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Teacher Education

SEMESTER- III

EDUCATION

BLOCK-1

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COURSE INTRODUCTION

This is the course in Education for the third semester of two years Master Degree level. The course consists of two blocks and introduces the learners to the basic concepts of Teacher Education; historical development of Teacher Education in India and Assam; and various other important matters related to the area of Teacher Education. In addition, the course takes into account concepts such as professional ethics and accountability in the teaching profession, role expectations of the teacher in the 21st century and the like. Further, the course enables the learners to study the prevailing trends in research in the field of Teacher Education.

BLOCK INTRODUCTION

This is the first block of the course. This block comprises a total of seven units, from unit 1 to7. The First unit titled "Introduction to Teacher Education" introduces the learners to the meaning and nature and scope of Teacher Education. It also explains the need and significance of Teacher Education.

The Second unit, titled "Development of Teacher Education in India" deals with the history of development of Teacher Education in India by dividing it into two broad sections, development of Teacher Education in India during the pre-independence period and the post-independence period.

The Third unit, titled "Pre-service and In-service Teacher Education", as the title implies primarily discusses the Teacher Education programmes, both pre-service and in-service.

The Fourth unit, titled "Teacher Education for Different Levels of Education" deals with the structure, curriculum, methods of curriculum transaction and the evaluation process of teacher education at different stages-pre-primary, elementary and secondary levels.

The Fifth unit, titled "Organisations of Teacher Education" gives an idea on the structure, aims as well as activities of different types of organisations related to the field of Teacher Education.

The Sixth unit, titled "Innovation in Teacher Education" describes various types of innovative practices, including the integration of ICT in the field of Teacher Education.

The Seventh unit, titled "Distance Education and Teacher Education" provides a brief introduction to Distance Education in addition to taking up the role of Distance Education in teacher training programmes in detail.

While going through this block, you will come across some along-side boxes, which are put on the left side or right side of the text. These boxes will explain the meaning of some words and concepts within the text. Apart from this, there will be some broad and short questions which have been included under 'ACTIVITY' and 'CHECK YOUR PROGRESS' in every unit. Activities will increase your thinking capacity because questions in the Activity box are not directly derived from the text. Hints on the answers to the short questions have been provided under section 'ANSWERS TO CHECK YOUR PROGRESS'. Besides, a few text-related questions have been provided in 'POSSIBLE QUESTIONS'. These questions will help to draw your attention on the probable topics for the examination purpose so that you can prepare for the same with confidence.

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Development of Teacher Education in pre-independence and post-independence India

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UNIT 1: INTRODUCTION TO TEACHER EDUCATION

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Meaning and Nature of Teacher Education

1.4 Scope of Teacher Education

1.5 Need and Significance of Teacher Education

1.6 Let Us Sum Up

1.7 Further Reading

1.8 Answers to Check Your Progress

1.9 Possible Questions

1.1 LEARNING OBJECTIVES

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

- describe the meaning and nature of Teacher Education
- identify the scope of Teacher Education
- explain the need and significance of Teacher Education

1.2 INTRODUCTION

The teacher is the most important element in any educational program. In fact, it is the teacher who is mainly responsible for implementation of the educational process at any stage. So, their knowledge, skills, behaviour and attitude matter a lot in successful implementation of any education programme. The NPE-1986 emphasised the need for professional preparation of newly recruited teachers at the beginning of their service as well as provisions for continuing education thereafter. The National Curriculum Framework 2005 placed demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The fundamental principle of National Education Policy 2020 has also placed Teachers as the heart of the learning process. As such, NEP-2020 gives top-most priority to their continuous professional

development. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. In this context, teacher education becomes one of the most essential and most important components of education system.

This Unit deals with the meaning and nature of teacher education, scope of teacher education and explains the need and significance of teacher education.

1.3 MEANING OF TEACHER EDUCATION

The concept Teacher Education is a broad term. It is not confined to mere teaching skill and training of teachers but it is larger than that. Goods Dictionary of Education (1973) defines Teacher education as "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 most effectively."

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.

Encyclopaedia of Educational Research (1941) defines Teacher Education as "The total education experiences which contribute to the preparation of a person but the term is completely employed to designate the programme for courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational service and for contribution to their growth in competency for such service. Such teacher education programmes are offered in teacher training colleges, normal schools and colleges and universities."

UNESCO defines Teacher Education as the formal teacher training (pre-service or in-service) designed to equip teachers with the knowledge, attitude, behaviour and skills required for teaching at the relevant level.

On the basis of the analysis of different definitions of Teacher Education stated above it is observed that teacher education encompasses teaching skills, sound pedagogical theory and 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, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong 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.

Teacher education refers to the policies and procedures designed to equip prospective teachers as well as in-service teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. To understand the concept more concretely and elaborately, the following nature of Teacher Education may help you to get the details of the concept:

- Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. 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.
- Teaching is considered an art and a science, so, the teacher has to acquire not only knowledge, but also skills that are called ?tricks of the trade.
- Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in

various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.

- Teacher education 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 be kept abreast of recent developments and trends.
- The heart 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.
- 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.
- Teacher education has been differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages of education, 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.
- Teacher Education is a system that involves an interdependence of its three main aspects-inputs, processes and outputs. Teacher education can't be perceived in isolation, it is integrated in all three aspects of educational process.



CHECK YOUR PROGRESS

Q 1: What do you mean by the term Teacher Education?

.....

Q 2: Teacher education is broad and comprehensive term. Why? Give reason.

.....

1.4 SCOPE OF TEACHER EDUCATION

As stated above Teacher Education is broad and comprehensive term, so, is its scope too. Teacher education is organised for different levels of education, i.e. teachers of pre-primary, primary, elementary, secondary, higher secondary and higher education. So, the scope of teacher education naturally covers the education of teachers for these stages of education. Likewise, the philosophical, psychological and sociological foundation of education also comes under the purview of scope of teacher education. These domains of knowledge shapes the domain of education and these domains of knowledge provide the base for better understanding and application of Teacher education. On the other hand, quality teacher education is highly determined by the quality teacher educators. If the person who is responsible for preparing teachers is not himself up to the mark, definitely, the quality of teachers produced by him come under the question mark. As such, how to prepare a better teacher educator to train the prospective and in-service teachers comes under the scope of teacher education. The scope of the teacher education also covers the rapid changes that have been witnessed in the field of information and communication technology, its impact on broader society as well as teaching-learning, impact of different educational policies on education system, changing role of teachers and emerging challenges in teacher education etc., all come under the study area/ working area of teacher education. Now, let us briefly discuss it below:

- Teacher Education as per need and requirements of different stages or levels of Education:

  The nature of learners and their education is different in each levels or stages of education. The need and requirements of pre-primary school students and their teaching is not similar to the need and requirements of secondary school students and their teaching. 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.

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

- **Foundational Basis of Teacher education:** Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines form the foundation of education and provide the base for better understanding and application of Teacher education. And, of course, construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matters related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines of psychology, sociology and philosophy, and converting it into forms suitable for teacher education.
- The Philosophical basis provides insights to the student teachers about the implications of 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.

- **Teacher Educators and Content Knowledge for Student Teachers:** Teacher education is dependent upon Teacher Educators, who prepare the teachers for different levels of education. If the quality of the Teacher Educators is good, definitely, the quality of the products (i.e. Student teachers) is also expected to be good. A good teacher educator teaches the aspirant teachers the relevant contents by using appropriate teaching strategy for which we get quality teachers for our education institutions. So, the professional competence of teacher educators is very important aspects for Teacher education. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers may strengthen the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

  A prospective teacher gets all required 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. Teacher education also creates the necessary attitude among the student teachers towards the different stakeholders of the profession (i.e. learners, parents, community members etc.), 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 these issues also.

- **Changing context of Education and Teacher Education:** The present age is characterised by liberalisation, privatisation and globalisation, knowledge explosion and revolution of information and communication technology (ICT). Massive application of ICT in the field of education has changed the fabric of teaching-learning process. At the same time, Govt. of India has adopted a New Education Policy, 2020 through which a lot of structural and pedagogical changes have been initiated in the education system. As such, role of the teacher is going to drastically

change in coming days and accordingly teacher education needs to change too in its approaches, priority areas, knowledge, and skills as per new requirements and changing context. The scope of teacher education covers these changing contexts of educational scenario in the country and accordingly accommodates itself with the changing demands and requirements so that it can effectively meet the demands of education especially in the teaching-learning process.

1.5 NEED AND SIGNIFICANCE OF TEACHER EDUCATION

The Education Commission (1964-65) rightly pointed out that "The destiny of India is being shaped in her classroom." And, of course, the destiny of this classroom is being shaped in the institution of education with committed teachers. It is true that the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends upon the quality of their teacher. So, in the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training, the motto of education to prepare quality citizens will be realised. In this context, the need and significance of teacher education is deeply felt in the education system of the country.

The need and significance of teacher education may be presented in the following points:

- 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 education makes a positive influence on the quality of curriculum transactions in classrooms and thereby pupil learning and the larger social transformation. Teacher education enhances the subject matter knowledge as well as the repertoire of pedagogical skills that teachers should possess to meet the needs of diverse learning situations. Through teacher education, a teacher gets the relevant knowledge from the discipline of philosophy, sociology and psychology etc. which develops in him/her great

commitment towards his/her profession. Further, teacher education creates sensitivity to contemporary issues and problems and high level of motivation among the trainee teachers.

- Mere possessing the necessary knowledge and skills by a teacher is not sufficient enough for effective teaching, but also that s/he takes responsibility for ensuring that all children reach high levels of learning and if not act accordingly. Teacher education makes a teacher efficient enough to translate the learned knowledge and skills into the classroom in a successful and innovative ways.
- 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).
- A teacher has to take many complex decisions on students while s/he performs his/her duty in the real field i.e. school or classroom. In such situation, a teacher requires different kinds of knowledge and judgement for taking appropriate decision on students' growth and development. To make good decisions on students, 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. Teacher education helps a teacher to groom himself/herself as a versatile personality to deal with the problems of his/her domain effectively.
- 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.

- As stated above 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. So, 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.

- National Education Policy 2020 envisages that teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

  Teachers are the largest professional group engaged in human development activities. Therefore, in order to befit the teachers to their roles, a sound professional training is needed. Along with the prequalifying professional training, a teacher needs induction training and continuous education throughout the career to equip him/her with adequate knowledge and skills to perform their professional functions according to the demand of emerging context, time and need. Moreover, teachers' role is not confined only inside the classroom; their role is envisaged beyond that as the architect of the society or torch bearer of the society. So, to perceive this great role of teacher completely, a

teacher needs continuous teacher education to form the right attitude, behaviour along with the pedagogical knowledge and skills.



CHECK YOUR PROGRESS

Q 3: Teacher education is dependent upon Teacher Educators. Why?

.....

.....

Q 4: Write any one reason to justify the need of teacher education.

.....

.....



1.6 LET US SUM UP

- Teacher education denotes "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 most effectively."
- Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other.
- Teacher education is broad and comprehensive.
- Teacher education is ever-evolving and dynamic.
- Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology.
- Teacher education is dependent upon Teacher Educators, who prepare the teachers for different levels of education.
- The academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation.
- National Education Policy 2020 envisages that teacher education is vital in creating a pool of school teachers that will shape the next generation.

1.7 FURTHER READING

Book:

1) Saxena, N.R., Mishra, B.K. & Mohanty, R.K. (2014). Teacher Education. Meerut:R. Lall Book Depot

Online Resource: Link -

1) https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf

1.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Teacher education refers to the policies and procedures designed to equip prospective teachers as well as in-service teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

Ans. to Q. No. 2: Teacher education does not mean only the training of teachers. It is more than mere training of pedagogical knowledge and skills. It includes a teacher's perceptions, behaviours and attitude towards his/her profession, students and community at large. So, the term Teacher Education is a broad and comprehensive in actual sense.

Ans. to Q. No. 3: Teacher Educators are the main persons who train the prospective and in-service teachers for performing their duties responsibly and efficiently. So, the quality of teacher educators determines the quality of teacher education of a country. It is obvious that if good quality teacher educators prepare our teachers for the educational institution then definitely the education system gets good quality teachers who will be able to transform the country by producing efficient and productive citizens for the nation.

Ans. to Q. No. 4: Teaching is an art as well as science. So, to learn the art and science of teaching, teacher education is must for a novice teacher through which s/he may able to know the trick of the trade and deliver his/her best in the practical settings.



1.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: Describe the definition of UNESCO on Teacher Education in your own language.

Q 2: State the foundational basis of Teacher Education.

Q 3: "Teacher performance is the most crucial input in the field of education." Why?

B. Long Questions (Answer each question in around 300- 500 words)

Q 1: Explain the nature of Teacher Education.

Q 2: Discuss the need and significance of Teacher Education.

*** ***** ***

UNIT 2: DEVELOPMENT OF TEACHER EDUCATION IN INDIA

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Development of Teacher Education in Pre-Independence India

- 2.3.1 Teacher Education during Ancient or Vedic Period
- 2.3.2 Teacher Education during Buddhist Period
- 2.3.3 Teacher Education during Muslim Period
- 2.3.4 Teacher Education during British Period

2.4 Development of Teacher Education in Post-Independence India

- 2.4.1 University Education Commission (1948-49)
- 2.4.2 Secondary Education Commission (1952-54)
- 2.4.3 Ford Foundation Team (1954)
- 2.4.4 Piers Committee (1956)
- 2.4.5 The Education Commission (1964-66)
- 2.4.6 National Policy on Education (1968)
- 2.4.7 National Commission on Teachers (1983-85)
- 2.4.8 National Policy on Education (1986) & Revised Programme of Action (1992)
- 2.4.9 Acharya Ramamurti Committee (1990)
- 2.4.10 National Advisory Committee or Yash Pal Committee (1993)
- 2.4.11 Right to Education Act, 2009
- 2.4.12 Justice Verma Commission (2012)

2.5 National Education Policy 2020

2.6 Let Us Sum Up

2.7 Further Reading

2.8 Answers to Check Your Progress

2.9 Possible Questions

2.1 LEARNING OBJECTIVES

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

- describe the history of development of teacher education in India during the pre-independence period
- describe the recommendations given by the various commissions and committees for improvement of teacher education in India
- discuss the process of development of teacher education in India on the basis of the recommendations provided by various committees and policies from time-to-time
- elaborate on the changes proposed to be brought about by the NEP 2020 in the field of teacher education

2.2 INTRODUCTION

In the previous unit, we have learned the basic concept of teacher education, its meaning, nature, scope, need, significance etc. In this unit, we are discussing the historical development of teacher education in India.

It is said that the history of teacher education in India is as old as the history of Indian education, since if there had been education in the society in any form there must have been teachers and students in existence. As such, according to several literatures, education of teachers has been taken to be started from 2500 B.C. along with the process of education itself. This unit discusses the history of development of teacher education in India by dividing it into two broad sections, viz. development of teacher education in India during the pre-independence period and development of teacher education in India after the post-independence period. The unit also focuses on the future prospect of teacher education in the country based on the recommendations of new National Educational Policy 2020.

2.3 DEVELOPMENT OF TEACHER EDUCATION IN PRE- INDEPENDENCE INDIA

In this section, we shall have a look on the history of teacher

education in India from ancient time up to the time of independence of India. The history of development of teacher education in India in the pre-independence period can be divided into four eras as follows:

1. Ancient or Vedic Period : 2500 B.C. to 500 B.C.
2. Buddhist Period : 500 B.C. to 1200 A.D.
3. Muslim Period : 1200 A.D. to 1700 A.D.
4. British Period : 1700 A.D. to 1947 A.D.

Now, let us have a look at each period of development one by one as presented in the following sub-sections.

2.3.1 Teacher Education during Ancient or Vedic Period (2500 B.C. to 500 B.C.)

Little evidence has been found by the historians and the educationists that could help to construct even an outline of the system of teacher education that existed during this period. We have learned in the previous semester that in the very beginning of the Indian civilisation, all teaching was concerned with the teaching of 'Vedas' and the Brahmins served as the teachers of the community during that time. They got trained as 'Gurus' in their families by their guardians and parents. Methods and techniques of teaching were very simple. A student had to rely completely on the words of their teachers. Thus, it has been observed that there was no formal system of teacher training or education during the Vedic period. Teaching was a hereditary process - the profession of teaching continued from one generation to the other from 2500 B.C. to 500 B.C until the Buddhist period started. (Sharma, 2010)

2.3.2 Teacher Education during Buddhist Period (500 B.C. to 1200 A.D.)

Buddhist period may be considered to be a very important period with regard to the historical development of teacher education in India, as it has been found that the formal system of training of

teachers found its roots during this period. The profession of teaching was no longer the privilege of only Brahmins. Any enlightened person from any class of the community may get the status of a teacher after a vigorous training. In fact, teachers were actually monks who were trained for the purpose of propagating Buddhism. To get the status of a teacher, one was kept under the supervision of two teachers from whom he learned the elements of morality, proper conduct and training in Dharma. When the supervisors were satisfied, they gave a certificate that one is fit for the profession of teaching.



LET US KNOW

The methods of training the teachers (monks) during the Buddhist period was based on a system, which was later on recognised and named as Monitorial System.

2.3.3 Teacher Education during Muslim Period (1200 A.D. to 1700 A.D.)

No evidence of any formal system of teacher education or training is found during the Muslim period in India. During this period, education was mainly teaching of Quran. Educated people available in the country or abroad from Arabia were appointed as Molvies in the educational institutions called Madarsah.

2.3.4 Teacher Education during British Period (1700 A.D. to 1947 A.D.)

With the advent of Western Powers in India, a new type of educational system, which was quite different from the existing indigenous system, came to be established in the country. European missionaries started several schools for English education in various parts of the country in which native children were also admitted. In

line with the changing nature of school education in the country, the initial step in the field of formal teacher education was also taken during this period. First of all, Danish Missionaries namely, Carey, Marshman and Ward established a formal teacher training centre termed as "Normal School" at Serampur (West Bengal) in the year 1793. This centre was private in nature. After this, three more Normal Schools were opened (all private) for training of teachers, one each in Madras, Bombay and Calcutta.

After these institutions started functioning, Government also felt the need for teacher training institutions and thus three Normal Schools were opened at Poona, Surat and Calcutta at Government initiatives. As the number of primary schools was increasing, three more Normal Schools were opened by the Government at Agra, Meerut and Varanasi. By the year 1824, the number of teacher's training institutions in India increased to 26.

The government initiative in teachers' training in India accelerated after the Wood's Despatch of 1854. Wood's Despatch recommended education to be considered a state duty and simultaneously advocated several measures, one among which was the establishment of the teacher training institutes. Subsequently, the need for establishing Normal Schools for training of teachers was reiterated in the minutes of Lord Dalhousie, which in consequent years notably assisted in the expansion of teacher education in India (Mangal, 2020).

Thereafter, many progressive changes had taken place in the area of teacher education in pre-independent India following the recommendations and reports of various educational committees and commissions, viz., Lord Stanely's Despatch (1859), Government of India Resolution on Education Policy (1904), Government of India Resolution on Education Policy (1913), Calcutta University Commission or Sadler Commission (1917-19), Hartog Committee (1929), the Abott-Wood Report (1937) and the Sargent Report (1944).

On the whole, by the time India obtained independence, teacher education had been already established as one distinct component of the educational system of the country, with differentiated programmes being offered to elementary and secondary school teachers. In 1947, at the eve of independence, the number of teacher training schools in the country was 650 and the number of secondary training colleges throughout the country was 42. However, the progress of expansion of the teacher training programme was slow and mostly pre-service in nature.

With the attainment of independence in 1947, as the Government of India took the task of reconstruction of education system of the country, a number of major strides were taken in the country in the field of teacher education too. In the following sections, we shall discuss in detail regarding the development of teacher education in India since independence till the present time.



CHECK YOUR PROGRESS

Q 3: State true or false:

i. The monitoring system may be considered as the oldest system of teacher education in India.

ii. The Muslim period is considered as an important period in connection to the development of formal teacher education system in India.

iii. The system of teacher education in India is highly influenced by the British period of teacher education.

iv. During the ancient period, teaching was a hereditary profession.

v. The first formal teacher training centre in India was established by the British Government.

vi. During the British period, the teacher training programme

was mainly pre-service in nature.

Q 2: Fill in the blanks:

i. The history of development of teacher education in India in the pre-independence period may be divided into _____eras.

ii. The _____ served as the teachers of the community during ancient period.

iii. The formal system of teacher education in India found its roots during the _____period.

iv. The oldest form of teacher education is _____ system.

v. The government initiative in teachers' training in India accelerated after the _____ of _____.

vi. The formal teacher training centres established during the British period were termed as _____.

Q 3: When and where was the first formal teacher training college established in India and by whom?

.....

.....

2.4 DEVELOPMENT OF TEACHER EDUCATION IN POST- INDEPENDENCE INDIA

In India, the post-independence period was characterised by major efforts being taken 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. The Government of India appointed different Committees and Commissions for addressing the specific issue of education in general and teacher education in particular. A large number of teachers were found untrained and attempts were made to clear the backlog (Rana, 2014).

The first attempt in the field of teacher education in independent India was taken in the year 1948, when the Central Institute of Education

was established in Delhi. Thereafter, many attempts have been taken in order to revamp the teacher education scenario in the country by following the recommendations of various committees, commissions and educational policies appointed from time-to-time since the time of independence. The major recommendations given by the commissions, committees and educational policies in the field of teacher education in the post-independence period are as follows:

2.4.1 University Education Commission (1948-49)

The University Education Commission, most commonly known as Radhakrishnan Commission was the first commission of independent India constituted under the chairmanship of Dr. S. Radhakrishnan. The commission was intended mainly for the improvement of higher education. The Commission observed that even though there was no difference in the theory courses offered in various teacher training institutions, yet there were differences with regard to the practical works of the institutions. In addition, as reported by the Commission, there were problems of shortage practice training schools and lack of staff in the training institutions etc.

Keeping in view the shortcomings, the Radhakrishnan Commission recommended for remodelling of teacher training programmes giving more time to school practices and more weightage to practical examination rather than theory papers. The committee recommended the teacher training colleges to recruit persons having first-hand experience of school teaching as teacher educators, to make the courses on the theory of Education flexible and adaptable to local circumstances and to encourage students to pursue Master's Degree in Education only after some years of experience of teaching.



LET US KNOW

In 1950, to consider the recommendations of University Education commission, the first conference of Training Colleges in India was held at Baroda, where programmes and functions of the training colleges were discussed. In the light of the recommendations of the conference, many universities revised their course and psychology wing was added to the Central Institutes of Education, Delhi to conduct research, to prepare mental tests and to guide pupil teachers.

In 1951, the second All India Conference which was held at Mysore in which the term "teacher training" was renamed as "teacher education" which thereby widened its scope. (Lakhani & Chabbra, 2014)

2.4.2 Secondary Education Commission (1952-54)

The Secondary Education Commission, also known as Mudaliar Commission under the chairmanship of Dr. A. L. Mudaliar gave a number of valuable recommendations in the field of teacher training, which may be summarised as below:

- There should be two years teacher training course for non-graduates and a separate board should be appointed for controlling such type of teacher training institutions. Whereas, for the graduates, there should be one-year teacher training programme and such type of institutions should be affiliated under universities.
- Due importance should be given to co-curricular activities.
- Two method subjects should be included in graduate teacher-training course.
- An experimental or demonstration school should be set up with each teacher-training college
- In addition to the practice teaching classes, the practical training

should incorporate various aspects like construction and administration of scholastic tests, organisation of supervised study and students' societies, conducting library period, maintenance of cumulative records etc.

- Programmes such as refresher courses, short intensive courses in special subjects, practical training in workshop, professional conferences, etc. should be organised for the in-service teachers
- Teacher education should be residential and stipendiary
- There should be exchange of professors amongst the teacher-training collages
- There should be provisions for special part-time training courses for meeting shortage of women teachers and
- Admission for the Master's Degree in Education to be granted only to trained graduates having a minimum of three years teaching experience at school level.



LET US KNOW

Following the suggestions offered by the Commission, two types of teacher-training institutions were established by the Government along with making provisions for offering part time teacher training programme, organising refresher courses for trained teachers and initiating research works in the field of teacher education.

2.4.3 Ford Foundation Team (1954)

Ford Foundation Team, an international team of eight experts was appointed by the Government of India in collaboration with Ford foundation in the year 1954 to study in detail the major recommendations of Secondary Education Commission. It recommended organizing and conducting demonstration or laboratory schools in teacher training institutions. The team also gave recommendations on recruitment, selection and training of teachers.

2.4.4 Piers Committee (1956)

In the year 1956, Pires Committee was appointed by the Government of India to draft a new syllabus for secondary teacher education on the basis of the recommendations of the University Education Commission and the Secondary Education Commission. The commission recommended giving equal marks to both the theory and the practical portions, following which the number of theory papers were reduced to four in B.Ed. course (Lakhani & Chabbra, 2014).



LET US KNOW

National Council of Educational Research and Training (NCERT)

NCERT, established in the year 1961 to look after the standard of school education in the country, was also entrusted with the responsibility of deciding the training programmes for school teachers, both at the primary and secondary levels. Four Regional Colleges of Education were established by NCERT at Ajmer, Bhopal, Mysore and Bhubaneswar and afterwards, one more at Shillong namely, North-East Regional Institute of Education (NERIE). Along with the two-year B.Ed. course, these institutions have been running the four-year integrated courses, in addition to running other courses like correspondences courses, refresher courses, seminars, workshops, conferences, etc. for trained teachers. Besides these four colleges, some other institutes have also been established by the NCERT viz. National Institute of Education (NIE) and Central Institute of Educational Technology (CIET), New Delhi and Pt. Sundar Lal Sharma Central Institute of Vocational Education, Bhopal. State Institutes of Education (SIEs) were also established in many states during 1963-64. All these institutes have been working in the field of teacher education in the country.

2.4.5 The Education Commission (1964-66)

The Education Commission (1964-66), also known as Kothari Education Commission, under the chairmanship of Dr. D. S. Kothari was the first of its kind to deal simultaneously with all levels of education in order to evolve a national system of education. The Commission commented on the status of teachers and recommended in raising the economic, social and professional status of teachers. Identifying the professional preparation of teachers to be the key area for educational development in the country, the Kothari Education Commission urged the Centre and the State to make adequate financial provision in the area of teacher education. Moreover, to ensure that every teacher in a primary or in a secondary school is either already trained at the time of his appointment or receives such training within a period of three years of their appointment, the Commission recommended the states to expand the training facilities on priority basis.

Some of the other important recommendations given by the Kothari Education Commission in the field of teacher education included the following -

- removing the isolation that existed amongst teacher education institutions, universities and schools
- establishing schools of education in selected universities
- establishment of comprehensive colleges of education in each State
- establishment of a State Board of Teacher Education in each State to be responsible for all functions related to teacher education at all levels and in all fields
- revising the curricula and programmes at all levels of teacher education
- organisation of orientation programmes for head masters and teacher educators; etc.
- make provisions for part-time facilities and correspondence

courses on large scale, to clear the backlog of untrained teachers

- make provisions for continuous in-service training of around two/ three months for teachers at all levels in every five years of their service
- with regard to the professional preparation of teachers in higher education, the Commission recommended to organise regular orientation programmes for new staff in every university.



LET US KNOW

Based on the recommendations of the Kothari Commission some notable changes have been introduced in teacher education. M.A. degree in education has been introduced in universities like Aligarh, Kurukshetra and Kanpur (Josen, 2008).

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 (Pahania, 2014).

2.4.6 National Policy on Education, 1968

Incorporating the recommendations of Kothari Education Commission, the National Policy on Education (1968), the first National Policy on Education, was announced by Government of India. Highlighting the role of teacher in development of a nation, the Policy stated that of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. Along with good educational and professional qualifications, the Policy also laid emphasis on personal qualities and character of a teacher and emphasised on improving the service conditions of teachers and in giving them their due honour and academic freedom. The Policy however had not given any specific guideline with regard to the training of teachers and suggested to give emphasis on in-service teacher education.



LET US KNOW

- In (1969), based on the recommendations of the Kothari Education Commission and the subsequent NPE, 1968 separate budgetary allocation was made for teacher education in the fourth five-year plan (1969-74) for the first time in the country.
- In (1971), the First Asian Conference on Teacher Education, jointly sponsored by the Association of Teacher Educators and the International Council on Education for Teaching (ICET) was held at Bangalore. The conference recommended that the programs of school education and teacher education within each country should be modified to meet new challenges.
- In (1973), National Council for Teacher Education (NCTE) was established which started working with NCERT. The NCTE drafted a curriculum for preparing teachers for the new 10+2 pattern and defined the role of teacher in the emerging Indian Society as a 'leader' inside and outside the classroom and as an agent of social change. The objectives of teacher education as defined by the framework were to develop the relationship with the community and emphasise and work out the Socially Useful Productive Work (SUPW).
- In the next two five-year plans, viz., fifth (1974-1979) and sixth (1980-85) five-year plans, emphasis was given for expansion and upliftment of teacher education in the country.

2.4.7 National Commissions on Teachers (1983 - 85)

In recognition of the importance of teachers and their role in developing the nation's human and material resources, the Government of India appointed two National Commissions on Teachers, one for the school stage, which is called National Commission of Teachers-I and the other for higher education,

including technical education in February 1983 under the chairmanship of Prof. D.P. Chattopadhyaya. The Commissions presented its report under the title "The Teacher and Society: Report of the National Commission on Teachers-I, also known as Chattopadhyaya Commission Report made a number of recommendations for raising the standard of teacher education in the country and also put forwarded practical steps including financial aspects for implementation of the recommendations.

The commission recommended for a four-year training course after senior secondary and a five-year training course leading to graduation and training. For the elementary teachers, the commission recommended a two-year training course upon the completion of class XII. The commission suggested that the term 'internship' should be made use of in the place of practice teaching.

2.4.8 National Policy on Education (NPE, 1986) & Revised Programme of Action, 1992

National Policy on Education 1986, which is regarded as a landmark in the history of education had given high accord to the role of teachers in society and urged the Government and community to create conditions which would motivate and inspire teachers on constructive and creative lines. Suggesting the national level associations of teachers to prepare Code of Professional Ethics for Teachers, the Policy stated that teachers' association must play a significant role in upholding professional integrity of teachers.

The Policy described teacher education as a continuous process and its pre-service and in-service components to be inseparable. It advocated the need for creating new structures, especially District Institutes of Education and Training (DIETs) with the capability to organise pre-service and in-service courses for elementary school teachers. The Policy further stated that the secondary teacher training colleges would be upgraded to

complement the work of State Council of Educational Research Training (SCERTs). National Council of Teacher Education (NCTE) would be provided with necessary support to accredit teacher-education institutes, provide guidelines regarding curricula, etc. and a networking arrangement would be created between the institutes of teacher education and the University departments of education.

The revised National Policy on Education or Programme of Action 1992 treated the recommendations of NPE 1986 as sacrosanct and reproduced them word for word.



LET US KNOW

On the basis of the recommendations of NPE, 1986 and the Programme of Action the following works were initiated in order to reform the teacher education in the country -

- A Centrally Sponsored Scheme of Teacher Education was launched in 1987. During the period 1986-89, 17.62 lakh teachers were covered under the Scheme of Mass Orientation of School Teachers of which 70% were primary level teachers and 30% were upper primary and secondary level teachers.
- The work to establish District Institutes of Education and Training (DIETs) in all districts began. The DIETs were established to provide quality pre-service and in-service training to teachers and Adult Education/Non-formal Education personnel, to provide academic and resource support to the elementary and adult education systems and to engage in action research and innovation in these areas.
- The work to raise the status of some good Teacher Training Colleges into Colleges of Teacher Education (CTE) started. The CTEs assigned the tasks of running the secondary teacher education courses along with the post-graduation (M.Ed.) in education, continuous education for the teachers working in secondary schools and DIETs, research in the field of secondary

education and providing guidance to other Teacher Education Colleges and Departments.

- The work to raise the status of some very good Colleges of Teacher Education into Institutes of Advanced Study in Education (IASE) was started. These institutes were assigned with the tasks of organising higher education courses of B.Ed. and M.Ed. level, in-service programme for the college teachers, higher level research in the field of education, to look after the colleges and departments of Teacher Education.
- In (1989), a special training package was incorporated to impart training in use of Operation Blackboard material and child-centred education.

2.4.9 Acharya Ramamurti Committee (1990)

The Acharya Ramamurti Committee, which was appointed to review the NPE 1986 suggested total revamping of the existing teacher education programme. The committee recommended for competency-based teacher training programme through integration of theory and practice and prescribed an internship model for teacher training. The committee recommended that the in-service and refresher courses should be related to the specific needs and requirements of the teachers. The committee suggested for not offering the 1st degree of teacher education through correspondence mode.

2.4.10 National Advisory Committee or Yash Pal Committee (1993)

The National Advisory Committee, which was formed under the chairmanship of Prof Yash Pal put forwarded its report entitled "Learning without Burden". The Committee noticed inadequacies in teacher education programme and recommended for specialisation in secondary or elementary or nursery education to

be included in the B.Ed. curriculum, in keeping the duration of the programme either one year after graduation or three-four years after higher secondary. It recommended restructuring contents of the programmes making it more practicum-centred, intensive and rigorous and to ensure its relevance to the changing needs and requirements of school education.



LET US KNOW

In (1995), the National Council for Teacher Education (NCTE) was accorded statuary status on 17th August, 1995 in pursuance of the National Council for Teacher Education Act, 1993 for overhauling the system of teacher education in the country.

In (1998), National Curriculum Framework for Quality Teacher Education was prescribed by the stature body NCTE to provide guidelines for the content and methodology of teacher education programmes. Prior to this, the teacher education programmes at primary and secondary stages were generally based on the curriculum framework prescribed by the NCTE in the year 1978 and revised in the year 1988 (NCTE, 1998).

In (2000), National Curriculum Framework for Teacher Education (NCFTE) came out which highlighted the need of continuing education for in-service teachers in view of the changing rate of content and pedagogical knowledge both in the national and world scenario.

In (2005), National Curriculum Framework (NCF) for School Education was framed by the NCERT which provided a comprehensive approach to child centred education.

In (2009) National Curriculum Framework of Teacher Education (NCFTE) was developed by the NCTE. NCFTE highlighted the education and training of prospective educators.

2.4.11 Right to Education Act, 2009

With the insertion of Article 21-A in the Constitution of India, the Right of Children to Free and Compulsory Education Act (RTE Act, 2009) came into effect from 1st April, 2010. Need for professionally trained school teachers, particularly at the elementary level was given much stress in the Act. The Act inter alia provides as under -

- The Central Government shall develop and enforce standards for training of teachers
- The Central Government shall provide technical support and resources to the State Government for promoting innovations, research, planning and capacity building
- The Appropriate Government (Central and State) shall provide training facility for teachers
- The Central Government shall notify an academic authority to lay down minimum qualifications for a person to be eligible for appointment as a teacher
- All teachers should acquire the prescribed the minimum qualification within a period of five years (the date was later extended for another four years by the RTE (Amendment) Act, 2017)

Accordingly, the NCTE was appointed as academic authority to lay down minimum qualifications for a person to be eligible for appointment as a teacher. Subsequent to this, all the untrained in-service elementary school teachers were required to register for the two years Diploma in Elementary Education (D.El.Ed.) programme Open and Distance Learning (ODL) mode in various institutions as directed by the Government.

2.4.12 Justice Verma Commission (2012)

A high-powered commission with Justice J.S. Verma as the chairperson was appointed by the Supreme Court of India to review

the teacher education system in the country. The report of the Commission has been published by the MHRD, GOI under the title - "Vision of Teacher Education in India: Quality and Regulatory Perspectives - Report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India" in three volumes. There are four thrust areas in the report, viz. quality of pre-service teacher education, quality of in-service teacher education, teacher performance and teacher audit and lastly, strengthening of the regulatory functions of the NCTE. The major recommendations of the Verma Commission regarding teacher education may be summarised as follows:

- Increase investment for establishing teacher education institutes
- Increase the institutional capacity of teacher preparation
- Pre-entry testing for pre-service teacher education programmes
- Teacher education should be a part of higher education system
- Teacher education institutions should be located in multi and inter-disciplinary academic environment
- Increase in the duration of the teacher education programmes
- Redesign the current teacher education programme in the light of the recommendations of the NCFTE, 2009
- A dedicated school to be attached with every pre-service teacher education institution
- The first professional degree or diploma in teacher education to be offered only in face-to-face mode
- Development of comprehensive programmes for continuing professional development of secondary school teachers
- Development of a framework for assessment of teacher performance

After going through the recommendations offered by the Justice Verma Commission, the Supreme Court of India expressed that the same deserves to be accepted and directed the Government of India and the NCTE to indicate the steps proposed to be taken for implementation of the recommendations made by the

Commission (Sharma & Rawat, 2014)

Poonam Batra Committee (2014) was constituted by the NCTE in the year 2014 as an action plan for the implementation of the recommendations of Justice Verma Committee. The report of the Batra committee proposed that the restructuring of teacher education in line with JVC recommendation is to be done in a phased manner over a period of five years covering five academic cycles beginning from the year 2015-2016 and concluding with the academic year 2019-20. (Bala, 2019)

Thereafter, Prof. N. K. Jangira Committee (2014) was appointed by the NCTE in the same year to suggest framework of qualifications of teacher education for various teacher education programmes on the basis of the recommendations of Justice Verma Committee and its action plan in the form of Prof. Poonam Batra Committee.



LET US KNOW

On 1st December, 2014, the National Council for Teacher Education (Recognition Norms and procedure) Regulations (2014) was issued by the Government of India through a Gazette Notification following the recommendations of Prof. Poonam Batra Committee and taking into account the issues raised in the Prof. Jangira Committee. This notification prescribed detailed norms and standards for fifteen (15) types of revised teacher education programmes at different levels, both for the face-to-face mode and ODL mode separately. As a result of the NCTE Regulations (2014), the entire structure of teacher education program in the country has been transformed.



CHECK YOUR PROGRESS

Q 4: Fill up the blanks:

i. The first attempt in the field of teacher education in independent India was taken in the year 1948, when the _____was established in Delhi.

ii. Secondary Education Commission (1952-54) suggested to offer _____ year/s teacher training course for non-graduates and _____ year/s teacher training course for the graduates.

iii. Ford Foundation Team was appointed by the Government of India to study in detail the recommendations given by the _____

iv. _____ advocated the need for opening District Institutes of Education and Training (DIETs) for offering both pre-service and in-service training to_____school teachers.

v. The National Advisory Committee or Yash Pal Committee put forward its report entitled_____.

vi. Need for professionally trained school teachers, particularly at the elementary level was given utmost stress in the _____.

vii. In second All India Conference held at Mysore in 1951, the term _____was renamed to _____thereby widening its scope.

Q 5: On whose recommendations separate budgetary allocation was made for teacher education in the fourth five-year plan (1969-74) for the first time in the country.

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Q 6: Name the committee which was constituted by the NCTE in the year 2014 as an action plan for the implementation of the recommendations of Justice Verma Committee.

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2.5 NATIONAL EDUCATION POLICY 2020

After a gap of 34 years from the launch of the second National Policy on Education (NPE 1986) India got its third National Education Policy (NEP 2020), under the chairmanship of Dr. K Kasturirangam. With regard to the role of teachers, in the line of the earlier Education Policies, the new National Education Policy 2020 too exhorts, 'Teachers truly shape the future of our children - and, therefore, the future of our nation', thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

Giving due emphasis to the 'power of teacher' and wishing to empower teachers and restore high respect and status to the profession, and also to attract the best minds in the country towards the teaching profession, the NEP 2020 has put in place systemic reforms in seven crucial areas of teacher and teacher education, viz., Recruitment and Deployment, Service Environment and Culture, Continuous Professional Development (CPD), Career Management and Progression (CMP), Professional Standards for Teachers, Special Educators, and Approach to Teacher Education.

With regard to Teacher Education, the vital changes that have been proposed to be brought about in the area of Teacher Education in the policy document of NEP 2020 are as follows:

- By 2030, teacher education will gradually move into multidisciplinary colleges and universities. Emphasis will be given to research in the area of teacher education.
- The minimal degree qualification for school teachers will be a 4-year integrated B.Ed. For students who have already completed a regular bachelor's degree in other specialised subject, there will be a provision for lateral entry into 2-years B.Ed. There will be provision for even to 1-year B.Ed. for those students who have completed an equivalent 4-years undergraduate degree or obtained a Master's degree in a speciality and wish to become a subject teacher in that special subject.
- Admission to all the pre-service teacher education programmes shall

be through entry tests conducted by the National Testing Agency (NTA).

- Multidisciplinary higher education institutions eligible for offering the 4-years in-class integrated B.Ed. programme and having accreditation to ODL will be allowed to offer B.Ed. programme in ODL or blended mode to pre-service students from remote places as well as to in-service teachers willing to enhance their qualification.
- All B.Ed. programmes will teach a range of knowledge content and pedagogy and include strong practicum training in the form of in-classroom teaching at local schools.
- The curriculum will include effective techniques in pedagogy on foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, with special interests or talents, use of educational technology, and learner-centred and collaborative learning. Knowledge of Constitutional provisions and environmental awareness will be compulsorily included in all B.Ed. programmes.
- There will be provision for special shorter local teacher education programmes at BITEs, DIETs, or at school complexes, etc. wherein eminent local persons will be hired as 'master instructors', for promotions of local professions, such as local art, music, agriculture, business, sports, carpentry, and other vocational crafts.
- For career growth of teachers who wish to move into more specialized areas of teaching or into administrative positions or to move from one stage to another between foundational, preparatory, middle, and secondary stages, etc., there will be provision for shorter post-B.Ed. certification courses.
- All fresh Ph.D. entrants will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period including actual teaching experience gathered through teaching assistantships.
- In-service professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives.

- Use of technology platforms for online training of teachers will be encouraged.
- In order to provide short and long-term mentoring/professional support to university/college teachers, a National Mission for Mentoring shall be established, with a large pool of competent and willing senior /retired faculties
- A new and comprehensive National Curriculum Framework for Teacher Education will be drafted by the year 2021 (NCFTE, 2021). This will be formulated by the NCTE in consultation with NCERT and other stake-holders on the basis of the principles laid down by the NEP 2020 and will be revised every 5-10 years.
- Stringent action will be taken against substandard stand-alone Teacher Education Institutions running in the country in order to fully restore the integrity of the teacher education system.

It has been seen that the National Education Policy, 2020 builds on the recommendations of some earlier commissions and committees on education viz. Kothari Commission (1964-66) and Justice Verma Commission (2012), as well as the previous version of the policy i.e., National Policy on Education (1986), modified on 1992, Right of Children to Free and Compulsory Education Act (RTE, 2009), and also some other reports and documents published by the related departments like NCERT, NCTE, etc.

On the basis of the suggestions or recommendations laid down by the Educational Commissions, Committees and Policies on Teacher Training and Education from time to time, it has been observed that the major emphasis laid by almost all of them were more or less similar in nature, viz. improvement in the status and service conditions of teachers, provisions of quality pre-service teacher education programmes for would be teachers, provisions for in-service education for teachers at periodical interval through distance mode or short-term face-to-face courses, etc. and improvement in the infrastructural facilities of various teacher training institutes, viz., DIETs, IASEs, CTEs, ASCs, etc. On the basis of the recommendations of all the earlier policies, a number of progressive changes have indeed been brought

about in the area of Teacher Education, both quantitative and qualitative. Presently, with the advent of the New Education Policy 2020, there awaits a drastic change in the curriculum and structure in the teacher education programmes in tune with the changing school structure as advocated in the NEP 2020 in the near future.



2.6 LET US SUM UP

- The history of development of teacher education in India in the pre-independence period can be divided into four eras, viz. Ancient or Vedic Period (2500 B.C. to 500 B.C.), Buddhist Period (500 B.C. to 1200 A.D.), Muslim Period (1200 A.D. to 1700 A.D.) and British Period (1700 A.D. to 1947 A.D.)
- There was no formal system of teacher training or education during the Vedic period. The same applies to Muslim period too.
- Buddhist period is considered as important period with regard to the teacher education in India, as the formal system of training of teachers found its roots during this period. The methods of training the teachers (monks) during the Buddhist period was based on a system, which was later on recognised and named as Monitorial System.
- In line with the changing nature of school education with the advent of British period in the country, the initial step in the field of formal teacher education was also taken during this period. In 1793, the first formal teacher training centre called "Normal School' was established in the country by Danish Missionaries at Serampur (West Bengal). The government initiative in teachers' training in India accelerated after the Wood's Despatch of 1854. Thereafter, following the recommendation of various educational committees and commissions, many progressive changes had taken place in the field of teacher education during the British period.
- The first attempt in the field of teacher education in independent India was taken in the year 1948 with establishment of Central Institute of Education in Delhi. Thereafter, many attempts have been taken in order

to revamp the teacher education scenario in the country by following the recommendations of various committees, commissions and educational policies appointed from time-to-time since the time of independence.

- The University Education Commission or Radhakrishnan Commission (1948-49), which was the first education commission of independent India recommended for remodelling of teacher training programmes giving more emphasis on school practices and practical examination rather than the theory papers.
- The Secondary Education Commission or Mudaliar Commission (1952-54) made a number of valuable recommendations in the field of teacher training, such as, two-years training course for non-graduates and one-year training course for the graduates, importance to co-curricular activities, two method subjects in graduate teacher-training course, setting up of experimental or demonstration school with teacher-training college, incorporation of various features in the practical course, provision of various types of short-term training programmes for in-service teachers, etc.
- Ford Foundation Team (1954), which was appointed by the Government of India to study the recommendations of Secondary Education Commission recommended for provision of demonstration or laboratory schools in teacher training institutions.
- Pires Committee (1956), which was appointed by the Government of India to draft a new syllabus for secondary teacher education on the basis of the recommendations of the University Education Commission and the Secondary Education Commission recommended giving equal marks to both the theory and the practical portions.
- The Education Commission or Kothari Education Commission (1964-66) urged the Centre and the State to make adequate financial provision in the area of teacher education. The Commission also urged to ensure that teachers are either already trained at the time of their appointment or receive such training within a period of three years of their appointment. Some of the other important recommendations given by

the Kothari Education Commission in the field of teacher education included - removing the isolation that existed amongst teacher education institutions, universities and schools, establishing schools of education in selected universities, establishment of comprehensive colleges of education in states, establishment of a State Board of Teacher Education in each state, revision of the curricula at all levels of teacher education, organisation of orientation programmes for head masters and teacher educators, make provisions for part-time facilities and correspondence courses on large scale to clear the backlog of untrained teachers, make provisions for continuous in-service training of short duration, organisation of regular orientation programmes for new staff in every university, etc.

- Highlighting the role of teacher in development of a nation, National Policy on Education (1968) stated that along with good educational and professional qualifications, importance should be given to personal qualities and characters of teachers. The Policy suggested giving emphasis on in-service teacher education.
- The Government of India appointed two National Commissions on Teachers, one for the school stage and the other for higher education, including technical education in February 1983 under the chairmanship of Prof. D. P. Chattopadhyaya. The Commissions in their reports made a number of recommendations for raising the standard of teacher education in the country and also put forward practical steps including financial aspects for implementation of the recommendations. The commission recommended for a four-year training course after senior secondary and a five-year training course leading to graduation and training.
- National Policy on Education 1986 suggested for national level associations of teachers to prepare Code of Professional Ethics for teachers in order to uphold professional integrity of teachers. The Policy advocated the need of establishing District Institutes of Education and Training (DIETs) with the capability to organise pre-service and in-service courses for elementary school teachers. The Policy stated that the

secondary teacher training colleges would be upgraded to complement the work of SCERTs and NCTE should be provided with necessary support to accredit teacher-education institutes, and provide guidelines regarding curricula. The revised National Policy on Education or Programme of Action 1992 treated the recommendations of NPE 1986 as sacrosanct and reproduced them word for word. On the basis of the recommendations of NPE, 1986 and the Programme of Action thereunder several reformations were brought about in the area of teacher education in the country

- Acharya Ramamurti Committee (1990), which was appointed to review the NPE 1986 suggested total revamping of the existing teacher education programme. Along with other suggestions, the committee suggested for not offering the 1st degree of teacher education through correspondence mode.
- National Advisory Committee or Yash Pal Committee (1993) put forward its report entitled "Learning without Burden". The Committee noticed inadequacies in teacher education programme and recommended for specialisation in secondary or elementary or nursery education to be included in the B.Ed. curriculum.
- With the insertion of Article 21-A in the Constitution of India, RTE Act, 2009 came into effect from 1st April, 2010. Need for professionally trained school teachers, particularly at the elementary level was given much stress in the Act. Following the directives of RTE Act, all the untrained in-service elementary school teachers were required to register for the two years D.El.Ed. programme in ODL mode in various institutions as directed by the Government.
- Justice Verma Commission (2012) was appointed by the Supreme Court of India to review the teacher education system in the country. The report of the Commission was published by the MHRD, GOI in three volumes. Some of the major recommendations of the Verma Commission regarding teacher education are - increase investment for establishing teacher education institutes, increase the institutional capacity of teacher preparation, pre-entry testing for pre-service teacher

education programmes, make teacher education a part of higher education system, teacher education institutions should be located in multi and inter-disciplinary academic environment, increase in the duration of the teacher education programmes, the first professional degree in teacher education to be offered only in face-to-face mode, etc.

- Poonam Batra Committee (2014) was constituted by the NCTE in the year 2014 as an action plan for the implementation of the recommendations of Justice Verma Committee. The report of the Batra committee proposed that the restructuring of teacher education in line with JVC recommendation is to be done in a phased manner.
- Prof. N. K. Jangira Committee (2014) was appointed by the NCTE to suggest framework of qualifications of teacher education for various teacher education programmes on the basis of the recommendations of Justice Verma Committee and its action plan in the form of Prof. Poonam Batra Committee.
- The new National Education Policy 2020 under the chairmanship of Dr. K Kasturirangam has put in place systemic reforms in seven crucial areas of teacher and teacher education. Some of the vital changes that have been proposed to be brought about in the area of teacher education in the policy document of NEP 2020 are-to move the teacher education into multidisciplinary colleges and universities by 2030, minimal degree qualification for school teachers to be 4-year integrated B.Ed. with provision for lateral entry into 2-years and 1-year B.Ed. too depending on some stipulated criteria, entry tests to be conducted by the National Testing Agency, revision of course curricula of teacher training programmes at all levels, provision for special shorter local teacher education programmes at BITEs, DIETs, or at school complexes, etc., opportunities for career growth of teachers in the form of shorter post-B.Ed. certification courses, use of technology platforms for online training of teachers, establishment of a National Mission for Mentoring in order to provide short and long-term mentoring/professional support to university/college teachers, formulation of a new and comprehensive

National Curriculum Framework for Teacher Education on the basis of the principles laid down by the NEP 2020.

2.7 FURTHER READING

1) Kumar & Kumar (2014). Teacher Education in India. New Delhi: Sarup Book Publisher Pvt. Ltd.
2) Kumar, T. P. (2010). Teacher Education. New Delhi: A P H Publisher.
3) Lal, R. b., & Sinha, G. (2014). Development of Indian Education and Its Problems. Meerut, U.P.: Vinay Rakheja.
4) Sharma, S. P. (2003). Teacher Eduacation: Principles, Theories and Practices. New Delhi: Kanishka Publisher.
5) Sharnma, R. (2010). Teacher Education and Pedagogical Training. Meerut: Surya Publication.

2.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No.1: (i) True(ii) False (iii) True (iv) True (v) False (vi) True

Ans. to Q. No.2: (i) four (ii) Brahmins (iii) British (iv) Monitorial (v) Wood's Despatch; 1854 (vi) Normal Schools

Ans. to Q. No.3: In the year 1793 at a place called Serampur in West Bengal by Danish Missionaries, named Carey, Marshman and Ward.

Ans. to Q. No.4: (i) Central Institute of Education (ii) one; two (iii) Secondary Education Commission (iv) National Policy on Education, 1986; elementary school (v) Learning without Burden (vi) Right to Education Act, 2009 (vii) teacher training; teacher education

Ans. to Q. No.5: Kothari Education Commission (1964-66) and the subsequent NPE, 1968

Ans. to Q. No.6: Poonam Batra Committee.

2.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: State the periods of development of teacher education in India.

Q 2: Write the characteristics of teacher education during the British period.

Q 3: Mention the nature of monitorial system of teacher education.

Q 4: State some of the recommendation of Secondary Education Commission (1952-54) in the field of teacher education.

Q 5: Describe some of the recommendations of Kothari Education Commission with regard to teacher education.

Q 6: Write shortly on the directives of Right to Education Act, 2009 regarding qualifications of elementary school teacher.

B. Long Questions (Answer each question in around 300- 500 words)

Q 1: Describe the history of development of teacher education in India during Buddhist and British periods.

Q 2: Critically examine the status of teacher education in India before 1947.

Q 3: Discuss the recommendations of National Policy on Education, 1986 and its subsequent Programme of Action, 1992 in view of the changes brought about in the field of teacher education in the country.

Q 4: Discuss the recommendations of Justice Verma Commission on teacher education and its subsequent actions.

Q 5: Critically evaluate the future prospects of teacher education in India in view of the suggestions put forward by the NEP 2020.

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UNIT 3: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Concept of Pre-service and In-service Teacher Education

3.4 Pre-Service Teacher Education

- 3.4.1 Objectives of Pre-service teacher education
- 3.4.2 Need and Importance of Pre-service Teacher Education

3.5 In-service Teacher Education

- 3.5.1 Objectives of In-service Teacher Education
- 3.5.2 Need and Importance of In-service Teacher Education

3.6 Types and Organisations of Pre-service and In-service Teacher Education Programme

3.7 Further Reading

3.8 Let Us Sum Up

3.9 Answers to Check Your Progress

3.10 Possible Questions

3.1 LEARNING OBJECTIVES

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

- grasp the concept of Pre-service and in-service teacher education programmes
- discuss the need and importance of teacher education programmes
- identify the types and organisations of teacher education programmes

3.2 INTRODUCTION

"A teacher affects eternity; he can never tell where his influence stops" - Henry Brooks Adams.

We all have come across such teachers in our lives who have

influenced us. What qualities of that teacher attracts you most? The knowledge they possess or the way they nurtured you? And the answer may be both. However, not all great teachers are born teachers, there are teachers who have acquired enormous success in teaching through training and experiences. Much wastage in teaching effort can be saved if the prospective teacher is subjected to Teacher Education situations conducive for actualisation of his/her potential. In the previous units, you must have gone through the concept and history of Teacher Education, in this unit we are going to discuss on the teacher education programmes both pre-service and in-service.

3.3 CONCEPT OF PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION PROGRAMME

The quality of a nation depends upon quality of teachers. To a large extent, this depends on the standard of teachers because teachers are the most important component of our educational system. In the educational pyramid, the teacher is the topmost academic and professional person under whose charge the destiny of our children in placed by the parents and society. Long back it has been remarked by the Kothari Commission that a sound programme of professional education for teachers is essential for qualitative improvement of education.

Pre-service education for teacher means education for teachers before they enter into service as teachers. During this period of teacher education programme, teaching of theory and practice goes side-by-side. This signifies that they are getting knowledge about theory papers and at the same time receive practical training in teaching. These programmes are intended to support and enhance teacher learning and instill in them a greater degree of self-confidence. The teacher educators learn the methodology of how to get in touch with core qualities of a good teacher.

On the other hand, in-service teacher education provides learning opportunities for practicing teachers. When a teacher completed her/his training in a college of education, it does not mean that s/he is now trained

for all times to come. A teaching degree makes her/him enter into service as a teacher. Thereafter, her/his job continues well only if the teacher continues her/his studies regularly because the teacher come across various problems and s/he is expected to sort them out. Therefore, the teacher needs more knowledge, more education for making her/him a better teacher. As such, professional preparation and professional development is a continuous process in teacher education.

Let us discuss in details every aspect of pre-service and in-service teacher education.

3.4 PRE-SERVICE TEACHER EDUCATION

Pre-service Teacher Education is a guided, supervised education and training provided to student teachers before they have undertaken any teaching job, where the student teacher begins as an observer and finishes the pre-service teaching experience as a competent professional. It refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school and classroom. Teaching is a very complex job and the the programme of pre-service teacher education should take into account the complex nature of functions a teacher is expected to perform and develop in him/her adequate competence to do the same. As stated by F.T. Willey and R.E. Maddison (1971), "Sending into schools unsuitable persons, badly trained, can be as harmful to school children as any shortage of teacher." Teaching badly or teaching wrong may be more harmful than no teaching. That is why there is a need to properly implement the pre-service teacher education programme to prepare the teacher to discharge his/her complex functions satisfactorily.

Student teachers enter their teacher education programmes with prior beliefs and perceived role of teachers. There is a notion that teaching is the transmission of prescribed knowledge to the learners and learning is mere absorption and memorisation of the knowledge taught. And these notions can be changed, altered and modified through the teacher education

programmes. The pre-service Teacher Education programme in India prepares the teachers from pre-primary level to university level. It is important for the teachers to imbibe the core qualities to be a good teacher and to be developed as someone who is reflective, introspective and capable of analysing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

As stated above Teacher Education is a complex process of education where in one hand it has to consider the demands and relevance of the needs, competence and practicality on the other hand it has to match with the world of research and disciplinary rigour. In context of the Indian contemporary education system different areas like, subject related pedagogical theory and practical components, community work, practice teaching, internship, etc. are being covered under teacher education programs. As Naish and Hartnett (1975) put it: "The job of theory is to evoke judgement rather than rote obedience. The application of theory to practice is the bringing to bear of critical intelligence upon practical tasks rather than the implementation of good advice." It implies the initial empowerment and enlighten stage of professional development which helps the prospective teacher to develop required skills, attitudes and values so as to enable themselves to impart effective teaching. Pre-service Teacher Education is a process of transforming the untrained teachers into competent and committed teachers.

3.4.1 Objectives of Pre-service Teacher Education

- The prime objective of pre-service teacher education programme is to develop an individual who can contribute for the development of the nation representing that profession who builds the human resources.
- To provide proper understanding regarding the aims and objectives of education, develop proper understanding on the basic principles of child growth, diversified learning process by which the students learn and be thoroughly grounded in the

theory and practice in an integrated manner. The knowledge of child psychology helps the teacher to appreciate the difficulties experienced by the students.

- To enable the prospective teachers to plan and present, select and organise subject matter which will promote the interest among the students and to develop the capacity to extend the resources of the school by means of improvisation of instructional facilities.
- To make the prospective teachers competent to represent his profession. To make the teacher able to understand. This enables teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development. The objective of teacher education is to know the causes of individual differences as a result of which he/she will be able to develop the ability to be like a child with children, an adult with adults, a responsible citizen among the community.
- To provide a ground where the teachers can practice their skills learnt meaningfully and develop their confidence.
- To develop communication and psychomotor skills and abilities conductive to human relations for interacting with children in order to promote learning in them both inside and outside the classroom.
- To develop understanding, interests, attitudes and skills which would enable him promote all-round development of children under his/her care.

3.4.2 Need and Importance of Pre-service Teacher Education

- Develops Professional Qualities: Teaching as a profession poses many challenges in-front of the teachers. As a profession, teaching offers many responsibilities which the prospective teacher will have to shoulder and which is not possible to acquire

otherwise. And this professional quality is very important to successfully operate the responsibilities. Pre-service Teacher Education programmes help the prospective teachers to acquire these qualities.

- Develops Teaching Competence: Teaching is an art which requires sophisticated skills to deliver. Pre-service teacher education through its various activities both theoretical and practical grounded the teachers with the needed skills.
- Most of the teachers' experiment with lessons and techniques time to time and sometimes this experimenting comes at the cost of student learning. And it is easy to lose the students at the beginning of a term, that is why it is necessary for the teachers to exhibit competence, confidence and consistency from the beginning of their service and this requires training before the teacher joins the service.
- Every new teacher has to face challenges in their teaching life and pre-service Teacher Education provides the basic skills to face those challenges and make them confident. Without these skills teachers might feel like failures and eventually give up.
- Pre-service Teacher Education prepares the teachers for actual teaching. To be a good teacher it is not enough to have the knowledge of the subject matter or to just listen to how to teach. Teacher trainees need an actual practice ground which is possible in pre-service teacher education programme. Practice teaching combined with mentoring helps the prospective teacher to be an efficient teacher.
- Teachers have to make difficult decisions while dealing with the students which may involve high stakes outcome for student's future. To make right decisions the teacher must rely on different kinds of knowledge and judgement, the knowledge about the student learning in context of individual differences, cultural and regional influences, aptitudes and interest towards learning and pre-service teacher education provides the teacher with the

knowledge of different learning styles of the students.

- Teaching as a profession needs interventions like any other profession. It is very difficult to remake the personality of an individual but their attitude, perceptions can be changed and modified according to role commitment and professional dispositions.

In our country, generally people think that if someone has the knowledge of the subject matter, they can be a good teacher. However, it is not so easy. Teacher's work is not so simple today. On one hand we need teachers who not only have the knowledge of the subject matter but also of child psychology, we need teachers who can devote themselves for the students but also for their own professional growth, we need teachers who are not only have perseverance for our cultural heritage but also are equipped with modern technology. And for that we cannot rely on our innate abilities alone rather we have to prepare teachers accordingly.



CHECK YOUR PROGRESS

Q 1: Why Teacher Education is important?

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Q 2: What is Pre-service Teacher Education?

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Q 3: Write two objectives of Pre-service Teacher Education Programme.

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Q 4: Why there is a need of Pre-Service Teacher Education?

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3.5 IN-SERVICE TEACHER EDUCATION

In-service Teacher Education is broadly defined as any learning opportunity that the teacher receives during their service. The concept of in-service education of teachers in India has a long history. In-service activities mainly in terms of refresher courses have been available for the past 70 years or so. However, it was not until 1955, that a formal all-India Department of Extension Services was created by the Ministry of Education. However, with the evolving time in-service Teacher Education also changed from one shot Worksop to professional learning opportunities and has become synonymous with professional development. Learning is a continuous process and teachers and in-service teacher education is a continuing education for teachers which is provided to the teachers which leads to the professional competence of the teachers continuously. According to Billing (1976) in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs.

In-Service Teacher Education programme is designed to development of the human resources so that the teachers can perform their works efficiently and effectively. It has also been imperative to provide the in-service teacher education programme to update the skills, knowledge of the teachers. Concept of in-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. It includes holistic training approach that has been given to the teachers while they are in-service.

According to M.B. Bruch, In-service education is a programme of activities which aims at the continuing growth of teachers and educational personnel in-service.

According to Cane, In-service Teacher Education is all those

activities and courses which aim at enhancing and strengthening the professional knowledge, interest and skills of serving teachers".

Therefore, it encompasses all forms of education and training given to a teacher who is already in the job of teaching and learning.

Rabindranath Tagore said, "the teacher can never truly teach, unless he is still learning himself. A lamp cam never lights another lamp unless it continues to burn its flame".

The idea of the in-service education has emerged to take care of the need of some sort of provision which may make the teachers up to date with respect to the knowledge of his/her subject of teaching, methods and techniques, innovative ideas in each sphere of his/her academic life. Generally, the teachers are regarded as the centre of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his/her professional skills, knowledge and interest, subsequent to initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher. As Fisher (2003) has rightly pointed out that skills which were appropriate for past generation might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities. In-service education is also referred to as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower.

3.5.1 Objectives of In-Service Teacher Education

- In-service teacher education provides opportunity to the teachers to engage and improve their knowledge and educational capacities in all fields of their work.
- To motivate the teachers to self-study, independent thinking and creativity.
- To prepare the teachers to face the new challenges that are coming with the changing times.

- To broaden the mental outlook of teachers.
- To enable the teachers to gain additional qualifications and to develop their special talents and dispositions.
- To raise the cultural and professional standards of the teaching force as a whole and strengthen its innovative vigour and creativity.
- To help the teachers to reform their own practice in the light of the changing contents of the curriculum development.
- There is increasing awareness of the impact of social, political and technological changes and of the need for teachers to be conscious of and responsive to such changes.
- At present the teachers have to teach and also take up different responsibilities which requires specialised training as they involve leadership skills and judgement of higher order.
- One of objective of in-service teacher education programme is to provide the opportunities to update oneself without having to discontinue their service.

The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to the organisation to achieve its goals. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work.

3.5.2 Need and Importance of In-Service Teacher Education

The University Education Commission in its report write that, "…it is extraordinary that our school teachers learn all of whatever subject they teach before reaching the age of 24 or 25 and then all their further education is left to experiences which is another name for stagnation. We must realise that experiment before reaching its

fullness and the teachers to keep alive and fresh become a learner from time to time."

With the changing times, a teacher's role has transformed from that of a knowledge provider to a facilitator and a mentor. Unfortunately, teachers are not equipped with the appropriate skill set for this new role. National Education Policy 2020 has very clearly addressed these issues and concerns of teachers, where the focus is to ensure quality teachers at all levels of school education. NEP 2020 has made recommendations to improve teachers' work conditions, career management processes, professional development strategy, etc. The end goal is to enhance every teacher's ability to understand each student's developmental needs proactively. This effort will require a significant update in a teaching professional's job description, requiring a different skill set altogether. Have you considered why in-service teacher education is important? The world is changing and there has been a rapid increase in the reinterpretation of knowledge, innovations of new skills and methods, introduction of new technology making obsolete what the teachers were taught. There is need to constantly upgrade oneself. In-service Teacher Education programme continues throughout a teacher's professional career in a planned manner. Let us now discuss the importance of in-service Teacher Education programme-

- On account of changes in the educational and social realities teachers are required to execute new and different roles demand updating and orientation of teachers. Any innovation at the macro level will go in vain if the teachers are not equipped with the innovations.
- The in-service teacher education programme should be based on the transformational objectives which may develop the qualities of the teachers, that would enable them to become receptive, innovative and dynamic.
- It is recognised that however good existing pre-service Teacher Education programmes are, they by their very nature cannot

equip intending teachers with all they need for a life-time of work in the classrooms.

- In-service Teacher Education progammes can develop the self confidence among teachers. It not only leads to the improvement of instruction but also provides totality of experiences which leads for satisfaction and being more skilled and competent for the job assigned.
- In-service Teacher Education can be a driving force behind keeping the teachers up-to-date on the most current concepts, thinking and research in their field and also promote professional growth among teachers in order to promote excellent and effective teaching and learning environment for students
- It is very important to increase the integration power of the teachers i.e. how to put it all together. In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing situation in order to improve, directly or indirectly the quality of pupil's education.
- In-service training can also change the attitude and skills of teachers and further increase the performance of students. It also can help to change the procedures, approaches and practices that teacher use in teaching, the way students learn and would also help to create an excellent school culture in schools

In-service training offers one of the most promising roads to the improvement of instruction. In-service training for teachers will not only bring positive effect to the teacher, but also students and school because the changes that are expected has a close relation between teachers, students and schools.



CHECK YOUR PROGRESS

Q 5: What is in-service Teacher Education Programme?

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Q 6: Write two merits of in-service Teacher Education programme.

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Q 7: Write the importance of in-service Teacher Education in today's world.

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3.6 TYPES AND ORGANISATIONS OF PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION PROGRAMME

The concept of Teacher Education has evolved with the changing time. In India, since Independence various committees and commissions has recommended regarding its necessity, operation and structure which has important implications for Teacher Education system of our country.

In our country, Central Government largely provides the broad policies and programmes while state governments implement it through various programmes and policies. For the pre-service training National Council for Teacher Education is the statutory body of our country which lays down the norms and standards for various Teacher Education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses for the planned and coordinated development all over the country. NCTE has also the power to provide recognition to the Teacher Education institute of the country. Under NCTE there are regional

committees which are followed by various teacher education institutes. Similarly, under NCERT there are five institutes of teacher education located at Bhopal, Ajmer, Bhubaneswar, Mysore and one for NE-RIE Shillong which looks after the teacher education programmes of India. There are State Council of Teacher Education Institutes and District Institute for Teacher Education and Training which caters to the needs of Teacher Education in collaboration with centrally sponsored schemes for restructuring and reorganisation schemes. University Grants Commission at state level linked with National University of Educational Planning and Administration, Institute of Advanced Studies in Education and Schools of Education followed by college of Teacher Education that conducts teacher educational programmes.

The types of pre-primary teacher training are given at various stages. This training starts from the pre-primary level to higher level of Education.

Pre-primary Teacher Education Programme: Pre-primary teacher training courses are of various types i.e, Montessori, Kindergarten, Nursery, Pre-basic etc. Minimum qualification for admission to this course is higher secondary and the duration of the course is one year. Many institutes impart training for two years. In India, the Central Government and state governments are yet to take the responsibilities to provide pre-primary teacher education programme so most of the Montessori institutions are run by non-government bodies. The minimum qualification for this training is 10+2 and National Council of Educational Research and training guides these institutions interms of the syllabus and the methods while the teachers should adopt for the transaction of the curriculum.

Primary Teacher Education: Primary teacher Education programmes are designed to cater the teachers from class 1 to class 8. Elementary teacher training institutes are established to provide training to teachers. District Institutes of Education and training are also been set up by MHRD to provide elementary teacher education programmes under the control of SCERT (State Council of Education Research and training). The NEP2020 in its provisions highlighted the introduction of Four-Year Integrated teacher education programme for the elementary and secondary

teachers. And per the NEP 2020 Four-year Integrated Teacher Education will be criteria for a person to enter in teaching jobs.

Secondary Teacher Education Programme: Secondary Teacher Education programmes are organised by the different teacher education colleges affiliated to different universities and recognised by the National Council for Teacher Education (NCTE). In some universities, there are Teacher Education departments which run the B.Ed programmes. The minimum qualification to enrol in a B.Ed. course is graduation. NCERT has also established 5 Regional Institute of Education which offers 4 year Integrated BA.B.Ed and BSc.B.Ed courses along with B.Ed courses. There are certain institutes which offers B.Ed. programmes for the special teachers such as Art, Music, Drawing, Painting, Fine Arts etc.

Teacher Education for higher level: M.Ed that is Master of Education programmes are run by the University departments and some selected recognised institutes. To enrol in M.Ed course one needs to pass the B.Ed programme. The duration of the programme is of two years and in some institute it is of one-year duration.

There are a large number of Teacher Training Institute for providing in-service teacher education. At the National Level National Council of Educational Research and training along with the six regional institute of Education undertakes Teacher Training programme for in-service teachers, teacher educator and prescribes the module for various teacher training courses. National University of Education and Planning also provides the institutional support to the teacher education programme at the national level. At the state level State Council of Educational Research and Training works as a nodal agency and prepares the modules, guidelines for teacher training. SCERT also conducts training for the teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) also provide in-service Teacher

Education programmes. For the higher-level induction programmes, Orientation and Refresher courses are conducted by the Human Resource Development Centres of Various universities and institutes. Workshops, training programmes are also being organised for the in-service teachers. SWAYAM launched by the Government of India is also providing online refresher courses for the teachers of higher level.

There are various types of in-service teacher education programmes:

Seminar: Seminars are the gathering of the people to discuss a stated topic. In educational seminars, certain topics or problems are taken related to the subject concerned and there is collective deliberation. It creates an environment of working together. Discussions are held under the guidance of the experts.

Refresher Courses: Refresher courses are the progrmmes where the teachers are retrained to the new developments in the subject matter or teaching techniques.

Workshops: Workshops also can serve as a technique for in-service teacher education where practical aspects are given more importance. The teachers have to work practically and come out with final materials to be seen by others.

Conference: Conferences are used to bring together people with common interests and discuss issues and ideas relating to a specific topic. Generally, there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. Conferences provides the opportunity to interact with different persons from same or different professions.

Study Groups: Teachers from different subjects can form different study groups to discuss their topics of interest, share information to update their knowledge.

Correspondence Courses and Distance Education: Correspondence Courses and Distance Education provides opportunities the teachers to upgrade themselves continuously without hampering their regular duties and at their own pace and time.

Online Courses: At present, there are number of online platforms through which the teachers can continue their learning without hampering their regular duties. The in-service teacher education programmes are not only run by the formal institutes but the teacher can continuously develop themselves by their own efforts. And for that teacher need to develop their passion for teaching and dedicate themselves for the profession.

Kothari commission (1964-66) rightly said, "the destiny of a nation is being shaped in her classrooms". To shape this nation teacher will have to be professional and their training programmes must be characterised by appropriate duration, extended interaction and sufficient rigour. There are lot of problems that the Teacher Education institutes of our country is facing. Commercialisation of the teacher education programme has further degraded the status of the teacher education institutes. The Teacher Education institutions need to follow a value-based approach and not an economic agenda. And only those individuals should be given the opportunity to enrol in Teacher Education institutes who has genuine passion for the profession. Institutions which adopt dynamic and professionally sound strategies could convert teacher education institutions into centres nurturing learners who will be competent, committed and willing to translate their commitment into actions.



CHECK YOUR PROGRESS

Q 8: What are the types of pre-service and in-service teacher education Programme?

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3.7 LET US SUM UP

- Teacher Education is the pivot of any educational system. Its quality and efficacy depend on the capacity to respond to the socio-economic

and cultural contexts of learners and communities. The teacher preparation programme should be in conformity with the changing social scenario. The Teacher Education programmes can be delivered in two phases. First is at the pre-service level that means training programme before an individual enters into the profession and another is in-service which is given during the course of service as a teacher

- Pre-service teacher education is a guided, supervised education and training provided to student teachers before they have undertaken any teaching job, where the student teacher begins as an observer and finishes the pre-service teaching experience as a competent professional. It refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviour and skills they require to perform their tasks effectively in the school and classroom.
- The prime objective of pre-service teacher education programme is to develop an individual who can contribute for the development of the nation representing that profession who builds the human resources. It aims to develop professional qualities. Teaching as a profession poses many challenges in-front of the teachers. As a profession teaching offers many responsibilities which the prospective teacher will have to shoulder and which is not possible to acquire otherwise. And this professional quality is very important to successfully operate the responsibilities. Pre-service teacher education programmes help the prospective teachers to acquire these qualities.
- In-Service teacher education programme is designed to development of the human resources so that the teachers can perform their works efficiently and effectively. It has also been imperative to provide the in-service teacher education programme to update the skills, knowledge of the teachers. Concept of In-Service Education In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. It includes holistic training approach that has been given to the teachers while they are in-service.

- The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to the organisation to achieve its goals. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work.
- The concept of teacher education has evolved with the changing time. In India since Independence various committees and commissions has recommended regarding its necessity, operation and structure which has important implications for teacher education system of our country.



3.8 FURTHER READING

Books:

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3.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: To develop the competence of the teachers, to make them confident and efficient enough to take up the job of the teacher effectively.

Ans to Q No 2: Pre-service teacher education programme is that education which is given to the prospective teacher before they enter in the teaching job.

Ans to Q No 3:

- To develop communication and psychomotor skills and abilities conductive to human relations for interacting with children in order to promote learning in them both inside and outside the classroom.
- To develop understanding, interests, attitudes and skills which would enable him promote all-round development of children under his/her care.

Ans to Q No 5: In-service Teacher Education programmes are those programmes which the teachers have to go through during their service tenure.

Ans to Q No 6:

- Teachers get the opportunity to continually develop themselves without hampering their normal duties.
- At present the teachers not only have to teach but also have to take up different responsibilities which requires specialised training as they involve leadership skills and judgement of higher order.

Ans to Q No 7: The world is changing and there is knowledge explosion which is beyond our imagination and In-service teacher education can be a driving force behind keeping the teachers up-to-date on the most

current concepts, thinking and research in their field and also promote professional growth among teachers in order to promote excellent and effective teaching and learning environment for students.

Ans to Q No 8: The pre-service and in-service teacher education can be provided in various programmes. Pre-service teacher education programmes are provided for various stages that i.e. for the pre-primary stage, elementary stage, secondary stage and higher stage. In-service teacher education is provided while the teacher is in service. It can be given through seminars, conferences, refresher courses, study groups and teachers can also develop continuously through different online courses and distance mode.



3.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What is pre-service teacher education programme?

Q 2: How pre-service teacher education can help to build the confidence?

Q 3: Write the objectives of pre-service teacher education

Q 4: What is in-service teacher education?

Q 5: Why in-service teacher education is necessary?

B. Long Questions (Answer each question in around 300- 500 words)

Q 1: What are the problems that the Teacher Education institutes have to face? Write the answer from your own observations.

Q 2: What are the suggestions that you want to put forward to reduce the commercialisation of the Teacher Education programme? Write.

Q 3: According to you why In-service Teacher Education programme is necessary in the present time? Explain.

Q 4: Discuss on the types of Teacher Education programme.

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UNIT 4: TEACHER EDUCATION FOR DIFFERENT LEVELS OF EDUCATION

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Teacher Education for Pre-Primary Level

4.4 Teacher Education for Elementary Level

4.5 Teacher Education for Secondary Level

4.6 Further Reading

4.7 Let Us Sum Up

4.8 Answers to Check Your Progress

4.9 Possible Questions

4.1 LEARNING OBJECTIVES

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

- identify the importance of objectives of teacher education at different levels of education
- define the objectives of teacher education at pre-primary level
- discuss the structure of teacher education at pre-primary level
- define the objectives of teacher education at primary level
- discuss the structure of teacher education at primary level
- define the objectives of teacher education at secondary level
- discuss the structure of teacher education at secondary level

4.2 INTRODUCTION

Dear learners! As you know, our education system is categorized as pre-primary, primary or elementary, secondary and tertiary stages. The pre-primary stage consists of Anganwadi/Balwadi/pre-schools (age group 3-6 years), the elementary stage consists of classes Class I to VIII (age group 6-14 years) and secondary stage consists of Class IX to XII (age group 15-18 years). The National Education Policy, 2020 has restructured

the school education. It has taken the pre-primary stage (3-6 years) and Class I & II (6-8 years) as the Foundational stage, Class 3 to 5 (age group 8-11 years) is named as Preparatory stage and the Class 6 to 8 (11-14 years) is called as Middle stage and Class 9 to 12 (14-18 years) is called as Secondary stage. You can see here that each of the stages comprises of different age groups. Therefore, each of these stages has its own characteristics regarding aims and objectives, curriculum, methods of teaching, etc. which need to cater to the needs of different age groups.The maturity level and psycho-social characteristics of the students and curriculum requirements of each stage demand separate teacher education programmes for each of the stages. You have already learnt in the Unit 1 that teacher education is very important for quality enhancement of education. Designing teacher education stage-specific makes it more effective and accurate, thereby resulting in quality development of education. In this Unit, we will define the objectives and discuss the structure, curriculum, methods of curriculum transaction and the evaluation process of teacher education at different stages-pre-primary, elementary and secondary levels.

4.3 TEACHER EDUCATION FOR PRE-PRIMARY STAGE

Early childhood education plays a significant role as it serves as the foundation of the whole life and this stage is very important as the experiences at this stage affect our whole life. This stage also prepares the child to enter into formal education. In India, pre-primary stage is not a formal stage of education. At this stage, the children are of the age-group 3-6 years, which is a very crucial period of human development. The teachers at this stage are expected to be equipped with knowledge, skill and attitude through which he/she can bring out the inherent capabilities and lead to optimum personality development of the children. Ensuring happy and healthy childhood through varied activities like play, games, songs, rhymes and group activities is the main focus of pre-primary

education. The 86th Amendment of the Constitution of India substituted Article 45 in 2002 which states that?'the State shall endeavour to provide Early Childhood Care and Education for all children until they complete the age of six years'. This provision has far-reaching implications as the demand for Early Childhood Care and Education (ECCE) will increase manifold and it will become necessary to focus on pre-primary teacher education and its quality.

4.3.1 Objectives of Teacher Education at Pre-primary Stage

The main aim of education at pre-primary stage is to promote socialization and environmental awareness among children and help them in the process of physical, mental and emotional development. This stage also bears the responsibility of developing readiness of the children for entering the formal school system. It also focuses on formation of good habits and life skill development. The objectives of teacher education at pre-primary stage are as follows-

- To enable them to understand philosophical, socio-psychological aspects of pre-primary education, its aims, content and methodology.
- To enable them to understand the general principles of growth and development and of child psychology.
- To prepare teachers for helping physical, mental, social, emotional, aesthetic and linguistic development of children.
- To cultivate understanding, skill, attitude and interest to engage themselves in children's care, growth and development fully.
- To inculcate student-teacher love, affection, sensitivity and respect for uniqueness of young children.
- To cultivate in teachers the skill of developing good environment in order to cultivate physical and emotional health.
- To enable student teachers to understand and use a variety of activity-oriented and child-centered approaches to promote children's self-concept, creativity and inventiveness.

- To develop skills of presenting different learning experiences, such as music, acting, activity, games, work experience, creative art, etc.
- To develop the skill of preparing, selecting and using different kinds of low-cost materials with a focus on sensory and motor development of children.
- To develop the capacity to maintain school-home relations by obtaining parental co-operation and understanding the domestic environment of children.
- To enable them to inculcate among children a desire to know their immediate natural environment, to love and respect it.

Now let us look at the structure of teacher education at pre-primary stage including its curriculum and methods of curriculum transaction.

4.3.2 Structure of Teacher Education at Pre-Primary Stage

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 the young children and their requirements.The apex body in the field of teacher education, National Council for Teacher Education (NCTE) has recommended the structure for the preparation of pre-school teachers for teaching children in the age group of 4-6 years. The programme is known as Diploma in Preschool Education (DPSE). The duration of this programme is of two academic years. The eligibility criterion for the programme is Secondary Examination (Class X) or its equivalent.

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 up to 6 years of age. It also includes resource mobilization and management, use of community resources-both human and

material, ensuring community participation, building relationships with parents and establishing collaborative and cooperative links with Early Childhood Care and Education and Integrated Child Development Scheme functionaries, District Institutes of Education and Training (DIETs) and other agencies. The student-teachers are required to undergo internship at least for 30 days in nearby pre-schools. Teacher education programme develops among student-teachers an awareness of local environment and natural surroundings and inculcate in them appreciation for values and skills that promote joyful learning. Teacher education curriculum at this stage develops 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 sensitize teachers with new developments such as child as the constructor of knowledge, child as a unique being and child with multiple talents. Appropriate knowledge and skill is developed regarding the variety of pedagogy suitable for pre-primary children like-role-play, puppetry, story-telling, simulation exercises, dramatization and creative thinking strategies. The activities included are 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. A Learning Resource Centre is established in the teacher education institution to help pre-primary centres do their work effectively. Such a centre is equipped with toys and play materials, suitable for children of the age group 3-6 years along with picture books, games and audio-visual materials (TV, VCR, computer, tape recorder, slide projector, audio and video tapes, models, blow up charts and pictures, slides,

etc.). An important part of pre-primary teacher education is practice teaching. Practice teaching may be organized in pre-primary schools, Anganwadis or Balwadis. However, practice teaching should be so organized that the student teachers get the opportunity to plan and manage the activities for all day span, instead of prescribing the number of lessons or classes to be taken each day. 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 learn. The duration of practice teaching is realistically determined, based on experience, with emphasis on the progress of the student teacher towards becoming a professional. Practical work for student teachers like- collection/ preparation of materials for teaching children about size, weight, length, shape, texture, colour, etc; preparation of simple items of children's imagination and linking; assembling of puzzles and preparation of story charts; collection/writing of stories and their narration with special emphasis on the values embedded in them; exposing and helping children to identify and discriminate different objects, birds, animals etc.; rhythmic group-singing activities; undertaking case studies, observing and maintaining children's developmental records; arranging local field trips; organizing/ celebrating functions, festivals and important days and other activities according to local requirements.

Curricular transaction emphasizes approaches and methods like role playing, games, quiz, material preparation, project work, Bal-mela etc., by which teachers can be trained to create joyful environment so that children of the age group of 4-6 years have attraction towards school education. The curriculum transaction has to be child-centred, activity-based, play-way and joyful approaches besides oral instruction and demonstrations. 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, a store, a Learning Resource Centre, appropriate space for

organizing outdoor and indoor games should be available in the institution.

Evaluation of pre-primary teacher education stage focuses on assessment of understanding and skills concerning planning, conducting and evaluating joyful activities for young children; of attitudinal change and value orientation. Skills for identification of children with special educational needs, children with learning disabilities, planning and organizing remedial action and skills for crisis management are assessed. Profile of student teachers is maintained on qualitative as well as quantitative dimensions. The evaluation process is wholesome, participatory, performance-based and transparent.



CHECK YOUR PROGRESS

Q 1: Write why teacher education is important for pre-primary stage of education.

.....

.....

Q 2: What does a Learning Resource Centre in teacher education institution consist of?

.....

.....

4.4 TEACHER EDUCATION FOR ELEMENTARY STAGE

You know that elementary education is the first formal stage of education. It serves as the base for education of an individual. Therefore, it occupies a crucial position in the system of education. It is the nursery of citizenship, value inculcation, and development of appropriate behaviour and life skills. The impressions acquired during this stage often continue

throughout the life. Therefore, it is very important that the teachers serving at this are specifically qualified and trained. Let us first look at the objectives of teacher education for elementary stage.

4.4.1 Objectives of Teacher Education at the Elementary Stage

As per the requirement of the elementary stage, the teacher education programmes at this stage have the following objectives-

- To develop an understanding of philosophical, psychological and sociological principles relevant to elementary education among student-teachers.
- To make the student-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 all-round development.
- To enable them to manage and mobilize community resources for the school and teaching.
- To empower them to impart and organize instruction of unified and integrated subjects.
- To develop holistic approach for understanding and solving the problems of life.
- To create environmental awareness with the intent of promoting its protection and preservation.
- To empower them to evolve need-based, community-specific and child-centred pedagogy including indigenous learning systems.
- To promote their desire, taste and capacity for life-long learning among them and make them aware of latest developments in their areas and the required skills.
- To make them understand/appreciate the advantages of ICT and empower them to use the same for teaching-learning.

- To give an elementary knowledge of inclusive, physical, yogic, health and citizenship education.
- To prepare them to use the latest constructivist pedagogy.
- To enable them to impart value education, life skills education, work education and feel their responsibility towards the education of marginalized sections of society.
- To develop the skills of continuous, comprehensive and diagnostic evaluation and organizing remedial teaching.
- To enable the student-teachers to undertake action research projects.
- To enable them to establish mutually supportive linkages with parents and the community to strengthen school programmes.

4.4.2 Structure of Teacher Education at Elementary Stage

Though teachers at all stages of school education try to make learning a joyful activity, however, more responsibility lies on teachers of elementary stage to ensure that learning becomes activity-based, participative and joyful. The structure of teacher education at elementary level requires focus on this aspect. The NCTE in its Regulation in 2014 has stated the structure, norms and standard of teacher education at elementary level. The teacher education programme for elementary level is Diploma in Elementary Education (D.El.Ed.). Duration of D.El.Ed. programme is two academic years.

Every teacher trainee is required to undergo internship in teaching (including practice teaching/skill development) at least for 30 days in nearby elementary schools. Apart from the foundation subjects, there is a provision for teaching of method subjects relating to primary and upper primary curriculum. According to NCTE Regulation, the institution offering D.El.Ed. programme should have a multi-purpose educational laboratory with psychology and science sections and a workshop attached to it, an Educational Technology laboratory with hardware and software required for imparting

Information Technology (IT) literacy to the teacher trainees.

Let us now look into the model for teacher preparation at Primary Stage as suggested by NCFTE. Actually, NCFTE is influenced by NCFSE. The NCFSE-2000 attempts to enrich the curriculum at elementary stage of school education by adopting modern approaches. It also recommends new approaches for transactional and evaluation strategies to raise the quality of elementary education. The recommendations of the NCFSE-2000 have far reaching consequences for the preparation of teachers at this level. Some of the significant implications are discussed here. As an effort towards Universalisation of Elementary Education, teacher education aims at preparing teachers to deal with students of rural background, low economic status, girl students, SC/ST students, working children, urban deprived, differently-able, migrating children, socially disadvantaged and minorities and to bring them to the mainstream of education. The teacher education programme also enables student-teachers to overcome their biases and provide equal opportunity for all children irrespective of their socio-economic and religious backgrounds. The student-teachers should be sensitized 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 provides subject-based orientation. The teaching-learning activities should focus on local culture and environment using the local specific contexts and resources. Student-teachers are provided with experiences to help children develop socio-emotional and cultural aspects as well as scientific attitude. An integrated approach is adopted. Teacher education programmes emphasizes 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. At the upper primary stage, science and social

science, each is to be taught as integrated subject, which requires special orientation in teacher education programmes. The student-teachers are appropriately sensitized on India's cultural heritage and its rich traditions, while remaining open for ideas from outside. They are oriented towards the developments in science and technology, educational psychology, language education, etc.

Student-teachers are oriented for value education and developing different strategies for inculcation and promotion of values among school students. Teacher education programme orients student-teachers to Minimum Learning Levels (MLLs) in terms of performance capabilities of learners, translating them to specific learning outcomes in the form of competencies.



LET US KNOW

Minimum Learning Levels (MLLs): MLLs 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.

Student teachers need to acquire competencies to draw community resources to facilitate more effective functioning of schools. Emphasis on lectures is minimized while activity-based and participatory methods are encouraged. Practical activities, projects and field work will have to be the main focus of teacher education. Student-teachers are empowered to inculcate values among students and they are also to be acquainted with the totality of school and community experiences. They are encouraged to undertake action research, group discussion and self-learning activities as a part of their educational programme. There is an emphasis on outcome-oriented activities. The student-teachers learn the skill of adjusting to the level of learners and make their expectations reasonable. Temperamental adjustments are also necessary so as to identify themselves with the young learners.

Regular diagnosis and timely remediation is encouraged to help achieve mastery of basic skills pertaining to various subjects of study and art of healthy and productive living.



CHECK YOUR PROGRESS

Q 3: State two objectives of teacher education for the teachers of elementary stage.

.....

.....

Q 4: What kind of methods of teaching are to be trained for the teachers of elementary stage?

.....

.....

4.5 TEACHER EDUCATION FOR SECONDARY STAGE

You know that the secondary stage of education generally consists of adolescent learners. It is an important stage in the sense that it serves as the gateway to profession or vocation or higher education. Therefore, the teacher education for this stage needs to prepare the teachers for handling the developmental characteristics of adolescent learners and for providing personal, academic and vocational guidance.

4.5.1 Objectives of Teacher Education at the Secondary Stage

The objectives of teacher education for secondary stage are-

- To maintain continuity of elementary education and prepare students to study diversified courses.
- To develop competence to adopt disciplinary approach in teaching on the basis of the principles of learning and teaching.
- To develop skills, understanding, interests and attitudes, enabling

him to foster all round growth and development of the students of secondary stage.

- To develop knowledge of life skill, health and physical education, games and recreational activities and work-experience.
- To develop skills in identifying, selecting, innovating and organizing learning experiences.
- To develop understanding of psychological principles of growth and development, individual differences and similarities, and cognitive, psycho-motor and attitudinal learning.
- To develop skills in guiding and counselling the students in personal, academic and vocational areas.
- To develop understanding of the role of home, peer group and community in shaping the personality of the child and help develop an amicable home-school relationship.
- To understand the role of school in changing the society.
- To undertake investigatory projects and action research.
- To develop competence to teach the subject of specialization, both subject-related and pedagogical.
- To promote awareness of the role of education and of the teacher in building up a democratic, secular and socialist society.
- To develop skills in making use of educational technology in teaching academic and or vocational subjects.
- To enable the student-teachers to develop competencies for an error-free, responsive and transparent evaluation.

In case of secondary stage of education, higher secondary education occupies an important place. It is considered as the gateway to higher education as well as to the professional world. Based on their interest and ability the students at this stage need to take decisions about their future course of life. Considering some of the particular characteristics of higher secondary level, the teacher education for higher secondary stage aims -

- To develop competency to teach the subject of his/her specialization on the basis of accepted principles of teaching

and learning and to keep oneself updated on the latest developments in both the subject concerned as well as pedagogy.

- To develop an understanding of the aims and objectives of education in general, and of higher education in particular in the Indian context.
- To promote awareness of the role of education in general and teacher in particular in building up a democratic, secular and socialist society.
- To develop cognitive and psycho-motor skills for teaching academic and/or vocational subjects by providing appropriate learning experiences.
- To develop skills in making use of educational technology in teaching academic and or vocational subjects.
- To understand the bio-psycho-social needs of the adolescents and the problems arising out of non-fulfilment of their needs, develop skills in guiding and counselling the adolescent in solving his personal and academic problems.
- To undertake investigatory projects, action research and experimental projects, both in education and specialized subject areas.
- To understand the role of school and teachers in changing the society.

4.5.2 Structure of Teacher Education at the Secondary Stage

The teacher education at this stage aims to prepare teachers for secondary stage (IX-X) and higher secondary stage (XI-XII). The most popular programme of teacher education for secondary stage is known as Bachelor of Education (B.Ed.). The duration is two academic years. It is generally provided in B.Ed. Colleges, University Department of Education, Colleges of Teacher Education, IASEs,

etc.

The B.Ed curriculum is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme comprises three broad curricular areas-Perspectives in Education, Curriculum and Pedagogic Studies Engagement with the field. Let us now look into what these areas contain.

- **Theory Courses:** The theory courses comprises of-

  Perspectives in Education: Perspectives in education includes courses in the study of childhood, child development and adolescence, contemporary India in education, philosophical and sociological perspectives in education, theoretical foundation of knowledge and curriculum, teaching and learning, gender in the context of school and society and inclusive education, Information and Communication Technology (ICT), yoga education, and disability/inclusive education.

  Curriculum and Pedagogic Courses: Courses in curriculum and pedagogic studies includes aspects of language across the curriculum and communication, understanding the disciplines, social history of a school subject, and its pedagogical foundation with a focus on learner and a course on the theoretical perspectives on assessment for learning.

- **Engagement in field/Practicum:** The B.Ed. Programme provides for sustained engagement with self, the child, community and school at different levels. It establishes close connection between different curricular areas. This curricular area serves as an important link between above two broad curricular areas through its three components such as tasks and assignments, school internship and courses on enhancing professional capacities (Language and communication, drama and art, self development and ICT).

As School Internship is a very important part of the curricular area engagement in field/Practicum, we need to understand it in

more detail. School internship is designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. Students are engaged actively for 16 weeks in the final year of course. They engage at two levels such as upper primary (VI-VIII) and secondary (IX-X) or senior secondary with at least 16 weeks in secondary/senior secondary classes. Hence internship in school is for a minimum of 20 weeks for a two year programme (4 weeks in the first year and 16 weeks in second year).Besides practice teaching, it also includes an initial phase of one week for observing a regular classroom with a regular teacher including peer observations, teacher observations and faculty observations of practice lessons.

Apart from the regular B.Ed. programme, an innovative practice in the field of teacher education is the integrated programmes of teacher education, in which the academic programmes (like B.A., B.Sc., B.Com. etc.) and professional programmes (like B.Ed.) are integrated. The 4-yr integrated programme leading to B.A.B.Ed/B.Sc.B.Ed Degree is for the teachers of secondary stage. It aims at integrating general studies comprising sciences (B.Sc.B.Ed) and social sciences or humanities (B.A.B.Ed) and professional studies comprising of foundation of education, pedagogy of school subjects, practicum related to tasks or functions of school teacher. The duration is of four academic years.

The B.Sc.B.Ed. and B.A.B.Ed programme consist of contents from undergraduate liberal programme in science and arts stream and supportive courses, pedagogic courses and practicum including school experience and internship in teaching. Information and Communication Technology (ICT), gender, yoga education and disability/inclusive education form an integral part of the curriculum. Hence it consists of theory courses such as perspectives in education, curriculum and pedagogic studies, language and communication and development of self education. The practicum

and school internship are integral part of this course. The duration of internship is 20 weeks involving 4 weeks in the third year and 16 weeks in the fourth year.

Another programme for teacher education at secondary stage is Bachelor of Education Programme (Part-Time). It is actually a flexible version of the two-year B.Ed. programme. It aims at providing flexibility in terms of attending the programme (which is why it is called as part-time) and provides for three years duration to complete the programme.

Thus, we can see that the demands and characteristics of each stage require stage-specific teacher education. Though the main focus of teacher education is ultimately quality education, the teacher education at each of the stages has its own objectives and accordingly its structure, curriculum and pedagogy.



4.6 LET US SUM UP

- The maturity level and psycho-social characteristics of the students and the curriculum requirements of each stage demand separate teacher education programmes for each of the stages. Therefore, designing teacher education stage-specific makes it more effective and accurate.
- The main aim of education at pre-primary stage is to promote socialization and environmental awareness among children and help them in the process of physical, mental and emotional development.
- The programme of teacher education for pre-primary stage is known as Diploma in Preschool Education (DPSE) and its duration is of two academic years.
- The curriculum for pre-primary teacher education programme is flexible to include activities to promote physical, cognitive, social, emotional, linguistic and aesthetic development of children up to 6 years of age including internship of at least 30 days in nearby pre-schools.
- Appropriate knowledge and skill is developed regarding the variety of pedagogy suitable for pre-primary children like-role-play, puppetry, story-

telling, simulation exercises, dramatization and creative thinking strategies.

- A Learning Resource Centre is established in the teacher education institution to help pre-primary centres do their work effectively.
- The main purpose of teacher education for elementary stage is to develop an understanding of philosophical, psychological and sociological principles relevant to elementary education among student-teachers and to make them aware of the nature, purpose, problems and issues of elementary education.
- The teacher education programme for elementary level is Diploma in Elementary Education (D.El.Ed.) and its duration is of two academic years.
- Every teacher trainee is required to undergo internship in teaching (including practice teaching/skill development) at least for 30 days in nearby elementary schools.
- Apart from the foundation subjects, there is a provision for teaching of method subjects relating to primary and upper primary curriculum.
- The teacher education programme also enables student-teachers to overcome their biases and provide equal opportunity for all children.
- Teacher education programmes at elementary stage provides subject-based orientation. The teaching-learning activities should focus on local culture and environment using the local specific contexts and resources. Student-teachers are provided with experiences to help children develop socio-emotional and cultural aspects as well as scientific attitude.
- Teacher education programme orients student-teachers to Minimum Learning Levels (MLLs) in terms of performance capabilities of learners, translating them to specific learning outcomes in the form of competencies.
- The teacher education for secondary stage prepares the teachers for handling the developmental characteristics of adolescent learners and for providing personal, academic and vocational guidance.
- The main objectives of teacher education for secondary stage are to maintain continuity of elementary education and prepare students to

study diversified courses and to develop competence to adopt disciplinary approach in teaching on the basis of the principles of learning and teaching.

- Considering some of the particular characteristics of higher secondary level, the teacher education for higher secondary stage aims at developing competency to teach the subject of his/her specialization on the basis of accepted principles of teaching and learning.
- The most popular programme of teacher education for secondary stage is known as Bachelor of Education (B.Ed.). The duration is two academic years.
- The programme comprises three broad curricular areas-Perspectives in Education, Curriculum and Pedagogic Studies Engagement with the field.
- An innovative practice in the field of teacher education is the integrated programmes of teacher education, in which the academic programmes (like B.A., B.Sc., B.Com. etc.) and professional programmes (like B.Ed.) are integrated.

4.7 FURTHER READING

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4.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Early childhood is a very crucial period of human development. The teacher at this stage is expected to be equipped

with the knowledge, skill and attitude through which he/she can bring out the inherent capabilities and lead to optimum personality development of the children.

Ans. to Q. No. 2: A Learning Resource Centre in teacher education institution is equipped with toys and play materials, suitable for children of the age group 3-6 years along with picture books, games and audio-visual materials (TV, VCR, computer, tape recorder, slide projector, audio and video tapes, models, blow up charts and pictures, slides, etc.).

Ans. to Q. No. 3: Two objectives of teacher education for the teachers of elementary stage are-

- To make the student-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 all-round development.

Ans. to Q. No. 4: Student teachers need to be trained to use activity-based and participatory methods, practical activities, projects and field work. They also need to acquire competencies to draw community resources to facilitate more effective functioning of schools. They are trained to inculcate values among students and they are also to be acquainted with the totality of school and community experiences. They are encouraged to undertake action research, group discussion and self-learning activities.



4.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What are the course contents of an integrated course of teacher education?

Q 2: How is the teacher education for pre-primary stage assessed?

Q 3: What are the three broad curricular areas of B.Ed. programme?

B. Long Questions (Answer each question in around 300- 500 words)

Q 1: Describe the curriculum content of teacher education for pre-primary stage.

Q 2: Describe the implications of NCFSE on the NCFTE?

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UNIT 5: ORGANISATIONS FOR TEACHER EDUCATION

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 National Council of Educational Research and Training (NCERT)

- 5.3.1 Organisation of NCERT
- 5.3.2 Objectives of NCERT
- 5.3.3 Programmes and Activities of NCERT

5.4 National Council for Teacher Education (NCTE)

- 5.4.1 Objectives of NCTE
- 5.4.2 Role or Functions of NCTE

5.5 State Council of Educational Research and Training (SCERT)

- 5.5.1 Objectives of SCERT
- 5.5.2 Role of SCERT
- 5.5.3 Activities of SCERT

5.6 Central Institute of Educational Technology (CIET)

- 5.6.1 Activities of CIET

5.7 District Institute for Education and Training (DIET)

- 5.7.1 Objectives of DIET
- 5.7.2 Functions and Role of DIET
- 5.7.3 DIETs in Assam

5.8 National University of Educational Planning and Administration (NUEPA)

- 5.8.1. Departments of NUEPA
- 5.8.2 Objectives and Functions of NUEPA

5.9 Regional Colleges of Education in India (RCE)

- 5.9.1 Objectives of Regional Colleges of Education
- 5.9.2 Functions of Regional Colleges of Education

5.10 Regional Institute of Education (RIE)

5.11 Further Reading

5.12 Let Us Sum Up

5.13 Answers to Check Your Progress

5.14 Possible Questions

5.1 LEARNING OBJECTIVES

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

- conceptualise the different organisation for teacher education
- discuss about the structure, aims and activities of NCERT
- describe the significance of NCTE
- develop a detail idea on the activities of SCERT, CIET, DIET, NUEPA, RCE and RIE

5.2 INTRODUCTION

The society is indebted to the teachers for shaping the destiny of the nation through the education of young minds and acknowledges teaching as the noblest profession. It can be rightly said that development of a democratic country depends on the status of teachers in the society. Therefore, every teacher should get necessary facilities to enable him/her to discharge his/her duties with devotion and dedication as well as lead a fulfilling life. We have to keep on upgrading the quality of teacher education on a continuing basis. It is significant to note that different organisations related to teacher education and training are working together closely to achieve this purpose. In this unit, you will gain an idea on the concept of such organisations. Moreover, you will know about their structure, aims as well as activities that are related to the field of teacher education.

5.3 NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)

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

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

NCERT has its own governing body and it has the responsibility of managing, directing and controlling the NCERT in accordance with its rules, regulations as well as the ordiances. This governing body consists of 12 members with the Central Education Minister as the President. It has a Director as its head for executing and controlling the day to day work that is assisted by a Join-Director and a full time Secretary.

In order to carry out its functions effectively, NCERT works in close co-operation with education departments in the states and it has a networks of 17 offices of field advisers in different states. It also maintains close liaison with universities and generally with all institutions set up in the country for furthering the objectives of school education.

The headquarter of NCERT is situated in New Delhi.

5.3.1 Organisation of NCERT

NCERT has the following organisations in its entity working in the various fields of education.

- Psychological foundation department
- Teacher Education department
- Philosophical foundation
- Department of field services
- Journal cell and ERIC (Educational Research and Innovation Cell)
- Department of curriculum and text books
- Basic education and primary education
- Department of audio visual education
- Adult education and literacy

- Central science workshop
- Educational survey unit
- Work experience and vocationalisation
- Central institute of educational technology
- Examination and evaluation unit
- Education of the handicapped and
- Guidance and counseling

The council has also established State Institutes of Educational Research and Training in each state and four regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore catering the need of the training of secondary school teachers and research works in this direction.

5.3.2 Objectives of NCERT

- To launch, organise and strengthen research works in various aspects of education.
- To arrange for pre-service and in-service training at the higher level.
- To organise extension centers in training institutions with the co-operation of State governments and extended facilities pertaining to new methods and technologies among them.
- To publish necessary text books, journals and other literature for achieving the objectives.
- To establish National Institutes of Education (NIE) and manage the development of research and higher training for educational administrators and teachers.
- To arrange the establishment of training institutes for the professional and specific enhancement of teaching.
- To provide guidance and counseling service on a large scale

5.3.3 Programmes and Activities of NCERT

The NCERT undertakes the following programmes and activities in

the field of education.

- Investing problems pertaining to in-service training, educational planning and administration at different centers located across states.
- Preparing charts, models, film-strips and audio-visual material for science and other subjects.
- Investigating the problems of basic education and implementing the programme of Adult Education.
- Suggesting suitable reforms in the curriculum and methods of teaching of science and mathematics and develop proper educational material, equipment and text books in this connection.
- Expanding the scheme of social studies and prepares its technology.
- Arranging for educational surveys in the field of group dynamics, direction and exchange of views on psychological basis.
- Conducting research for bringing about economy in the construction of school to buildings.
- Launching area wise researches pertaining to the problems of teachers, curriculum, method of teaching and technology.
- Arranging to provide fellowship for the encouragement of research works in different fields.
- Conducting research work for bringing about economy in the construction of school building.
- Collaborations with the health and welfare departments of America.
- Organising summer institutes in the field of social science and humanities for developing a suitable school curriculum.
- Arranging summer institutes for science and mathematics teachers in collaboration with the University Grants Commission (UGC) and International Technical Development Agency.
- Providing summer school-cum-correspondence programmes for

in-service teachers in the regional colleges of education located in different areas.

5.4 NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)

The National Council for Teacher Education (NCTE) was established by the Ministry of Education of Government of India on 21 May, 1973. NCTE had been given statutory statues by an Act passed in 1993. NCTE has an autonomous body for the development of Teacher Education. The head office of NCTE locates in New Delhi in the campus of NCERT. The prime objective of setting up the NCTE was to revamp Teacher Education at all levels in the country. The membership of the NCTE includes one representative each from Departments of Education of each state UGC, All India Council for Technical Education, C.A.B.E., Planning Commission and NCERT. Besides, it has 12 nominated members, who are experts in the fields of pre-school teachers- education, primary teacher education, secondary teacher education, technical and vocational teacher education. The term of each nominated member is 3 years.

5.4.1 Objectives of NCTE

- To advise Government of India on all matters concerning Teacher Education, including pre-service and in-service training, evaluation of curricula for Teacher Education and periodical review of progress in revising curricula.
- To advise State Governments on any matter referred to the Council by them.
- To review the progress of plan schemes, both Central and State, concerning Teacher Education.
- To advise Governments on ensuring adequate standards in Teacher Education.
- Any other matter entrusted to the Council by the Government of India.

5.4.2 Role or Functions of NCTE

According to the Act of 1993, NCTE perform the following functions:

- Undertaking survey and studies relating to various aspects of teacher education and published the results.
- Making recommendations to the Centre and State Govt. Universities, the UGC, and other institutes 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.
- Promoting innovations and research studies and organise them periodically or annually.
- Supervising Teacher Education programmes and providing financial assistance.
- Enforcing accountability of teacher development programmes in the country.
- Preventing commercialisation in Teacher Education and maintaining quality and standard of teacher education to produce better teachers.
- Entrusting responsibility to other organisations , universities and other institutes.
- Preparing a programme for in-service Teacher Education for orienting teachers for latest development.

- Establishing international relations in the area of Teacher Education.



CHECK YOUR PROGRESS

Q 1: Q 2: Write any one reason to justify the need of teacher education.

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Q 2: Mention two objectives of NCERT.

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Q 3: Write three roles or functions of NCTE.

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5.5 STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

The State Council of Educational Research and Training was established in the year of 1979 by the transformation and up gradation of the former State Institutes of Education. (SIE). In every State the SCERT looks after the problems, prospects and the needs of school education. The highest administrative authority and the academic adviser of the SCERT is the Director of SCERT. The Director of SCERT has the power to inspect all the training schools and training colleges of the State and make periodical assessment of the activities performed by the teachers. SCERT tries to take up remedial measures for the solution of the problems of school education in its respective state.

5.5.1 Objectives of SÇERT

- To bring about qualitative improvement in the existing educational

system of the state.

- To develop the curriculum of various school subjects.
- To provide pre-service and in-service education for teachers and educational supervisions.
- To develop new techniques and methodologies in the field of school education.
- To undertake and promote investigations, surveys, studies and research in the various field and sectors of education.
- To formulate and implement pilot projects for bringing about qualitative improvement in different fields of school education.
- To evaluate, monitor and develop educational programmes.

5.5.2 Role of SCERT

They are organising capacity building programme for teachers. The role of SCERT is given below:

- Orientation on newly developed curriculum
- Induction level training for newly required teacher educations
- Department-wise orientation of DIET faculties
- Workshop on development of teaching model (TLM)
- Orientation of evaluation strategies of teacher training institute
- Orientation on conduct of action research
- Orientation on supervision! Mainly and support system of background areas school.

5.5.3 Activities of SCERT

- Development of curriculum and syllabus for elementary schools.
- Development of text books and teacher handbook, work book etc.
- Produce instructional materials for elementary school teachers and for the teacher educators.
- Development of academic calendar and evaluation tools for all periodical evaluation of pupils of primary stage of the school.

- To look after all the activities related to training student educators.
- Develop a programme of coordination with Department of Science and Technology and the Department of Environment.
- Arranging in-service training for different categories of teachers, inspecting officers and teacher-educators and coordinate the work of other agencies operating at the State level.
- To look to the progress of population education programme in the country.
- Assigned the work of implementing UNICEF and UNESCO projects in different states.
- Organising programmes including correspondence-cum-contact courses for professional development of teachers, teacher-educators and inspecting officers.

5.6 CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

NCERT is considered as the most powerful organisation in the field of education. This organisation has various departments or units for overall improvements of educational system in India. One of the most important unit or constituent part of NCERT is CIET. The full form of CIET is Central Institute of Educational Technology. The CIET came into existence in the year of 1984 with the merging of Centre for Educational Technology and Department of Teaching Aids. It is a premiere national institute of educational technology.

The major aim of CIET is to promote systematic application of all resources and utilisation of educational technologies viz. Radio, TV, Films, Satellite Communications and cyber media, either separately or in combination to the learning process. This implies changes not only in content, in methodology but also in educational structures and systems. Systems designed by this centre is less costly and more effectively replicated by the states. The institute undertakes activities to widen educational opportunities promote equity and improve quality of educational process at

the school level.

5.6.1 Activities of CIET

Following activities are undertake by CIET :

- **Training:** Short courses in the states and longer courses at the centre.
- **Production:** Production of material relating to training and use both for formal and non-formal systems.
- **Research and Evaluation:** Understanding feasible studies, design of programmes and materials of innovative type and securing feedback.
- Resource centre and consultancy services.

5.7 DISTRICT INSTITUTES FOR EDUCATION AND TRAINING (DIET)

Considering the importance and central place of Teacher Education, the National Policy of Education 1986, giving importance to develop some institutes specially meant for the elementary teachers. These institutions are named as District Institutes of Education and Training (DIET). The DIETs were established in the year of 1990. DIET provides both pre-service and in-service training to the teachers as well as continuation of the personnel working in non-formal and adult education programme.

The head of a DIET would be equivalent to the status of a Principal of Degree College or B.Ed. College. Special selection procedures will be used to ensure that ablest persons are selected. The faculty members are given higher scales of pay and are reoriented in cooperation with NCERT, NUEPA, SCERT's University Departments of Education, some outstanding teachers, etc. The Non-formal Education, Adult Education and District Resource Units would be an integral part of DIET and for these units additional faculty will be provided.

Central Government will meet a major share in funding this programme.

5.7.1 Objectives of DIET

Following are the objectives of DIET:

- **Regarding Elementary Education:** Universalisation of elementary education.
- **Regarding Adult Education:** DIET targeted to the functional literacy in the age group of between 15 to 35 years.
- **Regarding the Role:** They actually provide in-service teacher training programmes for primary school teacher.
- **Regarding Academic Activities:** All academic activities such as short-term teachers training programmes and base line achievement survey for primary and upper primary teachers.

In the DIETs, latest technologies are used in providing instructions, such as Computer based learning, VCR, TV, etc. The teacher trainee would be encouraged to develop their own programmes using these materials as instructional resources. Traditional teaching aids would also be emphasised and learners are encouraged to improve their own instructional materials.

5.7.2 Functions and Role of DIET

- To upgrade the quality of teaching-learning process in the district elementary school.
- Pre-operational elementary and pre-school teacher through pie-service and in-service education.
- Preparation of district plans for Universalisation of elementary education.
- Development of district specific curriculum and teaching learning material.
- Research to build and improve understanding of elementary education in all districts.
- Support to research centers at the sub-district level.
- Activities to improve and support community involvement in

elementary education.

- Support to training programme in adult education.
- Strengthening their capacity.

5.7.3 DIETs in Assam

In Assam, there are 18 DIETs located at various parts of the state. They are as follows :

- Sonitpur (Biswanath Chariali)
- Kocher (Uderban)
- Kokrajhar
- Samuguri (Nagaon)
- Mirza (Kamrup)
- Chabua (Dibrugarh)
- Lakhimpur
- Barpeta (Hauli)
- Dalgaon (Darrang)
- Dudhnoi (Goalpara)
- Sonari (Sibsagar)
- Karimganj (Kaliganj)
- Golokganz (Dhubri)
- Morigaon
- Titabar (Jorhat)
- Haflong (S.E. Hills)
- Nalbari
- Karbi Anglong



CHECK YOUR PROGRESS

Q 4: What is the full form of SIE?

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Q 5: Mention two functions of DIET.

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5.8 NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION (NUEPA)

NUEPA is a national institute concerned with the educational research, training and consultancy, which was established in 1962. The full form of NUEPA is National University of Educational Planning and Administration. NUEPA was originally named as National Institute of Education Planning and Administration. The core activities of NUEPA include training of educational planners and administrators, research and consultancy services at national and international levels. NUEPA is a clearing house for dissemination of knowledge and information and providing a forum for exchange of views and experiences between administrators, planners and academics. It sponsors research in educational planning, policy and management. NUEPA also offers several professional programmes, seminars, conferences, problem-solving meetings to senior national and international educational policy makers. Distance educational modes are also used for offering programmes. NUEPA was a combination of modem methodologies in training delivery including structured presentations, practical work, case studies, group discussions, and so on. NUEPA has an outstanding multi-disciplinary faculty and a well-stocked library. Its focus areas of research covers school education, higher education, inclusive education, constitutional rights and management information system.

5.8.1 Departments of NUEPA

NUEPA has nine departments namely :

- Department of Educational Planning
- Department of Educational Administration
- Department of Educational Policy
- Department of Educational Finance

- Department of School and Non-formal Education
- Department of Higher and Professional Education
- Department of Comparative Education and International Co-operation
- Department of Educational Management and Information System
- Department of Foundation of Education.

5.8.2 Objectives and Functions of NUEPA

Some of the objectives and functions of NUEPA are as follows :

- To print and publish papers.
- To organise training conference for the educational personnel of the central and state governments.
- To organise training programmes for teachers.
- To offer fellowships and academic awards.
- To be a clearing house of ideas and information on research, training and extension in educational planning and administration services.

5.9 REGIONAL COLLEGES OF EDUCATION IN INDIA

One of the most important projects for Teacher Education in the diversified system of secondary education relates to the setting up the Regional College of Education and their attached demonstration multipurpose schools at Ajmer, Bhubaneswar, Mysore and Bhopal. The first three started in 1963 while the later in 1964. These colleges are designed to represent a new enterprise in teacher education, to train competent teachers and teacher educators in certain critical areas like Science, Technology, Industrial crafts, Commerce and Agriculture, so that they can function in their respective fields, in any system of education like technical, commerce and agricultural schools and not only in multi-purpose school. These programmes are 4 year bachelor's degree programmes in Science, Technology, Commerce, Agriculture and English, one year training

programmes in Science, Commerce, Agriculture, Industrial Crafts, programmes of one, two and three year duration and two year master's degree programme. The colleges has undertaken a crash programme of training teachers to clear the backlog through correspondence-cum-summer schools, which may be regarded as sandwich courses. Their main objective is to meet with the present emerging needs and problems and residential facilities for the trainees. These colleges are at present engaged in experimentation of new instrumental material for their use.

The Jurisdiction of each colleges are:

- Ajmer - Jammu and Kashmir, Punjab, Rajasthan, Uttar Pradesh, Delhi, Chandigarh, Hariyana and Himachal Pradesh.
- Bhopal - Maharashtra, Madhya Pradesh and Gujarat.
- Bhubaneswar - Assam, Bihar, Orissa, West Bengal, Manipur, Tripura, Nagaland and NEFA.
- Mysore - Andhra Pradesh, Karnataka, Tamil Nadu and Kerala.

5.9.1 Objectives of Regional Colleges of Education

- To achieve excellence through inter-disciplinary approach.
- To improve professional competence through organised learning experiences.
- To master the subject with professional preparation.
- To integrate the subject in the curriculum, co-curricular activities and team work by subject specialists and experts in education.
- To achieve a thorough grasp of education theories, practices and problems and capacity to analyse and judge educational issues as the course offers ample time and adequate facilities.

5.9.2 Functions of Regional Colleges of Education

- It develops and provides a programme of Teacher Education for the secondary schools and to prepare teachers of technical subjects like Science, Crafts, Agriculture, Commerce, English, Home science and Fine arts.

- Providing in-service programmes and field services for the teachers, supervisors and administrators concerned with the secondary schools in the region in which it is located.
- It develops and provides post graduate courses for training teacher educators and specialists in selected areas.
- It helps in organising and developing demonstration school.
- It undertakes pilot studies and research projects in the methods of teaching to the secondary stage school.
- It prepares and disseminates instructional materials for secondary schools in critical areas.
- It collaborates with other institutions in initiating and promoting improved methods and practices, to function as a cleaning house in this regard and to generally provide leadership.
- It helps to become Regional Centers of the National Institutes of Education and disseminate the message of NIE in the region.
- It provides all kinds of consultancy services to the State Department of Education and collaborates with all the agencies of education.
- It clears the backlog of untrained teachers through all kinds of emergency measures.

5.10 REGIONAL INSTITUTE OF EDUCATION (RIE)

The Regional Institute of Education (RIE) was formerly known as Regional College of Education. It is an important constituent unit of the National Council of Educational Research and Training (NCERT), New Delhi. The RIEs were established in 1963 by the Government of India in different parts as well as covering various regions. The Regional Institutes were started to fulfill the objective of qualitative improvement of school education with the help of innovative pre-service and in-service Teacher Education programmes and also relevant research, development and extension activities etc. It is important to note that, the Regional Institutes of Education have established themselves as institutes of repute in the area of school

and teacher education. The institutes have already taken those responsibilities as well as challenges generated by changes in the educational scenario of our country.

The RIEs are located at:

Name	**Indian State Covered**
RIE Ajmer	Chandigarh, Haryana, Himachal Pradesh, Jammu and Kashmir, National Capital Territory of Delhi, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand
RIE Bhopal	Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Madhya Pradesh, Maharashtra
RIE Bhubaneswar	Andaman and Nicobar Islands, Bihar, Jharkhand, Odisha, West Bengal
RIE Mysore	Andhra Pradesh, Karnataka, Kerala, Lakshadweep, Puducherry, Telangana, Tamil Nadu
NE-RIE Shillong	Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura

The Regional Institutes of Education (RIEs) are located in Ajmer, Bhopal, Bhubaneswar and Mysore. These are giving their services to the educational needs (both pre-service and in-service education) of teachers/ teacher educators in the States and UTs under their jurisdiction. It should be noted here that, Pre-service professional training programmes are offered to prepare school teachers for teaching of different school subjects. These are regarded as Regional Resource Institutions for school and teacher education and most importantly they extend great assistance in implementing the policies of the States / UTs and help in monitoring and evaluation of the Centrally Sponsored Schemes.

The North-East Regional Institute of Education (NERIE), Shillong caters to the in-service educational needs of North-Eastern States. At the

same time, the pre-service teacher preparation programmes for the North-East Region are still being taken care by RIE, Bhubaneswar.

Again a Demonstration Multipurpose School (DMS) is also attached to each RIE at Ajmer, Bhopal, Bhubaneswar and Mysore as a laboratory for preparation of teachers and for trying out innovative practices in School Education and Teacher Education. These are also used as model schools in their respective regions. There is facility of teaching-learning from pre-school to senior secondary level in these schools.

The following courses are offered at RIE Bhubaneswar:

- Four year Integrated B.Sc., B.Ed.
- Four year Integrated B.A., B.Ed.
- Two year M.Ed.
- Two Year B.Ed. (Secondary)
- Three Years Integrated B.Ed.-M.Ed.
- M.Phil in Education
- M.Sc.Ed (Life Science, Mathematics, Chemistry, Physics) will take 6 years
- One Year DCGC (Diploma in Guidance & Counseling)- certification is done by NCERT
- Pre-Ph.D course in Education- one semester.

(RIE, Bhubaneswar is declared as a nodal centre for Education as a discipline under Utkal University, Bhubaneswar).

The other RIEs offered some of the courses from the mentioned list the MSc.Ed. in Mathematics, Chemistry and Physics are offered by RIE, Mysore. All these RIEs are affiliated to nearby university for running the courses for the requirement of certification of the graduates qualifying different courses. Each RIE has a managing committee where in the corresponding Vice-Chancellor of the university acts as Chairman. University monitors academic affairs of the Institutes in collaboration with RIE faculty. NCERT being the supreme authority of all regional institutes, controls the administrative affairs of each of its unit located in mentioned parts of the country.



CHECK YOUR PROGRESS

Q 6: Write the full form of NUEPA.

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Q 7: What are the main purposes of Regional Colleges of Education?

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Q 8: What is RIE?

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5.11 LET US SUM UP

- The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education.
- NCERT has its own governing body and it has the responsibility of managing, directing and controlling the NCERT in accordance with its rules, regulations as well as the ordinances.
- The National Council for Teacher Education was established by the Ministry of Education of Government of India in 21st May of 1973. NCTE had been given statutory statues by an Act passed in 1993.
- The State Council of Educational Research and Training was established in the year of 1979 by the transformation and up gradation of the former State Institutes of Education. (SIE).
- The full form of CIET is Central Institute of Educational Technology. The CIET came into existence in the year of 1984 with the merging of Centre for Educational Technology and Department of Teaching Aids. It

is a premiere national institute of educational technology.

- Considering the importance and central place of Teacher Education, the National Policy of Education 1986, giving importance to developed some institutes specially meant for the elementary teachers. These institutions are named as District Institutes of Education and Training (DIET). The DIETs are established in the year of 1990.
- NUEPA is a national institute concerned with educational research, training and consultancy. It was established in 1962. The full form of NUEPA is National University of Educational Planning and Administration. NUEPA was originally named as National Institute of Education Planning and Administration.
- One of the most important projects for Teacher Education in the diversified system of secondary education relates to the setting up the Regional College of Education and their attached demonstration multipurpose schools at Ajmer, Bhubaneswar, Mysore and Bhopal. The first three started in 1963 while the later in 1964.
- The Regional Institute of Education (RIE) was formerly known as Regional College of Education. It is an important constituent unit of the National Council of Educational Research and Training (NCERT), New Delhi.



5.12 FURTHER READING

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2) Ali, Loklan, Saikia, AnjAn (2015). Issues and Challenges of Teacher Education. Guwahati. EBH Publishers.
3) Anand, C.L. (2000). Teacher Education in Emerging India. New Delhi: NCERT.
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5) Shaoo, S.C. (2010). Teacher in Emerging Indian Society. Delhi: Navyug Books International.

5.13 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No.1: The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education.

Ans. to Q. No.2: The objectives of NCERT:

- 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.

Ans. to Q. No.3: According to the Act of 1993, NCTE perform the following functions:

- Undertaking survey and studies relating to various aspects of Teacher Education and publishing the results.
- Making recommendations to the Centre and State Government Universities, the UGC, and other institutes in the preparation of plans and programmes in the field of teacher education.
- Coordinating and monitoring Teacher Education and its development in the country.

Ans. to Q. No.4: The full of SIE is State Institute of Education.

Ans. to Q. No.5: Functions and role of DIET's

- To upgrade the quality of teaching-learning process in the district elementary school.
- Pre-operational elementary and pre-school teacher through pie-service and in-service education.

Ans. to Q. No.6: The full form of NUEPA is National University of Educational Planning and Administration

Ans. to Q. No.7: Regional Colleges of Education are established with the purposes to represent a new enterprise in Teacher Education and to train competent teachers and teacher educators in certain critical areas like Science, Technology, Industrial crafts, Commerce and Agriculture, so that they can function in their respective fields, in any system of

education like technical, commerce and agricultural schools and not only in multi-purpose school. These programmes are 4-year Bachelor's degree programmes in Science, Technology, Commerce, Agriculture and English, one year training programmes in Science, Commerce, Agriculture, Industrial Crafts, programmes of one-, two- and three-year duration and two-year Master's degree programme.

Ans. to Q. No.8: The Regional Institute of Education (RIE) was formerly known as Regional College of Education. It is an important constituent unit of the National Council of Educational Research and Training (NCERT), New Delhi. The RIEs were established in 1963 by the Government of India in different parts as well as covering various regions.

5.14 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What are the objectives of NCERT?

Q 2: Write a brief note on NCTE.

Q 3: What is meant by RIE?

Q 4: Briefly discuss the importance of CIET on Teacher Education.

B. Long Questions (Answer each question in around 300- 500 words)

Q 1: Discuss the role performed by NCTE in the field of Teacher Education.

Q 2: What are the objectives and functions of DIET?

Q 3: Explain the significance of RCE.

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UNIT 6 : INNOVATION IN TEACHER EDUCATION

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Innovative practices in Teacher Education

6.4 ICT for Teacher Education

6.4.1 Advantages of integrating ICT in Teacher Education

6.4.2 Challenges of Integrating ICT in Teacher Education

6.5 Further Reading

6.6 Let Us Sum Up

6.7 Answers to Check Your Progress

6.8 Possible Questions

6.1 LEARNING OBJECTIVES

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

- describe the concept of innovative practices in teacher education
- identify the various innovative practices in teacher education
- discuss the role of ICT for teacher education
- explain the advantages of integration of ICT in Teacher Education

6.2 INTRODUCTION

We consider teachers as the builder of a nation. The discussion made on the previous units on teacher education definitely have clarified your conception about the programme and why it is considered as one of the most significant programme of future building. The development of a nation depends very much on the decision taken by the right person in the right direction and for a right end in mind. It is a teacher who produces such right persons from each institute. To produce, right and efficient human resource, a teacher must undergo the right training, this indirectly concerns the right kind of teacher education. Everything is changing very fast in this digitalised era. Nowadays, advanced technology has effectively

revolutionised human society. The city we had witnessed few years ago has undergone drastic changes within years due to various innovative practices and exercises made by the concerned city. It is the same in the field of education. Marked changes can be witnessed in the field of education in terms of pedagogy, curriculum, and evaluation system and so on. As such, teachers cannot stick to the traditional practices of teaching and pedagogy. This necessitates inclusion of innovative practices in teacher education. As we know that credit for effectiveness of a teacher in teaching goes a lot to the training received by the same teacher. As such, to enable the teachers to fit in the innovative teaching process, the teacher education programme must equip itself with some innovative practices. In this unit, we will discuss such innovative practices in teacher education programme and ICT, which is now considered as one of the unavoidable components of any human activity in the field of Teacher Education.

6.3 INNOVATIVE PRACTICES IN TEACHER EDUCATION

Concept of Innovative Practices in Teacher Education

The term, Innovation is generally understood as the introduction of something novel and useful, for example, introducing of new methods, techniques, practices, new or altered products and services. Various educational institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, evaluation or other aspects of school education in order to improve efficiency of the institution to overcome problems and difficulties. Teacher Education is now becoming one of the significant forces of national development due to the emerging demands from the school system. Teachers' role is not confined to teaching alone. With the changes of time and expansion of technological effect, a teacher has to perform various roles like encouraging, supporting and facilitating teaching-learning situations which enables learners to discover their talents, to realise their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to

function as responsible citizens. The need for using new innovations in teacher education is essential for future teachers for preparing them to face these new challenges as well as effectively discharge these duties. Use of new technologies and practices of innovation empower teachers to make complex decision, to identify and solve problems as well as to connect theory, practice and students outcome. It gives a quality to the teacher education programme.



LET US KNOW

The need for using new innovations in teacher education is essential for future teachers for preparing them to face these new challenges as well as effectively discharge these duties

It is heartening to mention here that there is wide variation among countries with regard to what they believe constitutes an innovation, reform or development in the teaching learning process. For instance, the use of coloured chalk and basic audio -visual materials may be regarded as educational innovation in some developing regions, whereas in other more developed countries, development and use of sophisticated technologies and methods, practices etc. refer to innovation.

Like other countries, in India too, various innovative practices have been introduced in the field of teacher education which effects not only the educational life but also the social and cultural lives of people. It is a well-established fact that research and innovations play an important role in improving the quality of teachers and the training imparted to students for all levels of teaching. The findings of each research demand the introduction of new ideas and practices in classroom transaction and other curricular and co-curricular activities as well as other aspect of teaching and learning. The purpose of teacher education in the 21st era is to prepare teachers who have professional competencies to lead the nation forward through their manifold roles and innovative practices.

Some Innovative Practices in Teacher Education

In order to enable teachers to be empowered with new skills and adapt to new challenging situations of teaching and learning, various innovative practices have been added in Teacher Education. Some of them are discussed here:

- **Simulated Social Skill Training (SSST):** One of the teacher training systems developed by Cruck Shank is considered a significant innovative practice in the field of Teacher Education. The simulation technique is to induce certain behaviour in an artificial situation. Simulation gives teachers greater control over the teaching variables. It is based on socio-drama. The socio-drama is very much related to the practice of teaching. This practice can also be considered as mechanism of feedback devices to induce certain desirable behaviour among trainees by playing the role of teachers in their own group as an artificial situation of classroom teaching. One of the key advantages of this technique is that it builds a strong link between theory and practice. This system of training is being denoted by several terms as-role playing, artificial teaching, Pilot training etc.
- **Micro Teaching:** Micro teaching is an integral practice made by the Teacher Training Institutes. It is a kind of simulated social skill training. Originated in the Standford University (1963), micro teaching is a more analytical practice to provide feedback. It is considered as a mechanism of feedback device for the modification of teacher trainees. This practice provides the trainees with a proper setting or instruction in which the normal complexities of classroom are reduced. It is a clinical teaching programme which is organised to expose the trainee to an organised curriculum of miniature teaching encounter, moving from the less complex to more complex.
- **T-Group (Training Group):** Training group is another innovative practice in the field of Teacher Education. It serves two purposes. Firstly, it can be used as mechanism for feedback and secondly, a device for modification of teacher behaviour. Bathel and Mine were the developers of this training practice, which was basically a leader less group which

meets without any agenda or schedule. Basically, it is a group of eight to twelve trainees who discuss their own problems and teaching. On the basis of their discussion and experience, they suggest some solutions. T- Group provides the opportunities and situations to express their feeling regarding the difficulties of training programme freely. The trainee becomes honest, straight forward and insightful by attending the meeting held by the group members. Moreover, the teacher educator provides the most thoughtful guidance for the solution to any problems faced by the trainees. Though this practice is not discussed much, but practice of this can contribute a lot in the successful implementation of teacher training norms.



LET US KNOW

T-group is a group of eight to twelve trainees who discusses their own problems and teaching. On the basis of their discussion and experience, they suggest some solutions.

- **Team Teaching:** Team teaching is an instructional strategy rather than training strategy. It is a form of organisation which involves teaching personnel and the student assigned to them, in which two or more teachers are given the responsibility of working together, for all or significant part of the instruction of the same group of students. Basically, it is a practice where a group of teachers have shared responsibilities of planning, organising, learning, controlling and evaluating the same class of students. Here, teachers have to consider the needs of their pupils and they should teach jointly to satisfy their needs and remove the difficulties of their students. One of key advantages of team teaching is that it develops the social relation in school environment as the team may constitute teachers from same subject, inter subject or inter schools.
- **Reflecting Teaching:** Reflective teaching is another addition in teacher education programme that can be considered as personal tool that teachers can use to observe and evaluate the way they behave in their classroom. Reflection refers to the ongoing process of critically

examining and refining practice, taking in to careful consideration the personal, pedagogical, societal and ethical contexts associated with school classrooms and the multiple roles of teachers. Through reflective teaching, teachers can collect information regarding classroom transactions and take the time to analyse it from a distance.

- **Constructivism:** One of recent and much discussed practice in the theory and practice of education is Constructivism. The same is also in Teacher Education. The concept of Constructivism has evolved from Cognitive Psychology. The key element of constructivist theory is that people learn by actively constructing their own knowledge, comparing new knowledge with their previous understanding and using all these to come to new understanding. Constructivist learning is based on student's active participation in problem -solving and critical thinking regarding a learning activity. Students construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying them to new knowledge and with pre-existing intellectual constructs. As we know, that the teacher is a facilitator who guides the student's critical thinking, analysis as well as abilities to synthesis throughout the learning process. The Teacher is also a co-learner in the process. Hence, teachers should facilitate cognitive change by presenting difficulties through specific tasks that pose dilemmas to students. In this context, problem -solving teaching procedure is defined as a process of raising a problem in such a way that it stimulates purposeful, reflective thinking in arriving at a constructive solution.
- **Blended Learning:** One of the most recent innovative practice that has been added to the educational sector including the teacher education programme is blended learning. At present this is most widely accepted practice in education. It is an approach to education that combines online educational materials or resources and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or place. Blended -

learning describes an approach to learning where teachers use technology, usually in the form of Web-Based instruction with components that require significant instructor presence and guidance. It provides proper guidance to the students in terms of independent learning task. Moreover, it keeps both student and teacher on right communication track. The blended -learning particularly is well suited to teacher training students, especially those in large groups where direct instructor support may be difficult to deliver.



CHECK YOUR PROGRESS

Q 1: What is Blended Learning?

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Q 2: Who developed T-Group?

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Q 3: What is the Key element of Constructivism?

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- **Soft Skill or Life Skills:** The future teachers are not only expected to produce good future citizen but also perfect human being who are able to take right decision at right time with right consciousness. Production of good human beings depend on good quality of training received by the future teachers who shoulder the responsibility of producing quality students. Soft skills are personal attributes that enhance an individual's interaction, job performance and career prospects and hard skills which tend to be specific to a certain type of task or activity. Soft skills refer to personality traits, social gracefulness, and fluency in language, personal habits, friendliness and optimism that mark people to varying degrees Training in soft skill and life skills not only makes the trainee specific to

certain skills but also enables them to produce skilled manpower. Providing training in life skills has become an essential part of school education. As such, soft skills are broadly applicable in teacher education programme, hence many teacher training institutions are seen to impart training in the same.

- **Internship:** Nowadays, all teacher training institutes are adopting the practice of internship especially at the summative semester or year of the programme. The duration of course varies from institute to institute. Generally, internship in teaching includes practice teaching and wide variety of field experiences under the guidance of components supervisor. The intern shares all the experiences of the total school environment and develops meaningful skills and attitudes towards his profession. Internship in teaching is a joint effort of the colleges, co-operating skills, cooperating teachers, students and the college supervisors. A teacher trainee involves in many activities such as planning and performing teaching, observation of classes, correction of homework, supervising library reading classes, organising co-curricular activities, conducting test and so on as a regular teacher during the period of internship.
- **Action Research:** This is one of the significant trends added in the teacher education programme recently. Action research is a method for improving and modifying the working system of the classroom or school. It is a scientific search which is concerned with practical aspects of education where a solution is found for various problems, generally faced by the teacher trainees and the students. Action research helps in developing scientific attitude in the student teachers. It helps them to overcome the immediate problems faced in the field and helps to improve the present practices in order to make their teaching practice effective.



CHECK YOUR PROGRESS

Q 4: Name some of the innovative practices in Teacher Education.

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Innovation always leads to new paths to progress for any nation. The classroom is the workshop which prepares the future of a nation and the future of a nation is in its classrooms. The teachers are the mangers, controllers as well as owners of these workshop. The training received by these owner enables them to produce skilled manpower. Hence, they need to be trained in updated and innovative skills and techniques that incorporates or includes innovative methods and new ideas and practices of teaching in our schools, college universities and other institutions which must be infused and promoted.

Teacher Education in India is at a new state in view of the new policies laid down by NEP 2020 and the globalisation processes. As such, Indian Teacher education needs to orient itself to the new challenges. The trainees who pursue teacher education are required to place community and future citizens at a higher place by possessing new skills and attitudes as well as competitive knowledge in the stream of education concerned. All these can be possible through the practice of innovative teaching practices being in vogue as well as promoted by different training institutions working in the area of teacher education.

6.4 ICT FOR TEACHER EDUCATION

In the year, 1998, UNESCO World Education made a significant remark on integration of ICT in Teacher Education. The report refers to the importance of students and teachers to have sufficient access to improve digital technology and the internet in their classroom, schools, and teacher

educational institutions. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. It highlighted how the quality of professional development of Teacher Education depends on the extent of ICT integration in teacher education programme. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development. Information and Communication Technology (ICT) is to educate the trainees to lead quality life and to develop teaching efficiency and teaching competencies with accurate and up to date information. ICT enables assessment of student's programme, access to get on line education or networking education. As we all know the teacher is the central point of the entire educational programme and teaching is said to be a nation building activity. Internet facilities must be provided to the teachers so that updated information can be gathered and imparted accordingly. As such institutes for teacher education should arrange for maximum utilisation of online services and resources to update their knowledge. The teacher education programme requires restructuring and modernisation. Training programme should prepare the student teachers or trainees for the teaching profession. The teacher should be skilled enough in the use of technology for learning. A teacher must have access to modern ICT facilities in order to receive latest information related to education, teaching, training as well as to adapt to the new digital knowledge. This necessitates inclusion of web based technology not only in the curriculum but also as an integral part of teaching methodology. Today, in the digital era, the prerequisite condition to become an effective teacher is knowledge of ICT and the first duty of the teacher training institute is to provide an opportunity to acquire these skills.



CHECK YOUR PROGRESS

Q 5: Why ICT is important in Teacher Education?

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Focus of Teacher Training Institutes in terms of Integration of ICT:

Sir John Adams remarked-"Teacher is the maker of man". A teacher is foundation of all education, and thus of the entire civilization of mankind, present or future. Teacher is expected to acquire necessary required knowledge and skills to meet the demands of today's children. The present-day knowledge and experience have a strong influence on developing teacher's practices and teaching strategies. ICT plays a major role in today's society and it directly or indirectly effects the role of teachers and changes the definition of the classroom. Hence, the presentation of technology in Teacher Education programmes must relate to the classroom needs which student teachers recognise or which they can prompt to appreciate and accept. In this regard, the teacher training institutes must focus on the following aspect with a view to integrate ICT in the programme:

- **Focus on Fundamental Knowledge of ICT:** The teacher education institutes first of all must focus on inclusion of some fundamental knowledge regarding computer, information and communication technology and Internet in the training programme.
- **Focus on Orienting the Trainee in ICT:** Along with inclusion of basic components of ICT in training, the teacher education institutes must focus on making appropriate arrangement for orienting the trainees in ICT tools and facilitating them to explore the available avenues and scope of readymade software.
- **Focus on Providing Live Experience:** The focus of teacher education programme as well as institutes should be on providing first hand direct

experience to teacher trainees intended towards exploring themselves to actual execution part-like-handling the computer; knowing the difficulties involved; and knowing the tremendous uses of the computers and internet through different assigned projects to the students as a practical activity and part of syllabus.

- **Focus on Practice to Pedagogy:** Another focus of the teacher training institutes is on the fundamental changes required to use computers for teaching is teachers' existing conception of the teacher-centered processes and of their pedagogic role within it. A shift from teacher-directed teaching to student-centred learning where the teachers would find their role has changed from lecturing to that of a facilitator who not only monitors student learning, but also facilitates all facilities to them.

6.4.1 Advantages of Integrating ICT in Teacher Education

The communication system has changed significantly, due to advent of Internet, web-based technology, LAN, satellite as well as other electronic system. ICT is now the dominating factor that will decide the system of both learning and teaching between teachers and students. The advantages of integrating ICT in Teacher Education programme can be highlighted as the following-

- The teacher trainee can attend or access to the lectures broadcast to their respective places, residence or workplace and draw reference materials from distance computers.
- ICT facilitates the educational transaction between providers and users by keeping students well informed about the courses.
- ICT enhances teacher-learner contact through e services such as, e-mail, chat session, various social media platforms.
- This integration encourages active learning, sharing ideas, providing immediate feedback as well as encouraging pace in learning and allowing for effective mapping pathways.
- With the advent of new information-based technologies-like internet and online database, there has been access to

enormous qualities of information. This information helps teachers to develop or improve lesson plans, exchange ideas in a better way, obtain information and find free animations and simulations to enliven their lessons.

- The new ICT enables self-paced learning through various tools -TV, digital media, cable network, internet and social media i. e. Facebook, Twitter, WhatsApp, LinkedIn, Igo, Line, WeChat, OER, YouTube videos, with sensitively to different learning styles and continuous assessment of students' progress, with a result, the teaching-learning enterprise has become more result oriented.
- Preparation of lesson based on ICT helps the trainee to organise quality of the teaching learning process leading to improved quality of teaching-learning process.
- Exposure to video clippings with real life situation has improved student learning considerably.
- Use of internet by the trainee to keep them abreast of the new inventions and theories and immediately incorporate them into their lessons.
- ICT leads to adaptation of child centric methods in teaching learning process and develops critical thinking.
- When the teachers are provided with technological support, it helps them to learn using motion picture, animation, simulation training in terms of model presentation.
- It also helps in improving professional Development and Educational management as well as enhances active Learning of teacher trainees.
- Training in different tools such as word processing, database, spreadsheet and other technology-based plans help teachers in their practice teaching.
- ICT can be best applied by the teacher training institutes for developing communication network.

- Use of ICT helps student teachers' inquisitiveness and their research attitudes get strengthened.



CHECK YOUR PROGRESS

Q 6: State three advantages of Integrating ICT in Teacher Education?

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Teachers in India now started using technology in the class room. Laptops, LCD projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for Teacher Education Institutions. So we should use Information and Communication Technology in Teacher Education in the 21st Century because teachers are responsible for creating a bright future for students.

6.4.2 Challenges of Integrating ICT in Teacher Education

The discussion on integrating ICT in teacher education reflects that application of ICT in each and every stage of teaching and learning provides effective knowledge and preserving conceptual and constructive learning. However, there are some challenges faced by the Teacher Educational Institutes in terms of integrating ICT in teacher education.

- **Inadequate Availability of Technology:** A major difficulty lies in incurring the high initial investment in establishing a computer lab and in procuring adequate numbers of computer or ICT devices. Moreover, maintenance and repair of these tools and devices in the rural area is really difficult. Internet connectivity is another constraint which makes its use limited in many areas.
- **Lack of Infrastructural Support:** Another blockage in the

integration of ICT in teacher education is unavailability of infrastructural facilities. Irregular power supply, internet access, adequate computers, power backup, suitable configuration, suitable work, space in the lab, expensive software needed to support the various operational needs and access to information etc. are the critical issues of infrastructural support.

- **Lack of Orientation of Teacher Educators About Technology Integration:** To train the trainees on better ICT tools, the teacher educator must have adequate knowledge of potential of ICT in education but it is a fact that most of them do not have sufficient hands-on experience and exposure to ICT. Due to lack of accessibility, they rarely resort to using it, and many may not have a real perception of what it entails.
- **Resistance to Change:** Many times, it is seen that teacher educators, though willing to adopt technology, have a natural reluctance to use it. This could be due to their initial training which probably did not include technology and lack of exposure in their teaching practices.
- **Curricular Revision:** To situate technology integration more effectively the existing curriculum should be revised to a large extent. So far, teacher's education has barely managed to accommodate a course on computers in response to the prescription given by the NCTE.
- **Need for Better Liaison:** One of the significant constraints to the integration of ICT in teacher education lies on the liaison between the Teacher Education Institutes and schools especially for the technology deployment. The curricula and pedagogies do not match the requirement of each other and thus do not assign align in any way.



CHECK YOUR PROGRESS

Q 7: State two challenges of integrating ICT in Teacher education programme.

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6.5 LET US SUM UP

- The need for using new innovations in teacher education is essential for future teachers for preparing them to face these new challenges as well as effectively discharge these duties.
- Use of new technologies and practices of innovation empower teachers to make complex decisions, to identify and solve problems as well as to connect theory, practice and student's outcome. It provides a quality to the teacher education programme.
- Some Innovative Practices in Teacher Education are- Simulated Social Skill Training (SSST), Micro Teaching, T-Group (Training Group), Team Teaching, Reflecting Teaching, Constructivism, Blended Learning, Soft Skill or Life Skills, Internship, Action Research.
- Teacher Education in India is at a new state in view of the new policies laid down by NEP 2020 and the globalisation processes. As such Indian Teacher Education needs to orient itself to the new challenges and enable its pupil to complete level.
- The quality of professional development of teacher education depends on the extent of ICT integration in Teacher Education programme.
- ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness on innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.
- Focus of Teacher Training Institutes in terms of integration of ICT should

be on- Fundamental Knowledge of ICT, orientation of the trainee in ICT, providing live experience, practice to Pedagogy.

- There are various advantages of integrating ICT in teacher education in term of - enhancing teacher-learner contact through e services, preparation of lessons based on ICT, exposure to video clippings with real life situation, adaptation of child centric methods in teaching-learning process, developing communication network and so on.
- Application of ICT in each and every stage of teaching and learning provides effective knowledge and preserving conceptual and constructive learning. However, there are some challenges faced by the teacher educational institutes in terms of integrating ICT in teacher education such as- inadequate availability of technology, lack of infrastructural support, lack of orientation of teacher educators about technology integration, resistance to change, curricular revision, need for better liaison.

6.6 FURTHER READING

1) Natesan, A.K., Begum, J. A. & Sridevi, S. (2010). Quality Concerns in Teacher Education. New Delhi: A.P.H. Publishing Corporation.
2) Krishna, S. (2005). ICT and Teacher Training. New Delhi: Authors Press.
3) Reddy, S. M. (2006). Quality Improvement in Teacher Education. New Delhi: Sarup and Sons.
4) Sharma, R.A. (2010). Teacher Education & Pedagogical Training. New Delhi: R. Lall Book Depot.

6.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Blended Learning is an approach to education that combines online educational materials or resources and opportunities for interaction online with traditional place-based classroom methods.

Ans to Q No 2: Bathel and Mine were the developer of this training practice of T -Group.

Ans. to Q. No. 3: The key element of constructivist theory is that people

learn by actively constructing their own knowledge, comparing new knowledge with their previous understanding and using all these to come to new understanding

Ans. to Q. No. 4: Some Innovative Practices in Teacher Education are- Simulated Social Skill Training (SSST), Micro Teaching, T-Group (Training Group), Team Teaching, Reflecting Teaching, Constructivism, Blended Learning, Soft Skill or Life Skills, Internship, Action Research.

Ans. to Q. No. 5: ICT is important in teacher education as it acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development. Information and Communication Technology (ICT) is to educate the trainees to lead quality life and to develop teaching efficiency and teaching competencies with accurate and up to date information.

Ans. to Q. No. 6: The three advantages of integrating ICT in teacher education are:

- ICT enhances teacher-learner contact through e services such as, e mail, chat session, different social media platforms.
- ICT leads to adaptation of child centric methods in teaching learning process and develops critical thinking
- It also helps in improving professional development and educational management as well as enhances active Learning of teacher Trainees.

Ans. to Q. No. 7: Firstly, lack of infrastructural support; Secondly, lack of orientation of teacher educators about technology integration.



6.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What is meant by innovation in Education? Explain in few words.

Q 2: What is Simulated Social Skill Training (SSST)?

Q 3: Why is blended learning considered as significant addition to teacher education?

Q 4: Why ICT is essential part of Teacher Education?

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss some of the innovative practices in Teacher Education with its applicability.

Q 2: What is Internship? What is its relevance in teacher training programme?

Q 3: What is meant by ICT? Explain the importance of ICT in teacher Education.

Q 4: Critically analyse the application of ICT in Teacher Education in India.

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UNIT 7: DISTANCE EDUCATION AND TEACHER EDUCATION

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Concept of Distance Introduction

7.4 Teacher Education through Distance Education

7.4.1 Distance Education and D.El.Ed Programme of NCTE

7.4.2 Distance Education and B.Ed Programme of NCTE

7.5 New Innovations for Continuous Professional Development

7.5.1 Role of MOOCs

7.5.2 Role of OERs

7.6 Further Reading

7.7 Let Us Sum Up

7.8 Answers to Check Your Progress

7.9 Possible Questions

7.1 LEARNING OBJECTIVES

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

- define the concept of distance education
- describe about teacher training through distance education
- discuss the D.El.Ed Programme of NCTE through distance mode
- explain the B.Ed Programme of NCTE through distance mode

7.2 INTRODUCTION

You might have already studied the previous units of this course and received an idea about the nature, scope, types and organisations of Teacher Education. This unit discusses the role of Distance Education in the field of Teacher Education. As a learner of Distance Education, you are well aware about this alternative mode of education. You are also aware of the fact that the very nature of Distance Education has undergone a drastic

change due to the application of Information and Communication Technology (ICT) in education. Nowadays, Distance Education has become more like a Digital Education, which has made it possible to transform it into a replica of real teaching. As such, Distance Education has entered the arena of Teacher Education or training and has been successfully delivering teacher training programme in blended mode with the application of ICT. The present unit is intended to familiarise you with the role of Distance Education in the field of Teacher Education. The unit provides a brief introduction of Distance Education in addition to deliberating on the role of Distance Education in teacher training programme in a detailed manner.

7.3 CONCEPT OF DISTANCE EDUCATION

Distance Education is a mode of education where instruction is provided without any direct contact between teachers and students. Its origin goes back to the use of correspondence courses as a means to convey instruction. Nowadays, Distance Education employs an integrated combination of means for imparting education, such as, self-instructional courses in the form of printed materials, radio and television, broadcast programmes, audio cassettes, computers, telecommunication, etc. Thus, there are two main characteristics of Distance Education. First, it involves the physical concept of distance between teacher and learner and second, it provides a multimedia approach to teaching-learning situation. In Distance Education, a large portion of learning activities are carried through self-directed learning. The student carries on his/her learning according to the space and time available to him/her in the absence of a teacher. However, there is an educational organisation that deliberately imparts education to its learners.

7.4 TEACHER TRAINING THROUGH DISTANCE EDUCATION

In 21st century, Teacher Training has changed dramatically as today's teachers are expected to be equipped with the innovative

approaches and latest skills to face the new age classrooms confidently. Teachers are considered as most important resource because they tend to influence the young minds and foster a holistic development of young learners. With the technological advance, the physical boundaries of traditional teacher education classrooms have been blurred. Aspiring teachers are no longer confined to brick and mortar teacher training institutions but their reach has extended far beyond to different paths of the world. Teacher training through distance education is making its presence felt and is gaining popularity as aspiring as well as professional teachers are opting for this mode of learning.

Teacher education programme through distance mode in Indian context is more than five decades old. The Education commission (1964-66) recommended opening supplementary channels for clearing the backlog of untrained teacher through Summer courses, Vacation courses, Part time courses and Correspondence courses. During sixties another mode, i.e. correspondence course was introduced. The correspondence-cum-contact mode was considered suitable especially for teachers of the secondary school stage. In order to institutionalise this mode of teacher training, the Central Institute of Education, then a constituent of NCERT, started in 1966 a B.Ed. programme through the correspondence-cum-contact mode. Though these five institutions, i.e. the Central Institute of Education and the four Regional Colleges of Education, now Regional Institute of Education have since given up the programme, their involvement along with their academic credibility were instrumental in making programmes of secondary school teacher education through the correspondence mode more widespread.

An expert committee appointed by the NCTE under the chairmanship of Prof. R. C. Das (1995) viewed that: "If part time face-to-face institutional programmes are equivalent to face-to-face full time institutional programmes in their total duration of instruction, programmes and academic staff support and other infrastructure as per National Council for Teacher Education norms, then the National Council for Teacher Education may consider their recognition after obtaining detailed information from these institutions." Here,

these institutions are distance learning institutions.

The institutions of correspondence courses, and now their improved forms such as Distance Education represent steps for making teacher education more responsive to field needs. However, recent trends towards developing Open and Distance Learning System represent efforts to explore more varied and effective modes for curriculum transaction of Teacher Education programme.

Indira Gandhi National Open University (IGNOU), which has a national jurisdiction and fairly well-established student support services has been taking constant attempts to launch different education programmes for teachers at various levels. At the state level, KKHSOU also trained primary school teachers through the D.El.Ed. programme.

The National Council of Teacher Education (NCTE) now recognises Open & Distance Learning as a viable mode of imparting teacher education programme.



CHECK YOUR PROGRESS

Q 1: Distance education was previously known as _____. (Fill in the gap)

Q 2: What is the full form of NCTE?

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7.4.1 Distance Education and D.El.Ed Programme of NCTE

National Council for Teacher Education (NCTE) approved Elementary teacher education programme through Open and Distance system is intended primarily for upgrading the professional competence of in-service teachers in the elementary schools. It aims to prepare teachers for the elementary stage of education, i.e.

classes I-VIII. The duration of the programme shall be of two academic sessions/years. However, learners should be permitted to complete the programme within a maximum period of five years. Regarding curriculum, the syllabus of D.El.Ed. offered through the face-to-face mode should be transformed into distance mode consisting of Blocks/Units as per credit hours of study. The self-learning materials (SLMs) developed by the institution should be approved by the Distance Education Council/Bureau.

Regarding implementation of the D.El.Ed Programme, following points are important:

- The university/institution should develop curriculum-based audio-visual resources on its own or adapt such resources from other institutions.
- The programme should be delivered in a blended mode by judiciously mixing the components of resource based self-learning, face-to-face counselling and workshops, and technology-enabled interaction and learning.
- Both print and non-print self-learning materials should be prepared based on the principles of instructional design and the pedagogy of self-learning.
- In a programme of two years' duration, the personal contact programme must be conducted at the Headquarters and/or study centres convenient to the learners.
- Academic counselling sessions should be spread over the entire duration of the programme and be conducted on a regular basis.
- Workshops should be organised so that the learners shall acquire competencies and skill required by a teacher or teacher educator.
- The learners pursuing teacher education courses through distance education should be involved in activities which a teacher supposed to perform in the school.
- The learner enrolled in the D.El.Ed. Programme should go through a teaching practice in the designed schools, under

supervision of the teacher/ academic counsellor.

- The Headquarter staff should develop curriculum, self-learning materials, model lesson plans and audio-visual materials for use at the study centres.

Adequate number of learner support services should be available in all headquarters and study centres. Continuous and comprehensive evaluation as well as term-end examinations should be used the institution for evaluating the learners of teacher education programmes. Due weightage should be given on continuous and comprehensive evaluation including for participation and performance in the workshops. Assignment/project reports submitted by the learners should be evaluated by the tutors/ counsellors in a given time frame and returned to them along with constructive comments and suggestions so that they can improve their performance. The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. The external evaluation should encompass questions of all the units of the syllabus and should be assess through objective type/short answer type/long answer type questions. The weightage for internal and external evaluation may be in the ratio of 30:70.



CHECK YOUR PROGRESS

Q 3: Mention the duration of D.El.Ed. Programme of distance mode approved by NCTE.

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Q 4: Write very briefly about evaluation system of D.El.Ed Programme.

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7.4.2 Distance Education and B.Ed. Programme of NCTE

B.Ed. is a professional programme that prepares teachers for upper primary (classes VI-VIII), secondary (classes IX-X) as well as senior secondary (classes XI-XII) levels. In distance mode, the Bachelor of Education (B.Ed.) is a professional programme for in-service teachers. It is a second degree of Teacher Education primarily intended for upgrading the professional competence of in-service teachers in the upper primary, secondary and senior secondary levels who have entered the profession without formal secondary teacher training. National Council for Teacher Education (NCTE) approved Bachelor of Education programme through Open and Distance system for the purpose to prepare in-service teachers for the secondary stage of education, in accordance with the notifications of NCTE with regard to minimum qualifications for recruitment as a teacher. The duration of the programme should be of two academic sessions/years. However, students should be permitted to complete the programme within a maximum period of five years.

The curriculum of the B.Ed. is offered through the face-to-face mode; hence the nomenclature of the programme should be same and will be referred to as B.Ed. The curriculum is transacted to systematise and structure the past teaching experiences gathering while teaching because the distance mode will cater to the in-service school teachers. The programme should use blended learning modality for design, development and delivery of the programme. The programme should be transformed into distance mode consisting of Blocks/Units as per credit hours of study. The self-learning materials developed by the institution should be approved by the Distance Education Council/Bureau.

The B.Ed programme of distance mode is aimed to prepare teachers who are able to continuously assess and improve their professional practice as teachers. Regarding implementation of the

B. Ed. Programme, following points are important:

- The university/institution should develop curriculum-based audio-visual resources on its own or adapt such resources from other institutions.
- The programme should be delivered in a blended mode by judiciously mixing the components of resource based self-learning, face-to-face counselling and workshops, and technology-enabled interaction and learning.
- Both print and non-print self-learning materials should be prepared based on the principles of instructional design and the pedagogy of self-learning.
- In a programme of two years' duration, the personal contact programme must be conducted at the Headquarters and/or study centres convenient to the learners. This programme should cover counselling, workshop, seminar presentations, report writing etc.
- Academic counselling sessions should be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners.
- Workshops should be organised so that the learners shall acquire competencies and skill required by a teacher or teacher educator.
- The learners pursuing teacher education courses through distance education should be involved in activities which a teacher supposed to perform in the school.
- The learner enrolled in the B.Ed. Programme should go through a teaching practice for three months in the schools under supervision of the teacher/ academic counsellor.
- The Headquarter staff should develop curriculum, self-learning materials, model lesson plans and audio-visual materials for use at the study centres.
- The B.Ed offering institutions of distance mode should maintain their website to enable students to have access to all learning materials and resources, to interact with their peers, to facilitate

faculty-students discussion on suitable social media or networking services.

Adequate number of Learner Support Services should be available in all headquarters and study centres. Continuous and comprehensive evaluation as well as term-end examinations should be used the institution for evaluating the learners of Teacher Education programmes. Due weightage should be given on Continuous And Comprehensive Evaluation (CCE) including for participation and performance in the workshops as allotted in the curriculum framework. Assignment/project reports submitted by the learners should be evaluated by the tutors/counsellors in a given time frame and returned to them along with constructive comments and suggestions so that they can improve their performance. The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. The external evaluation shall encompass questions of all the units of the syllabus and should be assess through objective type/short answer type/ long answer type questions. The weightage for internal and external evaluation may be in the ratio of 30:70.



CHECK YOUR PROGRESS

Q 5: What is the aim of B.Ed. programme through distance education approved by NCTE?

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7.5 NEW INNOVATIONS FOR CONTINUOUS PROFESSIONAL DEVELOPMENT

Continuous professional development is the ongoing process of

developing and maintaining professional skills. Continuous professional development is very important for teachers as they are always dealt with new learners of changing time. In this regard, distance education plays a pivotal role. At present, Massive Open Online Courses (MOOCs), Open Education Resources (OERs) and many other new innovations play an important role for continuous professional development of teachers through distance mode of learning.

7.5.1 Role of MOOCs

MOOCs are generally scheduled between 3 to 12 weeks and can be accessed 24/7 around the world with internet connection. Content delivery is done in both synchronous and asynchronous modes depending on the course. For instance, live programmes, interactive discussions and talks are delivered synchronously in the form of webinars which require prior registration of participants and joining the live sessions at the specified time.

MOOCs have a meaningful role to play in improving the efficacy of teachers teaching in schools, colleges and universities in the global context. Primarily, inquisitive teachers are motivated to take them up for self-learning, self-study along with personal and professional development. Secondly, the courses are meticulously planned, carefully designed in collaboration with subject experts, professional trainers and educators. Further, these courses are made free and open for all which can be enrolled and completed in the stipulated time frame. Stating a similar view Anna Lloyd (2020), Head of Educational Technology, Cambridge English, said, "The best thing about MOOCs is that people from all over the world can gain knowledge and skills quickly, for free and at a time and place that suits them. We're excited to give people around the world access to information from our team of experts."

The fraternity of teaching professionals requires technological tools in teaching, learning inputs for continuous

professional development, take home value for courses to implement in their classroom teaching and innovative techniques and methods in the context of teaching. The availability of training programmes may not equip large number of teachers in India with required skill-set. Limited means of professional development may turn good teachers into teachers without any motivation and interest in their profession.

In India, Government MOOC platform SWAYAM introduces certain programmes for teachers' professional development via distance mode of learning. One such programme is ARPIT (Annual Refresher Programme in Teaching). The courses of ARPITs are free for all categories of teachers. They can access these courses at any time according to their convenience. The courses of ARPITs are equivalent to a refresher course organised by University Grants Commission Human Resource Development Centre of different university.

Again, at present, due to COVID-19 pandemic, almost all the face-to-face teacher training institutions provide training through online mode as it is not possible for the teachers to visit the training institutions in such a sitaution.

7.5.2 Role of OERs

The concept of Open Educational Resources (OER) came in existence during a UNESCO Forum on Open Courseware for Higher Education in Developing Countries held in 2002. Open Educational Resources (OER) certainly have an economic value proposition with potential for educational transformation. The pedagogical and the digital dimensions of OER together accord a powerful transformative potential to OER. The concept is pedagogically instilled in using resources as an integral method of communication of curriculum.

OER has tremendous potential to contribute in improving the quality and effectiveness of education through generation of

three key possibilities:

- Increased availability of high quality, relevant, need-targeted learning materials can contribute to more productive students and educators, because OER removes restrictions around copying resources, it holds potential for reducing the cost of accessing educational materials.
- The allowance for adaptation of materials provides a mechanism for making students active participants in educational processes by facilitating their learning by doing and creating. Content licences that encourage activity and creation by students through reuse and adaptation of that content can make a significant contribution to creating more effective learning environments.
- OER has the potential to build capacity by providing institutions and educators with access, at low or no cost, to the means of production with regard to high quality materials. This includes building institutions and educators' competence in producing educational materials and completing the necessary instructional design to integrate such materials into high quality programmes of learning.



CHECK YOUR PROGRESS

Q 6: What is the full form of MOOC and OER?

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Q 7: What are the three key possibilities of OER in continuous professional development of teachers?

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7.6 LET US SUM UP

- Distance Education is a mode of education where instruction is provided without any contact between teachers and students. Learners learn through the use of technical media. Students carries on learning according to space and time available to them in the absence of teacher.
- Teacher Training through Distance Education is making its presence felt and is gaining popularity as aspiring as well as professional teachers are opting for this mode of learning. Teacher Education programme through distance mode in Indian context is more than four decades old.
- The Education Commission (1964-66) recommended opening supplementary channels for clearing the backlog of untrained teacher through Summer courses, Vacation courses, Part time courses and Correspondence courses.
- NCTE approved Elementary Teacher Education programme through Open and Distance system is intended primarily for upgrading the professional competence of in-service teachers in the elementary schools. It aims to prepare teachers for the elementary stage of education, i.e. classes I-VIII. The duration of the programme shall be of two academic sessions/years. However, students should be permitted to complete the programme within a maximum period of five years.
- B.Ed is a second degree of Teacher Education primarily intended for upgrading the professional competence of in-service teachers in the upper primary, secondary and senior secondary levels who have entered the profession without formal secondary teacher training.
- National Council for Teacher Education (NCTE) approved Bachelor of Education programme through Open and Distance system for the purpose to prepare in-service teachers for the secondary stage of education, in accordance with the notifications of NCTE with regard to minimum qualifications for recruitment as a teacher. The duration of the programme should be of two academic sessions/years. However, students shall be permitted to complete the programme within a maximum period of five years.

- MOOCs have a meaningful role to play in improving the efficacy of teachers teaching in schools, colleges and universities in the global context. Primarily, inquisitive teachers are motivated to take up them for self-learning, self-study along with personal and professional development. Secondarily, the courses are meticulously planned, carefully designed in collaboration with subject experts, professional trainers and educators.
- Open Educational Resources (OER) certainly have an economic value proposition with potential for educational transformation. The pedagogical and the digital dimensions of OER together accord a powerful transformative potential to OER.

7.7 FURTHER READING

1) Arora, G.L. (2002). Teachers and Their Teaching. Delhi: Ravi Books.
2) Chaurasia, G. (2000). Teacher Education and Professional Organizations. Delhi: Authorspress.
3) Elahi, N. (1997). Teacher's Education in India. New Delhi: APH Publishing Corporation.
4) Holmberge, B. (1989). Theory and Practice of Distance Education. Routledge: London.
5) Kundu, C.L. (1998). Indian Year Book on Teacher Education. New Delhi: Sterling Publishers Privatization Ltd.

7.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Correspondence Education.

Ans. to Q. No. 2: National Council of Teacher Education.

Ans. to Q. No. 3: Two years

Ans. to Q. No. 4: Continuous and Comprehensive Evaluation (CCE) as well as term-end examinations should be used the institution for evaluating the learners of D.El.Ed programmes.

Ans. to Q. No. 5: The aim of B.Ed programme through distance education approved by NCTE is to prepare in-service teachers for the secondary

stage of education, in accordance with the notifications of NCTE with regard to minimum qualifications for recruitment as a teacher.

Ans. to Q. No. 6: The full form of MOOC is Massive Open Online Course and of OER is Open Educational Resource.

Ans. to Q. No. 7: The three key possibilities of OER for continuous professional development for teachers are:

- Increased availability of high quality, relevant, need-targeted learning materials can contribute to more productive educators.
- The allowance for adaptation of materials provides a mechanism for making teachers active participants in educational processes by facilitating their learning by doing and creating.
- OER has the potential to build capacity by providing institutions and educators with access, at low or no cost, to the means of production with regard to high quality materials.



7.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: Explain the concept of Distance Education.

Q 2: Describe briefly about teacher training through distance mode.

Q 3: Write a note on evaluation of B.Ed programme approved by NCTE.

Q 4: Write a note on programme implementation of D.El.Ed programme approved by NCTE.

Q 5: How MOOCs help the teachers in professional development?

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Write an essay on teacher training through distance education.

Q 2: Discuss about the D.El.Ed Programme of NCTE through distance education.

Q 3: Discuss about the B.Ed Programme of NCTE through distance education.

Q 4: Describe MOOCs and OERs as innovative strategies of continuous professional development of teachers.

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