the Government paid the headmaster a grant of 5 pounds for one pupil-teacher, 9 pounds for two, and 3 pounds for each additional one. At the end of the apprenticeship i.e., at the age of eighteen, the pupil-teacher could appear for departmental examination. The successful candidates were awarded the Queen's Scholarship, which entitled them for a three-year course at a training college. At the end of it, they qualified as "certificated teachers".

**The Bursar and Student-Teacher System** - According to this system the pupil in a secondary school was allowed to remain there

up to the age of seventeen or eighteen as a ‘bursar’ and then proceed direct to a training college or alternatively he could become a ‘student-teacher’ spending half of his time in actual practice in an elementary school and continue his studies in the secondary school during the other. This system of preliminary training of teachers has been continuing even these days with some modifications.

## **The Modern Period**

### **Report of the McNair, Committee (1944)**

In their report titled “Teachers and Youth Leaders” (1944) recommended the following regarding the system of teacher training;

- (i) **Central ‘Training Council** - A Central ‘Training Council for England and Wales be formed “Charged with the duty of advising the Board of Education about bringing into being that form of area, training service, recommended in this Report which the Board may decide to adopt.”
- (ii) **Alternatives** - One of the following two alternative schemes of the new pattern of teacher training be adopted
  - (a) **‘A’ type Scheme** - According to it each University should be a sort of ‘organic federation of approved training institutions.’ The school should look after the training arrangements as well as the examinations of the students seeking to be certificated qualified teachers.
  - (b) **‘B’ type Scheme** - It aimed at the continuation of the Joint Board System with closer representation of the University on it. The University Department of Education and the constituent colleges should maintain identity to be linked together through the joint board of Education and the Central ‘Training Council.
- (iii) **The Area ‘Training Organization** - It should be responsible for the approval of syllabus of all levels of training.
- (iv) **The Board of Education** - It should approve certificate on the basis of recommendations and assessment by the Area Training Authority.
- (v) **The Area ‘Training Authority** - It should also function as inspectorial body for all training institutions within its jurisdiction.
- (vi) **Declaration** - The students should not be required to sign declarations committing them to teach in publicly run or aided

schools for minimum specified period of time, to compensate for the money spent on them.

**(vii) Duration** - The duration of training course should be extended to three years.

**(viii) Basic Scale** - A basic scale should be introduced for qualified teachers in primary and secondary schools with additions for special qualification or experience.

**The Follow-up Action** As a follow-up of the recommendations of McNair Committee, the following set-up of teacher was established:

**(1) Area Training Organizations** - These were formed in collaboration with different Universities. Most of these training Centres were “Institutes of Education” while the remaining were known as, “School of Education”. While the institutes of Education were under the direct control of their respective Universities the Schools of Education functioned under Ministry of Education. As there was rapid increase in the number of training institutions, the Area Training Organizations had to undertake greater responsibilities, and the functions performed by them, were as follows:

- (i) Supervision of the courses of training in their constituent colleges, including the University Department of Education.
- (ii) Maintenance of Standards
- (iii) Conducting of examinations and assessment of student’s work.
- (iv) Recommendation of successful students for the award of qualified Teachers Certificate.
- (v) Planning for the development of training facilities at various levels in their areas.
- (vi) Provision of opportunities for further study and encouragement of research in professional studies.
- (vii) Arrangement of educational centers for in-service education of teachers already working in schools.

**(2) National Advisory Council on the Training and Supply of Teachers** - It consisted of representatives of the Area Training Organizations, Local Education Authorities and National Association of Teachers.

### **Robbins Committee Report (1963)**

It made the following recommendations regarding teacher training :

- (i) **Scheme A System of McNair Committee** — It should be implemented but proposed that the logical next step should be taken, first, by uniting the Departments of Education of the colleges and the Institutes into Schools of Education, and secondly by instituting a block grant for all the Colleges in each school, to be administered by the University, which would thus undertake not only academic supervision of the Colleges but also financial responsibility for their maintenance.
- (ii) **The Council for National Academic Awards** — It should be established though this was not the best route for the Colleges.
- (iii) **Academic and financial authority for the Colleges of Education** — They should go together and that the Colleges should become an integral part of a University School of Education, being financed through the University Grants Committee. Some of the bigger Colleges might become individually constituent parts of a University or to become part of one.
- (iv) **The Teacher-training Colleges** — They should be known in future as Colleges of Education.

Most of these recommendations were implemented. The Colleges were renamed as Colleges of Education. The degree of bachelor of Education was instituted.

#### **Central Advisory. Council Report (1967)**

Titled “Children and their Primary Schools’ the ‘report of the Central Advisory Council was published in 1967. It, recommended the’ following:

- (i) The newly established B. Ed. degree ought to be, a major, source of supply of graduates for Primary Schools;
- (ii) There should be full enquiry into the system of teacher training, an enquiry which is long overdue;
- (iii) All primary schools teachers needed to be numerate as well as literate and efforts should be made to improve their qualifications.
- (iv) There should be an extension of network of day Colleges and outposts in which mature students, with adopted hours and modified tables, had proved their value; an increase in the number of graduates in Primary Schools and more facilities for their training; professional training for any graduate who



proposed to teach in Primary Schools; and the encouragement of closer contact and partnership between the Colleges and the Schools;

- (v) The Schools should play a bigger part in supervision of student teaching;
- (vi) There should be more joint appointments, to College and School staffs to aid the general co-operation between Schools and Colleges.

### **The James Report (1972)**

It made following recommendation for the training of teachers for an emerging scheme of universal secondary education.

- (i) Teacher Education should become part of higher education and entrance requirements should be the same as for Universities.
- (ii) The general education of all teachers should be broadened and extended.
- (iii) The present three year certificate programme should become a four-year - programme of education and training leading to a degree. The present four-year course should become a five year course. In each pattern an internship of one year should. be an integral part.
- (iv) The teacher's professional education should continue throughout his life.
- (v) Teacher Education should be divided into following three cycles:
  - (a) The First Cycle — It would be provided by a University or Council for National Academic Awards Committee.
  - (b) The Second Cycle — It would be a common course of professional training extending Over two years. The first year would be within the Colleges or Department of Education and the emphasis would be on preparation for work appropriate to a teacher at the beginning of his career rather than, on formal courses in educational theory. The second year would put the student as a licensed teacher and he will begin to receive a salary.
  - (c) The third Cycle — It will start with registration for training and cover a wide spectrum of training, education and activities. There will be long courses leading to advanced qualifications and requiring the release of teachers for full-time attendance in schools.

- (vi) The report also suggested the abolition of the Area Training Organization system and substituting it by the Regional Council for Colleges and Departments of Education at local level and the National Council for Teacher Educational and Training at the national level.

**Check Your Progress :**

- 1. Differentiate between the monitorial system, the pupil teacher system and the Bursar and Student-Teacher system.

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- 2. What is the importance of the Report of the McNair, Committee of 1944?

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- 3. Why is the Robbins Committee Report (1963) considered as having made considerable contribution to Teacher Education?

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- 4. Current system of Teacher Education is modeled according to The James Report (1972). Justify.

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## 2.C.4. TYPES OF TRAINING COLLEGES :

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In England the training Colleges are of two categories

- (1) **Old training Colleges** — These were originally opened and financed by private bodies to a denominational character, but are now almost wholly maintained by public money.
- (2) **Those started by Local Education Authorities** — These were from the early years of the 20th century and wholly financed by local authorities.

The Ministry of Education financially assists both the above categories of training ‘colleges’. The Ministry bears about fifty percent of expenditure of Private Colleges particularly for purpose of improvement, extension and or replacement of their buildings; the rest is borne by the voluntary agencies themselves.

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## 2.C.5. CURRICULA AND COURSES FOR TEACHER EDUCATION :

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The majority of training colleges provide a two-year course. though there is a general trend to extend the course to a total period of three years as a sequel to the McNair Committee recommendations. The curricula of these training colleges. is approved by the Board of Studies of their Institutes of Education. Curricula are fairly wide and comprehensive, covering all the aspects of teachers’ work. Of course, the Boards of Studies prescribe only the general outline of the curriculum; the details are worked out by the training colleges themselves. Today, the curricula of training colleges in England, generally., include the following kinds of studies and practical work :

- (1) **Academic Studies** — This part of the curriculum aim to impart a sound general education to the students. It is, therefore, devoted to an advanced study of selected school subjects.
- (2) **Professional Studies** — As these are intended to give the students a thorough grounding in the principles and practice of teaching were include the study of (i) Principles and practice of Teaching, (ii) Health Education, (iii) History of Education and (iv) Educational psychology. Opportunities for specialization are also provided in one of the following two branches: (a) teaching

of young children in infant schools and (b) teaching of pupils in the age-group 7-11 in Junior High Schools.

- (3) Practice-teaching** — It constitutes the practical part of the course. Though no uniform programme has been evolved for it, student are normally required to teach for a total period of twelve weeks under the supervision of all the faculty member.

Theory of education, educational psychology, child-psychology, teaching methods and techniques problems and remedies of education, school organization and administration courses have been included of teacher education. Under the curriculum Theoretical aspect has been given more weight age than practical aspect of teaching-learning. The curriculum has been developed according to following stages:

- (1) Teachers of Primary Schools.
- (2) Teachers of Secondary Schools.
- (3) Special teachers and teachers of Arts and Vocational institutions, and
- (4) Teachers imparting further education.

The training course in physical education and home science is of 3 years duration while in art and music it is of 4 years duration. The pupil teachers whether male or female are free to take admission in any of them. General qualifications for admission is general certificate of Education.

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### **2.C.6. CLASSIFICATION OF TEACHERS AND THEIR QUALIFICATIONS :**

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- (1) Teachers of Primary Schools** — General certificate of education and 18 years of age. is necessary. Two years teacher-training in training school is available.
- (2) Teachers of Secondary Schools** — One year training course in University Teacher Training Department.
- (3) Teachers of Special Subjects** — Separate training for art, music, physical education etc. it Acquire Certificates of Royal Arts College.
- (4) Further Education** — For them experience is their training.

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### **2.C.7. SELECTION FOR TRAINING :**

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Selection is made through Teachers' Associations and through direct selection from schools. Lady-teachers are one third in number of those selected. They are selected from those girls who have completed their education and have an experience of 1 or 2 years in some industrial or commercial institution. The demand of lady teachers is increasing day by day. For training in technical subjects. the students are selected, from industrial training, they have to work on one year probation, after which the appointment becomes permanent.

The associations of the teachers colleges and Teacher Taining Departments extend cooperation to students willing to get training. They give valuable advice to Education Ministry and students regarding teacher training. They also help the young boys and girls in getting admission. The willing candidate applies to the Teacher's Association for admission after considering his application the association tries to get him admitted in some training institution.

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### **2.C.8. SERVICE CONDITIONS OF TEACHERS :**

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Ordinarily, the teachers are appointed on the basis of service agreement between the teacher and management. In the aided schools, the manager alone appoints the teachers while at the school run by voluntary organizations, the entire managing committee appoints the teachers. The teachers' associations help in determining the service conditions. According to the suggestion of the Burnham Committee incorporated in the Education Act of 1944. The Teachers' Association and L.E.A. jointly determine the service conditions of teachers.

#### **Check Your Progress :**

1. Briefly describe the curricula and courses for teacher education.

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## 2.C.9 TEACHER EDUCATION IN U.S.A.

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### Historical background :

Teacher Education in U.S.A., started in the beginning of nineteenth century, developed through private Academies. Normal Schools, Colleges of Education etc. This development can be discussed under three specific stages:

**(1) The Normal School Movement (1823-1860)** — In the early years of 19<sup>th</sup> century, private Academies had started training teachers. Samuel R. Hall set up first Normal School for teachers in 1823 at Concord, Vermont. His efforts got support from Horace Mann, Edmund Dwight, Cyprus Pierce, Charles Brookes and others, who got inspiration from European system of teacher education. In 1834 James Carter, founded a private teachers' Seminar at Lancaster, Massachusetts. The Normal School movement gained a lot of momentum support owing to public. The State Government also entered the field of teacher education. The first state-owned Public Normal School in USA was set up at Lexington, Massachusetts in July, 1839. This was followed by many other States and County School Authorities. By 1860, 170 Public Normal Schools had been established.

The duration of training in Normal Schools was about one year. However, some intelligent students were allowed to pass through this course earlier. Candidates, who completed the one year course, were awarded a certificate to teach in the district elementary schools of Massachusetts. Any one who had passed through elementary school course was allowed admission. The curriculum of the training included following six areas:

- (1) A thorough review of the common subjects — spelling, reading, writing, geography and arithmetic.
- (2) Some secondary school academic subjects — geometry, algebra, philosophy etc, but no ancient languages.
- (3) The physical, mental and moral, development of children.
- (4) The principles and methods of teaching the common subjects.
- (5) The art of school government.
- (6) Practice teaching.

**(2) The Teacher Training (1860-1910)** — During the years following the Civil War there was a vast expansion of every phase of American education. There were over 18 million children enrolled in

Kindergarten and elementary, schools, a number quite close to the total population between the ages of 5 and 13. During the 1870's and 1880's the enrolment in secondary schools began to rise significantly. After 1890 the number practically doubled every decade. By 1910, the figure had crossed 1,000,000. Now people began to feel, "Quality of the teacher is the quality of school". The educationists felt dissatisfied with the products of these Normal Schools. The need for improvement was strongly felt in two directions: (1) To enhance the period of training. (2) To revitalise the curriculum of teacher training and to broad base its programme.

The establishment of the Illinois Normal University in 1857 was the first concrete step to improve teacher training in the desired direction. It was designed to prepare teachers for all branches of the common schools, including high schools. Its graduates were supposed to become educational leaders as well, as elementary school teachers.

After civil war the movement of teacher training gained new momentum. A number of Universities opened Departments of Education. A "Chair of Education" was set up in the University of Iowa in 1873. University of Michigan created a "Chair of Art and Science of Teaching" in 1879. By the end of 19<sup>th</sup> century the number of Colleges and Universities offering teacher training went up to 24 due to the support of top educationists including John Dewey, Stanley Hall, Thorndike and Charles Judd.

**(3) The Teacher Education (1910 onwards)** — The beginning of twentieth century marked a turning point in the history of teacher education in U.S.A. Since 1910, there has been the rise of pre-eminence of graduate faculties of education making vigorous efforts for raising the professional standard of teachers. The leading educationists and psychologists, G.Stanley Hall, J. Mckeen Cattell, Edward Tichener, Hugo Munsterberg, Edward L. Thorndike and Charles H. Judd showed the way.

In the early years of the Century there were following three closely related movements in U.S.A.

- (i) The Educational Psychology Movement.
- (ii) The Child Study Movement
- (iii) The Educational Measurement Movement

The combination of these three movements gave rise to "Scientific approach to the educational process." The natural

outcome of this new thinking was the gradual replacement of Normal School by 4-year Teachers Colleges. By the end of 1920 there were 45 such colleges in different parts of the country. During the year 1948-49 as many as 218 teachers colleges were existing, with only a sprinkling of Normal Schools. Teacher training” was replaced by Teacher Education”, while the former meant only the imparting of certain teaching skills the later implied the understanding of basic principles. Teachers colleges undertook the preparation of elementary as well as secondary school teachers. They provided general education along with professional training. Following results were significantly visible.

- (i) Teacher training Institutions had gained in status. They were then placed on equal footing with the Liberal Arts Colleges.
- (ii) The period of training had been increased from one year to four years, thereby preparing better oriented and more skilled teachers.
- (iii) Teacher training had been replaced by Teacher Education, thus providing more broad-based education, comprising general as well as professional education.

**Check Your Progress :**

1. Explain the teacher training system from 1833 to 1910.

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2. Why is the beginning of twentieth century considered as a turning point in the history of teacher education in U.S.A.

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## 2.C.10 OBJECTIVES OF TEACHER-EDUCATION IN USA :

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- (1) To develop the teacher-education programme in accordance with the democratic way of life.
- (2) To provide an open-environment to the pupil-teachers, so that an appropriate development of their personalities can be made.
- (3) To provide the theoretical and practical awareness about the teaching-learning process.
- (4) To develop the skills and competencies of teaching, methods, techniques. and teaching aids.
- (5) To prepare separate teacher-education programme for distance-education teachers.
- (6) To develop the feelings among pupil-teachers but it should be in accordance with democratic form government.
- (7) To base the teacher-education programme on the local needs. Every university of U.S.A has its own model of teacher-education programme.

### SPECIAL FEATURES

- (1) **No National System** —There is no national system of teacher education in America as there is lot of variety and flexibility. Numerous kinds of institutions, from High Schools and County Normal Schools to Education Departments of Universities, are having their own programmes of teacher training with hardly any uniformity in their curricula or system: According to an American educationist, “There is no One way to educate teachers and no one type of institution is best suited to the job”.
- (2) **Equality of Opportunity** — In the. American system of teacher education, there is equality of opportunity and men and women front all sections of society, high and low, rich and poor, have an easy access to institutions preparing teachers.
- (3) **Cooperative Enterprise** —The system of teacher education is a cooperative enterprise and not the monopoly of one single authority or agency. It is a partnership between state agencies, local organizations, teachers training colleges, Universities and Liberal Arts Colleges.

**(4) Education as Total Development** —The Americans consider Education as the total development of the physical, mental, moral, social and intellectual aspects of personality. Therefore the programme of teacher training is broad-based aimed at producing a right type of person as well as a right type of teacher. Due to this emphasis on new and broad concept of education the term “teacher training” has been replaced by “teacher education”.

**(5) Integrated courses of general and professional education** — The aim of these integrated courses is to provide complete or total education of teachers, both as good human being and as an efficient teacher. The duration of such courses is four or five years, which amalgamate B.A. or B.S.C. with degree or diploma in education.

**(6) Pre-service and in-service teacher education are complementary** — Like two sides of a coin, both are equally important. Therefore the training of the teachers is not limited to the period spent in teacher training institutions but a continuous process which goes on throughout the professional career of teachers.

### **Check Your Progress :**

1. State the objectives of Teacher Education in the USA.

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2. What are special features the Teacher Education system in the USA?

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### **2.C.11 TYPES OF TEACHER TRAINING INSTITUTIONS :**

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Teacher Training schools or colleges in America may be divided into two categories (i) Public and (ii) Private. The Public

institutions are financed and controlled by the Government while the Private institutions are run and managed by private organizations. Most of the institutions are Public since because of heavy cost of such institutions a large number of private bodies have withdrawn from this activity.

From the point of view of management and organization, there are following four distinct types of teacher education institutions.

**(1) Normal Schools** — Normal School movement gained a lot of momentums during the 19th century. These were mainly concerned for the training of elementary school teachers. the duration of the training was about one year. Their curriculum was narrow and limited to the following

- (i) The review of common school subjects like languages, Geometry, Algebra, Arithmetic, Geography etc.
- (ii) Mental and moral development of children, and
- (iii) Principles and methods of Teaching.

Recently the Normal Schools have undergone much change. They have become more progressive, Now the duration of training to prepare teachers for elementary schools is three years. The course contents are more comprehensive and. integrated. The curriculum includes subject-matter orientation as well as professional training. Presently most of the Normal Schools have been replaced by Teacher colleges.

**(2) Teacher's Colleges** — During the second quarter of 20<sup>th</sup> century, some Normal Schools were replaced by Teachers Colleges with more progressive and modern teacher training institutions. As it had the support of the teachers, teacher educators and numerous public organizations, including that of National Educational Association the movement gained momentum. These Colleges are Exclusively devoted to the training of teachers, offering 4 or 5 years integrated courses, both for elementary and secondary school. They function as degree granting institutions. A number of these colleges offer courses for Masters Degree in Education, while a few of them even offer Ph.D.'s in teacher education. Some of them also undertake training of specialist teachers and offer courses for Colleges and University teachers. The integration of general and professional courses to provide sufficient grounding in the subject-matter as well as the art of teaching is the main feature of these Colleges.

**(3) Departments of Education** — Departments of Education were created as a part of bigger liberal Arts Colleges and Universities. The Iowa University was the first to create a separate department, named, “Department of Pedagogy”, for training teachers in the art of teaching. Its success inspired many other universities and liberal Arts Colleges to follow suit. The movement gained nation-wide momentum and practically all institutions created Departments of Education. The main function of these departments had been to impart all round comprehensive education for the prospective teachers and provide facilities for further education and research in pedagogy and methodology of teaching.

**(4) Schools or Colleges of Education** — The establishment of university Departments of Education and liberal arts colleges started a new movement of creating autonomous Schools of Education in different universities and Colleges of Education. The University of Michigan gave a lead by setting up “Chairs of Education.” Following the example of Michigan University many more universities established their own Schools of Education for the purpose of conducting research in the theory and practice of pedagogy and for the intensive study of the problems of Teacher Education.

The Schools and Colleges of Education became popular because of their internal autonomy, independent administration and financial management. They controlled their budget and granted their own degrees to the successful candidates. They developed more intensive programme of teacher education and gave a new dimension to the professional training of the would be teachers. They produced the most relevant literature in the science of education that had been lacking in the nineteenth century.

**Check Your Progress :**

1. What are different types of Teacher Education systems prevailing in the USA?

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## **2.C.12 CURRICULUM AND COURSES OF STUDY :**

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The aim of the curriculum of teachers Colleges as well as Colleges of Education is to impart all round comprehensive education for the prospective teachers. Their function is to integrate general and professional courses with a view to provide sufficient grounding in the subject-matter as well as the art of teaching. In most of the institutions the duration of teacher training courses is three to five years. Every teacher training programme in America includes following three basic constituents;

- (i) General Education.
- (ii) Professional Education, and
- (iii) Specialization in a particular field.

**(I) General Education** — Most of the institutions teach General Education to the prospective teachers for at least two years to help them to take a suitable place in contemporary society. In the words of the Committee on Teacher Education of the American Council of Education. “In the case of prospective teachers, such education should seek to further the development of knowledge, skills, attitudes and interests that are fundamentally related to the needs and responsibilities shared with contemporaries destined for other vocations.” The objective of this type of education is to impart cultural, social and academic background to the persons of other vocations in a complex society. Its content consists of orientation courses - in humanities, social studies and sciences. Sometimes they provide introductory courses in separate subjects, and emphasis upon developing communication skills.

**(II) Professional Education** — It aims at imparting professional skills and techniques to the teachers under training. It is divided into two parts: Theory and practice teaching.

- (a) Theory** — The theoretical aspect of pedagogy is introduced in the first or second year of the 4 - year course and is continued till the last year. The subjects included in this portion of the curriculum and time allotment (in terms of semester hours) are as follows

Courses	Hours
Observation and Reading	2
Educational Psychology	3
American Public Education	3
Methods of Teaching	3
School and Community Relations	2
Introduction to Philosophy of Education	3
Student teaching and Special Methods	10
Electives in Education and Psychology	2 to 4
<b>Total</b>	<b>28 to 30</b>

**(b) Practice teaching** — Also known as student teaching, practice teaching is generally introduced in the later part of the professional courses, undertaken by the student teachers, either in the Laboratory School of the University Campus or in the regular Public Schools. It includes observation of lessons, participation in criticism or discussion lessons and finally the actual class room teaching under the skilful guidance of the supervisors, who are members of the College of University faculty.

On the pattern of internship of Medical Colleges, practice teaching is also known as “internship in teaching”. It envisages the student teachers working continuously for eight or nine weeks under the supervision, of one or more senior teachers of the cooperating school. The entire work of internship is planned and executed by the college lecturer (known as supervisor) in consultation with the senior school teacher (known as a critic teacher) and the pupils teachers.

**(III) Subject Specialization** — Americans strongly feel that the mastery of the subject which the pupils teacher has to teach, is of paramount importance. One can not impart correct and complete knowledge to his students without this mastery. Therefore the pupil teachers have to acquire proficiency in the subject or subjects of their choice. In many institutions the latest trend is towards specialization in integrated fields or subjects like social sciences, languages, general science. etc., in consonance with the curriculum of the schools.

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**2.C.13 TRAINING OF HIGHER EDUCATION  
TEACHERS :**

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State law varies regarding the requirements for faculty in public postsecondary education, but public faculty are not considered civil servants and the responsibility for determining the academic and professional standards and requirements for faculty positions and for recruitment and promotion rest with the individual institution and its faculty, department, or school. State law, even for public institutions, is confined to ensuring that institutions do not discriminate in hiring or violate other employment or labour laws. Requirements that institutions set may vary depending on the level at which the faculty are expected to teach, the subject or field to be taught, whether research is to be conducted, whether a professional license or qualification is required, and whether the position is full- or part-time and tenure-track. Accredited institutions also follow any faculty standards set by the regional accrediting association to which they belong and any standards set by the association that accredits programmes in a particular field. Higher education faculty are expected to possess the necessary expertise and qualifications to teach and, where applicable, to conduct research and consult in the discipline or professional field of their specialization. The general requirement is either a terminal research degree (PhD or equivalent) in the subject of specialization or, for some professional and clinical faculty, the appropriate professional qualification plus a record of successful practice and applied research.

**Check Your Progress :**

1. Explain the important features of the Teacher Education curricula in the USA?

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2. What are the training requirements for Higher Education teachers in the USA?

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**2.C.14 LET US SUM UP :**

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**Training of Pre-Primary and Primary/Basic School Teachers:**

Requirements for education and certification (licensure) of early childhood (nursery, kindergarten, preschool) and elementary (primary) teachers are set by state governments which require multiple exams (subject matter, etc.) prior to entering teacher education and again following completion of teacher education but prior to certification. While state regulations vary, there is a growing uniformity inspired in part by the federal No Child Left Behind law's requirements for having a highly qualified teaching staff. The basic requirement is completion of a prescribed programme of studies at the undergraduate (bachelor's) level in order to qualify for entry-level certification, plus satisfactory completion of a supervised practicum and the passing of qualifying examinations. Pre-professional undergraduate studies must be completed at an accredited institution in nearly all states. While the initial certification may be achieved with a bachelor's degree, most states offer higher levels of certification based on experience and additional education, and many teachers at this level already possess, or soon earn, a master's degree. Continuing professional education is required in order to maintain certification.

**Training of Secondary School Teachers :** The basic pre-certification requirements for secondary teachers are the same as for elementary school teachers. A major difference is that secondary school teachers are certified as competent in one or more academic or vocational subjects and spend their careers concentrating on these subjects, whereas elementary school teachers - especially for the lower grades - may be comprehensively certified to teach the full primary course or may specialize, particularly if teaching in the more differentiated upper elementary/middle school grades. All States certify teachers according to subject specializations as well as grade levels/ranges. Special education teachers are trained in most States in specialized programmes at both the undergraduate and graduate levels and are also separately certified. Special education teachers are also certified according to specialty, e.g. education of the deaf, education of the visually impaired, etc. as well as the degree of severity of the handicap with which they are trained to work. While the minimum academic requirement is a Bachelor's degree in special education or a related field (such as developmental psychology), most teachers possess a Master's degree and many earn a higher qualification called an Education Specialist degree. Specialized non-instructional personnel must also be certified in most U.S. States; they include school administrators, school counselors, school health



personnel (psychologists, nurses), school librarians, supervisory teachers and curriculum specialists.

**Training of Higher Education Teachers :** State law varies regarding the requirements for faculty in public postsecondary education, but public faculty are not considered civil servants and the responsibility for determining the academic and professional standards and requirements for faculty positions and for recruitment and promotion rest with the individual institution and its faculty, department, or school. State law, even for public institutions, is confined to ensuring that institutions do not discriminate in hiring or violate other employment or labour laws. Requirements that institutions set may vary depending on the level at which the faculty are expected to teach, the subject or field to be taught, whether research is to be conducted, whether a professional license or qualification is required, and whether the position is full- or part-time and tenure-track. Accredited institutions also follow any faculty standards set by the regional accrediting association to which they belong and any standards set by the association that accredits programmes in a particular field. Higher education faculty are expected to possess the necessary expertise and qualifications to teach and, where applicable, to conduct research and consult in the discipline or professional field of their specialization. The general requirement is either a terminal research degree (PhD or equivalent) in the subject of specialization or, for some professional and clinical faculty, the appropriate professional qualification plus a record of successful practice and applied research.

**Unit End Exercises :**

1. What are the objectives of Teacher Education in UK?
2. What was the method of teacher preparation in the earlier times?
3. Trace the historical development of Teacher Education in the modern period.
4. Briefly describe the method of selection of students for a teaching programme.
5. Explain the curricula and courses for teacher education.
6. What was the method of teacher preparation in the period between 1823 to 1910 in USA?
7. Explain the system of teacher preparation 1910 onwards?
8. What are the objectives of Teacher Education in USA?
9. Explain the basic constituents of teacher training programme in America.

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# 2D

## TEACHER EDUCATION IN CHINA AND SOUTH AFRICA

### Unit Structure :

- 2.D.0 Objectives
- 2.D.1 Introduction
- 2.D.2 Teacher Education in China
  - 2.D.2.1 Pre-service Teacher Education
  - 2.D.2.2 Pre-service training of Primary and Secondary School Teachers
  - 2.D.2.3 In-service Education
- 2.D.3 Teacher in Higher Education
- 2.D.4 Teacher Education in South Africa
  - 2.D.4.1 Initial Professional Education of Teachers
  - 2.D.4.2 Continuing Professional Training and Development
- 2.D.5 Agencies for management of Teacher Education System
- 2.D.6 Let us sum up

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### 2.D.0 OBJECTIVES :

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After reading this unit the students will be able to :

- Know the system of teacher education in China.
- Know the system of teacher education in South Africa
- Compare the system of teacher education of China with South Africa.

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### 2.D.1 INTRODUCTION :

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Teacher education is an important part of Chinese socialist education system. In the last 50 years' of development since the founding of the People's Republic of China, the governments at different levels have given priorities and great care to teacher education. China has established a teacher education system that meets the needs of basic education of different types and at different levels. This system fits the specific Chinese situation and consists of independent teacher training institutions.

In 1985, the government designated [September 10](#) as [Teachers' Day](#), the first festival day for any profession and indicative of government efforts to raise the social status and living standards of teachers.

The government has started the Nationwide Program of Network for Education of Teachers to improve the quality of teaching. It aims to modernize teachers' education through educational information, providing support and services for [lifelong learning](#) through the teachers' education network, TV satellite network, and the Internet and to greatly improve the teaching quality of elementary and high school faculty through large-scale, high-quality and high-efficiency training and continuous education.

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## 2.D.2 TEACHER EDUCATION IN CHINA :

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Teacher education in China is composed of **two parts: pre-service** education and **in-service** training.

### 2.D.2.1 *Pre-Service Teacher Education:*

- 4 year Teacher Training Institutions including normal universities and colleges (Teachers for Senior and Junior Secondary Schools).
- 3 years Teacher Training Colleges (Teachers for Primary Schools).
- Secondary Teacher Training Schools (Teachers for Kindergartens and Special Education Institutions).

***In-Service Education*** (Teachers of Primary and Secondary Schools).

- Correspondence Education Programs, Evening Schools, Satellite TV Education and examinations for self-directed learners.

### Basic Statistics of Specialized Teacher Training Schools in 1998

	Schools	Enrollments	Freshmen	Graduates	Teachers
Normal universities and colleges	229	693600	251100	196800	76600
Secondary teacher training schools	875	921100	319300	3058000	6340
Educational institutes	190	212000	82200	66200	18700

In-service teacher training schools	2087	371000	121600	168200	46300
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The State Council promulgated Regulations on Teachers Qualification on December 12 1995, in which the standards for recruiting teachers were strictly regulated and certification of teachers became a must have before taking up jobs. Competent persons in the society and graduates of other specialties could be recruited to teach.

### **2.D.2.2 Pre-service training of Primary and Secondary School Teachers:**

#### **General Higher Teacher Education**

General higher teacher education in China aims mainly at the training of secondary school teachers. In 1998, there were 229 general higher education institutions in China with an enrollment of 690,000.

#### ***Training of Secondary School Teachers***

- Normal Universities, Teacher Training Institutes and Teacher Training Colleges enroll graduates from Senior Secondary Schools.
- 4year Programs: Senior Secondary School Teachers.
- 2/3 year Programs: Junior Secondary Schools.
- *Specialties:* Pedagogy, Pre-School Education, Special Education, Psychology, ET, Chinese Language, Literature, Ideology and Political Education, History, English, Russian, Japanese, Mathematics and Applied Mathematics, Computer Science, Physics, Chemistry, Biology, Geography, Music, Fine Arts and Physical Education.
- Post Graduate Programs and In-Service Training for secondary school teachers.

#### **Regular Secondary Teacher Education**

#### **Training Teachers for Primary Schools, Kindergartens and Special Education.**

- Enrollment of graduates from Junior Secondary Schools.
- Duration of programs: 3 or 4 years.
- Curriculum made up of 4 parts:

- Compulsory courses.
- Optional courses.
- Teaching Practice and
- Extra Curricular Activities.
- **Compulsory courses:** Ideology and Political Education, Chinese (including Methodology of Chinese Teaching in Primary Schools), Mathematics (including Methodology), Physics, Chemistry, Biology, History, Geography, Psychology, Pedagogy for Primary School, Basic Audio- Visual Education, Physical Education, Music, Fine Arts, Laboring Skills, Basics of Computer Education.
- **Optional Courses:**  
Vocational and Technical Subjects.
- **Teaching Practice:**
  - Visits to primary schools.
  - Educational survey.
  - Teaching probation.
  - Experimental Teaching.
- **Extra Curricular Activities:**
  - Lectures, Organizing Special Interest Groups and conducting Social Surveys to educate students in disciplines, science and technology, arts and sports.

### **Secondary Special Teacher Training Schools**

#### **To educate special education teachers for primary schools.**

- 3 specialist teachers: for **the deaf**, for **the blind** and for **the mentally retarded**.
- Enrollment of graduates from Junior Secondary Schools.
- Duration of programs: 3 or 4 years.
- Curriculum made up of 4 parts:
  - Compulsory courses.
  - Optional courses.
  - Teaching Practice and
  - Extra Curricular Activities.
- **Compulsory courses:**

- Classified into **public** and **specialized** compulsory courses.
- **Public Compulsory Courses:** Ideology and Political Education, Chinese, Mathematics, Physics, Chemistry, Biology, History, Geography, Basic Psychology, Physical Education, Music, Fine Arts , Basic Pedagogy, Introduction to Special Education and Laboring Skills.
- **Specialized Compulsory Courses:**
  - Psychology,
  - Pedagogy.
  - Methodology and
  - Other courses for prevention and examination of deformity.
- **Optional Courses:**
  - Designed to broaden the student’s knowledge and develop their interests and special skills.
- **Teaching Practice:**
  - Visiting.
  - Probating.
  - Assisting special education teachers to organize activities.
  - Educational Surveys.
  - Students teaching themselves.
- **Extra Curricular Activities:**
  - Lectures, Organizing Special Interest Groups and conducting Social Surveys to educate students in science and technology, arts and sports.

### Check Your Progress :

- 1) Where does the pre service training of secondary school teachers take place, and what are the specialties offered?

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### 2.D.2.3 In-service Education :

As required by state law, local governments are implementing teacher qualification systems and promoting in-service training for large numbers of school principals, so as to further improve school management standards.

To cope with the shortage of qualified teachers, the State Education Commission decreed in 1985 that senior-middle-school teachers should be graduates with two years' training in professional institutes and that primary-school teachers should be graduates of secondary schools. To improve teacher quality, the commission established full-time and part-time (the latter preferred because it was less costly) in-service training programs. Primary-school and preschool in-service teacher training programs devoted 84 percent of the time to subject teaching, 6 percent to [pedagogy](#) and [psychology](#), and 10 percent to teaching methods. In-service training for primary-school teachers was designed to raise them to a level of approximately two years' postsecondary study, with the goal of qualifying most primary-school teachers by 1990. Secondary-school in-service teacher training was based on a unified model, tailored to meet local conditions, and offered on a spare-time basis. Ninety-five percent of its curricula was devoted to subject teaching, 2 to 3 percent to pedagogy and psychology, and 2 to 3 percent to teaching methods. There was no similar large-scale in-service effort for technical and vocational teachers, most of whom worked for enterprises and local authorities.

### **In service Teacher Education is Classified into Degree and Non Degree Education**

- *Degree education* includes not only the make –up education for in-service teachers without qualified certificates but also upgradation for in service teachers with qualified certificates.
- *Non Degree education*: Continuing education of primary and secondary school teachers.

### **It is divided into 2 parts:**

- Probation Period Training of New Teachers and
  - Post Training of existing teachers.
- **Probation Training:** Formation of ardent love for education and students, familiarization with education regulations and teaching outlines, common rules on textbooks, professional ethics.



- **Post Training:** According to present job responsibility, qualifications and parts of post requirements at higher level.

In service education helps teachers to accomplish their tasks and create conditions for promotion.

### Check Your Progress :

- 1) What are the types of in service teacher education programmes and what is their importance?

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### **2.D.3 TEACHERS IN HIGHER EDUCATION :**

Currently, in schools of higher learning, professors and assistant professors account for 9.5 percent and 30 percent respectively. Young and middle-aged teachers predominate; teachers under age 45 account for 79 percent of total faculty, and under age 35 for 46 percent. Teachers in higher education constitute a vital contingent in scientific research, knowledge innovation and sci-tech. Of all academicians in the [Chinese Academy of Sciences](#), 40.7 percent (280) are in the higher education sector; for the [Chinese Academy of Engineering](#) the corresponding figure is 35.3 percent (234).

### Check Your Progress :

What is the status of teacher education for teachers in higher education?

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## **2.D.4 TEACHER EDUCATION IN SOUTH AFRICA :**

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### **Introduction :**

The Ministerial Committee on Teacher Education, which was appointed in 2003, and reported to the Minister during 2005, conducted a wide-ranging study. The Committee consulted extensively with key stakeholders, including the South African Council for Educators, the South African Qualifications Authority (SAQA); the Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA); national Teacher Unions; the Higher Education South Africa (HESA) Education Deans' Forum; and NGOs working in teacher education. It was then that policy for teacher education in South Africa is arrived at.

The policy for teacher education in South Africa is designed to develop a teaching profession ready and able to meet the needs of a democratic South Africa in the 21st century. The aim of the policy is to properly equip teachers to undertake their essential and demanding tasks, to enable them to continually enhance their professional competence and performance, and to raise the esteem in which they are held by the people of South Africa.

According to this policy teacher education consists of two complementary sub-systems:

- Initial Professional Education of Teachers (IPET), and
- Continuing Professional Teacher Development (CPTD).

### **2.D.4.1 Initial Professional Education of Teachers (IPET) Qualification Routes :**

#### **Higher Education Qualifications Framework**

Since all initial teacher education is the responsibility of Higher Education, the qualifications structure for teacher education is subject to the Minister's policy on qualifications in terms of the Higher Education Act, 1997. This policy is expressed in the Higher Education Qualifications Framework (HEQF), which provides the basis for integrating all higher education qualifications into the National Qualifications Framework (NQF).

#### **Recognized Teaching Qualifications**

*The Bachelor of Education (B.Ed.) degree* A four-year B.Ed. degree, which includes one year full-time of supervised

practical teaching experience in schools, is the standard qualification for students wishing to teach in any learning area, subject and phase. The justification for a single main entry qualification is that the academic and pedagogical demands are essentially equivalent for all teachers regardless of learning area, subject or phase. B.Ed. is the standard Initial Professional Education of Teachers (IPET) qualification and there will be several routes to achieve it.

*The Advanced Diploma in Education (ADE)* An Advanced Diploma is offered to graduates with an appropriate first degree who wish to teach.

*The Diploma option* A new three-year teaching Diploma has been introduced. Within a context of institutional differentiation, universities may be allowed to offer this qualification, although students would be required to complete a fourth year before qualifying as a teacher. This could be offered in both contact and distance modes. This will attract student teachers who might not meet degree entrance requirements, as well as assist those who need to start earning earlier.

The Ministry recognizes the need to provide other routes to a teaching qualification, and the Diploma option may be considered if, the recruitment campaign based on entrance to the B.Ed. degree fails to close the teacher supply gap.

The Norms and Standards for Educators' include the following standards that encourage imaginative and flexible programme design:

- Providers develop programmes and an institutional ethos which develops educators as extended professionals and lifelong learners;
- Programmes are increasingly offered in modes of delivery that allow practicing educators to attend;
- Learning materials are developed and used to create spatial flexibility in courses; and
- Assignments are designed to encourage problem solving within authentic contexts.

Distance education enables the students to learn while working and is also cost effective to large numbers of students. Information and Communication Technologies (ICT's), wisely used, offer immense promise of widening access to teacher education

programmes, improving learners' motivation, speeding communication and enriching the resources available for learning. While all Universities will be invited to offer distance programmes, only those that are professionally and administratively equipped to design and manage them are permitted to do so.

The B. Ed degree is therefore offered through full or part-time study at contact Universities or part-time study through distance learning.

The Ministry of Education has thus determined the following qualification routes for teacher education in South African universities:

- The four-year B.Ed. degree is the preferred standard IPET qualification to be offered by Universities;
- A one year Post-Graduate Diploma following an approved first degree;
- The possible introduction of a new three-year Diploma by an institution accredited to do so;
- Conversion programmes, with funding support, to enable eligible serving teachers to move into scarce learning areas, subjects or phases;
- The future of the National Professional Diploma in Education (NPDE) and the Advanced Certificate in Education (ACE) will be reviewed, based on an assessment of need and value.

### **Check Your Progress :**

- 1) What are the teaching qualifications prevalent in South Africa?  
How can they be achieved?

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### **2.D.4.11 Continuing Professional Training and Development :**

#### **Conceptual and Pedagogical Needs**

Both conceptual and content knowledge and pedagogical knowledge are necessary for effective teaching, together with the teacher's willingness and ability to reflect on practice and learn from the learners' own experience of being taught.

All teachers need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum. A large majority need to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. A sizeable proportion need to develop specialist skills in areas such as health and physical education, HIV and AIDS support, diversity management, classroom management and discipline, and so on. Many need to renew their enthusiasm and commitment to their calling.

So far in-service education, in many instances, though there were considerable rewards in terms of salary increases, such qualifications had little or no impact on classroom practice. In service education remains fragmented and un-coordinated and therefore makes a rather limited impact.

### **Continuing Professional Teacher Development (CPTD) System**

The Continuing Professional Teacher Development (CPTD) system will:

- Ensure that current initiatives devoted to the professional development of teachers contribute more effectively and directly to the improvement of the quality of teaching;
- Emphasize and reinforce the professional status of teaching;
- Provide teachers with clear guidance about which Professional Development (PD) activities will contribute to their professional growth;
- Protect teachers from fraudulent providers; and
- Expand the range of activities that contribute to the professional development of teachers.

In this system it is intended that the South African Council for Educators, as the statutory body for professional educators, will have overall responsibility for the implementation and management of the Continuing Professional Teacher Development (CPTD). The Professional Development (PD) points method is an internationally recognized technique used by professional bodies in many fields to

acknowledge their members' continuing professional development. Each teacher will be expected to earn Professional Development (PD) points by choosing professional development activities that suit their own requirements and that have been endorsed by South African Council for Educators (SACE).

The guiding purpose will be to enable teachers to become less dependent on outside agencies and more able to become responsible for their own professional development.

Professional Development (PD) activities are classified into four types:

- School driven programmes;
- Employer driven programmes;
- Qualification driven programmes; and
- Other programmes, offered by NGOs, teacher unions, community-based and faith-based organizations, or private companies.

Some Continuing Professional Teacher Development (CPTD) activities are compulsory and others self-selected. The relevant education department pays for compulsory activities, which may be at national, provincial, district, or school level. Teachers themselves pay for self-selected activities though provincial bursaries will be available in priority fields of study.

Teachers who study successfully in order to upgrade their qualifications will earn Professional Development (PD) points.

Two risks must be avoided:

- (a) teachers should not neglect their main responsibilities in order to earn Professional Development (PD) points; and
- (b) the administrative burden on already overloaded teachers must not be increased.

### **Rewards and Sanctions**

South African educators are required to earn PD points and be registered with SACE as a condition for them to practice. Registration is their license to teach. With the introduction of the Continuing Professional Teacher Development (CPTD) system in

the teaching profession it will be necessary to apply rewards and sanctions. Teachers who do not achieve the minimum number of PD points over two successive cycles of three years will be required to apply to South African Council for Educators (SACE) for re-registration.

### **Managing the CPTD system**

As the national body for the education profession it is intended that South African Council for Educators (SACE) is responsible for managing the system, but it is essentially a collaborative undertaking linking a number of sub-systems. Provincial Departments of Educations, district offices, school management teams and teachers' unions will play an indispensable role in encouraging teachers' participation in Continuing Professional Teacher Development (CPTD) activities. Providers in all categories are responsible for designing and delivering focused, appropriate and high quality activities in line with South African Council for Educators (SACE) criteria and guidelines. The quality assurers appointed by South African Council for Educators (SACE) protect teachers' interests by ensuring that providers and their programmes meet the requisite standards. The Department of Education will engage with SACE to address the resources and structures needed to take forward the Continuing Professional Teacher Development (CPTD) system.

### **Check Your Progress :**

- 1) What is the responsibility of the continuing professional teacher development (CPTD) system?

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### **2.D.5 AGENCIES FOR MANAGEMENT OF TEACHER EDUCATION SYSTEM :**

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Many bodies and institutions are involved in teacher education. The Ministry recognizes that each has its own responsibilities in the system, and it also recognizes the need for

improving co-ordination among them, since many of these may intersect or be dependent on each other.

### **South African Council for Educators (SACE)**

The [South African Council for Educators](#) (SACE) is a professional council that aims to enhance the status of the teaching profession and promote the development of educators and their professional conduct. The SACE was established in terms of the [SACE Act, 2000 \(Act 31 of 2000\) \[PDF\]](#).

The council's functions are to:

- register educators
- promote the professional development of educators
- set, maintain and protect ethical and professional standards.

Educators are required to register with SACE before they are employed by any authority. The council has strengthened entry requirements by checking the “professional standing” of applicants.

The council has a number of programmes that promote the development of educators and enhance the status and image of the teaching profession. These include, among other things, the Professional Development Portfolio Project that aims to encourage educators to reflect on their practice and to take responsibility for their own professional development; teacher education and development research activities; setting up the Continuing Professional Teacher Development (CPTD) system; and celebrating [World Teachers' Day](#) to acknowledge the work of educators.

The ethics function ensures that educators adhere to the SACE Code of Professional Ethics.

**The Department of Education and South African Council for Educators (SACE)** share exceptional responsibilities in the system of teacher education. Their roles deserve special mention. Between them they carry the statutory responsibility for the teacher education system. Their working relationship is therefore of the utmost importance and requires a high degree of mutual understanding and collegial engagement. This is especially the case in the coming period as South African Council for Educators (SACE) builds its capacity to manage its enlarged responsibilities in terms of its founding Act and this policy.

The Department of Education has the policy responsibility for all matters relating to Education, including teacher education. In the



context of a developmental state, the Department of Education is required to promote transformation through education. The Department of Education has the lead responsibility for teacher education policy, planning, monitoring and funding. The objective of pursuing quality education for all requires the Department of Education to provide opportunities to advance the continuing professional development of teachers. In this regard, the Department continues to work collaboratively with statutory and non-statutory bodies as well as stakeholders within the education system.

The Department of Education, as the principal employer of teachers, is responsible for ensuring that teachers' conditions of service, working conditions and career prospects meet appropriate standards, and that the teaching profession becomes a desirable occupation for an increasing number of South Africans.

### **National Education Evaluation and Development Unit**

Finally, the Department of Education is responsible for monitoring the performance of schools and teachers. For this purpose, a National Education Evaluation and Development (NEED) Unit will be established, at arms length from the Department, in order to provide the necessary moderation processes in regard to both the Whole School Evaluation Policy and the agreement on an Integrated Quality Management System for the appraisal of teachers.

The Minister, after consultation with the respective sectors, may determine different professional education and qualifications requirements for teachers in Early Childhood Development, Adult Basic Education and Training, Special Needs Education, and for Further Education and Training College lecturers.

### **Check Your Progress :**

- 1) Which are the agencies involved in the continuing professional teacher development (CPTD)?

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### **2.D.6 LET US SUM UP :**

The policy for teacher education in South Africa consists of two complementary sub-systems are the Initial Professional Education of Teachers (IPET), and the Continuing Professional Teacher Development (CPTD). Recognized teaching qualifications are the Bachelor of Education (B.Ed.) degree, the Advanced Diploma in Education (ADE) and the Diploma option. The Norms and Standards for Educators' include the following standards that encourage imaginative and flexible programme design.

Both conceptual and content knowledge and pedagogical knowledge are necessary for effective teaching, All teachers need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum. Hence there is the need for Continuing Professional Teacher Development (CPTD) System. Each teacher will be expected to earn Professional Development (PD) points by choosing professional development activities that suit their own requirements and that have been endorsed by South African Council for Educators (SACE).

Many bodies and institutions are involved in teacher education. The Ministry recognizes South African Council for Educators (SACE) and the Department of Education. Between them they carry the statutory responsibility for the teacher education system.

### **Unit End Exercises :**

1. Why does the Government of China gives importance to teacher education?
2. Describe the types of teacher education in China.
3. Explain the relevance of **pre-service** and **in-service** education.
4. What are the teaching qualifications prevalent in South Africa? How can they be achieved?
5. Explain the importance of Continuing Professional Teacher Development (CPTD) system?
6. What is the role and functions of South African Council for Educators (SACE) and the Department of Education?

### **Suggested Reading :**

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4. "[China : Country Studies - Federal Research Division, Library of Congress](#)".Lcweb2.loc.gov.2009-05-07. <http://lcweb2.loc.gov/frd/cs/cntoc.html>. Retrieved 2009-06-15.
5. This article incorporates [public domain material](#) from [websites or documents](#) of the [Library of Congress Country Studies](#). Retrieved from [wikipedia.org/wiki/Education\\_in\\_the\\_People%27s\\_Republic\\_of\\_China](http://wikipedia.org/wiki/Education_in_the_People%27s_Republic_of_China)"
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## **AGENCIES OF TEACHER EDUCATION**

### **Unit Structure :**

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Agencies of Teacher Education at State Level
  - 3.2.1 State Institute of Education (SIE)
  - 3.2.2 State Council of Educational Research and Training (SCERT)
  - 3.2.3 State Board of Teacher Education – (SBTE)
  - 3.2.4 University Departments of Education – (UDTE)
- 3.3 Agencies of Teacher Education at National Level
  - 3.3.1 University Grant Commission (UGC)
  - 3.3.2 National University of Educational Planning and Administration (NUEPA)
  - 3.3.3 National Council of Teacher Education (NCTE)
  - 3.3.4 National Council of Educational Research and Training (NCERT)
- 3.4 Agencies of Teacher Education at International Level
  - 3.4.1 United Nations Educational Scientific, Cultural Organisation (UNESCO)
- 3.5 Let us Sum up

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### **3.0 OBJECTIVES :**

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After reading this unit, you will be able to:

- State various agencies of Teacher Education Programme at State, National and International Level
- Explain the role of functions of various agencies of Teacher Education Programme at State, National and International Level.

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### **3.1 INTRODUCTION :**

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Due to explosion of knowledge, there is a spread of education not only in India, but all over the world. Due to this change, social

needs are changed accordingly. A teacher is expected to face the new changes by undergoing through training for new trends in education. Such training needs are satisfied by different agencies at different levels.

In this unit we will discuss the role of different agencies and their functions towards teacher education at state, national and international level.

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### **3.2 AGENCIES OF TEACHER EDUCATION AT STATE LEVEL :**

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To enhance quality of education and quality of educational institutions, to update educational methodology and to offer publicity to educational innovations by conducting various types of educational research every state establishes some institutes, council and associations. In this unit, we will discuss the role and functions of the following state agencies :

- State Institute of Education (SIE)
- State Council of Educational Research and Training (SCERT)
- State Board of Teacher Education (SBTE)

#### **3.2.1 State Institute of Education (SIE) :**

Training, preparation of teaching aids and evaluation needs continuity to achieve quality education. Considering this aspect, Maharashtra state has established “State Institute of Education” (SIE). Initially, SIE looked after primary education only. Later on, its scope is widened to pre-primary, secondary and higher secondary education. In 1984, it secured constitutional status like NCERT and is renamed as “Maharashtra State Council of Education Research and Training (MSCERT).”

#### **3.2.2 State Council of Educational Research and Training (SCERT):**

State council is the apex institute of the state. In Maharashtra, it was established in 1964 – 65 as a state institute of Education (SIE). It was upgrade and renamed as Maharashtra State Council of Education Research and Training in 1984. For quality improvement of school education it (MSCERT) carries the responsibility of teacher education, research and evaluation.

**Objectives :**

It's objectives are :

- To enhance quality of education by conducting various types of educational research.
- To improve teacher education
- To enhance quality of educational institutions
- To upgrade educational methodology
- To offer publicity to educational innovations.

**Structure :**

Main office of MSCERT is at Pune. It is an academic wing of education. It is headed by Director of education. It's various departments are looked after by second class gazzeted officer. It has an advisory Board presided by Education Minister of the State.

**Role and Functions :**

The Role and functions are primarily concerned with ensuring quality in respect of :

- Planning
- Management
- Research
- Evaluation and
- Training

**Its functions are as under:**

- To improve school - education, continuing education, non-formal education and special education.
- To impart in service - training to the inspectors of preprimary to higher secondary education.
- To impart in service - training to the teachers from pre-primary to higher secondary schools.
- To make available extension - services to teacher - education - institutions and co-ordinate the same.
- To prepare teaching aids for educational institutions.

- To motivate teachers to undertake /investigative research regarding content cum methodology.

#### **MSCERT functions through following departments -**

- Teacher - education department.
- Extension services department.
- Research department
- Evaluation department
- curriculum development department
- Population Education department.
- Publicity Department.

#### **3.2.3 State Board of Teacher Education (SBTE) :**

- Kothari Commission for the first time in 1966 recommended for establishing SBTE, whose main function was to develop teacher education in the state to be administered by the state board. State boards were established in M.P in 1967, and Maharashtra, Jammu and Kashmir and Tamil Nadu in 1973. Ministry of education forced states to have SBTE suggestions NCERT such boards almost all states established.

#### **Functions :**

- Determine the standards of TE Institutions.
- Modifying and improving the curriculum, text books and the system of TE of the state.
- Developing the criterion for the recognition of the TE institutions.
- Organizing the guidance facility of TE institutions.
- Developing the criteria for admission in TE and evaluating the teacher efficiency of pupil teachers.
- Preparing the plan for the qualitative and quantitative development of teacher education.
- Providing guidance to the Universities and State institutes for improving and modifying curriculum, textbooks and examination system of teacher-education.
- Determining the educational and physical conditions of the teacher education institutions for affiliations.

- Developing the sense of cooperation among university departments and other training institutions
- Providing financial assistance – different facilities for TE at different levels.
- Provide suggestions for the development of state teacher-educators.

### **3.2.4 University Departments of Education (UDE) :**

Education is now considered an independent field of study; UGC provides the grants to the University Department of education. Higher level training is essential for teachers for their development. Department of Education (DOE) provide training for educational administrators and curriculum specialists to improve evaluation procedures as well examination system. University DOE organize the M.Ed, B.Ed, and M.Phil classes as well as research work for Ph.D and D.Litt degree in education. In 1917, first education department was started at Calcutta University. At present there are departments of education in all the Indian Universities for M.Ed and Ph.D Degrees.

#### **Functions :**

- Develop the post graduate studies and research work.
- Organize training for school teachers.
- Provide solid programmes for teacher education and developing research work.
- Starting and organize some programmes for post graduate teachers which are not organized at other centers.
- Developing language laboratory, preparing instructional material and use new innovations and practices in TE.
- Encouraging the interdisciplinary courses and interdisciplinary research studies so that the requirements of other departments can be fulfilled.
- Organize extension lectures and programmes to encourage the teachers and research workers to contribute in the discipline of education.
- Providing awareness of new methodology and technology to upgrade the standard of TE.
- Developing the effective procedure of evaluation of theory and practicals in education.



A very strong academic and administrative machinery at the state level should further aim at economy and integration of divergent elements, avoid duplication of efforts, consider and examine the needs of different types of institutions, give a proper turn to arising ideologies and tendencies and eliminate corruption and exploitation.

There should be a University of teacher education in every state on its own. It should be unitary as well as affiliating for all the teachers', colleges at graduate and post graduate levels within the state.

**Check your progress :**

1) Explain the functions of State agencies of teacher education.

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### **3.3 NATIONAL LEVEL AGENCIES OF TEACHER EDUCATION PROGRAMME :**

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#### **3.3.1 University Grants Commission (UGC) :**

Established on 28<sup>th</sup> December, 1953, at New Delhi. UGC was given autonomy by govt. of India in 1956.

**Functions :**

- It provides financial assistance to universities and colleges to meet their requirement.
- It extends the financial aid for the development of Universities and maintenance.
- It provides a guide-line to Center and State Govt. for giving grant to a University.
- It provides the grants for five years to establish as new University in the state.

- It provides the grants for five years to start new department or any academic programme in the University but now state concurrence is essential.
- It encourages higher level research work and teaching activities by providing financial assistance.
- It provides the grants for higher education and new programmes in the Universities and colleges.
- It provides the fellowship for teachers and project work for University and college teachers.

#### **Teacher Education Committees :**

- To upgrade the standard of education Teacher-education committees were formed consisting of seven members for two years duration.
- It provides awareness of new innovations and research in teacher-education.
- The national fellowship and teacher fellowship are granted for encouraging research and teaching work.
- UGC provides travel grants to the university lecturers for attending international conferences and seminars.
- Visiting professors are appointed from among the University professors for inter change programmes and delivering lectures.
- Residential facilities for university and college teachers are also provided.
- Research associates are appointed for post doctor work.

#### **Research :**

- 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.

### **Centre for Advanced Studies (CASE) :**

- 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

### **3.3.2 National Institute of Educational Planning and Administration: (NUEPA/ NIEPA) :**

#### **Functions :**

As the highest organization of educational planning and Administration- has the following functions to perform:

- Providing training of educational planning and administration to develop the abilities and competencies in the educational administration as the in-service program.
- Providing training facilities in educational planning and administration at state level and regional level to develop efficiency at their level.
- Integrating educational studies and researches under the area of educational planning and administration and make co ordinations in these activities.
- Encouraging the teachers to solve the problems of educational planning and administration by organizing seminars and workshops.
- Arranging extension programs for new developments and innovations in the area of planning and administration.
- Establishing contact with other countries to understand the developments and innovations of the developed countries.
- Providing guidance at National and State levels in the area of planning and administration.
- Multi –dimensional activities- under extension programs– journal on educational planning and administration and other books are published.
- Review of educational planning and administration of other countries- used to develop our educational system and solve educational problems.

- Orientation programs for educational administrators- provide awareness of new developments in this area.
- Educational research reports are published. The publication unit established the coordination between theory and practice.
- Seminars and workshops are organized and their discussions and results are published.
- Training Institutions for special fields for school and colleges- these provide elementary in special fields like- computers, educational technology and fine arts.

#### **Language Institutions :**

- Kendriya Hindi Sanasthan.
  - Central Institute of English, Hyderabad,
  - Central Institute of Indian Languages, Mysore.
- Language training is given.

#### **3.3.3 National Council of Teacher Education (NCTE) :**

Kothari commission Report (1964-66) criticized Teacher Education Programme being conventional, rigid and away from reality. Therefore it expressed the need of establishing National council of Teacher Education in order to improve the standard of Teacher Education. In September 1972, Central Advisory Board in Education accepted the said proposal which was supported by fifth National plan. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993.

#### **Objectives :**

- To work especially towards planned and coordinated development of teacher-education.
- To improve the standard and functioning of teacher-educators.

#### **Functions :**

**According to the Act 1993, NCTE performs the following functions :**

- Undertake survey and studies relating to various aspects of teacher-education and publish the results.

- Making recommendations to the center and State government Universities, the U.G.C and other institutions in the preparation of plans and programmes in the field of teacher education.
- Coordinating and monitoring teacher education and its development in the country.
- Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher-educators at different levels.
- Developing norms for any specified category of courses or training in teacher-education, including minimum eligibility criterion for admission.
- Preparing a guideline and specified requirements for starting new courses and programmes under teacher education.
- Developing a guideline for general teacher-education programme.
- To advise central government on matters like teacher - education (in building pre-service / in-service training), evaluation of the curricula for teacher -- education and periodical review with respect to revision of curricula.
- To advise state governments on any matter of their concern.
- To review the progress of plan of teacher- education, submitted by central / state governments.
- To advise the government on ensuring adequate standards in teacher - education.
- To give approval to teacher - education institutions.
- To lay down norms for maintaining standards of teachers - education.
- Promoting innovations and research studies and organize them periodically or annually.
- Supervising the teacher education programmes and providing financial assistance.
- Enforcing accountability of teacher development programmes in the country.
- Preparing a programme for in-service teacher education for orienting teachers for latest development.

**NCTE functions through the following standing committees :**

- Pre – Primary, primary teachers' education committee.
- Secondary college - teacher education committee.
- Special education - teacher education committee.
- In-service - teacher - education committee.

**Activities of NCTE are with respect to :**

- Research - Extension services.
- Development programmes.
- Training.
- Evaluations.

**3.3.4 NCERT - National Council of Educational Research and Training :****Introduction :**

- Due to knowledge explosion, there is a spread of education not only in India, but all over the world. Due to this change, social needs have changed accordingly. A teacher is expected to face the new changes by undergoing through training for new trends in education. Such training - needs are satisfied by following National level agencies of Teacher Education programme NCERT and NCTE.

**National Council of Educational Research and Training (NCERT) :****Establishment :**

Ministry of Education of Indian Government established NCERT in 1961. NCERT is an autonomous - organization, working as an academic wing of the Ministry of Education. It assists the said ministry in the formulation and implementation of its policies and programmes in the field of Education. It is expected to encourage student teachers and teacher educators to conduct educational research. In order to fulfill these main objectives, it has established National Institute of Education (NIE) at Delhi and 4 regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore. It also works in collaboration with the departments in the states, the universities and institutes, following objectives of school education. It also maintains close-contact with similar national and international

institutions throughout the world. It communicates results of its researches to a common man by publishing books and journals.

**Objectives :**

- To launch, organize and strengthen research works in various aspects of education.
- To arrange for pre-service and in-service training at the higher level.
- To publish necessary textbooks, journals and other literature for achieving the objectives.
- To organize extension centers in training institutes with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.
- To establish a National Institute of Education and manage for the development of research and higher training for educational administrators and teachers.
- To provide guidance and counselling services on a large scale.

**a) Major function of NCERT are as under/ Role of NCERT :**

- To monitor the administration of NIE /Regional colleges of Education.
- To undertake aid, promote and co-ordinate research in all branches of education for improving school-education.
- To organize pre-service and in-service education programmes for teachers
- To prepare and publish study material for students and related teacher's handbooks.
- To search talented students for the award of scholarship in science, Technology and social sciences.
- To undertake functions assigned by the Ministry of education (Now HRD) for improving school –education

It is quite interesting to know how following constituent institutes works.

- National Institute of Education (NIE)

In order to fulfill the objectives of NCERT, NIE Functions through 9 departments, 7 units and 2 cells as Under :

**Departments of NIE :**

- Academic Depts.
- Production Department.
- Dept of Maths Education
- Dept. of textbooks
- Dept of Teacher education
- Dept of Teaching Aids
- Dept of Educational Psychology Publication Department.
- Dept of Educational Psychology Workshop Department
- Dept of Text - books.

**Units of NIE**

- National Talent Search unit
- Survey and Data processing Unit
- Policy, planning and Evaluation Unit
- Library and Documentation Unit
- Vocationalisation of Education Unit
- Examination Reform unit
- Examination Research unit

**Cells of NIE**

- Primary Curriculum
- Journals cell

**b) Central institute of Educational Technology (CIET) :**

Functions of CIET are as under –

- To encourage the use of Educational technology in the spread of education.
- To organize training programmes in connection with school-broadcasting and Educational Television.
- To develop learning aids based on Educational technology.

**C) Regional Institutes of Education (RIE) :**

- NCERT established Institutes of Education as model institutes in different regions of the country.
- Besides Teacher Education programme (4 years integrated B.Ed Course), these college conduct programme with respect to in-service - training, extension services and Research.



- They run 4 years B.Ed. course with a view that Education is a professional subject like engineering, medicine and B.Ed. student should be trained in the content and methodology simultaneously.
- This course offers B.Sc. B.Ed. (Science) and BA, B.Ed (languages) degree.
- These colleges conduct one-year B.Ed. course especially in science, agriculture, commerce and languages.
- They also run M.Ed course.
- These. Colleges are situated at Ajmer, Bhopal, Bhubaneswar and Mysore as centers of excellence for the four regions of India.

### **The role of NCERT in Indian Education :**

- NCERT organizes / conducts various programmes with respect to Research, Development, Training, Extension-services, publishing study - material, and evaluation.
- It aims at qualitative improvement of school - education.
- It aims at qualitative improvement of school - education rather than quantitative expansion.
- It wants to make our education relevant to national objectives and social needs.
- Besides researches conducted at NIE, NCERT offers financial aid to research projects of the teachers.
- It also organizes summer Institutes to school teachers and teacher - educators for attaining their professional growth. Through these measures NCERT wants to achieve qualitative improvement in Education.

### **Check your progress :**

- 1) Discuss the functions of National agencies of teacher education.

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### **3.4 AGENCIES AT THE INTERNATIONAL LEVEL :**

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#### **3.4.1 UNESCO :**

At no time in human history was the welfare of nations so closely linked to the quality and outreach of their higher education systems and institutions. (World Conference on Higher Education Partners, June 2003).

As the only United Nations agency with a mandate in higher education, UNESCO facilitates the development of evidence-based policies in response to new trends and developments in this field emphasizing its role in achieving the Millennium Development Goals and particularly poverty eradication.

The Organization fosters innovation to meet education and workforce needs and examines ways of increasing higher education opportunities for young people from vulnerable and disadvantaged groups.

It deals with cross-border higher education and quality assurance, with a special focus on mobility and recognition of qualifications, and provides tools to protect students and other stakeholders from low-quality provision of higher education. UNESCO promotes policy dialogue and contributes to enhancing quality education, strengthening research capacities in higher education institutions, and knowledge sharing across borders.

#### **Teacher education :**

- Global leadership on teachers,
- Their status,
- Their professional training,
- Their management and administration and key policy issues.
- The UNESCO/ILO Recommendations concerning the Status of Teachers and provide the framework for the same.
- The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) is a core initiative addressing key issues in the African context.

#### **What UNESCO is doing for Teacher Training- (ROLE AND FUNCTIONS) :**

UNESCO promotes the development of a professionally-trained corps of teachers who provided the human contact, understanding

and judgment necessary to prepare our children for the world of tomorrow.

### **UNESCO and Teachers :**

Good teachers are the cornerstone of quality education. On a daily basis, teachers contribute to sustainable development by building its human foundation – nurturing each child’s capacity and desire to learn. Without teachers, Education for All (EFA) by 2015 would be an unobtainable dream.

### **Teachers : Creating hope for tomorrow :**

- Teachers are at the very heart of UNESCO’s work. Each day, over 60 million teachers care for 1 billion children, cultivating their souls and minds. Any process that attempts to improve the quality of education promote peace and harmony and eliminate discrimination requires teachers. Teachers work with children who will be the leaders of tomorrow.
- But for teachers to be effective, they must be well-trained, motivated, have a decent work environment, good pay and an attractive career path. UNESCO enables the world’s teachers by building on the standards for the professional, social, ethical and material concerns of teachers set in the 1966 and 1997 recommendation concerning the status of teachers and education personnel.
- There is currently a severe shortage of teachers worldwide. UNESCO helps adjust national policies to reverse teacher flight, teacher drop-out and assists countries with the professionalization of “volunteer” teachers recruited by hard-pressed governments to fill crisis-level gaps.

### **UNESCO and Teacher Education :**

- Emphasizing the essential role teacher training and education policy play in national development goals.
- Producing and disseminating policy guidelines on open and distance learning, e-learning, and use of ICTs in teacher education.
- Advocacy to improve the training and status of teachers worldwide.
- Integrating international standards regarding HIV/AIDS and life skills into national teacher education policies.

- Promoting exchange of good national practices and lessons learnt within groups of countries with common teacher-related agendas through networking and exchange.
- UNESCO promotes the development of a professionally-trained corps of teachers who provided the human contact, understanding and judgment necessary to prepare our children for the world of tomorrow.

#### **UNESCO's Teacher Training Initiative in Sub-Saharan Africa :**

- UNESCO's Teacher Training Initiative is a new 10-year project to dramatically improve teacher training capacities in 46 sub-Saharan countries.
- The programme is designed to assist countries to synchronize their policies, teacher education, and labour practices with national development priorities for Education for All and the Millennium Development Goals (MDGs) through a series of four-year cycles.

#### **Teacher training for the achievement of Education for All :**

- The acute shortage of qualified teachers has been identified as one of the biggest challenges to EFA. If EFA is to be achieved by 2015, then between 15 and 30 million more teachers are needed worldwide. In sub-Saharan Africa, 4 million additional teachers will be needed by 2015 to meet the goal of Universal Primary Education alone. Additional teachers will be needed for non-formal education and literacy training, as well as in-service training of teachers.
- UNESCO recognizes that teacher education is integrally related to quality education and closely linked to curriculum renewal, improved learning outcomes, and a positive school environment. At the end of four years, each country participating in the Teacher Training Initiative is expected to integrate a comprehensive teacher education plan into the national education plan, improve the quality of training in teacher education, address the issues of severe teacher shortage and the status of teachers, and implement an internationally prescribed standard and national policy regarding HIV prevention education.

#### **UNESCO's teacher training activities :**

- Dynamic national information mapping completed in Angola, Zambia, and Niger and in progress in Burundi
- Providing of a full-time country-designated expert in seventeen countries for the first phase of the Initiative
- Establishing and maintaining comprehensive and integrated national databases concerning the state of teacher education
- Assisting countries in analysing their teacher shortages and in implementing policies and strategies to increase the number of qualified teachers and professionalize currently under qualified teachers
- Encouraging consultations between governments and teachers in planning and implementing fully EFA reforms
- Sharing and distributing good teacher policies and practices
- Coordinating relevant research to guide EFA policies and disseminating good teacher policies and practices
- UNESCO's Teacher Training initiative is aimed at redirecting policies, improving institutional capacity, improving teacher quality, and stemming the teacher shortage in order to achieve Education for All by 2015.
- The UNESCO Chair for Teacher Education is an addition to the UNITWIN / UNESCO Chairs Programme that is already well established in the region. The Chair has been established in East China Normal University, Shanghai, PR China. The purpose of the Chair is to promote an integrated system of research, training, information and documentation in the field of teacher education and training, and educational research. It will serve as a means of facilitating collaboration between high-level, internationally recognized researchers and teaching staff of the East China University and other institutions in China, and South East Asia region.

**Check your progress :**

- 1) Discuss the role and functions of UNESCO as an International agency of teacher education programme.

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### **3.5 LET US SUM UP :**

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In this unit, we have discussed various agencies like SIE, SCERT, NCERT, NCTE, UGC and UNESCO and their functions towards teacher education at state, national and international level. But it is the role of yours to work out these plannings into reality.

#### **Unit End Exercises :**

1. Explain the functions of MSCERT with relation to development of teacher education.
2. Name various agencies at national level. explain the role of NCTE towards teacher education.
3. Write Short Notes on :
  - a) UGC
  - b) UNESCO

#### **Suggested Readings :**

1. Khan M.S. (1983) Teacher Education in India and abroad, New Delhi, Ashish Publishing House.
2. Shankar V. (1984) Education of Indian Teachers, New Delhi Sterling Publishers.
3. Patil V. (1996) 'Teacher's Handbook' Pune, MSCERT.
4. Kadam – Chavan (2006) Primary Education : Problems and measures Latur, Sanskar Prakashan.



## TEACHER EDUCATION AT PREPRIMARY AND PRIMARY LEVEL

### Unit Structure :

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Objectives of Teacher Education at Preprimary level
- 4.3 Objectives of Teacher Education at Primary level
- 4.4 Structure of Teacher Education Programme at Pre-Primary & Primary level as recommended by NCTE.
- 4.5 National Curriculum Framework for Teacher Education at The Pre-Primary Stage
  - 4.5.1 National Curriculum Framework for Teacher Education at the Elementary / Primary Stage
- 4.6 Role and competencies required for the teacher at the Preprimary level
- 4.7 Role and competencies required for the teacher at the primary level
- 4.8 Let us sum up

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### **4.0 OBJECTIVES :**

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After reading this unit, you will be able to :

- Become aware of the importance of objectives of teacher education at different levels of education.
- Become aware of objectives of teacher education at Childhood Care and Education level.
- Become aware of objectives of teacher education at Elementary School level.
- Become aware of objectives of teacher education at Secondary School level.
- Become aware of objectives of teacher education at Higher Secondary School level.

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## **4.1 INTRODUCTION :**

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

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## **4.2 OBJECTIVES OF TEACHER EDUCATION AT PRE-PRIMARY LEVEL :**

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### **Teacher Education for preprimary level**

Pre-primary stage is not the stage for formal education. Literacy should not be the concern at this level though it prepares children for elementary schools. Learning at this stage may be characterized by group activities, play way techniques, language and, number games and activities directed to promote socialization and environmental awareness among children and help them in the process of attaining physical, mental and emotional maturity. Approaches in developing life skills and the formation of good habits and living togetherness need to be addressed with great care. To ensure happy and healthy childhood by means of varied activities have to be the main focus.

### **The specific objectives for teacher education at this stage may be the following:-**

- To prepare teachers for helping physical, mental, social, emotional, aesthetic and linguistic development of children by means of individual and group activities.
- To impart them relevant knowledge of child psychology, basics of cultural anthropology, sociology, Indian heritage and child's environment.
- To develop among them the capacity and desire for obtaining parental cooperation and establish coordination with the agencies working in similar areas.
- To empower them to organize educational games and supplementary activities for children.



- To arrange field trips for nature study and train their power of observation and appreciation.
- To enable them to prepare, select and use different kinds of materials at low cost with a focus on sensory and motor development of children.
- To empower them to develop self-concept, self-esteem and the art of self-expression and sense of discrimination and appreciation among the children.
- To enable them to develop environmental awareness among children.
- To empower them to inculcate the art of living good life.

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### **4.3 OBJECTIVES OF TEACHER EDUCATION AT PRIMARY LEVEL :**

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#### **Teacher Education for primary level :**

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

#### **Objectives of Teacher Education at the Primary level : -**

- To make the teachers aware of the nature, purpose, problems and issues of elementary education.
- To enable them to understand the nature and maturity of children for imparting education and to ensure their many sided development.
- To enable them to manage and mobilize community resources for the school and teaching.
- To empower pupil teachers to impart and organize instruction of unified and integrated subjects, their nature and purpose in the new educational and social context.

- To develop holistic approach for understanding and solving the problems of life.
- To create environmental awareness with the intent of promoting its protection / preservation.
- To empower them to evolve need based community specific and child centred pedagogy including indigenous learning systems.
- To promote among them the desire, taste and capacity for life-long learning and make them aware of latest developments in their areas and the needed transactional skills.
- To make them understand/appreciate the advantages of ICT and empower them to use the same in the class.
- To give an elementary knowledge of inclusive, physical, yogic, health and citizenship education in the common school system.
- To prepare them to use the latest constructivist pedagogy and evaluation techniques and
- To enable them to impart value education, life skills education, work education and feel their responsibility towards the education of neglected sections of society including those affected by diseases and deprivation of various forms.

**Check your progress :**

What are the important areas of development for children at the elementary education level? How do they differ from those for children requiring early childhood care and education?

**Note :** Write your answer in the space given below.

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#### **4.4 STRUCTURE OF TEACHER EDUCATION AT PRE-PRIMARY AND PRIMARY LEVEL AS RECOMMENDED BY NCTE :**

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##### **Norms and Standards for Pre-School Teacher Education Programme:**

##### **1. Preamble**

This programme is meant for the preparation of Pre-school teachers for teaching children in the age group of 4-6 years. This will enable creation of cadre of teachers for pre-school education of children. As pre-school education has not yet been integrated with the primary school education and it is being run generally as private initiative, it needs to be recognized as different from nursery teacher training which is for children for age group 4-8 years.

##### **2. Duration and Intake**

- (a) The programme shall be of a duration of one academic year.
- (b) There shall be a unit of 50 students to ensure optimum utilization of physical and instructional infrastructure and expertise of the teaching staff.

##### **3. Eligibility**

- (a) Secondary Examination (Class X) or its equivalent.
- (b) Admission shall be made either on the basis of marks obtained by the qualifying examination or in the entrance examination conducted by the state government as per the policy of the state government.
- (c) There shall be reservation of seats for SC / ST / OBC / Handicapped / Women etc., as per the policy of the concerned state government.

##### **4. Curriculum Transaction and Requirement of Teaching Staff**

- (a) There shall be at least 150 teaching days exclusive of period of admission, examination etc. Every student teacher shall be required to undergo internship in school experiences at least for 30 days in nearby pre-schools. To ensure optimal interaction of teacher-trainees with the kids, the programme may also be conducted by an institution having nursery school teaching.

- (b) Curricular transaction should emphasise approaches and methods, like, role playing, games, quiz, material preparation, project work, bal mela etc., by which prospective teachers can be trained to create joyful environment so that children of the age group of 4-6 years may have attraction towards school education.
- (c) For a unit of 50 students, the faculty shall comprise of the Principal / Head, two full time teachers and two part time teachers. For intake of students in excess of the prescribed unit, the number of teachers shall be increased proportionately.
- (d) For co-curricular activities like physical education, art, work experience, music, etc. part time instructors may be appointed.

## **5. Qualifications of Teaching Staff**

### (a) Principal / Head

1. Academic and Professional qualifications will be as prescribed for the post of teacher.
2. At least five years experience of teaching in Elementary Teacher Education / Pre-school Teacher Education Institution.

### (b) Teachers

Candidate should have a good academic record with the following academic qualification.

Good academic record with graduation with B. Ed. / B. El. Ed. / B. Ed. (nursery)

OR

Graduation with diploma in Pre-school and Lower Primary Education / Diploma in Elementary Education

- (c) Qualification of teachers of physical education art, work experience, etc. shall be as prescribed by the concerned state government.

## **6. Administrative Staff**

Administrative and other support staff may be provided as per the norms prescribed by the concerned state government for secondary schools.

## **7. Infrastructural Facilities**

- a) Adequate number of classrooms and activity room for approved intake of students, rooms for the Principal and faculty members and office for the administrative staff and a store should be available in the institution. The size of instructional space shall not be less than 10 sq. ft. per student.
- b) There shall be appropriate space for outdoor and indoor games.
- c) To provide these facilities, the Management / Institutions shall, at the time of making application, have in its possession adequate land / land and building on ownership basis free from all encumbrances. Govt. land acquired on long-term lease as per the law of the concerned State / UT will also be considered valid for the purpose. Pending construction of permanent building in the above land, the institution may provide these facilities in suitable temporary premises up to a maximum period of 3 years, before expiry of which the institution should shift to its permanent building.

## **8. Instructional Facilities**

There should be a Learning Resource Centre housed in a bigger room and having books, magazines, journals, audio-visual aids, teaching aids, play material, computer etc.

## **9. Terms and Conditions of Service of Staff**

- a) The appointments shall be made on the basis of the recommendations of the selection committee constituted as per the policy of the concerned state government.
- b) All appointments are to be made on full-time and regular basis.
- c) Institutions may make appointments on deputation or contract basis as an interim measure, in the absence of availability of suitable candidates.
- d) Appointment of part-time instructors and other staff can be made as per the norms of the concerned government.
- e) The academic and other staff of the institution (including part-time staff) shall be paid such salary as may be prescribed by the concerned government from time to time.
- f) The management of the institution shall discharge the statutory obligations relating to pension, gratuity, provident fund, etc.

- g) The age of superannuation of staff shall be determined by the policy of the concerned government subject to maximum age not exceeding 65 years.

## **10. Management**

- a) In case of private institutions, the institution shall be run by a society / trust which should be registered with competent authority as per the provisions of the relevant Act.
- b) The tuition fees and other fees shall be charged at rates prescribed by the concerned state government.
- c) In case of unaided institutions there shall be an endowment fund of Rs.5.00 lacs to be operated jointly by the authorized representative of the management and an officer of the concerned regional committee and a reserve fund equivalent to three months' salary of the staff.

## **11. Affiliation**

The examination would be conducted by the examining body designated by the State Government.

## **Norms and Standards for Elementary Teacher Education programme :**

### **1. Preamble**

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

### **2. Duration and Intake**

- a) The elementary teacher education programme shall be of duration of two academic years.
- b) For effective curriculum transaction and for ensuring optimum utilization of physical and instructional infrastructure and expertise of the teaching staff, there shall be a unit of 50 students for intake each year.

### **3. Eligibility**

- a) Candidates with at least 50% marks in the senior secondary examination (+ 2). Or its equivalent, are eligible for admission.
- b) Admission should be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the State Government, as per the policy of the State Government.

- c) There shall be reservation of seats for SC / ST / OBC, Handicapped, Women, etc. as per the rules of the concerned State Government.

#### **4. Curriculum Transaction and Requirement of Teaching Staff**

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

#### **5. Qualifications of Teaching Staff**

- a) Principal / Head
  - i) Academic and professional qualification will be as prescribed for the post of Lecturer.
  - ii) At least five years' experience of teaching in elementary teacher education institutions.
- b) Lecturer
  - i) Good academic record with M. Ed. / M. A. (Education) with B. Ed 55% marks, preferably with specialization in elementary education.

OR

- ii) Good Academic record with Master's Degree with 55% marks in the relevant school subject and Bachelor of

Elementary Education (B. El. Ed.), or B. Ed. Preferably with specialization in elementary education, and with five years' teaching experience in recognized elementary schools.

- iii) A relaxation of 5% may be provided, from 55% to 50% of the marks, at the Master's level for SC / ST category.
- iv) Qualifications for other academic staff for teaching physical education, art, work experience, information technology literacy etc. shall be as prescribed by the concerned State Government.

## **6. Administrative Staff**

The administrative and other support staff may be provided as per the norms prescribed by the concerned State Government.

## **7. Infrastructural Facilities**

- a) There shall be provision for adequate number of classrooms, hall, laboratory space for conducting instructional activities for approved intake of students, rooms for the principal and faculty members, and office for the administrative staff and a store. The size of instructional space shall not be less than 10 sq. ft. per student.
- b) There shall be a library equipped with text and reference books relating to prescribed courses of study, educational encyclopaedia, year books, electronic publications (CD-ROMs) and journals on teacher education and other software relevant to the elementary stage.
- c) There shall be games facilities with playground. Alternatively, the playground available with the attached school or local body may be utilized and where there is scarcity of space as in metropolitan towns / hilly regions, facilities for yoga, indoor games may be provided.
- d) To provide these facilities, the Management / Institutions shall, at the time of making application, have in its possession adequate land / land and building on ownership basis free from all encumbrances. Government land acquired on long term lease as per the law of the concerned State / UT will also be considered valid for the purpose. Pending construction of permanent building in the above land, the institution may provide these facilities in suitable temporary premises up to a maximum period of 3 years, before expiry of which the institution should shift to its permanent building.



## **8. Instructional Facilities**

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

## **9. Terms and Conditions of Service of Staff**

- a) The appointments shall be made on the basis of recommendations of the Selection Committee constituted as per the policy of the Central / concerned State Government.
- b) All appointments are to be made on full – time and regular basis.
- c) Government institutions / Government-aided institutions may make appointments on deputation or contract basis as an interim measure, in the absence of availability of suitable candidates recommended by appropriate bodies set up by the concerned government.
- d) Appointment of part-time instructors and other staff can be made as per the norms of the concerned Government.
- e) The academic and other staff of the institution (including part-time staff) shall be paid such salary as may be prescribed by the concerned State Government from time to time.
- f) The management of the institution shall discharge the statutory obligations relating to pension, gratuity, provident fund etc.

- g) The age of superannuation of staff shall be determined by the policy of the concerned Government subject to maximum age not exceeding 65 years.

### **10. Financial Management**

- a) The tuition fees and other fees shall be charged at rates as prescribed by the concerned State Government.
- b) In case of unaided institutions, there shall be endowment fund of Rs.5.00 lakh to be operated jointly by the authorized representative of the management and an officer of the concerned Regional Committee, and a reserve fund equivalent to three months' salary of the staff.

### **11. Relaxation in eligibility / duration of the course**

As in some States, the duration of the elementary teacher education course is one year only and the eligibility for admission to such course is a pass in class ten, such States are given time up to the end of academic session 2004 – 05 to switch over their programmes for bringing them in conformity with the NCTE Norms and Standards. Meanwhile, recognition for reduced duration of the course which shall not be less than one year and / or lower eligibility criteria, which shall not be less than a pass in class ten with at least 50% marks in aggregate, may be given subject to the condition that the certificate given by the State authorities in respect of such a course will be valid for employment within that State only and such courses including their duration and admission criteria are those that have been in existence in that State on the date when the NCTE Act, 1993 came into force.

In 1978, NCTE appointed four region wise teams to study problems of teachers and suggest measures to raise its standard. Each team included following members.

- Principal of Regional College of Education (Chairman)
- A member from Dept of Teacher Education (NCERT)
- 5 Members from the states of a region.

Considering situational changes, NCTE prepared, 'Teacher Education curriculum – framework.' The said framework suggested stage wise models for Preparation of teachers. Let us go through the model suggesting teacher preparation at Primary Stage.

## **Preparation of Primary Teachers :**

NCTE prepared its first model for teacher Education in 1978 and second model in 1988.

### **• NCTE – Model – I (1978) :**

At primary stage, A teacher education model showed three areas (A), (B), (C) and % weight age in terms of time, area wise and concerned course wise weight age of the said model at primary stage is as under-

#### **(A) Pedagogical theory (20%)**

- (i) Teacher and Education in the emerging Indian society.
- (ii) Child Psychology
- (iii) Principles / Problems of Primary Education.

#### **(B) Working with Community (20%)**

- (iv) Work situations related to (i), (viii), (ix), (x) and (xi).

#### **(C) Content cum Methodology, Practice teaching / Practical work (60%):**

##### **(v) Core teaching Programme (10%)**

Special training programme packages (vi to xi):

- (vi) Languages (10%)
- (vii) Mathematics (5%)
- (viii) Environmental studies – I (5%)
- (ix) Environmental studies – II (5%)
- (x) Work Experience / Art (10%)
- (xi) Health, Physical Education and Recreational activities (5%)
- (xii) Related Practical work (10%)

Duration of this course included 4-6 semesters after std. X Seminars sponsored by NCERT, SCERT and Board of Studies of various universities analysed and discussed the NCTE- model – I Very few universities introduced this framework, so expected improvement in Teacher-education did not occur. Later on, National Policy on education and Programme of action (1986) suggested to restructure teacher –education; because only quality teacher – education can cause quality school-education. National curriculum for school – education (1988) emphasized learner –centred approach to education. Considering guidelines of NPE (1986) and National

Commission on teachers (1983-85) NCERT initiated to set up following two working groups on:

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

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

- **NCTE – Model – II (1988) :**

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

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

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

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

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

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

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

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

- (xi) Practical work (20%)
- (xii) Internship in Teaching (in primary, upper-primary & (20%) Pre-school system)

Thus NCTE Model –II (1988) indicated four Areas (A, B, C, D) and its nine curriculum components. Its theoretical components had 60% weightage while the practical components 40% weight age. As compared to NCTE Model-I (1978), the Model-II offered more weight age to practical area at primary stage.

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#### **4.5 NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION AT THE PRE-PRIMARY STAGE :**

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Early Childhood Education plays a significant role as it helps children in successful completion of primary education. Its curricular linkages with enrolment, retention and learning outcomes of children at primary stage have been established through research and field experiences. First major recommendation, in this regard, was made by the Education Commission (1964 – 66) for establishment of pre-primary education development centres in each district with State Institutes of Education and state level centres responsible for promoting quantitative expansion and ensuring quality of pre-primary schools. Subsequently, the National Policy on Education, 1986 and the Programme of Action, 1992 reiterated such revolutionary ideas. It states that Early Childhood Care and Education (ECCE) provides a crucial input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women especially belonging to the disadvantaged sections of the society. The NCFSE – 2000 has stressed the need and importance of Early Childhood Education of two-year duration between 3-6 years of age. Emphasis has been laid on pleasure, perception and participation, at this stage. Further, learning at this stage needs to be characterized by group activities, play-way techniques, language games, number games, colour games and activities helpful in promoting socialization and environmental awareness among children. Formal teaching of subjects and formal evaluation of children's progress have been clearly prohibited. It has been stressed that Early Childhood Education needs to be made uniformly available to all children of the country to ensure equity.

The Tenth Five Year Plan also acknowledges ECCE as the first step in the education ladder. The major provider of ECCE is the Integrated Child Development Services (ICDS) scheme which covers 158 lakh children (which is 17.8% of the child population of 3-6 years) through about 5.20 lakh Anganwadis in 35 states and UTs. Early Childhood Education or Pre-School Education, as it is termed, is only one of the six components of Integrated Child Development Services ICDS scheme. This remains one of the weakest components in ICDS.

ECCE is indeed more inclusive than the concept of Pre-primary Education. ECCE programmes include ICDS, Anganwadis, Balwadis, Creches, Day Care Centres and Pre-primary Schools. The number of pre-primary schools are too few as compared to the number of primary schools in each state and most of them are non-governmental enterprises. There is need for expansion of ECCE facilities throughout the country following holistic approach aimed at fostering health, psyche, social, nutritional and educational development of the children. The Constitutional (86<sup>th</sup> Amendment) Act 2002 by inserting Article 21(a) has provided the children of the age group of six to fourteen years a Fundamental Right to Education. Besides this, the Act has substituted Article 45 by stating that “the State shall endeavour to provide Early Childhood Care and Education for all children until they complete the age of six years.” The provisions of this Act will have far – reaching implications for large scale expansion and strengthening pre-primary education in the country. In the years to come, the demand for ECCE will increase manifold and it will be necessary to focus on pre-primary teacher education and its quality.

### **Pre-school Education : Major Thrusts :**

The NCFSE – 2000 at this stage discourages formal teaching of subjects and advocates play way techniques. This will ensure joyful participation and reduce harmful load on young children whose neuro-muscular capacities are yet not developed for the same. The curriculum emphasises learning the language orally through interactive mode. Abundant opportunities need to be provided for developing skills of identification, matching, drawing, etc. without formal teaching. This is also the stage where the skills of socialization are to be nurtured among children through interaction. Children at this stage need to be encouraged to develop positive attitudes through child and nature and child and child interactions. The thrust is built around pleasure, perception and participation for developing readiness to learn.

**Objectives :**

The general objectives of pre-primary teacher education may include the following :

- Enabling student teachers to understand philosophical, socio-psychological aspects of pre-primary education, its aims, content and methodology;
- Enabling student teachers to understand holistic development of pre-primary age children in terms of physical, social, emotional, intellectual, aesthetic, linguistic, cultural and related aspects;
- Inculcating among student teachers love, affection, sensitivity and respect for uniqueness for young children;
- Developing among student teachers competencies, attitudes and skills needed to organise play and other activities for promoting the all-round development of children;
- Enabling student teachers to understand and use a variety of activity – oriented and child – centred approaches to promote children’s self-concept, creativity and inventiveness;
- Preparing student teachers with methods and materials needed for teaching learners with special needs;
- Developing in student teachers skills in resource mobilization, organisation, planning and management of pre-primary schools.
- Developing in student teachers skills and aptitude for close contact and co-operation with parents and local community for strengthening the programmes of pre-primary education;
- Developing values among student teachers which could be naturally passed on to young learners;
- Enabling student teachers to inculcate among children a desire to know their immediate natural environment, to love and respect it;
- Creating among student teachers thorough awareness of health and hygiene related issues so that young learners may be taught to live a healthy life; and
- Preparing student teachers to use local resources and local contexts.

**Implications for Pre-service Teacher Education :**

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

**Curriculum Content and Transaction :**

The programme of pre-primary education is to be designed carefully to provide for an all-round, wholesome growth and development of the children including their neuro-muscular coordination, self-expression, observation skills, health and hygiene, habit formation and the like. The programme must centre around suitable play activities such as free play, educational and manipulative toys and puzzles and motor activities in small groups involving simple exercises. Use of coordinated muscular and limb movements; self-help skills; eye-hand coordination, other activities such as drawing, painting, clay modeling, music, singing and dancing, oral language skills of listening and speaking, pre-number concepts, study of nature, plants, insects and animals, areas of visual (craft, painting, clay modeling) as well as performing arts (music dance, etc.) – all need to be emphasized.

The curriculum for pre-primary teacher education programme has to be flexible to include activities to promote physical, cognitive, social, emotional, linguistic and aesthetic development of children upto 6 years of age. It may also include resource mobilization and management, use of community resources both human and material, enlisting community participation. Building relationships with parents and establishing collaborative and cooperative links with ECCE and ICDS functionaries, DIETs and other agencies. Teacher education programme must develop among student teachers an awareness of local environment and natural surroundings and inculcate in them appreciation for values and skills that promote joyful learning.

Pre-primary is not a stage for introducing and providing any formal education. Therefore, student teachers at this stage will have to be sensitized and educated for understanding the developmental needs of these young children and their requirements. Teacher education curriculum at this stage need to develop awareness about literacy programmes, community dynamics, national and local customs, fairs and festivals and community mode of social living. It may also develop awareness of forces affecting environment including pollution, appreciation of places of historical and cultural significance and special educational features and developmental tasks contained in policies and programmes. Besides various



curricular and pedagogical concerns, concerted efforts have to be made to sensitise teachers with new developments such as child as the constructor of knowledge, child as a unique being and child with multiple talents.

The curriculum transaction has to be in terms of child-centred, activity-based, play-way and joyful approaches besides oral instruction and demonstrations. Role-play, puppetry, story telling, simulation exercises, dramatization and creative thinking strategies have to be suitably used. Due importance has to be given to participatory and interactive situations. The activities shall be such that they have the potential to help children learn and develop appropriate language and communication skills, self-expression, social skills and besides promoting manipulative motor skills and eye-hand coordination.

To help pre-primary centres do their work effectively, establishment of 'Learning Resource Centre' in a teacher education institution has to be made mandatory. Such a centre may be equipped with toys and play materials, suitable for children of the age group 3-6 years. In addition, provision may also be made of picture books, games, audio-visual materials like TV, VCR, computer, tape recorder, slide projector, audio and video tapes, models, blow up charts and pictures, slides showing pictures of animals, insects, birds, trees, flowers, fruits and vegetables.

Practice teaching may be organized in pre-primary schools, anganwadis / balwadis. Instead of prescribing the number of lessons or number of periods to be given each day, practice teaching must enable student teachers to plan and manage the activities for all day span. Time management, integrated play-way approaches and small group activities that involves participation of every child, are some of the important things that student teachers are expected to learn. The duration of practice teaching may be realistically determined, based on experience, with emphasis on the progress of the student teacher towards becoming a professional.

Practical work for student teachers, in this context, may include the following :

#### **Practicum for Pre-primary Teacher Education :**

- Collection / preparation of materials for enabling children to arrange objects in terms of size, weight, length, shape, colour, etc;

- Preparation of simple items of children's imagination and linking;
- Assembling of puzzles and preparation of story charts;
- Collection of materials to make children understand the concept of soft-hard, rough-smooth, thin-thick, etc;
- Collection / writing of 15 to 20 stories and their narration to children with special emphasis on the values embedded in them;
- Designing and using locally popular games;
- Exposing and helping children to identify and discriminate different objects, birds, animals etc. available in the immediate environment of the learner;
- Rhythmic group-singing activities;
- Undertaking case studies, observing and maintaining children's developmental records in the form of cumulative records;
- Arranging local field trips;
- Organising/celebrating school functions, festivals and important days.

This list is not exhaustive and activities may be included according to local requirements.

### **Evaluation :**

Evaluation of pre-primary teacher education stage needs to focus on assessment of understanding and skills concerning planning, conducting and evaluating joyful activities for young children.

Assessment of attitudinal change and value orientation has to be an integral part of the total evaluation mechanism. Separate evaluation be conducted for theory, practice teaching and field experiences. The responsibility of assessment of practice teaching needs to be shared both by the cooperative teacher and the teacher educator. Grading system may serve this purpose in a better way. Parameters such as planning, organisation, management, execution of activities, capacity for innovations and play-way approaches, students' participation, communication skills and their ability to guide individually and in groups children's initiative and potential need to find a rightful place in the evaluation scheme. Skills for identification of children with special educational needs, children with learning disabilities, planning and organising remedial action

and skills for crisis management need to be adequately assessed. Profile of student teachers would need to be maintained on qualitative as well as quantitative dimensions for which procedures involving ranking, rating scales and peer assessment may prove to be useful. The whole exercise has to be participatory, performance-based and transparent.

#### **4.5.1 National Curriculum Framework for Teacher Education at the Elementary Stage / Primary Stage :**

Elementary education is the foundation on which the super structure of the entire educational system is built. Its contribution to nation building and process of development and growth has been universally recognized. The NCFSE – 2000 therefore, attempts to enrich the curriculum at elementary stage of school education by adopting modern approaches, reducing the burden of irrelevant and incomprehensible materials. It recommends new approaches for transactional and evaluation strategies to raise the quality of elementary education. Teachers working at this stage may be guided by new areas of NCFSE – 2000 as well as by the pedagogical principles that form the base of teaching at elementary education. Though teachers at all stages of school education try to make learning a joyful activity, however, greater responsibility lies on teachers of elementary education to ensure that learning becomes activity – based, participative and joyful. The recommendations of the NCFSE – 2000 have far reaching consequences for the preparation of teachers at this level.

#### **Elementary School Education : Major Thrusts :**

The salient features of the NCFSE – 2000 at elementary stage include, among others, freedom from stress and anxiety, emphasizes on mother tongue as medium of instruction, centrality of learner’s immediate environment, development of practical skills and positive attitudes and values. It also includes human rights and fundamental duties of citizens and recommends related activities, project work, etc. as an integral part of the curriculum. It emphasizes on mastery level learning.

In Classes I and II the subjects of study recommended are : one language – mother tongue / regional language, Mathematics and Art of Healthy and Productive Living (AHPL). In Classes III to V, Environmental Studies is included in addition to the three areas of study suggested for Classes I and II. For Classes VI to VIII (upper primary stage) the scheme of studies includes (a) three languages –

mother tongue, another modern Indian language and English; (b) Mathematics; (c) Science and Technology; (d) Social Sciences; (e) Work Education; (f) Art Education (fine arts – visual and performing); and (g) Health and Physical Education (including games and sports, yoga, NCC and Scouts and Guides).

The NCFSE – 2000 recommends reduction of the learning load and a common scheme of studies for elementary stage with flexibility of content and modes of learning, suited to the needs and requirements of learners. Formal teaching of environmental education is introduced only from Class III onwards where both natural as well as social environments have been introduced in an integrated fashion.

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

### **Objectives :**

The objectives of teacher education at this stage may include the following :

- Developing among student teachers an understanding of philosophical, psychological and sociological principles relevant to elementary education, i.e. understanding the learner, the teachers' role and the teaching-learning process;
- Developing among student teachers skills for teaching integrated environmental studies, integrated social sciences and integrated science and technology;
- Developing among student teachers language skills including the skills of listening and speaking so as to be able to teach languages effectively and creatively;
- Enabling student teachers for planning and organising activities such as puppetry, games, sports, physical and other similar activities;
- Enabling student teachers to integrate values with the total curriculum transaction within classroom and outside;

- Enabling student teachers to be life-long learners and developing among learners the skill of learning how to learn;
- Enabling student teachers to understand the potentialities of ICT and make use of the same;
- Developing among student teachers the capacity to solve social, interpersonal and emotional problems of learners;
- Enabling student teachers to establish mutually supportive linkages with parents and the community to strengthen school programmes;
- Enabling student teachers to undertake action research projects;
- Familiarizing student teachers with methods and materials for teaching learners with special needs;
- Developing among student teachers a special concern for the education of weaker and deprived groups of learners;
- Developing among student teachers skills to contribute effectively in UEE;
- Enabling student teachers to inculcate among children a desire to know their immediate natural environment, to love and respect it;
- Developing among student teachers thorough awareness of health and hygiene.
- Developing among student teachers skills of continuous, comprehensive and diagnostic evaluation and organising remedial teaching.

### **Implications for Pre-service Teacher Education :**

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

### **Curriculum Content and Transaction :**

Teacher education for preparation of UEE would require special consideration in dealing with students of rural background, girls, SC / ST, working children, urban deprived, disabled, children in difficult circumstances, migrating, children in poor families, socially disadvantaged groups and minorities. It would also need special effort for bringing all the children to the mainstream of education.

It is necessary that student teachers be sensitized to the need for reducing curriculum load, organize appropriate learning experiences which are joyful in nature and related to immediate environment of the learner and help them develop and imbibe desirable values.

Teacher education programmes at this stage shall have to provide subject based orientation. Teaching and learning of mathematics would be woven around the environment of the learners so that environmental concerns are properly integrated. The activities would focus on local culture and environment using the local specific contexts and resources. Student teachers shall have to be provided with experiences to help children develop socio-emotional and cultural aspects. A realistic awareness and perspective of the phenomena occurring in the environment will have to be linked with social or scientific events. This may be accomplished by emphasizing observation, classification, comparison and drawing of inferences, conducted within and outside the classroom. The desired objectives could be successfully achieved by employing integrated approach. Yet another important area of learning at elementary stage comprises the Art of Healthy and Productive Living, since will contribute towards the all round development of the personality of children. Teacher education programmes shall have to stress on activities and practices that strengthen the element of curiosity, imagination and a sense of wonder besides inculcating positive feelings and attitudes for cooperative living and social service.

A major shift at the upper primary stage is in the teaching of sciences and social sciences, each is to be taught as an integrated subject. Teaching these as integrated subject requires special attention and orientation in teacher education programmes. The thrust in new school curriculum on India's cultural heritage and its rich traditions, which have contributed to social, political, economic and other related areas, requires an appropriate sensitization of student teachers. The new course of science and technology requires suitable orientation of student teachers to make the subject learner-friendly. Similarly new developments in educational psychology, language education and others necessitate orientation of student teachers. Further, emphasis on concept formation and development of skills along with knowledge about applications of science and technological advances in various fields need appropriate skill development on the part of student teachers. It would help them, develop the desired skills in the learners to deal with real life situations.

The new school curriculum framework also gives importance to the education of special needs groups and socio-economically deprived sections of society such as women, rural poor, tribals, minorities, the disabled, etc. It is imperative that teacher education programme is accordingly oriented to enable student teachers to overcome their biases and provide equal opportunity for all children irrespective of their socio-economic and religious backgrounds.

Another major thrust is that the content of education be rooted in Indian thought and experience and remain open to ideas from outside. The vast cultural plurality of our nation comes handy for increasingly drawing from the Indian experience, both past and present. Special emphasis is needed on pedagogical analysis, a clear understanding and appreciation of Indian contribution to knowledge and achievements in various fields / sectors, etc. This would enable the student teachers to develop a sense of national identity among the learners, right from the elementary stage.

The NCFSE – 2000 highlights education in human values as an integral part of curriculum for all subjects at all stage of school education. It stresses the need for suitably weaving of values, human rights and fundamental duties of citizens in day-to-day teaching and other school activities. This has a clear implication for teacher education. Teachers have to play a crucial role in inculcating values among children. Since every teacher is envisaged to be also a teacher of values, student teachers have to be oriented for value education and developing different strategies for inculcation and promotion of values among school students.

Achieving Minimum Levels of Learning (MLL) is yet another concern reflected in the school curriculum framework for elementary school stage. MLL are learning outcomes to be achieved by all children and also serve as one of the bases for determining performance goals of both students and teachers. Teacher education programmes have to orient student teachers to MLLs in terms of performance capabilities of learners, translating them to specific learning outcomes in the form of competencies. Exercises to this effect, during teacher education programmes, would make student teachers capable of ensuring MLLs at this stage of school education.

ICT is gradually emerging as an integral part of the schooling process. It influences not only the teaching style but also the learning style. ICT results in transformation from teacher-oriented learning to that of exploratory self-learning.

Transaction of teacher education is based on several factors : the academic background of student teachers and teacher educators, nature of the subjects to be taught, philosophy of the subjects to be taught, practical work to be conducted, community resources available for education and characteristics of learners. Attempt may be made to integrate theory and practice as well as community resources. Student teachers need to acquire competencies to draw community resources to facilitate more effective functioning of schools. Emphasis on lectures be minimized while activity-based and participatory methods be encouraged. Practical activities, projects and field work will have to be the main focus of teacher education. Student teachers are to be empowered to inculcate values among students and they are also to be acquainted with the totality of school and community experiences. They have to be encouraged to undertake action research, group discussion and self-learning activities as a part of their educational programme. Emphasis needs to be laid on outcome-oriented activities. Student teachers have to learn the skill of adjusting to the level of learners and make their expectations reasonable. Temperamental adjustments may also be necessary so as to identify themselves with the young learners. Regular diagnosis and timely remediation must be encouraged to help achieve mastery of basic skills pertaining to various subjects of study and art of healthy and productive living.

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#### **4.6 ROLE AND COMPETENCIES REQUIRED OF THE TEACHER AT THE PREPRIMARY LEVEL:**

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The aim of preprimary education is that child develops learning to learn skills and positive self image, acquires basic skills, knowledge and capabilities from different areas of learning in accordance with their age and abilities. Preprimary education lays emphasis on the preparation for school.

The difference roles teacher performs at the preprimary level are:

##### **Manager**

As a manager observes class's overall feeling and tone. Consult with other teachers for curriculum ideas, sharing materials and scheduling common activities.

##### **Facilitator**

- Assist children who need individual help to work.
- Remain in contact with the whole group and sense changing mood or activity.



- Treat children with unconditional positive regard and provide individualized care for needs.

### **Evaluator**

- Provides proper atmosphere for the development.
- Organises activities properly so that preschool children pick them up quickly.

### **Guide & Counsellor**

- Give guidance about how to interact with others.
- Develops healthy & safe play environment.
- Meets with other educational professionals and parents to discuss above the improvement of classroom techniques and progress of children.

In general, the pre-school teacher's role is very important. They have a number of general responsibilities in their daily teaching job. They must provide a wonderful learning environment for the children, teach them social skills and help them with their daily needs. They will instruct them in basic educational programmes, teach them to creative and provide them with a safe and caring environment to learn and grow.

### **Competencies Required**

#### **Personal**

- Academically qualified
- Physically fit and healthy
- Active and energetic
- Socially warm and friendly
- Love for children and teaching

#### **Professional**

- Up to date knowledge of subject
- Appropriate teaching skills
- Ability to tryout innovative and creative methods of teaching.

#### **Social**

- Develop interpersonal and interactive skills
- Be open to criticism
- Achieve the goals of the institution
- Developing rapport and creating friendly environment

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## **4.7 ROLE AND COMPETENCIES REQUIRED OF THE TEACHER AT THE PRIMARY LEVEL:**

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The Indian government lays emphasis to primary education upto the age of fourteen years. In spite of several efforts made by the government to enhance quality, levels of quality remain low. Therefore the role of the teacher is most important. They should perform various roles like:

### **Manager**

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

### **Facilitator**

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

### **Evaluator**

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

### **Guide and Counsellor**

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

### **Competencies Required:**

#### **Personal**

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

**Professional**

- Specialist in subject
- Depth and update knowledge
- Appropriate teaching skills
- Uses innovative methods of teaching

**Social**

- Develop interpersonal and interactive skills
- Achieve the goals of the institution
- Works in collaboration and co-ordination
- have leadership quality
- develops rapport and creates congenial and friendly environment.

However, NCTE has developed a competency based and commitment oriented teacher education curriculum focusing on quality and efficiency of teacher education. Ten competency areas have been identified. They are:

1. Contextual Competencies
2. Conceptual Competencies
3. Curricular and Content Competencies
4. Transactional Competencies
5. Competencies in other educational activities
6. Competencies related to teaching learning material
7. Evaluation Competencies
8. Managing Competencies
9. Competencies related to parental contact and co-operation
10. Competencies related to community contact and co-operation

These competencies are first to be developed during pre-service teacher education and then further updated and strengthened during re-current in-service teacher orientation as well as continuing and self directed professional enhancement by individual teachers on their own.

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**4.8 LET US SUM UP:**


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In this unit, we have discussed the objectives and structure of teacher education programme at pre-primary and primary level. We have also discussed on the National Curriculum framework of teacher education programme at pre-primary and primary education. It also deals with the role and competencies required of teachers at pre-primary and primary level with special reference to the ten competencies recommended by NCTE.

**Unit End Exercises:**

- 1) Explain the teacher education programme at preprimary level with special reference to its objectives and structures.
- 2) Explain the Role and Competencies required for teachers at primary stage with special reference to ten competency areas suggested by NCTE.

**References :**

1. Khan M.S. (1983), 'Teacher Education in India & abroad', New Delhi, Himalaya Publishing House.
2. Kohli V.K. (1992), 'Teacher Education in India,' Ambala (India), Vivek Publishers.
3. National curriculum framework by NCERT.
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## TEACHER EDUCATION AT SECONDARY AND HIGHER SECONDARY LEVELS

### Unit Structure :

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Objectives of Teacher Education Programme at Secondary Level as recommended by the NCTE
- 5.3 Objectives of Teacher Education Programme at Higher Secondary Level as recommended by the NCTE
- 5.4 Structure of Teacher Education Programme at Secondary Level as recommended by the NCTE
- 5.5 Structure of Teacher Education Programme at Higher Secondary Level as recommended by NCTE
- 5.6 National Curriculum framework for Teacher Education Programme at Secondary Level as recommended by the NCTE
- 5.7 National Curriculum framework for Teacher Education Programme at Higher Secondary Level as recommended by the NCTE
- 5.8 Role and Competencies required of the Teacher at the Secondary Level
- 5.9 Role and Competencies required of the Teacher at the Higher Secondary Level
- 5.10 Let us Sum up

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### 5.0 OBJECTIVES :

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After reading this unit, the student will be able to:

- List the objectives of Teacher Education Programme at Secondary and Higher Secondary Levels as recommended by NCTE.
- Discuss the structure of Teacher Education Programme at Secondary and Higher Secondary Levels as recommended by the NCTE.

- Explain the National Curriculum framework for Teacher Education Programme at Secondary and Higher Secondary Levels as recommended by the NCTE.
- Discuss the role and competencies required of the teacher at Secondary and Higher Secondary Levels.

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## **5.1 INTRODUCTION :**

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In the recent years India has taken a fresh and more critical look at the role of education within the context of overall national development. The goals of education follow the national goals of development. This means development of the human resources. The development of human resources is possible through a properly organised programme of education.

It is imperative, that the teacher has to assume greater responsibility so as to initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development. Thus success in carrying out educational reforms and acceptance of the new role by the teacher depends on the quality the teacher which, in turn depends on the quality of teacher education.

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## **5.2 OBJECTIVES OF TEACHER EDUCATION PROGRAMME AT SECONDARY LEVEL AS RECOMMENDED BY THE NCTE :**

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- To maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage,
- To empower the prospective teachers to adopt disciplinary approach in teaching, and to develop among students interest in such studies.
- To enable them to understand the implications of liberalization, privatization, globalization (LPG) free market, W.T.O. and Outsourcing etc. on education and adopt precautionary measures against their unsound effects.
- To train them in the use of ICT, its advantages, disadvantages and safeguards,

- To curtail the educational and cultural gap between the rich and the poor the schools meant for them by adopting suitable educational approaches.
- To develop among the prospective teachers love for Indian culture, and its contribution to the world and to inculcate a sense of national pride and identity.
- To enable them to develop the teaching competencies and performance skills for the subjects they have to teach, using appropriate aids including ICT, organize supplementary educational activities and elicit community cooperation,
- To empower student teachers not only to understand the nature of subjects but also the unity and integrity of knowledge,
- To prepare them for the development of personality, inculcation of values, fostering the spirit of citizenship and patriotic feeling.
- To create among them the awareness of environmental protection and need to maintain an ecological balance.
- To enable students to acquire, construct, process and utilize knowledge as per the requirement of circumstances,
- To help them to grasp the main thrust of the curriculum and develop appropriate transactional and evaluation strategies for the same.
- To enable them to integrate yogic, health, physical, aesthetic and inclusive education with other educational activities.
- To enable the prospective teachers to orient and sensitize the students with care and caution about Life Skill education. HIV / AIDS preventive education, reproductive health, etc.
- To develop among them the capacity for undertaking action research for improving the quality of education, for the solution of its problems and to evolve the culture specific and community oriented pedagogy.
- To help them evolve happy and healthy school and community relationship and promote interest in life long learning,
- To acquaint them with Indian nation's distinctive character of 'unity of diversity' and adopt curriculum development practices to strengthen them.

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

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**5.3 OBJECTIVES OF TEACHER EDUCATION AT THE HIGHER SECONDARY STAGE AS RECOMMENDED BY NCTE (ACADEMIC STREAM) :**

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- To develop among teachers an acceptable desired perspective about academic stream and understanding of its nature, purpose and philosophy,
- To make them aware of the philosophy, purpose and teaching learning strategies of the subjects they have to teach,
- To empower them to make indepth pedagogical analysis of the subjects they have to teach and understand their relevance to tertiary education.
- To empower prospective teachers to comprehend the characteristics of students for making suitable educational provisions for them.
- To enable them to guide learners and prepare them for self – study, independent learning, to develop reference skills, undertake group learning, critical thinking, conceptualization, self – evaluation of their own performance and derive knowledge / information from ICT, mass media and MCLS,
- To develop among them the competencies to communicate abstract and complex ideas and concepts in simple terms,
- To make them understand the objectives, transactional strategies, evaluation techniques and curriculum designing in different areas of study at this stage,
- To empower the prospective student teachers to understand the regional specifics and educational demands and establish correlation with the main stream of national life and to suggest suitable solutions there off.
- To develop among them the skills for promoting patriotic feeling national consciousness, social cohesion, communal harmony and universal brotherhood.
- To enable the perspective teachers to evolve need based and culture specific pedagogy,
- To make them aware of national problems, environmental crisis and Indian cultural ethos and
- To enable them to orient and sensitize the students about HIV / AIDS, preventive education and to bring attitudinal change in



understanding numerous problems relating to healthy life, life skill development, stigma and discrimination etc.

### **Objectives of Teacher Education at the Senior Secondary Stage (Vocational Stream)**

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

- To impart enriched vocational education which is essential for success in competitive and open market economy,
- To transform the nature of traditional vocations and modernize them to achieve success,
- To enable them to impart the skills of marketing, market survey, salesmanship and advertisement,
- To empower them to develop higher and finer vocational skills and competencies among the prospective teachers and the ability to foster them among their students,
- To enable them to design courses and competencies needed for self – employment,
- To take precautions against becoming narrow specialists and educationally inferior workmen and
- To enable the prospective teachers to inculcate dignity and morality of work and produce work culture among their students.

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### **5.4 & 5.5 STRUCTURE OF TEACHER EDUCATION PROGRAMME AT SECONDARY AND HIGHER SECONDARY STAGES AS RECOMMENDED BY NCTE :**

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NCTE while finalising the structure & curriculum framework followed two criteria i.e. Flexibility & Integration flexibility for mobility of teachers from stage to another, mobility from one discipline to another and from pre-service to in-service.

Integration meant integrating theory component with one total programme. Each stage comprised of 3 main areas –

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

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

Working with community was introduced with specific purpose of applying theory to actual situation. Weightage to be given to these 3 areas at the secondary stage is

Pedagogy	-	20%
Working with community	-	20%
Content cum methodology	-	60%

Weightage at higher secondary stage is

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

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

The characteristics of courses of academic stream are :

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

Vocational Stream :

- Job oriented
- Skill based
- Useful
- Practical

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

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## 5.6 NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION PROGRAMME AT SECONDARY LEVEL :

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**Duration : 1 Year**

	AREA	COURSE Curriculum Framework for the School Teacher Education
A	Theoretical	<p>Compulsory</p> <ul style="list-style-type: none"> <li>- Principles, Status, Problems and Issues in Secondary Education in India and the region concerned,</li> <li>- Emerging Indian Society : (Emphasis on unity, diversity and regional specificity) and Secondary Education,</li> <li>- Philosophy of Secondary Education : Indian and Western : (Only trends and educational implications),</li> <li>- Sociology of Education and Cultural Anthropology (unity – diversity and the study of regional culture be given due Weightage),</li> <li>- Psychology of learning and motivation of secondary school level students (Regional and Group Specificities be given due (Weightage),</li> <li>- Curriculum and instructional designs for secondary school level,</li> <li>- Environmental Education,</li> <li>- Action research and innovative practices,</li> </ul>

		<ul style="list-style-type: none"> <li>- Peace education and Social Harmony,</li> <li>- Health, Hygiene and Physical Education,</li> <li>- Evaluation and Measurement,</li> <li>- Safety and Disaster Management,</li> <li>- Management, Planning and Finance,</li> <li>- Guidance and Counseling,</li> <li>- ICT and its use in Secondary Education,</li> <li>- Inclusive Education,</li> <li>- Any other as per regional needs.</li> </ul>
B	Practical Activities	<ul style="list-style-type: none"> <li>- Internship for one week at secondary school,</li> <li>- Teaching of two subjects &amp; pedagogical analysis as is common in schools or prescribed by the university – (minimum 30 lessons),</li> <li>- Communication skills,</li> <li>- Environment Protection,</li> <li>- Ecosystem – Structure &amp; Functions,</li> <li>- Plantation and Water Harvesting,</li> <li>- Energy Harvesting,</li> <li>- Work Experience,</li> <li>- Beautification of Schools,</li> <li>- Organization of Games and Sports,</li> <li>- Organization of Literary activities,</li> <li>- Organization of tours and Excursions</li> <li>- Organization of Field Work,</li> <li>- Physical Education,</li> <li>- Community work / Interaction,</li> <li>- Cleanliness of Students,</li> <li>- Implementation of Action Research, Case Studies and Field work,</li> <li>- Preparation of tests to measure abilities,</li> <li>- Evaluation of answer scripts,</li> <li>- Sessional work and its Evaluation,</li> </ul>

	<ul style="list-style-type: none"> <li>- Preparation of maps, charts, diagrams,</li> <li>- Improvisation of low cost and no cost teaching aids,</li> <li>- Educational Games,</li> <li>- Diagnostic testing and remedial teaching,</li> <li>- Any other need based activities.</li> </ul>
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**5.7 NATIONAL CURRICULUM FRAMEWORK FOR  
TEACHER EDUCATION PROGRAMME AT  
HIGHER SECONDARY LEVEL :**

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**Duration : 1 year**

	<b>AREA</b>	<b>COURSE</b>
		<b>Curriculum Framework for the Teachers of Senior Secondary Schools (Academic Streams)</b>
A	Theoretical	<ul style="list-style-type: none"> <li>- Emerging Indian Society (Indian heritage, its unity, diversity, regional specificities modernization, post modernity, (Indian culture, globalization, knowledge economy and knowledge society etc. be given emphasis),</li> <li>- Psychology of teaching and learning,</li> <li>- Philosophy of education (Relevant parts of Indian and Western Metaphysics, Epistemology and axiology),</li> <li>- Sociology and Cultural Anthropology,</li> <li>- Principles, Status, Problems, Issues and challenges of senior secondary education,</li> <li>- Pedagogical Analysis and techniques of teaching (two subjects one being advanced level ('A' level) and the other being ordinary level ('O' level),</li> <li>- ICT and its integration,</li> <li>- Environmental Education,</li> <li>- Health, Hygiene &amp; Physical Education,</li> </ul>

		<ul style="list-style-type: none"> <li>- Adolescence education,</li> <li>- Safety Education and Disaster Management,</li> <li>- Evaluation and Measurement,</li> <li>- Peace education and Social Harmony,</li> <li>- Management, Planning and Finance of Education,</li> <li>- Any other need based course of study.</li> </ul>
B	Electives	<ul style="list-style-type: none"> <li>- Teaching of (Pedagogical analysis of two subjects : one advanced and the other ordinary),</li> <li>- Pedagogical analysis of Home Science,</li> <li>- Pedagogical analysis of Foreign Language,</li> <li>- Pedagogical analysis of Mother Tongue &amp; Regional Language,</li> <li>- Any other need based subject of study</li> </ul>
C	Specialization One	<ul style="list-style-type: none"> <li>- History of Indian Education,</li> <li>- History of Western Education,</li> <li>- Comparative Education,</li> <li>- Educational Technology,</li> <li>- Education of the oppressed,</li> <li>- Women Education,</li> <li>- Rural &amp; Urban Education,</li> <li>- Education of Challenged Children,</li> <li>- Inclusive Education,</li> <li>- Population Education,</li> <li>- Problems of Education,</li> <li>- Distance Education and Open Learning System,</li> <li>- Evaluation of Textbooks and Reading Materials and their selection,</li> <li>- Any other which has not been taken as compulsory or elective.</li> </ul>

D	Practical Activities	<ul style="list-style-type: none"> <li>- Internship of one week in a higher secondary school,</li> <li>- Teaching 40 lessons in a subject opted at ‘A’ level and 20 at ‘O’ level,</li> <li>- Pedagogical analysis of advanced and ordinary level subjects,</li> <li>- Community survey and preparation of report,</li> <li>- Action Research, Field Work, Case Study one each,</li> <li>- Environmental Protection,</li> <li>- Plantation, Water Harvesting and Grass land development,</li> <li>- Participation in community games and festivals etc.,</li> <li>- Organization of games and sports,</li> <li>- Organization of supplementary educational activities,</li> <li>- Sessional work in major and ordinary subjects and their evaluation,</li> <li>- Soil Management and Manures,</li> <li>- Beautification of school &amp; Gardening,</li> <li>- Wall writing</li> <li>- Addressing assemblies &amp; debates,</li> <li>- Physical Education,</li> <li>- Promoting cleanliness hygiene in school and students,</li> <li>- Preparation of tests to evaluate performance and all kinds of abilities,</li> <li>- Evaluation of students answer scripts,</li> <li>- Preparation of Maps, Charts, Diagrams etc.</li> <li>- Socially useful and productive work (SUPW),</li> <li>- Non – conventional methods and teaching,</li> <li>- Maintenance of educational records,</li> <li>- Any other need based activity.</li> </ul>
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**Structure of the Professional Course for Senior Secondary School Teacher Education (Higher Secondary) (Vocational Stream)**

**Duration : 1 year**

	<b>AREA</b>	<b>COURSE</b> <b>Curriculum Framework for Senior Secondary Schools</b> <b>(Vocational Streams)</b>
A	Theoretical	<p>Courses of Study</p> <ul style="list-style-type: none"> <li>- Emerging Indian Society (Emphasis on science, technology, electronics, trade, commerce, industrialization and economy etc.),</li> <li>- Philosophy, Sociology, Cultural Anthropology and their bearing on Vocational Education,</li> <li>- Occupational and Industrial Psychology,</li> <li>- Economic and Commercial Geography,</li> <li>- Entrepreneurship and Management,</li> <li>- Peace education and Social Harmony,</li> <li>- Managing Financial Resources &amp; Raw Materials and Machineries,</li> <li>- Marketing, Salesmanship, Advertisement and market Survey,</li> <li>- Price fixation, Profit, Insurance etc.,</li> <li>- Elementary labour laws, Labour Welfare and Labour Problems,</li> <li>- Status, Problems, Issues and Challenges of Vocational education,</li> <li>- Theoretical knowledge of a trade or vocation,</li> <li>- Environmental education,</li> <li>- Adolescence education,</li> <li>- Evaluation</li> <li>- ICT</li> <li>- Any other region specific subject</li> </ul>



B	Specialization	<p>Theory and Practice – One or Two</p> <ul style="list-style-type: none"> <li>- Fashion Design,</li> <li>- Catering and cooking,</li> <li>- Sewing and knitting,</li> <li>- Hotel management,</li> <li>- Spinning and Weaving,</li> <li>- Carpet Weaving,</li> <li>- Carpentry,</li> <li>- Block smith ship,</li> <li>- Agro based products,</li> <li>- Food and Fruit preservation,</li> <li>- Auto Mechanic,</li> <li>- Repair of machines and engines,</li> <li>- Electrician,</li> <li>- Drilling,</li> <li>- Radio &amp; Television,</li> <li>- Tractor mechanic,</li> <li>- Clay work / Painting,</li> <li>- Wall hanger / Painting,</li> <li>- Interior Decoration,</li> <li>- Toy making,</li> <li>- Painting,</li> <li>- Advertisement,</li> <li>- Computer Hardware,</li> <li>- Any other vocational activities.</li> </ul>
C	Practical	<ul style="list-style-type: none"> <li>- Apprenticeship of one semesters,</li> <li>- Workshop Techniques,</li> <li>- Practical Accountancy,</li> <li>- Internship in a vocational school, ITI, TTI etc. for teaching and learning,</li> <li>- Internship as a salesman,</li> <li>- Market survey and reporting,</li> <li>- Survey of social demand &amp; supply of a product,</li> </ul>

	<ul style="list-style-type: none"> <li>- Assessment of community needs,</li> <li>- Transportation of goods and its management,</li> <li>- Purchase of raw materials,</li> <li>- Maintenance of various tax registers and the payment procedures,</li> <li>- Environmental protection,</li> <li>- Water and Energy harvesting,</li> <li>- Disaster management &amp; Safety Education,</li> <li>- Any other need based activities.</li> </ul>
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## **5.8 ROLE AND COMPETENCIES REQUIRED OF THE TEACHER AT THE SECONDARY LEVEL :**

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

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

The different roles teacher performs at the secondary level are :

### **1) Manager**

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

### **2) Facilitator**

- Keeps in mind the intellectual development of the students.
- Develops ability for abstract reasoning & conceptualization.
- Emphasis on understanding / comprehending rather than memorizing.
- Organised form of learning.
- Values and attitudes crucial for desirable way of functioning in the society.
- Developing critical thinking and scientific attitude.

**3) Evaluator**

- To monitor learning development.
- Developing an awareness that role of evaluation is directly proportional to teaching.

**4) Guide and Counsellor**

- Give guidance for the development stage i.e. adolescent about rapid physical growth, emotional changes.
- Guidance for type of career to be chosen, i.e. professional / technical etc.
- Developing healthy attitude towards work.
- Act as a role model.

**Competencies Required :****1) Personal**

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

**2) Professional**

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

**3) Social**

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

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## **5.9 ROLE AND COMPETENCIES REQUIRED OF TEACHERS AT HIGHER SECONDARY LEVEL :**

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**Roles :** Teacher performs various roles as –

### **1) Manager**

Teacher manages human resources i.e. students as well as material resources i.e. Equipment, Facilities etc. As dealing with students teachers should reach out, share, show concern, help to get realistic goals & face the failure.

### **2) Facilitator**

- Developing life – skills like decision making, problem solving, Critical thinking etc.
- Cope with rapidly increasing knowledge explosion.
- Develop subject expertise.
- Be a motivator.

### **3) Evaluator**

- Not only evaluate students (Continuous & Comprehensive) but also, programme, Course material & teacher her / himself.

### **4) Guide and Counsellor.**

- Friend, confidant, advisor.
- Problems of relationship with opposite sex.
- Extending activities to society.

**Competencies :**

### **1) Personal**

- Develop positive self concept
- Emotionally stable
- Physically sound
- Self – motivator
- Wider reading interest

### **2) Professional**

- Research minded
- Competency of Presentation (Communication, Mechanics of delivery, simulation and skills of teaching)

- Competency of maintaining discipline
- Competency of evaluating techniques
- Competency of handling feedback

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### **5.10 LET'S SUM UP :**

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In this unit we have discussed the objectives, structure, Curriculum framework of teacher education programme at secondary and higher secondary level. It also deals with role and competencies required of teachers at secondary and higher secondary level.

#### **Unit End Exercise :**

1. Compare the objective of teacher education programme at Secondary and Higher Secondary Level.
2. Discuss the Curriculum framework of teacher education programme at:
  - a) Secondary Level
  - b) Higher Secondary Level – academic stream
3. Discuss the roles and competencies required of teachers at:
  - a) Secondary Level
  - b) Higher Secondary Level



## TEACHER EDUCATION PROGRAMME AT TERTIARY LEVEL

### Unit Structure :

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Need for Teacher Education for Preparation of Teachers in Higher Education
- 6.3 Objectives of Teacher Education at Tertiary Level
- 6.4 Structure of Teacher Education Programme at Tertiary Level.
- 6.5 Curriculum for Teacher Education Programme at Tertiary Level.
- 6.6 Role and Competencies Required of the Teacher at The Tertiary Level.
- 6.7 Let us Sum up

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### **6.0 OBJECTIVES :**

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#### **At the end of this unit you will be able to :-**

- Analyse the importance of Teacher Education at higher level.
- Explain the need of Teacher Education at Tertiary level.

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### **6.1 INTRODUCTION :**

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Education is a transmission of knowledge and information through predefined teaching methods and various training programmes. The quality of learning mainly depends on the ability and the capability and also the opportunity available to individual

learner. Hence transmission of qualitative education at higher level may have various receptions.

When we talk about quality in higher education which is perceived in terms of satisfaction of students, teachers and society. There is also a growing realization that we are practicing in our schools and colleges these days will define the social and intellectual competencies and character of the new generation which has to take upon itself the responsibility of shaping and functioning the society of incoming generation. The concerned for quality in higher education in particular surfaced strongly in the recommendations of education commission which noted that “The essence of a programme of teacher education is nothing but quality and in its absence, teacher education becomes overall deterioration in educational standards.”

Tertiary education is a constituent part of the life long education system. The out puts of secondary education are inputs for it and a quality of higher education products solely depends on the their quality Teacher Education inputs which are meant for the world of labour and the system of further Non – Formal formal education system.

The fast changing world today is characterized by the emergence of global markets, the application of new knowledge in production, requirements, for new skills in teaching professions changing nature of equality of work , and introduction of information and communication technologies in all spheres of human endeavors. This explains for new concept of learning in the field of teacher educational institution is no more a place where teacher and students have face to face interaction Traditional approach to develop curriculum based on perceived requirements of skills and professional and there fore curriculum and study programmes have become more flexible , complex and dynamic infact education at tertiary level is over coming state and national boundaries, Researches at higher education are being redefined as collective teachers M. S. University Baroda introduced D H E. for training of college teachers at tertiary level which was also discontinued after few years of trial As things stands teacher education at tertiary level enter this professional without any proper programme preparation, knowledge of pedagogy and educational psychology. The conventional thinking in the academic circles is that appropriate scholarship in a discipline is enough to become a food for teacher in higher education, The University teachers learn how to teach by the pure trial and error to one method of teaching lectures method to complete their teaching roles, modern knowledge however present a different concept of teaching learning must change to bring and develop new and advanced skills and apply it in their class room teaching.

Re-orientation of subject knowledge which should include a study of fundamental concepts and their implications for the college syllabus preparation and use of text books and preparing source materials to assist teaching, On order to over come the curriculum load arising had anisiving out of such re-organization of course content the number of working day and be extended.

The experiment of integrated courses of teacher education could be tried in universities having strong education departments of education, Theses courses should not be organized in separate institutions set up for the purpose, other way is to accredit and call for accountability of the institution expecting quality in all the required parameters in education programmes.

The current system for teacher education at territory level has failed to provide the teachers the training they normally need. Indeed there is a little systematic coordination between various elements of teacher education which may leads to a lack of coherence and continuity especially between teacher initial professional education and their subsequent induction in service training and professional development.

There is an urgent need for ensuring professional development well coordinated coherent and adequate resources. It is essential to promote culture of reflective 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.

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## **6.2 NEED FOR TEACHER EDUCATION FOR PREPARATION OF TEACHERS IN HIGHER EDUCATION :**

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It is learnt and expected that the learners of today are expected to be more independent and autonomous in respect of their learning activities, the rapid expansion and adoption of distant and open learning



education at tertiary level has reduced the need to spend more time within the four walls of classrooms. The question arises what type of professionalism is expected of teacher education teachers to effectively handle the new learning situations at tertiary level ?

It is observed that very few teachers' education frame works developed by NCTE except in 1978 frame work talked about teacher education programmes for teachers at tertiary level. In practice a teacher education degree is never made compulsory to teachers in colleges of higher education or in universities. At this time there were hardly any preservice courses for university and college teachers. Even though their innovative programmes developed during the mid '70' s were discontinued later the course was in much demand. The very first programme was the Master of College Teaching (M.C.T.) started in the Calicut University way back in 1975, which was later discontinued after few years of functioning. Another course for college teachers began in 1978 in Kerala. M. Phil in Science Education too was scrapped after few years, when there was a great demand for the course Annamalai University run a Master of Higher Education course ( MHED ) for training of college teachers and later discontinued after few years when it had sufficient competencies to compete with other teacher education system at national and international territory.

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

### **Activity :**

- 1) Organize a discussion on the existing need of teacher education programme at tertiary level seek the views of colleague and present it to the authority concerned in the institute of higher education.....
- 2) There is a common feeling that teacher education programmes meant for different stages of education are isolated, how can be remove this kind of isolation ?  
Have a paper reading session on this issue

We have discussed about the importance of quality education in teacher education programmed at tertiary level. It is learnt that in the absence of quality, the education standard can never be met. In this context how some universities like, Annamali Kerala and other places started the training programmes to teacher education and later scraped

when the courses were in demand. Integrated education vocational education is the need of the hour. There should be a coordination between various elements of teacher education. It is essential to promote culture of reflective practice and research among the teacher educators. The teacher educator should bring creativity novelty and productivity as out put in teacher education programmes

**Question for critical reflection :**

- a) How far do you think the training of teachers in teacher education are benefited with the current system of teacher education ?
- b) Do you think that there is need to introduce teacher education programme at tertiary level for college teachers ? Justify your views on this.

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**6.3 OBJECTIVES OF TEACHER EDUCATION PROGRAMME AT TERTIARY LEVEL :**

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

We are aware that till today we followed independent programmes of teacher education that varied form one system to another, the advent of apex bodies for monitoring and controlling quality in teacher education has helped to achieve certain degree of homogeneity in the objectives of teacher education. What are the objectives of Teacher Education programme at tertiary level ? How far these objectives be achieved is an important introspection to be made by the teacher community.

**Learning Outcomes :**

At the end of this unit you

- 1) Shall be able to explain the important objectives of Teacher Education at Tertiary Level.
- 2) Become aware of the objectives of Teacher Education at the tertiary Level.

**Objectives of Teacher Education Programmes :**

- To develop essential competencies and skills for curriculum development, transaction and evaluation of Teacher Education programme.
- Inspire and demonstrate research based and reflective practices.
- Able to share and use modern and applicable learning centred teaching and assessment methods.
- Develop among teachers commitment to scholarship of teaching and learning in discipline and in the inter discipline scientific community.
- Able to show and promote active participation in national and international networks.
- Develop abstract reasoning creative and critical thinking among the students.
- Build excitement and increase anticipation of professional educators for the use of information and communication technology to enhance instruction.
- Identify computer and related technology resources for facilitating life long learning and emerging roles of the learner and the educator.
- Inspire students for higher and Independent study and promote library and laboratory Skills to develop managerial and organizational skills required for functioning of modern system of education.
- To enable the perspective teacher educators to evolve need based and culture specific pedagogy.
- To empower them to induce their students for self employment.
- Develop insight among the students to transfer their vocational skills in higher learning form one area to another.
- To make them aware of national problems environmental crisis and Indian cultural ethos.
- To enable them to develop the spirit of self reliance and self confidence.
- To develop and inculcate the skills of problem solving and research based activities.
- Develop communication, psychomotor skills and abilities conducive for human relations which enable to promote learning effectively.
- To develop skills in making use of educational technology in teaching vocational subjects by providing appropriate learning experiences.
- To Develop skills cognitive and psychomotor for teaching academic / Vocational subjects.

**Activity : -**

- 1) Compare the objectives of secondary education teacher education programme with that of tertiary level. Bring out the similarities and differences. (In about 150 Words)
- 2) Give an opportunity to be the Director of NCTE, how would set up objectives for vocational courses. (In about 200 Words)

We have discussed about the various objectives related to tertiary level. It has also dealt with objectives of vocational course. It is important that the objectives like developing competencies and skill in transaction of curriculum, development of scientific temper, identifying computer related technology researches for facilitating life long learning. It has dealt with library and laboratory skills. It had stressed need based and culture specific pedagogy.

#### **Question for Critical Reflection :**

What is your opinion regarding the experience teachers can alone mature enough to teach appropriately at higher education ? If yes justify with your views what are the special required objectives at Tertiary Level?

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## **6.4 STRUCTURE OF TEACHER EDUCATION PROGRAMME AT TERTIARY LEVEL :**

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### *Introduction :*

In the present world with advancement in science and technology the teaching structure and models are prominent. The structure of education system varies from states to national to International scenario. The three levels of education system includes primary education, secondary and higher education. The syllabus curriculum do varies at different levels of education system it is imperative that for the entire Indian education, is to bring the 2 stage of education within the purview of school education and to give it a vocational bias, This requires immediate attention be paid to the development of functional teacher education programme at this stage.

The tertiary teacher education programmes need different structure present system need changes in the structure in order to compete with other countries.

### Learning Out Comes :-

At the end of this unit you will be able to

- i) Differentiates the structure of teacher education programme with secondary education.
- ii) able to perceive the various courses in teacher education programmes

### Structure of Teacher education Programme and institutions at Tertiary Level.

In this context that Teacher Education Frame work developed by the NCTE in 1978 recommended the framing of functional teacher education programme for the + 2 stage as well as for college teachers. The framework suggested three structures of teacher education programme for the +2 stage and for the collegiate stage.

#### *Structure – I*

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

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

#### *Structure – II*

As suggested for + 2 stage vocational stream

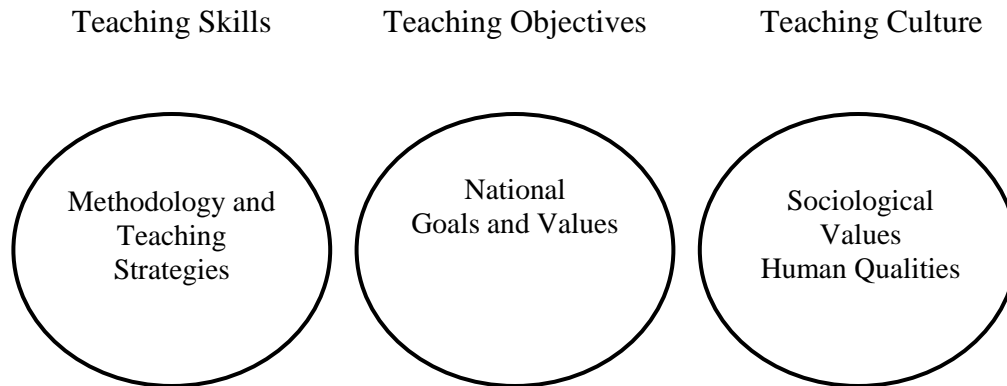
- All the components of structure 1
- Trainees for the vocational stream
- Work experience programmes

#### Structure – III

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

Duration <---- > One semester the structure of teacher education at tertiary level means the logical arrangement of the components of teacher education inclusive.

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

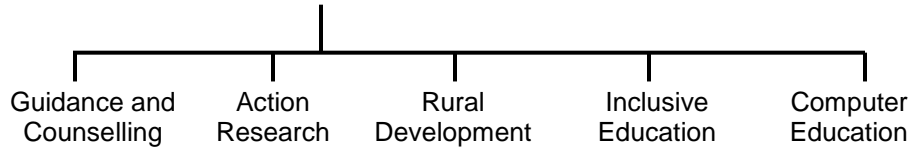


### STAGES OF STRUCTURE OF TEACHER EDUCATION :-

M. Ed.	Teacher Education for those who have completed L. T. or B. Ed. $\leftrightarrow$ 1 Year Full Time.
M. Phill	Completed M. Ed. Course teaching at higher level $\leftrightarrow$ 18 months
Ph. D.	Doctor of Philosophy Research related aspect $\rightarrow$
M. A. Education	Higher Education related course Research Methodology (2 years) Distance and open learning formal system of education Department / University
B. Ed.	Conventional System $\rightarrow$ 1 Year Open and Distance Learning $\rightarrow$ 2 Year

**Courses / Subject Offered :-**

- Educational Sociology / Philosophy
- Educational Psychology
- School Management / Educational Evaluation
- Information Communication Technology
- Special fields in Education



- Environmental Education
- International Education
- Languages / Social Science
- Science and Mathematics
- Economics And Commerce

M. Ed. → Theory → Dissertation

Methodology of Education

Problems in Any Educational area Research

Research Practical Work

6 Papers

Phill. Sociology Advanced Psychology

Teacher Education Management

Of Education Guidance Counselling

Educational Technology

Area	M. Ed.	M. Phill
a) Pedagogical Theory	1) Foundation Courses 20 % 2) Research Courses 20 % 3) Theoretical Course 60 % Research Courses 20 % 4) Task Oriented Courses 60 % 5) Any two areas of specialization	Not Essential for M. Ed. But needed For other discus.  Research Courses 20%

3) Interdisciplinary four years integrated course related to Teacher Education Programme

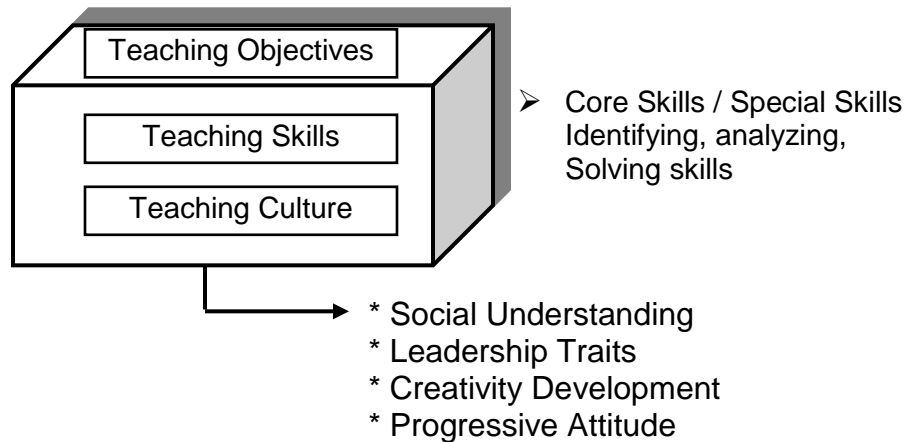
B. Sc. (Ed) M. A. (Ed.)

B. A. (Ed) M. Sc. (Ed.)

M. A. (Education) 2 years (Open and Distance Learning)

MATE Master of Arts in Teacher Education (Sri Lanka)

M. Phill - Those who have passed B. Ed / B. Phil



Topics Like Research Methodology and tools  
\* Educational Organization and Administration  
\* Teacher Education  
Designing of Curriculum

Ph. D → Study of significant problem presenting solution, collecting data analyzing and interpreting it statistically

M. A. T. E. → Master of Arts in Teacher Education Related to teach Education programme

P. G. D. H. E. → Post graduate Diploma in Higher Education  
Ignou / Distance Education

Activity → If you were to be an authorized faculty in U. G. C. N. C. E. R. T. how would you structure and design Teacher Education Courses ?  
(In about 150 Words)

- List Out the probable programmes launched for teacher training at tertiary level ?



( In about 200 Words )

We have discussed about the structure of teacher education programmes at tertiary level. The structure of teacher education includes teaching skills, objectives, to individual and social development and to generate teaching culture. It has highlighted the courses like. M. Ed. M. Phil Ph. D where in the course content like research methodology in the form of research is very important, the course duration varies in formal and Distance Education It elaborates pedagogical and specialization thus the structure varies in different system of education.

### **Questions for reflective / Entical Reflection :**

- Enumerate the importance of vocational education at tertiary teacher education programme.
- What are the other courses can be included in teacher training programmes at Tertiary Level of teaching

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### *6.5 CURRICULUM FOR TEACHER EDUCATION PROGRAMME AT TERTIARY LEVEL :*

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#### *Introduction :*

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

The other expectations is to make Teacher Education globally relevant with learner centred pedagogy and objective continuous assessment

#### Curriculum of T. E. Programme at Tertiary Level

### **Over Reaching Goals / Objectives**

#### **Specialized Studies :**

- Language Studies

- Career Preparation
- Global Issues
- Choice Based Optional

### **Learning Outcomes :**

- At the end of this Unit you will be able to
- Analyse the Importances and parameters that helps to prepare curriculum for teacher education at tertiary level.
- Able to explain the importance of theory and practical aspects of curriculum for teacher education.
- Able to suggest other components required while framing curriculum.

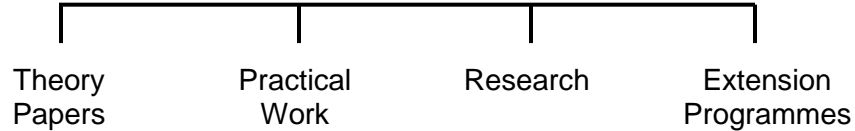
### **Need Based curriculum :**

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

### **Quality Curriculum :**

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

- Preparation of final draft curricula only after extensive deliberation of subject teachers at grass root level. Integration, inter-disciplination components are essential in framing curriculum.
- Creation of an atmosphere in the colleges conducive to participation in such academic activities and the appreciation and recognition of the teachers in teacher education work would be a motivating factor.
- It is clearly reflected that the curriculum component should includes science and technology with prime importance to recognition subjects keeping the local and international scenario.
- Need based curriculum catering to the needs of both rural and urban folks.
- The syllabus preparation should coordinate with management and industrial requirement is essential. It should coinage / synchronizes with what you learn and how you apply in your future work oriented adjustment.
- Different aspects of Curriculum of Tertiary Level

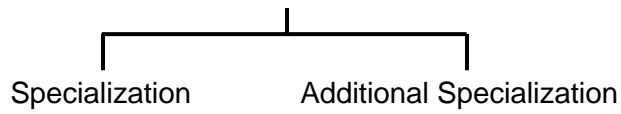
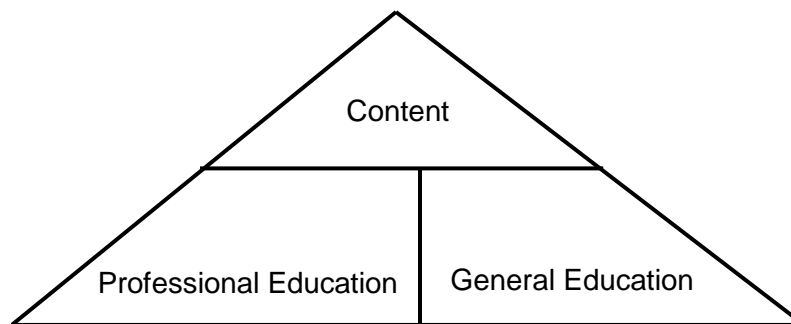


### TEACHER EDUCATION : CURRICULUM

<b>Languages</b>	<b>Science</b>	<b>Maths</b>
I.C.T. (E.T.)	Education	Field Work
Vocational Courses	General Education	Curriculum Designing
Education Management	Research Project	Intereerated Courses

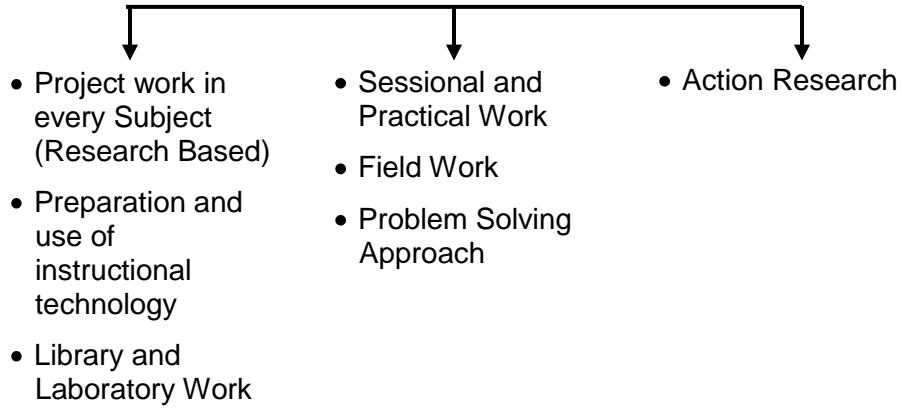
- Pedagogic Theory
- Working with Community

## c) Content Cum Methodology

**Content of Integrated Programme :****Curriculum Frame work :-**

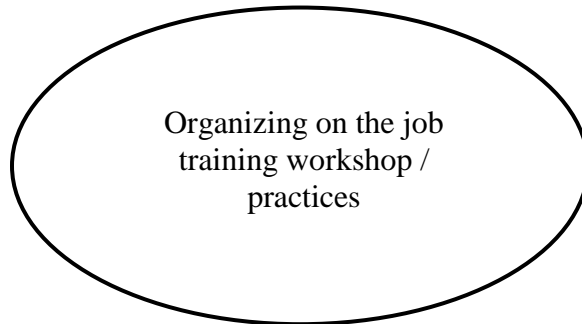
- Higher Education states problems and issues
- Research Methodology
- Methods of Teaching of a subject at + 2 stage
- Information and communication Technology
- Management of Education
- Planning and Finance
- Innovations in Education
- Physical education
- Environmental Education and Computer Education

**Practical Work :-**



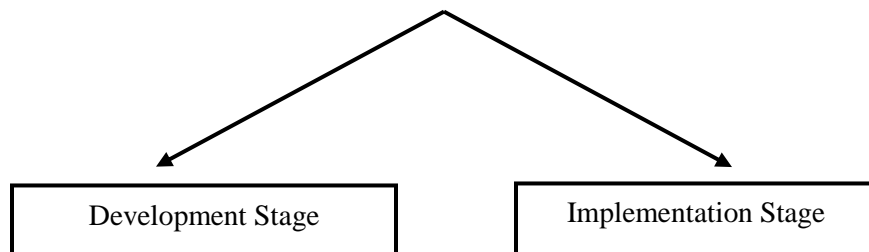
**Vocational Stream :**

<b>Theory</b>	<b>Practical Components</b>
<ul style="list-style-type: none"> <li>• Management</li> <li>• Project formulation</li> <li>• Computer Education</li> <li>• Marketing and Advertising</li> <li>• Entrepreneurship / Organizational Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Working with computers</li> <li>• Projects imparting vocational Education</li> <li>• Formulating and Implementing Projects</li> </ul>



**Research Based Curriculum at Tertiary Education :**

The curriculum must cater to the needs of higher education learners by making research as a compulsory component which should be conducted at two levels.



**Action Research :**

It is considered to be of high Pragmatic Value  $\leftrightarrow$  teachers to find a practical solution to the problem faced. It can be done in the field of special education general / inclusive set up.

**Case Studies :**

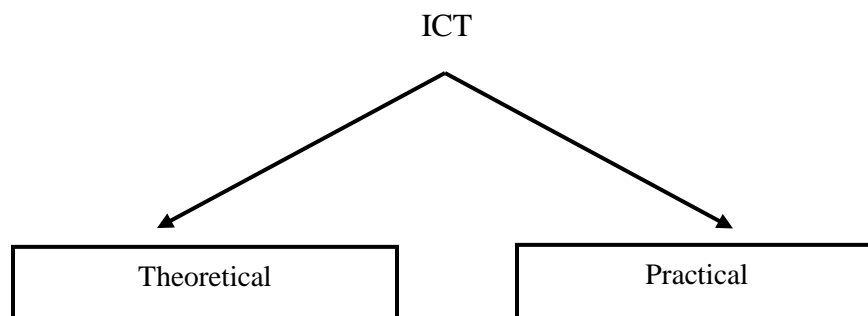
- The curriculum in Teacher Education programme to provide insight into the severity of the problems
- Studies to test the effectiveness of various approaches to strengthen teaching learning process.

**Experimental :**

Descriptive Research methods

**Role and Implementing ICT based curriculum :**

Integration of information and communication Technology in the curriculum at tertiary level is vital. In this era of e-education, e-business and e-administration in cybernetic society. The ICT knowledge be highlighted, the curriculum should comprise of examples of ICT use be prominent.



The use of multimedia like television, tele-conferencing, radio counseling, video counseling, computer assisted instruction, use of hard ware and soft ware in computer technology is essential. The preparation of power point presentation has become a common phenomena in the present system of education.

The use of multimedia like television, teleconferencing, radio counseling, Video counseling, computer Assisted instruction, use of

hard ware and software in computer technology is essential. The preparation of power point presentation has become a common phenomena in the present system of education .

**Activity :**

Compare the existing curriculum of teacher education at tertiary level with those of secondary education bring out the similarities and differences ( in about 150 words)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List out the methods of transaction of curriculum (Subject) in your teaching in what way you feel more creative than your colleagues.....(in about 200 words)

We have discussed the curriculum different ways of designing and organizing curriculum be the frame work of curriculum at tertiary level. The curriculum should be need based entering to the Local level to global level. The teacher education curriculum composes of pedagogic theory to technological aspect, the research based working with community, content cum methodology, curriculum should reflect general and professional education, Theory with practical is an essential components of any curriculum.

**Questions for critical reflection :**

1. How do you define hidden curriculum with regard to tertiary education in our country?
2. What are the major implications of college curriculum reforms for reform of teacher education syllabus at Tertiary level?
3. Teachers must involve in framing curriculum for college level compulsorily justify the statement.

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**6.6 ROLE AND COMPETENCIES REQUIRED OF THE TEACHER AT THE TERTIARY LEVEL :**

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When we talk of sustenance of quality and professional development, it implies strengthening and sharpening of the professional competencies of understanding and insights concerning various intricacies of a profession. Professional development leads to

job satisfaction and helps the professional to attain higher degree of self actualization. Teacher and teaching at tertiary level is much more responsible in the art and science of teaching. It is imperative for every teacher to reassess and reflect professional competence and identify and provide input programme for up dating them in terms of new professional needs, apart from routine teaching in form institutionalized in service education, A teacher can make use of multiple alternate modalities to upgrade and update knowledge and professional skills. This can be tackled once teachers make use of –

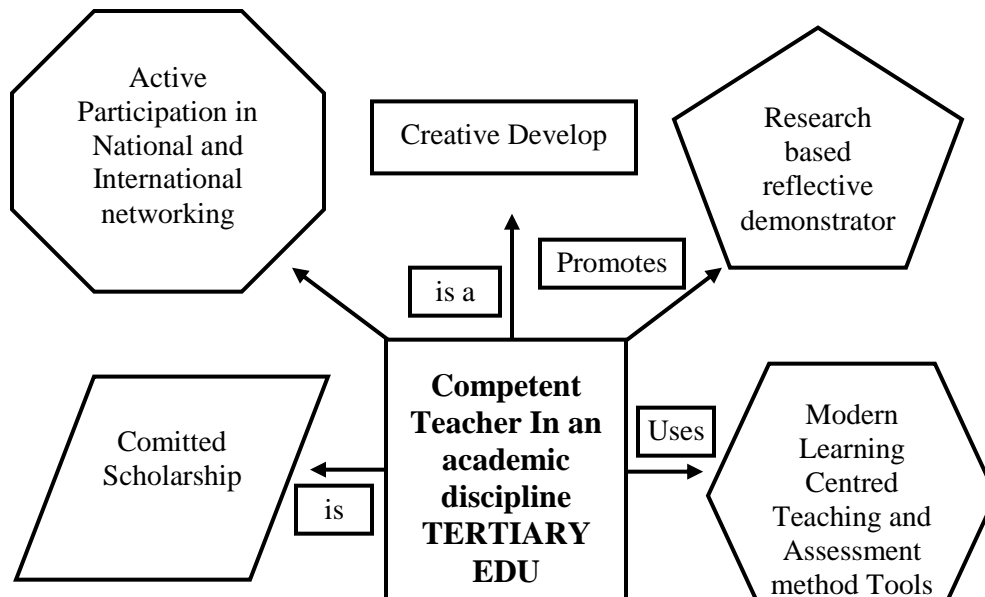
- Research facilities provided by universities.
- Institutional interlinking and interaction with reputed institutions functioning every where.
- Latest development from the internet
- Teacher exchange and membership on professional organizations.
- Attending state – sponsored formal in – service education programme.

### Learning outcomes :-

Once you complete the learning of this unit you should be able to

- Critically analyse the existing programmes meant for professional development of teacher educators in our country.
- Reflect on the various skills required to become a competent and competitive teacher educator.
- Explain the essential features of professionally organized in service education programme.

### Competencies and Role of Teacher Educator:





### **How to develop qualities – competencies :**

The teacher at tertiary level is expected to play the role of counselor, guide and humanistic provided he / she firstly involve in the study habits like.

### **Self study and self – improvement –**

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

### **In service – education and training –**

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

### **Assessment of training needs –**

The effectiveness of an in service programme depends on the appropriateness of the training content, quality of the trainers, availability and utilization of essential support and equipments

randomly selected course topic will be futile. The content relevant to the objectives of training and has the potential to meet the training needs of the target group. A content is appropriate if it helps in solving difficult problems related with teacher education and will help in the teaching practice. The content should be interesting and the area be explored by conducting research be it action research or Descriptive scientific research. Training needs be assessed by the following manner.

Expert comments by experts / researchers attending the in service programme

Identifying areas of teacher performance which attract large scale public criticism

### **Preparation of training curriculum –**

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

### **Organization of training –**

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

### **Appraisal of training –**

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

### **Study Visit :-**

In order to widen the mental horizon of the teachers a visit to institutions like NIEP / NCERT / RTE will acquaint teacher with the progressive practices adopted by those institutions Discussion with the subject experts will help to develop new ideas about the teacher education.

### **Study circles and book clubs :-**

In order to upgrade their professional competence the teacher educators should seek membership in study circles and book clubs. Latest developments, researches, current issues and problems pertaining to teacher education.

### **Seminar presentation :-**

Teacher education institutions need to encourage and motivate for seminar presentations. The like minded institutions be invited to participate. It would be useful if the theme may be research study conducted by any teacher educator, it is an opportunity for every teacher educator to participate in involve in presentation.

### **Conferences / Seminars :-**

The teacher educator can gain competency by participating and presenting paper in seminar and conferences and sponsored by UGC and other noted apex bodies of education. The faculty of teacher educator institutions should collaborate to conduct The teacher educator seminar conferences can benefit from the seminar by exchanging new ideas from other participants.

The teacher competences be developed as suggested by NCTE (1998)

Contextual content

Teaching learning material

Conceptual Educational activities

Management , Evaluation Working with parents

Working with community

A competent and confident teacher needs to build personal and professional skills while competing with others at national and international level if he / she develop.

- emphasis on thoughts and broad altitudes towards students and field of knowledge
- focuses on group discussion particular Lecture – Associative discussion
- Excel and enhances quality if analyses,  
SWOT, Intercollgial audits, information system, quality hand book,

Research is one of the most essential areas where teacher educator should work on action research, problem solving and other related project activity

**ACTIVITY :-**

1. How do you justify the prior assessment of training needs for an in – service training programme intended for teacher educator emphasized ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[ in about 150 words ]

2. Write down your views and opinion after attending the refresher course.

Recommend your colleagues from different disciplines to attend the refresher course ----- how would you convince them?

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**6.7 LET US SUM UP :**

In this unit we have discussed about the professional development of a teacher educator. It obviously implies further enrichment of teacher’s knowledge about theories and practices. How a teacher educator develops competitive skill by updating knowledge and understanding of the content, pedagogy, various strategies for professional development, the teacher educator at tertiary level should perform his / her role by using positive and constructive skills, commitment to profession, in-depth learning habits, self – study attending in service Programme, The utility of attending workshops and seminars. Presentation skills can be developed by participating in such academic activities.

**Questions for critical Reflection :-**

1. What parameters do you keep in mind while teaching at tertiary level related ICT?
2. How do you create interest and motivate students to do research activity on their using different methods of research activity using different methods of research?

**Suggested reading :**

- Arora G.L. Panda Pranati (eds) 2001. Fifty years of teacher education in India. Post independence development, New Delhi, NCERT (mimeo).
- Liberman (1992) Building professional culture in schools and colleges, New York, Teachers college press.
- NCTE (1998) competency based and commitment oriented, teacher education for quality college education, New Delhi NCTE
- S.K. Singh, Role of educated, competent teacher in upliftment of the weak students.
- Quality of Higher Education – A new paradigm.



# 7A

## MAJOR ISSUES AND PROBLEMS OF TEACHER EDUCATION

### Unit Structure

- 7.A.0 Objectives
- 7.A.1 Introduction
- 7.A.2 Issues in Teacher Education
- 7.A.3 Problems of Teacher Education
- 7.A.4 Suggestions for improving the condition of Teacher Education
- 7.A.5 Maintaining standards in Teacher Education
  - 7.A.5.1 Admission Policies and Procedures for student teachers
  - 7.A.5.2 Recruitment of Teacher educators
- 7.A.6 Service conditions of Teacher Educators
  - 7.A.6.1 Terms and Conditions of Service
- 7.A.7 Quality Management of Teacher Education
  - 7.A.7.1 Concept of Quality
  - 7.A.7.2 Characteristics of Quality
  - 7.A.7.3 Principles of Quality
  - 7.A.7.4 Quality in Education
  - 7.A.7.5 Quality Management in Teacher Education
- 7.A.8 Let us Sum up

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### **7.A.0 OBJECTIVES :**

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After reading this unit, you will be able to :

- Know the issues and problems of teacher education.
- State about the admission policies of procedures of teacher education.
- Explain about the recruitment of teacher educators.
- Realize the Service condition of Teacher Educators.
- Explain the terms and conditions of service.
- Define quality.

- Discuss about quality management of teacher education.

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### **7.A.1 INTRODUCTION :**

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There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves.

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### **7.A.2 ISSUES IN TEACHER EDUCATION**

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Major issues in teacher education concern the following:

- Proliferation of Colleges of Education
- Isolation of Colleges of Education
- Regional imbalances
- Alternative modes of teacher education
- Duration of teacher education programmes
- Examination system

Further there are issues related to the quality of the teacher education

- Curriculum
- Personal and social skills
- Competencies
- Subject knowledge
- ICT skills
- Context sensitivity
- New pedagogy for the global world

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### **7.A.3 PROBLEMS OF TEACHER EDUCATION :**

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1. Several types of teacher education institutions thereby lacking in uniformity.
2. Poor standards with respect to resources for colleges of education.
3. Unhealthy financial condition of the colleges of education
4. Incompetent teacher educators resulting in deficiency of scholars.
5. Negative attitude of managements towards development of both human as well as material resources.
6. Uniform education policy of the government treating excellent institutions alike.
7. Improper selection of the candidates (student teachers) to be admitted.

8. Traditional curriculum and teaching methods of teaching in the teacher education programme.
9. Inadequate duration of the teacher programme.
10. Haphazard and improper organization of teacher education.
11. Unplanned and insufficient co-curricular activities.
12. Subjective evaluation pattern.
13. Practice teaching neither adequate nor properly conducted.
14. Feedback mechanisms lacking.
15. Objectives of teacher education not understood.
16. Secondary level teacher education is not the concern of higher education.
17. Lack of dedication towards the profession.
18. Lack of occupational perception

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#### **7.A.4 SUGGESTIONS FOR IMPROVING THE CONDITION OF TEACHER EDUCATION :**

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There are some suggestions here for improving the condition of teacher education:

1. Teacher education, like higher education and technical education must be the responsibility of the central government.
2. Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the programme.
3. Curriculum development on a continuing basis to keep pace with current trends.
4. Government should look after the financial requirements of the institutions.
5. Teacher educators must be well qualified and experienced with language proficiency.
6. Teacher educators to be trained in the use of ICTs.
7. Privatization of teacher education should be regulated.
8. Institutes of low standards should be reformed or closed.
9. Conditions for affiliation should be made strict.
10. Regular and rigorous inspection by NCTE should be done on a regular basis.
11. Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
12. Duration of teacher education should be increased to two years.
13. More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.



14. Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
15. Evaluation in teacher education should be objective, reliable and valid.
16. Teacher pupil ratio should be ideally 1:8.
17. Several types of co-curricular activities should be included in the curriculum.
18. Professional development of teacher educators as ongoing ritual.
19. Refresher course should be organized frequently for teacher educators.
20. Research in teacher education should be encouraged.
21. Number of teaching days to be increased to 230 per year.

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### **7.A.5 MAINTAINING STANDARDS IN TEACHER EDUCATION :**

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The two key players in teacher education are the Student teachers and teacher educators. The selection of both is very important for making successful teachers, who are responsible for the education of millions across the country. These issues need to be dealt with in details.

#### **7.A.5.1. Admission Policies and Procedures for Student Teachers**

Qualifying marks 50% at the graduate level and an entrance exam (CET).

The candidate must have studied at least two school subjects at the graduation level.

It is unfortunate that the teacher in the making should possess only 50% of knowledge in the subject of his specialization. How is it possible for such a candidate to teach concepts which perhaps they themselves have not studied or understood? Content knowledge of such teachers will remain poor. By adding subject mastery at the B.Ed. level is ideal provided the duration of the B.Ed. course is increased. An integrated B.A. B.Ed. / B.Sc. / B.Ed. / B.Com. B.Ed. of four years duration after higher secondary is the right way to do this.

The Common entrance Test (CET) does not really test the candidate's aptitude for teaching or attitude towards teaching. An interview, group discussions essay writing would enable to

understand the readiness of the candidate as well his attitude and communication skills.

#### **7.A.5.2. Recruitment of Teacher Educators :**

Qualifications prescribed for teaching positions in the Regulations of NCTE are as follows:

##### **(i) *Principal / Head*** (in multi-faculty institution) :

- a. Academic and professional qualification will be as prescribed for the post of lecture;
- b. Ph.D. in Education and.
- c. Ten years teaching experience out of which at least five years teaching experience in a Secondary Teacher Educational Institution.
- d. A minimum score as stipulated in the Academic Performance Indicator (API) based.

Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a mandatory requirement.

##### **(ii) *Assistant Professor:***

###### **(a) Foundation Courses**

- i) Master's Degree in Science / Humanities / arts with 50% marks
- ii) M. Ed. With at least 55% marks or its equivalent grade and
- iii) Any other stipulation prescribed by the UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be mandatory
- iv) A minimum score as stipulated in the Academic Performance Indicator (API) based

Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a mandatory requirement.

OR

- i) M.A. in Education with 55% marks or its equivalent grade
- ii) B.Ed. with at least 55% marks and
- iii) Any other stipulation prescribed by the UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be mandatory
- iv) A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System

(PBAS) developed by UGC in these Regulations shall be a mandatory requirement.

**(b) Methodology Courses**

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

Having obtained 55% at Master of Education level and 50% at Master's level or 55% at M.A. Education and B.Ed. and qualified the NET/SET exam teacher educators become eligible to apply in a College of Education. This is followed by an interview. Success at the interview forms the basis of appointment. Some institutions appoint teacher educators without the NET/SET qualification, thereby paying less salary.

***Qualifications For M. Ed. Course :***

***(i) Professor / Head:***

- i) Master's Degree in Arts / Humanities / Sciences / Commerce and M. Ed. each with a minimum of 55% marks OR M. A. (Education) with 55% marks and B. Ed each with a minimum of 55% marks
- ii) Ph. D. in Education and
- iii) At least 10 years of teaching experience in University department of education or College of Education of which a minimum of 5 years at the M. Ed. level with published work in the area of his specialization.
- iv) A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a mandatory requirement.

***(ii) Associate Professor:***

- i) Master's Degree in Arts / Humanities / Sciences / Commerce and M. Ed. each with a minimum of 55% marks or its equivalent grade OR M. A. (Education) and B. Ed each with a minimum of 55% marks
- ii) Ph. D. in Education and
- iii) At least 5 years of teaching experience in University department of education or College of Education which a minimum of 3 years at the M. Ed. level and published work in his area of specialization.
- iv) A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a mandatory requirement.

***(iii) Assistant Professor:***

- i) Master's Degree in Arts / Humanities / Sciences / Commerce and M. Ed. each with a minimum of 55% marks or its equivalent grade OR M. A. (Education) and B. Ed each with a minimum of 55% marks
- ii) Any other stipulation prescribed by the UGC in the general norms including a pass in NET/SLET/SET prescribed in these regulations shall be mandatory
- iii) A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS) developed by UGC in these Regulations shall be a mandatory requirement.

Once again having obtained 55% at Master of Education level and 50% at Master's level or 55% at M.A. Education and B.Ed. and qualified the NET/SET exam teacher educators become eligible to apply in the University Department of Education. This is followed by an interview. Success at the interview forms the basis of appointment.

There are many problems and issues faced by the system of teacher education. An in depth look at them and a serious thought to experimenting with the suggested solutions may help to bring about a change in the system.

**Check your progress :**

1. Suggest a detailed procedure for selection of students for the B.Ed. programme.
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2. Suggest appropriate qualifications for teacher educators at the B.Ed. and M.Ed. levels. How can the system of teacher educator recruitment be made more stringent?
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### **7.A.6 SERVICE CONDITIONS OF TEACHER EDUCATORS :**

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The expectations with regard to teachers' role in the education of children are very high. This in turn places high expectations from the teacher education system. Teacher educators working in unaided schools often face several disadvantages as compared to aided schools. Incidents of exploitation by the managements in terms of low salaries, no emoluments, long working hours, no job security are plenty. The government has made attempts to regulate the functioning of private institutions. However, existence of mere laws is a not sufficient guarantee against teacher exploitation. Therefore, selection procedures, probation period, promotion, job security, emoluments and salaries, leaves and professional development of the teacher educators need to be taken care of.

#### **7.A.6.1 Terms and Conditions of Service :**

As per the National Council for Teacher Education, the norms and standards for the Master of Education programme leading to Master of Education (M.Ed.) degree terms and conditions of service of teacher educators are:

- a. The appointment shall be made on the basis of recommendations of the selection committee constituted as per the policy of the UGC/Affiliating University.

- b. All appointments are to be made on full-time and regular basis.
- c. Appointment of supporting shall be made as per the norms of the UGC/University concerned.
- d. The academic and other staff of the institution (including part-time staff) shall be paid such salary in such scale of pay as may be the UGC/University concerned from time to time through account payee cheque or as per the advice into the Bank account of the employee.
- e. The management of the institution shall discharge the statutory duties relating to pension, gratuity, provident fund, etc. for its employees.
- f. The age of superannuation of the staff shall be determined by the policy of the concerned Government.
- g. The reservation for SC/ST/OBC and other categories shall be as per the rules of the Central Government/ State Government

Following aspects as stipulated by the UGC should be adhered to bring transparency into the system of education and the service conditions of the teacher educators.

***The Selection Procedure:*** The overall selection procedure should be transparent, objective and credible. Methodology of analysis of the merits and credentials of the applicants should be based on weightages given to the performance of the candidate in different relevant dimensions and his/her performance on a scoring system proforma, based on the Academic Performance Indicators (API) as provided by the UGC.

In order to make the system more credible, universities may assess the ability for teaching and/or research aptitude through a seminar or lecture in a class room situation or discussion on the capacity to use latest technology in teaching and research at the interview stage.

These procedures can be followed for both direct recruitment and for promotions under the Career Advancement Scheme (CAS)

wherever selection committees are prescribed in these Regulations. UGC observer in the selection committee for the post of Associate Professor/Professor under CAS . In all the selection Committees of direct recruitment of teachers and other academic staff in universities and colleges, an academician representing SC/ST/OBC/Minority/Women/Differently-abled categories should be present to ensure fairness.

***Pay scales, designations and promotion:*** under CAS of Incumbent and newly appointed assistant professors/ associate Professors/professors

***Increments:*** Each annual increment shall be equivalent to 3% of the sum total of pay in the relevant Pay Band and the AGP as applicable for the stage in the Pay Band.

***Allowances:*** Allowances such as Leave Travel Concession, Special Compensatory Allowances, Children's Education Allowance, Transport Allowance, House Rent Allowance, Deputation Allowance, Traveling Allowance, Dearness Allowance, area based Special Compensatory Allowance etc. as applicable to teachers has to be given.

***Duty Leave, Study Leave, Sabbatical Leave:***

(i) **Duty leave** of the maximum of 30 days in an academic year may be granted for: (a) Attending conferences, symposia and seminars on behalf of the university or with the permission of the university; (b) delivering lectures in institutions and universities at the invitation of such institutions or universities ; (c) working in another Indian or foreign university, any other agency, institution or organization, when so deputed by the university; (d) participating in a delegation or working on a committee appointed by the Government of India, State Government, the University Grants Commission, a sister university or any other academic body, and (e) For performing any other duty for the university. The leave may be granted on full pay, provided that if the teacher receives a fellowship or honorarium or any other financial assistance beyond the amount needed for normal expenses.

(ii) **Study leave** may be granted after a minimum of 3 years of continuous service, to pursue a special line of study or research directly related to his/her work in the university or to make a special study of the various aspects of university organization and methods of education. In respect of granting study leave with pay for acquiring Ph.D. in the relevant discipline while in service, the number of years to be put in after entry would be a minimum of two years or the years of probation specified in the university statutes

concerned, keeping in mind the availability of vacant positions for teachers and other cadres in colleges and universities, so that a teacher and other cadres entering service without Ph.D. or higher qualification could be encouraged to acquire these qualifications in the relevant disciplines at the earliest rather than at a later stage of the career.

(iii) **Sabbatical leave** is granted to Permanent, whole-time teachers of the university who have completed seven years of service as Reader/Associate Professor or Professor to undertake study or research or other academic pursuit solely for the object of increasing their proficiency and usefulness to the university and higher education system. The duration of leave shall not exceed one year at a time and two years in the entire career of a teacher. A teacher, who has availed himself/herself of study leave, would not be entitled to the sabbatical leave. A teacher is paid full pay and allowances during the period of sabbatical leave along with the increment on the due date. The period of leave is also counted as service for purposes of pension/contributory provident fund, provided that the teacher rejoins the university on the expiry of his/her leave.

**Research Promotion Grant:** The UGC or the respective funding agency (Central/State Governments) provides a start-up grant at the level of Rs.3.0 lakhs in Social Sciences, Humanities and Languages, and Rs.6.0 lakhs for the disciplines in Sciences and Technology to teachers and other non vocational academic staff through the respective universities to take up research immediately after their appointments which should facilitate such new appointees for generating major sponsored research proposals/grants for the respective departments/ schools/ universities.

**Incentives For Ph.D / M.Phil and other Higher Qualification:** Five non-compounded advance increments are admissible at the entry level of recruitment as Assistant Professor to persons possessing the degree of Ph.D. awarded in a relevant discipline by the University following the process of admission, registration, course work and external evaluation as prescribed by the UGC. M.Phil. degree holders at the time of recruitment to the post of Assistant Professor shall be entitled to two non-compounded advance increments. Teachers who complete their Ph.D. Degree while in service shall be entitled to 3 noncompounded increments if such Ph.D. is in a relevant discipline of the employment and has been awarded by a University complying with the process prescribed by the UGC for enrolment, course work and evaluation, etc. Teachers who acquire M.Phil. Degree or a post graduate degree in a professional course



recognized by the relevant statutory Body/Council, while in service, shall be entitled to one advance increment.

The government has made attempts to regulate the functioning of private institutions. However, existence of mere laws is not sufficient guarantee against teacher exploitation. Therefore, selection procedures, probation period, promotion, job security, emoluments and salaries, leaves and professional development of the teacher educators need to be taken care of. UGC has stipulated in all these aspects. It is important that they are followed in spirit and action leading to a satisfied faculty.

**Check your progress :**

1. Under what conditions can duty leave be availed of?

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2. Analyze the incentives given to teachers to work towards their professional development?

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## **7.A.7 QUALITY MANAGEMENT OF TEACHER EDUCATION :**

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According to Jan D. Timmer “quality is a state of mind...the relentless pursuit of excellence, of never being satisfied with what you do, how you do it and how quickly you do it. There is always room for improvement. Everything can always be done better. Quality should be a part of our soul”. Quality is perceived differently by different people. Quality is not something that is bestowed by others, it is attained and maintained as a result of ceaseless efforts. Quality of a product may be good for one but not for another because it does not serve the purpose.

### **7.A.7.1 Concept of Quality :**

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Consumers look at these elements in deciding whether or not to buy particular products or services.

According to Bennis (1993) “Quality often is not measured at all, but is appreciated intuitively. One’s response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty and values in our lives.”

Quality has been defined by several management experts. The dictionary meaning of quality is “the degree of excellence”. Juran says quality is “fitness of purpose” i.e. something is of good quality if it satisfies one’s need. Deming is of the opinion that “quality is a positive concept. Product or service which helps someone and enjoys good sustainable markets is of good quality. According to Crosby if a product or service conforms to requirements then it is said to be of good quality. Seymour opines that “quality is continuous improvement”.

Quality and excellence are often used synonymously. In a sense, they trigger the same response when they are experienced. Gardener (1961), who wrote a seminal book on excellence, makes the point that “there are many kinds of excellence—academic, professional, artistic, athletic and so on. Some form of excellence is fostered through education, some is not; some kind of excellence leads to worldly success, some does not; some form of excellence involves becoming while some involves being, excellence involves comparison, either with others or with oneself; excellence indicates action (it does not just happen) and requires the exercise of human will. That explains the frequently used expressions—the pursuit of excellence and the quest for quality. There can be poor quality, but not poor excellence.

In recent times some themes have become more significant including quality culture, the importance of knowledge management, and the role of leadership in promoting and achieving high quality. Disciplines like systems thinking are bringing more holistic approaches to quality so that people, process and products are considered together rather than independent factors in quality management. The influence of quality thinking has spread to non-traditional applications i.e. manufacturing, to service sectors such as hospitality, transport, and even education.

Customers recognize that quality is an important attribute in products and services. Suppliers recognize that quality can be an important differentiator between their own offerings and those of competitors. Applying this to the field of education, the customers of education, the students, parents and future employers recognize the importance of quality students i.e. the products of the system. In this sense the different educational institutions must provide the best of courses, and training in order to meet the demands of the students and future employers and try to give better opportunities than other competing institutions. From this discussion it is possible to identify certain characteristic of quality.

#### **7.A.7.2 Characteristics of Quality :**

- ***Quality is a matter of perception, not logic.*** It is the perception that resides outside the product, service or organization. Peter Drucker (1990) says “the results of an organization are always outside the organisation. Inside, there are only costs. The result of a business is a satisfied customer, the result of a hospital is a healed patients and the result of an educational institution is a student who has something of value which he/she can use ten years later.” Thus, quality is perceived by the consumer.
- ***Quality is relative and not absolute:*** It is a matter of degree. Theoretically, there are no maximum or minimum limits. Quality improvement, like pursuit of excellence, is a journey without a destination. There is nothing that cannot be little better in some way or the other.
- ***Quality is subjective:*** The criteria for judging quality can be substantially different from people to people, based on experience, values and culture.
- ***Quality is a contextual idea:*** Indicators of quality are institution specific. A high rate of job placement of graduates is a legitimate indicator of quality for vocational-technical-professional

education programmes, but would not hold for humanities and liberal arts education. Each institution has a mission, a clear understanding of what it is, why it exists and what its primary obligation is. All functions and activities are informed by this mission. Assessment of performance and quality are valid only in terms of mission and goals.

- ***Quality can be measured inferentially:*** Like intelligence, motivation, attitude and other educational outcomes indicators of quality are established that serve as a basis of measurement.
- ***Quality is attainable:*** quality is not something that is bestowed by others it is attained and maintained as a result of ceaseless striving (Sapre 1999)
- ***Quality is applicable to the system and its parts:*** Quality is applied to each component of a system i.e. input-process-output.

#### 7.A.7.3 Principles of Quality :

Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles are:

- Customer focus
- Leadership
- Involvement of people
- Process approach
- System approach to management
- Continual improvement
- Factual approach to decision making
- Mutually beneficial supplier relationships

#### **Check your progress :**

- 1) Define quality. Explain the characteristics of quality.

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2) Apply the quality principle to education.

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#### **7.A.7.4 Quality in Education :**

Quality has become a defining element of education in the 21<sup>st</sup> century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are greatly influencing the ‘next society’.

How to provide quality education to large numbers at affordable costs is the primary concern of developing countries.

Quality makes education as much socially relevant as it is personally indispensable to the individuals. In this sense quality becomes the defining element of education. In this context, quality and excellence should be the vision of every higher education institution including teacher education. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

#### **7.A.7.5 Quality Management in Teacher Education :**

Applied to the field of Teacher Education, quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teachers education programme. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions. And if the teachers continue to improve themselves then there is value addition in education (Feigenbaum, 1951). Such teachers will continue to meet the needs of the society. There is fitness of educational outcome and experience for use (Juran and Gryna 1988). There will be defect avoidance in education process (Crosby 1979) of teachers in a quality teacher education institution.

In any educational institution there are three aspects to be managed-academic, administrative and financial. Besides these there

are the human and physical resources to be managed to their optimum level. In other words management of input-process-product is of utmost concern of the system of teacher education. If every component is of good quality then the final product i.e. the teacher will be perceived as fulfilling the needs of the consumers.

**Quality in teacher education can be indicated by the ‘educatedness’ of the products of the institution i.e. the student teachers. Quality teachers are indicated by their ‘educatedness’ that they have achieved through their education and training. The teachers are well informed and possess knowledge about facts figures, concepts in their subjects. They are cultured and possess integrated personality which is warm, empathetic and ethical. One level ahead of being cultured is emancipation wherein teachers are individuals who rise above the known artificial boundaries of religion, caste, creed, gender, linguistic and geographic belongingness, social mores, cultural traditions and forms and treat their students fairly. Finally, teachers should achieve the best of potential already in them. However, if the following questions are answered by the educational institutions in general they will be able to achieve quality.**

1. What key outcomes have we achieved?
2. How well do we meet the needs of our stakeholders?
3. How good is our delivery of education processes?
4. How good is our management?
5. How good is our leadership?
6. What is our capacity for improvement?

***Quality Indicators for Teacher Education (NAAC)***

- Curriculum Design and Planning
- Curriculum Transaction and Evaluation
- Research, Development and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Organisation and Management

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Quality is a matter of perception, it is relative,

subjective, attainable, measured inferentially, and is applicable to the system and its parts. Providing quality education to large numbers at affordable costs is the primary concern of developing countries. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions to impart quality education. The three aspects to be managed are academic, administrative and financial as well as the human and physical resources. In other words management of input-process-product is of utmost concern of the system of teacher education.

**Check your progress :**

1. Identify some aspects of your institution that need to improve. Apply the principles of quality management to improve those aspects.

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2. Elaborate the quality indicators for teacher education.

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3. What are the indicators of a quality teacher?

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### 7.A.8 LET US SUM UP :

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In this unit, we have discussed some of the issues & problems of Teacher Education. We also have discussed how to improve upon these conditions. Maintaining standards of teacher education is possible by following proper admission procedures & proper recruitment of teacher educators. We can manage & maintain quality in teacher education by following the quality indicators given by NAAC.

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# 7B

## **PRIVATIZATION, GLOBALIZATION AND AUTONOMY IN TEACHER EDUCATION**

### **Unit Structure :**

- 7.B.0 Objectives
- 7.B.1 Introduction
- 7.B.2 Privatisation
  - 7.B.2.1 Concept of Privatisation
  - 7.B.2.2 Education and Privatisation
  - 7.B.2.3 Need for Privatisation
  - 7.B.2.4 Advantages of Privatisation
  - 7.B.2.5 Fears in Privatisation
- 7.B.3 Globalisation
  - 7.B.3.1 Concept of Globalisation
  - 7.B.3.2 Features of Globalisation
  - 7.B.3.3 Global Education
  - 7.B.3.4 Professionalizing the teacher and teacher education for global world
- 7.B.4 Autonomy in teacher education
  - 7.B.4.1 Concept of Autonomy
  - 7.B.4.2 Autonomy in Education
  - 7.B.4.3 Need for Autonomy
  - 7.B.4.4 Types of Autonomy
  - 7.B.4.5 Challenges before autonomous institutions
  - 7.B.4.6 Factors conducive for Autonomy
  - 7.B.4.7 Problems faced by institutions for Autonomy
  - 7.B.4.8 Apprehensions about Autonomy
- 7.B.5 Let us sum up

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**7.B.0 OBJECTIVES :**

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After reading this unit, you will be able to :

- Define Privatisation, globalization and autonomy.
- Define autonomy.
- Explain the need of autonomy and challenges before autonomous institutions.
- Explain the concept of privatisation, globalization and autonomy with reference to teacher education.

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**7.B.1 INTRODUCTION :**

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At the time of independence India declared itself as a socialist democratic state. Public sector undertakings were initiated and developed to provide for all and usher India towards development. But the nineteen eighties witnessed disillusion with socialist economies which led to dissatisfaction with the public sectors. Education too was considered as a public good and the government set up institutions just as other public enterprises, which provided education to the masses. With passage of time these institutions became inefficient.

As a reaction to the inefficient working of the state owned enterprises, the wave of privatization has spread all over the world, including India. What was needed were economic reforms and the idea of privatization was seen as panacea to all the problems. India too could not remain unaffected and the wave of privatization has influenced education sector.

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**7.B.2 PRIVATIZATION :**

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**7.B.2.1 Concept of Privatization :**

Privatization connotes a wide range of ideas. Privatization implies induction of private ownership, management and control of organizations. Privatization can imply deregulation meaning thereby lesser control of the government. It refers to expansion of private sector and reduction of public sector. It also means that areas reserved for the public sector will be opened to the private sector. The shift towards privatization reduces the role of the government and increases the role of the private, cooperative and local

government. The areas of shift are mainly decision making and responsibility of money and administration.

### **7.B.2.2 Education and Privatisation :**

Applied to the education sector, privatization can be seen as part of the wider reform of the public sector. Education is both a private and social investment. It is therefore the responsibility of both the individual including the student, his family and even his employers and the society which includes the community and the state. The areas of shift in the education sector are mainly decision and responsibility of money, administration and a relevant curriculum of high quality.

Privatization is management by private sector with total absence of government intervention. Such institutions generate their own funds through higher fees, user charges and full use of resources. They survive on the philosophy that they do not have to pay for those who can pay.

Privatization of higher education has emerged in several forms and types in the recent decade in India.

1. Privatization within government higher education institutions takes place in the form of introducing self-financing courses within government institutions.
2. Converting government aided private institution in to private self financing institution.
3. Allowing to expand self financing private institution with recognition and also without recognition, which may be termed as commercial private higher education institutions.

### **Check your progress :**

- 1) What is privatization?

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- 2) Explain privatization of higher education.

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**7.B.2.3 Factors Responsible for Privatization of Higher Education  
(Need for Privatization) :**

1. ***Need for competitive efficiency:*** Main justification for privatization rests heavily on the grounds of efficiency to promote a more competitive economic environment. Operation of public sector enterprises is considered inefficient. It is believed that private ownership and control are more efficient in terms of resource allocation and work.
2. ***Growth in population:*** India has a population of nearly one hundred and seven cores. In order to provide to a large number of people more private institutions are needed. To fulfill the demand for higher education of young people in the country privatization of higher education is needed.
3. ***Financial burden on government:*** Higher education in India is in financial stress. The state/government can no longer bear the financial burden of public enterprises. Current spending on education in India is not more than 3.5% of GDP. The center itself concedes that the minimum should be 6%. Very little is being spent on higher education. This compares unfavorably with the international level, especially when compared with countries such as South Africa, which invests eight per cent of GNP on education. Therefore there is a need to evolve policy through which private resources are mobilized.
4. ***Education is an Economic good:*** Education is no more being as a social service but as a necessary economic input. Investment in education is treated as a factor contributing to the development of human resources. In this effort private initiative can help since the private sector is the beneficiary of the knowledge industry.
5. ***Quest for Quality:*** Private institutions do not require long procedures for procurement of human as well as material resources. In order to purchase and maintain good qualitative

infrastructure and equipment like furniture, buildings, different types of laboratories and qualified and competent academic staff, who can be paid as per the demand, there is a need for privatization.

6. ***Rapid growth of school education:*** Growing number of schools naturally pushed the demand higher education which the government is not able to provide, therefore demand for privatization of higher education is the need of the hour.
7. ***Fulfilling the need for skilled manpower:*** There is very little initiative from the public sector due to limited freedom. Private institutions are free to initiate modern and advanced courses in order to fulfill the demand for subjects which facilitate economic development of the nation. The demands of the market and the times can be fulfilled. For this privatization is needed.
8. ***Curtailment of corruption:*** In order to control the corruption in the government sector, private sector is much needed. Privatization stops the corruption to some extent and brings about some discipline. As a result there will be capacity utilization.
9. ***Desire for more autonomy:*** Privatization of higher education will provide autonomy to institutions and there will be less dependency on the government. This will remove political interference in areas of administration, management and finance.
10. ***Synergy for information based economy:*** In the present times there is a need for interaction between UGC, academic institutions of higher learning, industry, R&D institutions and funding agencies. This could be achieved by a synergy process wherein they will be partners in various activities, complementing each other in reaching their visions, objectives and goals. This can be achieved through private participation.
11. ***Technological developments:*** Information revolution has been brought about and strengthened due to technological developments such as microchips, genetics, communications, robots, lasers, growth of satellite TV and computer technologies. Due to limited resources public sector cannot meet the demands of the industry and other sectors of economy. Thus private sector should undertake to train manpower in technology and respond to market demands.

12. ***Greater responsibility with the recipients of education:*** Over the years education has been considered as a free public good thereby devaluing education. Privatization of education where the recipient will bear the full cost will help bring greater responsibility in them. As a consequence, students are likely to demand greater efficiency and quality in teaching.

**Check your progress :**

- 1) What are the factors responsible for privatization of higher education?

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**7.B.2.4 Advantages of Privatization :**

Privatization will enhance:

- Decentralization and debureaucratization of educational institutions.
- Initiatives in educational reforms.
- Innovativeness in teaching and evaluation.
- Tailor made services and provision of wide choice of courses and subjects to students.
- Competition.
- Quality education and training.
- Shaping of the curriculum according to global, national and local needs.
- Availability and better maintenance of resources transparency in all procedures.
- Fulfill the need of the country in liberalization, privatization, and globalization.
- Utility of human and physical resources in proper way.

**7.B.4.5 Fears in Privatization :**

### Privatizing education

- Will badly affect the poor
- Undermine equity, diversity and openness
- Does not address issues of equality, fairness and responsibility
- Exorbitant fees will deprive many of availing education
- Accountability problem will arise
- Courses in humanities and social sciences will be sidelined due to no economic gain
- Civic and democratic values may not get passed down
- Apprehensions about job security and retrenchment of staff
- Cost saving will lead cost cutting
- Collected funds may be misused by the owners
- Favoritism towards family members and friends
- Benefits remain un proven

### Check your progress :

1) What are the advantages of privatization of higher education?

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2) Why is privatization of higher education feared?

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Privatization is essentially deregulation meaning thereby lesser control of the government. Private institutions generate their own funds through higher fees, user charges and full use of resources. Need for privatization arose due to government's inability to financially support higher education and provide efficient and effective education to its young population. While there are

many advantages of privatization, at the same time there are many obvious fears which put privatization at a disadvantaged position.

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### **7.B.3 GLOBALIZATION :**

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The closing decade of 20<sup>th</sup> century saw major social, political and economic transformations on a global level. The developments, combined with increasingly rapid advances in the nature of and impact of information and communication technologies have had a powerful influence on all nations, societies and cultures worldwide. All this has intensified globalization.

#### **7.B.3.1 Concept of Globalization :**

Globalization is a much talked about term today and has become a phenomena, which is greatly affecting the society in general and different nations in particular. Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. It pursues liberal or free market policies in world economy for economic liberalization. It aims at realizing one single unified world community where no social conflicts exist calling for social and cultural integration.

Globalization entails privatization and marketization of economic and political structures in which ability of the state to control all the activities within its borders is becoming limited. Simply put, globalization in fact is a combination of free exchange of goods services and capital.

Globalization is the tendency of any entity, activity, and technology to acquire a dimension that grows beyond any “frontier” that would be imposed by such criteria as geography, religion, gender, age and the like. Anything or anybody can have a worldwide impact. Globalization seeks to deal with relations that go beyond the confines of the nation state or country boundaries.

Historically globalization dates back to the international trade in the middle ages. During the second half of the 19<sup>th</sup> century it was highlighted by the Industrial Revolution as result of colonial exploitation. The continuous modernization of the international exchange process during the 20<sup>th</sup> century and its ramifications during the international agreements, for example The General Agreement on Trade and Tariffs (GATT) have maintained and given pace to increasing globalization of the society.



However, in the past few years there has been acceleration in this trend. This acceleration can be characterized by three essential factors:

1. Extent of economic trend which is spreading world wide
2. Increase in technological innovations especially in the areas of communication and transportation and
3. Interdependence between people and nations.

Contemporary social theorists and analysts David Harvey (1989, 1999), Giddens (1990), Held, McGraw, Goldblatt and Perraton (1999) also associate globalization with three aspects.

*DetritORIZATION* which has increased possibilities for action between and among people where geographical space is immaterial to social and economic activity. E-commerce and television allow people situated anywhere to do business and see the impact of war, famine, floods, fire and accidents.

*Interconnectedness* can be seen as distant events, forces and decisions impacting local and regional endeavors through exchange of ideas in cyber space through the internet. Interconnectedness also creates feelings for humanity.

*Speed and Velocity* of social and economic activity has been largely due to proliferation of high speed transportation, communication and information technologies which have blurred all boundaries, geographical and territorial as well as social and economic. Movement of people, information, capital and goods is at amazing speed.

There are two contradictory emerged as a result of globalization, standardization and diversification. *Standardization* of eating habits, clothing, lifestyles, communication, language tend to produce similarities in living conditions of societies. On the other hand *diversification* strives to preserve the multi facets of the society by promoting access to diverse features of the world heritage. There is a great desire in people to preserve, defend and protect their cultural identities and thereby promoting a resistance to uniformity.

### **7.B.3.2 Features of Globalization :**

- Growth of transnational corporations and multinational corporations/organizations.
- International division of labor.

- Encouragement of markets rather than government central planning.
- Growth of offshore finance and telecommunication that can link banks, stock markets, companies and organizations together in a global network.
- Increasing migration of peoples within and across national boundaries in search of work.
- The growth of media by satellite that ensures programs to be beamed across the globe regardless of national boundaries.
- Growth of national and international Non-Governmental Organization (NGOs).

### **7.B.3.3 Global Education :**

The purpose of globalization and global education is to develop a ‘global perspective’ and sensitize the youth for understanding the multicultural world and maintaining peace and harmony in the world. People in general and the youth in particular has to be aware of the global happenings and issues and the interdependence of people.

Global perspective means *sharing and cooperation* with others allowing them to use whatever resources are available to attain individual as well as common goals. Further, *empathy* towards others, i.e. understanding and sharing feelings, *communication ability* in order to express and exchange thoughts, feelings and information and *resolving conflicts* by finding satisfactory ways of dealing with disagreement or argument between people, groups, societies or nations.

### **7.B.3.4 Professionalizing the Teacher and Teacher Education for Global World :**

There are many challenges before the teaching profession. Firstly, teachers need to radically adapt to the new skills, techniques, methods and demands and secondly a change in the mind set to take up new responsibilities. It is only then that the teacher can be professionalized.

Teaching is a profession with competing demands. In spite of a high demand for teachers the profession has not attracted the best with adequate qualifications, training and desire the world over. As such, the following steps will help in professionalize the profession and the teacher.

- No devaluing of teacher functions
- Good salaries
- Good working conditions
- Flexible hours
- Individualized training to meet the needs of heterogeneous group of teachers catering to heterogeneous students.
- Constant training in use of new methods of teaching, counseling, meeting curricular demands, computers, finding and interpreting information
- Autonomy to teachers in classroom management, teaching strategies, arrangement of furniture and work spaces,
- Standardize the skills and their certification, to be acquired by a teacher enabling it to be used world over.

In order to prepare the new age teachers the system of teacher education has to adapt to and adopt new challenges faced by the system. Systemic changes have to be made to prepare the global teacher. These could be in the form of infrastructure, facilities, selection, recruitment and retention of competent human resources, adopting and training in new technologies, and upgrading the curriculum.

Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. It pursues liberal or free market policies in world economy for economic liberalization. Acceleration in this trend can be characterized by three essential factors, economic activity spreading worldwide, increase in technological innovations especially in the areas of communication and transportation and interdependence between people and nations. Globalization can be associated with three aspects, deterritorialization, interconnectedness and speed and velocity. Globalization has also resulted in the emergence of two contradictory phenomena, standardization and diversification.

**Check your progress :**

1. Explain the concept of globalization. What are its key features?

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2. How can teacher education help to professionalize the teacher due to global demands?
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#### **7.B.4 AUTONOMY IN TEACHER EDUCATION :**

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The system of higher education in India is one of the largest in the world and is continuing to expand. Many universities are burdened with unmanageable number of affiliated colleges, because of which many of the reputed universities and colleges have lost their eminent positions. Only a few manage to maintain their status and dignity in an environment of complex socio-economic pressures and worldwide changes in approaches to the educational process.

In the Tenth Plan the University Grants Commission (UGC) indicated a vision for higher education making it more flexible in diversity of programmes, in its structure, its curricula in its delivery systems and in its use of innovative use of information and communication technologies. It was proposed to identify colleges and universities with potential and fund them for achieving excellence in teaching and research with greater academic, administrative and financial autonomy. It was thought that delinking colleges from affiliating universities would give them academic and operative freedom as well as credibility.

As a result the question of ‘autonomy’ has recently received considerate attention in the main stream education. Autonomy is thus considered as an important tool for quality improvement of

education. Successful implementation of the concept requires willing and honest participation of students, teachers and management in the educational process and their openness for scrutiny and audit. Besides, dependence on UGC or the State institutions also require some financial autonomy to mobilize resources.

#### **7.B.4.1 Concept of Autonomy :**

Autonomy is an attitude of the mind which can be equated with critical intelligence, independent mindedness, a determination and think things out for one self. Autonomy consists of one's own independent judgments freely choosing among alternatives and governing one's own action and attitudes in the light of one's own thinking.

Etymologically, there are two features of autonomy viz. the nature of self i.e. 'autos' and the kind of norm and rule –'nomos'. Put together autonomy would thus mean adopting for oneself "self norms" "self governance" and "responsibility". Autonomy thus introduces the idea of 'self direction' as well as recognition of norms or principles with which the autonomous person governs himself. Autonomy therefore, essentially means the relative independence of an individual in guiding and regulating his or her own conduct without any external control.

Autonomy or 'freedom' is accompanied by 'accountability'. Autonomy means accountability to stakeholders and society. Therefore, it is important to strike a balance between stakeholders' needs, societal demands and institutional autonomy.

#### **7.B.4.2 Autonomy in Education :**

The concept of autonomy in education is a structural solution intended to provide an enabling environment to improve and strengthen the teaching learning process. Autonomy is the unrestrained freedom of action within the established norms of the institution. In the field of education the feeling of freedom percolates to the each and every academic unit, creating in teachers and students a sense of involvement in the pursuit of learning. Teachers in colleges and departments are then to actively be associated with four fundamental questions of what to teach, how to teach, whom to teach and how to evaluate?

In education autonomy can relate to budgets, appointments, students intake, curriculum, degrees awarded, quality of teaching and research. Autonomy provides an enabling environment, to

improve and strengthen teaching-learning process. A decentralized management culture can encourage autonomy within the environment. However, no institution can have effective institutional or academic autonomy without financial autonomy.

**Check your progress :**

1) Explain the concept of autonomy.

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2) What is autonomy in education?

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**7.B.4.3 Need for Autonomy :**

These days some of the universities in India are too large and have many affiliating colleges. Managing its own post graduate courses, teaching and research is getting difficult by the day. Managing the colleges, conducting number of exams, declaring results and certification has become unwieldy.

The colleges, on the hand feel restricted in developing themselves due to lack of freedom. They feel that too many controls only hinder in their development.

It is also observed that same regulations govern all colleges irrespective of their performance or non performance, management

or mismanagement, regularities or irregularities. The colleges which are doing well face the same appraisal.

Academic freedom of teachers too is affected. University bodies decide the curriculum, its transaction as well as evaluation without consideration of the needs and aspirations of the students residing in different parts of the city. The teachers in an institution are too occupied completing what is mandated by the university and are not motivated to give beyond the minimum requirements.

#### **7.B.4.4 Types of Autonomy :**

Essentially there are two types of autonomy or two levels of autonomy.

1. Autonomy at individual level (individual autonomy)
2. Autonomy at the institutional level (institutional autonomy)

***Individual Autonomy*** incorporates autonomy to be given to its academics and its students to pursue knowledge. The teacher (academic) is given freedom to learn and the freedom to teach i.e. operational freedom to develop and innovate different methods and styles of teaching, research testing and evaluation.

Role of teacher changes as they develop capacity to acquire knowledge through continuous inputs and feedback. This implies professional freedom for self directed teaching and self directed learning. The student is given the freedom to choose courses which they think would help them grow, are of interest to them and students have the ability and capacity to pursue.

***Institutional Autonomy*** implies freedom of operation to universities and colleges. The universities and colleges have the freedom to determine their own policies and programmes. University is a community of teachers, students and researchers committed to communication and advancement of knowledge. University autonomy is governance of the university by the stakeholders without any interference from any outside agency be it the government (bureaucracy) or political parties. College autonomy means that the principal, teachers, students are in charge of admissions, curriculum, teaching-learning, exams and appointments-subject to university control. Autonomy can be of departments of universities or a college or of a teacher.

An Autonomous institution/university/college requires three types of autonomy

1. **Administrative autonomy** implies recruitment of staff both academic and non-academic, appointment of examiners, admissions of students.
2. **Academic autonomy** answers four questions- a) What to teach? b) How to teach? c) Whom to teach and d) How to evaluate? Each institution will have its own Board of Studies, Academic Council and the Management Council.
3. **Financial autonomy** involves generating money for its operation through fees, endowments, consultations, courses, using premises. Further spending for its operations the institution will have complete freedom.

Autonomy envisages two-pronged liberation for universities and colleges, specially in the affiliating system. *One*, liberating the universities from the burden of conducting examinations for lakhs of students and their certification. In this process universities do not discharge their main functions of teaching, learning and research and giving academic and administrative leadership in higher education. In the autonomous system the process and programmes of testing, evaluation, grading and certification will be the portfolio of colleges and universities are relieved of these responsibilities for autonomous colleges. *Second*, autonomy also liberates colleges from excessive, minute, oppressive control of the universities and allows freedom to chalk out their plan of action including course, curriculum and examination management, subject to of course overall supervision and control of the universities.

The basic philosophy is that when a person or group is free and autonomous, is more efficient than a person or group which is controlled. Of course one has to be responsible and accountable for its actions but there is no interference in the day-to-day functioning of the individual or the group.

**Check your progress :**

- 1) Describe the types of autonomy.
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2) Why is autonomy liberating?

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#### **7.B.4.5 Challenges Before Autonomous Institutions :**

- Running an autonomous institution is challenging and problematic.
- Survival depends on achievement. This is the same as free market economy, where there is greater productivity than in controlled economy
- Students placement and employability helps institutions achieve.
- Autonomous institution has to be its own policy formulator.
- It has to match declared objectives and performance.
- It has to ensure coordination of teachers for qualitative improvement through professionalism.
- Autonomous institution to take steps towards excelling in
  - ✓ innovations in syllabi and curriculum
  - ✓ achieve larger number of teaching days
  - ✓ better regularity of teachers and classes
  - ✓ Objective evaluation-frequently conducted and expeditiously conducted.
  - ✓ Will support teachers' academic freedom

#### **7.B.4.6 Factors Conducive for Autonomy :**

For an institution to be autonomous the social and political discipline, national consensus and new work ethos is important. There should be no political and bureaucratic interference. Functional independence has to be given. Government /UGC should appoint expert committee to review state of affairs. University nominees can be appointed on monitoring cell to give feedback to

autonomous institutions. External assessment and accreditation to monitor for periodical review will help to improve the institution.

The institutions seeking autonomy should have clarity of objectives of autonomy and aim of academic growth. They must have improved infrastructural facilities and amenities. Well defined measures of performance should be in place. Each autonomous institution/college is to have its own Board of Studies, Academic Committees, Governing Council. The management should be less top heavy and Principals should have full freedom to function. The board of management should have members from faculty, and expert educationalists.

Focus should be on redesigning of high quality courses, preparation of learning material, workshops, seminars, and examination reforms. Curriculum and new courses should be need based from the point of view of students, and the society. There should be vocational courses leading to employability.

Parents, students, teachers should be educated on the merits of autonomous institutions. Separate orientation course for explaining the approach to autonomy should be held.

Teachers should be mentally prepared for this organizational and academic change as it entails extra efforts and accountability. Teachers are to have a respected status. Competent and devoted teachers who are motivated, sensitized, understanding to be given incentives for assistance in new courses, research, teaching, pursuing excellence, teacher exchange.

**Check your progress :**

1) What are the challenges in adopting autonomy?

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2) What are the factors responsible for an autonomous institution?

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#### **7.B.4.7 Problems faced by Institutions for Autonomy :**

*No complete financial autonomy* because the government through UGC gives grants, so spending has to be incurred with approval of government / university / UGC. Besides, budget finalization committees, utilization certificates, audited accounts, are looked by same committees causing external delays.

*No full academic freedom* because of the relationship between university-government, university-colleges, university-colleges-affiliation. There is no freedom with regard to what to teach, how to teach, and how to evaluate. There is fear that syllabus will get diluted, wasted working days, prolonged examination, distribution of bogus marks and mercy chances to undeserving will become the norm.

*No full administrative freedom* because if the Government/UGC finance then the Government/UGC nominees are appointed to tell how to govern, state policies, and governance takes place from the top.

#### **7.B.4.8 Apprehensions about Autonomy :**

UGC's offerings are too low and there are few takers of autonomy. As such the progress is slow. State government is not enthusiastic to let go control (abandon) good colleges. Universities are indifferent and not encourage the schemes. Teachers too are not prepared to accept challenge of independent functioning and take additional work and accountability. They want to 'play safe' and maintain status quo. Due to negative experiences, and bitter feelings, they are reluctant and think that managements will become stronger and autocratic. It is assumed that there is no way to check malpractices by managements especially financial matters.

The non-government institutions are confused and lack clarity about the scheme of autonomy. There is paucity of resources. There are no indigenous models available for autonomy. Only foreign models and theories are available, which may or may not work in Indian conditions. Operational difficulties will thus be a hindrance in the smooth functioning of the institution. Finally, social attitude

towards autonomy is such that public wants ‘university stamp’ on the degrees.

All these apprehensions are due to lack of knowledge and ignorance about autonomy. Pros and cons of the scheme and its influence on quality of teaching-learning, teacher, students and administrators of the college is not understood fully. Malpractices in exam and admissions are feared.

It is also felt that autonomous colleges will promote elitism and there will be accessibility to rich. Autonomy will be misused by colleges for admission and evaluation leading to corruption. Teachers and students will be victimized and administrators will use power to penalize teachers arbitrarily. Teachers’ service conditions will be affected, affecting job security, work load.

**Check your progress :**

- 1) State at least five apprehensions for acceptance of autonomy.

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The idea of autonomy of higher education institutions is considered to be a step in the right direction. In education autonomy can relate to budgets, appointments, students intake, curriculum, degrees awarded, quality of teaching and research. Autonomy provides an enabling environment, to improve and strengthen teaching-learning process. Autonomy can be at the individual and institutional level including three types of autonomy-academic, administrative and financial. However, there are many challenges before autonomous institutions and many are apprehensive about its efficiency and effectiveness.

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**7.B.5 LET US SUM UP :**

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In this unit, we have discussed Privatisation, it’s need, advantages and fear, globalization, it’s features and how to professionalising the teacher and teacher education for global world. We have also discussed about autonomy, it’s need and challenges before autonomous institutions. It’s uses and misuses in the field of

teacher education is to be analysed and care should be taken for effective development in teacher education.

**Unit End Exercises :**

1. Explain the concept of privatization of higher education. Why is privatization needed in education?
2. Discuss the pros and cons of privatization.
3. What is the concept of autonomy? What are the challenge faced by educational institutions wanting to get autonomy from the university?
4. How can autonomy help the affiliated colleges?

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## INNOVATIVE PRACTICES IN TEACHER EDUCATION-I

### Unit Structure :

- 8.A.0 Objectives
- 8.A.1 Introduction
- 8.A.2 Co-operative and Collaborative teacher education
- 8.A.3 Constructivist and Reflective Teacher Education
- 8.A.4 Let us Sum up

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### 8.A.0 OBJECTIVES :

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After going through this unit you will be able to;

- Define Co-operative Learning
- Explain the elements of Co-operative Teacher Education
- Enumerate the features of a Co-operative/Collaborative team
- Define Constructivism
- Describe the 5E'S of the Constructivist Approach
- Explain the concept of Reflective teaching
- Elaborate the criteria for Reflective teacher education
- Discuss the approaches to Reflective teacher education

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### 8.A.1 INTRODUCTION :

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Problems in education have no fixed answers. No teacher education program can prepare teachers for all the situations they will encounter. Teachers themselves will make the final decisions from among many alternatives. Such judgments may be good or poor. Therefore, it is important for teachers to constantly reevaluate their decisions. This can be achieved through collaborative and reflective practices in teacher education. Co-operative learning in teacher education can instill in future teachers the value of social interactions. Reflection improves a teacher's ability to make appropriate and sound judgments and, therefore, become an empowered decision-maker.

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## **8.A.2 CO-OPERATIVE AND COLLABORATIVE TEACHER EDUCATION :**

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### **What is Cooperative Learning?**

**Cooperative or collaborative learning is a team process** where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills you will need later in life.

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

### **Cooperative / collaborative learning is interactive; as a team member, the student teacher :**

- Develops and shares a common goal
- Contributes his/her understanding of the problem: questions; insights and solutions
- Responds to, and works to understand, others' questions, insights and solutions
- Empowers the other to speak and contribute, and to consider their contributions
- Is accountable to others, and they are accountable to him/her
- Is dependent on others, and they depend on him/her

### **Elements of Cooperative Learning :**

The conditions/elements that will ensure more productive than competitive and individualistic efforts are:

#### **1. Positive Interdependence**

- Each group member's efforts are required and indispensable for group success



- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities

## **2. Face-to-Face Interaction**

- Orally explaining how to solve problems
- Teaching one's knowledge to other
- Checking for understanding
- Discussing concepts being learned
- Connecting present with past learning

## **3. Individual and Group Accountability**

- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- Observing each group and recording the frequency with which each member-contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else.

## **4. Interpersonal and Small-Group Skills**

- Social skills must be taught:
  - Leadership
  - Decision-making
  - Trust-building
  - Communication
  - Conflict-management skills

## **5. Group Processing**

- Group members discuss how well they are achieving their goals and maintaining effective working relationships
- Describe what member actions are helpful and not helpful

- Make decisions about what behaviors to continue or change

**What makes for a good Co-operative/Collaborative learning team?**

- Team activities begin with training in, and understanding group processes. An instructor begins by facilitating discussion and suggesting alternatives but does not impose solutions on the team, especially those having difficulty working together
- Three to five people in a team. Larger teams have difficulty in keeping everyone involved.
- Teacher-assigned groups. They function better than self-assigned groups
- Diverse skill levels, backgrounds, experience
  - Each individual brings strengths to a group
  - Each member of the group is responsible to not only contribute his/her strengths, but also to help others understand the source of their strengths
  - Any member who is at a disadvantage or not comfortable with the majority should be encouraged and proactively empowered to contribute
  - Learning is positively influenced with a diversity of perspective and experience increasing options for problem solving  
expanding the range of details to consider
- Commitment of each member to a goal that is defined and understood by the group
  - Confidential peer ratings are a good way to assess who is and who is not contributing
  - Groups have the right to fire a non-cooperative or non-participating member if all remedies have failed. (The person fired then has to find another group to accept him/her)
  - Individuals can quit if they believe they are doing most of the work with little assistance from the others. (This person can often easily find another group to welcome his/her contributions)
- Shared operating principles and responsibilities, defined and agreed to by each member. These include:
  - Commitment to attend, prepare and be on time for meetings

- Have discussions and disagreements focus on issues, avoiding personal criticism
- Take responsibility for a share of the tasks and carry them out on time. You may need to perform tasks that you have little experience, feel ill-prepared for, or even think others would do better. Accept the challenge, but be comfortable in stating that you may need help, training, a mentor, or have to resign and take on different task.

### **Some Activities for Co-Operative Learning :**

1. Jigsaw - Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.
2. Think-Pair-Share - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.
3. Three-Step Interview- Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.
4. RoundRobin Brainstorming- Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.
5. Three-minute review- Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.
6. Numbered Heads Together- A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the

group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

7. **Team Pair Solo-** Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.
8. **Circle the Sage-** First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.
9. **Partners-** The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

### **Why use Cooperative Learning?**

Research has shown that cooperative learning techniques :

- Promote student learning and academic achievement
- Increase student retention
- Enhance student satisfaction with their learning experience
- Help students develop skills in oral communication

- Develop students' social skills
- Promote student self-esteem
- Help to promote positive race relations

**Check your Progress :**

1. Describe the elements of Co-operative Learning.

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2. What are the aspects that make for a good co-operative learning team?

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3. What are the advantages of Co-operative Learning?

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**8.A.3 CONSTRUCTIVIST AND REFLECTIVE  
TEACHER EDUCATION :**

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**Reflective Teacher Education :**

In the past ten years, the terms 'reflection' and 'critical reflection' have increasingly appeared in descriptions of approaches to teacher education. It is clear however that the terms are often ill-defined, and have been used rather loosely to embrace a wide range of concepts and strategies.

Reflection is a natural process that facilitates the development of future action from the contemplation of past and/or current behavior. Reflection refers to the ongoing process of critically examining and refining practice, taking into careful consideration the personal, pedagogical, societal (including social, political, historical and economical) and ethical contexts associated with schools, classrooms and the multiple roles of teachers (Knowles, Cole and Presswood, 1994).

Educators and researchers have struggled to define the term "reflection." While Dewey (1933) believed that reflection is an aim of education, others view it as a means to help pre-service teachers become effective. Much of the writing on reflection in teacher education is derived from Dewey (1933). He believed that reflectivity involves active, persistent and careful consideration of any belief or practice in light of its supporting grounds and its eventual consequences. Dewey implies that two distinct components are involved in reflective thinking: the process and the content. In order to have a better understanding about teachers' reflective thoughts, both the process and the content of reflective thinking must be considered simultaneously.

While the process element of reflection emphasizes how teachers make decisions, content stresses the substance that drives the thinking. What type of knowledge do teachers or prospective teachers draw upon when they reflect? Content includes understanding children, including their developmental levels and perspectives. Teachers must also consider appropriate teaching methods, teacher's image, professional collaboration and support, and the impact of society on schools; they must have knowledge of a wide range of educational environments, evaluation and interpersonal relationships; and they must have an ethical commitment to children, parents and the field (Surbeck, Han and Moyer, 1993).

Kemmis (1999) presents five propositions about the nature of reflection, that not only clarify what reflective teacher education entails but also indicate that reflective teacher education is a complex approach, not easy to put into practice and even less to evaluate:

1. Reflection is not biologically or psychologically determined, nor is it pure thought; reflection expresses an orientation towards action and is about relation between thought and action in real historical situations.
2. Reflection is not the individualistic working of the mind as a kind

of mechanism or speculation; it presupposes and shapes social relations.

3. Reflection is not value-free or neutral as regards values; it expresses and serves concrete human, social, cultural and political interests.
4. Reflection is not indifferent or passive towards social order, nor does it extend socially accepted values; it either reproduces actively or transforms the practical ideologies that support social order.
5. Reflection is not a mechanical process or a purely creative exercise to construct new ideas; it is a practice that expresses our power to reconstitute social life through participation in communication, decision making social action.

These propositions highlight the transform Tory potential and empowering role of reflection, both at individual and social levels. The basic assumptions of reflective teacher education are as follows;

1. Promoting critically reflective teachers is a value laden goal, with direct implications for deciding the direction of reflection, its aims and scope.
2. Critical reflection involves critical reason, critical self reflection and critical action.
3. Critical reflection should facilitate teacher autonomy, especially through the mediation between pedagogical goals and situational constraints, within a research-like approach to teaching, whereby educational contexts are questioned and scrutinized in order to be understood and changed.
4. Critical reflection must entail an understanding of the nature and goals of school education and of its role in social transformation.

### **Criteria for Reflective Teacher Education :**

The criteria for reflective practices in teacher education are grouped in six broad areas, namely, **Assumptions, Goals, Tasks, Content, Roles and Discourse** : These areas are essential for the critical regulation of teacher development practices and also to plan teacher development programmes.

**Assumptions** : All teacher development practices are based upon assumptions about the nature of teacher education and school pedagogy. Analyzing these practices requires inquiry into those assumptions;

- To what extent do teacher development practices build on the assumptions of a reflective approach? The assumptions as developed by Donald Schon, Kenneth Zeichner and John Smyth can be summarized as follows- Teacher education is a process of personal and social transformation; practice generates theory; a good teacher is a reflective practitioner; an autonomous teacher develops autonomous learners.

**Goals :** An understanding of teacher development practices implies the analysis of its direction. Reflective teacher education aims at primarily the empowerment of student teachers towards the promotion of a pedagogy for autonomy;

- To what extent do teacher development practices promote an empowering transformation of student teachers in tandem with pedagogy for autonomy? Basic knowledge, abilities and attitudes involved in this goal are, content knowledge, pedagogical knowledge, artistry, ability to act, ability to self regulate, ability to communicate and negotiate and a critical stance towards institutional and socio-cultural contexts.

**Tasks :** The nature of teacher development tasks greatly determines the quality of teacher education. This area involves the following criteria;

- **Transparency-** To what extent are teacher development tasks made explicit as regards their assumptions and aims, steps and demands, potential value and limitations and evaluation? Task transparency improves awareness and enhances a critical attitude towards practices. It can be promoted directly by the teacher educator/the task instructions (external explicitness), or achieved by student teachers' reflection on tasks (participatory explicitness).
- **Theory-practice integration-** To what extent do the teacher development tasks focus on the integration of private and public theories and practices? Integration implies the activation of student teachers' experiential knowledge and/or practical experimentation. Experimentation may be indirect or direct. Indirect experimentation involves tasks other than teaching, aiming at preparing for teaching (e.g. communication development tasks, analysis and production of teaching materials, observation of video-taped lessons, etc.). Direct experimentation is school based and refers to all the tasks involved in real



teaching (planning, developing, monitoring and evaluating pedagogical action). Both the types of experimentation should foster a pedagogy for autonomy.

- **Consistency-** To what extent do teacher development tasks reveal congruence between aims and processes, as well as between their different steps? Internal consistency increases task meaningfulness, intentionality and impact. Lack of consistency affects course credibility and student-teacher commitment.
- **Organization-** To what extent is the management of resources, space and time adequate to the assumptions, goals, content and roles of teacher development practices?

**Content :** The content of teacher development practices highlights the arena of professional reflection and action and it is important to assess their relevance and progression.

- **Relevance-** To what extent is the content of teacher development programme/s relevant considering student teachers' previous knowledge, expectations, interests and needs (meaningfulness); past/recent developments within the area of study (information); contribution to challenging established assumptions and practices towards the development of a pedagogy for autonomy (innovation)?
- **Progression-** To what extent does the content of teacher development practices promote the elaboration of student teachers' theories and practices?

**Roles :** The roles student teachers assume vary according to the assumptions and goals that orient development practices. Reflectivity, (inter)subjectivity, negotiation and regulation are important qualities of roles in a reflection-oriented approach-

- **Reflectivity-** What kind of reflection does teacher development practices promote? What view of school pedagogy do they encourage? Reflection should be the basis for the definition of the teachers' role. At a **technical level**, reflection aims at the achievement of short term objectives; in order to improve performance (What do I do? How can I improve my action?). At a **practical level**, reflection is centered on the analysis of assumptions, predispositions, values and results of teachers' practice (How do I explain my action? What are the implications of my action upon others?). At a **critical or emancipatory level**,

reflection includes the ethical, social and political dimensions of teachers' practices. This level includes reflection on teacher education processes (metacognition), from an inquiry-oriented perspective. All three levels of reflection are important in promoting the development of pedagogy for autonomy.

- (Inter)subjectivity- To what extent do teacher development practices integrate the student teachers' self in interaction with others? The construction of professional knowledge is both a personal and social process which involves description, interpretation, confrontation and reconstruction of educational practice. This means that roles are redefined through meaningful interaction that fosters both individual and collective commitment.
- Negotiation- To what extent do teacher development practices create opportunities for negotiation? Negotiation can involve various degrees of student teacher autonomy, but it always requires that teacher education curricula are conceived as praxis, not as pre-defined products to be consumed.
- Regulation- To what extent do teacher development practices enable the individual and collaborative regulation of development processes? The promotion of student teachers' autonomy requires their critical participation in the supervision of their own learning and of the learning and of the learning contexts.

**Discourse :** Reflective teacher education assumptions and goals have implications for the discourse of student teachers and teacher educators, especially for the quality of communication, which has a strong influence on the quality of development processes, particularly in terms of relevance and degree of democracy.

- Communication- To what extent do teacher development practices integrate focused and expressive communication?

### **Need for Reflective Teacher Education**

- Professionalization has become a very important issue in the field of education. Reflection on one's own work is a key component of being a professional (Schon, 1983) and is essential to teacher education. Teachers must examine their beliefs, assumptions and biases regarding teaching and learning, and determine how those

beliefs influence classroom practice.

- Pre-service teachers should examine any cultural baggage they may carry in order to evaluate its appropriateness in teaching.
- Since teaching is often an uncertain, dynamic and complex practice, teachers must make constant judgments about appropriate goals, teaching methods and students' learning.
- Recent research on teacher education raises concerns about teacher education programs' tendency to encourage acquiescence and conformity to the status quo of both schooling and society (O'Loughlin, 1992). These studies also note that teacher education programs too often espouse utilitarian perspectives in which teaching is separated from its underlying educational, social or ethical domains and the technical aspects become an end in themselves rather than a means toward some broader educational purpose. Constant re-evaluation of teaching practices allows a teacher to question assumptions about teaching and learning, and prevents teaching from becoming a passive role in schooling.

### **Approaches to Reflective Practice**

Using a reflective or inquiry-oriented approach to teacher education relies greatly on identifying the quality of inquiry that is being sought and the desirability of the ends intended. Following principles need to be considered while deciding the approaches to reflective practices.

- a) Concern with the development in student teachers of a personal style and philosophy of teaching, including ethical dimensions;
- b) Use of action research or enquiry-based approaches to investigate and improve teaching in a supportive environment;
- c) Recognition of the problematic nature of schooling, including classroom and curriculum decision-making;
- d) Sensitivity to contexts for teaching, and in particular, to the range of school students' backgrounds, abilities, and characteristics;
- e) Attempts to build in cycles involving preparation for practicum action, data collection about what happened, reflection upon it, and possible (often 'if-then') modifications;

- f) Ongoing monitoring of program implementation, with careful attempts to provide some evidence of their outcomes and impact; and
- g) Use of techniques such as microteaching to build a repertoire of skills, journaling to encourage recording, thinking and self-evaluation, and regular dialogues with peers, staff and/or teachers to clarify issues and value positions.

Van Manen identified three levels of reflectivity: technical, professional and critical. The third and final level, the critical level, considers moral and ethical criteria, such as justice and equity, as part of the discourse about education practices. Pre-service teacher education should aim for this level, even though it is difficult to reach.

Four types of writing could be identified as leading to reflection. They are descriptive writing, descriptive reflection, dialogic reflection and critical reflection. In essence, the first is not reflective at all, but merely reports events or literature. The second, descriptive, does attempt to provide reasons based often on personal judgment or on students' reading of literature. The third form, dialogic, is a form of discourse with one's self, an exploration of possible reasons. The fourth, critical, is defined as involving reason giving for decisions or events which takes account of the broader historical, social and/or political contexts.

Sparks-Langer identifies three distinctive ways of looking at teaching and teacher education, each of which may be related to Van Manen's levels of reflection, or to the descriptive, dialogic and critical types. The Cognitive Approach utilizes studies of teachers' information processing and decision making. The Narrative Approach has teachers telling their own stories through problem framing, naturalistic enquiry and case studies. The Critical Approach requires teachers to use ethical and moral reasoning, taking account of the social and political contexts.

Three approaches that support the facilitation of reflective practice are; self and peer assessment, problem-based learning and personal development planning.

#### **Self and peer assessment :**

Both self and peer assessment can be used to support reflective practice, since they involve students thinking about their own learning. Boud, responsible for much of the pioneering work on self and peer assessment, defines it as the "involvement of students in identifying standards and/or criteria to apply to their work and

making judgements about the extent to which they have met these criteria and standards" (1995: 12). For Boud, self assessment involves two clear stages: a) the identification (and learner understanding) of standards and criteria, and b) the making of one's own judgements against those criteria. This two part process necessarily involves students reflecting on their own learning.

Self assessment can be used to facilitate both a process of learning and an assessment product. Self assessment can be used in an informal way to encourage students to think about their work and what they know in a given subject. Peer assessment is a particularly useful device for supporting reflective practice, because of its focus on dialogue and shared interpretations of teaching and learning between staff and students (Stefani, 1998). Students learn from each other and use the feedback provided by peers to inform their own learning. Using the peer assessment approach students are encouraged to make qualitative comments about the work of their peers. The key to using self and peer assessment is to ensure that each new group of students is given the same opportunities to discover how they learn. There is a temptation for teachers to try to streamline the process and offer students feedback, but students need to discover for themselves what they know and don't know and to make their own connections if these processes are to support reflection.

### **Problem Based Learning :**

Problem-based learning (PBL) is used in a number of disciplines as a way of engaging students in 'real' problems. Unlike conventional teaching, PBL starts with a problem and requires the student to research, select, analyse and apply information and theories to solve it. Students work in groups or teams to solve or manage these situations, but they are not expected to acquire a predetermined series of 'right answers'. Instead they are expected to engage with the complex situation presented to them and decide what information they need to learn and what skills they need to gain in order to manage the situation effectively (Savin-Baden, 2000)  
Characteristics of problem-based learning.

- Using stimulus material to help students discuss an important problem, question or issue
- Presenting the problem as a simulation of professional practice or 'real life' situation
- Encouraging critical thinking and providing limited resources to help students learn from defining and attempting to resolve the given problem

- Students working co-operatively as a group, exploring information in and out of class, with access to a tutor (not necessarily a subject specialist) who knows the problem well and can facilitate the group's learning process
- Students identifying their own learning needs and the appropriate use of available resources
- Reapplying this new knowledge to the original problem and evaluating their processes (Boud and Feletti, 1997: 4)

The advantage of students working upon real or simulated situations is that real problems do not have simple solutions, but require comparison and analysis of resources, strategies and costs. What the PBL approach does is facilitate a dialogue between the student, tutor, and peers (and in some cases external parties), which helps the individual make sense of his or her learning.

PBL offers a genuine experience or context in which reflection can take place. Unlike traditional problem solving where the student is directed towards appropriate resources PBL forces students to think on their feet and draw on previous experience to transfer to new settings. This reflection and process of learning can be articulated in the final report or presentation and, if required, assessed. One of the advantages of using peer assessment or PBL is that they enable law students to work together on a problem.

**Macfarlane(1998) suggests :**

“The notion of capability in a reflective practice model requires students to learn to work effectively with others as well as on their own. Teamwork also tends to enhance self-reflection and awareness of learning process, as individuals are accountable to the group and especially if the group is encouraged to analyse its own successes and weaknesses in accomplishing the set task.”

**Personal Development Planning and Portfolios :**

Personal development planning (PDP) has existed in many guises for over 20 years. It is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development. The educational aim is to provide students with a structure for thinking about and planning their own development. PDP might be seen as a process of

evidencing learning and reflection. Portfolios and records of achievement are the common forms in which the PDP process is presented. The advantage of PDP is that it provides a rounded picture of the capabilities of an individual. Usually consisting of three parts (a checklist of skills or competences achieved, evidence of achievement and a reflective piece on how the skill has been developed) PDP offers more information than a certificate and engages students in a process of thinking about their learning.

**PDP will help student teachers :**

- Become more effective, independent and confident self-directed learners
- Understand how they are learning and relate their learning to a wider context
- Improve their general skills for study and career management
- Articulate their personal goals and evaluate progress towards their achievement
- Encourage a positive attitude to learning throughout life

Portfolios are a useful way of getting students used to writing reflectively, introducing them to the idea of providing evidence for their reflection. PDP offers another way of encouraging students to think about what they know, what they don't know and how they might develop the skills to fill the gaps in their knowledge such that their appreciation of the profession improves.

**Advantages of Reflective Teacher Education :**

Reflective Teacher education-

- Enables teachers to analyze, discuss, evaluate and change their own practice, adopting an analytical approach towards teaching;
- Fosters teachers' appreciation of the social and political contexts in which they work, helping teachers to recognize that teaching is socially and politically situated and that the teacher's task involves an appreciation and analysis of that context;
- Enables teachers to appraise the moral and ethical issues implicit in classroom practices, including the critical examination of their own beliefs about good teaching;
- Encourages teachers to take greater responsibility for their own professional growth and to acquire some degree of professional autonomy;

- Facilitates teachers' development of their own theories of educational practice, understanding and developing a principled basis for their own classroom work;
- Empowers teachers to better influence future directions in education and take a more active role in decision making.

**Reflective Teacher Education helps to develop:**

- Problem solving and critically reflective skills.
- Communication skills.
- A capacity to adapt to changing circumstances.
- An ability to work in teams.
- Networking skills.
- The ability to use and apply communication technologies.
- Awareness of and the ability to address diverse learning needs.
- Awareness of the changing education environment and of their role in equipping young people to operate effectively within this environment.

**Constructivist Teacher Education :**

Constructivism is a philosophical view on how we come to understand or know.

**Definition :**

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

**The three main propositions of this philosophy are as follows :**

1. Understanding is in our interactions with the environment. This is the core concept of Constructivism. What one understands is a function of the content, the context, the activity of the learner, and the goals of the learner. Cognition is not just within the individual but rather it is a part of the entire context, i.e., cognition is distributed.
2. Cognitive conflict is the stimulus for learning and determines the



organization and nature of what is learned. Learner's puzzlement is the stimulus and organizer for learning.

3. Knowledge evolves through social negotiation and through the evaluation of the viability of individual understandings.

**There are several guiding principles of Constructivism :**

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
2. Learning is an active process in which the learner uses sensory input and constructs meaning out of it. The more traditional formulation of this idea involves the terminology of the active learner (Dewey's term) stressing that the learner needs to do something; that learning is not the passive acceptance of knowledge which exists "out there" but that learning involves the learner's engaging with the world.
3. People learn to learn as they learn: learning consists both of constructing meaning and constructing systems of meaning. For example, if we learn the chronology of dates of a series of historical events, we are simultaneously learning the meaning of a chronology. Each meaning we construct makes us better able to give meaning to other sensations which can fit a similar pattern.
4. The crucial action of constructing meaning is mental: it happens in the mind. Physical actions, hands-on experience may be necessary for learning, especially for children, but it is not sufficient; we need to provide activities which engage the mind as well as the hands (Dewey called this reflective activity.)
5. Learning involves language: the language we use influences learning. On the empirical level, researchers have noted that people talk to themselves as they learn. On a more general level, there is a collection of arguments, presented most forcefully by Vygotsky, that language and learning are inextricably intertwined.
6. Learning is a social activity: our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances, including the people before us or next to us at the exhibit. We are more likely

to be successful in our efforts to educate if we recognize this principle rather than try to avoid it. Much of traditional education, as Dewey pointed out, is directed towards isolating the learner from all social interaction, and towards seeing education as a one-on-one relationship between the learner and the objective material to be learned. In contrast, progressive education according to Dewey recognizes the social aspect of learning and uses conversation, interaction with others, and the application of knowledge as an integral aspect of learning.

7. Learning is contextual: we do not learn isolated facts and theories in some abstract ethereal land of the mind separate from the rest of our lives: we learn in relationship to what else we know, what we believe, our prejudices and our fears. On reflection, it becomes clear that this point is actually a corollary of the idea that learning is active and social. We cannot divorce our learning from our lives.
8. One needs knowledge to learn: it is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. The more we know, the more we can learn. Therefore any effort to teach must be connected to the state of the learner and must provide a path into the subject for the learner based on that learner's previous knowledge.
9. It takes time to learn: learning is not instantaneous. For significant learning we need to revisit ideas, ponder them try them out, play with them and use them. If you reflect on anything you have learned, you soon realize that it is the product of repeated exposure and thought. Even, or especially, moments of profound insight, can be traced back to longer periods of preparation.
10. Motivation is a key component in learning. Not only is it the case that motivation helps learning, it is essential for learning. This idea of motivation as described here is broadly conceived to include an understanding of ways in which the knowledge can be used. Unless we know "the reasons why", we may not be very involved in using the knowledge that may be instilled in us.

### **The 5 E Model of Constructivism :**

The 5 E's is an instructional model based on the Constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas. The 5 E's can be used with students of all ages, including adults.

Each of the 5 E's describes a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

**Engage :** This phase of the 5 E's starts the process. Students encounter the material, define their questions, lay the groundwork for their tasks, make connections from new to unknown and identify relevance. An "engage" activity should do the following:

1. Make connections between past and present learning experiences
2. Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned.

**Explore :** This phase of the 5 E's provides students with a common base of experiences. Students directly involved with material, inquiry drives the process, teamwork is used to share and build knowledge base. They identify and develop concepts, processes, and skills. During this phase, students actively explore their environment or manipulate materials.

**Explain :** This phase of the 5 E's helps students explain the discoveries, processes and concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.

**Elaborate :** This phase of the 5 E's extends students' conceptual understanding and allows them to practice skills and behaviors. Through new experiences, the learners develop deeper and broader understanding of major concepts, obtain more information about areas of interest, and refine their skills. They apply learning to other situations sometimes leading to a new inquiry.

**Evaluate :** This phase of the 5 E's encourages learners to assess their understanding and abilities and lets teachers evaluate students' understanding of key concepts and skill development. Rubrics, checklists, teacher interviews, portfolios, problem-based learning outputs, and embedded assessments are made use of. Results are used to evaluate and modify further instructional needs.

**Features of A Constructivist Classroom :**

- **Student autonomy and initiative are accepted and encouraged.**

By respecting students' ideas and encouraging independent thinking, teachers help students attain their own intellectual identity. Students who frame questions and issues and then go about analyzing and answering them take responsibility for their own learning and become problem solvers.

- **The teacher asks open-ended questions and allows wait time for responses.**

Reflective thought takes time and is often built on others' ideas and comments. The ways teachers ask questions and the ways students respond will structure the success of student inquiry.

- **Higher-level thinking is encouraged.**

The constructivist teacher challenges students to reach beyond the simple factual response. He encourages students to connect and summarize concepts by analyzing, predicting, justifying, and defending their ideas.

- **Students are engaged in dialogue with the teacher and with each other.**

Social discourse helps students change or reinforce their ideas. If they have the chance to present what they think and hear others' ideas, students can build a personal knowledge base that they understand. Only when they feel comfortable enough to express their ideas will meaningful classroom dialogue occur.

- **Students are engaged in experiences that challenge hypotheses and encourage discussion.**

When allowed to make predictions, students often generate varying hypotheses about natural phenomena. The constructivist teacher provides ample opportunities for students to test their hypotheses, especially through group discussion of concrete experiences.

- **The class uses raw data, primary sources, manipulatives, physical, and interactive materials.**

The constructivist approach involves students in real-world possibilities, and then helps them generate the abstractions that bind phenomena together.

**In a constructivist classroom, learning is . . .**

- **Constructed**

Students are not blank slates upon which knowledge is etched. They come to learning situations with already formulated knowledge, ideas, and understandings. This previous knowledge is the raw material for the new knowledge they will create.

- **Active**

The student is the person who creates new understanding for him/herself. The teacher coaches, moderates and suggests, but allows the students room to experiment, ask questions, try things that don't work. Learning activities require the students' full participation (like hands-on experiments). An important part of the learning process is that students reflect on, and talk about, their activities. Students also help set their own goals and means of assessment.

- **Reflective**

Students control their own learning process, and they lead the way by reflecting on their experiences. This process makes them experts of their own learning. The teacher helps create situations where the students feel safe questioning and reflecting on their own processes, either privately or in group discussions. The teacher should also create activities that lead the student to reflect on his or her prior knowledge and experiences. Talking about what was learned and how it was learned is really important.

- **Collaborative**

The constructivist classroom relies heavily on collaboration among students. There are many reasons why collaboration contributes to learning. The main reason it is used so much in constructivism is that students learn about learning not only from themselves, but also from their peers. When students review and reflect on their learning processes together, they can pick up strategies and methods from one another.

- **Inquiry based**

The main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and, as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions.

- **Evolving**

Students have ideas that they may later see were invalid, incorrect, or insufficient to explain new experiences. These ideas are temporary steps in the integration of knowledge. For instance, a child may believe that all trees lose their leaves in the fall, until she visits an evergreen forest. Constructivist teaching takes into account students' current conceptions and builds from there.

What happens when a student gets a new piece of information?

The constructivist model says that the student compares the information to the knowledge and understanding he/she already has, and one of three things can occur:

- The new information matches up with his previous knowledge pretty well (it's **consonant** with the previous knowledge), so the student adds it to his/her understanding. It may take some work, but it's just a matter of finding the right fit, as with a puzzle piece.
- The information doesn't match previous knowledge (it's **dissonant**). The student has to change his/her previous understanding to find a fit for the information. This can be harder work.
- The information doesn't match previous knowledge, and it is **ignored**. Rejected bits of information may just not be absorbed by the student. Or they may float around, waiting for the day when the student's understanding has developed and permits a fit.

The difference between a traditional classroom and a constructivist classroom can be summarized as follows;

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

### **Constructivist Frameworks in Teacher Education :**

Constructivist teacher education generally reflects two major traditions--the developmental and social reconstructionist traditions (Canella and Reiff, 1994). Programs influenced by the developmental tradition attempt to teach students how to teach in a constructivist, generally Piagetian, manner. They are typically characterized by substantial direct instruction in theory and practice, often without complementary opportunities for inquiry, discovery, or self-examination. This approach can easily become overly prescriptive.

Programs influenced by social reconstructionist tradition attempt to help teacher education students deconstruct their own prior knowledge and attitudes, comprehend how these understandings evolved, explore the effects they have on actions and behavior, and consider alternate conceptions and premises that may be more serviceable in teaching. Critical analysis and structured reflection on formal course knowledge and everyday practical experience are incorporated.

Richardson (1997) identifies two factors that appear to affect the approach teachers and teacher educators take in forming constructivist settings :

- The extent to which the social is acknowledged as a critical factor in learning and individual cognitive development and
- The specific content, subject matter, or discipline. Some subjects, such as mathematics, are more "bounded" than others by rules, formulae, and procedures. They are more likely to be regarded by teachers as producing problems and tasks to which there are "correct" answers. Individual interpretations and construction of ideas and concepts are less likely to be encouraged by teachers than in subjects such as literature and writing.

### **Challenges :**

- The overarching challenge constructivism presents to teachers and teacher educators is the formidable task of translating a learning theory into a theory of teaching (MacKinnon and Scarff-Seatter, 1997), which in turn raises questions about what teachers need to know and be able to do. For teacher educators, among other tasks, this involves balancing the need to acknowledge the different discipline-specific requirements of teaching with the need to model constructivist methods in teacher education courses and practicums. Richardson (1997) also notes the limits of a perspective on teaching that values students' understandings at the expense of "right" answers. Student knowledge becomes idiosyncratic; 30 different students may arrive at 30 different understandings or interpretations of a concept, all of which are not equally appropriate. Inappropriately applied, constructivist approaches may lead to the "abandonment" style of teaching (MacKinnon and Scarff-Seatter, 1997).
- Several authors cite the importance of teacher educators' modeling constructivist approaches that engage students in interdisciplinary exploration, collaborative activity, and field-



based opportunities for experiential learning, reflection, and self-examination (Kaufman, 1996; Kroll and LaBosky, 1996) if future teachers are to be able to employ these strategies in schools.

- To derive culturally relevant and socially just pedagogy and practice from constructivist epistemologies, Martin (1994) and Vadeboncoeur (1997) urge teacher educators to deconstruct and scrutinize cultural assumptions that underlie various interpretations of constructivism to expose how social beliefs have influenced the development of theory and practices. Without such scrutiny, societal inequities and historical forms of oppression may be perpetuated in supposedly constructivist classrooms, and the very constraints on individual development constructivists seek to remove or ameliorate will be reinforced.
- A final challenge faced by educators is the pitfall of regarding constructivism as the only viable theoretical framework for teaching and learning. It is one way of thinking about how knowledge and understanding are formed, but it is not the only way. Prospective teachers should be exposed to varying perspectives and given opportunities to develop the discretion needed to choose most appropriately and the skills to implement their choices.

#### **Advantages of Constructivism :**

1. Students learn more, and enjoy learning more when they are actively involved, rather than passive listeners.
2. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.
3. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.
4. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

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

**Check your Progress :**

1. Explain the meaning of Reflective Teacher education.

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2. Discuss the need for Reflective Teacher education.

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3. Elaborate the criteria for Reflective Teacher education.

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4. Discuss the approaches to Reflective Teacher education.

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5. What are the advantages of Reflective Teacher education?

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6. Explain the concept of Constructivist Teacher education.

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7. Discuss the guiding principles of Constructivism.

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8. Explain the 5E Model of Constructivism.

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9. Elaborate the features of a Constructivist classroom.

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10. What are the advantages of Constructivist Teacher Education?

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### **8.A.4 LET US SUM UP :**

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Teacher Education faces a major challenge of a divide between theory and practice. The quality of teacher development practices has become a major concern in recent educational discourse. There is a great emphasis on collaborative and reflective approaches for teacher empowerment. This unit has elaborated upon these approaches that would serve to make teacher development practices more meaningful and holistic.

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## **INNOVATIVE PRACTICES IN TEACHER EDUCATION -II**

### **Unit Structure :**

- 8.B.0 Objectives
- 8.B.1 Introduction
- 8.B.2 E-teacher Education
- 8.B.3 Value-based Teacher Education
- 8.B.4 Let us Sum up

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### **8.B.0 OBJECTIVES :**

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After going through this unit you will be able to;

- Explain the role of teacher educators in E-teacher education.
- Discuss the outcome of E-teacher education on student teachers and teacher educators.
- Explain the Value Clarifying approach to value based education.
- Elaborate the use of Contrived experiences in value based education.

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### **8.B.1 INTRODUCTION :**

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Teaching and Learning discourse has been changed. New roles of the teaching process have been derived from the concept of “knowledge society” at all educational levels. In the context of the information and/or knowledge societies and lifelong learning strategy, a new frame of pre-service and in-service teacher education needs to be defined. The current level of the learning technology development provides opportunities for collaborative engagement, access to information, interaction with content and individual empowerment. Rapid changes in communication technologies enable teachers to move from traditional classroom activities to online classrooms, or online activities in the traditional classrooms.

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### **8.B.2 E-TEACHER EDUCATION :**

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#### **Concept and Features of E-teacher Education :**

Educational systems worldwide insist on using information and communication technologies (ICT) to teach students who gain

the knowledge and skills needed for the future knowledge society (Jimoyiannis and Komis, 2007). E-teacher education would develop in pre-service a positive attitude towards e-learning and using computers in their future classrooms.

E-teacher education is the instructional system of processes and activities designed according to the ICT development, characteristics and models of e-learning, principles of formal communication, principles of e-education, principles of competence-based education system, etc.

E-teaching adopts the constructivist principles in the designing of learning experiences. The concept of co-operative teaching is the fundamental construct to develop e-teaching scenarios.

There are different forms of e-learning courses (Milosevic et al, 2009). They are as follows;

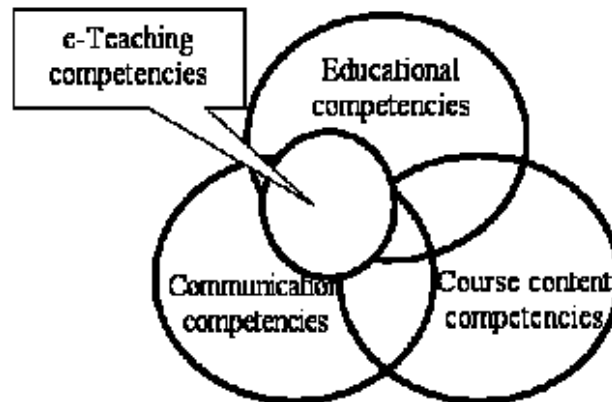
- E-learning activities in online professional learning community: graduated students – active teachers participate in a series of learning activities, exchanging ideas with other students and teachers; this form uses web based technologies, asynchronous discussions, participation in school based activities (implementation lessons, assessment procedures, etc.)
- E-learning programmes use broadcast formats, lectures reviewing, class demonstrations, reviewing other online materials; this form uses multiple sites, interaction via video conferencing, online text messaging; video conference-based teaching approach is important part of the (presented) curriculum;
- Individualized self paced instructional procedures: series of online learning activities which are delivered between e-teacher and teacher participants who are the e-learners in the curriculum: it includes some forms of the self –study without interaction, some interactions with instructor though online discussion, email, Skype;
- Hybrid teaching models: this form uses integrative onsite meetings, classroom visits, face-to-face workshops, coaching and mentoring programmes, small study groups;
- E-learning based on the extend communication in distance situation and without immediate connection.

## E-Tutors :

Teachers play a vital role in realizing the educational goals of a dynamic society. The quality of teachers is of prime importance for the success of educational endeavours. Teachers' competence includes the following three fundamental professional competencies (Bjekic and Zlatic, 2006) :

- Educational competencies- system of knowledge, skills, abilities and motivation dispositions to realize educational professional roles;
- Programme competencies or course content competencies- system of knowledge and skills from the course content and developed activities to teach the students about the knowledge and skills;
- Communication competencies- system of the knowledge, skills, abilities and motivational dispositions to realize the goals of communication and teaching social interaction.

To gain the expected educational outcomes a teacher can use information and communication technology. E-teaching competencies would serve to enhance the professional competencies of teachers.



### Structure of teachers' competence (Bjekic et al, 2008)

E-teaching competence is the synthesis of the didactical, technological, personal and organizational components that are necessary for effective e-learning and e-teaching modeling and realization.

There are three dimensions of the teachers' ICT competencies (Awouters et al, 2008):



1. The teacher knows what learning activities using ICT can be used in teaching (ICT Awareness).
2. The teacher has the necessary skills for using hardware and software (ICT readiness) and
3. The teacher knows the pedagogical-didactical elements of ICT (ICT drill and practice).

Teachers can be in a position of the creator of e-teaching process or the user of the e-teaching/e-learning modules. Teachers need to rethink their underlying assumptions about teaching, about the learning process and, most fundamentally, about their role as educators. Teacher activities in the e-teaching scenarios can be broken into two major tasks: providing the content for the students and supporting communication between students and tutors. E-teacher educators must therefore be able to organize different types of e-learning and e-teaching scenarios.

Some models of learning scenarios and e-teaching scenarios are as follows:

- Web-based e-learning scenarios;
- Classroom based e-learning scenarios;
- Online classroom e-learning scenarios;
- Scenarios of net based course;
- Scenarios of e-learning with streaming media technology;
- Scenarios of e-learning in the hypermedia classroom;
- Scenarios of e-learning based on the combination of the traditional classroom learning and e-learning.

E-tutors have many professional roles in the e-learning process. Brigitte Denis et al. (2004) described some central and some peripheral roles of e-tutors in e-learning. They are as follows;

<b>Sr. No.</b>	<b>Central Roles</b>	<b>Activities and Behaviours of e-tutor The E-tutor...</b>
1.	Content facilitator	Intervenes sometimes as subject expert, sometimes as interpreter and guide through the concepts of study.
2.	Metacognition facilitator	Supports reflection on learning activities and outcomes, study skills development.

3.	Process facilitator	Supports learners' learning strategies, time management.
4.	Advisor (counselor)	Provides pastoral support, doorway to institutional/local support systems.
5.	Assessor (formative and summative)	Gives feedback on task achievement and performance, assignment development, sometimes he/she is also examiner.
6.	Technologist	Guide, first-post support with technologies and tools for learning.
7.	Resource provider	Identifies and locates, develops and produces resources to provide learning support.
<b>Sr. No.</b>	<b>Peripheral Roles</b>	<b>Activities and Behaviours of e-tutor The E-tutor...</b>
1.	Manager and Administrator	Supports the management of the course keeping records and checking the enrolments.
2.	Designer	Can sometimes intervene to help to design the course or course module, the 'lesson' itself- the pedagogies, the tasks to be done.
3.	Co-learner	Genuinely 'friend to the end' of the course, walking with the learner-participants and learning alongside them.
4.	Researcher	Can be a reflective practitioner and action researcher who acts on the basis of his/her e-tutor experience.

Gilly Salmon (2007) emphasizes the importance of e-moderation in different teaching situations supported by ICT. Thus, e-moderator is one of the teachers' roles in e-teacher education. The curriculum for e-teacher education should focus on the different e-roles for teachers and e-teachers, namely e-creator, e-designer, e-facilitator, e-tutor, e-moderator, etc. E-teaching requires a wide spectrum of e-roles. It is necessary for teachers in e-education environment to acquire sufficient knowledge about e-teaching and e-learning.

### **The Outcomes of E-Teacher Education :**

The competencies that are developed through E-teacher education are as follows;

### **1. General Competencies;**

- System of knowledge, abilities and skills of the vocational and scientific critical approach to investigation and problem resolving; writing skills and skills of the presentation of the vocational and scientific papers; research autonomy and self-reliance;
- Team competencies and effective communication skills in the work and research processes;
- Qualified persons for continual education and development of interdisciplinary approach;
- Professional activities in keeping with professional and scientific ethics.

### **2. Subject specific Competencies:**

- Complex theoretical knowledge system of the education processes and technological systems;
- Qualification for selection, applying investigation, evaluation, innovation and development of the current methods as well as types of learning and teaching.
- The skills of the planning and managing of learning and teaching process, modeling of the learning situation;
- Specialized knowledge and skills of the special domains of the e-education, design, creation, implementation, delivering, evaluation and management of the e-courses;
- Qualification to use complex theory and interpretation, to demonstrate practical knowledge and apply it in the online, synchronous and asynchronous mode.

The student teachers and teacher educators would be able to :

- Functionally explain the processes and dimensions of e-education, e-teaching and e-learning;
- Research the basic principles of the learning base on the multimedia, analyze interaction as well as synchronous and asynchronous e-learning/e-teaching communication;
- Select and apply the adequate technologies and tools in the effective creation of different e-learning solutions;
- Understand the functioning of the hardware, software and

communication e-learning infrastructure;

- Create configuration and apply different multimedia devices, software tools, video conferencing solutions in the process of e-learning development and realization;
- Design, develop and realize e-learning procedures based on the specific educational needs of individuals, groups and systems;
- Develop assessment plan, e-assessment techniques, collect data of the achievement, and interpret student performance in the frame of the formal, informal and social learning;
- Analyze and improve roles of e-educator, e-manager, e-administrator, manage one's own learning and make plans for professional development;
- Resolve e-educational problems and innovate e-learning and e-teaching process.

According to Kleiman (2004), “e-learning can contribute to addressing each challenge by enhancing the preparation of new teachers, providing high quality and readily accessible professional development opportunities for active teachers, and making the teaching profession more attractive (e.g., by providing online resources for teachers and new connections to colleagues and mentors) to help address the teacher recruitment and retention problem.”

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### **8.B.3 VALUE-BASED TEACHER EDUCATION :**

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#### **Introduction :**

Values are integral to the process of education. They are not add-ons. All education is, in sense, value education. 'Value-less' or 'value neutral' education is a contradiction in terms, given the meaning of 'value' and 'education'. Education is a process of bringing about ‘desirable’ changes in the way one thinks feels and acts in accordance with one's concept of the good life. In this sense, education necessarily involves the transmission of values. Our aims of education— development of personality, pursuit of knowledge, preservation of culture, training of character—are no more than statements of our value preferences. Towards realising them we design a curriculum, a planned collection of ‘desirable’ knowledge, skills, attitudes and values that we wish to pass on to the younger generation. And this we do in ways that do not violate the freedom and autonomy of the learner. In other words, education, in its aims,

curriculum and methods, is inseparably linked with values. The demand for value orientation of education (and teachers' education), therefore, needs to be considered *visa-vis* internal reform of the objectives, content and processes of school education and teachers' education.

### **What does it mean to 'Value Educate'?**

Value education is a process of education. This means that it is a process of inducing learning. Learning is not a passive process of absorption. It involves thinking, reflecting, questioning, feeling, doing, caring, experiencing. Value education, accordingly, is not a process of authoritarian indoctrination of dogmas, exhortation or propaganda. Nor is it the direct inculcation of a body of pre-determined 'right' values in the learners through didactic approaches. The goal is not to promote passive conformity and blind obedience to whatever values are passed on, but to encourage critical and reflective thinking, rational choice and responsible behaviour, respecting the autonomy of the learner. When we are 'value educating', we are putting the learners in situations that enable them to think, to reason, to question, to reflect, to care, to feel concern, to act. The purpose is to trigger discussions and reflections, and to generate creative responses to value situations.

Value education is also education in the sense that it is education for 'becoming'. It is concerned with the development of the total personality of the individual—intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalising and realising them in thought and action. As such the process calls into play all human faculties—knowing, feeling and doing. Not only should the learner be enabled to know the right and the good, but also to care, to feel the appropriate emotions, concern and commitment and exercise the will to do the right thing. In other words, to 'value educate' is to develop rational critical thinking, to educate the emotions, to cultivate the imagination, to strengthen will and to train character of the learner.

Value Education, as it is generally used, refers to a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behaviour, civic rights and duties to aesthetic and even religious training.

To some, value education is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. In opposition to such a conception, it is pointed out that value education has an essentially cognitive component in it and that this should not be ignored. Actually the ability to make moral judgement based on sound reasoning is a very important aim of value education and has to be deliberately cultivated.

Moral development of a child, according to some, results automatically from the social life of the school. The child as a member of the group imbibes the attitudes, values and general behaviour of the group and continually tries to mould himself according to the group norm. Such adjustment to life constitutes his moral development. Value Education is a process of aiding the student in such adjustment. Such a view is contested on the ground that although children learn the rules of group living from the social life of the school, such learning does not constitute value education. For morality, it is pointed out, is not concerned so much with 'what is' as with 'what ought to be' and 'what ought to be done'.

Value Education, according to one more view, is essentially a matter of educating the feelings and emotions. It is the 'training of the heart' and consists in developing the right feelings and emotions. It does not involve any cognitive abilities that can be trained. Like poetry, it is 'caught' rather than taught. It is essentially a matter of creating the right atmosphere, imitation and learning by example communion with nature or modelling one self after an ideal. Such a view is countered by saying that mere imitation of a 'good' person and modelling oneself after an ideal does not confer any morality on an individual. Morality is not a thing that simply 'radiates' from one person to another. Moral development includes both thinking morally and behaving morally. Moral thinking is a distinct type of thinking characterized by the exercise of rational choice. A moral person is not only a person who does the 'right' thing but also one who does the 'right' thing for the 'right' reason.

### **What shall the teacher be trained in and for what?**

This question has to be considered in the light of the purpose of value education already discussed. The purpose is to kindle the moral and aesthetic sensibilities of learners, to raise their level of value consciousness, to stimulate them to think freely and critically, to develop the ability to judge actions and events rationally, and to choose and act courageously and with conviction for the sake of the larger social good. Accordingly, the teacher has to be trained to

function as an agent who stimulates, provokes, informs and sensitises the learners with reference to value situations in life. Through involving the learners actively in discussion, dialogue and practical activities, the teacher should make them think and reflect on human actions and events. The teacher should also expose students to works of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities. The institutional processes in the training institution should help teachers acquire these capabilities by providing concrete situations and opportunities and actively involve them in appropriate learning experiences.

The general tone and ethos of the school act as a powerful source of value education. Children acquire sensitivity to values and ideals by living in and coming into contact with the school atmosphere. Such an atmosphere is not created overnight nor by teachers or pupils alone. It needs the sustained, collective efforts of all concerned with education—teachers, parents, community leaders and students. Teachers have a major role in making the school what it ought to be. They should help in creating an atmosphere of love, trust, cooperation and security in the school conducive to the development of high ideals and values. The teachers' training experience in its totality should lead to the motivation of teachers towards the attainment of these ideals.

Value education is not a sphere of activity that is distinct from the teacher's other professional activities—teaching, guiding pupils and interacting with them, organising co-curricular activities and the like. The very nature of teaching imposes certain obligations and commitments on a teacher. Essentially, teaching is an act to bring about learning. The primary obligations of a teacher are to the learner and knowledge. These obligations of a teacher are nonnegotiable. They imply that the teacher has to understand the learner as a person as well as a learner. Regarding the former, the teacher has to love the students and be genuinely interested in their growth and development. To get them to learn, teachers have to understand the way children learn, and equip themselves with all necessary pedagogical skills to promote learning in them. They should possess the right qualities of mind and heart necessary for the pursuit of knowledge—love of knowledge, curiosity and desire to know, sincere desire to keep on learning and update knowledge, humility and honesty to admit ignorance. They should have a sound social philosophy, characterised by social sensitivity, concern for social justice and human rights. It is essential that they carry out their professional obligations in accordance with the highest

standards and ethics of the teaching profession. Teachers' education should provide sample experiences for the trainees to understand the professional code and its rationale, and ensure its honest observance by teachers and teacher educators in the training institution.

### **Approaches to Value Based Teacher Education :**

Currently various kinds of programmes, both pre-service and in-service, are being conducted for the orientation and training of teachers in value education. Under one scheme, identified 'lead institutions' conduct 3-4 weeks long residential courses for teachers. Shorter duration programmes for teacher educators are also organised. Some observations on the format and content of these programmes are given below:

These programmes carry nomenclatures like 'value-oriented teachers' education', 'value education for teachers' and so on. Their focus is on personal development of the subjects through mind-improvement techniques, prayer, yoga, meditation and relief from stress, although different value themes like scientific attitude and environment also find a place. Messages are delivered through lectures, discourses, benedictions and exhortations. The residential atmosphere adds to the tone of the programme whose main objective is to inspire the subject to live a life of peace, moral purity and spiritual development. Although such programmes contribute in their own way to the development of the trainees, from the point of the philosophy of value education enunciated in this paper, they fail to address the essential elements of value education training. First, the typical programme (as can be made out from its contents) addresses teachers and teacher educators as individuals and not as professionals having specified roles to carry out. It sidelines the 'value educating' functions of the teachers and teacher educators and treats them as individuals seeking spiritual perfection. It is true that the two aspects are related, but a teacher education programme in value education should be primarily concerned with the roles and functions of teacher educators as 'value educators'. It is expected to aim at the development in the trainees' understandings, skills and attitudes as would equip them to discharge their functions as value educators.

Secondly, it misses the nub of value education, that it is a learning experience that induces one to think, reflect, feel, question, criticise, care, judge and act, and not a prescription for personal peace, tranquillity and happiness, a kind of an intellectual sedative. If we expect teachers to function as providers of such learning



experiences to children in schools, it behoves on trainers of teachers (and teacher educators) to provide similar experiences to their trainees. Attempting to 'train' teachers and teacher educators through discourses and exhortations will not go far in making them effective teachers of value.

Teachers and teacher educators are to be prepared as value educators with reference to the concrete realities in which they have to function. These may be: the state of school education and teachers' education; the curriculum and the manner in which it is transacted; the goals and values that the schools pursue and their compatibility with educational aims; the role expectations from teachers and teacher educators; the actualities, the atmosphere of the school and the training institution; and the processes of management, administration and a host of other factors that go to make the school and the training institution what they are. It is important to note here that all the committees and commissions have referred to value education in the concrete context of national goals on the basis of analysis of the educational and social situations. The point is that a programme of teachers' training in value education should be rooted in the realities of school and teachers' education, with greater emphasis on values like justice, equality, compassion, cooperation and human rights.

The methods and strategies of value education are many and varied the selection of, which depends much upon the values chosen, sources of development of these values and many other limiting factors. The entire curriculum functions as important sources of value education. The democratic practice and activities sponsored through a student self government contributes effectively for value learning. Values education, therefore, is effected through direct, indirect, incidental methods. Values get transmitted via both the implicit or hidden and planned curriculum.

The point emphasized is that the entire process of value education is a highly comprehensive and complex one that involves a wide range and variety of learning experiences. All forms of learning cannot be provided through single source or teacher should draw from a variety of learning resources either independently or in combination. With this analysis and understanding background, the following methods and techniques may be suggested.

1. Classroom learning activities methods/approach
2. Practical activities method
3. Socialized techniques and activities

#### 4. Incidental learning method

##### 1. Classroom Learning Activities Method :

A very basic purpose of value education is to develop the moral autonomy of the learner and also sensitivities of value content of school and classroom activities. The methods and activities should be free from attempt to indoctrinate the learner. Capacity for value judgment and internalization are to be achieved by exposing students to a variety of experiences and activities. This may include reading, listening, discussions, narration, direct presentation of ideas by the teacher and other strategies. These strategies should be used with any of the following sources of value education (a) Biographies (b) Stories (c) Extracts form essays, articles, classics and news paper (d) Parables, proverbs, quotations and poems (e) value/moral dilemmas (f) classroom incidents/anecdotes/ conflicts. These sources can be used in many different ways to involve the learner in thinking and reasoning about values. The classroom teachers can prepare action plans/lesson plans using these sources, a few illustrations of which are discussed here.

- (a) Biographies:** A biography is a written document on the life history of an eminent personality. Biographies of scientist, social reformers and spiritual leaders acquaint one personality. Biographies of scientist, social reformers and spiritual leaders acquaint one with their life, thoughts, and actions and various forces which moulded their lives as depicted by biographer. For being used as material for value education it should be condensed in such a way as to highlight the virtues and their development in the life of the eminent personality. The entire biography may be retold after rearranging the content bringing together all the related events depicting each one of the values hidden in it.
- (b) Stories:** Stories of various kinds are attractive to students of varied age groups. Stories may be presented by the teacher or presented by students themselves, followed by discussions and on questioning and analysis. The teacher should use his direction in selecting the story appropriate to the developmental level of the learner. Simple and short stories such as fairy tales and fables are better suited to elementary level children. Stories could be used to develop value awareness of different kinds. Fables and fairy tales could be used to develop values of kindness, love for living beings, environmental awareness and courage. (The step involved in story telling with illustrations are given in appendix II)

**(c) Extracts from Essays, Articles, Classics and Newspapers:**

Non-fictional writings dealing with value themes, such as essays, articles and news paper reports may be used for value education purpose. These may be scholarly writings on issues of social and national concern appearing in books and journals. Students may be asked to collect articles and writings form various sources, encouraged to write articles on a chosen value theme. Teachers can frame questions that provoke in the learner to think and reflect on many issues of the values covered. (Illustrations form famous works are given appendix III).

**(d) Value / Moral Dilemmas for Discussions:** Value or moral dilemmas may be used as important instructional strategies in value education. They present very effective situations for learners to think, to reason and to make moral judgment and arrive at a decision after considering all issues involved in the moral dilemma. The dilemmas constructed may be on issues like environmental conservation, scientific temper, social justice and equality. A teacher can prepare a lesson or initiate discussion on a dilemma indicating all the essential steps involved. In view of the great potential of dilemmas in developing the capacity for moral judgment moral dilemmas are used as research tools in the study of moral development and judgment in children. The teacher can initiate discussion on the dilemma chosen by giving the pros and cons of the issues involved. The student may be asked to react to each issue with reason. There may be a student leader to monitor/record the proceedings of the discussion (The moral dilemmas and illustrations are given in appendix IV).

**2. Practical Activities Method / Approach :**

Value education merely by cognitive precept is not enough even though it is essential. Children should engage themselves in life related practical activities which will promote the application of principles and values in daily life. The essence of practical approach is that they provide the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood. Under the rubric of practical activities a wide range of activities may be organized. Practically, all subjects of school curriculum lead to project or practical work and this may be designed as to make it relevant to value education. A sound program of value education may include a combination of a few or all activities mentioned below-

- a. Social and ethical values, examples from day-to-day situations, extracts from sayings of great men, incidents and problems

which develop value judgement among pupils, dramas, dialogues, simple poems(Kavya Vachana) and scriptures from world religions could form the major part of the content along with the biographies of great men.

- b. Personal, neighbourly and community values should be taught in the classroom and thoroughly discussed with the students.
- c. A variety of learning resources can be used for value education ranging from biographies, scriptures, proverbs, hymns and sayings of great men to current social and political events, stories from religion and mythology, moral dilemmas and schools events.
- d. Yoga and other activities that develop self-discipline among students could be included.
- e. Group activities like cleaning the campus, visiting slums, visits to hospitals, visits to places of worship of different faiths should form part of content in value education. Discourses on the lives of spiritual leaders can bring out values like self-sacrifice, collective happiness, love for truth and ultimate values of life for which the great leaders lived.
- f. Personality Development Retreats' could be held to enable the students to develop self-control, punctuality, sharing and caring respect for other faiths, cooperation and the value of silence(inner peace).
- g. Prayer, meditation and `Shramadan' could form part of the content of value education. They can help the students cultivate inner poise and an attitudinal shift, and develop the quality of `dignity of labour'.
- h. Observing `Jayanthis' ie., birthdays of great national and spiritual leaders and organizing youth organizations for character development can go a long way in the inculcation of values in students.

Organizing value related practical activities poses some practical problems to the school. Great care should be taken in planning and organizing practical activities mentioned above.

### **3. Contrived Incidents/ Socialized Techniques approaches**

A variety of group oriented techniques may be used in value education. The learner in socialized techniques is involved in activities and experiences which best represent functions and

problems of agents of socialization. The experience the learner gets here is not the same type of experience deriving from direct encounters with reality, nor is it completely indirect and abstract as in the case of cognitive area. They are the simplified versions of real social experiences and one necessary and useful when the reality is too abstract and obscured. These include social role playing enacting and modeling.

The effectiveness of the social experiences planned to promote healthy development among children could be increased with the better understanding of social role playing. Children in various social situations assume some roles. One can understand the interrelationship between the expectations of other and the identification of the self in the social role playing the learner should be guided properly to understand the role behavior and enactment. Role playing activities should be organized based on the life experiences and age level of students. Expected role of an ideal student, teacher, parent, patriot should encourage student to take role taking activities voluntarily. Negative precepts are to be discouraged in role playing.

In simulation activities the learner pretends to be in real situation and portrays events and characteristics in the situation. Modeling is a strategy in which qualities of an individual who is considered to possess desirable or ideal values worth emulating are presented to the learners as a model a broad indication of the kinds of activities possible under the heads of socialized strategies for value education purpose are listed below-

- a. Dramatization activities like staging play, dramas, both of traditional folk and modern on value themes.
- b. Enacting opportunities to take up and practice the role of different kinds, taking the role form epics/scriptures.
- c. Modeling exercise, the ideal persons and groups on themes such as
  - 1) Gender inequality
  - 2) Problems pertaining to women's role and education
  - 3) Caring animals and human beings
  - 4) Problems related to environmental protection
  - 5) Consequences of air water pollution

(Constructing the image through discussions, questioning and developing awareness about the specific problems in the above mentioned areas).

**Phases to be followed in the use of Contrived Incidents:**

- Orientation; In this phase, the participants are given a detailed description of the strategy, and its purpose. This is done to create a readiness for the class..
- Participant briefing; In this phase, the participants are briefed about the performance expected of them.
- Participant performance; In this phase, the participants perform and act as required by the incident.
- Participant debriefing; Here the teacher educator asks questions to relate the incident to real life situations, thus leading to learning.

**4. Incidental Learning Method :**

An incident is an episode or experience in the life of an individual or group. The incidental approach has a very good point in its favor in that it can be used both inside as well as outside the classroom for value education purposes. It consists in identifying the wrong or right actions of an individual or group, either pre-planned to occur or observed by accident, and reprimanding or rewarding those concerned. This approach is psychologically effective since it is like striking the iron while it is hot. Episodes or incidents centered around experience of everyday occurrence in the life of children can help children identify themselves with them and understand their own thought powers and feelings. Incidents are to be recorded properly and discussed to promote better insight into human problems.

Several attempts have been made to evolve methodologies suitable to the development of values in children and youth.

**Douglas Supreka (1976) outlines eight different approaches to value Education, which may be briefly stated as under :**

- 1. Evocation Approach:** The students are encouraged to make spontaneously free, non-rational choices, without thought or hesitation. It provides an environment which allows maximum freedom for students, and provide a provocative situation for which spontaneous reactions are elicited eg. The reaction to a picture of starving children.

2. **Inculcation Approach:** Students are forced to act according to specific desired values. A positive and negative reinforcement by the teacher helps value inculcation. This can be done by a teacher's natural actions and responses. This time honored method has been notably unsuccessful.
3. **Awareness Approach:** This approach helps students to become aware and identify their own values. The students are encouraged to share their experiences. The teacher presents value laden situations or dilemmas through readings, films, role playing, small group discussions and simulation. Students thus engage themselves in the process of making inferences about values from the thoughts, feelings, beliefs or behavior of themselves and others.
4. **Moral Reasoning Approach:** Kohlberg's theory of six stages of moral development is the framework most frequently used in this approach. The teachers setup learning experiences which will facilitate moral development. These experiences fall under the general category of what Kohlberg calls role taking. The critical factor in role taking is empathy. Through placing themselves in a role and experiencing the process of deciding, students can begin to see moral decisions in a larger framework than their single point of view. It consists of the students discussing a dilemma and by reasoning they attain a higher level of knowledge. In this way by discussion and reflection students are encouraged to express a value position rather than compromise on a consensus.
5. **Analysis Approach:** the group or individuals are encouraged to study social value problems. They are asked to clarify value questions, and identify values in conflict. They are encouraged to determine the truth and evidence of purported facts, and arrive at value decision, applying analogous cases, inferring and testing value principles underlying the decision.
6. **Value Clarification Approach:** It helps students to use both rational thinking and emotional awareness to examine personal behavior patterns and classify and actualize values. This approach has been detailed by Raths et al (1966) and Simon et al (1972) where the child is made to jot down a self - analysis reaction work sheet, consisting of drawings, questions and activities.

#### **The Value Clarification Approach :**

Of the various approaches to value education, the most commonly discussed and most influential approach is the values clarification approach espoused by Rath, Harmin and Simon in their book, *Values and Teaching*. Rath et al. hold that a wide range of conflicting values present themselves to each person. In view of this medley of conflicting values, individuals seem to be confused in values. Those children who experience value confusion "...are often identifiable by idiosyncratic behaviour patterns – inconsistency, drift, over-conformity, over-dissension, and chronic posing; and frequently, underachievement" (Rath, 1966).

Rath, the originator of values clarification, encouraged students to think for themselves about their value confusion in an effort to enable them to be more self-directing in life's confusions. Merrill Harmin (co-author with Rath) notes that Rath's view was built on Dewey's suggestions that reflection on life experiences would serve integration of sense, need, impulse and action (1979). This reflection, then, would lead to clarity in values. The following statement of Harmin(1979) provides a summary of the aims of value clarification, "Values Clarification is merely meant to do what it is meant to do, which is to assist people to think through life's confusions so they might be less confused and so they might learn skills of self-direction that will serve them in the future."

In approaching value education this way, Rath and his colleagues are concerned not with the content of people's values, but with a process approach to values – i.e., they are concerned with the process of valuing rather than the nature of values themselves. This approach advocates that there are no absolute values.

The process of Value Clarification may be defined in terms of specific patterns of language which students use and from which the teacher may reasonably infer that valuing is occurring. This approach is based on the principles of values relativity (that we should not judge the worthiness of each other's values), and that we should strive to classify those values that are personally meaningful, that is, the values that make us more purposeful, productive and socially aware, and better critical thinkers.

According to values clarification, values are based on three processes (Rath et al): 1) Choosing; 2) Prizing; and 3) Acting. Accordingly, value is defined as that which results when and only when all seven of the criteria given below are satisfied:

**Choosing :**



- 1) Freely
- 2) From alternatives
- 3) After thoughtful consideration of the consequence of each alternative

**Prizing :**

- 4) Cherishing, being happy with the choice
- 5) Willing to affirm the choice publicly

**Acting :**

- 6) Doing something with the choice
- 7) Repeatedly; in some pattern of life

These processes collectively define valuing. Unless something satisfies all seven of the criteria, then it is not regarded as a value. The basic strategy involved in values clarification is called the **clarifying response**. The clarifying response is (Raths et al, 1966): "... a way of responding to a student that results in his considering what he has chosen, what he prizes, and or what he is doing. It stimulates him to clarify his thinking and behaviour and thus to clarify his values; it encourages him to think about them."

The utilization of **values clarification as a therapeutic process** should include guiding the client through three phases. The three phases are as follows:

**1. The Discovery/Awareness Phase:**

The client is encouraged to identify certain primary values that may be acceptable to him/her. The value is determined to be primary if the client believes that it definitely represents what is good or worthy of cherishing. During this phase, the client begins to accept particular values through a cognitive growth process. The client must cognitively grow to comprehend the value in action. After the conceptualization of the value is good, then it can be emotionally embraced.

**2. Claiming/Reclaiming Values Phase:**

At this point in the process the values being considered move more into the emotional realm and are more than mental constructs. The values become more than an intellectual rule, model, spiritual principle, moral principle, or desirable guide for self, significant

others, family, community, society and the world. The values being examined becomes the focus of an internal struggle to integrate something new or something that is missing, into the personality system. As the individual claims or reclaims a particular value, she/he must be encouraged to examine past experiences. The process includes (1) how others treated the individual, (2) how the individual treated others, (3) what was the meaning of the social interaction, (4) how does the value relate to goals, pleasures and opportunities.

### **3. Acceptance:**

The particular values that are examined will be referred to by the client as now central to the client's world view and lifestyle. The client will be able to refer to tangible expressions of the value through daily interaction. The particular values that have been accepted will be expressed as having a clear prominent position in the individual's hierarchy of ideals and ideas.

**Typical Value Clarifying strategies** are as follows;

- Y-chart: Students develop a list of actions that demonstrate a value by listing them respectively in the three segments formed by the Y, namely, what the value looks like, sounds like and feels like.
- SWOT Analysis: Students identify the Strengths, Weaknesses, Opportunities and Threats relating to a particular issue.
- Ranking: Students are given a list of statements related to a particular issue and they are asked to rank them in accordance to the statements that they value the most.
- PMI: Students are required to list the positive (Plus), negative (Minus) and interesting (Interest) aspects of a nominated issue, thereby articulating their own values.
- Consequences chart: Students record the likely consequences of decisions and actions based on the values that individuals or groups hold. The chart assumes the appearance of a branching graphic organizer.

The Report on the UNESCO APIED on Education for Affective Development has identified the following approaches that can be used for teaching values in character building activities.

1. Telling : A process for developing values that enables a pupil to have a clear picture of a value-laden situation by means of his own narration of the situation.

2. Inculcating : An approach geared towards instilling and internalizing norms into person's own value systems.
3. Persuading : the process of convincing the learner to accept certain values and behave in accordance with what is acceptable.
4. Modeling : A strategy in which a certain individual perceived as epitomizing desirable/ideal values is presented to the learners as a model.
5. Role playing : Acting out the true feelings of the actor(s) by taking the role of another person but without the risk of reprisals.
6. Simulating : A strategy in which the learners are asked to pretend to be in a certain situation called for by the lesson and then to portray the events and also by imitating the character's personality.
7. Problem solving : An approach wherein a dilemma is presented to the learners asking them what decisions they are going to take.
8. Discussing situations, stories, pictures, etc : This technique asks the learners to deliberate on and explain the details in the lesson.
9. Studying biographies of great men : This is an approach that makes use of the lives of great men as the subject matter for trying to elicit their good needs and thoughts worthy for emulation.
10. Moralizing : The process of working out a sense of morality through active structuring and restructuring of one's social experiences (e.g. moral reasoning and analysis)
11. Values clarification : Values clarification as a strategy for values development may be considered as learner-centered. It relies heavily on the pupils' ability to process his beliefs, behave according to his beliefs and to make a decision whenever confronted with a value dilemma.

**Check your Progress :**

1. What is E-teacher education?

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2. Explain the strategies for E-teacher education

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3. What are the outcomes of E-teacher education?

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4. Explain the Value Clarifying approach to value based teaching.

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5. How would a teacher use contrived experiences for value based education?

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**8.B.4 LET US SUM UP :**

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Teacher preparation courses need to consider the changes in society in order to produce quality teachers. This unit focused on E-teacher education and Value based teacher education as innovations in teacher preparation. It highlighted the various strategies and approaches therein and their outcomes. The two innovations would serve to make teacher education in keeping with the needs of the present society.

The challenge for teacher educators is to assist both pre and in-service teachers by providing a deeper understanding of how to implement values education. Because the approaches have different methodologies they defy a uniform teaching model. Teachers also need to know how seemingly disparate approaches can be integrated into lessons, and how they can be incorporated into evolving models of constructivist learning and teaching.

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# 9

## **RESEARCH IN TEACHER EDUCATION**

**Unit Structure :**

- 9.0 Objectives
- 9.1 Introduction
- 9.2 Nature & Purpose of Research in Teacher Education
- 9.3 Scope of Research in Teacher Education
- 9.4 Areas of Research in Teacher Education
  - 9.4.1 Problems of Research in teacher education
- 9.5 Trends in Research in Teacher Education

9.6 Importance of Networking and Collaboration in Teacher Education

9.7 Implications of Research for Teacher Education

9.8 Let Us Sum Up

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## **9.0 OBJECTIVES :**

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After reading this unit, you will:

- Become aware of Purpose of Research in Teacher Education.
- Become aware of Scope of Research in Teacher Education.
- Become aware of Problems of Research in Teacher Education.
- Become aware of Trends in Research in Teacher Education.
- Become aware of Importance of Networking in Teacher Education.

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## **9.1 INTRODUCTION :**

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Educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. Same is true for Teacher Education. The contributions of research to educational knowledge are easy to demonstrate through reviews of related literature. However, it is difficult to determine whether the accumulation of research findings has made an impact on the practice of education. Even when research knowledge attracts the attention of policy makers in education, they generally consider it just one source of information to use it in shaping a particular policy, or use it to justify a unpopular decision, or cut funds, or may dismiss the research findings which are contradictory to their beliefs.

In spite of this research in education in general and teacher education in particular continues to grow and make its contributions to the body of knowledge.

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## **9.2 NATURE & PURPOSE OF RESEARCH IN TEACHER EDUCATION :**

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Essentially there are two broad purposes of research in Teacher Education.

- (1) To understand the educational phenomenon and

(2) To transform it.

Understanding the Educational Phenomenon implies that it should fit into a theoretical framework. This helps to conceptualize, explain, control and predict the dynamics of a given phenomena. For example, to explain the phenomena of teaching means arriving at a conceptual framework of relationships with regard to teaching, explaining the nature and extent of relationships among the variables and controlling the effect of certain variables related to teaching on certain other variables. Prediction would then give a comprehensive understanding of the phenomena. Conceptualizing means arriving at interrelated set of variables. Conceptualizing may not involve verification since many paradigms are hypothetical in nature. A well-articulated framework applicable to many contexts based on systematic perspective is the presage-process-product paradigm of teacher education. Prestage variables would include the personality variables, process variables would imply curriculum transaction i.e. mode of teaching students and product variable would be a performance of students on a test. Explaining relationships among variables in teacher education is important. There is a relationship among variables is one thing but explaining why they have a relationship is another. Thus it is essential to know the forces that influence the relationships and at the same time understand the underlying unobservable processes acting on theses relationships. Controlling variables in a network of relationships among variables operating in teacher education is essential. It is highly difficult to study the dynamics of a variable in isolation. For example Performance of a teacher trainee in practice teaching may depend on several factors such as mental make-up, personality, language fluency, communication skills, training received, experience, motivation, the grade level of students taught, subject matter and classroom conditions. The researcher wishes to study how the new method of training the teacher affects the performance of teacher trainees in practice teaching he/she probably has to control many of the variables listed above. Other wise the researcher will not be able to reach a precise conclusion about the effectiveness of the training. Thus the influence of the intervening variables has to be controlled if nor experimentally then at least statistically. Prediction i.e. the researcher should be able to foresee the nature of changes that would occur in dependent variables based on his/her knowledge of the relationships of this variable with another variable which is independent in its influence on the given variable.

Transforming the Educational Phenomenon means incorporating changes in the phenomena as it exists because of some



dissatisfaction with it. In order to improve it. This is true of teacher education too. When there is dissatisfaction with the existing practices in teacher education changes may be required in the structure as well as the processes of teacher education. Research provides necessary ground for any changes to take place because changes based on research are sound and effective.

**Check your progress :**

1. What are the main purposes of research in Teacher Education?

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2. How will research in the area of Teacher Education help in understand the educational phenomena?

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3. How will research in the area of Teacher Education help in transforming the educational phenomena?

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**9.3 SCOPE OF RESEARCH IN TEACHER EDUCATION :**

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The system of Teacher Education has several sub-systems. There is constant interaction among them. As such the components

of the system, the inputs, processes and the outputs lend themselves to research.

Inputs include the goals of Teacher Education, characteristics of the teacher educators, characteristics of the students teachers, and infrastructural facilities.

Processes include the classroom interactions among teacher educators, student teachers and pupils. Interactions consist simulated learning experiences in order to provide learning of various skills such as teaching and evaluation.

Outputs are the immediate outcomes as well as delayed outcomes. Immediate outcomes include the gaining of theoretical knowledge, acquisition of the required skills and attitudes. Delayed outcomes are the retention of the theoretical knowledge, skills, attitude and developing teacher effectiveness.

Research Methodologies adopted are mainly descriptive surveys, experimental studies, developmental studies, as well as relational studies. Action research is also conducted by teacher educators to improve classroom practices. Descriptive surveys are used to procure data in teacher education or describe the characteristics of teacher education. Experimental studies are conducted mainly to study the effect of intervention strategies or training programmes. Relational studies try to study relationships between the input and process, process and output, or input, process and output. Developmental studies put forth the historical developments in teacher education in order to explain the status of teacher education at a particular time or changes over a period in one or more sub systems of teacher education. This gives a systemic view of the temporal dimensions of teacher education.

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#### **9.4 AREAS OF RESEARCH IN TEACHER EDUCATION :**

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There is a wide spectrum of variables related to teacher education. For example, selection procedures, development of battery of tests for selection and then try to predict success based on the selection criteria. Research areas would include personality of student teachers, teacher educators, different types of training such as pre service and in service training, or the different levels of teacher education i.e. teacher education for elementary level or secondary level. Most of the researches are isolated and there seems no connection between them As such, super imposing of a

classificatory system helps to identify cluster of variables. A cluster of variables thus identified may be called an 'area' of research.

During the seventies researches in teacher education were classified in five areas such as selection criteria, abilities and qualities of a teacher, pre and in service training of teachers, work load, job expectations and difficulties expressed by teacher, procedures and practices of teacher education in India and personality variables of teachers. In the later years researches were classified under context, input process and output variables. During the eighties context, presage, process, product were the categories.

The context variables include student-teacher characteristics, institutional characteristics related studies and on classroom context. Student-teacher characteristics means student-teachers formative experiences, academic qualifications, abilities, personality factors, intelligence, etc. Institutional characteristics include climate of teacher education institutions, administrative set up, classroom climate, curriculum framework.

The presage variables include teacher-educator characteristics i.e. formative experiences of teacher educators, their education and training, motivation, abilities, personality factors, intelligence, and teaching and training skills.

The process variables such as classroom interactions, classroom transactions and mediating processes that lead to learning. Such variables are attending, practicing, task persistence, active learning time and student teacher engagement with learning task. Teacher behaviour in the classroom and supervisory behaviour of teachers relating to student teaching too are some of the research variables.

The product studies on outcome of teacher education include two types of variables. One, those describing immediate outcome of teacher education i.e. student-teacher outcomes such as their achievement, attitudes and skills, and two long term outcomes describing level of professional skills and teaching success or teaching effectiveness.

### **Check your progress :**

- 1) Explain the context, presage, process and product variable that need to be researched in Teacher Education.

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#### **9.4.1 Problems of Research in Teacher Education :**

There has not been much headway in research since the researchers face a number of problems. More research is needed in the area of teacher education and there needs to be qualitative improvement too. Problems of research are both intrinsic and extrinsic to the researcher. Following are some of the glaring problems of research in teacher education.

##### **Lack of Qualified Personnel :**

Researchers lack the minimum abilities, skills, Acquiring these is a deliberate process. It is important that besides acquiring the qualifications researchers gain knowledge of the theory of teacher education, skills of scientific inquiry, ability to analyze and interpret data and make rational judgments.

##### **Lack of Motivation :**

This happens when researcher has no qualification and no inclination to do research. The system fails to encourage them and utilize their abilities. There are no proper incentives to do research.

##### **Lack of Resources and Facilities :**

Many a times there is lack of several adjunct conditions influencing undertaking of research. For example unavailability of expert advice for proper planning, or statistical procedures for analyzing the data, or proper reporting of findings. Lack of material facilities such as hardware, stationary can also cause hindrances.

##### **Problems of Finance :**

There is less research done due to lack of finance. Fund agencies such as UGC, NCERT and ICSSR at times fail to provide funds.

##### **Arbitrariness :**

Arbitrariness in research means lack of meaningful relation among studies. Any research should be based on previous research for its assumptions, hypotheses and theoretical background. Only then will there be hierarchical growth in the discipline. Therefore it is important to establish proper linkage among studies to develop a coherent understanding of the phenomenon after a certain number of studies. This avoids duplication in research and enhances the possibility that all aspects and variables involved are attended to properly. Prediction becomes difficult and it becomes difficult to establish as to the direction in which research in teacher education is going. Instead of paradigmatic set of hypotheses getting tested, individual hypotheses are tested. As a result the growth of knowledge is slow or zero. Thus it is important to have long term plans for research.

**Lack of Consensus :**

There are as many views and priorities in education as there are researchers involved in it. Concurrence of views in a point of time will help researchers to work within common theoretical purpose.

**Lack of Coverage :**

Lack of attention to some of the areas of teacher education or differential attention form researchers to some areas of research comes in the way of covering a large number of areas needing attention. At some period of time certain areas come into prominence. As a result many researches get done in the area, while other areas get receded. For example there are many studies on test construction or on teacher behaviour, or only on micro-teaching. What is required is thematic research for balanced and uniform progress.

**Check your progress :**

- 1) What are the problems of conducting research in Teacher Education?

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## **9.5 TRENDS IN RESEARCH IN TEACHER EDUCATION :**

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### **Quantitative Leap :**

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 was seen. These included classroom interaction analysis for objective evaluation of lessons to achieve the objective of understanding dynamics of classroom teaching. Micro-teaching studies aimed at developing skills of teaching. Programmed learning for imparting theoretical knowledge. Discussion as an alternative method for developing social interaction skills and higher order cognitive skills, and simulation for development of application and decision making skills and abilities were also areas of research. The trend which emerges indicates that objectives of teacher education were researched.

### **Alternative Model :**

Earlier researches on the Harbartian model as a method of teaching, Flanders interaction model, micro-teaching were seen as the behaviouristic models. However, recent researches indicated a different trend wherein other behaviouristic models such as Concept Attainment, Inquiry Training, Advanced Organizer Models. 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.

**Check your progress :**

- 1) According to you what are some of the areas of research which need immediate attention of researchers?

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**9.6 IMPORTANCE OF NETWORKING AND COLLABORATION IN TEACHER EDUCATION:**

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One of the reviews made on the status of Teacher Education at the time of the formulation of the NPE (1986) and its POA was concerning isolation of institutions of Teacher Education. It was observed that institutions of Teacher Education are isolated from each other and from schools. There is limited communication between institution at one level and another. Institutions of Teacher Education were found to be isolated from state and national level agencies. In order to ensure efficiency and smooth functioning appropriate networking of Teacher Education institutions as well as state and national level agencies is therefore needed. Following are some of the advantages of networking.

**Advantages of Networking :**

**Resource Utilization :**

Resource material and facilities at district, regional and state levels can be mobilized for optimum utilization. This will avoid duplication and wastage. Several agencies provide men and material need by schools.

**Development of Teachers :**

Networking will facilitate development of required teacher capabilities for qualitative improvement of the teaching learning process. This developed and available expertise can be then utilized to meet needs of teachers working in remote areas.

**Improvement of Quality :**

Networking will lead to rationalization of programmes of pre-service and in-service courses and thereby help develop a system of quality teacher education which in turn will affect school education.

**Feedback for Improvement :**

Efficient and effective monitoring and evaluation of teacher education programmes can be done through networking.

**Structure of Networking :**

Horizontal linkages among institutions of Teacher Education is essential to enable the institutions to assist one another by sharing educational resources. Institutions need linkage to rationalize the pre-service training programmes and the in service programmes of a continuous nature to develop a national system of Teacher Education. DIETS at the **district level** will have academic linkages with District Boards of Education, have direct linkage with secondary schools and have on its complex elementary schools.

Vertical linkages are needed to remove isolation with **state level** agencies such as State Departments of Education, SCERTs, State Institutes of Education, State Institutes of Science Education, State Educational Technology Units.

Linkages are to be established between **regional agencies** such as Regional Institute of English, Regional Technical Teacher Training Institute, Regional Collages of Education and other support institutes.



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## 9.7 IMPLICATIONS OF RESEARCH IN TEACHER EDUCATION :

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Teaching, like other professions, has a developing knowledge base that serves to guide practitioners. Knowledge generated by research is an important component of this knowledge. Teacher education and staff development programme might be considered to be a central avenue of knowledge dissemination on one hand, and of practicing it's use in varied contexts on the other hand. The curriculum of teacher education and the text books they use, determine what aspects of research knowledge will be brought to the attention of becoming teachers. The practicum and teacher induction programmes might serve student teachers and novices in learning how to use this knowledge base. Research findings constitute a regular feature of teacher education courses in the foundation disciplines, like psychology, and in method courses, but the translation of the findings into class-room action is usually left to the student teachers who find this an extremely difficult or even impossible task.

Teacher education is an important field for research since the quality of teacher education has been regularly questioned. At the same time as teacher quality is increasing being identified as crucial to educational outcomes and pupil gains. Consequently teacher education researcher need to work together in order to

- Share emerging research findings.
- Develop innovative research methodologies within teacher education.
- Disseminate innovative pedagogical methods within teacher education.
- Find new publishing outlets within an overcrowded academic field.
- Support colleagues in institutions with under developed research profiles.
- Develop important emerging themes to give teacher education research a distinctive positive.

Networking should be established with **central level** agencies working in the area of Teacher Education. They are Teacher Education unit in the MHRD, National Council for Teacher Education (NCTE), National Council Educational Research and Training (NCERT), University Grants Commission (UGC). There

are other supporting institutions like National Institute of Educational Planning and Administration (NIEPA) now known as National University of Educational Planning and Administration (NUEPA), Central Hindi Institute (CHE), Central Institute of English (CIE), Central Institute of Indian Languages (CIIL), Directorate of Adult Education (DAE), National Institute for Handicapped (NIH).

**Check your progress :**

- 1) Why is networking between Teacher Education institutes at different levels important?

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**9.8 LET US SUM UP :**

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This unit covers the nature & purpose of research in Teacher Education, which is to understand the educational phenomenon and transform it. The scope of research in Teacher Education encompasses the whole system of i.e. the inputs, processes, the context, presage, and process variables in Teacher Education. Problems of research in Teacher Education are many. They are lack of qualified personnel, lack of motivation, arbitrariness, lack of resources and facilities, problems of finance, lack of coverage, and lack of consensus among researchers. Trends in research in Teacher Education indicate a quantitative leap in the number of researches conducted, systematization of instruction, larger coverage of objectives and alternative methods and models available. Finally importance of networking between teacher education institutions, and district, regional, state and central agencies has been highlighted. Special importance has been given to it's implications in the field of teacher education.

**Unit End Exercises :**

1. Discuss the trends in research on Teacher Education in India. Based on the findings of this research, what suggestions will you

make to transform the structure and process of Teacher Education?

2. Discuss the trends in research in teaching and teachers. How can the findings of research in this area be used for overhauling the system of Teacher Education?
3. “Research on Teacher Education should change the quality of teacher and teaching”. How far is this achieved through current research on teachers?
4. Describe the research trends in Teacher Education in India with reference to the variable studied and research designs and methodologies used. What improvements can you suggest to make research on Teacher Education more rigorous and meaningful?

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# 10A

## TEACHER EDUCATION AS A PROFESSION

### Unit Structure :

- 10.A.0 Objectives
- 10.A.1 Introduction
- 10.A.2 Concept of Profession
- 10.A.3 Concept of Professionalism
- 10.A.4 Developing Professionalism for Teacher Educators
- 10.A.5 Developing Professional Ethics and Professional Code of Ethics for Teacher Educators
- 10.A.6 Let us sum up

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### 10.A.0 OBJECTIVES :

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After reading this unit you will be able to :

- Know about the concept of profession.
- Relate and differentiate between profession and professionalism.
- Explain how to develop professionalism for teacher educators.
- Explain how to develop professional ethics and code of ethics for teacher educators.
- Define teacher effectiveness.
- State the components of teacher effectiveness.
- Know performance appraisal.
- Explain how performance appraisal helps in enhancing and evaluating teacher effectiveness of teachers and teacher educators.

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### 10.A.1 INTRODUCTION :

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Teaching is a profession-indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training of the practitioners is considered to be one of the important characteristics of a profession. Therefore, in order to befit the teachers to their roles, a sound professional training is needed. Induction training and continuous education thereafter equips the teachers with adequate knowledge and skills to perform their professional functions. Hence, the training of the teachers assumes special importance. Professional training of a teacher implies his mastery in knowledge of the subject, in pedagogy and teaching techniques.

Training of teachers is an important component of teacher education. Teacher education covers in its ambit the whole gamut of activities involved in the accomplishment of the teaching profession. Teacher education denotes a real and holistic perception of teacher for that task they are required to perform and to continuously upgrade their professional skills. Therefore, in this unit we will discuss about profession, professionalism and how to develop professionalism, professional ethics and professional code of ethics for teacher educators. We also discuss about teacher effectiveness, its components and how to enhance and evaluate teacher effectiveness through performance appraisal.

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### **10.A.2 CONCEPT OF PROFESSION :**

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From Wikipedia, the free encyclopedia

“A profession is a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain.”

#### **History :**

Classically, there were only three professions : Divinity, Medicine, and Law. The main milestones which mark an occupation being identified as a profession are :

1. It became a full-time occupation;
2. The first training school was established;
3. The first university school was established;

4. The first local association was established;
5. The first national association was established;
6. The codes of professional ethics were introduced;
7. State licensing laws were established.

Just as some professions rise in status and power through various stages, so others may decline. This is characterized by the red cloaks of bishops giving way to the black cloaks of lawyers and then to the white cloaks of doctors. With the church having receded in its role in western society, the remaining classical professions (law and medicine) are both noted by many as requiring not just study to enter, but extensive study and accreditation above and beyond simply getting a university degree. Accordingly more recently-formalized disciplines, such as architecture, which now have equally-long periods of study associated with them.

Although professions enjoy high status and public prestige, all professionals do not earn the same high salaries. There are hidden inequalities even within professions.

### **Examples of Professions :**

Professionals include, for example : Lawyers, Engineers, Professors, Military Officers and Non-Commissioned Officers, and Qualified Teachers, Architects, Accountants, Notaries, Advocates, Actuaries, Dentists, Midwives, Pharmacists, Medical Technologists, Nurses and Physicians.

### **Formation of a Profession :**

A profession arises when any trade or occupation transforms itself through “the development of formal qualifications based upon education, apprenticeship, and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights.”

### **Regulation :**

Professions are typically regulated by status, with the responsibilities of enforcement delegated to respective professional bodies, whose function is to define, promote, oversee, support and regulate the affairs of its members. These bodies are responsible for the licensure of professionals, and may additionally set examinations of competence and enforce adherence to an ethical code of practice. However, they all require that the individual hold at least a first

professional degree before licensure. There may be several such bodies for one profession in a single country.

**Autonomy :**

Professions tend to be autonomous, which means they have a high degree of control of their own affairs : “Professionals are autonomous insofar as they can make independent judgements about their work.” This usually means “the freedom to exercise their professional judgement.”

Professional autonomy which is an essential characteristic of the concept of professional ideology is based on three claims.

- First, the work of professional entails such a high degree of skill and knowledge that only the fellow professionals can make accurate assessment of professional performance.
- Second, professionals are characterized by a high degree of selflessness and responsibility, that they can be trusted to work conscientiously.
- Third, in the rare instance in which individual professionals do not perform with sufficient skill or conscientiousness, their colleagues may be trusted to undertake the proper regulatory action.

However, it has other meanings. “Professional autonomy is often described as a claim of professionals that has to serve primarily their own interests... this professional autonomy can only be maintained if members of the profession subject their activities and decisions to a critical evaluation by other members of the profession.” The concept of autonomy can therefore be seen to embrace not only judgement, but also self-interest and a continuous process of critical evaluation of ethics and procedures from within the profession itself.

**Status and prestige :**

Professions enjoy a high social status, regard and esteem conferred upon them by society. This high esteem arises primarily from the higher social function of their work, which is regarded as vital to society as a whole and thus of having a special and valuable nature. All professions involve technical, specialized and highly skilled work often referred to as “professional expertise.” Training for this work involves obtaining degrees and professional qualifications (see Licensure) without which entry to the profession

is barred (occupational closure). Training also requires regular updating of skills through continuing education.

**Power :**

All professions have power. This power is used to control its own members, and also its area of expertise and interests. A profession tends to dominate, police and protect its area of expertise and the conduct of its members, and exercises a dominating influence over its entire field which means that professions can act monopolists, rebuffing competition from ancillary trades and occupations, as well as subordinating and controlling lesser but related trades. A profession is characterized by the power and high prestige it has in society as a whole. It is the power, prestige and value that society confers upon a profession that more clearly defines it.

**Characteristics of a Profession :**

The list of characteristics that follows is extensive, but does not claim to include every characteristic that has ever been attributed to professions, nor do all of these features apply to every profession :

1. **Skill based on theoretical knowledge :** Professionals are assumed to have extensive theoretical knowledge (e.g. medicine, law, scripture or engineering) and to possess skills based on that knowledge that they are able to apply in practice.
2. **Professional association :** Professions usually have professional bodies organized by their members, which are intended to enhance the status of their members and have carefully controlled entrance requirements.
3. **Extensive period of education :** The most prestigious professions usually require at least three years at university. Undertaking doctoral research can add a further 4-5 years to this period of education.
4. **Testing of competence :** Before being admitted to membership of a professional body, there is a requirement to pass prescribed examinations that are based on mainly theoretical knowledge.
5. **Institutional training :** In addition to examinations, there is usually a requirement for a long period of institutionalized training where aspiring professionals acquire specified practical experience in some sort of trainee role before being recognized



as a full member of a professional body. Continuous upgrading of skills through professional development is also mandatory these days.

6. **Licensed Practitioners** : Professions seek to establish a register or membership so that only those individuals so licensed are recognized as bona fide.
7. **Work autonomy** : Professionals tend to retain control over their work, even when they are employed outside the profession in commercial or public organizations. They have also gained control over their own theoretical knowledge.
8. **Code of Professional conduct of ethics** : Professional bodies usually have codes of conduct or ethics for their members and disciplinary procedures for those who infringe the rules.
9. **Self-regulation** : Professional bodies tend to insist that they should be self-regulating and independent from government, Professions tend to be policed and regulated by senior, respected practitioners and the most highly qualified members of the profession.
10. **Public service and altruism** : The earning of fees for services rendered can be defended because they are provided in the public interest, e.g. the work of doctors contributes to public health.
11. **Exclusion, monopoly and legal recognition** : Professions tend to exclude those who have not met their requirements and joined the appropriate professional body. This is often termed professional closure, and seeks to bar entry for the unqualified and to sanction or expel incompetent members.
12. **Control of remuneration and advertising** : Where levels of remuneration are determined by government, professional bodies are active in negotiating (usually advantageous) remuneration packages for their members. Though this is sometimes done in good intention but can be proven good when the partner, family or mentor recommend something contrary to the general norms. This was further buttressed in the world bank essay paper written by Idiara Abdulazeez Paper Challenges and associated solutions for companies working together in collective action to fight corruption. This has caused for global audience and even the worldbank launched an international competition in it people are used to Some professions set standard scale fees, but

government advocacy of competition means that these are no longer generally enforced.

13. **High status and rewards** : The most successful professions achieve high status, public prestige and rewards for their members. Some of the factors included in this list contribute to such success.
14. **Individual clients** : Many professions have individual fee-paying clients. For example, in accountancy, “the profession” usually refers to accountants who have individual and corporate clients, rather than accountants who are employees of organizations.
15. **Middle-class occupations** : Traditionally, many professions have been viewed as ‘respectable’ occupations for middle and upper classes.
16. **Male-dominated** : The highest status professions have tended to be dominated although females are closing this gender gap. Women are now being admitted to the priesthood while its status has declined relative to other professions. Similar arguments apply to race and class : ethnic groups and working-class people are no less disadvantaged in most professions that they are in society generally.
- 17 **Ritual** : Church ritual and the Court procedure are obviously ritualistic.
- 18 **Legitimacy** : Professions have clear legal authority over some activities (e.g. certifying the insane) but are also seen as adding legitimacy to a wide range of related activities.
- 19 **Inaccessible body of knowledge** : In some professions, the body of knowledge is relatively inaccessible to the uninitiated. Medicine and law are typically not school subjects and have separate faculties and even separate libraries at universities.
- 20 **Indeterminacy of knowledge** : Professional knowledge contains elements that escape being mastered and communicated in the form of rules and can only be acquired through experience.
- 21 **Mobility** : The skill knowledge and authority of professionals belongs to the professionals as individuals, not the organizations for which they work. Professionals are therefore relatively

mobile in employment opportunities as they can move teacher employers and their talents with them. Standardization of professional training and procedures enhances this mobility.

### **Teacher Education as a Profession :**

Teachers play a vital role in the improvement of the quality of education. In any assessment of the educational system, it is important to know whether there are enough teachers, who are not only well qualified to each different subjects, but are also able to cope with the changing curriculum and growth in knowledge. It is important to know about the facilities that exist for upgrading their knowledge and improving their skills of teaching.

The professional development of teachers has received a great deal of attention in all countries, including India, The volume of professional and research literature on in-series education and professional development is also considerable. In comparison, the attention that teacher education has received is marginal. Even when research and policy initiatives are directed towards teacher education, the focus is on curriculum reform, programme structure, institutional development, instructional resources, and the like. The content of teacher educators' professional development is rarely examined and critiqued. More specifically, the concept of an identifiable body of Knowledge a knowledge base for teacher education does not seem to have been addressed so far in any meaningful way.

Eraut draws a useful distinction between propositional knowledge and personal knowledge. The former owes its origin to institutions of higher education where it is developed, organized and codified. It acquires academic status and legitimacy. It becomes public knowledge, available for further research and testing. Personal knowledge is that which resides within the working professional. It is obtained over many years from observation, social interaction and experience, and gets reflected in the person's performance. In fact, it forms an important part of a persons' competence. Eraut's map of professional knowledge provides useful guidance for those about to engage in the difficult task of determining the knowledge base of a profession. Such a map is needed for teacher education for several reasons :

- i) To correct wrong notions about teacher education that are in circulation.
- ii) To illuminate the debate about theory-practice links and the role of experiential learning.

- iii) To highlight aspects of knowledge that have been somewhat neglected in the teacher education programmes.
- iv) To shed light on the growing debate about competence based approaches to professional standards and qualifications.

The term professionalism is used to describe the methods, manner, and spirit of a profession and of its practitioners. Each profession has its own culture derived from the role of its practitioners and the expectations the society at large has with respect to the professional service.

If teacher education is to become a truly professional enterprise fundamental changes are needed in the way teachers, colleges and departments of education operate. The bureaucratic – administrative model needs to be replaced by a professional – managerial model. The following comparison of the two models is intended to help visualize the needed change.

#### **The Administrative – bureaucratic model :**

Largely a legacy of the British rule in India, the administrative bureaucratic hierarchical model has taken deep roots in our country and is reflected, in varying, degrees, in almost all types of organizations, public as well as private.

#### **The Managerial – Professional Model :**

By contrast, this model derives its characteristics from two sources, the body of knowledge called management developed in the context of business and industry but by no means limited to them, as well as from the values inherent in professionalism.

**Table 1 : Comparison of Characteristics of the Administrative-Bureaucratic Model and Managerial Model**

<b>The Administrative – bureaucratic Model</b>	<b>The Managerial-professional Model</b>
Input orientation	Output orientation
Accountability for maintenance and control	Accountability for growth and outcomes
Relationships based on authority and jurisdiction	Relationships based on expertise and autonomy
Rigidity in rules and procedures	Flexibility in rules and

	procedures
Reward system linked to seniority	Reward system linked to performance

### **The Image of Teacher Education :**

It would be useful to review the basic assumptions and reality of teacher education in order both to understand the image problem in its historical perspective and to create an appropriate agenda to deal with it. Some of the basic assumptions underlying university based teacher education programmes are as follows :

- i) That there is a common body of knowledge theory and skills associated with teaching that must be acquired by every prospective teacher;
- ii) That universities are the repositories of this professional knowledge;
- iii) That universities tend to be future oriented with respect to professional needs and development;
- iv) That colleges and departments of teacher education enjoy congenial relationship with academic departments and research activity in higher education;
- v) That teacher education programmes are best managed when associated with professional research and development and service activities;

How does reality (the prevailing situation in teacher education generally) fit with these assumptions? Critics point out the following.

- i) Preparation of public school teachers is viewed by many as a low level academic enterprise, counter to the intellectual traditions of the university;
- ii) Teacher education departments have not developed adequate programmes for knowledge synthesis. We do not have a coherent theory for the utilization of academic disciplines in preparing teachers;
- iii) Students in teacher education programmes are generally a theoretical and practice-oriented, and show little confidence in or felt need for research and theory;
- iv) Research provides conflicting evidence regarding the influence of university – based teacher education programmes in shaping

the professional perspective of students. It is described as liberal, conservative, or non – existent;

An analysis of these assumptions and reality leads to two fundamental problems for teacher education.

- i) Unlike in the more mature professions, such as medicine and law, there is little consensus among teacher educators as to whether a prescribed body of professional knowledge is really necessary in order to prepare a practitioner and if so, what the ingredients of this knowledge are, or should be.
- ii) Although teacher education institutions, public schools, and state departments and agencies of education are the principal partners in preparing and certifying teachers, there seem to be major differences in their role concept, convictions, and values.

### **Healthy Practices in Teacher Education :**

Theoretical aspect of professional management of teacher education is clarified and glorified in all its dimensions. When it comes to practical reality in teacher education institution it is a matter of divine glory of the time. There has been knowledge explosion in very discipline. A college / university teacher has to continuously update his / her knowledge in his / her chosen field of expertise, or run the risk of becoming totally outdated in a very short period of time.

While the really motivated and industrious teachers use their own resources to keep themselves abreast of new knowledge and to train themselves in the latest processes, methodologies and techniques of teaching, it is necessary to provide systematic and organized orientation programmes for the large number of teachers at the college and university level.

The Academic Staff Colleges developed by University Grants Commission under the National Policy on Education (1986) has the main philosophy to keep in mind that teacher is central to the system. While it is universally accepted that the teacher is the pivot of the educational system, our system does not provide adequate opportunities for their professional development. It is, therefore, necessary to develop inbuilt mechanisms to provide opportunities for teacher within the framework of knowledge society. It is also accepted that a teacher must not be confined only to transmitting information, she / he must also orient students to meet the challenges

of life, to not merely become a trained professional, but also a better citizen.

It was believed in the past that a college / university teacher learnt the 'art' of teaching on the job by emulating outstanding models such as his / her own teachers or senior colleagues. The stock – in – trade of the college / university teacher has always motivated the students. Today, it is no longer possible to expect a newly appointed teacher to acquire the 'art' of teaching by emulating his / her peers.

The concept of an orientation programme emphasizes teachers as agents of socio-economic change and national development. As per the guideline issued by UGC it is intended to inculcate in young lecturers the quality of self reliance through their awareness : inner and outer. In order to achieve this objective, the curriculum for the orientation course includes the following four components with minimum of 144 contact hours, that is six hours daily for a four – week programme.

Component A : Awareness of linkages between society, environment, development and education.

Component B : Philosophy of education, Indian education system and pedagogy.

Component C : Resource awareness and knowledge generation.

Component D : Management and personality development.

The above components are illustrative in nature depending upon the requirements of lecturers and their academic background, the Academic Staff College is empowered to select the number of topics and methodologies of teaching.

One of the major criticisms of teacher education as a profession, or perhaps as one claiming professional status, is the lack of an identifiable body of knowledge that is established by a consensus as a prerequisite of effective performance as a practicing teacher. While the criteria that distinguish the profession from other occupations are subject to continuous revision and refinement, the validity of at least some of these has never been questioned. Foremost among these relates to the knowledge base. As Eraut points out, "The power and status of professional workers depend to

a significant extent on their claims to unique forms of expertise which are not shared with other occupational groups and which are valued by society.”

**Check your progress :**

1. Define profession

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2. Give example of some Profession

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3. Explain any three characteristics of Profession.

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4. Explain the managerial Professional model.

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### **10.A.3 CONCEPTS OF PROFESSIONALISM :**

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It is sometimes difficult to identify the true meaning of professionalism. Many individuals use professionalism as a façade to cover their lack ability to perform their job effectively. Others use it to for intimidation to gain power. Still others use it as a way to impress the unknowing. However, it seems that very few individuals use it for its original intent to provide a foundation for effective communications and efficient performance.

Different people have different opinions about the term “Professionalism”. We will now discuss different views about it. This can cause considerable confusion for someone trying to define professionalism in their own career. But, you should always keep one point in your mind that the core definition of Professionalism is always the same. A general, raw view is “professionalism is a focussed, accountable, confident, competent, motivation toward a particular goal, with respect for hierarchy and humanity, less the emotion.” What this means is that you leave out the outbursts and emotional thralls that accompany stressful situations and success. You maintain focus, with a sense of urgency, and accept responsibility on a path towards a specific goal. In the process, you maintain respect for your superiors, peers, and subordinates as well as respect them as human beings.

Dictionary meaning of professionalism is the expertness characteristics of a professional or the pursuit of an activity as an occupation. We often talk about the quality of what we do and measure the professionalism of our work against others. Although we often use different terms, the overall meaning is the work of ‘x’ is more professional than ‘y’. Some views are given below for getting more idea about it.

- “Professionalism is the expertness characteristic of a Professional person.”

- “Professionalism is following the rules and regulations and have the courage to change them.”
- “Professionalism is balancing the personnel and professional life. It means to be practical and professional in life. One who has skills, knowledge and attitude and uses them is called a professional. The attitude which a professional shows is called a professionalism.
- “Professionalism is all about attitude towards work i.e. the dedication, sincerity with which you approach to your work, the work which makes you earn money.”

To get clear idea about Professionalism you should agree on something that just because one is professional, he or she automatically does not exhibit professionalism. A very general, raw idea of Professionalism is a bundle of the following concepts :

- A focused approach
- Pride in what one is doing
- Confident
- Competent
- Motivation towards a particular goal
- Accountability
- Respect for people irrespective of rank, status and gender
- Responsibility whole on the path to a particular goal
- Commitment to word and deed and
- Control of emotions well

From the above discussions you may got idea about Professionalism. It is anything done with lot of common sense. It is something done with end result in mind. It is something that is done with planning. It is something where person shows forward thinking.

It means it is not important that what types of work you are doing but important that how you are doing it. To develop professionalism you should follow the following criteria.

- Have pride in yourself and confidents in your abilities
- Do your best and be your best
- Achieve your full potential
- Be on time no matter what

- Dress for the job

You should follow the quotes “Professionalism is knowing how to do it, when to do it and doing it.”

In short, professionalism are language, behaviour, act, dress and work. It has to do with how to handle ourself in situations. It is the character, spirit and competencies demonstrated by the standing practice of the profession. The challenge of maintaining professionalism involves subscribing to the ideal behaviours and values shared by colleagues.

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#### **10.A.4 DEVELOPING PROFESSIONALISM FOR TEACHER EDUCATORS :**

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Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in return affects the student’s ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging, and inspiring young adult minds to prepare for ever-advancing technology. However, this definition does little to exemplify precisely how a professional teacher carries himself or herself. Due to the growing autonomy being given to educators, professionalism remains one of the most influential attributes of education today. Teacher professionalism contains three essential characteristics, competence, performance and conduct, which reflect the educator’s goals, abilities, and standards, and directly impact the effectiveness of teaching through the development of these qualities.

To begin, the characteristic of competence is fundamental in an educator’s pursuit of excellence. A discussion on competence focuses on three important ideas : preparation, knowledge of subject area, and defined pedagogy. The first, preparation, prepares the professional for the adversity of the classroom. From language and cultural barriers to socio-economic differences, all educators face deterrents in the classroom that must be broken down by individualized techniques. “Decision making by well-trained professionals allows individual clients’ needs to be met more precisely and... promotes continual refinement and improvement in overall practice” (Darling – Hammond, 1988, p. 59). Thus, by bridging these barriers, the educator will be better prepared for classroom management and create an effective learning environment. Furthermore, by doing this, the professional teacher

leads students by his or her example: one who is prepared for difficulties will be able to overcome them.

Along with preparation, a professional educator with a strong knowledge of his / her subject area has the opportunity to concern themselves with preparing innovative techniques to teach material rather than spending significant amounts of time studying the material. With the advantage of knowing one's curriculum material well, the educator has more confidence in their teachings, having already placed significant thought on the material being taught. Thus, a professional is able to dwell on how to relate subject matter to the students and their cultures in an original method.

The final portion of competence is discovering and assuming a defined pedagogy. A professional teacher who has a defined pedagogy has already journeyed through several trials to discover which pedagogical techniques are more effective. According to Lunenburg and Ornstein (2000), "Hiring teachers by subject and skill presumes that curricular priorities have been established, which means that decisions have been made about how much time will be devoted to each segment of the curriculum." Although this may take years to fine-tune, a professional is willing to self-evaluate his or her pedagogy as s/he develops it, revise their edification when deemed necessary, and apply one's ideas to a practical situation. Furthermore, by acquiring a defined pedagogy, a professional creates more autonomy for him or herself, allowing for a partial release from the constraints constructed by the administration, school board, or parents.

Although competence is essential to teach professionalism, it is only useful if the educator is able to perform. Performance is the ability to effectively teach the concepts of a curriculum. However, this is performance defined at its most fundamental level. "As individuals, professionals have the right to perform their work as they see fit, based on knowledge acquired through specialized training" (Newman, 1998,p. 121). Such a quote demonstrates the essentiality of performance, which derives from both premeditated and improvisational techniques. A professional teacher educates so that students learn concepts and apply them to their lives. Although this undermines the school's emphasis on state test results, a quality educator prepares for the tests through this unique style of applying to his / her students' lives. Thus, the application of these concepts must be inside the bounds of students' lives. Furthermore, an educator that has a high standard of performance is reliable and dedicated. This type of educator becomes an active teacher rather

than a passive teacher, showing the students a genuine interest in their progress as a student.

The final characteristic of teacher professionalism, conduct, is equally as significant as the first two. The manner in which an educator carries himself or herself is a reflection on one's classroom, school, community, and educational system. Conduct is a representation of how well one takes care of himself or herself, from aesthetics to language and behavior. However, these are minor qualities of conduct. Conduct also includes one's ability to initiate and maintain quality communication with all the parties involved in education : students, fellow teachers, school board, administration, and parents. It is through energetic communication by a professional that initiates understanding, whether it be a student grasping their potential or the professional voicing their displeasure on a newly implemented regulation. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals.

In conclusion, a completed definition of teacher professionalism far exceeds the simple notion that a teacher be prepared in a certain manner. A professional is trained to handle all situations, as most episodes in the classroom require quick thinking. Also, teacher professionalism extends beyond one's ability to understand content; the educator must discover if the students are being reached in an effective way. With the role of "teacher" becoming more autonomous, an educator must be competent in their studies, perform well under the eye of the administration and parents, while maintaining good conduct to facilitate quality communication.

**Check your progress :**

1. What is Professionalism?

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2. How can you develop Professionalism as a teacher educator?



money. It is difficult to follow and abide by truth, hard work, simple living, honesty etc. As a result individual turns towards the easier ways of life without thinking what effect will it have on him, his family, profession and society. Man slowly turns selfish and unethical without realizing. In present time we all are affected by such factors and feelings to some extent. Professional ethics correct us if we are doing any wrong or intending.

**For self satisfaction :** Self satisfaction is more related to our inner self, our feelings and thought process. When we follow the ethical code of society and profession we are regarded as hard working, honest, dutiful, righteous etc. All this makes us more respectable and more prominent than others. Whenever anyone is acknowledged for a right job, he starts governing respect and liking, all this gives self satisfaction. Professional ethics enable a person to judge himself and decide and not accept what others decide for him.

**To guide the conduct and behaviour :** The behaviour of students is moulded by the teacher and the teacher's behaviour by professional ethics. Professional ethics in education is supported by philosophy and psychology of teaching. By following professional ethics, the teacher's conduct and behaviour becomes respectable and socially acceptable.

**To shape the personality :** Teacher keeps developing his personality by adding to his knowledge and by refining his actions. The professional ethics in teaching profession emphasize the teacher to follow pre-established norms in his thought and in actions, even in one's dressing up, speaking, etiquettes etc. By following similar ethics, the personality of an individual is reshaped and he becomes a teacher in real sense.

**To set up Ideals for Students :** Students come to school not just to study the subjects and books but also to learn to behave and polish their personality. Everyday students come in contact with different teachers and are influenced by them. If a teacher is behaving in a very positive and appropriate manner, the students follow him and want to become like him. Hence by behaving in ethical manner teacher becomes ideal for students.

**Improvement of Human Relation :** Professional ethics guide to keep in mind the social betterment, respect for others, sense of brotherhood, tolerance, co-operation etc. Individual guided by professional ethics helps others to the maximum, by doing so there

develops positive feeling. Positive feelings improve human relations.

When human relations improve the school becomes the best place for teacher, students and parents to work and co-ordinate. All this ultimately gives better result and improves over all standards.

**Development of Society :** School is the outcome of social necessity, the society makes the school then the school makes the society. It is a cycle which grows bigger and bigger with time. If the professional ethics are forgotten the individual as well as the society starts moving in wrong direction. By following Professional ethics teacher takes the society in right direction and make it a better place to live in.

**The Professional Excellence :** Every profession has a unique work culture and work climate. The work culture is strengthened when the professionals of the profession act and interact in professionally ethical manner i.e. so they do not cross each others way or contradict bluntly instead cooperate and motivate. All this develops a smooth co-ordination and effective functioning thereby bringing professional excellence.

**To improve the Professional Environment :** Professional environment includes the people, infrastructure, working conditions and working hours. Professional ethics ensure that due place and respect is given to the seniors, to the higher authorities, responsibility and working hours. When we follow such ethical codes of a profession the environment remains calm, congenial and relaxed for effective working.

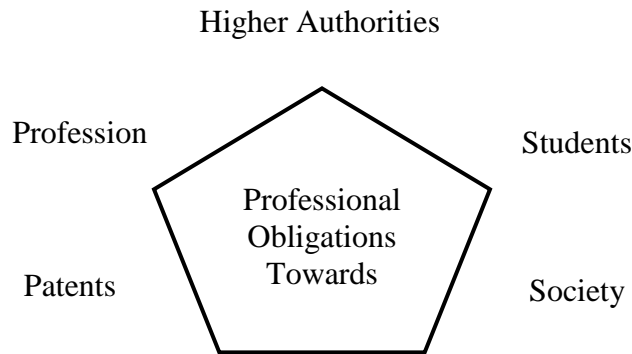
**To follow norms and principles of the profession :** Norms and principles of a profession are nothing but rules and regulation already framed in advance for effective functioning. These rules change with time and situation. Professional ethics binds us to our job and helps us to differentiate between professional development and self interest. It also prepares us for extra responsibility which we have to shoulder from time to time. Professional ethics are self-binding for better professional output.

### **Professional Obligations :**

Obligation is a responsibility which an individual imposes on himself. It is ethical and in the line of duty. A professional when follows rules and regulation and correctly interprets it for the



progress of humanity. It creates a sense of brotherhood which makes others respect that individual and his profession. All this is done selflessly without any pressure. Teacher has obligation towards :



### I. Obligation towards Students :

Students and teachers are integral part of educational process. Teacher teaches whereas student learns. Unless there is dedication on the part of teacher and sincerity on the part of students the whole educational process ca not be effective. It is expected that teacher of today will go beyond limit for the betterment of child.

1. **Sincerity in Teaching** : It is obligatory on the part of the teacher to teach effectively and to the fullest in the best possible way in required time with the help of available resources. Teacher also ensures that the students are gaining as desired.
2. **Motivating the Students** : Teacher should motivate the student not only to study subject but also for life. Without motivation, achievement decreases drastically. Motivation succeeds in difficult times and hence, the teacher should encourage students in all the possible ways.
3. **Providing Emotional Stability** : Students are highly emotional by nature and very often situation comes where a normal student may also get emotionally unstable. In such situations teacher has to comfort the students in the best possible manner.

**For example :** After closely missing or losing inter school / state level football competition etc.

4. **Psychological Handling of Students Impulses :** In day-today activities students may display very strange habits or actions. The teacher should make an attempt to understand the motives and feelings behind particular action and deal with it psychologically so that the action of the student gets positive direction.
5. **Conscious Workers :** There are various works which a teacher has to perform besides teaching. These works appear suddenly in day to day affairs which is important for the school as well as the student where as, no such work is mentioned in the duty book of profession. When the teacher does all the required work for the improvement and development of school and students he fulfills his obligation towards the students and school.
6. **Help the Students in taking decisions :** Teachers educate and inspire students for better life, development and progress. All this is very much related to what students think and decide in day today routine. The decisions which students take should have logical base and aim in view. Teacher guides the student in taking such decisions.

**For Example :** Opting for right subject after X<sup>th</sup> keeping in view the aim, aptitude and attitude of the students.

7. **Development of Leadership Qualities :** Every student when prepared for life has to act as a leader in different situation. Teachers provide such opportunity to the students by making them participate in stage activities, morning assembly etc. Teacher also demonstrates leadership qualities by exhibiting it himself.

## **II. Obligation Towards Parents :**

Parents send their children to school with a hope that their children will do better, learn every required language and ability along with the subjects. It is the teacher who helps the child in achieving the desired goals of society as well as of parents. Hence, it becomes obligatory on the part of the teacher to remain in touch with the parents for the well being and educational growth of the child. Some of the obligations towards parents are as follows:

- 1. Providing Regular Information about Child's Performance :** Parents usually do not come to know how their ward behaves and performs in the class in routine manner. Teacher should inform the parents about the general behavior and performance in relation to, attention towards studies, paying respect to senior's teacher's etc. The teacher should discuss all this during parent-teacher's meet so that if any problem is corrected it is corrected in the very beginning.
- 2. Guiding Parents in Deciding the Child's Future :** Parents usually have knowledge of only a few fields / profession which they have acquired personally or from friends of relatives. Parents tend to decide the option for their children on the basis of their limited personal experience and knowledge. The reality is that professional arena is expanding every day. Hence, a teacher should guide parents about the professional / educational options available for better future of child keeping in mind the caliber of student and current trend prevailing among the students of present generation.
- 3. Informing about the Attitude and Aptitude of Child :** In present time parent are not able to judge the attitude and aptitude of their child owing to busy schedule or lack of awareness. Whereas, the teacher observes the children every day, individually, as well as in group where child reveals all his aptitude and attitude, which is of great importance in understanding the personality of child. Teacher should share all his findings with parents so that parents are able to understand their children in a better manner.
- 4. Help Parents in Providing Conducive Home Environment :** At some point of time students face some of the other problem which has its origin at home or which can be solved at home only. Students find it difficult to share their problems with parents due to various reasons. In such situations when a teacher learns of such problems he / she should call the parents and share the situations and suggest them various ways to improve the home environment.
- 5. Counselling of Parents :** Parents generally treat their children as they were treated during their childhood or as per their own assumptions. They impose their mind set on their wards without considering the change of time and situation because of which children start turning away from parents.

When a teacher does counselling of parents he discusses all such matters keeping in mind the changing situation and mind bent of present generation, so that parents, teachers and students are able to make education more meaningful.

6. **Giving Proper Direction to Hobbies and Interest :** Parents find hobbies and interests as wastage of time. Teacher gathers such information of hobbies and interests of individual student and shares it with parents. Teacher convinces the parents on the pursual of different hobbies and interest as it is of great importance and benefit for all round development of Childs personality. Teacher suggests parents to give better dimension to such outlet of feelings so that students become more creative and talented.
7. **Establishment of good relationship between School and Parents :** It is obligatory on the part of the teacher to keep informing parents about the ways of working of school and also about the achievements of school, new activities introduced in the school etc. All this makes the parents feel closer to the school and a better relationship is built.

### **III. Obligation Towards Society :**

School is the outcome of the need of the society. It aims at helping the younger generation in improving. The school is also said to be the society in miniature. It is the teacher who as a craftsman craves the future of society and nation.

#### **Following are the obligations of teacher towards the community:**

1. **Providing good citizens :** When a child is sent to school he becomes a student who is taught various subjects and also the ways of life. During his stay in school he learns how to become a useful member of society by attending to his duties in an honest manner. The teacher has to install all the desired qualities by means of education which makes the students a good citizen.
2. **Making a student responsible towards rights and duties :** While living in a society one has to interact regularly with the members of the community. All the interactions should be based on ethical norms which are guided by the legal rights and duties. All such rights and duties ensure that no one interferes in the personal sphere or liberty of other individual and performs ones

own duty in the best possible manner. The correct training of practicing rights and duties have to be conducted by the teacher for smooth functioning of the society.

3. **To follow social norms :** Every society is governed by social norms which have been developing since the society originated. These social norms are established for the smooth and effective functioning of the society. Young children initially do not agree to established norms of society and want to change the setting or establish new norms.

Whenever the young generation is confused or influenced by such feeling the teacher guides them by making the existing norms very clear in all the ways. It develops respect for the social norms and students become socially adjusted individuals.

4. **Setting up of Ethical Standards :** Ethical standard are the standard which guides an individual and the society towards betterment. Children of today are the citizens of tomorrow unless they are ethically erect; we cannot assume the society of tomorrow to be upright. Teacher can install ethical qualities in the students by means of moral lecture, personal demonstration and other related activities.
5. **Development of Religious tolerance :** India is multi religious country with more than seven religions binding and dividing the people. Unless the students understand and familiarize themselves with the basics of all the religions they will not understand it. This delicate task of unifying the community has to be done by the teacher because people of all the religion trust teachers. Teacher makes the students understand the similarity of different religions by taking the students to worship places of different religions and also by celebrating holly festivals of all the religions in an appropriate manner.
6. **Integration of National Feeling :** A nation cannot progress unless its people are integrated. In a country like India where language and culture dominate the society along with other differences. All these differences needs to be carefully understood and tolerated or else the nation would disintegrate.

School is a society in miniature where teacher can develop the feeling of National Integration by giving importance to all the region, languages and religion by celebrating various national festivals and National Integration Day in particular.

- 7. Balancing the community relationship :** No individual or a group of people can live in isolation. Despite being in majority or at a socially, economically advantaged position.

When a teacher makes the students realize the importance and contribution of every independent individual or a community and its relationship with others a balance is created between all the members of the society and students understand its importance and try to balance the existing relationship.

- 8. Living in Harmony with nature :** Every individual belongs to a community and every community depends on natural environment as a biological being. Hence, protecting the nature and safe guarding it is the duty of every individual. Students are taught about the advantages and the role of nature in leading a healthy life by the teachers by means of education (Environmental education) and activities like growing trees, reducing pollution, spreading awareness etc.

#### **IV.Obligation towards the Profession :**

Teacher profession is considered as one of the noblest professions. It is expected from a teacher to act, behave and display excellent behaviour in the society so that the society gets new dimensions and meaning in life. Since society considers teaching a very noble profession therefore obligation on the part of the teacher also increases to a great extent.

- 1. Safe-guarding and Enhancing the Professional Mechanism :** Teacher being the professional of the noblest profession has to display a very noble behaviour in and outside the school. His manners and appearance should always reflect simplicity and wisdom. While interacting with students and individuals he should display his concern for improvement of education and overall progress of humanity.
- 2. Respecting the Profession :** It is obligatory on the part of a teacher to respect the profession even if he is in it by chance and not by choice. By showing his respect for the profession he makes others respect the teaching profession which ultimately makes all the teachers respectable. The teacher should always share the positive and bright side of the profession because discussing negatives will only result in rejection and at the same

time one should not forget that every profession has negative as well as positive.

3. **To be open to professional growth :** The teacher should always make an effort towards the professional growth by attending in service training, seminars, workshops etc. organized by concerned educational board for educational enhancement. Teacher can strengthen his growth by reading new books, magazines, journals etc.
4. **Contributing towards the growth of Profession :** With growing experience and knowledge the teacher realizes certain facts concerning the students, education and educational process. He should contribute his thoughts in the form of article and research paper in various journals which will benefit all the teachers, educators and policy maker's through out the country. There by resulting in growth of the profession.
5. **Maintaining congenial atmosphere at work place :** It is the duty of every professional to maintain congenial atmosphere at work place so that the profession is liked by each and everyone involved in it. It can be done by being friend, guide and philosopher to students, respectable and co-operative to colleagues, obedient and courteous to seniors and also by performing all the duties expected and delegated from time to time.
6. **Inspiring people to join the profession :** Whenever a teacher comes across an individual who is capable and interested in joining the teaching profession. He should be guided to the fullest and inspired, so that good people with required attitude and aptitude join the profession. It is an indirect service rendered to an individual and the profession.
7. **Active Participation :** Every teacher should become active member of professional organization, consisting it as professional obligation. At the same time he / she should participate actively and contribute to the maximum in every professional meeting and activity organized for the formulation of policies and programmes. The teacher should also be keen to strengthen the unity and solidarity of the professional organization.
8. **Maintaining Secrecy :** Every profession deals with various kinds of restricted information, it may be concerning policy matters, student's records, examination performance, setting up

of question paper, checking of answer sheets etc. All such information should be guarded with maximum care. It should be guarded with maximum care. It should not be discussed with any unauthorized person except concerned authorities and neither be disclosed before appropriate time. While maintaining one's own secrecy teacher should not interfere in others affairs.

## **V. Obligation towards the Higher Authorities :**

“Higher Authorities” is the section or the group of people who have been entrusted with the task of formulating and managing the rules, regulations and policies for the development of the institution.

In a way if they are legislature than the teachers are the executives who enforce or execute the programmes formulated by the higher Authorities. For effective functioning and development of any institutions, it is important that a teacher coordinates his actions with the Higher Authorities as per the changing need and situation.

- 1. Abiding by the rules and regulation :** The teacher should abide by the rules and regulations of an institution framed by the higher authorities from time to time so that there is uniformity, even growth and development throughout and discipline among the staff, then only teachers will be able to enforce discipline among the students. Without discipline progress is not possible.
- 2. Acting as a link between higher authorities and students :** From time to time higher authorities formulate educational as well as non-educational policies for all round development of students as well as institutions. These policies cannot bear fruits until effectively communicated and administered. The professional obligation of a teacher is to understand these policies in true spirit and effectively propagate it for achieving the desired result, for this the teacher has to act as an effective link between higher authorities and students.
- 3. Providing strategic information :** Higher authorities are not in the direct contact with the students and the actual happenings. Hence they depend greatly on the teachers to know about the exact situation and information so that they are able to effectively



plan policies. Teacher should suggest and present a true picture, whenever asked.

4. **To effectively implement the policies and programmes :** Drawing or framing a programme or policy is a theoretical aspect. The success of any policy depends completely on the co-ordination of the policy makers, managers, evaluators and teacher as executor. The teacher has a great role in it and has to act as a helping hand in effective implementation of various programmes and policies to the above mentioned authorities.
5. **Being respectful (courteous) to higher authorities :** It is often observed that the teachers and the other staff members do not show due respect to higher authorities when alone because they implement changes which disturbs the existing equilibrium. Staff members often discuss newly implemented policies or programmes and criticize the higher authorities and sometime even share it with students. The teacher should remember that higher authorities bring in changes for betterment because it is their duty. In any cases due respect should be maintained in and out of the institution.

Apart from the above mentioned obligations there are innumerable obligations which a teacher has to take care of. These obligations change their face with time, situation and people.

A teacher can become a professional in real sense if he fulfills all the obligations and remembers that a Profession is above the professional and in no case he should allow his human instincts and feelings to come in the way of his profession. So all over we can say that a teacher has greater duties and responsibilities to perform for the betterment of the society. Professional ethics and mannerism should go hand in hand so that the teacher is able to move ahead as a real professional in changing time.

**Check your progress :**

1. Write short notes on
  - a) Professional ethics
  - b) Professional obligations

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**10.A.6 LET US SUM UP :**

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In this unit we have studied that :

Teaching is a profession. Teacher's training is an important component of teacher education. Profession is a vocation founded upon specialized educational training. Some examples of professionals are – lawyers, Engineers, Professors, Military officers and qualified teachers. Some of the important characteristics of professions are :

- Skill based on theoretical knowledge
- Professional association
- Work autonomy
- Code of professional conduct or ethics
- High status and rewards and
- Mobility

Professionalism is the expertness characteristics of a professional person. It has to do with how to handle ourselves in situations. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals.

Like every profession, in teacher education also teacher educators should develop professional ethics and code of ethics to correct himself and get self satisfaction by developing his conduct, behavior and personality. Teachers and teacher educators develop professional ethics by imposing responsibility on himself by showing obligation towards students, parents, society, higher authority and profession.

**Unit End Exercises :**

1. What is Professional Obligation? Why it is necessary?
2. What is Professionalism? How can one develop it?
3. Differentiate between Profession, Professionalism and Professional Ethics.

**References :**

1. [www.google.com](http://www.google.com)

## 2. University News



# 10B

## TEACHER EFFECTIVENESS

### Unit Structure :

- 10.B.0 Objectives
- 10.B.1 Introduction
- 10.B.2 Meaning and components of Teacher Effectiveness
- 10.B.3 Enhancing and evaluating Teacher Effectiveness through Performance Appraisal of Teacher Educators
- 10.B.4 Let us Sum up

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### 10.B.0 OBJECTIVES :

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After reading this unit you will be able to :

- Define teacher effectiveness.
- State components of teacher effectiveness.
- Know performance appraisal.
- Explain how performance appraisal helps in enhancing and evaluating teacher effectiveness of teachers and teacher educators.

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### 10.B.1 INTRODUCTION :

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This section explores those factors that make a teacher effective. Recent research reveals that most variation in overall school effectiveness is due to class-room level factors rather than school level factors. For these reasons it is important to try to identify what makes an effective teacher.

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## **10.B.2 MEANING AND COMPONENTS OF TEACHER EFFECTIVENESS :**

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Teacher effectiveness is the result of effective teaching. Aspects of effective teaching include :

- Having a positive attitude
- The development of a pleasant social / psychological climate in the classroom
- Having high expectations of what pupils can achieve
- Lesson clarity
- Effective time management
- Strong lesson structuring
- The use of a variety of teaching methods
- Using and incorporating pupil ideas
- Using appropriate and varied questioning.

However, effective teaching methods are context specific. What is needed for a teacher to be effective can vary depending upon factors such as :

- The type of activity in the lesson
- The subject matter
- The pupil backgrounds (such as age, ability, sex, socio-economic status and ethnicity)
- The pupils' personal characteristics (such as personality, learning style, motivation and self-esteem)
- The culture / organization of the department, school.

From the above discussion we can conclude teacher effectiveness as follows.

Teacher effectiveness is the impact that class-room factors, such as teaching methods, teacher expectations, class-room organizations and use of class-room resources, have on Student's performance.

“Teacher effectiveness is the power to realize socially valued objectives agreed for teacher's, especially, but not exclusively, the work concerned with enabling students to learn.

“Teacher effectiveness is the attribute of a teacher who has the capability or potential of having a positive impact on student learning, behaviour and attitudes.”

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### **10.B.3 ENHANCING AND EVALUATING TEACHER EFFECTIVENESS THROUGH PERFORMANCE APPRAISAL FOR TEACHERS AND TEACHER EDUCATORS :**

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Teachers become public figures when something goes wrong with education systems or when they are needed to implement reforms. They acquire public status also when they negotiate salaries and working conditions or take a stand in relation to some issue. Most of the times, teachers work in their classrooms and schools ignorant of the discussions about their functions and performance. Many policies on teachers are being framed to assess their conceptual knowledge as well as their practicality in producing expected results.

Today, a drastic change in education system leads to change in performance of teachers. In present times, teachers build up an invaluable armoury of long-term strategies and quick fixes that every novice would give a right arm for. Present teachers are busier than ever. Thus, the problem before us is to regulate the quality of teaching through setting of standards and at the same time, evaluate teacher's performance. We all are working tooth and nail for setting the standards, but we need less attention towards the appraisal or evaluation of teacher's performance.

#### **Meaning of Performance Appraisal (P.A) :**

P.A. is personnel evaluation method seeking the measurement of employee work effectiveness using objective criteria. P.A. systems hope to achieve higher productivity outcomes by delineating how employees meet job specifications. A major challenge for performance appraisal systems is to define performance standards while maintaining objectivity.

P.A. is one of the important components in the rational and systematic process of human resource management.

“Appraisal may be defined as a structured formal interaction between a subordinate and supervisor” that usually takes the form of a periodic interview.” (Annual or Semi Annual)

**Uses :**

- 1) To identify the better performing employees who should get the majority of available merit pay increases, bonuses and promotions.
- 2) To manage performance.
- 3) To know how P.A. contributes to performance.
- 4) To review past behaviour and provide opportunity to reflect on past performance.

**From employee view point :**

- 1) Tell me what you want me to do?
- 2) Tell me how well I have done it?
- 3) Help me improve my performance
- 4) Reward me for doing well.

**Organizational view point :**

- 1) To establish and uphold the principles of accountability.

**Meaning of Teacher’s Performance Appraisal :**

Teacher’s Performance Appraisal or Evaluation means a systematic evaluation of the teacher with respect to his/her performance on job and also, her potent development. Infact, performance appraisal is formal, structured system of measuring, assessing and evaluating a teacher’s job, her behaviour and judging how he / she is presently performing the job. It also includes forecasting how he / she can perform the job more effectively in future.

**Criteria for Teacher’s Performance Appraisal :**

- 1) The evaluation of teacher should be linked to the mission of the school.
- 2) The evaluation of teacher should be linked to the standards set up by teacher for herself.

- 3) The evaluation of teacher should be viewed as a continuing process. There should be alternative formative techniques used as forms of evaluation and when one gets completed, implement a new one.
- 4) The new evaluation system of teacher also emphasizes upon summative evaluation, i.e. judgements of teachers made through collaboration of students' outcomes, opinions of peers, administrators, parents.

### **Mission of the School :**

'Mission' is a goal, an aim, a purpose or an objective. Every school has its own mission. Infact, mission depends upon the vision of the school. The effective teacher is expected to shoulder the school in order to accomplish the mission of the school. The teacher can be evaluated through the efforts he / she has made in accomplishing the mission. For example The mission of 'Seventh – Day Adventist Higher Secondary School' in Maninagar at Ahmedabad is 'Committed to empower each student to achieve all round development through Academic Excellence, Physical Fitness, Mental and Spiritual Health and Social Consciousness.'

Hence teacher can be evaluated not only on the basis of in-class learning experiences that he / she provides, but also on the basis of out-class and off-campus learning experiences. So, her personality should not be like a veneer that can be applied to a person by herself, nor something he / she can turn on and off like an electric current, Rather, her personality needs to have its roots in physical health, emotions, intelligence, knowledge, ideals, spiritualism and sociability.

### **Standards set up :**

The saying 'Teachers are born, not made' is wrong. The basic qualities of mind and personality that predispose an individual to success in teaching are influenced greatly by the home and community in which he is reared; also, such qualities can be cultivated. The knowledge of desirable and undesirable qualities help the teacher to set her goals for becoming an effective professional person. The teacher can be evaluated through the standards that he / she has set – up for himself / herself.

In order to know what standards a teacher has set up for himself / herself, a form known as 'Pre teaching Form' can be filled by teachers.

**Pre-Teaching Form Sample :**

1. What are the goals for your subject?
2. What are the goals for particular lessons?
3. What do you want students to learn?
4. How far do such goals accomplish the mission of the school?
5. How far do such goals support district's curriculum and standards set-up by the state?
6. How far do such goals relate to broader curriculum goals?
7. How do you plan teaching work to accomplish those goals?
8. What instructional materials will you use?
9. What teaching-aids will you use?
10. How will you correlate theoretical knowledge to practical aspect of your subject?

The responses in 'Pre Teaching Form' can help to evaluate the teacher's performance in terms of her willingness to do hard efforts, in preparing interesting hand-out materials, preparing learning packages, organizing resource, managing time and making learning process meaningful to students.

**Formative Evaluation :**

Teacher continuously steers the boat of education. He / she constantly strives to help the students to recognize their vital problems, to face their problems with confidence, skill and creative imagination. He / she guides the students day and night to recognize their desire and also nourish it in order to develop more adequate understanding.

With a view of evaluate teacher's constant efforts, formative evaluation of teachers should be done. Formative evaluation can be done through various techniques by bifurcating teacher's responsibilities into four main domains :

**Domain 1 : Planning and Preparation**

- a) **Demonstrate knowledge of content and pedagogy :** This refers to what planning has the teacher done to demonstrate her knowledge of a particular subject by interrelating it with teaching skills.



- b) **Select instructional goals** : This refers what goals has the teacher set for herself, her subject, her lessons and her students.
- c) **Manage Resources** : This refers to how far has the teacher planned her teaching-learning activities in limited available resources.
- d) **Design Coherent Instructions** : This refers to what has the teacher planned in coordinating curriculum with extra activities. This domain can be evaluated through –
- Sample Unit Plan made by teacher
  - Sample Lesson Plan made by teacher
  - Teaching Artifacts planned by teacher

**Domain 2 : The Classroom Environment :**

- a) **Create an environment of respect and rapport** : This refers to how far the teacher has been successful in creating environment of respect and rapport. This can be evaluated on the basis of Table 2.

**Table 2 : Creating Environment on Respect and Rapport**

Sr. No.	Teacher's Behaviour	Student's Reaction
1	Teacher interaction with some students is negative, demeaning, sarcastic or inappropriate.	Students exhibit disrespect for teacher.
2	Teacher – student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students cultures.	Students exhibit only minimal respect for teacher.
3	Teacher student interaction is friendly and demonstrates general warmth, caring and respect	Students exhibit respect for teacher.
4	Teacher demonstrates genuine caring and respect for individuality of every	Students make such teachers their role models.

	student.	
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- b) Establish a culture for learning :** The culture for learning can be established by
- Becoming an effective tutor
  - Getting pupils to talk to you
  - Helping pupils who do not believe in themselves
  - Coping with emotional pupils
  - Providing personal and pastoral care
- c) Manage classroom procedures :** The teacher can be evaluated on the basis of how far he / she has been successful in managing classroom procedures
- Preparing herself well for the lesson
  - Preparing children for the lesson
  - Providing practical activities
  - Keeping children on task
  - Involving children
  - Displaying work
  - Preparing for consolidatory activities like worksheets, experiments etc.
- d) Manage Students Behaviour :** The teacher can be evaluated on basis of how far he / she could manage student behaviour. This includes :
- Dealing with upset children by being gentle but firm giving them, more time and space and becoming their friends.
  - Dealing with bad behaviour through knowledge of psychology.
  - Making Children feel secure and comfortable by being consistent, fair, judicious and not being too rigid.
  - Helping children to build self esteem by praising them, managing stressful situations and supporting their proper decisions.
- e) Organize Physical Space :** The teacher's evaluation can also be done on the basis of how far he / she has provided satisfactory

seating arrangement in available classroom, cares for hygien and sanitation and providing sufficient lighting facilities ‘playground facilities etc.’

This domain can be evaluated through –

- Direct observation of teacher in classroom by an expert principal or supervisor
- Teacher – student relationship table
- Student surveys
- Samples of student work
- Teaching artifacts

### **Domain 3 : The Classroom Instruction**

- a) Communicate clearly and accurately :** The effective teacher is expected to have good command over the spoken language of school, speak in raised voice, with clarity in speech, proper speech-patterns and neither too fast nor too slow.

This is necessary part of classroom instruction. One of the factors to evaluate the teacher's performance can be her clear and accurate speech and communication skills.

- b) Use various techniques :** The effective teacher should make use of various techniques like questioning, discussion, demonstration, etc. to stimulate students and bring variety in teaching.

Use of suitable techniques will make the lesson easy and interesting for students. The teacher's performance can be evaluated on basis of her selection and implementation of a particular technique in particular lesson.

- c) Engage students in learning :** The effective teacher develops broad outlines, formulates objectives to be attained, selects materials and teaching aids suitable to age and level of student, uses appropriate teaching methods, does demonstration, experimentation illustrations, projects, fieldworks to give practical view of the subjects, develops and maintains pupil's interest in learning process, develops suitable study-habits in pupils, develops sense of appreciation for subject among pupils, evaluates pupil's progress using various evaluation techniques.

Thus the effective teacher constantly strives to engage students in learning. The teachers performance can be evaluated by assessing how far he / she has been successful in engaging students in learning.

- d) Provide feedback to students :** The effective teacher needs to be a minute observer and evaluator herself. He / she is expected to do formal and informal observation of her students and give them appropriate feedback and also judge their potentials. This domain can be evaluated through –

- Direct observation of teacher's class by an expert, supervisor or principal
- Teaching artifact
- Samples of students' work
- Assignment provided by teacher

#### **Domain 4 : Professional Responsibilities :**

It is sometimes said that degrees do make a teacher, but it is professionalism which develops a teacher. Indeed there is great deal more to being a teacher than just teaching. Every teacher will be faced with an array of additional duties. The effective teacher needs to fulfill these duties also. Hence the teacher can be evaluated on the basis of professional responsibilities.

- a) Competence in the subject :** The effective teacher, at whatever level, should be thoroughly competent in the subject he / she teaches. He / she should acquire from advanced study a much wider and deeper knowledge of the subject matter that is directly needed in the class. One cannot teach what one does not know, nor can one teach with enthusiasm unless one know, so much about his field of learning that he is confident and enthusiastic about his specific subject. Facts, ideas and inspiration flow from a mind that is full.

The teacher can be evaluated on the basis of her subject competency.

- b) Attending clinics, workshops, seminars, conferences :** Such professional gatherings are held on special topic of discussion. The procedures are informal and the groups are small enough that problems of individual teacher can be sorted. The teachers

who attend these sessions have greater opportunities to learn, better ways of helping their students.

The Teacher can be evaluated on the basis of her visits to such sessions.

- c) **Conducting experimentation and research** : Teachers may initiate their own experiments, or participate in large projects which aim at discovering new and different techniques for effective teaching.

**This can also be one of the factors to evaluate teacher's performance.**

- d) **Keeping Intellectually alert** : Teacher should have daily association with magazines and books – professional and recreational, and in addition, should hold discussions with friends and colleagues to enliven his intellectual interest and deepen his thinking.

This becomes one of the factors to evaluate teacher's performance.

- e) **Working with Outside Agencies** : Teacher is expected to show professional while working with outside agencies. The teacher should maintain individual student records up to date, keep a case diary of relevant incidents or occurrences, keep accurate notes about any communication carried on with outside agencies and be prepared to express her opinions on the basis of records maintained.

The teacher's performance can be evaluated on the basis of what proportion of professionalism does he / she show in relation to working with outside agencies.

- f) **Summative Evaluation** : One of the evaluation technique to correct ineffective behaviour of the teachers is to do subjective evaluation i.e. evaluation by all live elements surrounding teacher. This evaluation needs to be done at the end of the semester or academic year. Simple evaluation scale including space for comments on the particular strengths and weaknesses of the teacher can be asked to be rated by :

- a) Students
- b) Peers or Colleagues
- c) Administrators

- a) **Rating by Students** : In order to secure objective ratings, a teacher should give her students the opportunity to rate her anonymously and with complete impunity. Any feeling on the part of the student that there may be an attempt to discover his identity as a rater will, of course, influence his rating and thus defeat the entire purpose of the procedure. In order to prevent the handwriting from revealing the individual students the comments should be typed. Single, isolated comments may reflect a student's weakness, rather than the teachers; but when the same comment turns up a number of times, it is likely to be a good indication of teacher's behaviour. Many research studies have indicated that student's opinions for their teacher's behaviour in the classroom are competent. Even children in the lower grades seem to 'know what they are talking about' when they comment on teachers.

Again the teacher should have full opportunity to study the comments made for her. Also, it is very important that he / she not be offended by unfavorable ratings and comments or sensitive about learning that her teaching is not totally effective. On the contrary he / she should regard it as an opportunity to improve his / her professional skills.

- b) **Rating by Peers** : Working in a school or college can be really miserable if the people around you are not supportive and helpful. It is very essential that colleagues around you are helpful and supportive. Infact fellow teachers can better help to evaluate the teacher. But here, the fellow teachers who are raters should keep in mind that they are rating one another for one another's development. Hence, too much friendship or animosity should not become the hurdle. Again, all the peers should avoid to join together to rate one another high. Further, the rating scale should not create conflicts among them.
- c) **Rating by administrators** : One of the important jobs of the teachers is to comply with the rules made by administrators, try to tackle them by working on his / her own terms and at the same time by not offending them, acting as a bridge between administrators and students and making sure that protocols as defined are respected cordially. Also, the teacher should exhibit co-operation in his / her behaviour with non teaching personnels and peons. They being the helping hands of the organization, the teacher should not take undue

advantage of his / her status. Besides, novel ideas, leadership qualities, punctuality are additional qualities that administrators expect from a teacher.

Hence a teacher can also be evaluated through administrators.

### **Problems of Rating :**

Teacher's Performance Appraisals are subject to a wide variety of inaccuracies and, biases which can be termed as 'rating errors occurs in the rater's observation, judgement and can seriously affect assessment results.

The most common occurring rating errors are :

- a) **Leniency or severity** : Leniency or severity on the part of any rater makes the assessment subjective. Subjective assessment defeats the very purpose of performance appraisal.
- b) **Central Tendency** : This occurs when teachers are incorrectly rated by the raters near the average or middle of the scale. Here the attitude of the rater is to play safe.
- c) **Halo Error** : A halo error takes place when one aspect of an individual's performance influences the evaluation of entire performance of the individual. For a teacher, a halo error occurs when a teacher who stays late at school to guide students might be rated high on content and method of teaching. Similarly, an attractive or popular teacher might be given a high overall rating.
- d) **Rater Effect** : This includes favoritism, stereotyping and hostility. Excessively high or low scores are given only to certain individuals based on rater's attitude towards the ratee, not on actual outcomes.
- e) **Perceptual Set** : This occurs when the rater's assessment is influenced by previously held beliefs. E.g. If the administrator has a belief that teachers hailing from one particular region are intelligent and hardworking his subsequent rating of the teacher hailing from that region tends to be favourably high.
- f) **Performance Attributes Order** : Two or more attributes on the rating-scale follow or closely follow each other and both describe or rotate to a similar quality. The rater rates the first dimension accurately and then rates the second dimension similar to the first

because of the proximity. If the attributes had been arranged in a significantly different order, the ratings might have been different.

- g) Spill over Effect :** This refers to allowing past performance appraisal ratings to unjustifiably influence current ratings. This may happen in case of ratings done by Administrators or Peers.

If the above mentioned problems are overcome while rating, summative evaluation can give a clear picture of teacher's present performance and also can judge her potential development.

Teacher's Performance Appraisals are never welcomed. They can seem a bit daunting, but if teachers prepare for it. (Trainees of B.Ed. colleges can be for this, too) they aim at improving the performance. Now when affective teaching has become prominent and that the role of individual is undermined, there is necessity of teachers to reach not only intelligently but affectionately and also, learn to work in attribution to system.

Hence it is a high time that as performance appraisals are made compulsory in various other professions like Management, Business, Medicine, Pharmacy. It should also be made compulsory in the field of education also.

**Check your progress :**

- 1) What is performance appraisal? What are it's uses?

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- 2) What is Teacher's Performance Appraisal? Explain it's criteria.

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**10.B.4 LET US SUM UP :**

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Teachers in the contemporary society need to be through professionals fully equipped with both, high academic standards, Pedagogical and practical skills and ethical and moral values. However, it is unfortunate that teaching is still in a transitional stage and is experiencing serious occupational identify crisis. The debate on whether teaching can be called a profession dominates the educational scene even at the fag end of twentieth century. Teachers, often themselves are uncertain as to the nature of their occupation and to which category they belong non-professional, semi-professional or professional. There is a feeling among teaching community that they have been accorded a second class status while being given first class responsibilities.

Teacher educators as a world wide group also seem to lack clarity on the professional identify of teaching and the preservice or inservice levels. Such confusions may be damaging for the teachers and their occupations. It may also create an obstacle in delineating the professionalism expected from them for the emerging society. Therefore, it is high time teaching is accorded the status which other professions like medicine, law etc. enjoy.

Professionalism for a global society demands teachers to be innovative in their attitude, flexible in their approach and inquisitive and reflective in their mind always refreshing themselves with the day today increase of knowledge in their subject area Professionalism, therefore, implies professional preparation of teachers and their professional development through the mechanism of continuous inservice training programmes. The National Policy on Education (NPE 1986) has rightly remarked that “teacher education is a continuous process and its preservice and inservice components are inseparable. NPE also suggested complete overhauling of the system of teacher education and establishment of DIET and SCERT to bring qualitative improvement in both preservice and inservice education of teachers. However, it is still a distance drawn because of inadequate trained personnel and lack of proper infrastructural facilities.

Teacher effectiveness depends on the Professional accountability of the teachers. An individual teacher’s performance is monitored by a principal or educational authorities of varying levels of hierarchy. Teachers in the global world are considered as

moral agents of change and not merely technicians imparting knowledge. The first accountability is the willingness to accept the responsibility, second, the access and right of community to know what is going on in school and third the teachers become the judge of students improvement in teaching.

Teacher effectiveness can be enhanced and evaluated through performance appraisal for teachers and teacher educators. Therefore, performance appraisal in the field of education is the need of the hour.

In sum, the dream of a learning society can become reality only when the dream teachers are well equipped with moral, professional intellectual, practical and communication skills to convince the students through their efficient teaching. We can also conclude with the quote: “To be a good teacher, you have to have heart for the kids, integrity to push for excellence and a lot of creativity. And it takes stamina like you would not believe.”

### **Unit End Exercises :**

- 1) What is Profession?
- 2) Differentiate between Profession and Professionalism.
- 3) What is Professional Ethics? Why it is necessary?
- 4) Explain the meaning and components of teacher effectiveness?
- 5) What is P.A.? What are it's uses?
- 6) What is P.A.? How can you enhance and evaluate P.A. for teachers and teacher educators development?

### **P.A. – Performance Appraisal**

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## **Syllabus**

### **Paper IV : Teacher Education**

#### **Course Objectives :**

To develop an understanding of

- Concept, development and agencies of Teacher Education.
- Teacher Education programmes at Different Levels – Their Objectives, Structure, Curriculum, and Role and Competencies of the Teacher
- Need for Teacher Education at Tertiary Level
- Issues, Problems and Innovative Practices in Teacher Education
- Research and professionalism in Teacher Education

#### **Module I: Teacher Education : Concept Development and Agencies**

##### **1. Concept of Teacher Education**

- (a) Meaning and Nature of Teacher Education
- (b) Need, Scope and Objectives of Teacher Education
- (c) Changing Context of Teacher Education in the Indian Scenario
- (d) Changing Context of Teacher Education in the Global Scenario

##### **2. Development of Teacher Education in India**

- (a) Teacher Education in Pre Independence India
- (b) Teacher Education in Post Independence India
- (c) Teacher Education in U.K. and U.S.A.
- (d) Teacher Education in China and

##### **3. Agencies of Teacher Education**

- (a) Agencies of Teacher Education at the State Level and their Role and Functions – State Institute of Education (SIE), SCERT, State Board of Teacher Education (GBTE), University Departments of Education.
- (b) Agencies of Teacher Education at the National Level and Their Role and Functions – UGC, NUEPA, NCTE, NCERT.

- (c) Agencies of Teacher Education at the International Level and Their Role and Functions – UNESCO.

**Module II : Teacher Education at Different Levels : Objectives, Structure, Curriculum and Role and Functions.**

**4. Teacher Education at Pre Primary and Primary Levels**

- (a) Objectives of Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
- (b) Structure of Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
- (c) National Curriculum Framework for Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
- (d) Role and Competencies Required of the Teacher at the Pre-Primary and Primary Levels

**5. Teacher Education at Secondary and Higher Secondary Levels**

- (a) Objectives of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
- (b) Structure of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
- (c) National Curriculum Framework for Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
- (d) Role and Competencies Required of the Teacher at the Secondary and Higher Secondary Levels.

**6. Teacher Education at Tertiary Level**

- (a) Need for Teacher Education for Preparation of Teachers in Higher Education
- (b) Objectives of Teacher Education Programme at Tertiary Level
- (c) Structure of Teacher Education Programme and Institutions at Tertiary Level
- (d) Curriculum for Teacher Education Programme at Tertiary Level
- (e) Role and Competencies Required of the Teacher at the Tertiary Level

### **Module III : Issues, Problems and Innovations in Teacher Education**

#### **7. Major Issues and Problems of Teacher Education**

- (a) Maintaining Standards in Teacher Education – Admission Policies and Procedures, Recruitment of Teacher Educators
- (b) Service Conditions of Teacher Educators
- (c) Quality Management of Teacher Education
- (d) Privatization, Globalization and Autonomy in Teacher Education

#### **8. Innovative Practice in Teacher Education**

- (a) Cooperative and Collaborative Teacher Education
- (b) Constructivist and Reflective Teacher Education
- (c) e-Teacher Education
- (d) Methods of value oriented Teacher Education – Value Clarifying Discussions, Contrived Incidents.

### **Module IV : Research and Professionalism Teacher Education**

#### **9. Research in Teacher Education**

- (a) Nature and Scope of Research in Teacher Education
- (b) Areas of Research in Teacher Education (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Teacher Educators and Teacher Education Institutions)
- (c) Trends in Research in Teacher Education
- (d) Implications of Research for Teacher Education

#### **10. Teacher Education as a Profession**

- (a) Concept of Profession and Professionalism
- (b) Developing Professionalism, Professional Ethics and Professional Code of Ethics for Teacher Educators
- (c) Meaning and Components of Teacher Effectiveness
- (d) Enhancing and Evaluating Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators

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