

# **BUILDING COLLABORATIVE PARTNERSHIPS IN TEACHER EDUCATION LEADING TO A MEANINGFUL INTERNSHIP PROGRAMME : A RATIONAL ANALYSIS**

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*In the 21st century globalised world, teacher education and training institutions must design programmes that would help prospective teachers to know and understand deeply; a wide array of things about teaching and learning and in their social and cultural contexts. Very recently National Council for Teacher Education (NCTE) has taken various reformative measures by offering a comprehensive coverage of themes and rigorous field engagement with the child, school and community. School internship experience allows insight into new perspectives and enhances motivation to continue learning and reflecting, leading to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills. The success of this internship component of teacher education shall essentially requires a comprehensive collaborative network of partnership among Teacher Education Institutes (TEIs), Locally available schools, Local educational administrative units (BRCs/DIETs/SIEs etc).The present paper focuses upon framing and adopting some strategies for building Collaborative Partnerships in Teacher Education leading to a Meaningful Internship Programme viz Identification of Schools as Internship Platforms; Effective Orientation of School Teachers for Positive Involvement; Appropriate Networking through Cluster Based Nodal Institutes; Gradual Progression-based Internship Activities; Subject-specific Grouping of trainees ,mentors and teacher educators ; Key Emphases on Coordination, Peer Observation and Reflective Practice ; and E-monitoring of Internship Programmes.*

“It must be remembered that the purpose of education is not to fill the minds of students with facts-it is to teach them to think.”

*(Martin Luther King, Jr.)*

Despite decades of reform movements, teacher-education programmes continue to be criticized for ignoring the voices and needs of teacher candidates, providing and promoting an unrealistic view of teaching, and perpetuating the transmission model of teaching as telling. The tenacity of traditional teacher-education programs is explained by the complex interplay of rival

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interests: "Thesnail's pace of change in teacher education is due in part to the numerous stakeholders involved in the formal - and informal - governance of teacher education. Criticisms levelled at traditional preparation programs refer to both an ineffective process (how learning occurs) and an ineffective product (what is learned). These criticisms of ineffectiveness are described under the headings of the gap between 'preparation' and 'practice', the gap between theory and practice, and gaps among faculty members in a teacher education program. Teacher educators who have moved away from the traditional transmission model have begun to transform the face of teacher education. Successful restructured programs are set in a framework of theoretically sound and research-supported conceptions of teaching and learning. Innovative program design and delivery often proceed from the premise that thinking like a teacher is a process that must be taught explicitly and developed over time, not a process that switches on automatically when students enter a pre-service program.

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

Building stronger models of teacher preparation in the 21st century would require adequate and progressive knowledge content for teaching as well as knowledge content for the subjects that the teacher would be required to teach. In this respect, the ?what of teacher education and training should be the focus of the curriculum. The new directions in teacher education and training should take cognisance of this so that teachers are prepared to play multiple roles and take their rightful positions in the teaching-learning environment to face these challenges confidently. We can only improve the quality of education worldwide for our students if we provide our teachers with the required skills, knowledge and experiences. One which deserves mention is the ability of the 21st century teacher to control disruptive behaviour of students in the classroom which makes it impossible for the teacher to work efficiently and effectively and even in some instances puts the security of both students and teachers at risk. Problems of such nature may multiply in magnitude in schools in the 21st century and for this reason, teacher education and training institutions should equip teachers with knowledge and skills in management to be able to address such problems effectively and efficiently.

Very recently National Council for Teacher Education (NCTE) has taken various reformative measures by offering a comprehensive coverage of themes and rigorous field engagement with

the child, school and community. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers.

### **Internship : A Core Component of Teacher Preparation :**

Many of the things that teachers do are done as a matter of routine, however teachers are also required in parallel to engage in activities which are dictated by the special needs of their pupils and the conditions which exist from time to time. They are required to teach numerous pupils at the same time, to achieve multiple objectives; objectives which change depending on context. At the same time, teachers have a 'personal theory' which impacts on choices -whether consciously or not-, on how they analyse reality, perceive the theory and research and directs their studies and activities (**Carr & Kemmis, 1997, Fullan, 1993**). A basic condition for each teacher developing personal theory about teaching and utilising knowledge in practice and perceiving and managing the complexity of the teaching process, is ability to analyse the teaching process and to reflect on it. Internship programmes in general are supposed to facilitate 'the transition from student status in a profession's pre service education programme to the status of a full-fledged member of the profession' (**Ratsoy et al., 1987**). This general conceptualisation can aptly apply to the professional preparation of teachers. School internship experience allows insight into new perspectives and enhances motivation to continue learning and reflecting, leading to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills. Through their closely guided teaching practice the PTs (interns) are expected to acquire a great deal of propositional pedagogical knowledge, as well as pedagogical content knowledge including measurement and evaluation and alternative teaching methods. Based on the feedback obtained on ideology, policies, and practices in the schools, PTs report on their work in the school and discuss actual or anticipated difficulties in their new role as well as issues that pertain to their interpersonal relations with teachers, mentor teachers, and the school administration.

The internship involves the intern in extensive co-planning and co-teaching with an experienced collaborating teacher and requires the intern gradually to assume responsibility for all aspects of learning and teaching in the classroom. Thus interns are assumed to make a gradual transition to full-time professional responsibility. For many teachers, their desire to become a teacher and the pedagogy they adopt are often embedded in the story of their life and therefore it is important to situate the practice of teaching in the broader context of the vision of the role of the teacher. Personal accounts of teacher development offers a chance to invite engagement and reflection and can identify patterns of thought characteristic of teachers' work within particular contexts (**Bullough & Baughman, 1996**). There is growing emphasis on the need for effective and systematic university/college of Teacher Education (TE) - school partnership which is the crux of internship aimed at facilitating the professional development of pre-service teachers. Globally, the term 'practicum,' though widely used, is in some ways inappropriate since it cements the very 'theory-practice' divide which is one of the chronic problems in all forms of professional education.

In fact, the critique of the divide between theory and practice in TE programmes builds up the rationale for arguing for a more effective TE - school partnership and the need for a better understanding by pupil teachers (PTs) that what's at stake is a coherent, workable theory of action.

Research literature suggests that content mastery of teachers in their respective disciplines, and their expertise in the way of transacting this content knowledge to their students is one of the most important factors influencing student learning. Research also suggests that the task of teaching is becoming increasingly complex and that highly competent teachers apply a range of practices for varying purposes, incorporate and integrate different kinds of knowledge, build up a sophisticated pedagogical repertoire, and adapt to, learner diversity and shifting contextual forces. School internship is visualized as situating the practice of teaching in the broader context of holistic development of children visualising teaching as one of the many responsibilities of a teacher in the continuum of sustained engagement with learners and schools.

#### **School Internship :As per NCTE Curriculum Framework (2014)**

NCTE Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas -

- I) Perspectives in Education
- II) Curriculum and Pedagogic Studies, and
- III) Engagement with the Field.

Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. This curricular area would have three components -

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

Having gained some experience with the child, the community and schools in Year 1, the Second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during 2-Year B.Ed. Curriculum.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

### **Need For Evolving Innovative Strategies Leading To Collaborative Partnerships in Teacher Education for Effective Internship Programmes**

The success of this internship component of teacher education shall essentially requires a comprehensive collaborative network of partnership among Teacher Education Institutes (TEIs), Locally available schools, Local educational administrative units (BRCs/DIETs/SIEs etc). Collaboration permeates many innovative programs. In the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience.

It is an experiential understanding of most of the teacher educators that a more meaningful and reciprocal partnership with schools is inevitable for effective internship to be practised. For this, harmonious dialogues between thenavigators of these two systems has to take place and need to be carried on year after year. Generally, the TEIs approach the schools abruptly to fulfil their requirements. Instead, it has to be a two way dialogue, with each of the actors voicing what their expectations are of each other and evolving an agreeable partnership. More importantly, parity and comparability of school practices and philosophy and perspectives of TEIs have to be ensured. This is the area of immense concern in our country. The negotiative dialogues play a very important role here, which has to start offright at the outset of the academic programme and continue across years to establish an academic partnership between the two systems.

- a) **Identification of Schools as Internship Platforms :** Selection of teachers and senior teachers for internship should be based on set criteria conducive for effective initiation and

grooming of the PTs. PTs should be exposed to different school contexts making sure that the assessment of their teaching into consideration, the respective school context. Likewise, selection of senior teachers to take on the challenging role of mentoring should also be based on set criteria. Adequate ground work, at school level in terms of preparing the administrative system and the subject teachers for the partnering relationship with the teacher education departments, is critical to effective internship programmes. This involves, initiating the administrative system of the school into the philosophy of teacher preparation so that the school system recognizes their role in the whole process.

- b) **Effective Orientation of School Teachers for Positive Involvement :** The subject teachers of the school need to be oriented to the process of observing, mentoring, and assessing PTs. In fact, this is one of the areas that need to be worked on intensely as this is the weakest aspect of the internship model followed in the country. The present attitude of the subject teachers - 'these interns have come and now we can get some respite' has to change into 'these interns need a lot of hand holding from me as we know the system, the content transaction and the children much more.
- c) **Appropriate Networking through Cluster Based Nodal Institutes :** For meaningful collaboration among TEIs and the schools, some professionally enriched TEIs and schools with better infrastructure may function as Nodal Institutes. These Nodal Institutes will frame the a comprehensive policy for effective conduct of internship programme keeping in view the local needs and academic calendar of school and TEIs. The collaborative character of Internship should be effectively managed by involving some professional trained resource persons.
- d) **Gradual Progression-based Internship Activities :** Internship should start with free and unguided observation of classroom transactions and other school activities followed with guided observations. These observations and discussions are to be followed with unguided teaching by the pupil teachers allowing them time to gain confidence for taking on teaching under supervision by the host teachers, viz, subject teachers of the school and the teacher educator. This phase should be devoid of assessment and followed up with assessment in the last phase of internship.
- e) **Subject-specific Grouping of trainees, mentors and teacher educators :** The trainees have to be in their respective subject groups tied to a host teacher of the school from the same discipline as mentors, to ensure meaningful scaffolding. PTs are to be supported in their teaching by host teachers by observing their classes, guiding and supporting in all ways including resource management, classroom management, content enrichment and improving pedagogic strategies. Effective preparation of these host-mentor teachers has to be taken up to get them ready to play a very pro-active role. Additionally, incentives in the form of monetary benefits/career advancements have to be included in policy formulations to be implemented smoothly so as to ensure effective discharge of this crucial role by school teachers. For effective guidance and fair assessment, the TE attached to a group of pupil teachers should also be from the same discipline. Only then observation, feedback and discussion among the TE and PTs be optimally meaningful and holistic.



- f) **Key Emphases on Coordination, Peer Observation and Reflective Practice :** The coordination and teamwork of PTs, TE s and host teachers should be strategically planned for effective outcomes. This again calls for intense, long drawn negotiation between schools and TE institutions. Peer observation has to be emphasized as a cardinal tool for professional development. Guidelines for observing, recording observations and sharing these with peer group have to be well planned and disseminated to PTs right at the outset of the internship programme. Greater emphasis on reflective practice based on perspectives on the learner and her context, contemporary society, basic concepts of education and curricular and pedagogic alternatives, crucial to effective internship, has to be in place.
- g) **Research-oriented Practice :** More efforts to take up research based on classroom realities and challenges faced by teachers and students have to be initiated. Research findings have to inform TE curriculum and initiate discussions across TE institutions. These two lines of development can definitely streamline and improve internship programme. In conclusion, there is immense wealth of experiences of professionals working in the area of teacher education in other countries that we need to learn from. We need to be open to these experiences and expand our mind enough to develop insights from them, and try them out in our contexts, bearing in mind the socio- academic- cultural differences.
- h) **E-monitoring of Internship Programmes :** The effectiveness of collaborative character of internship would mainly depend on the conduct and monitoring of its various components by adopting various strategies. This will certainly strengthen the networking of all TEIs and the schools involved in the internship programmes as all the participants and trainers performance may regularly be evaluated. This e-monitoring will also lead to the support system as some key resource persons may provide regular guidance to the participatory schools and TEIs involved in internship programme. Various ICT tools may be used to make the best use this strategy for maximising the output of internship activities.

For all the above suggestions to be implemented effectively, internship has to stretch to at least two semesters interspersed with theory courses allowing for theorisations to emerge from practice in the field and vice versa. A well devised and networked Internship will help the teacher educators, mentor teacher, teacher trainees and educational administrators through a partnership and collaborative work culture. The researches have reflected that people do not learn from experience alone, but through experience in combination with careful preparation, good mentoring, discussions with colleagues, and well-designed courses. The vision of NCTE as reflected through the Curriculum Framework(2014) would need some sincere efforts to be initiated by stakeholders of teacher education at local, state and national level.

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# MAJOR CONCERNS VIS-A-VIS THE EXTENSION IN THE DURATION OF TEACHER EDUCATION COURSE

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*There has been a talk of paradigm shift in the ways of imparting teacher education during the last few years. The kind of syllabi and its duration to train the prospective teachers has become a hot and contentious topic of discussion to develop a better tool and module for having a pool of teachers who are academically & intellectually sound and well entrenched in their responsibilities and expectations. One of the core areas being debated is the extension in the duration of B.Ed. and M.Ed. programs from one year to two years. Before going ahead certain issues require to be studied threadbare to drive the best conclusion as the concerned issue has many layers of intricate ramifications. We must identify the compelling causes for period enhancement, the extent of financial burden on the students besides delaying their entry into the profession and interests of private players in the education sector. Personally, i am opposed to this recommendation as being a teacher for B.Ed. and M.Ed. classes for the last 15 years i don't think we have devised a new training curriculum which requires one more year to be taught. It can be conceded that sea size changes have been observed in the way of teaching training as has been the case with other faculties namely engineering and medical education. The duration of engineering or medical education at bachelor's level has not been increased despite the advent of many new techniques and findings in both these sectors. Rather 5 year combined programs for bachelor and master programs in engineering ends up saving one year of the students. It takes 4 years for B.A./B.Sc.+B.Ed. programs and medical students have 4 and 1/2 year curriculum + one year internship. So, somehow it comes at par with engineering and medical program. Recently, the medical fraternity resolutely opposed the suggestion of extending the graduate level medical program by one more year. This obviously raises doubts about such options being exercised in education. There are many other ways to further hone the skills of teachers like short duration compulsory capsule programs on annual basis. The parents and teachers are already feeling the heat of expensive fee structure. Stretching the course would further burden them and provide an opportunity to the private players to carry out their exploitative programs with greater*

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*freedom. Everyone is skeptical of the claims of privatization with regards to relevance, efficiency and effectiveness of teacher education. Concerns about equity and quality issues which i feel would get neglected and It would also curtail the potential of high performance years in the teaching career from the would be teachers.*

There has been a talk of paradigm shift in the ways of imparting teacher education during the last few years. The kind of syllabi and its duration to train the prospective teachers has become a hot and contentious topic of discussion to develop a better tool and module for having a pool of teachers who are academically & intellectually sound and well entrenched in their responsibilities and expectations. One of the core areas being debated is the extension of the duration of B.Ed. and M.Ed. programs from one year to two years. As per the NCTE Act, 1993, the term teacher education means programmes of education, research or training of persons for equipping them to teach at primary, secondary and senior secondary stages in schools. In other words, teacher education refers to the policies and programmes designed to equip prospective teachers with the knowledge, attitude and skills they require to perform their tasks effectively in the classroom, school and community at large.

#### **Need for Extending the Duration of B.Ed and M.Ed Courses**

1. Due to universalization of education or right to get education, there is an increasing demand of trained B.Ed. teachers. Almost 27000 trained graduate teachers are produced in Punjab and the Punjab government has failed to provide jobs to such a large number of trained teachers every year. The extension in the duration of the course will provide an additional one year to the government for not filling up the vacant posts.
2. It is quite apparently in favour of the interest of the privately managed institutions, as they will receive high fee from the students for two years instead of one. These days, the number of privately run teacher education institutes is more than the government funded ones almost in every state of the country. Since 1996, the number of institutions has been growing at a compounded annual rate of six percent. Much of the expansion has taken place in the private sector. There has been a virtual halt in the growth of public higher education, reducing the relative size of the public sector to a negligible level. Within the private sector, it is for profit higher education segment that is growing fast. (Tilak, 2013). The centralised regulatory body NCTE might have taken this decision to favour the corporate world behind these private teacher education institutes.
3. B.Ed and M.Ed are only the graduate and post graduate level courses which take only one year in its completion and make the teacher trainees eligible to get employment as teachers in secondary & senior secondary schools easily as compared to other professions. It may be the policy of the universities/state governments/NCTE to increase its duration by at least one more year like other professional courses like Law, Medical & Engineering.
4. Both for B.Ed and M.Ed, one year seems much less time for completing the various components of the teacher training courses like micro-teaching, simulated teaching, teaching practice in schools, sessional work, assignments, tour & trips, admissions, exams, practicals, research work etc.

## Major Concerns

The major concerns related to the extension of duration of teacher education course would be as follows:

- 1. Discourage Teacher Trainees to do M.Ed. :** The number of per unit seats in the teacher education institutes for B.Ed course has been reduced to 50 for the next academic session but the strength of the unit for M.Ed. course has been increased from the existing 35 to 50. It will also discourage a number of students especially those who belong to economically and socially weaker sections of the society to do two years M.Ed after the completion of two years B.Ed course.
- 2. Loss in the Potential of High Performance Years :** After graduation the prospective teachers will require two years for B.Ed and further two years for M.A. and another two years for M.Ed. Moreover, the trained graduate teachers have to qualify PSTET which is prerequisite for employment. On the other hand those who wish to serve in a college of education or a university have to qualify NET. Naturally, the extension in the duration of teacher education courses will discourage most of the outstanding students to join this profession. Moreover, It would also curtail the potential of high performance years in the teaching career from the would be teachers.
- 3. Increase the Cost of Teacher Education :** The increase in the duration of the course will add to the cost of teacher education significantly as the students have to pay the tuition fee, examination fee and other charges for two consecutive years. Though the education loan has been made easy to facilitate teacher education, still the terms & conditions imposed by banks in terms of guarantee and criteria of minimum income of family restrict the talent coming from the poor family to go for teacher education. The purpose of privately managed institute is to solely earn maximum profit that leads to exploitation of poor students.
- 4. Exploitation of the Teaching Staff :** It is clearly mentioned in new guidelines issued by NCTE that neither NET/SLET nor Ph.D as per minimum standard and procedure by the UGC is mandatory for the recruitment of teacher educator/Assistant professor in the teacher education institute. The government as well privately managements will get unlimited powers to negotiate on salary matters for the appointment of teaching staff. They would be free to appoint even ineligible & low quality teaching staff who do not fulfill the UGC/NCTE norms on contract basis to serve their purpose. In addition to this, the basic working conditions will become far from conducive for efficient functioning. The teachers will be kept deprived of their basic rights like wages, holidays, freedom, study leaves & other incentives and have to work in highly insecure conditions with bare minimum administrative support & other perquisites.
- 5. Traditional & Unrevised Curriculum :** Traditional and unrevised curriculum is being followed in the teacher education institutes from the last three decades. This neither compromises with the new international standards & innovative techniques of teaching & learning nor demands its extension for two years. Moreover, other universities have not yet made any conscious effort to frame the curriculum for two years. It is a very time consuming and research oriented exercise. The division of the existing curriculum into two parts for two years will give rise to many new problems.
- 6. Encourages Privatisation :** The increase in the duration of both B.Ed and M.Ed courses will only encourage privatisation in teacher education as they collect hefty fee from the

students for two years and get the services of the appointed staff for teaching B.Ed as well as M.Ed classes. According to The English Tribune report, every 7th college out of 10 is run privately and 30% of the universities in the country are private. According to Statistical Abstract of Punjab (2004), in 2001, Punjab had 23 Teacher Training Colleges (B.Ed.). There were only 14 private educational Colleges and Universities in Punjab in 2004 and it has increased to 171 in 2013-14 in Punjab. It clearly depicts the increasing growth of privatization in teacher Education in Punjab.

### Conclusion

Personally, I am opposed to this recommendation as being a teacher for B.Ed. and M.Ed. classes for the last 15 years I don't think that we have devised a new training curriculum which requires one more year to be taught. It can be conceded that sea size changes have been observed in the way of teaching training as has been the case with other faculties namely law, engineering and medical education. The duration of engineering or medical education at bachelor's level has not been increased despite the advent of many new techniques and innovations in both these sectors, rather 5 year combined programs for bachelor and master programmes in engineering is saving one year of students. It takes 4 years for B.A./B.Sc./B.Com.+B.Ed. programs and medical students have 4 and 1/2 year curriculum+one year internship. So, somehow it comes at par with engineering and medical program. Recently, the medical fraternity strongly opposed the suggestion of extending the graduate level medical program for one more year. The question that arises is where the tearing need for such measures and changes in education is. There are many other ways to further hone the skills of teachers like short duration compulsory capsule programmes on annual basis. The parents and teachers are already feeling the heat of expensive fee structure; it would further burden them and provide opportunity to exploit for one more year by the private players. Everyone is skeptical of the claims of privatization with regards to relevance, efficiency and effectiveness of teacher education and is concerned about equity and quality issues which I feel would also get neglected and It would also snatch the potential of high performance years in the teaching career from the would be teachers.

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# BUILDING INNOVATIONS WITH TECHNOLOGY IN TEACHER EDUCATION

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*Time is constantly changing and the only way to keep up with it is to keep growing and evolving and this is also applicable to teachers. Innovation is the key to improvement. In current time the obsolete ideologies and methods of teaching do not work. One has to be innovative with teaching. Together then, innovation, education and technologies are constructed in policies in various countries and overseas, as the foundational requirements for sustainable 21st century economies. But if innovation, technologies and education are fundamental to creating sustainable economies, then what does this mean for school educators and their students? How can innovation be built? And what does 'innovation' mean in the context of school education? Indeed, how can students' innovative capabilities' be developed? Further, how do the respective policies concerning school education, including technologies in teaching and learning, and building a creative and innovative workforce, interface? These are questions school educators have to address if they are to build students' innovative capabilities with technologies.*

The word 'innovation' and the concept of being 'innovative' are liberally used throughout various individual countries' and international agencies' policies and reports. The dominant use of the term 'innovation' mainly has economic meanings, which relate to improving the productivity and competitiveness of national and local economies. Interpretations and applications of the word 'innovate' can vary depending on the individual's frame of reference. Rarely, however, are the economic concepts of 'innovation' reviewed in the context of current national school education policies. Research and innovation, and science and innovation are often linked together in various policy documents, as are the concepts of innovation, building knowledge-based economies and using technologies to build innovative organizations. Given the different contexts in which the concept of 'innovation' is used, a brief review of some descriptions attributed to the concept of 'innovation' will be provided here. This discussion informs our understandings, so that the concepts of 'innovation' in policy documents have meaning in the context of school education.

Dictionaries define 'innovation' as 'introducing something new': the Latin stem 'innovare' refers to altering or renewing, and is derived from 'novus', meaning 'new' (Little, Onions

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&Friedrichsen, 1973). That is, an innovation is something that is new, is positively different, or is better than what was there before. Innovations however, do not exist objectively or in an unchanging sense. Concepts of newness or reformation are viewed differently by different people, and to categorise something new as 'innovative' places additional meaning on its value or relevance. As such, to be 'innovative' is an affirmative description of an artefact or a process.

While encouraging students to be creative involves encouraging them to use their imaginations and to be innovative, it also involves teachers and students learning how to constructively learn from making mistakes. Building innovation and creativity requires educators to move beyond rewarding students for providing correct answers to problems, to also rewarding them for their effort and ideas. This requires the processes of learning to be valued as well as the outcomes. This is not new. Children learning to play with a computer game will try out ways of completing the tasks required. Inevitably they will come across tasks that they fail to successfully complete. They will try again and again until they succeed. This is how human beings learn, and the tasks have to be sufficiently engaging to keep students motivated to learn.

But such approaches to learning, where success and failure are intermingled, are counter-intuitive to the way many educational environments are currently set up. This is partly because the stakes associated with failure for students and teachers are often too high for failure to be an option. In many schools, accountability requirements put pressure on both teachers and students to provide the right answers to problems and to achieve highly on external tests (Robinson, 2001; Sahlberg, 2009). An irony of various education policies is that they place an emphasis on achievement, yet the fostering of creativity and innovation is stifled where there is a fear of failure. This fear reduces the capacity of both students and teachers to take risks, and therefore impedes their abilities and opportunities to be creative and innovative (Sahlberg, 2009). As such, some of the critical conditions required for creativity to flourish are environments where there is trust between teachers and students, and where the consequences for students and teachers of making mistakes are reduced.

Some of the literature on innovation distinguishes between the concepts of innovation and inventions, where an invention is a new idea that becomes an artefact, and an innovation is a new idea or set of ideas successfully applied to processes or practices (Davenport, 1993). That is, innovation can be conceptualised as an organisational phenomenon, where to be innovative refers to putting in place practices that are substantively different from, or have more desired outcomes than what has gone before.

**Students learning with technologies :** There are disjunctures between the ways in which students use technologies at school and the ways in which they use them in their personal lives, for school work and for recreation (Levin &Arafeh, 2002). These disconnects between the real lives of students and their experiences of schooling are reported in several countries, including the United States of America, the United Kingdom and Australia (Project Tomorrow, 2009; Green & Hannon, 2007; Moyle & Owen, 2009). In various countries it is argued that this disconnect is symptomatic of a larger issue, where the vision students have for their learning today is very different to the vision being implemented in schools (Project Tomorrow, 2009). Furthermore, several studies have now reported that students find the quality of their learning that includes



technologies to be poor and uninspiring (Farris-Berg, 2005; Levin & Arafah, 2002; Valdez, 2005). Students around the world report regularly they would like to be assigned more complex and engaging activities that involve technologies, and that such activities should be relevant to their lives (Green & Hannon, 2007). Indeed, many students in these studies assert that such uses of technologies would significantly improve their attitude toward school and learning.

Technologies then are already being used by students outside of schools to assist in their studies and to communicate widely. Using technologies allows the students to:

- go beyond what the teachers are teaching
- talk to others about what we're learning
- teach myself stuff
- to learn other things at the same time as learning what is intended. (Moyle, 2008)

Leveraging these activities to carefully structure considered learning activities may provide teachers with the opportunity to build upon some of the students' existing practices. Young people create social networks around common interests and aims. Teenagers play games in social settings using games consoles, the Internet and computers. Furthermore, with the Internet ageing and continually developing, the new tools emerging are predicated on users actively participating in online activities. With the advent of blogging and projects such as Wikipedia, it is now as possible for young people to gain feedback from teachers and parents as it is to contribute to online communities and to seek feedback from peers, generous experts and interested strangers. This capacity for sharing information and knowledge has led to the blurring of the boundaries between expert and amateur, friend and mentor (Green & Hannon, 2007). Online and computer game play is thought to offer the possibility for children and young people to learn and practice a range of skills, including reading and writing.

**Building innovation with technology :** With technologies, young people in the 21st century have the opportunity to display complex learning styles that are shaped by the ubiquity, accessibility and ease of use of digital resources. The challenge for educators is how to build young people's interests and innovative capabilities with technologies, in ways that have meaning and interest for them. Following are some of the innovations which are used in teacher education:

1. **Flipping the Class for Active Learning:** In a "Flipped Classroom," students' initial exposure to content is shifted outside of the classroom via readings, instructional videos, individual or collaborative activities, or a combination of these. Then during class, rather than lecturing, all or a significant portion of the time is used for practice, application exercises, discussion-based activities, team-based learning, or other active learning techniques. Some preliminary assessment, such as an online quiz or brief assignment, may be used to gauge student understanding and tailor instructional plans prior to class.
2. **Blogs, Wikis, and Discussion Boards:** Blogs, wikis, and discussion boards are web-based platforms through which students can create and share content as well as interact with each other and the instructor. There is quite a bit of overlap in the feature sets of these tools, however, how they tend to be authored, organized, and used offer distinguishing characteristics. Following table describes who is responsible for creating and sharing the content, the type of content, and the default approach to content organization.

Tool	Authorship	Content	Organization
<b>Discussion Board</b>	Individual Posts responding to Collective Forum or Thread within a Forum	Originating posts and replies range from a sentence to a couple paragraphs, sometimes with attached documents, can include embedded media(e.g. video, images) and external links. Participants can rank threads.	Chronological order within threads; is searchable; offers sort, including by highest ranked; offers tagging.
<b>Blog</b>	Individual or Collective (e.g. group blog)	Pages contain text entries; can include embedded media (e.g. video, images) and external links. Can be made open to comments by visitors.	Reverse-chronological order of entries by author; is searchable, provides tagging and categories to support organization and search; can be comprised of multiple pages with defined navigation.
<b>Wiki</b>	Collective	Pages contain text entries; can include embedded media (e.g. video, images) and external links. Can be made open to comments by visitors.	A flat hierarchy of continually modifiable web page(s); is searchable, provides tagging; typically comprised of multiple pages; can include defined navigation.

3. **Teaching with Clickers:** Clickers are an interactive technology that enables instructors to pose questions to students and immediately collect and view the responses of the entire class. This is how clickers work:
  - Instructors present multiple-choice questions (verbally or with presentation software or with the i>clicker software).
  - Students click in their answers using remote transmitters.
  - The system instantly collects and tabulates the results, which instructors can view, save, and (if they wish) display anonymously for the entire class to see.
4. **Virtual Classroom:** A virtual classroom is an online learning environment. The environment can be web-based and accessed through a portal or **software-based and require a downloadable executable file**. Just like in a real-world classroom, a student in a virtual classroom participates in synchronous instruction, which means that the teacher and students are logged into the virtual learning environment at the same time.
5. **M- Learning:** Mobile learning in the context of higher education is relatively new and under-theorized both in initial teacher education and more generally in university teaching. Mobile learning involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT), to enable learning anytime and anywhere. Learning can unfold in a variety of ways: people can use mobile devices to access educational resources, connect with others, or create content, both inside and outside classrooms.

## Conclusion

A challenge for teachers aiming to build students' innovation and creative capabilities with and through technologies, however, is to move students from being users and consumers of technologies to being creators and producers with technologies. The Internet is used to support young people to create their own interactive stories, games and animations, and then to share their creations with others on the Internet. Through the Internet, students are afforded a ready-made audience for their creations, and their audiences provide feedback by commenting on their postings and contributing to group efforts to further develop and improve the software creations posted. Such iterative, creative communities of young people are dependent upon being able to communicate and collaborate online from computers and other mobile devices. As such, a high quality 21st century education depends upon allowing students to discuss their learning with other students, to network and communicate with each other, to share their ideas and solutions to problems they are trying to collectively solve. Networking between students and teachers in different institutions can enrich the curricula and increase the transfer of generic and subject-related knowledge and skills between practitioners.

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# **DURATION OF PRACTICE TEACHING IN THE REVISED REGULATIONS IN TWO YEAR B.Ed. COURSE: CHALLENGES AND CONSEQUENCES**

*Dr. Amit Kauts\*, Ms. Kanika\*\**

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*The practice teaching is designed to smooth the transformation from teacher to student. At the same time the teaching practice gives the teachers training organization a chance to evaluate the students teaching potential. It is the most important part of the teacher training program. It is a chance for pupil teachers to execute their theoretical studies. There may be some instability between what has been learned in college and the real situation in the classroom. As practice teaching is an important element of teachers training program, sizeable attention must be given to make it more productive. Keeping in view the significance of practice teaching, this theoretical study depicts the challenges and consequences faced due to increased duration of teaching practice.*

Education reforms always based on highest priority to improve teacher efficacy. It requires steady improvement in teacher-education programmes. Over the last two decades, the concern for curriculum renewal and extended duration of practice teaching has received serious attention. The reports of various committees and commissions indicate the preference for longer span of B.Ed. courses.

NCERT is a chief advisory body at the national level, whose main goal is to bring qualitative improvement in school education. Teacher education is important part of school education. Some of the important tasks of NCERT in the area of teacher education are to prepare the curriculum, to revise the teacher education curriculum in line with existing needs, to check the suitability of some innovative curriculum and effectiveness of some innovative teacher training strategies etc. After a long term discussion and debate, realizing the shortage of one year B.Ed. course, an inclusive action plan has been made by NCTE based on recommendations of the Justice Verma Commission on Teacher Education designated by the Supreme Court keeping in view new hope and aspiration.

Accordingly, the two-year B.Ed. focuses on the complete development of the pupil teacher- especially in knowledge, skills and methods designed to accelerate learning. It aims at developing understanding of and competency of teaching-learning situation perceive through intensive study of conceptual description, analysis and observation of real classroom environment as well as

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experiences of longer duration of practice teaching. The revised two year B.Ed. course will have at least 20 weeks of teaching practice, in order to generate better teachers as it was felt that teacher education organizations were not able to provide skills to the B.Ed. students in short span of teaching practice in schools. According to revised regulations of NCTE, teaching practice will be conducted in two periods. Ist period is of 4 weeks in the first year of the course and second period is of 16 weeks in the second year of the course. Due to increase in the span period of teaching practice the pupil teachers have better chance to know about the real classroom environment and also their teaching skills would be polished. It would add a sense of professionalism among the pupil teachers as it would have a quality period of internship (practice teaching) same as some other professions have like CA, MBBS. etc. The increased duration of practice teaching have some challenges and also effects. This theoretical paper tries to highlights the consequences and challenges that arises due to increased duration of practice teaching.

### **Consequences :**

Revised regulations for two year B.Ed. course have significant implications during the practice teaching session. Now teaching practice will be comprehensive practice teaching, rather it will be comprehensive school experience and will lead to longer and intense impact on the pupil teachers from different perspective like professional capacities & teacher sensibilities and skills.

#### **I. Sense of Professionalism**

Staff at practicing schools has a welcoming attitude towards the pupil teachers and that the students do not. It is because the students of practicing schools are only meeting most of the pupil teachers for the short span period. The unwelcoming behaviors of students are revealed to have impacted negatively on the assessment of most student teachers of classroom management (Leke-ateh, Assan, Debeila, 2013). The responsibilities of school head is to welcome student teachers and formally introduce them to the entire school, create an atmosphere in the school which will enable pupil teachers to feel at home and thus do their work effectively and fearlessly (Della Fish, 1989). Due to revised regulations in practice teaching the pupil teachers are welcomed by the students too as they know they will be taught by them for longer period. A sense of concern will be developed between the students and pupil teachers. The pupil teachers will now enjoy their practice teaching. They don't take it as a burden now.

Also pupil teacher have to stay in school for atleast six hours a day. They will be now part of school total faculty and junior assistant under the supervision of teacher educators. This would certainly add a sense of professionalism in the pupil teachers.

Researches revealed that the practice teaching provides platform to execute ideas which have been learnt in college and to experiment with the different techniques and strategies of teaching.

Practice training provides:

- An opportunity to acquire confidence.
- Feasibility to put theories into practice.
- The chance to learn skills and attitudes of an efficient teacher.
- It give chance to learn about children in real life.

- An opportunity to upgrade the knowledge of subject matter.
- The chance to learn from the benefits of constructive evaluation.
- An opportunity for self-appraisal and to discover strengths & weaknesses.
- An opportunity for the teaching organisations to evaluate itself. (Brown and Brown, 1990).

Due to short span of practice teaching pupil teachers are not able to experience all these but now they can have a better chance to acquire all the skills that comes from the beneficial of practice teaching. It helps pupil teachers to become reflective professionals. An innovative carpenter can only be successful if he knows about the basic fundamentals of carpentry (what woodwork joints for which purpose, what equipment is required for what kind of job, etc.) The same is applicable to a successful “reflective” teacher, in terms of pedagogical skills and underlying knowledge of subject matter.

In the practice teaching the focus is on the interaction and communication with students and classroom management skills. Now pupil teachers will be more comfortable in communicating with student by the end of the practicum experience. Therefore it will have a positive effect on pupil teachers’ confidence in the actual teaching field.

## II. Teaching and Counselling

1. **Teaching :** It provides greater vision for development of knowledge on different areas like content knowledge, knowledge of methodologies among the pupil teachers. It provides a sound knowledge base for pupil teachers in content areas, develops skills of pupil teachers to be skilled enough regarding how to transmit the content to the students effectively. Mastery over the different methods of pedagogy like brain storming, project method, laboratory method, inductive-deductive method etc. will be developed. It provides an opportunity to pupil teachers to implement the model lesson plans in an effective way. They have wider scope of innovations in the teaching methods. The innovative teaching aids will make their teaching more effective as innovations are not possible in the short duration practice teaching. The pupil teachers will be more dedicated towards their teaching. They will now try to find new ways and means that would help the students to understand the content matter in better way. Also a sense of sensibility will develop among the pupil teachers toward the current issues like inclusive education, drug addiction, women safety etc. during the internship period.

In B.Ed. course there is a specialised course on ICT. Critical understanding of ICT’s shall be offered as an important resource to the pupil teacher and it will promote constructivist approaches among them. Now they will integrate the usage of ICT in teaching. Usage of ICT will increase the students and pupil teacher competencies and rather it will act as a capacity building for them. It will make extra ordinary changes in practice teaching and help in better learning of students. It will improve the students’ attitude towards learning.

2. **Counselling :** In our today’s life we found many students under stress. So teacher should act as a person who can solve their psychological issues also. No doubt it is the work of a counsellor and there is a counsellor appointed in the school to handle such psychological issues. Student should be stress free. Teacher should act as a counsellor to them. Only



extreme cases should be referred to the counsellor. Longer period in the school internship will help the pupil teachers to understand the psychological issues of the students and to adapt such instructional techniques that help them to meet the unique needs of the students.

### III. Organisation and Management Skills

It provides an opportunity to pupil teachers to participate in organization of co-curricular activities in the school. Earlier where the focus was only teaching, the revised regulations of practice teaching make them capable to learn the organization aspect also. Because of the implement of CCE in the schools, the co-curricular activities become the inseparable part of the school. Pupil teacher will now organise the morning assembly in the school. They will also organise many inter-house competitions and various sports activities of the school. This would add the organisation skills in them. They will now organize the various activities of the school confidently and efficiently.

They will now learn how to maintain the school attendance register. Skill of laboratory management will be developed. They will now understand the issues of purchase of equipment's of the laboratory. Therefore in this way management skill will be developed in them.

Therefore, because of the longer span of practice teaching not only a sense of appreciation for diversity in the classroom needs but also understanding of the school working environment to be inculcated among pupil teachers. These are the important aspects of teaching and these aspects are missing among the pupil teachers as due to the shorter span of teaching period they have to focus mainly on the teaching perspective. Others aspects of teaching profession is neglected. A range of personal competencies may develop that make a difference to the quality and effectiveness of teaching: sound subject knowledge; Communication skills; Self-management skills; Organisational skills; Classroom management skills; Problem-solving skills; Teamwork skills; Research skills

During the practice teaching if it takes care of all these spheres then only the revised regulations for practice teaching would be successful otherwise if these aspects are ignored then it makes no difference in the practice teaching period of shorter span and that of longer span.

#### Challenges :

No doubt the revised regulations for two year B.Ed. course will make the practice teaching easily and it has many advantages for the pupil teachers. But there are also some challenges that come in the way of pupil teachers. The challenges that would face by pupil teachers during the teaching practice due to increased duration of teaching practice are as follows:

- The major challenge is that will the schools allow them to teach their students as it would disturb their regular classes. Regular classroom may be disturbed.
- Preparation of a workable timetable for the pupil teachers in cooperation with school administration will be a tough task. As it would disturb their existing time table schedule. And it may also possible that some teachers may not allow teaching their class. This is another challenge that will come in the way of pupil teachers during practice teaching.
- Due to increase span of teaching practice the teachers of the school where practice teaching is conducted become free. Their chance to become free from teaching is from this perspective

that their teaching work is carried out by pupil teachers. Earlier the duration of the practice teaching was less therefore the teachers had concern towards how the pupil teachers carried out their task. But now possibility that this concern may weak.

- Pupil teachers are not informed about the rules and regulations of the practicing schools. So it will be challenge for the pupil teachers how they cope up with the school environment.
- Sometime the schedule of the practice teaching is also not proper. Especially when it is conducted before or after the completion of examination in the schools. School teachers view this period as critical for their students; consequently they are unwilling to give their classes to inexperienced pupil teachers and thus defeating the purpose of practice teaching. It is thus challenging that the teaching programme timetable should be designed in such a way that it does not clash with key school terms.
- Due to increase in the quantity of teaching aids like charts, models it would certainly add to the financial burden of the students and as a result of which it may be possible that the number of seats would be reduced. Therefore it is another challenge that comes in the way of practice teaching.

#### **Suggestions :**

- Government level mechanism should be developed.
- Director General at school level should co-ordinate with the teacher education institutions so that practice teaching will be conducted in a better way at schools.
- Also school should co-operate with the teacher education institutions to carry out the practice teaching in their school for longer period.

#### **Conclusion :**

The revised regulations in two year B.Ed. courses make the practice teaching longer due to which pupil teachers internalise the nature of education and pedagogic process through enriched experiences. The learning engagement will contribute in filling the gap between theory and practice. In this respect, critical pedagogy & critical thinking become very crucial and important aspect and are embedded implicitly in courses. Instead of continuous teacher monitoring greater autonomy to learners will be given. Exposure to variety of schools experiences that would help them to understand larger systemic issues of the schools. School-based experiences help them to learn not only classroom pedagogy, but also make them capable to understand the role of teacher in the school environment. There would be certainly professional development in the pupil teachers. It is possible only if the challenges that may occur would be tackled efficiently.

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# REINVENTING THE ROLE OF TEACHER – WHAT BEING AN EDUCATOR REALLY MEANS

*Dr. Manu Chadha\**

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*The paper aims at redefining the role of teacher in the changing scenario. It is a multifaceted profession. Teaching is recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural, and economic health of our nation. Today, the seeds of such a dramatic transformation in education are being planted. Prompted by massive revolutions in knowledge, information technology, and public demand for better learning, schools nationwide are slowly but surely restructuring themselves. The teachers have found they accomplish more if they adopt the role of educational guides, facilitators, and co-learners.*

Imagine a school where teaching is considered to be a profession rather than a trade. The role of teachers in a child's education — and in American culture — has fundamentally changed. Teaching differs from the old “show-and-tell” practices as much as modern medical techniques differ from practices such as applying leeches and bloodletting. Instruction doesn't consist primarily of lecturing to students who sit in rows at desks, dutifully listening and recording what they hear, but, rather, offers every child a rich, rewarding, and unique learning experience. The educational environment isn't confined to the classroom but, instead, extends into the home and the community and around the world. Information isn't bound primarily in books; it's available everywhere in bits and bytes. Students aren't consumers of facts. They are active creators of knowledge. Schools aren't just brick-and-mortar structures — they're centers of lifelong learning. And, most important, teaching is recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural, and economic health of our nation. Leading the way are thousands of teachers who are rethinking every part of their jobs — their relationship with students, colleagues, and the community; the tools and techniques they employ; their rights and responsibilities; the form and content of curriculum; what standards to set and how to assess whether they are being met; their preparation as teachers and their ongoing professional development; and the very structure of the schools in which they work. In short, teachers are reinventing themselves and their occupation to better serve schools and students.

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**Novel Relationships and Practices :** Traditionally, teaching was a combination of information-dispensing, custodial child care and sorting out academically inclined students from others. The underlying model for schools was an education factory in which adults, paid hourly or daily wages, kept like-aged youngsters sitting still for standardized lessons and tests.

Teachers were told what, when, and how to teach. They were required to educate every student in exactly the same way and were not held responsible when many failed to learn

Many teachers today, however, are encouraged to adapt and adopt new practices that acknowledge both the art and science of learning. They understand that the essence of education is a close relationship between a knowledgeable, caring adult and a secure, motivated child. Their job is to counsel students as they grow and mature — helping them integrate their social, emotional, and intellectual growth — so the union of these sometimes separate dimensions yields the abilities to seek, understand, and use knowledge; to make better decisions in their personal lives; and to value contributing to society. They must be prepared and permitted to intervene at any time and in any way to make sure learning occurs. Rather than see themselves solely as masters of subject matter such as history, math, or science, teachers increasingly understand that they must also inspire a love of learning. In practice, this new relationship between teachers and students takes the form of a different concept of instruction. Tuning in to how students really learn prompts many teachers to reject teaching that is primarily lecture based in favor of instruction that challenges students to take an active role in learning.

They no longer see their primary role as being the king or queen of the classroom, a benevolent dictator deciding what's best for the powerless underlings in their care. They've found they accomplish more if they adopt the role of educational guides, facilitators, and co-learners.

The most respected teachers have discovered how to make students passionate participants in the instructional process by providing project-based, participatory, educational adventures. They know that in order to get students to truly take responsibility for their own education, the curriculum must relate to their lives, learning activities must engage their natural curiosity, and assessments must measure real accomplishments and be an integral part of learning.

Students work harder when teachers give them a role in determining the form and content of their schooling — helping them create their own learning plans and deciding the ways in which they will demonstrate that they have, in fact, learned what they agreed to learn.

The day-to-day job of a teacher, rather than broadcasting content, is becoming one of designing and guiding students through engaging learning opportunities. An educator's most important responsibility is to search out and construct meaningful educational experiences that allow students to solve real-world problems and show they have learned the big ideas, powerful skills, and habits of mind and heart that meet agreed-on educational standards. The result is that the abstract, inert knowledge that students used to memorize from dusty textbooks comes alive as they participate in the creation and extension of new knowledge.

**Novelty in Tools and Environment :** One of the most powerful forces changing teachers' and students' roles in education is new technology.

But today's world is awash in information from a multitude of print and electronic sources. The fundamental job of teaching is no longer to distribute facts but to help children learn how to use them by developing their abilities to think critically, solve problems, make informed judgments,

and create knowledge that benefits both the students and society. Freed from the responsibility of being primary information providers, teachers have more time to spend working one-on-one or with small groups of students.

Recasting the relationship between students and teachers demands that the structure of school changes as well. Extended instructional periods and school days, as well as reorganized yearly schedules, are all being tried as ways to avoid chopping learning into often arbitrary chunks based on limited time. In addition, ability groups, from which those judged less talented can rarely break free, are being challenged by recognition that current standardized tests do not measure many abilities or take into account the different ways people learn best. One of the most important innovations in instructional organization is team teaching, in which two or more educators share responsibility for a group of students. This means that an individual teacher no longer has to be all things to all students. This approach allows teachers to apply their strengths, interests, skills, and abilities to the greatest effect, knowing that children won't suffer from their weaknesses, because there's someone with a different set of abilities to back them up.

**Redefined Professional Responsibilities :** Aside from rethinking their primary responsibility as directors of student learning, teachers are also taking on other roles in schools and in their profession. They are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect children to acquire. They are participating in day-to-day decision making in schools, working side-by-side to set priorities, and dealing with organizational problems that affect their students' learning.

Many teachers also spend time researching various questions of educational effectiveness that expand the understanding of the dynamics of learning. And more teachers are spending time mentoring new members of their profession, making sure that education school graduates are truly ready for the complex challenges of today's classrooms.

## **Conclusion**

Reinventing the role of teachers inside and outside the classroom can result in significantly better schools and better-educated students. But though the roots of such improvement are taking hold in today's schools, they need continued nurturing to grow and truly transform the learning landscape of our nation. The rest of us — politicians and parents, superintendents and school board members, employers and education school faculty — must also be willing to rethink our roles in education to give teachers the support, freedom, and trust they need to do the essential job of educating our children.

# TRANSFORMING TEACHER EDUCATION IN THE CHANGING SCENARIO

*Dr. Monika Sethi\**

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*In 21st century main goal of schooling is to build students “learning capacity” to help them develop into life long, active, independent learners. Therefore, teachers need to be “learning coaches” i.e. they need to play a role that is very different from that of a traditional teacher. Learning coaches may provide knowledge and develop skills however their main role as more experienced learner is to provide the kinds of support that will help their students to reach their learning goals. Next aspect of schooling in modern era is the new orientation to knowledge. If today’s teachers are to meet needs of 21st century learning, they need to focus on the need to develop students cognitive, inter and intra personal capacities. However, a necessary precursor to this is that teachers capacity for and awareness of their own learning needs is to be developed which is possible through continuous professional development of teachers so that there can be best practices in learning. Innovation and transformation in teacher training is the need of the hour. If we can equip even a small percentage of India’s approximately 8 million teachers with what they need to create change, it could have an enormous ripple effect on teaching practices and quality—and therefore on educational outcomes and life chances of millions of children in the world’s largest education system. Therefore, this paper highlights the need of innovation and transformation in teacher education through their Continuous Professional Development and stakeholders involved in it to uplift the position of education in India.*

Time is constantly changing and the only way to keep up with it is to keep growing and evolving and this is also applicable to teachers. In order to relate with children teachers need to keep themselves upgraded with new ways of teaching. For instance if a teacher is not net savvy in current times then he/she cannot make History classes interesting. Today is the age of videos and podcasts and children can easily learn through this interactive media and hence teachers of current India need to keep up with the current technology. Most of the schools and universities in India have training program for teachers to upgrade their teaching skills. There is no harm in doing that as one should be open to learning new things. Learning never stops all your life, and for teachers to evolve, as a good teacher needs to explore themselves, and try innovative educational measures to teach children. Innovation is the key to improvement. In current time the obsolete ideologies and methods of teaching do not work.

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The one really competitive skill is the skill of being able to learn. It is the skill of being able not to give the right answer to questions about what we were taught in school, but to make the right response to situations that are outside the scope of what we were taught in school. We need to produce people who know how to act when they're faced with situations for which they were not specifically prepared. It is believed highly effective organizations have learning at their core. They work with students, staff, leaders, governors and parents to help their school give students the best possible experience and achieve outstanding outcomes. In these days of tight budgets and external pressures to improve, it is more important than ever for schools to get the most out of their continuing professional development budgets. When professional learning is carried out well, it is the most effective tool for raising pupil attainment, closing gaps, and improving morale. Every member of senior leadership should see it as a priority, not just the CPD coordinator, because research shows that leadership time spent on encouraging and participating in professional development is the most effective at improving pupil outcomes. The overarching principle is that good teacher learning is similar to good pupil learning. We know that for children to learn effectively we shouldn't lecture at them, make them blindly follow rules without any understanding, or assume that they'll understand everything first time. We know that instead we should carefully assess what they already know in order to build on it, give them plenty of chances to practice with opportunities for peer and expert feedback, and ensure they have a clear understanding of the overall direction of learning. The same is absolutely true for teachers.

#### **Ways to build a culture of professional learning within the school:**

- 1. Identify the needs and offer choices :** Use the school and departmental development plans and a synthesis of performance review data to identify a few areas for development. Keep the focus on pupils' learning needs at all times. Identify specific groups of pupils and specific learning goals rather than teacher behaviours.
- 2. Identify the expertise :** Once the aims are clear, we can now identify sources of knowledge and expert feedback. Staff may wish to locate research papers, books, videos, expert colleagues in other schools in with partnership or other departments, consultants or courses, or perhaps explore the excellent sources of information and support available on Twitter. It's vitally important to find one or more people who can provide coaching, observation and detailed feedback - this is often the missing piece of the puzzle that turns mediocre CPD into something highly effective. We could find an experienced teacher within our school (or a nearby school) and/or search our free online database <http://GoodCPDGuide.com/> for consultancy and courses. Good CPD Guide has teacher reviews of courses and will soon feature official quality ratings from CUREE.
- 3. Encourage collaboration :** If we can encourage teachers to work together in pairs to support each other through the learning process then it becomes much more powerful. Two people who both risk looking silly because they are trying new things and providing each other with a listening ear and moral support speed up the process of building trust and create an effective environment for taking risks. They might or might not be working on the same goal – what matters is that they are both committed to sustaining efforts to make new approaches work, adapting them to their context and working out why things do and don't

work. Small groups of teachers can agree to discuss ideas, jointly plan lessons and assess work, and be another pair of eyes in a room when someone is trying out a new approach and wants to evaluate its effect on the pupils.

In such a group, members can take different approaches to gather knowledge, one might go on a course, another read some books and another might find a Teach Meet or use Twitter. Some staff may find it helpful to talk to a coach first so they can more accurately reflect on their own strengths and weaknesses. Group members can share ideas and build their understanding together, while referring back occasionally to the expert who can keep them on the right track, provide encouragement and head off any misconceptions.

4. **Sustain it :** In order to effectively address pupils' learning needs teachers need to keep practicing, adapting and refining their new ideas regularly, for at least two terms and ideally longer. As a rough guide, the time spent identifying needs, training; discussing, experimenting, observing, reflecting and adapting should be at least 30 hours per participant. Any less than this and we risk the ideas being adopted only superficially, and any improvements in learning being lost when the focus shifts. This may sound like a large amount, but it underscores how effective CPD isn't a set of tricks and rules but is a deep-rooted long-term learning process.
5. **Lead it :** Leading CPD means establishing the conditions for staff learning to flourish and providing the resources and encouragement for staff to continue the difficult process of change while under the endless pressure of everyday teaching. It absolutely doesn't mean imposing fixed structures or methods. One of the best things we can do is to encourage staff to question everything and to collaboratively solve problems. Demonstrate that the school leadership values learning and experimenting just as much as 'outstanding practice'. Ensure that senior managers involve themselves in collaborative enquiry and learning with all other staff, as equals, and that they take a lead on inviting others into their classrooms to help them adapt and improve their practice.

An effective culture of professional development values flexibility and creativity, fostering a belief that it takes persistence and courage to work through the hard process of changing established practice but that everyone will do it their own way. If staff are going to take the necessary risks needed to challenge their own beliefs then the culture of empathy and support must permeate from the very top of the school right down to every member of staff. Various parties to be involved in Leading Learning can be viewed as:

**Leading Pupil Learning :** It is well established in cognitive science that learners always know something about the issue at hand and what they know is always their starting point for making sense.

Leading Learning is committed to enabling the best possible learning experiences for pupils in and out of the classroom. We work with staff to improve the impact they have on learning. We want all pupils to be challenged and motivated. We want them to be autonomous learners and we want them to have fun. Not only does this require great teachers but a curriculum to enable that. That's why Leading Learning (Education) promotes Thinking Skills in pupils.

**Leading Professional Learning :** Of the greatest leaders, When their work is done, The people will say, "We did it ourselves."  
*(Chinese proverb)*

Leading Learning believes teachers and leaders matter. The schools can support to improve the quality of teaching for learning through a range of professional development processes. From Action Research to lesson observation we can help create a bespoke programme of support to meet our needs. Schools should be committed for building internal capacity to ensure that their organization can sustain developments beyond their involvement. They can also support individuals in their professional learning offering Feedback, critical friendship or coaching.

**Leading Organizational Learning :** “If we have built castles in the air, the work need not be lost; that is where they should be. Now put the foundations under them.”

*(Henry David Thoreau)*

Leading Learning works with school leaders, governors and networks to plan for improvement or change. Schools are experienced in facilitating events to vision, problem solve, plan or learn together. Whether we are aiming for Academy status, planning a Free School or enhancing the contribution our governors make to the school we can help. We also run external evaluations or facilitate Appreciative Inquiry to develop understanding of our organization and its work.

#### **Leading Stakeholder Learning :**

- **Parental Involvement :** Leading Learning sees work with parents as a priority. Leading Learning (Education) can support with this work. From developing a communication strategy to engaging parents for raising achievement we can help it.
- **Governors :** As governing bodies gain more power Leading Learning believe they need to be equipped with the skills to monitor and evaluate the work of the school effectively while avoiding attempts at micromanagement. Leading Learning can help we facilitate learning events with Governors to help them work effectively as a team.

#### **Role of Leaders :**

- Leaders must ensure that the learning and teaching policy is a core school policy and is referred to in all relevant documentation. The policy sets out clear expectations for standards of teaching and learning in the school.
- Leaders inspire teachers to meet those standards and expect to see the policy reflected in classroom practice. The policy is kept under regular review to adapt to the school’s changing circumstances and national advice.
- Leaders make learning a consistent strand in school improvement planning, along with a range of other priorities.
- Leaders ensure that learning and teaching are prioritized as the school’s core business. The school improvement plan focuses clearly on key priorities which will have a positive impact on learners’ experiences. Department and stage improvement plans reflect the school priorities and staff use self-evaluation effectively to review progress and impact on learners
- Leaders plan and organize staff development programmes, in consultation with others, which balance school, group and individual needs and priorities, and which provide opportunities to improve approaches to learning and teaching.

- Leaders make very effective use of staff development time to focus on learning. They plan and organize development sessions in consultation with staff, in order to address priorities in the school improvement plan and address needs identified by self-evaluation. Staff learning opportunities are led by respected practitioners from their own school and elsewhere who inspire them to develop their practice. All staff value these opportunities to consult with colleagues and continue to learn
- Leaders recognize the importance of staff development for individuals and create opportunities for staff to develop their expertise and knowledge. They organize a programme of class visits.
- Leaders place a high value on staff development and review for individuals. Staff reflects on their practice regularly and willingly. They appreciate the opportunity to discuss their own learning and their contribution to the school's priorities. Class visits engender helpful discussions on learning and clearly identify areas for development. Staff are given time to share classroom experiences with colleagues to spread good practice. The school encourages staff to keep up to date with developments in learning and provides access to useful research and reading materials. The value placed on staff development is reflected in the quality of these materials.
- Leaders structure a curriculum, in consultation with others, which takes account of national and local curriculum principles and priorities
- Leaders share a vision for the curriculum which motivates staff. They structure a curriculum, in consultation with all staff and partners, which takes account of local and national guidelines. Within these guidelines, they introduce considered innovation to suit the needs of their school community. They ensure that the curriculum offers opportunities for all learners to develop skills for learning, work and life.
- Dynamic leadership is required to lead Curriculum for Excellence. Leaders need to take an innovative approach to leading the curriculum and focus clearly on pupils' learning experiences.'

**Conclusion :**

In an effective learning community, everyone feels a collective responsibility for students' learning. Mutual trust, respect, and support by leaders, teachers, and students are key elements of a successful community. Teaching has been described as the second most private activity, and yet the majority of humans are social animals with a need for connections, relationships, and social support. While many teachers may express individuality and choose, at times, to work and learn alone, some also see the potential within groups, and know they are their work benefit from collaboration.

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# LINKING VALUE-BASED EDUCATION TO TEACHERS AND TEACHER TRAINING

*Kuljinder Kaur\**

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*Education is the one of the most important part of life and right to education confirmed this. Value-based education promotes a thought provoking and interactive environment for the students through the values incorporated in the curriculum. It promotes quality education and holistic development of each child for a bright future. Teachers play an important role in helping students imbibe the values. Professional development is vital in integrating values in the classroom. Understanding the principles and aim of values education enable teachers to create effective learning environment for values education. This article suggests steps to construct a value based curriculum towards quality education. This also emphasizes the importance and need for teacher training for better outcome on the topic, and also suggests a plan to prepare teachers as values educators.*

**Need for Value-based Education :** Value based education inculcates educational and cultural values among students and aims at achieving multi-faceted development of a human being namely intellectual, physical, spiritual, and ethical development. The values incorporated in a value-based curriculum may include cooperation, responsibility, happiness, simplicity, unity, peace, respect, love, tolerance, honesty, humility, and freedom. The main purpose of holistic education is to prepare students to meet the challenges of living as well as academics. Multiple studies have reported that value based education is a holistic approach to students' education, one that provides complete education of body and mind through innovative approaches and critical educational thinking. Education can be considered as a means to impart general and specific information; teaching skills and most importantly inculcate values. The present system of education is almost wholly geared to the first, a little to the second and only marginally to the third. The neglect of ethical values, which should form the substratum of any good education, has led to ineffectual, decadent, empty learning. This is the duty of every society to pass on the values enshrined in its scriptures and philosophical texts to each generation, in order, that the spirit of its culture lives on. This can be achieved only when education is value oriented. Education should be a process of acquiring true knowledge. In planning for good values and objectives, the teacher and student will have to cooperate and work together. The purpose of education is to strengthen character in the younger generation which is an answer to many of the problems that face people today. It can bring about a widespread renewal of individual commitment to an active life of principle and this renewal is imperative. Values like truth, right action, love, peace and nonviolence include in a balanced way the profound moral insights of the great civilizations.

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**Value-based education for teachers and teacher training :** We are residing in the 21st century. In the 21st century, it is vital to recognize that Value-Based education integrated into the school curriculum promotes quality education and positive school environment. Initiatives in schools around the world have stressed upon an all-around development of the students by implementing Value-Based Education programs. Yet it is a greatest challenge in education to teach how to imbibe values as it is different from imparting knowledge of mathematics or science. Teachers help student perceive information and transform it to knowledge and to wisdom. At the same time, they help adolescent to develop love of knowledge and try to transform into a good citizen. More than ever, now our young people need to have compassion, adaptability, moral courage, patience, and increased tolerance. Teaching values in our schools is a vital part of preparing children for the inevitable challenge and occasional pain of real-life decision making. In the article the writer believes that teaching values can enhance education. Values can be positive or negative, depending on circumstances, and this author adds that a values-based education is an education in thinking, in weighing and making choices, in exploring consequences, and in working through problems to find which approaches are helpful in reaching positive, healthy solutions. In an attempt to balance academic achievement and character education, schools and teachers must respect the primary role of the parents and family. Value-based programs help schools and teachers go hand in hand with the parents by working with them and incorporating values to provide the best educational environment possible for their children.

Today's world is aware of the importance and relevance of value based education. It is sad to note that the teachers today often are "unmindful" of the tremendous responsibility they have but feel contented with covering the curriculum and producing intellectuals rather than humans. Character education is far more complex than teaching math or reading; it requires personal growth as well as skills development. Yet teachers typically receive almost no pre-service or in-service training in the moral aspects of their craft. Many teachers do not feel comfortable or competent in the values domain. The teachers are trained and qualified to teach disciplines such as mathematics but are rarely trained to teach values which is usually a very challenging thing to do. This may also be because value education does not form a separate subject of study or examination at any stage of the curriculum. Irrespective of why many training workshops are not available for the educators to imbibe values education, there is a strong need for training teachers in the topic for better outcome. The question that arises is „Are teachers trained to implement such curriculum?? So, the question of how well the teachers know to impart such knowledge or be effective in promoting effective learning in values education needs to be answered.

**Preparing teachers as Values Educators and the 21st century value education schools :** According to Confucian theory, only a person who is always a source of love, morally upright and whose behavior not only in personal but also in the institutional life is impeccable, is worthy of being a teacher. An ideal teacher is a guide and source of interest who loves the subject, the profession and last but not the least loves the students. It is very challenging for the 21st century educators to keep up with the changing world unless they are lifelong learners and an effective catalyst to this social and economic change. Today we are in a technological world where things are happening fast. A question that educators ask themselves is whether they are capable of training the young citizens to be the torch bearers of the noble human world. It is not just enough for the young learners to acquire knowledge to earn a living but also require them to be a good

citizen and be educated as a whole child. Changing world at different levels raises a big concern to focus on the relevance and importance of value education at the same time emphasizes on the need to train teachers in new techniques to promote a quality system of education with a focus of value based education. Before planning an orientation workshop for teachers, it is important first to understand how to construct a values curriculum for quality education. Following are the steps that administrators and curriculum developers can take to structure the value based curriculum:

1. Articulate Vision statements and the underlying principles of value based curriculum
2. Outline values to be integrated in the curriculum
3. Duration and formulation detailed specific objectives and lesson plans for each value according to age and mental maturity.
4. Selection of appropriate activities, seminars, fieldwork, group-work & projects necessary to achieve the objectives.
5. Integrating values in every subject based on the needs of the individual and society.
6. Organizing these units meaningfully in a coherent simple way
7. Outlining an evaluation plan to assess the manner in which values objective is attained
8. Ongoing scope of open discussion with parents and community about the improvement of the curriculum
9. Modifying and improving the Curriculum based on the above step and finalization.
10. Planning teacher training workshop and orientation on value based curriculum to promote understanding of the underlying principles and aim to create robust learning environment.

After a school has successfully planned a values curriculum, it is very important that the school plans orientation training workshop for teachers to enable them to implement and integrate the curriculum into the class effectively.

**Ideas for successful teacher training :** Multiple schools worldwide have introduced Value-Based programs as part of their curriculum. These curriculums are getting very popular in the schools in UK and India, and are getting attention in the schools in USA as part of character education. Training and discussion is needed to understand the underlying principles, aim and approach to value based education. Workshops could provide a platform to teachers to practice teaching an activity that imbibe values as well as give them an opportunity to experience it as a child. Through these trainings teachers can not only understand their own values and strengths but also gain a better understanding of their students. Values cannot be just taught students but have to be modeled and imbibed by adults and teachers so that they become part of the character of the individual. The values curriculum promotes a learning environment where values are absorbed progressively and through a variety of activities structured according to the relevance and age of the students. The process of learning is based on experiences, action and reflection through project based learning, seminars, group-work, dialogue, role-play, films and other media presentations, fieldwork.

Teacher training is needed to help teachers equip with new strategies and techniques to promote values learning. **The following components can be included in a 3-5 days workshop for training teachers to integrate values in their classroom and make it an experiential learning:**

1. Workshops need to be interactive
2. Discussion on underlying principles, aim and approach to values education with mentors

3. Guide teachers in day to day lessons and transactions. Practice teaching an activity, experience an activity as a student and receive feedback from one another
4. Equip teachers to provide as many real-life situations to imbibe a value. Share creative thoughts among each other
5. Open discussion with teachers on new ideas for improving and evolving the curriculum

Through value oriented teacher education, the challenge of teacher education to prepare teachers to take care of the holistic education of children can be resolved. New courses and professional programs are being developed by several institutions to enable value education to be integrated in the academic curriculum. National Council for Teacher Education (NCTE) is well aware of the challenge in providing value orientation to teacher education and has been conducting orientation programs on education in human values for teacher educators. Titles related to value education available from the NCTE web site are:

*Education for Character Development*

*Education for Tomorrow*

*Report of the Working Group to Review Teachers' Training Programme*

*Role and Responsibility of Teachers in Building up Modern India; Gandhi on Education*

*Sri Aurobindo on Education; and Tilak on Education* (<http://www.ncte-in.org> ).

## Conclusion

Values education help students find their place in the world and build their self-confidence. Values in a school curriculum add a dimension to that promote holistic development of the students and benefits their academic achievement. Teachers feel a need to introduce experiential approaches to values education as a means to counter an overly cognitive national curriculum and to address issues of behavior, discipline and social attitudes. The role of teachers cannot be deemed minor in developing good character among students. Values educators must facilitate a student's personal internalized discovery that one would want to be a values-oriented and values-guided person because through such activity one can feel good about oneself, respect oneself, and esteem oneself well. Professional development sessions allowing educators to interact with each other lets individuals examine and view his or her own beliefs differently by using thoughts and testimonies from others; such experiences permit individuals to make sense of the world around them which is transformative learning. There are some training workshops available worldwide for implementing value based education that have tremendously helped teachers develop skills to create a value based environment that promote inspiring and active listening classrooms. Much remains to be done in this direction to make this effort meaningful and worthwhile, keeping in mind what is best for the future.

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## **TWO YEAR B.Ed. AND M.Ed.: A NEW CHALLENGE**

*Dr. Pargat Singh Garcha\**

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*It is well said that in the second decade of the 21st century, education has an enormous role to play in the social, intellectual and political transformation of the world. Teachers have a great responsibility in the above said objectives by shaping the future of nations. As a matter of fact teacher education and training has become a matter of crucial importance for national development. But Teacher Education in India has been struggling to strengthen its identity. Based on the recommendation of Justice Verma commission (JVC), NCTE has started a process of comprehensively reviewing structure of teacher education in India. NCTE has published new Regulation 2014 which includes increase induration of B.Ed. & M.Ed. course from one to two years. With these changes some challenges are in front of policy makers, curriculum planners, teacher educators and students which are discussed in this paper from the point of view of a Teacher Educator.*

The evidence from around the world shows us that the most important factor in determining the effectiveness of a school system is the quality of its teachers. In the highest performing countries, teachers and teaching are held in the highest esteem. Rightly so, because all the evidence shows that good teachers make a profound difference. It is well said that in the Second decade of the 21st century, education has an enormous role to play in the social, intellectual and political transformation of the world. From UNESCO to UGC, all are of one accord that, never before education was invested with powers as well as responsibilities of the kind that we see today. The best education systems draw their teachers from the most academically able, and select them carefully to ensure that they are taking only those people who combine the right personal and intellectual qualities. Teachers have a great responsibility in the above said objectives by shaping the future of nations. As a matter of fact teacher education and training has become a matter of crucial importance for national development.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Teacher education institutions are expected to create committed and dedicated teachers, teacher educators in real sense. But Teacher Education in India has been struggling to strengthen its identity. It is true that after persistent struggle there are some improvements, but there is long way to go. Although our policy reflects our commitment

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to the transformation of education, yet we have to find a way of translating it into reality. Justice Verma commission (JVC) on teacher education has tried to analyze the contemporary practices in teacher education. Based on the recommendation of JVC, NCTE has started a process of comprehensively reviewing structure of teacher education in India. NCTE has published new Regulation (Recognition Norms and Procedures) 2014 on the official website of NCTE. Now most of the people in the field of education are in shocking situation, some of them are by reading the details but most of the concerned members by listening from here and there without any factual information. Increase in duration of these courses was recommendation of the Education Commission (1966), much demanded change in many papers, reports, discussion of various seminars and conferences at state and national level. So the implementation of this change was long overdue. Now when it is going to be the part and parcel of teacher education there is loud noise at everywhere. I feel it's time to analyze the major challenges in front of all the stakeholders of education. Major responsibility should be on the shoulders of Teacher educators who have assigned the duty of making nation builders (Teachers). As a teacher Educator, I perceived some challenges in front of teacher education with special reference to two year B.Ed. and M.Ed. programme which is proposed to be implemented from next academic session. The details of these challenges are given under following headings:

**Policy makers :** These recommendations by NCTE are common guidelines from national desk to the 29 states and 7 union territories in India. Now it is responsibility for them to act wisely to implement them in true spirit keeping in mind the local needs of the concerned state. As JVC found that many States of the Eastern and North-Eastern Region of the country are facing acute shortage of institutional capacity of teacher preparation in relation to the demand. The Commission recommends that the Government should increase its investment for establishing teacher education institutions (TEIs) and increase the institutional capacity of teacher preparation, especially in the deficit States. But on other side Punjab, Haryana and some other states have so many education colleges. In these states dummy admission to fill their seats is now a common phenomenon. So, state level requirements should be kept in mind before giving recognition to education colleges. After the implementation of new regulations malpractices in admission, conduct of the course will increase which will deteriorate quality. After recognitions to education colleges, a transparent follow up to maintain quality is also the responsibility of policy makers. This follow up should not be the form of routine inspection committees to pile up TA/DA bills but in an innovative action oriented manner. Otherwise aim to improve quality of teacher preparation through two year B.Ed and M.Ed will remain a distant dream in coming years also. Pre entry testing of candidates to the teacher education should be made mandatory. Why the pass out of these colleges should be judged by another test like CTET and PSTET etc. Implementation of these tests after completing their course can be consider the failure of achieving real learning outcomes of Teacher Education Programs. 80% content of these tests is from graduation or even secondary level. So, why students should wait for two years, for a test which is now becomes basic qualification for teaching. Why they waste two precious years of their life and valuable money of their parents? Each pre service teacher education college has a school attached to it as laboratory where student teacher can implement what they have learned. In two year M.Ed. course there should

be provision of specialization in one field. Last but not the least teacher education should be made integral part of higher education system.

**Curriculum planners :** The teacher education activities are by large uniform in nature and neither takes cognizance of special challenges. With implementation of new regulations a new curriculum is to be framed. It should be framed on the basis of guidelines of NCF-2005 and NCFTE-2009 by taking into consideration local needs. It is amazing that till today we are not able to include the philosophy of Guru Nanak Dev ji in teacher education curriculum of different universities of Punjab state. People will love to learn basic principles of well living in society along with other implication from his life events. Other professional course like M.B.A etc. has developed their own content but in teacher education we still lending something from here and there. Do we have own theories, content from our field to expand it to two years or we will just add two more theories from psychology, two more thinkers from philosophy etc.? There are many drastic changes at curriculum level in new guidelines. It will be interesting to see how far curriculum planners will be able to materialize the aims of two year course as perceived at national level to the grassroots level. It should not be too ambitious and not too simple like just a deletion edition exercise as observed in past time during curriculum revision workshops conducted at different levels. Many a times person responsible for curriculum revision are unable to break the web of orthodox ideas around them. India and all of its states are characterized by social diversity. It is going to be a challenging task. We may need another Hilda Taba or Gagne to produce innovative, goal oriented curriculum for modern time.

**Teacher Educators :** Most of the Teacher Educators are already playing the role of tiny toys in the hands of strong self-financed federations. They are not getting salaries and promotions which they deserved as per state norms. With the news of new regulations and intake of maximum two units of 50 students made their life more miserable. If students perceived two year B.Ed and M.Ed. in negative way and less admissions as compare to one year programme then pressure on ad-hock staff will be severe. Some of them have already got message from the management to be ready for exit from next session. So job security will be biggest challenge in front of faculty, how the affiliating bodies and state governments handle this issue will be great concern in coming months. Some other questions related to new regulations like only social science postgraduate with 55% marks can teach foundation courses/perspectives in Education, what science and mathematics postgraduate will feel or react to these changes who are teaching these subjects from many years. Teacher Educators accountability will also put new challenge to perform up to the mark.

There will be need to reorient the faculty through faculty development programs to transact the curriculum using variety of approaches such as case studies, discussion on reflective journals, observations of children and interaction with community in true sense. The new content matter will require special efforts to prepare text books, learning material for providing quality learning experiences to the students in coming years. Implementation of curriculum is in the hands of teacher educators. Some teacher will have to erase the predefined concept of teacher education, names of the papers, old ways of conducting teaching practice for short time, crammed theories in past years, traditional methodology of training etc. They will have to make a shift from low quality notes or text books to constructivism based teaching learning process. Academic staff colleges



should prepare an action plan for faculty of education colleges with References : to new changes. Colleges need to make a learning hub within zonal level to share their best practices with each other.

**Students :** The biggest challenge of two year B.Ed. and M.Ed. course is how it will be perceived by the students and their parents. If they feel after doing two year B.Ed. by paying heavy fees to the private institutes (states like Panjab and Haryana have majority of private institutes) they are not able to get job due to TET and CTET then it will lose its charm. Financial burden will be more on the shoulders of students and parents. A graduate (15years study) will need two (Post graduate) + four (B.Ed. & M.Ed.) years i.e total 15+6=21 years to be eligible to teach in Education College which will be time consuming as compare to other fields.

No doubt in this changed scenario student will get more exposure to many theoretical and practical aspects related to school education provided that college of education provide him suitable environment. The revised two year B.Ed. course will have at least 20 weeks of teaching practice. Ist period is of 4 weeks in the first year of the course and second period is of 16 weeks in the second year of the course. Now the challenges are, Will the schools allow them to teach? How department will allocate schools? Where students will go for teaching practice? Whom they will be responsible for their teaching learning outcomes? How teacher educator will guide them if they are scattered in different schools? These challenges need preplanning at higher level with representatives of schools, education colleges and other stakeholders.

## Conclusion

NCERT is a chief advisory body at the national level, whose main goal is to bring qualitative improvement in school education. By keeping in mind its goal it has made some drastic changes in the field of education. NCTE aims to promote professional quality of teacher education at all stages of education through new regulations 2014. Every establishment has noise: There are issues & resolves, problems & solutions, puzzles & pathways. New regulation 2014 has posted some challenges in the form of Two year B.Ed. and M.Ed. programmes which are related to policy makers, curriculum planners, teacher educators and students. It is high time for the Indian Teacher Education to revive & strengthen its identity. There are few challenges but we need to overcome these with planning and committed efforts. We need to create center of excellence in teacher education (like institutions of national importance such as IIMs, IITs, etc.) at least one in each zone in the country keeping in view of the diversity of our country. Teacher education system is a power plant and if it works efficiently and proactively, the health of the education system at all levels will be in accordance with the social demands.

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# QUALITY ENHANCEMENT OF TEACHER EDUCATION PROGRAM

*Dr. Rajni Bala\**

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*In fast changing world of early 21st century, education is also changing. As a part of the change, role of schools and education will also be different both in the educational system and in the society. Together with them the role of teacher will also change. Teachers are the single most important element and greatest assets of any educational system. Teacher education program is an integral part of educational system, which is directly linked with the society. Teacher education is a program related with teacher's proficiency and competence that would make them competent enough to face new challenges in the field of education. A teacher education program is said to be successful if its outcomes are maximized amongst the trainees in terms of development of necessary skills, values and attitudes. These outcomes are largely depending upon how effectively the process of training is organized. Quality lies in its process. Today there are new expectations from teacher education where the focus is on having teachers to be futurist leaders to ensure the sustainable education. If teachers are equipped with desirable knowledge, competencies and commitment and are empowered to perform their multiple tasks in the classroom, school and community in a genuinely professional manner; it would ensure effective learning on the part of their students in cognitive, affective and psychomotor domains. Teacher education system aims to improve the quality of teachers in India. The curriculum of teacher education is being revised from time to time. In this age of ICT, use of technology should be done for training teachers. The main purpose of this paper is to indicate main changes that have incurred in teacher education in India and also provide an overview of trends and innovations in Teacher Education for quality enhancement.*

In fast changing world of early 21st century, education is also changing. As a part of the change, role of schools and education will also be different both in the educational system and in the society. Together with them the role of teacher will also change. Teachers are the single most important element and greatest assets of any educational system. Teacher education program is an integral part of educational system, which is directly linked with the society. Its scope and objectives have become larger in the modern society. A teacher education program is said to be successful if its outcomes are maximized amongst the trainees in terms of development of necessary

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skills, values and attitudes. These outcomes are largely depending upon how effectively the process of training is organized. Quality lies in its process.

Teacher education in India is coordinated and managed by several agencies. Main agencies among them are National Council of Teacher Education (NCTE) and National Assessment and Accreditation Council (NAAC).

Quality of teacher education is mainly the function of motivated students, committed staff, good infrastructure and effective governance system. There is a need to make the teacher education program more innovative and futuristic in order to respond to the changing demands of the society. Quality in teacher education envisages the teacher educator's role as knowledge worker, consultant and counselor to create a learning society. The role of teacher is no longer confined to teaching alone. They need to be thorough professionals, fully equipped with high academic standard, pedagogical and the program of teacher education for various stages needs to be restructured and modernized in their input, process and output to make the system quality-oriented.

**Input Indicators :** The system of teacher education can succeed in achieving its objective only to the extent in which certain inputs are provided to it. Input indicators involve the entire support services, infrastructure facilities i.e. building, equipment, libraries, laboratories; administrative support, intellectual resources i.e. teachers, students, content of knowledge i.e. curriculum.

**Process Indicators :** It relates to ways in which resources and factors are combined and used in order to produce an institution's input. Good quality inputs coupled with weak processes may not lead to desired outcomes. On the other hand, good quality processes coupled with minimum desirable inputs may lead to desired outcomes.

**Product Indicators :** Product indicators are the desired outputs of a given course of instructions. It determines whether objectives of a particular course of instructions are being achieved or not. These are students' academic achievement, commitment to teaching profession, efficiency in learning, personality development etc.

From the above discussion, it can be concluded that input, process and output indicators jointly contribute to the quality of teacher education.

**Quality Enhancement in Teacher Education: Initiative by NCTE :** Teacher education in India is coordinated and managed by NCTE. The council lays down norms for specified categories of courses and guidelines, which are used to grant recognition to teacher education institutions for offering Teacher Education Programs. Norms according to NCTE are:

- It is made compulsory for the existing and new institutions to seek NCTE recognition after fulfilling the NCTE norms.
- The recognized institutions have to submit the performance appraisal report (PAR) annually. These PAR's are reviewed by the regional committees and take action for withdrawal of recognition in case of violation of norms by the institution.
- National Council of Teacher Education (NCTE) signed an MoU in 2002 with National Accreditation and Assessment Council (NAAC), which was renewed in 2005 with aims and objectives to
  - (i) develop linkage between the various sectors of teacher education for dissemination of good practices and innovations for creation of a quality culture.

- (ii) lay down the Accreditation norms and standards for degree/ PG level pre- service courses in the field of teacher education, which will be implemented by NAAC.
- (iii) formulate mechanisms and schemes for quality promotion among teacher education institutions.
- In order to empower teacher educators with technology and the associated pedagogic skills, NCTE has renewed its MoU with intel technology India Pvt. Ltd. on 20 Dec. 2006, for undertaking the joint project XPDITTE ( X-elerated Professional Development in the Teacher Education) for integrating technology in education with main objectives to
  - (i) make Information and Communication Technology (ICT) a part of Teacher Education curriculum.
  - (ii) impart sustainable professional development to all Teacher Education across the country.
- NCTE provides professional support to Teacher Education institutions and Teacher Educators in many ways. The council has brought out reference reading material on several educationists and publishes two biannual journals titled “Indian Journal of Teacher Education” and “Teacher Support.”

**Quality Enhancement in Teacher Education: Initiative by NAAC :** The process of assessment and accreditation can be best described as a process of informal review. Assessment and Accreditation generate inputs for the Teacher Education Institutions to help them more to improve their programs qualitatively.

- The process of assessment and accreditation encourages the concerned teacher educators of the Teacher Education institutions to become more competent and take up responsibility for their professional development.
- NAAC suggests to constitute a body which will maintain the quality of institution i.e. Internal Quality Assurance Cell (IQAC), which play a very major role in quality enhancement in Teacher Education Institutions.
- Research on quality-related issues, expanding the database of experts, making the NAAC functioning ICT enabled, interaction with other professional bodies for collaborative assessment and strengthening of the publication program were given a thrust. Many workshops and seminars on various aspects on quality enhancement have been supported during this phase.
- A lot of quality enhancement is facilitated as a result of institutional efforts to act on the assessment reports. The post-accreditation reviews, feedback from the accredited institutions and the outcome of national consultations indicate that the first assessment report has been a useful document to initiate quality enhancement activities.
- The Self Appraisal Performa maps out different inputs as well as process norms that constitute indicator of quality of a Teacher Education Program.

#### **Innovative Practices for Enhancing Quality in Teacher Education**

- Selection criteria of students for Teachers Education Institutes needs high quality filters. For this, high quality norms should be made more reliable.

- Most of the institutions do not follow the quality parameters for building, laboratories, libraries and equipments etc. They maintain minimum criteria prescribed in norms. Moreover same premises and facilities are used for more than one course. The foremost and essential step is phasing out these types of sub-standard institutions of Teacher Education.
- Specialized programmes like M.Sc., M.Ed. should be given a practical shape for preparing teachers for 10+2 stage in subject areas like physics, chemistry, mathematics and life sciences in Teacher Training colleges.
- Changes in the educational model should be implemented. New learning and teaching approaches that enable the development of critical and creative thinking should be integrated.
- NAAC, NCTE etc. should ensure objectivity in all their dealing in the selection of peer teams in planning and evaluation strategies, in reporting etc. Such statutory bodies should be above all individual and group biases.
- The courses of studies in theory and practice should be reconstructed. Every teacher educator should ensure a piece of research. Two years B.Ed. and M.Ed. programs is going to introduce which will contribute in quality enhancement.
- Quality of Teacher Education Program depends upon the quality of teaching practice because it is only through practice that skills can be developed. Duration of teaching practice should be more than forty days.
- It should be made mandatory that a teacher education department should have a demonstration school which should have certain basic facilities such as laboratories, libraries and other important audiovisual equipments. This can be of great help to formulate the policies and program for redefining the education system.
- Inclusive Education should be made an integral part of teacher education curriculum so that the teacher educators are sensitized with children with special needs.
- Refresher courses, Orientation programs, Seminars, Conferences, Workshops, Symposium should be encouraged for the professional growth of teacher education. All the educationists can be oriented with new developments, changes, innovation in the field of education.
- Every teacher education institution should be equipped with ICT resources so that after becoming functional ICT literates, teacher educators can use ICT resources for accessing latest information in their content area and organizing multi-media based classroom teaching and learning.
- It would be better for M.Ed. students to learn more about the practice of education by teaching a few year before taking Masters Degree in Education at all stages as recommended by different commissions (Radhakrishnan 1949).
- The institution's capacity should be increased for preparation of teacher educators. There should be provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education in two year M.Ed. program.
- More and more studies should be encouraged and conducted on the efficacies and effectiveness of different programs both in pre-service and in-service D.Ed., D.El.Ed., B.Ed., B.El.Ed., B.P.Ed., M.P.Ed., M.Ed.(elementary, secondary, special) so as to bring out the required modifications in the current programs.

## Conclusion

The responsibilities for enhancing quality in Teacher Education on continuous basis has to be shared by all stakeholders including NCTE, NAAC, Universities, State Education Departments etc. It is crucial that teacher preparation programs should develop the cognitive, social and physical environments that will help teachers feel efficacious and in control of learning to teach with technology. Thus, in order to improve the quality of education, teacher education institutions need to develop high quality technology integrated teacher education programs. Quality management and enhancement is the joint responsibility of all the stakeholders involved. If all the stakeholders join together and pool their resources, then the quality of Teacher Education in India will surely improve and succeed in creating an impact on the school education system in the right direction.

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# TRANSFORMING TEACHER EDUCATION IN THE CHANGING SCENARIO

*Dr. Sarbjit Kaur Ranu\**

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*Education which could serve as a major problem-solving instrument is itself beset with inner contradictions and suffers from inertia and misdirection. Figuratively speaking, the physician-education has to heal itself before it ministers to the varied and complicated systemic disorders of mankind, its patient. No meaningful reflection on man's future is possible without simultaneous consideration of the intrinsic and instrumental values of education and of its possible contribution towards reshaping the future. At the same time, it would be vacuous to engage in lofty philosophic exercises regarding the eternal varieties of education, unmindful of the rapidly changing realities of its human constituents.*

Teachers shape and are shaped by education. By instruction and personal example, teachers impact knowledge to learners, awaken curiosity, stimulate interest, vet intellectual hunger and enhance their self-growth and self esteem. Teaching remains dynamic, lively and absorbing as long as the teacher is committed to lifelong continuous learning, and remains reflective by nature. Those who teach should never cease to learn is an assertion based on the assumption that teaching takes new colour when a teacher engages himself in lifelong learning. Teacher development is, thus, a continuous ongoing process.

Teachers are always in search of new perspectives while the psychological and material situation of teachers differ greatly from country to country, an upgrading of their status is essential if 'learning throughout life' is to fulfil the central function assigned to it by the Commission in the advancement of our societies and the strengthening of mutual understanding among peoples. Their position as master or mistress in the classroom should be recognized by society and they should be given the necessary authority and suitable resources.

The concept of learning throughout life leads straight on to a learning society, a society that offers many and varied opportunities of learning, both at school and in economic, social and cultural life, whence the need for more collaboration and partnerships with families, industry and business, voluntary associations, people active in cultural life, etc. Teachers are also concerned with the imperative requirement to update knowledge and skills. Their professional lives should be so methodical as to accommodate the opportunity, or even the obligation, for them to become more proficient in their art and to benefit from periods of experience in various spheres of economic, social and cultural life. Such possibilities are usually provided for in the many forms of

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study leave or sabbatical leave. This formula, suitably adapted, should be extended to all teachers. Even though teaching is essentially a solitary activity, in the sense that each teacher is faced with his or her own responsibilities and professional duties, team work is essential, particularly at the secondary level, in order to improve the quality of education and adapt it more closely to

The Education commission stresses the importance of exchanges of teachers and partnerships between institutions in different countries. As is confirmed by current activities, such exchanges and partnerships provide an essential added value not only for the quality of education but also for a greater receptivity to other cultures, civilizations and experiences. All these lines of emphasis should be the subject of a dialogue, or even of contracts, with teachers' organizations which go beyond the purely corporatist nature of such forms of collaboration; over and above their aims of defending the moral and material interests of their members, teachers' organizations have built up a fund of experience which they are willing to make available to policy-makers.

Education is expected to be re-engineered as is crystal clear from the following:

Diversification of policy: "Education policy must be sufficiently diversified and must be so designed as not to become another contributory cause of social exclusion."

No conflict in personal development and society: "The socialization of individuals must not conflict with personal development. It is therefore, necessary to work towards a system that strives to combine the virtues of integration with respect for individual rights."

Social cohesion and national identity: "Education cannot, on its own. Solve the problems raised by the severance of social ties. It can, however, be expected to help to foster the desire to live together, which is a basic component of social cohesion and national identity."

Advancement of minority groups: "school cannot succeed in this task unless they make their own contribution to the advancement and integration of minority groups by mobilizing those concerned while showing due regard for their personality."

Education for conscious and active citizenship: "democracy appears to be progressing, taking forms and passing through stages that fit the situation in each country. Its vitality is nevertheless, constantly threatened. Education for conscious and active citizenship must begin at school."

Strengthen the faculties of understanding and judgement: "democratic participation is, so to say, a matter of good citizenship, but it can be encouraged or stimulated by instruction and practices adapted to a media and information society. What is to provide reference points and aids to interpretation, so as to strengthen the faculties of understanding and judgement."

Cultural background: "it is the role of education to provide children and adults with the cultural background that will enable them, as far as possible, to make sense of the changes taking place. This presupposes that they are capable of sorting the mass of information so as to interpret it more effectively and place events in a historical perspective."

The four pillars of education- education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be.

Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life. Learning to do, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with

many situations and work in team. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local national context, or formal, involving courses, alternating study and work.

Learning to live together, by developing an understanding of other people and an appreciation of –interdependence-carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding and peace. Learning to be, so as to develop better one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Renovated pedagogy, therefore, must encompass four essential elements.

First, genuine learning should be promoted by encouraging and sustaining the learner's curiosity and by supporting his individual quests. The instructional endeavour should not be addressed only to the generalized and amorphous clientele as is being done now; the individual learner should figure in it prominently. The teacher should take note of the interests, skills, and knowledge of each learner and gently guide his explorations into different fields of knowledge. A great deal of learning can be generated through joint activity centred round skills and group projects. Set habit and inertia of the teacher may come in the way of such a change but the task itself is not really difficult. Unless this is done, the alarming dropout rate will persist and relatively few learners will be able to realize their full potential. Second, the teacher should learn to view knowledge as a unified field and not perpetuate its arbitrary segmentation. He should continuously emphasize and demonstrate this point. The concept of "general science" and "social studies" has been distorted because teachers have continued to overemphasize their specific disciplines, possibly out of a misguided sense of loyalty to their speciality. Third, the teacher should develop empathy for the first and second generation learners and have an in depth understanding of their special problem. The normal working day could be divided broadly into three parts- one devoted to formal instruction, another to group projects and joint skill learning sessions and the last to supervised and guided self study. It should be remembered that the second and first generation learner rarely have any family guidance for their studies. As such they need help in the completion of their home assignments.

Fourth, the teacher must find his place, and equip himself for it, in the emerging multi-channel and multi-media process of education. Non-pedagogues will have to be utilized to familiarize learners with their fields and also for imparting special skills. The teacher must know how to integrate their inputs with his own. Audio-visual instructional aids have so far been treated as gimmicks; they will have to incorporate as positive educational tools in the learning process. This again would be the responsibility of the teacher.

The teacher training institutions have given a reasonably good account of themselves, if we recognize their well known limits and the many constraints under which they have to function. But they appear to be weighed down with tradition and have not been as innovative as they might have been. Their responses to the new challenges also have not been conspicuously creative. Their course offerings still carry a lot of dead wood that could easily be chopped off. The attention given by them to some critical and sensitive areas has been inadequate, if not sterile.

We could expect them to concentrate on collective learning that does not lose sight of the individual learner, emphasize and meaningful organization of group projects and joint skill learning

endeavours, evince understanding and sympathy for the first and second generation learners, emphasize the unity of all knowledge, and demonstrate a capacity to adapt and integrate the new technological instructional aids.

New frontiers of education-adult education, mass education, correspondence education, continuing education, lifelong education- demand a new pedagogy and instructional technology, e-learning effective classroom management starts with the creation of curriculum that is meaningful to students and with teaching that is engaging and motivating. Classroom management is further strengthened by the creation of learning communities that give students the opportunity to work together productively and to learn in a psychologically safe environment. Printed books did not replace the teacher, electronics media will also not render him redundant. But to remain at his pivotal position in the educational process, the teacher must adapt to the imperatives of the times.

We can see how important it is for teachers to adopt a whole school perspective, to learn to collaborate with their peers and with parents, and to be prepared to contribute to school reforms that will strengthen the learning environment for their students.

The radical alternative of dismantling it and erecting in its place an entirely new edifice will be possible only if the power structure of the society is also dismantled. Such an extreme step may be desirable, and may even become necessary but we shall do well to remember that no establishment is likely to subsidize this venture. Thus, if we have to work largely within the system, we shall have to think mainly in terms of renovation of the educational structure and rely on the dynamic potential of ideas to transform the system by stage.

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# INNOVATIONS IN TEACHER EDUCATION

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*In today's era of science and technology, it is education that determines the level of prosperity and security of people. Here comes the significance of Teacher Education which is responsible for equipping the teachers with competence and liabilities. Several challenges are standing before the quality of teacher education which are being faced boldly by the educationists resulting in bringing innovations at various levels. In a qualitative study, Cheng et al.[2009], determined that preservice students need to know that knowledge is constantly changing and it has to be constructed in context. There is an usher of Constructivist approach instead of behaviourist models of teaching learning process. Jerome Bruner advocated learning through enquiry, with the teacher providing guidance to accelerate children's thinking. Now a teacher is a Moderniser, a Model, a Counsellor, a Confident, a Friend, a Creator, a Stimulator, an Authority, an Emancipator who helps the learner to leave the old to experience the new. Problem based learning, Projects, Web Quest, Multi Media Presentations are becoming regular features of teaching learning process. Greenhow, Robella&Hughes(2009) in their study on Learning, Teaching and Scholarship in a digital age have outlined the shifts that have occurred in constructs of learning under the effect of World Wide Web. Realising the impact of changing needs, NCTE has brought several reforms in existing Teacher Education System in India, through Act 2014, which has several implications and concerns needed to be ponder upon.*

Twenty First Century, which is an era of science and technology, it is Education that determines the level of prosperity and security of people. Kothari Commission accepted education as the main instrument of change which can engineer national development through self-sufficiency in food, economic growth, full employment, political development, social and national integration. The Commission further accepted the crucial role of teachers in this process. Here comes the significance of Teacher Education which is responsible for equipping the teachers with competence and liabilities so that they may guide the destiny of society and nation through proper handling of future citizens. The regular expansion of teacher education system in India has brought in vogue the concepts of privatization and liberalization. Several challenges are standing before the quality of teacher education which are being faced boldly by the educationists resulting in bringing innovations at various levels.

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These innovations target three aspects that can revamp and restructure the entire system of Teacher Education. These three aspects are :- Teachers, Techniques of Instruction and Thinking about Education

#### (Aspect-1)

**Innovative Role of Teacher :** The National Council for Teacher Education [ NCTE ] document of 1998, stresses that teachers are the torch bearers in creating social cohesion and national integration by revealing and elaborating the secrets of attaining higher values in life. Only enlightened and emancipated teachers lead communities and nations. In order to enable the teacher to play this role, his position and functions have been reshaped. He is now a Moderniser, a Model, a Counsellor, a Confidant, a Friend, a Creator, a stimulator, an Authority, an Emancipator- helps the learner to leave the old to experience the new. In a constructivist classroom, teacher's role according to Bruner is to develop children's intuitive thinking by providing open environment to try various solutions to solve their problem. Vygotsky, a Russian psychologist reflected a more challenging role played by today's teacher who is better termed as 'Facilitator'. The new role of the teacher in today's scenario teaches him to immediately come down to the level of students and transfer his soul to the student's soul. This shift of emphasis from subject oriented education to child centred education has totally given a new shape to the teacher education programme. Secondly, the widespread violence, terrorism and turmoil in society have put a new challenge before the role of teachers. They are now being prepared to formally perform the functions of character formation, value inculcation, socialization and developing need based vocational skills in students. In addition to these, they are also prepared during their training period to play a key role in bringing emotional maturity in children which was earlier thought to be the responsibility of family.

#### (Aspect-2)

**Innovative Techniques and Skills in Teacher Education :** If we talk about the basic skills which are expected to be possessed by all in order to do their routine business efficiently and satisfactorily, these are ability to read, write and calculate. We find the aptitude and skills of a scientist, a scholar, an artist or a technician among the students. They need to develop the elementary skills to read, write and calculate to a much higher level. They have to be carried to such level through the guidance of their teachers. Therefore, the teacher educators now emphasize upon training each teacher trainee to be efficient in these functions. So-called teachers are not allowed to enter the teaching profession who are judged to be inefficient in carrying out these basic tasks.

Present times are witnessing an usher of Constructivist approach instead of behaviourist models of teaching learning process. Greenhow, Robella and Hughes (2009). in their study "Learning, Teaching and Scholarship in a digital age", 2009 have outlined the shifts that have occurred in conceptualization of classroom and constructs of learning under the effect of World Wide Web. Problem based learning, Projects, WebQuest, Multi Media Presentations are some of the latest strategies being used in the implementation of the course.

Today an innovative class room is seen which is a different place from what it used to be.



The blackboard and chalk are supported by Computers, LCDProjectors, OHPs etc. Because of the importance of IT Knowledge, the course content of teacher education as regulated by NCTE includes the latest topics in educational technology and computer education. Moreover these two subjects have been included into theoretical compulsory papers. The use of these technologies in class room is paving the way for children to use their various faculties of mind. In classroom of Teacher Education program, the utility of these technologies is being demonstrated by teacher educators to motivate the would be teachers to imbibe in them the skills of teaching.

A number of techniques are now being used for pre-service and in-service education like workshops, seminars, correspondence courses, refresher courses, conferences, extension lectures, demonstrations, group projects, field trips, visits etc. to update the teaching fraternity with latest innovations in methodologies of education. The future generation needs to be equipped with the latest technologies and for this purpose efforts are being done to integrate ICT in the course structure of teacher education programmes, so that the teachers and the teacher educators play the crucial role in popularising ICT among the learners of present century. To prepare technology capable learners, we must improve them to comprehend new concepts, solve problems, make decisions & communicate. Focus is now on the process of finding the information, sharing it and using it for the betterment of society.

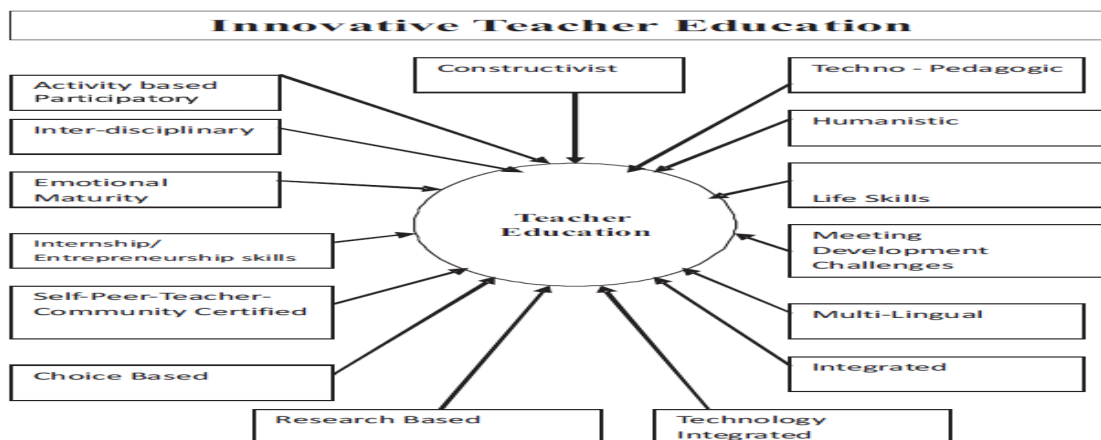
### (Aspect-3)

**Thinking About Education :** The process of education is attempted to be made more adventurous. Creative teaching is taking place of content teaching, which is dominated by the desirable traits of dynamism, patience leadership, farsightedness, devotion, and originality. The teacher is now thought to be the curriculum express manager, access and guardian of opportunity which is the need of the hour. Transactional strategies of teacher education now include more provisions for field work, working with the community besides participatory interactions between student teachers & teacher educators.

If we look at the international level restructuring of Teacher Education, a study made by Cho, Youngdal; Dean, College of Education, Seoul National University on 'Innovations in Teacher Education' has put forth a 6 year Teacher Education Model having major emphasis on developing research capacity, open attitude, on -the-Job Practicality and moral integrity among student teachers.

The evaluation of teacher education is moving towards the complete adoption of the concept of continuous and comprehensive evaluation for the assessment of both scholastic and co-scholastic areas of learning. Provisions for undergraduate studies in Teacher Education, inclusion of language proficiency as an integral component, engaging the trainees with larger context of education, interacting with children in real context and shifting the focus from pure disciplinary knowledge to the learner are the key words of innovations in Teacher Education. The shift in teacher training is also reflected in the supreme court judgement, when it says "Teachers should be subjected to rigorous training with rigid scrutiny of efficiency. This training needs to have greater relevance to the needs of the day." As, a teacher has greater duties and responsibilities to perform for the betterment of society; professional ethics and mechanism should go hand in hand so that a teacher is able to move ahead as a real professional in changing time.

### INNOVATIVE TEACHER EDUCATION : SOME FEATURES



#### Teacher Education programmes offered by NCTE

1. Diploma in early childhood education programme.
2. Elementary Teacher Education Programme.
3. Bachelor of elementary teacher education programme.
4. Bachelor of Education Programme.
5. Master of Education Programme.
6. Diploma in Physical education Programme.
7. Bachelor of Physical Education Programme.
8. Master of Physical education Programme.
9. Diploma in Elementary education programme through Open and Distance learning system.
10. Bachelor of Education programme through Open and Distance Learning System.
11. Diploma in Arts Education[Visual Arts] Programme.
12. Diploma in Arts Education [Performing Arts Programme]
13. Four Year Integrated Programme.
14. Bachelor of Education Programme[part time].
15. B.Ed. M.Ed[ 3 years Integrated] Programme.

#### Reference to innovations made by NCTE through act, 2014

- The duration of Bachelor of Education Programme will be of duration of two academic years. There shall be a basic unit of 50 students. The curriculum framework of two years degree course shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. ICT, yoga education , inclusive education shall form an integral part of B.Ed curriculum. School internship would be a part of broad curricular area of ‘ Engagement with the Field’. It shall be for the minimum duration of twenty weeks for a two year programme and for this the institution

has to make an arrangement with at least 10 schools.

- The duration of Master of Education programme will be of two academic years including field attachment for a minimum of 4 weeks and research dissertation. The basic unit size for the programme shall be 50 and an institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved.

Expected implications of NCTE regulation act 2014.

1. There is a debate going on among the educationists regarding the norm of extending the duration of B.Ed and M.Ed courses from one to two academic years. Questions are raised whether this norm was really required or not as both the courses were successfully being accomplished in earlier stipulated time that was one year.
2. The extended duration to two academic years will definitely effect the attraction of aspiring candidates who usually are from the women section.
3. It would directly influence the filling of seats for B.Ed and M.Ed courses, which is already facing a serious blow since few years.
4. The changes in the curriculum of both the courses have yet to prove their significance and relevance.
5. New norms and conditions have specified increased human and material resources to be available in educational institutions in order to safeguard their existence. This again has put pressure on teacher education institutions.
6. The increased duration of teaching practise to be of 20 weeks again increases the difficulties of educational institutions in making the required arrangement of schools. It is usually marked that the schools don't extend much co-operation for the same.
7. Though it is appreciable that the initial intake of seats for M.Ed course has been increased from 35 to 50 but so is an increase in the number of required faculty members which is already in dearth.

### **Conclusion**

In spite of all the challenges brought along with innovations in teacher education, it is felt that there is dire need to bring reforms in it. The aims and objectives of teacher education, the curricula and contents, methods and teaching learning process of it are under rapid shift. They are being reinvented and re-written. To make teacher education broad based, innovative ideas and practices are to be welcomed. Inter-disciplinary approach in the preparation of Teachers and Teacher Educators have to be adopted. Empower them to integrate value education, health education, physical education, art & aesthetic, computer education etc.

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# TEACHER EDUCATION: A TO Z APPROACH IN THE CONTEXT OF NCFTE 2009

*Karuna Aggarwal\**

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*Teacher is considered to be the architect of the nation. The future of the nation lies in the hands of teacher. One can realize how important education is which makes one a teacher. A good teacher can eliminate the weakness of our education system. An efficient teacher alone can provide qualitative education. Teacher education indicates education for teachers. It includes policies, procedures, methods and processes to equip prospective teachers with the knowledge, qualities, attitude, behavior and skills essential to perform their tasks effectively. Teacher education is seen as a continuous process, beginning with a phase of initial training and continuing throughout the teacher's professional life throughout regular and sustained period of in-service training. Thus, the chief means of progress can be attained with the help of competent and efficient teachers. My this paper avers that according to NCFTE the teacher must be equipped with the skills and competency to teach and understand the students and the community of parents so that children may be regular in school and learn.*

No system of education, no syllabus, no methodology, no textbook can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers. The quality of the teacher, to a large extent, depends on the quality of teacher education received by him/her. An ideal teacher may provide a better tomorrow to his students and a bad teacher a bitter tomorrow. Teachers work as the pivot for the dissemination of scholarly experiences, traditions and technical dexterity among the students and assists in nation building. Former president of India and eminent educationists, Dr. A.P.J. Abdul Kalam believes that teachers have tremendous responsibility in shaping the life of individuals. The teachers have great mission to ignite the minds of the young. These ignited minds of the young are the most powerful resource on the earth, above the earth and under the earth. The aim of teachers should be to build character and inculcate values that enhance the learning capacity of children; build confidence to be innovative and creative which in turn will make them competitive to face the future. Teacher education programme should provide skills and competency to handle all these responsibilities of prospective teachers.

**Meaning of Teacher Education :** The National Council for Teacher Education has defined teacher education as programme of education, research and training of persons to teach from

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

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

**A To Z Approach** : National Curriculum Framework for Teacher Education (NCFTE) - 2009 emphasized on the following A to Z points concerning Teacher Education in India.

- A. Activity- based learning/ Active participation of students/ Affectionate teachers/All-round development of the students.
- B. Balance/Building up child's knowledge, potentiality and talents.
- C. Child-friendly/Caring/Continuous and Comprehensive Evaluation/Consonance with NCF-2005 and RTE Act 2009/Community Knowledge.
- D. Discovery/Discourage rote learning/Development of curiosity/Desire to know.
- E. E-learning/Examining the curriculum and textbooks by teachers/Equality and Eclectic and integrative approach to teacher education.
- F. Freedom to students/Fraternity/Free of Fear, trauma and anxiety.
- G. Gender perspective/Ground realities and practical aspects of teacher education.
- H. Humane and professional teachers/ Health and physical education/Human sensitivity/ Humanistic
- I. Integrate academic learning with social and personal realities/Interest of students/Inclusive Education/ICT/Innovate new models of teacher education.
- J. Joyful learning environment.
- K. Knowledge promoter and inspirator.
- L. Linking learning theories, models and methods/Learner-centered education/Linking the education with the life of learner/Learning without burden/Language proficiency of teachers.
- M. Meaningful activities/Mother tongue as medium of instruction.
- N. Notice to individual difference and need of students.
- O. Open and Distance Learning/Observation of children by teacher/Overhauling of teacher education/Open and flexible teacher education.
- P. Professional preparation of teacher educators/Participatory learning/Professional orientation/ Pedagogical skills/Professional ethics/Practical experience in the field/Play-way and Project method/Positive attitude of teachers.
- Q. Quest/Questions of students should be welcome.
- R. Responding to diversities in the classroom/RTE Act 2009/Research in teacher education/ Reflective enquiry/Repertoire of pedagogic capacities.
- S. Sustainable Development/Social sensitivity to needs and problem of students/Secularism/ Social reconstruction.
- T. Teacher as facilitator/Teaching tactics, strategies and skills.
- U. Understanding/Use of Teaching Learning Material/Upgrading of initial teacher education.
- V. Value of peace and democratic way of life, equality and justice/Vocational stream education/ Visit/Value addition in teachers.



- W. Welcome student's suggestions in teaching learning process/Weightage to theory and practice.
- X. Xtra emphasis on child-centered education.
- Y. Yielding reflective practitioner and better teachers.
- Z. Zeal and Zest in teachers and teachers' educators.

**Current issues of Teacher Education :** The NCFTE has explained the current issues of teacher education as follows:

- Teacher education programs provide little scope for student teachers to reflect on their experiences.
- Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student-teacher or the regular teacher.
- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
- Theory courses have no clear link with practical work and ground realities.
- Language proficiency of the teacher needs to be enhanced, but existing programs do not recognize the centrality of language in the curriculum.
- Disciplinary knowledge is viewed as independent of professional training in pedagogy.
- The evaluation system followed in teacher education programs is too information-oriented, excessively quantitative and lacks comprehensiveness.
- It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student-teachers.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Apart from conceptual and pedagogical aspects, existing programs need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects.

#### **Teacher's Role- Purpose and Practice of Teacher Education**

- Teachers should regard the students as active participants in their own learning and not as only passive listeners or recipients of knowledge. Students should be encouraged to enhance their capacity to construct knowledge.
- Teacher education should develop skills to critically examine the curriculum, syllabi and textbooks.
- Teacher education program should develop social sensitivity and consciousness and finer human sensibilities.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; stress on environmental education, promote peace, democratic way of life, and constitutional values-equality, justice, liberty, fraternity and secularism, and caring values.

- Teachers should ensure themselves that learning shifts away from rote methods.
- Teacher education should amalgamate academic knowledge and professional learning into a meaningful whole.
- Teacher education programs should develop the skills to connect school knowledge with community knowledge and student's life outside the school.
- Teacher education must present amalgamation of theory and field experiences to assist the prospective teachers to apply this theory in the field or workplace i.e. in the schools.
- Teacher should care for their students, enjoy students' company, seek knowledge, realize their own responsibility towards society and work, and develop understanding to the problems of the learners, commitment to justice and zeal for social reconstruction.
- Teachers should be educated about the skills of organizing learner-centered, activity based, participatory learning experiences.
- Teacher education should provide the pupil-teachers an opportunity to deal with children in actual contexts to understand the learners practically. It should help them to understand the psychosocial attributes and needs of learners, their special abilities and characteristics etc.
- Teacher education programs should emphasize on continuous and comprehensive evaluation approach. Examination should also involve evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects.

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# INNOVATIONS IN TEACHER EDUCATION

*Richa Mariya\**

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*Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self sufficiency. Creativity can be developed and innovation benefits both students and teachers. The purpose of this paper is to suggest useful various innovative ways in teaching education that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of innovative education in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.*

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self sufficiency. Creativity can be developed and innovation benefits both students and teachers. In the past ten years the crucial factors have combined to affect current perspectives on the teaching : (A) The decline of methods, (B) A growing emphasis on both bottom up and top-down skills, (C) The creation of new knowledge, (D) Integrated and contextualized teaching of multiple skills. The use of ICT tools supported the process and was an integral part of the learning environment and learning activities. Education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens.

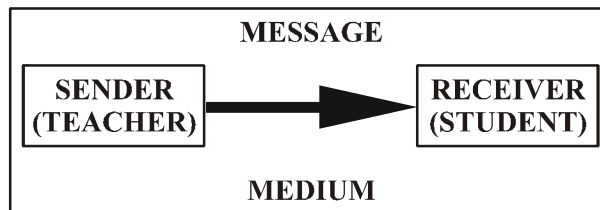
## **Traditional Teacher**

- In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the “chalk-and- talk” method and overhead projector (OHP) transparencies. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the

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lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process. It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes. Some limitations which may prevail in traditional teaching method are: Teaching in classroom using chalk and talk is “one way flow” of information.



- Teachers often continuously talk for an hour without knowing students response and feedback.
- The material presented is only based on lecturer notes and textbooks.
- Teaching and learning are concentrated on “plug and play” method rather than practical aspects.
- The handwriting of the lecturer decides the fate of the subject.
- There is insufficient interaction with students in classroom.
- More emphasis has been given on theory without any practical and real life time situations.
- Learning from memorization but not understanding.
- Marks rather than result oriented.

**Teaching with Technology :** Teaching with the technology, deal with the ICT in the education system. ICT have basic features that make its use a valuable source for input but some teachers may not trust technology or just be reluctant to include computer in their classrooms. Learning *with* technology, as distinct from learning *about* technology has the capacity to transform learning environments in ways that are difficult for most educators to imagine. Some adults have in using basic computer functions such as email, search engines, and presentation software is the much larger issue. The 21st century teachers integrate technology into their classroom and build the confidence to learn how to use technology in meaningful ways:

1. The pedagogical integration of technology in which they are placed for practicum experiences.
2. The future teacher’s degree of computer literacy.
3. The pedagogical integration of technology by instructors during university education of future teachers.
4. A future teacher’s expectations of success in integrating technology.
5. The value placed on technology by future teachers.

As laptop computers, interactive whiteboards and broadband internet became cheaper and more available around the world began to introduce them into classrooms, often and sadly without appropriate training. Different features and uses of technology in to the classroom: Word processor,

Digital camera, Digital video, Internet, Web page, Email, Video conferencing, Presentation software, Computer games, Spreadsheets and database

### **Innovative Tools for Teacher in Education**

- **Information Communication Technology (ICT) :** During the last two decades higher education institutions have invested heavily in information and communication technologies (ICT). ICT has had a major impact in the university context, in organization and in teaching and learning methods. Since a student's performance is mainly explained by a student's characteristics, educational environment and teachers' characteristics, ICT may have an impact on these determinants and consequently the outcome of education. The differences observed in students' performance are thus more related to the differentiated impact of ICT on standard explanatory factors. Second, ICT uses need a change in the organization of higher education. While ICT equipment and use rates are growing very fast in the India. The use of ICT in education lends itself to more student-centered learning settings. The rapid development of Information and Communication Technology (ICT), particularly the Internet, is one of the most fascinating phenomena characterizing the Information Age. ICT powers our access to information, enables new forms of communication, and serves many on-line services in the spheres of commerce, culture, entertainment and education.
- **Multimedia Learning Process:** Multimedia is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems.

In this paper, all focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set. The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

### **Some Tools of Multimedia are :**

1. **MS-Powerpoint, Astound Graphics and Flash Slide Show Software:** - Easy to prepare and it can be prepared with many of the popular multimedia elements like graphs, sound and video.
2. **Adobe Acrobat Reader:** - Easy to prepare and with word documents if u have Acrobat Reader 5 with many popular multimedia elements like graphs sound and charts.
3. **Windows Movie Maker:** - Presentation is created using moviemaking concepts of casts, sounds, pictures and scores.

- **Mind Maps:-** Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only key words and images, but mind map can be used by teachers to explain concepts in an innovative way.
  - ✓ They are much quicker to make and much easier to remember and review because of their visual quality.
  - ✓ Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once.
  - ✓ They engage much more of the brain in the process of assimilating and connecting facts than conventional notes.
- **Teachers connect with Web 2.0:-** Recent years have seen a trend towards the increasing popularity of Web 2.0 applications in education. Commonly, this is attributed to the social nature of these new developments on the Web. Unlike traditional Web 1.0 technologies, social software such as social networks, wikis, blogs and micro-blogging (Twitter, etc.) or virtual reality (VR) environments such as Second Life have opened up new opportunities of interaction and collaboration between teachers and learners as well as amongst learners. A learner can, for example, watch a clip from a new foreign language movie, comment on it in the target language in a blog and thereby start a discussion about the movie in a social network with his peers or even beyond the classroom context with native speakers.
- **Z To A Approach:-** This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. For example we can try is that in accounting the Income statement and Balance Sheet can be explained first and later drawing their attention to double entry system of book keeping.
  - ✓ Makes a particular concept clear
  - ✓ Students develop interest to know exactly the concept.
  - ✓ Creates long lasting memory/correlation of a concept.
- **Mnemonics Words- Words Approach:-** Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he can just go on saying mnemonics or its associated meaning in words. Here he goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. For example in teaching language courses this technique can be used as an effective medium by the teacher to develop word power.
  - ✓ Dictionary must be used widely
  - ✓ Word power increases
  - ✓ Teacher also gets to know many words pertaining to a particular concept.
- **Role Playing and Scenario Analysis Based Teaching: -** Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. But the similar kind of practice can be tried in other specialization too like science and engineering. Science and engineering courses have practical but in support of those practical if students are



given a scenario and other options to solve a particular issue, then the students are exposed to decision making in a given environment.

### **Conclusion**

Across the world, information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. From the above, the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and Mind Maps, Z to A Approach and so on the spawning of a technologically-savvy generation of youths.

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# ICT CULTURE IN TEACHER EDUCATION

*Dr. Mrs. Navdeep Kaur\**

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*Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time. As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Recent developments of innovative technologies have provided new possibilities to teaching profession but at the same time have placed more demands on teachers to learn how to use these technologies in their teaching.*

## **Introduction**

Teaching is recognized as one of the most challenging and respected career choices absolutely vital to the social, cultural and economic health of our nation. An educator's most important responsibility is to search out and construct meaningful educational experiences that allow students to solve real world problems and show they have learned the big ideas, powerful skills and habits of mind and heart that meet agreed on education standards. Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to student as well teachers at the same time. Modern developments and innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching.

Today's technologies are essential tools for teaching and learning. A variety of ICT can facilitate not only delivery of instruction but also learning process itself. Teachers must be prepared to empower students with the advantages technology can bring. Schools and classrooms both real and virtual must have teachers who are equipped with technology resources and spells who can effectively teach the necessary subject matter content while incorporating technology concepts and skills.

## **Approaches to ICT integration in Teacher Education**

Use of ICT within teacher training programs around the world is being approached in a number of different ways with varying degrees of success. These approaches were subsequently described, refined and merged into following approaches.

1. **ICT skills development approach:** Here importance is given to providing training in use of ICT in general. Student teachers are expected to be skilled users of ICT for their daily activities. Knowledge about various software, hardware and their use in educational process is provided.

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2. **ICT pedagogy approach:** Emphasis is on integrating ICT skills in a respective subject. Drawing on the principles of constructivism, pre-service teachers design lessons and activities that center on the use of ICT tools that will foster the attainment of learning outcomes. This approach is useful to the extent that the skills enhance ICT literacy skills and the underlying pedagogy allows students to further develop and maintain these skills in the context of designing classroom-based resources.
3. **Subject-specific approach:** Here ICT is embedded into one's own subject area. By this method, teachers/subject experts are not only exposing students to new and innovative ways of learning but are providing them with a practical understanding of what learning and teaching with ICT looks and feels like. In this way, ICT is not an 'add on' but an integral tool that is accessed by teachers and students across a wide range of the curricula.
4. **Practice driven approach:** Here emphasis is on providing exposure to the use of ICT in practical aspects of teacher training. Focus is on developing lessons and assignments. Using ICT and implementing it in their work experience at various levels provides students an opportunity to assess the facilities available at their school and effectively use their own skills.

#### **Why to integrate ICT in Teacher Education?**

As seen by us in today's universe of education, the use of ICT has caused substantial changes for learning. Firstly, the rich representations of information changes learners' perception and understanding of the world; secondly, the vast distribution and easy access of information has changed relationships between educators and learners; thirdly, the flexibility of spatial and temporal dimensions in the cyberspace changes human beings' learning life. Literature attests to the power ICT can have in teaching and learning processes (Newhouse, 2002).

For undergraduate students who are prospective schoolteachers, they should be well prepared for using ICT in education. It has become a common sense that, for a pre-service teacher education program without an integration of ICT, it could not be said to be a complete one. At the beginning of their global overview, the writers of UNESCO's review on the subject comment that 'For education to reap the full benefits of ICTs in learning, it is essential that pre-service and in-service teachers have basic ICT skills and competences' (UNESCO, 2002).

Based on the literature, the reasons for interlarding ICT in training are:

- To prepare teachers for their roles in a society of fast - paced technological change and knowledge production;
- Teacher educators need to model effective ICT integration to influence and encourage teacher candidates to use ICTs in their future work;
- For sustained application of ICTs;
- For education to reap the full benefits of ICTs;
- To expand pre-service teachers' view on effective ICT integration.

With proper training in using technology prospective teachers can be able to:

- Create relationships between active learning and active teaching
- Develop an appreciation and an understanding of the potential of technology

- Learn to be authors of multimedia software
- Develop leadership skills and become role models for successful integration
- Understand the power of technology integration
- Design integrated curriculum activities
- Learn the benefits of technology in the classroom
- Develop ownership of the technology through authentic experiences
- Learn to motivate students with technology
- Achieve success by becoming informed and reflective decision makers
- Become advocates for technology integration

#### **Importance of ICT for student Teachers**

- Use of technology for student teachers own development and learning
- Organizing work and keep records
- Communicating and / or networking with their pupils
- To foster pupils ability to use technology i.e their own learning
- Finding digital learning resources
- Communicating and / or networking with school management
- Preparing lessons
- To facilitate teaching pupils with disabilities (cognitive, physical, Behavioural)
- Designing and producing their own digital learning resources
- To support various student learning styles and to personalize learning
- To support creativity
- Communicating and / or networking with parents
- To facilitate teaching specific concepts or skills
- To support activities that facilitates higher-order thinking

**Role of ICT in the curriculum :** One can generally differentiate three distinctive roles for ICT in the curriculum

- **Learning about ICT:** ICT as a subject of learning in the school curriculum, such as computer literacy, computer sciences and information literacy:
- **Learning with ICT:** The use of various computer capabilities such as computation multimedia, internet or World Wide Web (WWW) as a medium to enhance instruction or as a replacement for other media without changing beliefs about the approach to and the methods of teaching and learning.
- **Learning through ICT:** Here ICT is integrated so completely as essential tool in a course/ curriculum that the teaching and learning of that course/ curriculum is no longer possible without it.

As per the report published by UNESCO in 2003 the advanced countries including Australia, South Korea and Singapore have integrated ICT's into their educational system. Countries using ICT's but have not fully integrated ICT's in educational include China, Thailand, Japan, Malaysia, Philippines and India.

The best use of information communication technologies in India has been i.e., Video conferencing facility which was introduced to import knowledge about the new technologies by UGC-CEC network with the help of ISRO and Dorrdarshan in the year 1994. CEC (Consorting for Educational Communication-an inter university centre of University Grants Commission) is responsible for maintaining the quality of e-control material on higher education. All the CEC material will be available on website through internet all over the world which can be accessed and used for educational purpose in most of the subjects taught in the country in two to three years time.

### **Impact of ICT on Teacher-Educators and Student Teachers**

1. It acts as the gateway to world of information and enables teachers to be updated.
2. For professional development and awareness of innovative trends in instructional methodologies, evaluation mechanism etc.
3. For effective implementation of certain student - centric methodologies such as project - based learning which puts the students in the role of active researches and technology becomes the appropriate tool.
4. It is an effective tool for information acquiring - thus students are encouraged to look for information from multiple sources and they are now more informed then before.
5. It has enabled better and swifter communication, presentation of ideas are more effective and relevant.
6. The dissemination of ideas to a larger mass now seems possible due to technology.
7. Student teachers are transformed into self learners.
8. ICT creates awareness of recent methodologies and thus teacher educators feel empowered.

### **ICT Training Inputs for Teachers and Teacher - Educations**

For the successful implementation of ICT, teacher trainees, teachers and teacher-educators need to be trained in the following dimensions. The commercially available training programs are designed to provide exposure only to system software, some of the application software and the basic of internet.

1. **Awareness phase:** The input should be to make the teachers aware of the importance and possibilities of ICT-the current trends and future projections.
2. **Learning theories and technology integration:** Traditional and modern view of learning, shift from teaching of learning, constructivism, role of ICT in lifelong learning.
3. **Basic hardware skills:** Hands on experiences in operating (a) the PC and laptops-switching on, shutting down and networking, (b) storage devices-using floppy drive, CD ROM drive, flash drive and burning CD-ROM, (c) output devices-using printers and speakers, (d) input devices-using keyboard (Including shortcuts), mouse, modem, scanners, web cam, digital camera, camcorders, date loggers and (e) display devices-data projectors and interactive white boards.
4. **Understanding system software:** Features of desktop, starting an application, resizing windows, organizing files (Creating, editing, saving and renaming), switching between programs, copying etc.

5. **Using application/productivity software:** Word processing, spreadsheet, database, presentation, publishing, creation of portable Document Format (PDF) files, test generation, data logging, image processing etc.
6. **Using multimedia:** Exposure to multimedia CD ROMs in different subject, installing programs, evaluating CD ROMs, approaches to using CD ROMs, creating multimedia presentations.
7. **Using internet: e-mail, communities, forums, blogging, wiki:** Subscription to mailing lists, e-mail and internet projects, web searching strategies (navigating, searching, selecting and saving information) videoconferencing, designing web pages, freeware and shareware, evaluating website resources, virtual fieldtrips, learning opportunities using the web and netiquette.
8. **Padagogical application of ICT tools:** Specific one of application software in different subject, appropriate ICT tools and pedagogy, unit plan integrating ICT tools approaches to managing ICT-based learning groups, assessment of learning, electronic portfolio and assessment rubrics, creating teacher and student support materials, supporting students with special needs.
9. **Introduction to open source software:** Concept, types, advantages, working on open sources application software.
10. **Social, legal, ethical and health issues:** Advantages and limitations of computer use, privacy violations, copyright computer security
11. **ICT for professional and personal productivity:** ICT for administration, record keeping, reporting and transfer of information, attendance , research, careers in computers and professional development opportunities.

## Conclusion

ICT in education is not transformative on their own. Transformation requires teachers who can use technology to improve student learning. The professional development of teacher educators in the area of ICT integration is essential. The integration of ICT Padagogy in teacher education programme will be beneficial for teachers to drive students from rote learning to technology based learning at school level. Unless teacher educators model effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning.

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# ACCOUNTABILITY IN TEACHER EDUCATION

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*Teaching is a noble and pious profession. It is full of sacrifice, dedication and commitment. It is taken for granted that an individual who accepted teaching as his profession, it is his life's mission, a profession of social service and self-abnegation. He must be conscious of his significant deeds and his role towards society and then the society pay the highest regard to the teacher. But we cannot ignore this fact that teacher's position in the society has degraded and his functions are not taken for granted. Rather everybody is raising one's eyebrow at the dedication and commitment of the teachers, his work is evaluated at every step and at all levels. It is alleged that the quality of education has gone down and the standard has deteriorated in all stages of education. The teacher is mainly held responsible for this situation. So the questions arise from everywhere what will our system and society do to raise the standard of the teacher. I think the most probable answer is to make them accountable. Teacher's performance is now under search light and his future accountability is being considered from various angles. The basic questions regarding accountability include what does accountability mean? What are its implications? What are its pros and cons? What should be criteria for it? The present paper throws light on these questions.*

Accountability in teacher education implies teacher's responsibility not only for maintaining the quality and standard, but also for promoting academic excellence. So one must understand what does accountability mean? In layman language, accountability means an accounting of one's performance with respect to the responsibility given to an individual. The account of his performance is taken by an authority in general. It is a continuous process which involves the duty both of individuals and organizations of which they are part to render periodical accounts of their tasks performed, to an authority or to a body having power to give sanctions or rewards in any form. According to Webster's Encyclopaedia Dictionary, accountability means one's subjection to having to report, explain or justify and he is responsible and answerable to somebody else.

**Accountability vs. responsibility:** generally the terms accountability and responsibility are used as synonymous but in fact there is a great difference in their meanings. If you are accountable for something that you do or to someone for reporting you are completely responsible for it and must be prepared to justify your actions. On the other hand if you are responsible for

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something or someone you have control and authority over them and it is your duty to make sure that necessary tasks are carried out. Responsibility is a particular task that one has been entrusted with because of his job or position and implies that you are to perform the work to the best of your ability and you are free to take your decisions without being watched or controlled by someone. It shows that accountability is a broader concept and includes responsibility as a component. The term accountability is thus concerned with the total outcome whereas the term responsibility means certain specific task related to your job.

**Accountability in Teacher Education:** Accountability in teacher education implies that educators and educational institutions should be made responsible for the academic achievements of students. The concept of accountability in education visualizes that the educational institutions need to realize their aims and objectives to the maximum and teachers should be ever conscious of their role and responsibilities for making the teaching learning process effective to the optimum. As such expenditure on education can be truly an investment in human resource development and teachers' accountability actually becomes a man- making venture not merely an input-output process. Teachers' accountability in fact, implies teachers' responsibility, it is not a matter of controversy, but a matter of faith reposed in teachers by the nation and teacher should come upto the expectations of the society. According to Hawes and Hawes, "educational accountability is a concept on which the school system and especially teachers are held responsible for learning and progress of students."

The principle of accountability emerged as a major issue in the United States during the late period of 1960 and this issue was taken up in the United Kingdom following a speech by the labour prime minister James Callaghan at the Ruskin College Oxford in October, 1976 both these developed countries expressed their concerns for educational standards and the need for improving and maintaining the quality of education. The issues raised were not confined only to primary and secondary education but extended to the higher education too. The accountability movement thus raised gained momentum in the 70's and 80's making education more responsive.

In ancient Indian culture teachers were regarded as persons of higher caliber and integrity, they were never questioned to show any proof of their accountability. They were considered reliable and dependable beyond doubts and as such teachers' accountability was never a subject of evaluation at any stage. But now the picture is changed teachers' sense of responsibility has been questioned and many of them are criticized for their negligence of duty and obligations, particularly, deterioration in the quality of education and poor performance of pupils have raised the question of teachers' accountability and led to the demands for fixing responsibility for them, but the basic question arises to whom they are accountable? According to the programme of action (1986, p.185) they are accountable to the pupils, their parents, the community and to their profession. The only problem of accountability is who is to enforce accountability of teachers. The community or the employees in the govt. or the professional peers or the educational institutions or the public.

Educational accountability in a democracy should be a two-way process. Teachers are accountable to the pupils and through them to the parents or to the society or to the Govt. who are also in turn accountable to the teachers more or less. Such accountability is close to the idea of "Open Government" in which everybody is free to question or open to scrutiny any aspect or

incident or issue of the teaching learning process. It is a model of teachers' obligation and public participation. It is a model of cooperative accountability which is free, frank and mutual.

**Should a teacher be accountable or not?** It is a matter of hot discussion some are in favour of it and others are against it. Let's discuss both aspects—

**Arguments in favour of teachers' accountability:**

- Teachers would be obliged to see that all students learn to the best of their activities. Particularly deprived and minority section students would be taken proper care of, who could have been neglected in the traditional system of education.
- Teachers would motivate students to learn and could not be blamed for their difficulties.
- The importance given to the students' performance as the outcomes of teachers' efforts would motivate them to try out new methods and find out suitable strategy.
- The physical and human resources of the educational institutions could be utilized to the maximum.
- Testing of pupils' achievement would be more objective and scientific to ensure increased learning.
- Public would be better informed about the problems and the progress of the educational institutions.
- More attention could be given to the individual learner.

**Arguments against teachers' accountability:**

- The concept of accountability being a complex one that has been thought to be too simple. Only a teacher is not responsible for pupil's achievement.
- Accountability is likely to overemphasize test scores but we cannot ignore other indices of pupils' development like-good conduct, disciplined behavior, leadership, environment of home, mental and physical health.
- Cognitive development has been given more importance than conative as well as psychomotor development.
- Accountability makes education a mechanical and static process by series of inputs and outputs.
- It may be taken as a lame excuse for the reduced budget and as a whip for forcing teachers to work mechanically.
- There is every possibility of giving emphasis on quantity in lieu of quality of education.

**Criteria or norms of teachers' accountability:**

- 1) **Teacher evaluation system:** National Policy on Education(1986p.25) has enunciated that a system of teacher evaluation- open, participative and data based would be created. Norms of accountability would be laid down with incentives for good performance and disincentives for non- performance. Rao (1992,p.23) has rightly said: "The best way of being accountable is to be evaluative. Evaluation provides a basis on which better decisions can be taken for the future." Democratic accountability being open, participative, evaluation in education should also be participatory and free. Therefore, it is necessary that certain evaluative

criteria need to be identified or developed. But this type of evaluation has certain **drawbacks** like—

- It hurt the emotions and sentiments of teachers.
  - Create an atmosphere of mutual distrust among the teachers, management, administrators, supervisors and parents.
  - Problem of objectivity in evaluation of teachers.
- 2) **Self- evaluation system:** Srivastava(1987p.163) said, “The need of standards for self - evaluation becomes more important because formal evaluation and accountability are complicated affairs requiring numerous tools, plans and procedures of implementation and accounting. It will also require an amount of knowledge designers and reviewers, which are not available in sufficient number. Also it will require a very large budget, which may not be available.”

So a sincere self- evaluation system should be identified for suitable accountability of teachers. It is a fact that self- evaluation is the best method of determining teacher’s accountability. For that it is essential to develop standard criteria and objective tools for self-evaluation of their own. But it largely depends on teacher’s professional commitment and it should form an integral component of their professional growth.

Dressel (1976) suggested following factors for evaluating accountability:

- Identifying and examining the values inherent in the programme, policy or procedure to be evaluated.
- Clarifying the objectives, goals and purposes of its programme.
- Determining the criteria for measuring success.
- Defining, obtaining, analyzing and interpreting data and other information.
- Determining and explaining the extent of success and failure.
- Indicate the relationship between experiences during the programme and the outcomes of the programme.
- Identifying unplanned and undesirable effects.
- Determining the impact of the programme and impact of external, uncontrolled variables.
- Recommending the alternations, replacement or discontinuance of the programme or of individual feature of the programme.
- Setting up of a continuing review of programme results.
- Assessing the value, benefits or social utility of the programme objectives, and processes and of evaluation itself.

This evaluation helps not only determining accountability of teachers but also in decision making. Although the terms accountability and evaluation are not synonymous, they are inter-related. Evaluation can be taken as a process in accountability and also as mean of measuring efficiency as well as effectiveness. Not only teachers’ accountability should be considered but also educational administrators, institutions and organizations like UGC, Universities, and Boards of education at various levels need to be assessed.

## Conclusion

Teacher's accountability has to be evaluated with the help of various tools and techniques, but self-evaluation or self-appraisal is the best method of assessment. It is not an easy task and is beset with a number of complications and constraints. It should be objective, scientific and free from personal interest and bias. The persons to be involved in the process of teacher's performance must be educationist of high caliber, long experience, proven integrity and impartiality. Teacher's performance is closely related with their professional growth and professional code of ethics. Unless teachers themselves are motivated and committed, it will not be possible to bring about desired results. They should project an image of themselves individually and discharge their duties and responsibilities professionally. Teaching work has to be elevated from a mere vocation to a true profession, and teachers should be creative and dynamic. He should not in different in the matter when accountability is going to be accepted as an integral part of our life and culture. It is a great challenge to the efficiency and integrity of teachers at various levels of education and especially at the teacher education stage.

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# INNOVATIONS IN TEACHER EDUCATION

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*An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, the teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. Research and Innovations play an important role in improving the quality of teacher education at any stage. The National Policy on Education (NPE 1986, 92) also recognized that teachers should have the freedom to innovate, to devise appreciate methods of communication and activities relevant to the needs of and capabilities of and the concerns of the community. The National Curriculum Framework (2005) also emphasized on innovations and good practices in teacher education. The Present paper discusses about the need of teacher education program to be innovative and also the scenario of innovative teacher education program in various universities and institutes of the country. The paper also discusses the basic features of some of these innovative teacher education programs and approaches.*

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, the teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The American Commission on Teacher Education rightly observed that the quality of a nation depends upon the quality of its citizens. The quality of

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its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.

In India, research innovative Teacher Education Programmes are organized by a variety of institutions spread all over the country. Some of these institutions and the National Council for Teacher Education (NCTE) are concerned with improving the quality of teacher education and use their control mechanisms as instruments for supporting and sustaining innovations. Yet many of such teacher education programmes are old and vague. They are just surviving with the same old techniques of quality controls rather than creating new transformation through innovations. No doubt, many research innovations have been conducted in the past particularly after independence which brought out significant changes and improvement in the field of teacher education at secondary stage. Some of the innovations are discussed in this present topic.

### **Innovations in Teacher Education**

**Integrated Teacher Education Programmes :** The four year integrated programme was introduced during the 1960s in NCERT's four Regional Colleges of Education in Ajmer, Bhubaneswar, Mysore and Bhopal. Now Regional Colleges of Education are renamed as Regional Institutes of Education. This programme was designed to prepare Secondary School Teachers in the Sciences and Humanities. The Regional Institutes of Education (RIEs) of the NCERT have been offering B.A. /B.Sc. /B.Ed. and M.Sc. /Ed. Integrated programmes of Teacher Education. The Delhi University is offering 4-year integrated programme for Elementary Teachers (B.El.Ed.). Modular Integrated Teacher Education Programmes for Higher Education and Teacher Education Programmes on e-learning have also been formulated by some of the institutions.

A number of studies were conducted to examine the effectiveness of these four year integrated programme. The key findings is that teachers that emerge from this programme are much better than the products of the traditional one-year B.Ed programme. The difference in effectiveness is attributed to 'selection of meritorious students, greater length, integrated curriculum along with simultaneous teaching of content and methods of teaching.'

**Personalized Teacher Education (DAVV, 1996) :** Activity based Teacher Education Program (Zero Lecture Program) originated and institutionalized at the School of Education, Devi Ahilya Vishwavidyalaya, Indore (1991) was deployed at Lucknow (1996). Some of the features of this Program are: Choice of Volunteers, Learner Centered, Personalized Classroom Setting, Participatory Approach, No lectures by Teacher Educators (ZLP), Freedom for what to study, how to study, where to study and when to study, Peer Teaching-Learning-Evaluation, variety in the modes of presentation, Successive Discussions, Evaluation- Self, Peer and Teacher, Emergence of humanistic, friendly, confident, open, resourceful, dedicated, creative, constructive, innovative and holistic masters.

**Activity-Based Secondary Teacher Education DAVV, Indore :** This model has a long history. In this model, teaching is done by the student teachers instead of the teacher educators. Students collectively or individually prepare the topic and make theoretical or activity-based presentations. Teacher educators associated with this programme help the student teachers in identifying learning

resources, learning the topic, preparing for presentations and postpresentation discussions. Students enjoy the initiative, activism and group work. This programme has been running for the last two decades. Its impact has been studied by Passi, Tyagi and Gupta (1992).

**Activity-Based Elementary Teacher Education :** An Elementary Teacher Education Programme was launched in the District Institute of Education and Training (DIET), Daryaganj, Delhi. The decision to launch Elementary Teacher Education Programme was taken by the DIET faculty. They introduced it as a self-managed and a self-resourced activity-based elementary teacher training programme. The programme was launched on a voluntary basis. About two dozen volunteers joined the programme. A small “institution” in the institution was created by the principal and his faculty and the participating students collectively planned the programme and managed the same through participatory processes. The group worked like members of a well-knit family. Personal and professional difficulties were shared mutually and solved collectively. One of the professional issues was related to the question – how can teachers be prepared for true teaching? Three guidelines of true teaching as envisioned by Sri Aurobindo were followed:

- The first principle is that nothing can be taught:
- The second principle is that mind is consulted in its own growth.
- The third principle is that education works from the near to the far, from what “is” to that which “should” be.

This kind of understanding became the basis of designing the activity-based teacher education.

**The ‘Anweshana Experience’: A Participative Teacher Education programme: B.Ed. (Enriched), Department of Education, Banasthali Vidyapith, Rajasthan (1997) :** A Teacher Education Programme (TEP) is different from any other ‘academic’ programme. The concerns, expectations as well as pressures placed on it as a professional education programme are far denser in comparison to those related to academic programmes. In operation, however, any TEP is very similar to an academic programme in that its curriculum is framed based on a set of assumptions, replete with several instructional experiences, each well chosen and justified. Within such a structure, students remain merely recipients of knowledge given by teacher educators.

The main aim was to explore the possibility of evolving such a flexible programme within the available resource-time frame and of finding out the extent to which the experience becomes ‘participative’.

**Comprehensive Teacher Education Programme: Gandhi Shikshan Bhawan :** Gandhi Shikshan Bhawan, an affiliated College of Education of Bombay University offers an integrated B.Ed degree programme for Secondary School Teacher since 2000. It provides firsthand experience of a slum community. The main aim is to make student teachers aware of the socio-economic, cultural traditions of the poor and backward and its impact on the education and development of children. Teachers are educated to develop the conviction and the professional skills to help children come out of such adverse conditions.

Such an approach has now become a part of the B.Ed. degree programmes of all the Colleges of Education of Bombay University. On the same line department of education of Jamia Millia has proposed to incorporate the social context elements into teachers training programme. All these innovations compel one to be convinced that drastic and revolutionary changes are possible

and the Gandhi Shikshan Bhavan of Bombay and proposed programme of Department of Education of Jamia Millia shows the readiness to change the Teacher Education programme. But only the fully participative processor-oriented programme should be adapted and that is the need of the day. That can only change education scenario of Indian education.

**A Teacher Education Model Based on Brain Research :** Many philosophers and thinkers have suggested a large number of innovative programmes for teacher education. The list of such programmes is a big one. A few sample examples of teacher education programmes could be task-based teacher education, problem-based teacher education and so on. Likewise, Brain-Based education is proposed here for consideration to accept it as an innovative programme of education as well as that for teacher education. The innovation of Brain-Based-Learning is proposed on the basis of new researches. In the light of learning society, this programme is proposed for capitalizing the natural abilities of the brain. New researchers have found out a few interesting discoveries that brain-based-learning could be an excellent example for maximizing human development. These researchers have found that brain has unlimited capacities. And the brain is always ready to learn through informal methods. The formal environment of teaching mismatches with the natural habits of the brain. The teacher education with informal-cum-formal environment may be more suitable for focused development of the mind. The principles of Brain-Based Teacher Education include Brain is a parallel processor, Learning engages the whole physiology, Search for meaning is innate, Search for meaning is through patterning, Emotions are critical for patterning, Parts and wholes are processed simultaneously by the brain, Learning involves focused attention and peripheral perception, Learning involves both conscious and unconscious processes, We have two types of memory: spatial and rote, We understand best when facts are embedded in the natural spatial memory, Learning is enhanced by challenge and inhibited by threat and each brain is unique.

**Holistic Teacher Education (CASE, 2008) :** The Centre for Advanced Studies in Education (CASE), Vadodra has been strengthening holistic Teacher Education through seminars, research and publications. A Research Study has been conducted on rehabilitation of Street Children through holistic Approach. Some Research

Studies are being conducted on holistic Science Education Program and holistic Development through Leisure Time Activities. The holistic teacher education program is quite promising. Some of the features of the program are: Subject Knowledge, Inter-disciplinary, Environmental Attitude, Health development, Emotional development, Spiritual development, integrated development

**Problem solving in higher education through participatory approach (DAVV, 1992):** The M.C.Ed class (1992), DAVV, Indore was very often given a problem to be solved through a computer program. Number of different programmes would emerge from the entire class. Each program was presented by one of the programmer to the rest of the class and rated by all the students on different criteria, namely, compactness of source code, fetch and execute cycle size, response time, memory used, programming discipline level and programme intelligibility. Also, the students developed programme to calculate Kendall's Coefficient of Concordance through 'C' language. They then computed Kendall's coefficient of concordance individual criterion wise and with respect to the comprehensive criteria. There is a significant cognitive development through cognitively mapping the algorithms and solution to a problem. This approach cuts across

students of varied profiles, simultaneously. Participatory approach may be introduced in various disciplines to enhance learning in all domains. It facilitates creative production and independent thinking. Also, it provides scope to experience and appreciate the cognitive maps of others.

**IGNOU Institute of Professional Competency Advancement of Teachers  
(IIPCAT, 2009), IGNOU, India**

**Vision & Mission :** The vision of IIPCAT encompasses improvement in the quality of education by continuously striving for competency advancement of teachers of different disciplines at all stages of education, that is, Pre-School, Primary, Upper Primary, Secondary, Senior Secondary, and tertiary stages of education. It shall endeavor to develop itself as an effective vehicle to transform the modality of curriculum transaction in educational institutions so as to improve the quality of education in particular and of human life in general. The mission of the IIPCAT shall include competency advancement of teachers of all levels and in all aspects of teachers' functions and responsibilities. To accomplish this mission, the IIPCAT shall use multiple strategies, such as, organization of in-service education, preparation of quality reference material, making arrangements for practical training. There is hope that as a result of the interventions of the IIPCAT, the teachers will relatively be more enlightened, professionally competent and socially responsive.

**Development of Creative Writing Ability amongst Students through Participatory Approach (CASE, 2010) :** Participatory approach of creative writing facilitates expression of the latent creative faculties in terms of original production. This includes recitation of model poems by the teacher in class situation, appreciation of the poem by the class and identification of the various components of creative composition, composition of a variety of poems by the students individually and in groups, recitation of the self composed poems by the classmates and appreciation by rest of the class.

**The Indian Institution of Teacher Education, Gujarat (Bill, 2010) :** This is a Bill to establish the Institute of Teacher Education to promote teachers' development of integral personality, wide vision of nationalism and internationalism and to fulfill their role as exemplars, as friends, philosophers and guides, as scientists, psychologists, artists and technologists and above all as ideal communicators who can spread uplifting influence by the processes of awakening, inspiration and enthusiasm, also to new trends of syntheses of the east and the west and agents of change from old to the new and to confer the status of a university thereon and for matters connected therewith or incidental there to.

**Technology Integrated Teacher Education :** There is technological revolution in Teacher Education. There is a shift from Bachelor of Teaching to Bachelor of Learning, that too, Bachelor of e-Learning. There is a shift from e-Learning 1.0 (Online learning) to e-Learning 2.0 (Twitter, Face-book) to e-Learning 3.0 (Semantic Web) that is, from content to community to Artificial Intelligence. There is a quick shift from web-1 to web-2 to web-3. We have initiated into Open Education, Open Course Ware, Open Source Software, Open Content and Open Research. There are proposals for e-Teacher Education. Smart Classrooms are emerging, wherein we have e-learning and e-testing. Terms like Wi-Fi, iPad, e-Book, e-Reader, e-News Letter, Webinar are

widely used. Digital lesson designs and e-Portfolios have become common features. There are compendiums of e-abstracts and surveys of educational research in India on the World Wide Web. The NCTE is expediting teacher education on e-Technologies through an MOU with the Intel. There is wide scope for transformation of teacher education through technology.

### **Conclusion**

Innovativeness by virtue of its nature is essential feature of teacher education. Teacher education prepares the teachers to help learners meet the challenges of life, fully and confidently. There should be open investment in teacher education for capacity building and development of creative faculties. Innovations should be all pervasive right from conception to delivery of teacher education. Sensing the complex challenges of the emerging society, teacher education has to realize its identity to innovate, construct and create. Research rather than stereotyped, should have problem based agenda. Innovations breed in a peaceful environment, a unique, dedicated and humanistic culture. Growing complexities of the society and emerging challenges of life demand a self-renewing innovative Teacher Education which is essential for survival. Attempts are being made for enhancement of professional competencies of teachers through ICT mediated Constructivist Approach. India is committed to compatible education for all, which is being realized through the various dedicated programs, essentially innovative in nature. There is a need to innovate with different models of teacher education. Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Hence in the present scenario a lot of impetus has been given to research. Many teacher educators are encouraged to take up either major or minor research projects.

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# TEACHER EDUCATORS — PROFESSIONAL COMPETENCIES AND DEVELOPMENT

*Gurpartap Singh Gill\**

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*Teacher educators are crucial players for maintaining - and improving - the high quality of the teaching workforce. They can have a significant impact upon the quality of teaching and learning in our schools. Yet they are often neglected in policy-making. It also means that teacher educators do not always get the support and challenge they need, for example in terms of their education and professional development. The paper aims at facilitating the key roles of teacher educators. Major challenges faced by them in their profession and how to cope with them by developing their competencies and professional learning.*

“The selection and professional development of those who educate teachers is a prerequisite for raising the quality of teaching and improving learning outcomes. Teacher educators guide teaching staff at all stages in their careers, model good practice, and undertake the key research that develops our understanding of teaching and learning.”

The phrase ‘teacher educator’ is often taken to refer to someone in higher education, perhaps teaching educational science or didactics within an initial teacher education programme. This narrow definition, however, has been the subject of debate and change in many countries and institutions. The task of educating a teacher is complex; it lasts throughout the teacher’s career; and it requires the cooperation of a wide range of actors.

Therefore, it is logical to argue that teacher educators are all those who play a role in teacher education. For example, the various profiles of teacher educators outlined by the European Trade Union Committee for Education (ETUCE 2008) include:

- supervisors of practice in schools linked to initial teacher education institutions;
- trained and experienced teachers supervising practice in other schools;
- tutors (counsellors, coordinators, mentors, guides etc.) supervising prospective teachers during the qualifying phase in the workplace;
- networks of supporters in the qualifying phase in the workplace;
- higher education academic staff, who teach education;
- higher education academic staff, who teach school subjects;
- other higher education academic staff, who teach didactics or general courses,
- and education researchers.

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***Teacher Educators are all those who actively facilitate the (formal) learning of student teachers and teachers.***

Student teachers are both ‘learning to teach’ and ‘teaching to learn’. The roles of their educators are key, in both school and higher education settings.

### **Major Challenges**

#### **Communication, cooperation and collaboration :**

- Lack of coordination can prevent the sharing of knowledge and good practice between different settings). For example, it can lead to inconsistency in the recruitment and selection of teacher educators, if institutions can each define the qualities, competences and skills required in different ways, following internal institutional needs rather than a shared understanding of professional roles and competence frameworks.
- The lack of coherence and communication within the profession can go deep: within the same teacher education institution, teacher educators may adhere to different professional standards and values, depending on the university department to which they belong. In these circumstances, institutions or governments might face considerable challenges in ensuring consistency and quality in the content and delivery of teacher education.
- Insufficient recognition of teacher educators within universities. The perceived low status of university teacher educators tends to drive many promising teacher educators away from the profession.  
In order to promote the recognition of teacher educators within universities, local stakeholders such as teacher education institutions or education authorities could play a significant role.
- Inadequate support for school-based teacher educators (mentors). Mentors have difficulties in identifying themselves, or being accepted, as teacher educators). If mentors are not formally recognised and supported as school-based teacher educators, with accredited training programmes and certification of their work, they may struggle to have meaningful, collaborative working relationships with other groups of teacher educators such as those in teacher education institutions.

### **Professional Competences and Quality**

- Raising teacher educators’ quality and formal qualification requirements can lead to wider improvements in education
- Teacher educators “need to act in such ways that other stakeholders, including policy makers and education authorities, recognise their professionalism.”
- Teacher educators need to be able to deploy competences on two levels: first-order and second-order knowledge, skills and attitudes.

First-order competences concern the knowledge base about schooling and teaching which teacher educators convey to student teachers - as related to subjects or disciplines;

Second-order competences concern the knowledge base about how teachers learn and how they become competent teachers. They focus on teachers as adult learners, the associated pedagogy, and organisational knowledge about the workplaces of students and teachers.

In addition, a mapping of the key areas of competence required of teacher educators can include the following:

- Knowledge development, research and critical thinking competences;
- System competences (i.e. managing the complexity of teacher education activities, roles and relationships);
- Transversal competences (for instance, decision making, initiative taking, entrepreneurship, team work); leadership competences (inspiring teachers and colleagues; coping with ambiguity and uncertainty); and competences in collaborating, communicating and making connections with other areas.

### **Professional Learning and Development**

**Lifelong learning** : a must for Teacher Educators..The context in which teacher educators work changes over the years. Structures for teacher education, regulations on the teacher education curriculum, and the teaching profession itself, are all subject to change. The background and attitudes of students entering teacher education and schools will alter; research will give new insights into effective teaching strategies in higher education. Thus, lifelong learning is important for sustaining the high quality performance of teacher educators.

What is more, teacher educators as role models need to show that they are lifelong learners in order to promote similar attitudes in their students. Therefore, the lifelong learning of teacher educators is essential in enabling them to be proactive, in raising their awareness of new challenges in society and schools, as well as in developing the knowledge, skills and attitudes of teachers responding to these challenges

Logically, the lifelong learning pathway for teacher educators should be similar to that of teachers and include the stages of initial education, induction and careerlong professional development.

**Induction** : As most teacher educators entering the profession have not undertaken specific training, the induction phase is crucial in developing understanding of their particular roles, which entail second-order teaching competences

**Personalised induction programmes**, tailored to the needs, experience and expertise of individual teacher educators, should entail a variety of integrated tasks and settings, on and off the job, and build in adequate time for reflection. To develop professional confidence, the induction phase should highlight aspects of being a second-order teacher, as well as a teacher in higher education (for those coming from primary or secondary teaching contexts), or a mentor. This should include knowledge and understanding of adult learning and of the professional development of teachers.

**Coherent induction programmes** should cover personal and social support (becoming a member of the teacher education community) as well as professional support (focusing on professional knowledge and learning), and could involve a mentoring system, an expert system, a peer system and a selfreflection system .

**Continuous professional development** : Since there is no initial training for teacher educators and only limited induction, opportunities for teacher educators to reflect and to develop their professional qualities throughout their careers are extremely important. These learning

opportunities should respond to individual professional needs, but also prepare them for new developments in (teacher) learning, (teacher) education, the teaching profession and society .

Professional learning activities for teacher educators can focus on the following range of content areas, with wide variations depending on their roles (e.g. within universities or schools): ? new developments in society and education with a significant impact on teachers and teacher educators – for instance, ICT, second language learning, diversity and inclusion, learning to learn competences; specific competences in innovation and change management, since teacher educators can be key actors in educational reform; courses for school-based teacher educators or mentors concerning the methodology, pedagogy and didactics of teacher education; programmes engaging teacher educators in practice-based research in both school and university settings - school-based teacher educators, if inexperienced in doing research, may find this useful in helping them meet the expectations of the newly joined higher education community.

Policy measures to support the professional learning of teacher educators can include setting formal requirements and regulations about continuing development, stimulating self-directed activities, creating incentives or arranging favourable conditions for their learning. 91 These measures should take into account the roles and responsibilities of different stakeholders: teacher educators as individuals, in cooperating teams or organized in a professional body; employers of teacher educators, etc. Measures will also need to address issues of time (teaching loads, research and administrative tasks) and conditions of employment (part-time positions, or split jobs between school and university)

**Delivering professional development for teacher educators :** Approaches to professional development can vary widely, depending on the pReferences :, learning styles and career prospects of teacher educators. Professional learning activities can cover both formal and informal arrangements, which include the following options.

**Workshops :** Traditional workshop approaches, used in several countries, represent a flexible option; they require a limited investment of time, can cover a wide variety of themes, and can be scheduled in or out of working hours.

**Degree programmes :** These programmes offer a more ambitious approach; they often aim to raise teacher educators' level of qualifications from Master's level to Doctorate These programmes can be costly in terms of time and money, since teacher educators are often offered a sabbatical to complete their dissertation work. In a few countries there is the possibility of engaging in educational doctorates; these allow the practitioner to carry out practice-oriented forms of research, which might better fit the context of teacher education

**Collaboration in networks for curriculum innovation or practice-oriented research:** Networks represent examples of an informal professional learning arrangement. Important opportunities for professional development are provided by teacher education associations.

**Sharing practice :** This is another type of informal learning arrangement and can include, for example, teacher educators observing each other's classes and exchanging feedback, or being engaged in the co-construction of curricula and learning arrangements for student teachers.

**Workplace experiential learning :** As there are no formal initial programmes for beginning teacher educators, much of the professional and identity development is based on workplace experiential learning. For work-based learning to go beyond local knowledge, teacher educators

should develop an understanding of broader issues of teacher education, to be shared in wider professional communities

**Self-regulated learning :** Teacher educators can also widen their professional knowledge through self-regulated learning. This requires high quality resources to be available, which can consist of national and international conferences for teacher educators, national and international journals, books and web resources.

### **Conclusion**

It proposes ways to improve the quality of teaching and learning in schools by developing explicit policies that can provide an effective framework for all those who educate teachers. A number of systemic conditions can enhance the effectiveness of the teacher educator profession: creating, where appropriate, the necessary regulations or legislative framework in which teacher educators can be most effective; promoting and supporting regular dialogue among key stakeholders, feeding into national policy making; providing a framework of professional characteristics defining teacher educators; and regularly assessing the quality of teacher educators' work and of the teacher education system. Attention should be given to roles and responsibilities in meeting those conditions. The profession should play a key role in defining and safeguarding its own quality

*A well organised profession, characterised by strong leadership skills and a body that can represent the voice of that profession.*

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# TRANSFORMING TEACHER EDUCATION — VISION AND STRATEGIES

*Dr. Navneet Kaur\**, *Mrs. Tripta\*\**

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*During 21st century the role of teacher has become really challenging . The need of the time is to produce humane,accountable, committed and professional teachers who would certainly empowerandenrich young minds. Hence arises the need to focus on transforming rather than reforming the current system of teacher education in order to get significant results. We envision a system in which candidates acquire knowledge and skill based on school-based experience. Narrowly conceived academics will keep them ‘uneducated’. What is required is an approach which will make them best suited in the jobs at the global level. Certain strategies need to be adhered to while keeping in mind the guiding principles that students must have both academic and global skills and knowledge which are necessary to navigate the world of work. We are still emphasising narrowly on inputs (i.e degrees, syllabus) and fail to do soon outputs (i.e. performances, effectiveness). Now is the time to set the bar high and think of some novel reforms in our policies. The present paper highlights certain strategies and reforms which would transform teacher education.*

In the school of yore, teachers were walled off in the classroom, unaware of the existence of other teachers in the building. Students were passive recipients, expected to have mastery over the basics of reading, writing and arithmetic. The principal presided over the unlively atmosphere. Those were the days when skills remained static and jobs lasted life long. But today the scenario has changed completely. It is expected that today’s teachers should be willing to go an extra mile for students by stepping outside one’s comfort zones, by becoming more radically, ethnically and culturally diverse and reflective in order to effectively serve diverse student population.

Access to learning has opened up in ways we could have never dreamt of even a decade ago. Today’s teachers have no monopoly over the class or content of education. The techno-savvy students can learn informally any time, anywhere. Hence arises the need to focus on transforming rather than reforming the current system of teacher education in order to get significant results.

**Vision :** We have to begin with a clear vision. The curriculum needs to be redesigned so as to produce teachers who are:

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- Capable, thoughtful, ethically matured, responsible citizens of the world who are distinguished by their knowledge, intellectual engagement and professional skills.
- Committed to life long learning, innovation and excellence
- Initiators of scholarly output which cannot only be recognised locally but also internationally for its originality, validity and impartiality.
- Producers of an intellectual, social, physical, web environment that challenges, encourages and supports all to learn and excel.

So as to be successful at our vision the need is for visionary educators who would:

- Collaborate effectively- Gone are the days when teachers used to work and stay aloof from other teachers. Now is the time to collaborate and enhance one's knowledge through peer observation, feedback, helping teachers to improve instructional practices so as to understand the need and demands of our students.
- Work side by side with administrators- Administrators are no longer looked upon as 'lady behind the curtain'. Responsibilities need to be shared for achieving substantial outcomes and meeting the changing, varied and challenging demands of today's more diverse population.
- Continue learning and evolving- Teachers, like students, should believe in life-long learning. They should be constant learners, growing, providing feedback to each other and providing expert help when needed.

The vision gets more and more deep rooted in today's era when rapid advances in technology are changing radically the perception to understand how individuals and organizations are developing, managing, delivering and receiving information. Moreover, with changes in the job market and career patterns making life long careers less common, the need is for a system which is to be increasingly customer focused. A carefully redesigned 21st century approach to curriculum is needed, where just inclusion of a subject is not required. It should benefit them. Certain strategies need to be adhered to while keeping in mind the guiding principles that students must have both academic and global skills and knowledge which are necessary to navigate the world of work.

**Strategies :** We envision a system in which candidates acquire knowledge and skill based on school-based experience. Narrowly conceived academics will keep them 'uneducated'. What is required is an approach which will make them best suited in the jobs at the global level.

**1. Inter-disciplinary Themes:** Inclusion of these themes will make the teacher taught have multidimensional awareness.

- Global Literacy: Teacher taughts should have global literacy and be aware of global issues, knowledge of other nations and their cultures i.e multiculturalism.
- Financial, Economical, Business and Entrepreneurial Literacy: This will help them make wise economical choices and realise the importance of their choices in affecting the national economy.
- Civic Literacy: This will enable them to participate effectively in civic life by exercising and observing their rights and duties responsibly.

- Health Literacy: An understanding of the importance of sound health is required. It also includes interpreting and analysing basic health information and services; and abiding by the rule- 'Prevention is better than cure'.
  - Environmental Literacy: This will empower them to be critically aware of the circumstances leading to degradation of our environment and adopting needful measures.
2. **Innovation Skills:** The teacher trainees need to be armoured with these skills in order to be effective teachers.
- Critical thinking and Problem Solving approach: This would help them analyse and evaluate circumstances, situations, claims, beliefs and evidence effectively, thereby, making it possible to solve problems.
  - Communication Skills: These would enable them to clothe their ideas efficiently using writing and oral communication skills.
  - Collaborative Skills: The teacher trainees need to develop skills to be able to work effectively with diverse teams.
  - Creatively and Innovation: They need to initiate with innovative and creative ideas, techniques and practices.
  - Child, adolescent and abnormal psychology: They require good knowledge of psychology as they have to deal with different type of students and at different stages.
3. **Information, Media and Technology Literacy:** They need to possess literacy pertaining to:-
- Information Literacy: This would help them access and evaluate information critically and competently.
  - Media Literacy: This would provide them with the information of what are media messages and how and why they are constructed and also gaining knowledge about media tools.
  - ICT Literacy: These skills will enable them to use technology as a tool to evaluate and assess information and to do research. They should be able to exploit new technology to maximise and individualize learning.\
  - **Life and Career Skills:** Apart from the above given literacy certain skills should be developed among pupil teachers which would lead towards better adjustment, both, in career and in one's life, Flexibility and adaptability, Initiative and self-direction
  - Social skills and curiosity, Productivity and accountability, Leadership and responsibility, Ethics
  - **Classroom Management strategies:** As a result of focussed training the teachers trainees would be able to:-Plan instruction, Guide students through a variety of learning experiences, Assess students' progress, Analyze students' learning outcomes, Diagnose special needs
  - Prescribe learning strategies and develop remedial plans
  - Adjust instruction to suit special needs

**Policy Reforms :** Besides inculcating the desired skills among teacher taughts, our education policy should focus on educator development, too. We are still emphasising narrowly on inputs

(i.e degrees, syllabus) and fail to do so on outputs (i.e performances, effectiveness). Now is the time to set the bar high. Policy reforms should focus on specific aspects of teaching such as overcoming teacher shortage, getting the system rid of ineffective teachers, attracting educators following non traditional paths into the field. Teaching is a highly skilled work. For this we require a high-quality mentoring programme. i.e need of guidance from mature professionals who are known for their competence and deep expertise. No longer can we rely on individual educators operating in isolation. Another reform needed here is selecting appropriate teacher candidates, who are to have strong academic background. They should have interest in and commitment for lifelong learning. Predisposition to apply thoughtfulness, self reflection, respect for differences, compassion, honesty, fairness and other key qualities in professional conduct are needed. Last but not the least a love for learning, curiosity and a sense of humour are added flavours to the personality of teachers. To end we can say that teaching has changed dramatically. Today's teachers must be problem solvers and as members of collaborative, interdisciplinary teams with common goals for achievement. Just give them time to imagine, read, practice, innovate and reflect. Remember teacher is driving force for igniting the minds of younger generation. As Dr. A.P.J. AbdulKalam has rightly said, " Teachers are the best mind of the nation".

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# REVOLUTIONIZING TEACHER EDUCATION IN INDIA

*Dr. Harpreet Kaur\**

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India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in school. It has increased the demand for qualified and professionally trained teachers. The importance of competent teachers to the nation's school system can in no way be over emphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge that the conceptual, technical and human skills that a teacher possesses contribute to the quality of education. The length of academic preparation, pedagogical skills the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the quality of curriculum transactions in the class room and thereby pupil learning and the larger process of social transformation.

A teacher needs to be prepared in relation to the needs and demands arising in the school context. The expectations of the school system from a teacher change from time to time responding to the broader social, economic and political changes taking place in the society.

The teacher must be equipped not only to teach but also to understand the student and the community of parents so that children are regular in schools and learn. The teachers should refrain from inflicting corporal punishment, complete the entire curriculum within the given time, assess students, hold parent's meeting and contribute to the overall running of the school. As a teacher he should be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. He should be a thinking professional and should be empowered to recognize and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop.

Keeping this in view, NCFTE (2009) made the following statements related to teacher's role.

- Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problem of the learners, commitment to justice and zeal for social reconstruction.
- Teachers need to view learners as active participants in their own learning and not as mere

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recipients of knowledge, need to encourage their capacity to construct knowledge, ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experience and knowledge generation as a continuously evolving process of reflecting learning.

- Teachers need to be trained in organizing learner centered, activity based, participatory learning experiences-play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.
- Teachers need to reconceptualise citizenship education in terms of human rights and approaches of critical pedagogy, emphasize environment and its protection living in harmony within oneself and with natural and social environment, promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism and caring values.

No doubt the dimensions of teaching informational and cognitive (Pedagogical prescription) are necessary for carrying out teaching at the ground level because they help the teacher to know how things are done at school and class room, explain reason, and the basic theory and principles behind classroom practices. But even this pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse context (oversized classrooms, language ethnic and social diversities of disabilities children) through critical reflection by the teacher on his/her practice. So, apart from performing the traditional roles of evaluator and knowledge provider, now these roles must be complemented by other roles. Teacher must play many roles (i) facilitator-who helps the students make choices (ii) Manager who encourages students to be productive (iii) organizer who helps the students break down the tasks. In turn, the teacher's responsibility as a knowledge provider evolves. These changing roles make it necessary for teachers to have a more sophisticated pedagogical process, while at the same time maintaining their role as academic referee. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is constructed along with learners. Text books by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. For this to happen, there is a need to connect knowledge to life outside the school and enrich the curriculum by making it less text book centred.

So, Teacher Education programme must add to the prospective teacher's ability to face challenges of facilitating the social, intellectual, emotional and physical growth children.

Some of the concerns or Teacher Education described by NCFTE are mentioned below

- Experience in the practice of Teacher Education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question, there is no engagement with the curriculum. Curriculum syllabi and textbooks are never critically examined by the student teachers.
- Language proficiency of the teachers need to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.
- Teacher Education provide little scope for student teachers to reflect on their experiences.

- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher.

As we engage in the act of ensuring the role of the teacher and the shape of teacher unfolding in the coming years, it is essential to take note of the movement of ideas, globally, that have led to current thinking on Teacher Education. Teacher Education needs to build capacities in the teacher to construct knowledge to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity which are the regular characteristics of teaching learning environment. Our system of Teacher Education needs to take all these aspects into consideration and need to give due focus on various skills so that they are able to perform these multiple tasks in and out of school in a genuinely competent and professional manner. But the existing programme of Teacher Education still faces certain issues like institutional inertia, brand inequity, quality crisis, overgrowing establishment, rare humane and professional teachers, poor integration of skills, alienated and incompatible modes of teacher education, little contribution to higher education, weak philosophical and historical foundations, domain pedagogy mismatches, identity crisis, rare innovations, stake holders' non alignment, inadequate technology infusion, little choice base, poor research scenario, vision and mission mismatches, nonscientific manpower planning, illusive laboratories, over activism of distance and open universities, invalid recognition and accreditation, No Teacher Education policy and fault finding tendency with Teacher Education, ICT illiteracy, thin population of techno savy, net savy and info savy teachers, rare expression of ICT aided constructivist approach in education and lack of multicultural multilingual, multi level Teacher Education.

The Verma Commission made the following recommendations for strengthening Teacher Education institutions.

- The government should increase its investment for establishing Teacher Education institutions and increase the institutional capacity of teacher preparation, especially in the deficit states.
- Government should explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the pre service Teacher Education programmes, keeping in view the variations in local conditions.
- Teacher Education should be a part of the higher education system. The duration of the programme of Teacher Education needs to be enhanced.
- New Teacher Education institutions are located in multi and inter disciplinary environment. Existing Teacher Education institutions may be encouraged to take necessary steps towards attaining academic parity with the new institutions.
- Current Teacher Education programmes may be redesigned keeping in view the recommendation in the NCFTE (2009-10).
- Every pre service Teacher Education institution may have a dedicated school attached to it as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners.



- There is a need to establish a national level academic body for continual reflection and analysis of Teacher Education programmes, their norms and standards, development of reading material and faculty development of teacher educators.
- As a matter of policy, the first professional degree/diploma in Teacher Education should be offered only in face-to-face mode. Distance learning programmes and the use of blended learning material may be developed and used for continuing professional development of school teachers and teacher educators.
- The institutional capacity should be increased for preparation of teacher educators.
- There is a need to make the Masters in Education programme of 2-year duration with the provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education.
- The idea of creating opportunities for teaching practitioners to teach in Teacher Education institutions as visiting faculty, may be explored. Similarly, teacher educators could be considered as visiting faculty in schools.
- Faculty development programmes for teacher educators should be institutionalized.
- There is need for enhanced investment in promotion of research in education in general, and Teacher Education in particular in the universities and creation of an Inter-University Centre in Teacher Education could play a significant role in this regard.

The programme of Teacher Education needs a new look. There is an urgent need of quality enhancement and management in Teacher Education to face the present problems and challenges. The following modifications and changes in educational administration and planning are suggested:

- The difference between public and private Teacher Education institutions is pathetic. The Teacher Education degrees conferred by the various universities and institutions are non-comparable. If the input and process norms are grossly wanting, then how can the quality be ensured. The institutions where there is non-compliance of specified Teacher Education curricular by NCTE, absence of physical presence of students in the face to face mode and the centres run only for commercial purposes should be banned.
- A survey should be conducted to find out the Teacher Education institutions required country wide, programme wise and state wise, at present and in future.
- Surveys need to be conducted to find out the present status of Teacher Educations and future requirements.
- Surveys need to be conducted to find out the growth of school education.
- Teacher Education for preparing humane and professional teachers need to be wholistic. Along with content and methodology there is need to integrate life skills such as self awareness, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving and coping with emotion and stress in Teacher Education.
- There is need to integrate info savy skills in Teacher Education as asking, accessing analyzing, applying and assessing.

- There is need to integrate human development climate in Teacher Education programme through trust, risk taking openers, reward, responsibilities, top support feed back, team spirit and collaboration.
- Parity among various modes of teacher education such as distance mode, e-mode and face to face mode must be developed as these are functioning more or less in isolation.
- The mismatches between the subject and the pedagogy (every subject has its own structure and function. Each subject has its own ethos and discipline and every education level has its own tenderness) should be removed.
- All the stake holders should align together for the betterment of Teacher Education programme.
- Technological innovations should be used for transaction of education and construction of knowledge.
- National agenda for research needs to be developed in alignment with the developmental objectives. A prospective plan for research and innovations should be framed with regional and national developmental priorities. The research methodology should be compatible with the local problems.
- Regulatory mechanism to tone up the research quality needs to be evolved. There is need to evolve research quality indicators. There is need to evolve social sciences compatible indigenous research methodology.
- The various laboratories of the Teacher Education institutions are either not there or mostly in very bad states. All the laboratories ought to be fully functional and innovative to address the field problems.
- A proper check should be put on the opening of new Teacher Education Extension centers by distance and open universities.
- To preserve the identity and sanctity of education, we should introduce Indian educational services. Education should be a national priority instead of learning this subject in the domains of state. This would loose the chains of political interference in the university systems.
- There is need to shift to more powerful learning paradigms, such as linear to hyper media learning, how to navigate and learn, teacher as transmitter to teacher as facilitator.
- The latest catch word in educational circles is **constructivism** which is applied both to learning theory and epistemology. Learning can be seen as a process that of understanding and contextualizing socially, culturally, historically and politically relevant issues. Hence it is important that the teacher's role has to be revitalized and the Teacher Education system has to inculcate the culture of germination of new ideas, incubation, innovation, creation and constructions.
- There should be sharing of credits among Teacher Education institutions and faculties/colleges of technology and engineering till the Teacher Education institutions become independent.
- Regulations and norms of Teacher Education in India should be realistic rather than idealistic.
- A well formulated policy on Teacher Education is required.
- There should be due scope for self evaluation, peer evaluation, group evaluation, teacher evaluation, school evaluation and community evaluation in Teacher Education programme.

- Teacher Education institutions cannot afford to function in isolation, both within and among. Interdisciplinary and multidisciplinary research should be promoted in the Teacher Education institutions.
- There should be suitable programs for the renewal of in-service teacher and Teacher Educators.
- Innovative Teacher Education programs such as, personalized Teacher Education need to be institutionalized for the realization of wholistic Teacher Education through flexible time management, variety of modes of learning , diversified and participatory evaluation, personalized environment learner freedom, teacher as facilitation, organizer and inspirer and field linkages.
- There should be differentiated and differential integral Teacher Education. There should be suitable inputs corresponding the IQ, learning styles, languages, interests, abilities, cultures, maturing and other conditions of the learners.
- Teacher Education is more content based than competence based. There is a wide gap between the teaching competencies expected and practiced. In addition to knowledge base, the Teacher Education should have adequate focus on inculcation of values, development of desirable attitudes and enhancement of a variety of skills life skills, human development skills, info savy skills, digital skills, techno pedagogic skills, emotional maturity skills, spiritual development skills, yogic skills and management skills.

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# QUALITY CONCERNS AND EMERGING CHALLENGES IN TEACHER EDUCATION

*Mr. Gurwinder Singh\**

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*Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21st century. These seek to look at teacher quality in away in which it brings: as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education and evaluation in India and lastly we discuss about issues and challenges in teacher education.*

Primary and secondary teachers in India are trained at universities, and the educational system is centralized and the Ministry of Education and its implementation units, such as local education centers, have the primary responsibility for education policy, curricula design and practice. The Parliament approves legislation on education and the Ministry of Education sets guidelines for all practical issues including teacher education, as well as being the main funder in the sector. In general India does not experience shortages of school teachers but there are shortages in particular subject fields and locations, such as in the areas of mathematics, and science, especially in remote areas. Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Management of teacher education is a difficult task because of the fact that there are large numbers of variables in teacher education programmes including variations in the purpose for which persons join teacher training courses of various levels. There are four types of teacher education institutions: (a) **government managed** (b) **government aided and privately managed** and (d) **self-financed and privately managed**.

**Organizing Bodies in Teacher Education :** Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include:

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- National Council for Teacher Education (NCTE)
- National Council of Educational Research and Training (NCERT)
- National University for Educational Planning & Administration (NUEPA).

University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. Besides these, MHRD, there are also other ministries that have institutions which run teacher training programmes. Ministry of Women and Child Development has a large network of training of Anganwadi workers, who take care of pre-school component. At the State level, the apex body that looks after teacher education is the Government Department of Education. In certain States, it is looked after by the Department of School Education. A few States have independent Directorates for Teacher education. In a few others, the Directorate and SCERT function under one Director.

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that “teachers were born, not made.” It was not until the emergence of pedagogy, the “art and science of teaching,” as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a “science” that can be taught or whether one is “born” to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher: knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both. Most educational programs for teachers today focus upon these points. However, the internal character of the individual is also an important aspect of teaching; whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher, are also a matter of debate.

Despite the importance of “quality” as the motivating factor for educational planning, approaches to quality can vary widely. In much of the literature, “quality” is used in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner of quality. Whether explicit or implicit, a vision of educational quality is always embedded within countries’ policies and programs. Harvey (1995) provides a useful framework for thinking about quality by outlining five goals for education that define the vision of quality within individual systems. Education systems vary in emphasizing a single vision or, more commonly, a mixture of the five goals: Education quality as exceptionalism; Education quality as consistency; Education quality as fitness-for-purpose; Education quality as value for money; Education quality as transformative potential; One way of looking at quality, prevalent in both the research literature and reports of program implementation, concerns the relationship between different “inputs” and a measure of student performance, or “output.” The outputs are usually students’ results on achievement tests, assessments, or end-of-cycle examinations. The inputs include a wide variety of factors: infrastructure and resources, quality of teaching environment, textbooks, teacher preparation, teacher salaries, supervision, attitudes and

incentives, Educational Institutional climate, curriculum, students' physical well-being, and family and socioeconomic context.

Teacher quality and the strength of educator's leadership are recognized as the greatest determinants of educational success. Quality teaching has a measurable impact on student outcomes. The teaching profession in India has much to celebrate. Our teachers and academic leaders are having a profound impact on our society. Teacher quality affects all stages of the teaching „lifecycle?, from attraction into the profession to ongoing development and retention in their own schools. To improve equity in educational outcomes, quality teachers must also work in schools where they are needed most including, remote and disadvantaged schools.

**Improving teacher and school leader quality requires action to:**

- Attract the „best and brightest? entrants to teaching;
- Train our future teachers through world-class pre-service education;
- Place quality teachers and school leaders in schools where they are needed most;
- Develop teachers' skills and knowledge through ongoing professional learning; and Retain quality teachers and school leaders in our schools.

Educational quality in developing countries has become a topic of intense interest, primarily because of countries' efforts to maintain quality or reverse the decline of quality in the context of quantitative expansion of educational provision. Many countries are simultaneously implementing reforms based on more active approaches to teaching and learning, further challenging education systems and, especially, teachers.

**Role of Teachers in Promoting Quality :** Good education is the result of the interaction of multiple factors, the most important of which is increasingly recognized to be quality teachers and teaching. The way teachers teach is of critical concern in any reform designed to improve quality. Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. In both developing and industrialized countries, teachers in the past were treated as semiskilled workers unable to make responsible decisions about their practice. They were required to follow instructional prescriptions and highly scripted and rigid teaching procedures. For their professional development, teachers received information on how to improve from “experts” in centralized workshops with little follow-up support at the institutional level. Many educational systems are starting to advocate active-learning approaches for teachers as well and significant changes are taking place. If teachers are to become reflective practitioners who use active-learning approaches in their classrooms, where students learn through problem solving, critical dialogue, inquiry, and the use of higher-order thinking skills, teachers must learn and improve in professional development programs that not only advocate but also use and model these methods. The emphasis on teacher empowerment has grown from a variety of roots. The idea of reflective practice assumes that teachers are professionals capable of reflecting on the school and classroom situation and, thus, capable of making a large number of instructional and classroom management decisions. Although discussion at national, district, educational institutions, and community levels should determine the qualities that a specific education system seeks in good teachers, a list of generally held perspectives on good teachers would include many of the following:



- Sufficient knowledge of subject matter to teach with confidence;
- Knowledge and skills in a range of appropriate and varied teaching methodologies; Fluency in the language of instruction; Knowledge of, sensitivity to, and interest in young learners;
- Ability to reflect on teaching practice and children's responses;
- Ability to modify teaching/learning approaches as a result of reflection;
- Ability to create and sustain an effective learning environment; Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced; General professionalism, good morale, and dedication to the goals of teaching;
- Ability to communicate effectively; Ability to communicate enthusiasm for learning to students; Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion; Good character, sense of ethics, and personal discipline;
- Ability to work with others and to build good relationships within the educational institutions and community.

These teacher qualities thrive only in a positive and supportive environment. Although the qualities listed above are needed in each individual teacher, teaching (like learning) is not practiced most effectively as an individual activity. The teacher is always functioning as part of a social network, either with his or her students or within the school community. Excellence at the academics level means more than an individual excellent teacher or even a collection of excellent teachers.

**Issues and Challenges in Teacher Education :** The issue of quality has become critical in many countries. In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality, countries' programs as well as the literature increasingly emphasize teachers, schools, societies and communities as the engines of quality, with teacher quality identified a primary focus. Advances in technology have also posed an issue for future educators. Many educators have focused on ways to incorporate technology into the classroom. Television, computers, radio, and other forms of mass media are being utilized in an educational context, often in an attempt to involve the student actively in their own education. Hence, many teacher education programs now include courses both in technology operation and how to use technology for education purposes. With the coming on of distance learning utilizing mobile technologies and the internet understanding of technology or we can say e-learning has become crucial for new teachers in order to keep up with the knowledge and interests of their students in these delivery systems.

The emergence of a networked knowledge economy presents both opportunities and challenges for teacher education. Used effectively, knowledge networks present opportunities for better informed and supported practice by education professionals and more authentic learning by students. The challenges include those identified above and, while much more research and development will be required to answer them. Not only are these challenges faced by teacher education. As the scenario changed, teacher education has to face new issues and challenge.



Some emerging issues and challenges faced by teacher education with changing scenario are :Innovation in pre-service teacher education curriculum ;Lack of up-to-date books, and materials on teacher education; Development of national professional standards Strengthen workshops and partnership between universities and schools to prepare teachers ;Mentoring Inexperienced teachers; Development of a system of on-going professional development for teachers; Establish learning communities and networks among teachers; Professional learning for educational leaders; A greater transparency in the funding of teacher education ;Staff appraisal systems and the use of peer observation in schools are still in development ;Teacher evaluation seems to place more emphasis on professional duties/ responsibilities than on actual classroom teaching practices; Teacher-centered strategies and pedagogy still dominate in the classroom; There is a relatively large variation among schools in the area of instruction, particularly concerning independent student practice, questioning skills, and teacher expectations for student achievement;There is a need to explore the development of performance-based evaluation or developmental teacher evaluation systems for the purposes of teacher evaluation.

In nutshell, we can say that teacher education is facing many issues and challenges today. As we all are aware that most of the teacher education institution especially B.Ed. and M.Ed. are managed privately and in this changing scenario these institutions are also not sure of their tenure, as in near future. Despite of this fact we have to plan our curriculum according to changing scenario. Teacher education should be based on need of the society. We cannot produce good teachers in vacuum. Teacher education must collaborate with school education programme. New teaching methods and technique should be practiced. Last not the least opportunities should be provided to teacher for research in teacher education to promote and enhance quality in teacher education.

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# POLICY PERSPECTIVES FOR IMPLEMENTATION OF TWO YEARS M.Ed. PROGRAMME

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*The quality of teacher education programme depends on teacher educators who are largely prepared through M.Ed. programme. Many policy documents recommended improving the quality of M.Ed. programme. In this chapter, the policy perspectives and recommendations made by various commissions and committees has been discussed particularly after independence. The University Education Commission (1948-49) gave various recommendation regarding teacher educators and recommendation is relevant in even today's context. Also Secondary Education Commission (1952-53) recommended the adoption of new techniques of evaluation and it further recommended that minimum three years teaching experience after graduation in education for entering into M.Edprogramme. The policies and recommendations have emphasized on the improvement of the M.Ed course which in turn will ameliorate the teacher education and henceforth the school education.*

Policy perspective is an evolving process and successive commissions have added value to the prevailing programme. At present professional leadership, management education and digital technology with networking arrangements are to receive special attention to make teacher educator programmes effective. It is important, therefore, that a more broad-based essential qualification framework be formulated for teacher educators. For instance, a post-graduate degree in social sciences/sciences/languages/mathematics along with a professional first degree in education or a doctorate degree in mathematics education, science education, language education or social science education should be considered appropriate qualification for posts of teacher educators. There are various commissions give recommendations on teacher educators as per given below:

**Review Committee on Education** was appointed by the University Grants Commission in 1960 with the following objectives to guide the M.Ed Course.

- To produce competent teachers for the training colleges;
- To train human resources for undertaking higher studies and research in problems in education;
- To train educational administrators;
- To train human resources for educational and vocational guidance of youth; and
- To produce competent educational workers with a thorough understanding of the role of planning and education in national development.

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### **Recommendations by the Review Committee on Education**

- The content of the M.Ed course should direct to at least one specialization and to a fair association with the methodology of educational research, besides promoting an attractive intellectual discipline. For admission to M.Ed course, the candidate should generally have a second class graduation degree, preferably a second class post-graduate degree and a first or second class bachelor in education degree in both theory and practice. Direct admission to a two-year integrated course leading to the master in education degree after at least a second class Bachelor's or Master's degree would be another way of attracting better and more promising candidate for the profession.
- Prescribed as an essential qualification for definite posts like those of headmasters, district education officers and other supervisory personnel.
- Incentives in the form of loans and scholarships should be available to meritorious students.
- Under our present context, it was neither possible nor feasible to have an entirely independent staff for the bachelor in education and master in education classes in the same college or university department. It is, therefore, desirable to ensure that teachers who teach master in education classes are not normally over-burdened with supervision of the practice teaching of bachelor in education students.
- In most universities the M.Ed course is at present a whole-time course of one year duration. An extension of the course would not be immediately feasible in view of financial and other difficulties. One solution of great promise is the introduction of integrated B.Ed and M.Ed courses.
- Dissertation as part of the M.Ed programme serves a useful purpose but at present it usually does not come up to a desirable standard. It would be worthwhile to consider the possibility of undertaking group projects in which individuals contribute their part of study and research.
- Another possible alternative to dissertation could be the writing of good text-books. Preparation of measuring tools and tests in school subjects would also be a good substitute.
- The practice of placing successful candidates in three classes may be eliminated for the M.Ed examination. It should be possible to find ways and means of checking the objectivity, reliability and validity of internal marks. The viva voce should be a necessary part of the post graduate examinations. Besides gauging the depth of knowledge and mental alertness of the candidate, the viva voce examination could also serve as a useful check on the reliability of internal assessment.

**The Kothari Commission (1966)** emphasized the weaknesses of the existing system and laid special emphasis on the training and quality of school teachers. It recommended that quality of training institutions and of teacher education programmes should be improved. The postgraduate courses of education should be flexible and be planned to promote an academic and scientific study of education and to prepare personnel for specific fields requiring special knowledge of initiation. The duration of the courses should be increased to three terms. Quality is crucial at this stage and only institutions having properly qualified staff and facilities should be allowed to conduct them.

**National Council for Teacher Education (1973) act** as a national advisory body on all matters relating to teacher education and to review the progress of the plan schemes to ensure adequate standards in teacher education. Standing Committee of NCTE (1975-76) recommended that a cadre of teacher educators in educational technology may be formed. One such educator may be appointed in each college of education. The teacher educators in Colleges of Education should be drawn both from disciplines of various school subjects and educational disciplines – like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be a post-graduate degree in the subject and a B.Ed, preferably an M.Ed degree. Some lecturers in the teachers training colleges are not qualified to teach the subjects entrusted to them. To obviate this difficulty in future, it is desirable that colleges of education should offer only such subjects for specialization for which they have the qualified staff.

**The NCTE and the UGC Panel on Teacher Education(1976-77)** jointly drafted an approach paper on teacher education which was finalized at national conference held in 1977 and the NCTE pursued the idea further and brought out Teacher Education Curriculum- a Framework in 1978. The Framework indicated the objectives of teacher education separately for each stage of education so as to facilitate organization of curriculum transaction modes and use of appropriate techniques for evaluating student teachers' learning and other behavior outcomes. The main thrust in the Framework was on three aspects, viz. pedagogic theory, working with the community, and content cum-methodology and practice teaching including related practical work. This also included the concept of core competencies in teaching. Consequently, teacher education curricula witnessed changes in teacher preparation programmes in a few universities and boards in the country with varied success. However, the impact of NCTE was not very visible because of its being non-statutory in character. In order to get the NCTE Curriculum Framework implemented in teacher education institutions, the NCERT's Department of Teacher Education developed some prototype textual material such as The Teacher and Education in the Emerging Indian Society, Teaching of Science in Secondary Schools, and Psychology for the Elementary School Teacher. The core training package was also developed to help teacher trainees to acquire the basic skills of teaching.

**The National Policy on Education (1986)** recognized the need for enhancing the status of teachers. It emphasized the need for substantial improvement in their working conditions and the quality of teacher education. The Policy called for overhauling the teacher education system as the first step towards educational reorganization. It stated that teacher education is a continuous process and its pre-service and in-service components are inseparable.

In order to implement the NPE and Programme of Action(1986 updated 1992) and its programme of action for overhauling the teacher education system, the Ministry of Human Resource Development, Government of India launched a Centrally Sponsored Scheme of restructuring and reorganization of teacher education in 1987-88 under which structural initiatives were introduced. District Institutes of Education and Training (DIETs) were opened to provide good quality pre-service and in-service education to elementary school teachers and to give resource support to elementary school system and adult education/non-formal system. Similarly, some selected secondary teacher education institutions were upgraded as Colleges of Teacher Education (CTEs) and a few were developed as Institutes of Advanced Studies in Education

(IASEs) to provide training and resource support to secondary school system. Programme of Action -1986 stated that a separate cadre will be created for appointment of staff in SCERTs, secondary teacher education institutions and DIETs. Persons selected to this cadre will receive incentives such as housing and placement in a higher scale of pay. Special arrangements would be made to ensure continuing education of these persons. An inter-change will also be organized between teaching and teacher education.

**Acharya Rammurtic Committee (1990)** was appointed to review the National Policy on Education-1986. It suggested that there was a need for total revamping of the existing teacher education programme because of its isolation from schools, colleges, universities and community and from its stereo-typed practice teaching programme which has no relevance to the realistic conditions of the schools. The committee suggested that the training programme should be competency-based and there should be an integration of theory and practice. The first degree in teacher education should not be given through correspondence education. Give the teacher educator a leadership role in all aspects of the educational system, including policy making, strategy formulation, and implementation and monitoring.

**National Council for Teacher Education (1993)** was established as a statutory body in 1993 by an Act of Parliament. Empowerment of NCTE as a statutory body is considered a significant step to achieve coordinated development of teacher education system in the country. The NCTE has laid down norms and standards for various levels of teacher education institutions. Efforts are being made to grant recognition to teacher education institutions in accordance with these norm and those which do not fulfill these norms are being de-recognized. In 1998, the NCTE brought out Curriculum Framework for Quality Teacher Education which provides guidelines for the organization of curriculum for different stages of teacher education. The curriculum reflects the realities of the national life, strives to realize the interdisciplinary goal of education, attempts to establish a viable integration of theory and practice of education and provides varied educational experiences needed by a teacher in his/her work place. It has also suggested two years duration for all levels of teacher education courses. This has given a direction for a national system of teacher education at various levels.

**Justice Verma Commission (2012)** stated that the existing institutional capacity for preparing teacher educators is abysmally low. The number of institutions across the country that offer a Master's programme in education is extremely disproportionate to the needs of specific states. M.Edprogrammes are also known to be generic in nature and do not prepare curriculum specialists and pedagogues in areas of sciences, social sciences, languages and mathematics. Current M.Edprogrammes also do not enable specialization at different levels of school education.

The M.Edprogramme in its current form cannot meet the requirements of secondary education. The preparation of teacher educators for the elementary stage needs mastery in all subject areas such as Social sciences, mathematics and the languages. The difficulty is aggregated by the absence of degree and post-degree programmes in primary and elementary teacher education.

It is, therefore, important to look at the specialization profile required for teacher educators in view of the fact that a variety of foundational and school subject disciplines need to be

represented. For example, for the teaching of foundation courses, an example of such a course is in the curricular area of 'contemporary studies' suggested in the NCFTE, 2009, a strong grounding in the social sciences is essential. However, the current institutional norm for the recruitment of teacher educators as per NCTE norms stipulates a Master's Degree in education as the essential qualification. This has led to the proliferation of a generic approach to the study of foundational disciplines of sociology of education, psychology of education, economic and philosophical basis of education. As a consequence, school teachers' preparation remains bereft of a deep engagement with socio- cultural, political and economic contexts of school education.

Currently, there is also a paucity of talented faculty with disciplinary specializations in social science education, science education, language education and mathematics education.

Lateral entry needs to be provided for those who wish to undertake educational studies other than through the teacher education degree route. The opportunity to study elective subjects in education should be provided at the undergraduate level. Similarly, students with a post-graduate degree in sciences, mathematics, social sciences and languages need to be attracted for undertaking research in education. They should be encouraged to pursue education as a research endeavor without necessarily requiring a degree in teacher education as an entry qualification. This will ensure a wider pool of talent towards posts of teacher educators.

### **Conclusion**

The above policy perspectives and recommendations of different committees and commissions have emphasized the need to improve the quality of M.Ed Course so that quality teacher educators can be prepared who can improve the quality of both school and teacher education.

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# INNOVATIVE TEACHER EDUCATION PROGRAMMES AND COMPONENTS – MAJOR ISSUES AND PROBLEMS

*Dharm Singh\**

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*A teacher is the nation builders, who have the responsibility to prepare educated,dedicated,loyal, integrated youth for the nation. Here we should need some strong innovative and creative teacher education programmes, which help to produce qualified teacher, but we are lacking in some aspects like uniformity in curriculum, lack of funds, selective role of state and center govt., less concern towards ICT Programme,low standard of the educational institutions, running of unaffiliated institutions etc.So more emphasis should be given on these aspects helps to make teacher education programmevaluable.*

There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. Here we will discuss about the view of some experts in teacher education programme, which deeply highlights the steps which were taken for raising the standard of teacher education and on other hand we discuss about the issues and problems which are faced from the basic level of education to the whole problem in education system.

**Innovative teacher education programmes :** We are listing programmes, which were listed by Mr. ParmarVanrajVirabhai in his article, these programmes were initiated by the UGC, NCERT, NCTE, Rehabilitation Council of India (RCI), and certain non -government organization e.g. HSTP,and other apex bodies which were worked in the area of teacher education.

Following is a description and analysis of innovative teacher education programmes which were planned and implemented during the past few decades or so and later on it is followed by the most important components of a particular teacher education programme in India

The Regional Colleges of Education, established by NCERT(National Council of Educational Research and Training) in 1963, introduced quite a number of programmes which were in accordance with the requirement of diversified curriculum at higher secondary stage. The programmes were diploma and degree programmes in science, technology, agriculture, industrial crafts, fine arts and home science. But except B.Ed and M.Ed. programmes, all others were wound up one by one. The curricular masters didn't have the patience to give a fair trial to courses like technology, fine arts and commerce. There was undue pressure from the students, their parents and also the universities because they were interested only in traditional programmes.

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The curricular masters are now trying hard to implement vocational programmes, but there are no trained teachers. Same is the case with teachers of English and other Indian languages. Despite the above situation a good number of programmes have been implemented as more and more teachers were required for the Universalization of Education (UEE) and resulting high enrolments at the secondary stage. Following is a description of selected innovative programmes which were planned and implemented according to the needs and demands of school system in India. To some extent these were introduced mainly for experimentation and in the context of cost factors, for e.g. recruitment of Para teachers with low salaries. Most of the innovative programmes e.g.; 4 year B.Ed. were not replicated by universities due to cost factors. Innovations outlined as under, are not necessarily in chronological order. Most of these innovations were suggested and implemented by national level bodies like the NCERT (National Council of Educational Research and Training), NCTE (National Council Of Teacher Education), IGNOU (Indira Gandhi National Open University), Rehabilitation Council of India (RCI), UGC (University Grants Commission) and certain non-government organization e.g. HSTP. Selected programmes are outlined as following: - Four year B.Ed. programmes were planned by the NCERT and CIE (Central Institute of Education) in science, languages, commerce and technology, B.Ed. (summer school cum correspondence course) was implemented from 1967 to 1985 to clear the backlog of untrained teachers; B.Ed. (elementary education) was tried for some time. Two year B.Ed. programme is being organized at the four RIEs on the bases of recommendation contained in NCTE's Curriculum Framework (1996) - IGNOU's B.Ed. (distance education) programme is being conducted all over the country at selected study centers with the use of self-learning materials. Several State Open Universities and also conducting their own B.Ed. programmes in Regional languages. Diploma in Education (D.Ed.) of various modes - face to face, correspondence course, inservice - is being implemented by State Boards of Secondary Education or SCERTs and open universities. The IGNOU (Indira Gandhi National Open University) is conducting diploma programme in primary education in distance mode for North Eastern States. The MHRD (Ministry of Human Resource and Development) has granted permission to the B.Ed. Colleges also to conduct D.Ed. programme for a period of 3 years. This has again led to commercialization as it was before the formation of NCTE as a statutory body in 1993. In 2001, University Grants Commission (UGC) has brought out a comprehensive set of programmes in Education discipline starting from B.A. (education) to M.Phil degree in Education. These programmes have been incorporated by most of the Universities in the country with modification and suitable adaptation. In 2004, the Babasaheb Ambedkar University (BOU), took the initiative to develop a framework of M.Ed. (Open Distance Learning - ODL) programme and submitted it to the DEC which resulted in the development of a joint DEC-NCTE National M.Ed. programme of two years duration in ODL mode. This is an innovative programme utilizing self instructional material and information technology along with interactive personal contact programmes. The programme is based on multi-media approach, i.e. self instructional material, audio-video, teleconferencing, assignments, counseling sessions and workshops. - As reknown Sachhar committee, set up by the MHRD pointed out towards educational backwardness among minority Muslim community. The children did not have the opportunity to study through Urdu medium. The MHRD, has established recently four colleges of teacher education (CTEs)

for the B.Ed. and inserviceprogrammes through Urdu medium,one each at Srinagar,Bhopal,Darbhanga and Hyderabad.These colleges are under the control of Maulana Azad National Urdu University(MANUU),Hydrabad.Outstanding books written in English and other languages are being translated into Urdu.

**Innovative Components of Teacher Education Programmes :** This sub-section contains components of teacher education programme which had not only an element of innovation and originality but became an integral part of the whole curriculum of teacher education. Microteaching for training of teachers in teaching skills has become an integral part of teacher training. Working with community as suggested by the NCTE (1988) curriculum was a great innovation but could not be implemented properly. NCERT's Centres of Continuing Education(CCE)were established in 1976 to impart quality inservice training to the science teachers of secondary schools and elementary teacher educators.However,the project did not prove to be as success as University/College faculty did not like to work during vacation. There were nearly 220 CCEs. Programme of Mass Orientation of School Teachers (PMOST) emerged as a result of NPE-1986.The PMOST programmes were based on policy components and modular-based trainings were conducted for four years.Trainig was imparted on cascade model. Teacher orientation for Value Education and training in Population Education concepts was also an important activity of the NCERT.It was based on UNFA's funds and expertise. DPEP(District Primary Education Programme) projects for 'SSA' with the involvement of DIETs(District Institute of Education and Training) and colleges of Education of various states are being conducted. Special Orientation of School Teachers (SOPT) for training of teacher educaters in concepts like Environmental Studies, Operation blackboard and teaching at primary school was also an innovative programme organized at RCEs with teleconferencing. Internship in teaching is also considered as an innovative activity but it has not been replicated by other institutions, except its selected aspects. Need-based teacher education curriculum with longer internship period is based on the recommendation of expert committee set up by the NCERT. Training of para teachers with the use of self-instructional materials is being conducted at the SCERT(State Council of Educational research and Training).The training is imparted at the centres set up by the DIETs.

### **Problems of Teacher Education**

- Several types of teacher education institutions thereby lacking in uniformity.
- Poor standards with respect to resources for colleges of education.
- Unhealthy financial condition of the colleges of education
- Incompetent teacher educators resulting in deficiency of scholars.
- Negative attitude of managements towards development of both human as well as material resources.
- Uniform education policy of the government treating excellent institutions alike.
- Improper selection of the candidates (student teachers) to be admitted.
- Traditional curriculum and teaching methods of teaching in the teacher education programme.
- Inadequate duration of the teacher programme.

- Haphazard and improper organization of teacher education.
- Unplanned and insufficient co-curricular activities.
- Subjective evaluation pattern.
- Practice teaching neither adequate nor properly conducted.
- Feedback mechanisms lacking.
- Objectives of teacher education not understood.
- Secondary level teacher education is not the concern of higher education.
- Lack of dedication towards the profession.
- Lack of occupational perception.

#### **Teacher Education and Problems of the Nation :**

- It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities.
- Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialisation. It is acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct.
- Economic Problems: Poverty, unemployment, and low rate of growth and productivity are some of the major economic problems of the country which have led to the compulsions of the backward economy. These problems seek immediate solution and demand a realistic co-ordination between economic planning and manpower planning. Education can help find solutions if it is properly coordinated with manpower needs. Introduction of work education and vocationalisation of education in secondary schools will have to be given a modern and meaningful direction. The attitude towards the work culture needs a transformation. The Indian society needs education with special emphasis on science and technology, vocational inputs and realistic work experiences. Teacher education curriculum, therefore, has to promote such attitudes as are necessary for the emergence of a new economic order. Alongwith the vocational competencies and skills a new work culture will have to be created which necessarily involves the inculcation of dignity of work, the spirit of self-reliance and scientific temper among students. The courses of teacher education need to be enriched to enable teachers to understand the attributes of modernity and development.
- Social Problems: Casteism, communalism and regionalism are some of the problems in the body politic of the society which misguide the youth. Increasing delinquency, violence, terrorism and fissiparous tendencies and use of inappropriate means to get one's ends served are threats to the national integration and social cohesion. Democracy, violence and

- terrorism cannot coexist. Education has to develop a peace loving personality and the programme of teacher education has to contribute in this regard.
- The explosion of population with all its allied disturbing trends is not only neutralising the economic gains but also creating many problems for the country. Indian society still suffers from evils like child labour, child marriage, untouchability, and discriminatory treatment to women, violation of human rights, etc. and most of the people are unaware of their legal rights.
  - Modern model of development which puts man against nature by making it an object of exploitation has disturbed the harmony and equilibrium between the two. Its consequences are visible in serious environmental degradation, pollution and ecological imbalances.
  - Strengthening national and social cohesion in a diverse and plural society, accelerating the process of economic growth, improving the life of the downtrodden and the people living below the poverty line, removing the widely prevalent ignorance, superstition and prejudices from the masses, inculcating scientific temper and developing a critical awareness about the social realities of Indian life are some of the issues which call for immediate attention. Teachers and the teacher educators have a special role to play in such efforts.
  - Problems of Cultural Reconstruction: Education is the process of transmission of dynamic and responsive components of cultural heritage and its continuous enrichment. There is a need to reinterpret the Indian culture in its distinct identity and composite strength. Its capacity to absorb the sublime from the other cultures needs to be highlighted. The teachers will have to play their role in cultural transmission and reconstruction.
  - Crises of Values and Morality: There has been a persistent erosion of values in the society. In the present day context certain values need to be redefined and reinstalled. There are situations when the values imparted and inculcated in schools are not generally practised in society. Value education demands a planned and purposive approach. It is through education and as of necessity through teacher education programmes that the task of inculcating values can be substantially accomplished. Whereas values are emotive, the other related significant dimension is that of moral education which is essentially conative in character. Morals are situation-specific and demand immediate decision and action and yet there are morals which are considered to be eternal and universal. Through committed teachers, the art of ensuring moral development in a secular, multi-religious and multi-ethnic society needs to be cultivated.
  - Problems within Education System:-The nation has yet to fulfil the constitutional commitment to provide free and compulsory education to all children till they attain 14 years of age. India is also a party to the global commitment for achieving the goal of Education for All by the year 2000. The education system however, has to respond to several major issues and problems which have hindered the progress in this regard. Maintenance of educational standards against the pressure of increasing enrolment, relevance and quality of school education, efficacy of school functioning under the decentralized role of political power through the enactment of Panchayati Raj Act are some of the pertinent issues. In addition, specific requirements and need of social and economical groups of the society and of the

minority communities, vocationalization of education, scientific and technological literacy, alienation of youth, rush for urbanisation, perceived urban orientation of educational system and its inflexibility to respond to rural, tribal and regional requirements are some of the dominant issues. These would determine the nature and shape of teacher education programmes and the efficacy and functioning of teachers in their new and emerging multifaceted roles.

### **Conclusion**

In this article we saw there have been many reforms suggested by the experts in the field of teacher education, but they did not improve the teacher education process, there is lack of uniformity in technical education, creativeness in curriculum development, durations of the programme etc. Steps should be taken to create those programme which help in making good qualified teachers, use of ICT in teacher education programmes, Institutes of low standards should be reformed or closed, Conditions for affiliation should be made strict, regular and rigorous inspection by NCTE should be done on a regular basis, Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced, duration of teacher education should be increased to two years, More emphasis should be given on practice teaching till mastery is achieved with appropriate feedback, government should look after the financial requirements of the institutions. If these steps are follow with serious considerations, we will surely get improvement in teacher education.

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# THE ADVANCEMENT OF LEARNING: BUILDING THE TEACHERS AS KNOWLEDGE BUILDER

*Meenu Choudhary\**

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*Education is the only source to embracing a learning paradigm and enriched the community to face challenges by providing more creative and inclusive learning environment for students. Teacher has the capacity to engage student in knowledge building by ensuring their active participation. It is the teacher who can contribute to cultivate the values of culture sharing through collaborative work. For acquiring improved learning outcomes teachers have to transmit the knowledge among students by engaging them in actual practices. In this article the author tried to touch the extreme heights of professional skills and abilities which are required for strengthening in-service and pre-service teacher education program.*

To build advanced knowledge teachers, there is need to accelerate the right kind of attitude in professional ethics of teaching through improved programs and great efforts. To make teaching learning environment authentic and reliable the program of teacher education should be reviewed time to time. Peck, et. al. 2014 emphasized much on individual learning functions as a content which affords faculty opportunities to learn from one another and to negotiate programs for change. In education, studies of practicing teachers who participate in the development of teaching portfolios suggest that substantial learning takes place for them as they analyze and reflect on artifacts of their classroom practices. Athanases, 1994 investigated the learning that practicing teachers experienced in the context of their preparation of teaching performance portfolios. These teachers noted improved in their instruction as they expanded strategies for assessing student learning and enhanced reflection about teaching. For imparting advanced skilled knowledge among teachers following steps should be adopted at initial level:

- Fixed standards should be developed for entering into teacher training course.
- Specific norms and conditions should be made and implemented in transparent manner.
- Training program should be reviewed periodically.
- All agencies should work collaboratively to ensure a unified set of standards with common approval and quality assurance mechanism for the approval of teacher education course.
- Values such as- diversity, quality relationships, generosity of spirit and practicing for the common good, respect and care, equity social justice, fairness, integrity, honesty, responsibility,

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accountability, critical thinking and reflective thinking should be enhanced to achieve excellence. Tan, 2010 suggested following designed strategies and instructional tactics for knowledge building teacher participants:

SUMMARY OF KEY IDEAS, PRINCIPLE AND INSTRUCTIONAL TACTICS			
Session / phase	Key ideas	Principle	Instructional tactics
<b>Session 1 to 3 Initiation</b>	Form a mental image and describe the characteristics of a knowledge building classroom	Real ideas, authentic problems	Participants study a case report of a knowledge building classroom, identify the characteristics of the approach, and compare their teaching practice with the approach Participants view video clips on knowledge building classrooms
		Idea diversity	Using Knowledge Forum, participants post their notes on (1) what knowledge building is; and (2) how it is different from their practices. Participants identify ideas, issues, questions for further exploration
<b>Session 4 to 9 Meaning making of theories and issues related to knowledge building</b>	Making sense of the principles of building a knowledge building classroom Making sense of the collaborative knowing theory	Epistemic agency	Reciprocal teaching: The participants form groups; each group lead a discussion on a topic, for example, collaborative knowing theory.
		Knowledge building discourse	Scaffolds: Sentence open phrases are provided in the Knowledge Forum to facilitate productive discourse for Knowledge building. E.g., "One characteristic of knowledge building is...", "It has the strength of...", "One limitation is..."
		Community knowledge, collective cognitive responsibility	The participants continue to contribute ideas to the community by posting notes in the Knowledge Forum
		Constructive use of authoritative sources	Critical discussion on research reports and position papers related to knowledge building
		Improvable ideas	The participants continue to work on each other's ideas for better clarity, coherency and usability of ideas.
		Rise Above	The participants post a note that combine ideas from several notes in the Knowledge Forum; it could be a summary of similar ideas, compare and contrast ideas, a theoretical perspective that better describe the ideas, or a new idea or issues arising from other ideas.
<b>Session 10 to 13 Consolidation by applying the knowledge to a consequential task</b>	Consequential task: Design a knowledge building classroom OR A position paper on a theme related to knowledge building	Rise above and epistemic agency	The participants choose a consequential task, either to design a knowledge building classroom or to present an in-depth discussion of a related issue. At this stage, the participants should be able to achieve a deeper understanding of knowledge building such that they are able to design for a knowledge building classroom or present a strong argument for issues related to knowledge building

Teaching experience and right instructional flexible strategy may inculcate innovative teaching skills and dispositions from one stream to another. For developing the habit of systematically reflection on advanced professional and personal growth of teachers following major areas may be concentrated:

1. *Social ideals, institutional values and the ethical teacher*: codes of ethics and ethical theories.
2. *Understanding teacher-student relationships*: respect for persons, impartiality, inequality, trust, privacy, confidentiality, cooperation and competition.
3. *Tensions in teacher-student relationships*: rights, student freedom and autonomy and teacher authority, discipline and punishment.
4. *Pedagogical issues*: equality and grouping students, intellectual liberty and curriculum censorship, fairness and assessment, evaluation and appraisal of students.

**Practice and Theory :** Teacher educators themselves also need to be educated and who educate rather than merely train students. Teacher educators should acquire ideas which are critical, rational, autonomous, creative opportunities extend vision, challenge authority and become ethical citizens. Teacher educators should link-up theory and practice in actual learning situations.

**Adoption of information and communication technology (ICT) :** ICT can be a vital tool of learning to achieve better learning outcome. To make updated learning environment the use of ICT in teaching and learning in the faculty of education is essential. The educational institutions must provide ICT to achieve advanced approaches of education by adopting following measures in teaching education program.

- Awareness of the use and benefits.
- Creating the enabling environment for acquisition- space, training, maintenance.
- Actual purchase and acquisition of equipment.
- Training/use of the wares at minimal level e.g. registration.
- Diffusion of use into other areas – submission of grades, classroom teaching etc.
- Adoption of ICT as a culture – application of ICT across the school practices especially in instructional delivery.
- Review, further training, upgrading of software (Ajayi, 2013).

**Maintain Healthy Pupil teacher Relationship :** Unlike the relationship with the parents, siblings, and relatives in general, the relationship with the teacher is first of all an asymmetrical relationship, in which the adults' acts out an explicit guiding role, with an obvious directive function. The good quality of pupil teacher relationship is a central factor in the child's successful development (Quaglia,2013). So, teachers should be sensitizing to acquire such skills.

**Multiple ways of Class Management :** It evolved various reflective programs which should be provided to encourage and maintaining the sanctity of actual learning environment for building knowledge builders. Boyer (1990) originally described teaching (the act of doing) as scholarship, but it evolved into a more exclusive definition that reflected the scientific paradigm. By 1997 it started to look the positivistic paradigm:

- Clear goals—does the scholar state the basic purposes of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

- Adequate preparation—does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?
  - Appropriate methods—does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?
  - Significant results does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?
  - Effective presentation—does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating work to its intended audiences? Does the scholar present his or her message with clarity and integrity?
6. Reflective critique—does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work? (Glassick, Huber &Maeroff, 1997).

## Conclusion

So, it can be summarized that if we want to produce advanced skilled human resources, we have to lighten up the mind of our teachers and students by practicing right kind of practices in our educational system. With the help of clear cut goals, vision and transparent structure of education we can build knowledge builders to strengthen thenation at global level. We should provide effective support to possessing teaching skills and experiences.

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# EMERGING TRENDS AND INNOVATIONS IN TEACHER EDUCATION

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*Teacher education refers to both pre-service and in-service programmes which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher career development. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. Thus, the main focus of this paper is to indicate various problems in the way of teacher education, emerging trends and innovations in teacher education, key factors for efficient innovations and some suggestions related to it.*

According to NCTE (1998) teacher is the most important element in any educational program. He/She plays a central role in implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, “The destiny of India is being shaped in its classrooms.” As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So, lots of efforts should be made to improve teacher education.

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning. Today, there are new expectations for education where the focus is on having teachers - be futurist leaders to ensure sustainable education. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners and their peers. The key role of educational institutions is reflected in a variety of initiatives taken to transform the nature and function of education-both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

**Problems of Teacher Education :** It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems

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a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. Various problems in the way of teacher education are following:

- Selection problem
- Short duration of teacher training programs
- Incompetency of Pupil Teachers
- Teacher Education Program have narrow and rigid curriculum
- Superficial Practice teaching
- Problem of supervision of teaching
- Deficient in content of the Teaching Subject's
- Methods of Teaching are lacking in innovation
- Segregation of Teacher Education Department
- Poor Academic Background of Student-Teachers
- Deficient in facilities for pupil-teacher
- Lack of Regulations in Demand and Supply
- Lack of facilities for Professional Development
- Insufficient financial grants
- Lack of Culture-Specific Pedagogy Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities.
- Curricula for pre-service education of teachers do not get revised often enough in response to changing circumstances.
- The profession is not able to attract higher caliber graduates from the universities and Boards of Secondary Education. Low salaries and poor living conditions in rural areas are considered responsible.

Thus, Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. It is acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct. A self-contained system of planning, monitoring and evaluation needs to be developed. Distance education, especially through the electronic media, also needs to be extended.

**Emerging Trends and Innovations :** Innovation is the key to improvement. In current time, the obsolete ideologies and methods of teaching do not work. One has to be innovative with teaching. Time is constantly changing and the only way to keep up with it is to keep growing and evolving and this is also applicable to teachers.

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and

effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

One of the questions that needs to be answered is: How best may innovation improve quality? It is not possible to answer that question in general terms other than to say that, if the current quality needs to be improved, something new will have to be done. Even if the question were rephrased—such as: What innovations are likely to best improve quality? (whether it be in the schooling system as a whole or teacher education in particular)—the answer is still elusive because it depends on what aspect is under consideration (mathematics achievement, moral behaviour, cognitive capability, skill development, the performance of the disabled) and what is known to work best in the specific aspect (for example, a great deal is known about improving learning to read, but not much about value education or high-level computer-assisted learning). There is, however, considerable consensus in the region that teachers are of central importance in improving the quality of education. This implies that innovations in (in-service and pre-service) teacher training are a good form of investment.

Many countries are using different kinds of approaches, such as field-based training, ‘school clusters,’ school self-review and development, courses of various durations, distance learning methods and visiting advisers. Great reliance has also been placed on curriculum innovation as a device to improve quality. Indeed, the curriculum sets the limits on what may be achieved. However, while it is desirable to have a curriculum that is balanced, relevant, interesting and useful, curriculum innovations run into a particular stumbling-block. If the teachers do not understand the reforms, cannot apply them, and/or are not committed to them, they will not be able to carry out the reforms. Neither teachers nor anyone else can be easily won over to change, particularly when that change entails considerable inconvenience, hard work and loss of time, and also carries with it the implication that what they were doing before was inadequate.

Regrettably, there is no single suitable answer to the question: What will best improve quality? Regrettably, too, some investments may result in greater dividends in the long term than in the short term. If organization, management and planning are of importance in the day-to-day pursuit of quality and efficiency, they are even more important in the undertaking of innovations. It has also been established that planning is necessary to enable innovations to be judiciously introduced into the system (usually on a small scale and as a trial). However, what is not so readily recognized is that the (large-scale) implementation of an innovation, spreading it throughout the system, requires its own separate planning as well. Many innovations have failed simply because the ways of moving from the experimental and introductory stages into widespread application have not been adequately worked out. If planning is necessary at all stages in the innovative process, then innovation strategies become all important.

**Key Factors for Efficient Innovations :** Research suggests that a number of key factors are significant for efficient innovating. These are:

Enlisting the support of decision makers and others who are in a position to prevent or handicap the innovation; Ensuring that cultural and social norms are observed so that offence is not given;- countering apprehension that the innovation may threaten (the power of) established groups (such as teachers, principals and parents);avoiding creating the impression that the innovation is too different from existing, traditionally valued practices; creating balance between ‘over-selling’ and ‘under-selling’ the innovation; ensuring that evaluations are relevant and



useful; identifying the 'critical mass' of resources needed- those necessary and sufficient; ensuring stability of staff to avoid disrupting programme continuity and adapting to unexpected and changed circumstances (even though they violate initial objectives and project specifications).

All of these considerations, including the mechanisms of innovating, have important implications for the innovations and initiatives in teacher education.

### **Some Suggestions :**

1. The courses of studies in theory and practice should be restructured. For this research should be conducted comprehensively to realize the goals of teacher education. The results of these researches should be given due importance in designing the curriculum of teacher education.
2. The method of teaching in the teacher education should be reorganized according to the changing demand of education system. Special innovative programmes like seminars, workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process in various fields.
3. The admission procedures of B.Ed. should be completely restructured so that only those who have aptitude of teaching are able to take admission in this course as the increasing number of colleges of B.Ed. has made this course accessible for everybody
4. Nowadays, the number of self- financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. Therefore, for regular inspection should be done to ensure quality in teacher education. The affiliating bodies for teacher education should frame such parameters which can enhance the teacher education program in qualitative aspect rather than quantitative aspect.
5. In order to remove the myth or misconception that the training in teacher education department is superficial and is not incorporated in real situation the professional attitude should be developed by organizing various types of facilities like school assembly, social work, field work, surveys, laboratory and other co-curricular activities.
6. State Education department can have planning unit which can help in regulating the demand and supply of teachers at various levels of schools. As it has been observed that there is big gap between demand and supply in various states. The whole scenario of education is changing after Right to Education Act 2009, the demand for teachers at various level has tremendously increased .Moreover today is the time for inclusive education which leads to demand of special teachers/educators and we all are aware of the fact that there is scarcity of special educators. So a balance should to be maintained for better results.
7. The training or the teaching practice of pupil teachers held in the school should be closely associated with teaching staff in education collages in planning the content to be covered and method to be used by the pupil teachers to have useful implications for school rather than disturbing their routine schedule. Moreover the real teaching practice should be supervised by the teachers in a systematic way so that it fulfills the objectives of teacher training.
8. It should be made mandatory that a teacher education department should have a demonstration school which should have certain facilities such as laboratories, libraries and other important audiovisual equipments. This can be of great help to formulate the policies, program for refining the education system.



9. The whole system of education is changing at a greater speed. The teacher education department should conduct research on teaching curriculum and evaluation procedure in the regular university departments. Extension programs and Exchange programs with different universities within India and outside India enrich the teacher education programme enormously. So such programs should be sponsored by government and university so that different academicians from different disciplines can contribute in the qualitative aspect of teacher education.
10. Refresher courses, Orientation programs Seminars, Conferences, Workshop, Symposium should be encouraged for the professional growth of teacher educators. All the educationists can be oriented with new developments, changes, innovations in the field of education.
11. The reference books, other reading material are not available in Hindi and other regional languages so availability for such books should be made for students and teachers which can make the teaching learning process more effective.
12. Haryana government has made provisions for providing incentives for pupil teachers who undergoes training at elementary level, so provisions should be made at higher level also. Government should provide financial grant to teacher education institute/department for opening experimental school.
13. Rigorous screening and strict admission procedure should be followed for correspondence courses for teacher education
14. Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.
15. The internships/teaching practice time period should be increased so that pupil teacher become more confident and get familiar with classroom situations.

### Conclusion

Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

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# ENSURING PROFESSIONAL COMMITMENT THROUGH DEVELOPING PROFESSIONAL COMPETENCIES

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*In recent decades, a lot of worthwhile reforms have been brought in the system of teacher education in India through the national level organizations like NCTE & NCERT to transform the educational scenario. Since role expectations from teachers are changing fast and the pressure of explosion of knowledge is growing, it is the commitment of teachers which alone is capable of transforming the educational scene. It would not be difficult to identify the types of competencies that teachers need to demonstrate in operation but it is the lack of professional commitment among teachers which hinders demonstration of their skills and competencies in real classroom situations. The present paper critically reviews the role of professional commitment and professional competencies of teachers on new dimensions to ensure quality in education system.*

Transformation in the classroom can only be brought by effective and efficient teacher. To prepare effective and efficient teachers, those who can manage the students at the speed of change, there is a need of dynamic, contingent and pragmatic teacher education system. Such a system can prepare the right kind of manpower to enable the learners to face the future. This can be called as quality teacher education system that can tolerate the change and can adjust itself to face the frontline demands of the learners as well as of the society.

“The quality of nation depends upon the quality of its citizens. The quality of its citizens depends-not exclusively but in critical measure –upon the quality of their education. The quality of their education depends more than upon any other single factor upon the quality of their teacher”. These words of the American Commission on Teacher Education cannot be over-emphasised. The teacher is the living ideal, the fountain-head of knowledge and the potential guide to provide directive for the growth and development of students of today as worthy citizens of tomorrow. To put it in a nutshell, the teacher is the backbone of the educational system the maker of mankind and the architect of the society.

The teacher has a vital role to play in our efforts to relate education to national development and social change. It is the responsibility of the teacher to guide and inspire his students, to enrich his discipline and to inculcate value which are in consonance with our cultural heritage and our social objectives. This involves the transmission of knowledge from one generation to another

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and extension of the boundaries of knowledge through research investigation and enquiry. Various educational innovations like the restructuring of courses, introduction of examination reforms, making programmes relevant to social environment and community needs, developing new and emerging areas of studies can be brought about successfully only if the teacher accepts a progressive outlook on education.

The first and foremost responsibility of the teacher is in relation to his students. His job cannot remain confined to delivering a set of lectures or mere coverage of syllabus. Therefore the role of the teacher as dispenser of knowledge only, does not seem to be relevant. It is more important for him to initiate his students into the art of learning by helping them acquire the right mental attitudes and learning habits. Thus, the teacher's role is changing. His authoritative delivery of knowledge has to be supplemented by spending more time diagnosing the learner's needs, motivating and encouraging them and the checking the knowledge acquired.

To play this role more effectively, the teacher faces a greater challenge today than at any time in history. As an interpreter the teacher has to place new knowledge and new experience within the context of what is already known and understood by the students. In order to be a good mediator, he has to understand a great deal about the way in which people at various ages and stages of development perceive the world around them. As a guide, he has to teach the student 'how to learn' rather than stuff his mind with factual information.

Teachers are being challenged to utilize new approaches and methods in an effort to improve learning outcomes. They have to seek improved ways of teaching by developing new programmes and instructional strategies such as enquiry approaches, simulation games, contract approaches, computer-assisted instruction and programmed learning materials. What is more, the teachers is confronted perpetually with the problems of determining his role as a consumer of the past and as an innovator of the future. The role of the teacher in this context is not going to be easy and smooth.

In the words of Joad, "Teaching is not everybody's cup of tea." To become a teacher, book learning, passing the examination and the ability to instruct are not enough. One should possess a sterling character and certain physical, intellectual, social and emotional qualities which are a pre-requisite for the success in teaching.

Teaching is a profession that requires competence. Competency means adequacy and sufficiency. Teacher competencies are the skills, knowledge, values which a teacher possesses; they are the tools of teaching. Only the teacher who possesses all the skills, knowledge and values can function effectively in a teaching situation and is said to be competent to teach in that situation.

A teacher is an individual who knows how to deal with different situations in a professional manner. Competence comes in the way when the teacher handles his roles, both in the classroom and outside the classroom. If he is capable of handling his roles entrusted to him, then we say that he is competent. Competence goes hand in hand with professionalism. Competence cannot be taken for granted. It is not being passive. It is a quality that everyone can see and admire in a professional individual.

The focus of teacher education programmes is on the development of competencies amongst the teachers along with commitment and willingness to perform. The process of teacher education includes the process of transformation of young individual into a committed and devoted functionary

not only to children but also to the society and the country, leading ultimately to the development and enhancement of quality of life.

For this teacher would need to acquire a total understanding of the socio-economic, culture, linguistic and religious context of the specific community. The policy provision, social justice, educational opportunity and other will have to be understood not only in terms of written statements but also in pragmatic terms in their appreciation by the concerned community. The teacher will also have to understand issues like development activities, urbanization, unemployment, value inculcation political dynamics and the growing impact of scientific and technological development, again in the context of the specific and community. To ensure credibility of his actions and initiatives, such a preparation has to be a pre-requisite. Thus it is a mix of competencies and qualities taken together that could ensure commitment, dedication and attainment among teachers. It is in this light that the following competencies have been identified by NCTE.

**Conceptual :** The process of transforming an individual into a professionally competent teacher would require developing and broadening of knowledge, skills and attitudes. The teachers have to be familiar with the basic principles of education, pedagogy, psychology of child development and other related issues. To handle young children, they would need the right conceptual competencies in particular areas and situations.

**Content :** To attain mastery level in content competencies, the teachers has to understand the structure of the subject and develop the capability of analyzing the curriculum into relevant facts, concepts and principles. He should also be able to analyze the existing textual materials from the point of view of competencies.

**Transactional :** Most of the existing teacher education programmes focus on curriculum transaction strategies that a trained teacher must learn for future use. In teacher training, transaction competencies must be acquired at the mastery level and utilized without hesitation both in the training institutions as well as in the schools.

**Educational Activities :** Teachers are supposed to organize functions, festivals, exhibitions, debates, quiz, dramas, sport and several other activities. They are supposed to organize interaction of children with creative individuals persons who have attained distinction in life. While children learn through participation in these activities, teacher have to be prepared fully to organize them on educationally sound outcomes of such exercises. The capacity to plan clearly, organize the logistics, identify outcomes and value achievement are some of the specific competencies which need to be possessed by teachers.

**Developing Teaching-Learning Material :** Three types of learner interactions take place in school: learner-teacher, learner-learner and learner- material. Each one of these gives rise to the corresponding learning process. guided learning, mutual learning and self-learning. Without a strong self-learning component, mastery cannot be achieved by learners. Textbooks and textual material are the most important instruments for initiating learning. It is essential to provide materials for all the three types of learning interactions.

**Evaluation :** The basic objective of evaluation to provide remedial inputs to assist the child- can be given a practical shape if specific competencies are taken up for teaching-learning and simultaneously the gaps in learning are identified. This has been found practical and feasible.

**Management :** Not many teachers are familiar with their role and the responsibilities in educational management. It is obvious that management skills are needed to be acquired by all the teacher they perform. This could include the management of the class, co-curricular activities, academic activities aimed at professional enrichment and many others. Managing an administrator-teacher interaction towards gainful outcomes is something which has to be understood by every teacher. The teachers need to remain familiar with the educational policies and changes in the policies and to understand the role being played by national, state and district level organizations and institutions.

**Working with Parents :** Parents could contribute substantially in helping schools towards the mobilization of resources, understanding the socio-cultural context of the community and the children and in organizing festivals, functions and other interactions which may lead to the community owning the school. During teacher training at the pre-service and at in-service levels, this aspect needs to be dealt with sociologically, psychologically and also in practical terms.

**Working with the community and other agencies :** Teachers now have a challenging task. How to become acceptable to the community and ensure community support for the school? If achieved, this would be a great success for them.

In addition to this, the following competencies must be possessed by teachers:-

(A) **Technical :** This is competency in one or more of the following :

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| <i>Discipline</i>                          | : The teacher should know how to discipline his/her class.                                     |
| <i>Teaching methods</i>                    | : The teacher should be competent to use right methods of teaching in his/her class.           |
| <i>Knowledge of subject matter</i>         | : The teacher must be competent to teach the subject matter with mastery.                      |
| <i>Explanation of concepts</i>             | : The teacher must be competent to explain concepts.   |
| <i>Evaluation of students' performance</i> | : The teacher is able to construct tests and know how to assess the work done by the students. |
| <i>Organization and planning</i>           | : The teacher must be competent how to organize his/her class and plan activities.             |

(B) **Bureaucratic :** The teacher must be conversant and comply with the rules and regulations of institutions. The teacher must follow suggestions for improving his/her performance through curriculum transaction.

(C) **Ethical :** Teacher must be an embodiment of eternal values. He/she should refrain from corporal punishment and use of abusive language or any other forms of physical manhandling of students.

(D) **Productive :** A competent teacher is able to motivate students to achieve desirable goals, for example, academic progress of the students in the classroom.

(E) **Personal traits :** A teacher must have sense of responsibility, showing concern for students, acknowledging and appreciating the efforts of the student, accepting each student as a distinct individual, loving and caring etc.

Since role expectations from teachers are changing fast and the pressure of explosion of knowledge is growing, it is the commitment of teachers which alone is capable of transforming the educational scene. It would not be difficult to identify the types of competencies that teachers need to demonstrate in operation but it is the lack of professional commitment among teachers which hinders demonstration of their skills and competencies in real classroom situations.

Commitment is natural ingredient of teaching from its very beginning. Commitment means to promise or to give your loyalty to a particular principle, person or a plan of action. Commitment should be reflected in behaviour rather than attitude. A committed teacher is one who fulfill his responsibilities to nation, to the cause of education. Some components of teacher's commitment are :- Commitment to the learner, Commitment to society, Commitment to Profession, Commitment to Excellence, Commitment to ethical human values system

1. **Commitment to Students** : Love for children, Recognize Individual differences, Impose Uniformity, Attune his teaching to meet the varied demands of subjects
2. **Commitment to Society** : Motivating students to come to school regularly and punctually, Paking persuasive measure rather than coercive or punitive measures as education has been declared as fundamental right, Helping parent teacher associations
3. **Commitment to the Profession** : Inspire the budding blooming children, In touch with the latest development in the field, Conversant with modern means of curriculum transaction, Experiment with new ideas and methods, Devoted, not looking for material gains
4. **Commitment to Excellence** : Keeps updating knowledge and skills, Contributes frequently for journals and periodicals, Takes up action research and innovations, Utilizes time for creativity and critical thinking, Establishes rapport with other institutions for collaborative ventures and innovative ideas.
5. **Commitment to Ethical Human Value system** : Undiluted commitment to the basic value system of the society, Helping students to overcome conflicts arising out of economic disparities, social, ethnic conflict, religious fanaticism, tension etc.

Now a question of fundamental significance is, Do teachers owe allegiance to professional commitment? If so, what is done by them to ensure their commitment to profession. It has to be stressed in this connection that the professional commitment of the teacher, like any other kind of commitment will have to be selfimposed in-order to be effective teachers.

Teachers are harbingers of social progress; they should insure against obsolescence; they therefore have to extend their studies, do relevant researches and exercise quality control; they must be conversant with changes and be oriented towards the future. The major distinction between an amateur and a professional is that the latter by virtue of his training and currency does his job well. Adjustment with the changing times is a necessary concomitant of the teaching learning process. That is why, the saying goes 'the teacher is a senior learner'. The much required knowledge base could be established by means of proper scientific research in the field of education. Research should address itself to critical educational questions. Teaching and research should go hand in hand in order to improve the situation in which society has pushed the profession.



Today, when we compare what we have achieved, and what we wish to achieve in education, there appears a big gap. But if our efforts are in the right direction and they are based on determination and devotion, there should be no cause for despondency. Let us realize that the bigger the job, the greater will be the challenge, and still greater the satisfaction in meeting that challenges. Let us hope that the future of educational reconstruction in India will proceed in a more systematic, mature and stable manner and that the teaching community will not fail to play its rightful role in professional commitment in a competent manner.

I would like to end this article with a quotation from “Introduction to Education”, written by Lester D. Crow and Alice Crow. They say that a good, committed and competent teacher should have :The Education of a College President, The educative ability of a financier, The humility of a deacon, The adaptation of a chameleon, The hope of an optimist, The courage of a hero, The wisdom of a serpent, The gentleness of a dove, The patience of Job, The Grace of God, and The persistence of the Devil

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# INTEGRATING 21<sup>ST</sup> CENTURY KNOWLEDGE AND SKILLS INTO CLASSROOM PRACTICES

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*A quality teacher's education program is rational and streamlined to address some specific pedagogical issues. Basically, it elucidates the idea about what good teaching is all about and then how it organizes course work and all practical experiences around it. Teacher's education is in the transition phase because of the rapid change in technology and student's changing values. A substantial effort is needed to understand the underlying dynamics of teaching and learning principles of students of the recent time. Teacher's education courses must incorporate the learning and teaching psychology of students and teachers respectively. This paper's goals are to help establish a shared vision around 21st century knowledge and skills in educator preparation programs; and to spark meaningful dialogue among higher education leaders (presidents, provosts, deans, and faculty) about implementing this vision in educator preparation. This paper is an important step in an effort to promote the inclusion of 21st century knowledge and skills formally into teacher preparation programs.*

This is an exciting and challenging time for teacher educators. The nature of teaching is changing. In an effort to transform themselves into exemplary educator preparation institutions, many programs are becoming more entrepreneurial, recognizing new opportunities and making changes required to respond to the needs of 21st century learners. In addition to academic subject areas, 21st century interdisciplinary themes are equally important in promoting understanding of academic content at much higher levels. These themes include:

- **Global Awareness**, e.g. understanding global issues, other nations and other cultures.
- **Financial, Economic, Business and Entrepreneurial Literacy**, e.g., knowing how to make economic choices, understanding the role of the economy in society.
- **Civic Literacy**, e.g. learning how to participate effectively in civic life; exercising the rights and obligations of citizenship.
- **Health Literacy**, e.g., obtaining, interpreting and understanding basic health information and services; understanding preventive physical and mental health measures.

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- **Environmental Literacy**, e.g., demonstrating knowledge and understanding of the environment and the circumstances and conditions affecting it; taking individual and collective action towards addressing environmental challenges.

**Demand of Teacher Education in 21st century :** The American Association of Colleges for Teacher Education (AACTE) believe new teacher candidates must be equipped with 21st century knowledge and skills and learn how to integrate them into their classroom practice for our nation to realize its goal of successfully meeting the challenges of this century. This is not a matter of teaching either academic or 21st century knowledge and skills. It's about fusing the two, so that our children meet the demands of a global economy, as well as engage in good citizenship and participate fully in a vibrant and civil society.

**What Do Educators Need To Know And Do? :** If we commit to a vision of 21st century knowledge and skills for all students, it is critical that we support educators in mastering the competencies that ensure positive learning outcomes for students. These include:

- Successfully aligning technologies with content and pedagogy and developing the ability to creatively use technologies to meet specific learning needs.
- Aligning instruction with standards, particularly those standards that embody 21st century knowledge and skills.
- Balancing direct instruction strategically with project-oriented teaching methods,
- Using a range of assessment strategies to evaluate student performance and differentiate instruction.
- Acting as mentors and peer coaches with fellow educators.
- Using a range of strategies (such as formative assessments) to reach diverse students and to create environments that support differentiated teaching and learning.

**Emerging challenges :** Technologies enable different types of social interaction, provide ready access to information and can overcome some of the difficulties presented by time and space. Students can create new materials, artefacts and new knowledge with the media tools now available to them. Including technologies in teaching and learning requires a reconceptualisation of the curriculum and how it can be taught. Using technologies to simply replace blackboards with whiteboards and pens with computers and word processors does not constitute a reconceptualisation of teaching and learning, nor the nature of school education. Such an approach will not support students to 'learn, unlearn, and relearn'.

Rather than simply trying to slot technologies into the curriculum, however, educators are now afforded an opportunity to rethink the ways in which they carry out their work. This shift calls for more demanding professional pedagogical repertoires than those that have been required in the past (Johansson, 2000).

**Framework to integrate Innovations in Teacher Education :** As society is changing rapidly so to go with the pace of the change there is a great need to re-design the Teacher Education in order to bring innovation in it. To integrate innovation in Teacher Education and to meet with the challenges of the modern world, the following areas need to be considered. All these steps are linked with each other. First step is followed by the second and so on. The first step of this framework is:

- **Leadership** : The program leadership team sets the tone for 21st century teaching and learning. Because of the interdisciplinary and interdependent nature of educator preparation within institutions of higher education, implementing a 21st century vision will be much more successful if it is part of a college- or university-wide transformation. Once preliminary work has been completed by the program leadership team, therefore, it is preferable to pursue a university-wide approach that involves the president, provosts, and other department heads and deans.
- **Program design** : Program re-design is one of the most vital aspects of a 21st century educator preparation initiative. Accreditation requirements, state standards; and professional teaching standards add additional layers to the challenge of integrating skills more purposefully into a program and its curriculum, instructional models; and assessments.
- **Curriculum** : What are the key elements of optimal curricula that will help teacher candidates develop the dispositions, habits of mind; and confidence to enable students to develop 21st century knowledge and skills in a range of core academic subject areas? Effective P-12 schools today do not employ curriculum as a standardized, one-size-fits-all “plug-and-play” component. The changing demographics of the student population nationally, let alone the rapid advances of technologies, mean that teacher candidates can expect to play an active role in developing and organizing content and instruction for their students.

A 21st century approach to curriculum is about more than just adding an extra course or extra class time in the program’s curriculum. Pre-service teachers benefit from the ability to fully explore and understand how to develop and use curriculum for deep understanding and mastery of academic subject knowledge and 21st century skills. As a starting point, educator preparation program curricula can align with student and teacher standards in ways that blend thinking and innovation skills, ICT literacy; and life and career skills in the context of all academic subjects and across interdisciplinary themes.

- **Instructional models** : Instructional models are an important component of any educator preparation program. The integration of innovative and research-proven teaching strategies, modern learning technologies and real world resources and contexts, are all critical. Educator programs may wish to consider the following:
- Integrate “teach for understanding” principles. When teacher candidates are fluent in developing and delivering lessons and units that connect the most essential concepts and skills students need to know and do with the appropriate integration of technologies, skills such as critical thinking and problem solving are natural outcomes in the classroom.
- Create rich clinical experiences. There is widespread agreement around the need to construct rich clinical experiences for teacher candidates; these experiences ideally allow candidates to connect theory with clinical practice.
- Create vibrant learning communities and peer mentoring networks. Teacher candidates benefit greatly from personal learning communities (PLC’s) within the program and as part of their clinical experiences. Integrated technology-based support for PLC’s provides the time and space to reflect and refine instructional methods.

- Examine the role of content, pedagogy and technologies in developing higher order thinking skills. The ability to teach for content mastery, while also developing 21st century skills among students, is a challenging proposition for most teacher candidates.
- **Learning environments :** The learning environment within an educator preparation program is a key component of any systemic reform initiative. Determining the enabling structures, policies, and strategies that can best support 21st century knowledge and skills acquisition among teacher candidates is a first step toward creating the kind of environment that will promote this kind of learning. Establish a 21st century vision for learning environments in the program and the university. In the 21st century, the notion of a “learning environment” extends beyond brick and mortar buildings. Physical infrastructure is still vitally important, but it is also critical to attend to the technologies that supports learning (in-class and virtual). These technology tools redefine the boundaries for teaching and learning by allowing students to connect globally with other learners and with content ideas.
- **Partnerships :** Partnerships are extraordinarily important in the work of transforming 21st century educator preparation programs. For the work to be sustainable, teamwork inside the program and within the institution is, obviously, critical. But it is perhaps the partnerships that are formed between the program and the larger community outside the institution that can make the biggest impact. Target audiences for partnerships can include:  
Community leaders, Business leaders, Professional associations, Local educational organizations, Professional development schools, Vendors and Policymakers.  
The most powerful partnerships are created in a spirit of active collaboration where the vision for working together is not only shared, but co-created. This kind of partnering, especially when it involves a wide variety of stakeholder group, enables true innovation around teaching and learning for the 21st century.
- **Continuous improvement and sustenance :** Once education preparation leaders commit to an action plan around 21st century skills and knowledge outcomes, it is important to ask: “How can we hold ourselves accountable to this work?” and “How can we communicate progress to our constituencies?” Continuous improvement represents a willingness to commit to revisiting the process over time, adjusting what works and what does not, and maintaining momentum. At a minimum, any implementation effort should include the following continuous improvement steps: Clearly identify measurable goals, Track progress regularly against these goals, Communicate progress to all stakeholders, and Engage all participants in refining and improving success over time.

## Conclusion

In the 21st century, all educators play a significant role in shaping the lives and careers of their students. When teaching and learning is at its best, our students, our communities; and our nation thrive, Educator preparation leaders are right to challenge themselves with the question: “What is our role in the changing landscape of 21st century knowledge and skills?” If educator preparation leaders come together to define and implement approaches that support the teaching and learning of 21st century knowledge and skills in more purposeful ways, we all benefit. The

collective leadership of the educator preparation community can play a major role in establishing this agenda, providing powerful models of support, and establishing promising practices for success.

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# INNOVATIVE PRACTICES IN TEACHER EDUCATION

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*Educational systems around the world are under increasing pressure to use innovative practices to teach students the knowledge and skills. Many researches reveal that the integration of ICT helps to reduce the complexity and enhance the overall administration of higher education. Present paper intends to discuss some innovative practices and the impact as well as influence of ICT on Teacher Education, Further the major constraints and possible solutions in implementing ICT in teacher education are discussed.*

Communication and information systems have changed the very nature of higher education, allowing information to be transferred, stored, retrieved, and processed by almost all who work, study or interact with a given institution. Ways of introducing technology in educational institution includes Sending e-mail notices and agendas to staff, rather than printing and distributing them, submission of lesson plans through e-mail, Foster technology growth by asking parents to write e-mail addresses on medical forms, Insist that all teachers create a class Web page, Attend technology conferences to see what other schools are doing, what other teachers are doing to integrate technology, and what principals are doing to encourage the use of technology in their schools and classrooms, General Administration, Pay Roll and Financial Accounting, Administration of Student Data, Personnel Records Maintenance and Library System. Information and Communication Technology (ICT) plays a vital role in supporting powerful, efficient management and administration in education sector, all day-to-day activities of the institution and Staff administration, automation of admission process through e-media, helps in processing of voluminous records in a quick, meticulous, and impeccable manner thereby making data retrieval, increase of the scientific level of faculty members, students, and staff. ICT helps in providing a good communication system in higher education system and providing timely information to all concerned.

The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology—indeed, given enough initial capital, getting the technology is the easiest part but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others.

Government of India has announced 2010-2020 as the decade of innovations. Reasoning and Critical thinking skills are necessary for innovation. Foundation of these skills is laid at school level. It is desirable that affordable ICT tools and techniques should be integrated into classroom instructions right from primary stage so as to enable students develop their requisite skills. Most of the tools, techniques and tutorials are available in Open domain and accessible on web.

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**Integrating ICT with Teacher Education :** The aim of integrating ICT into teacher education is to equip teachers with the knowledge, understanding and skills about when and how to use ICT in their teaching, to raise the standard of students' achievement by increasing the use of ICT in their learning, to create a national resource data bank of high quality, technology-enhanced teaching and learning materials created by teachers for teachers, to enable teachers to make sound judgments about when and how to integrate ICT in the classroom, to enable teachers to acquire the confidence and skills to make use of and to integrate ICT into their lesson plans and teaching of the subjects in the classroom and to provide teachers with access to the national resource data bank: an ever-growing pool of teaching materials. Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills. ICTs may also support effective professional development of teachers in to how to use ICTs. A limited initiative to integrate an innovative approach to teaching and learning with one new technology for a large population of teachers can be an important early step for a nationwide strategy. Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. The incorporation of Information and Communication Technologies in education and training programmes has profound influence in teaching and teacher preparation. The student accesses knowledge and information through Internet, TV, satellite and cable network and digital media to synchronise learning mediated through these multiple delivery mechanisms. Educational systems around the world are under increasing pressure to use the new Information and Communication Technologies to teach students the knowledge and skills they need in the 21st century. Hence arises the need to study the status of ICT education in teacher training institutes and utilisation of ICT by teachers at school level. Teacher education programs need to prepare and support teachers in the appropriate choices and uses of ICT environments. Students are nowadays more new technologies than getting knowledge from worksheets. The teacher must take the new role as a facilitator and accept the shift in power relations.

The teacher's role in a classroom shows a great variation, such as a central leading person, an advisor, a mentor, a planner, a technician, a link between the student and the computer, an educator or a combined technician and educator. Other roles can be a subject authority, an organizer, a task interpreter, an interlocutor or a user support. Teachers also realize that not only the method of teaching but also the content Research has also shown that success in the use of ICT in education depends largely on teachers and their level of skill in integrating ICT into the teaching process and in utilizing ICT to provide learner-centred, interactive education. Therefore, training teachers to be able to use ICT and to integrate ICT into teaching is crucial for achieving improved educational outcomes with ICT.

**Major Constraints :** Component of ICT in one form or other is now an integral part of the Teacher education curriculum for all students either at the ETT level or at the B.Ed level, But in post graduation level like MEd or MA Education ICT is not introduced much in the syllabus. The major portion of ICT curriculum for teacher education programmes is theory oriented but not practical oriented. The student teachers are feared in using new technologies like Internet, LCD projector, software's for making learning aids which include Microsoft word, power point, etc. Eventhough we are living in highly technological era the student teachers are not using any ICTs in their instruction during practice teaching. So the curriculum of Teacher education



programmes are not able to make prospective teachers and teacher educators ICT literate. So the teacher education are following the same road for over fifty years and that road had reached dead –end from the several points of view.

The most critical factor in the successful integration of ICTs into teacher education is the extent to which the teacher educators have the knowledge and skills for modeling the use of ICTs in their own teaching practices . The most important challenge faced by the ICT in the teacher education is that the free flow of technology is not possible due to the constraints on the part of institutions , teacher educators, administrators , etc. . The main constraint is that the institutions do not have enough facility as assumed by the NCTE. The second problem dealing with it is that, even though ICT is incorporated as a separate paper in the syllabus there is no specialized teacher for handling this paper. Generally teacher educators who taking other subjects are dealing with ICT also. The priority of the administrators is not on the quality of the teacher education but have a critical eye on the cost and financial burden while implementing and allowing student teachers to use the technologies . Since globalization is creating fast paced, competitive environment through technology and communication , which education must keep up with coming generation could not be effective in tomorrow's world if they are trained in yesterday's skills.

**Suggestions/ Solutions :** Teachers in India need to be prepared to face the challenges of 21st century for imparting the new age education; hence education program in India should integrate ICT component in such a way that teachers should enable to face the new demands in their profession. Efforts must be made by the educationist to change the process of teaching-learning in order to prepare the students to adjust themselves to the society; this could definitely create a new learning environment and information rich society. ICT also require a modification of the role of the teacher, who in addition to classroom teaching, will have other skills and responsibilities. Many will become specialists in the use of distributed learning techniques, the design and development of shared working spaces and resources, and virtual guides for students who use electronic media. Ultimately, the use of ICT will enhance the learning experiences for children, helping them to think and communicate creatively. ICT will also prepare our children for successful lives and careers in an increasingly technological world.

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# EDUCATION FOR LIFE

*Kamini\**

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*Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. It includes key sustainable development issues in teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction etc. It also requires participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way and this requires preparing prospective teachers with professional competencies for creating an enabling learning environment for students to develop abilities and competencies for self learning, independent, critical, constructive and reflective thinking. Teachers as knowledge workers need to be sensitized to the goals of the existing knowledge society, which requires significant investment in harnessing skills, technology and learning to become change agents. Education is the vehicle of development including social change and has great relevance and implications for development. The quality of life of the people of any depends largely on the quality of the existing system of education and the quality of education depends upon the quality of their teachers. So, the teacher is a living ideal and potential guide to provide directions for the growth and development of the students of today and citizens of tomorrow. Therefore, teacher education program of teacher preparation occupies the key position in this regard and should be viewed from time to time to ensure the improvement and quality.*

Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. According to the definition used in the United Nations Brundtland Report (1987) “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs”.

Education for sustainable development means working with students to encourage them to:

- consider what the concept of global citizenship means in the context of their own discipline and in their future professional and personal lives

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- consider what the concept of environmental stewardship means in the context of their own discipline and in their future professional and personal lives
- think about issues of social justice, ethics and wellbeing, and how these relate to ecological and economic factors
- develop a future-facing outlook; learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures.

**Importance of Teacher Education :** Education is a basic component of human development and is the single most important means for empowerment and for a sustained improvement in well-being. Improvements in educational attainments are accompanied by improvement in health and longevity of the population. Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go and what we like to create, observing healthy, meaningful and long life. Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. Educators are encouraged to think about possibilities, for innovative approaches to teaching, learning and assessment within their discipline, taking account of any recommendations from professional, statutory or regulatory bodies where relevant.

Education for sustainable development is future-facing in the sense that students are encouraged to think about current and emergent and future situations, relevant to their studies, and in so doing gain a wider socioeconomic and environmental perspective on the relevance of their work. Being open to a range of other areas of expertise and banks of knowledge, outside their immediate discipline, through both formal and informal learning environments, is a fundamental feature of education for sustainable development. Education for sustainable development encourages students to develop critical thinking and to take a wide-ranging, systemic and self-reflective approach, adapting to novel situations that can arise from complexity. An ability to anticipate and prepare for predictable outcomes and be ready to adapt to unexpected ones is an important goal.

**Role of an Educator :** The task of the educator is to provide an environment in which:

- divergent views can be shared and explored in a safe environment
- there are opportunities for deep and critical reflection on students' own perspectives and what has influenced their thinking and practices in this area
- democratic and participatory learning approaches
- interdisciplinary approaches, systems thinking, etc. are encouraged
- teaching, learning and assessment activities are linked to real-life concerns.

The teacher in the educational institution needs, especially competencies in teaching, communicating and mediating on various levels, such as: with students, teacher colleagues, leadership and educational board. The teacher and the educational institution are part of the society and there is always a given relation between the three. Teachers as knowledge workers need to be sensitized to the goals of the existing knowledge society, which requires significant investment in harnessing skills, technology and learning to become change agents. The teacher has the competence of organizing and fostering networking while teaching through cooperation between classes and students of different levels.

Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for Sustainable Development means, including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

Teaching strategies for environmental education must provide learners with learning experiences and opportunities to confront their own views and values related to the environmental issues in order for them to address the environmental issues (Sanera, 1998). The aim of the learning process and experiences should be to increase knowledge and awareness about the environment and its associated challenges, develop the necessary skills and expertise to address these challenges, and foster attitudes, motivation and commitment to make informed decisions and take responsible action (Wilke, 1997).

**Edifying Teacher Educators Through Professional Development :** As teachers are the greatest assets of every education system, so its very necessary to upgrade pedagogical skills through professional development:

- Provide professional development that responds to the educational goals of the institution and fits in with its core values, reflects the pedagogical competencies required for quality teaching, and engages teachers.
- Assign explicit and more specific objectives to professional development.
- Provide resources and ensure that appropriate experts are available to support the professional development of faculty.
- Include professional development for academic leaders (e.g., transformational leadership, community building) to strengthen their contribution to quality teaching as well as the development of the institution.
- Provide an effective venue for discussions and experience sharing on teaching and learning practices (e.g., a Learning and Teaching Centre), that is visible and valued by the academic community, either at an institution, department or program level.
- Encourage peer-evaluation, constructive feedback and coaching as ongoing practices to foster a learning community approach to quality teaching.
- Monitor the effectiveness of professional development through its impact on teaching quality.
- Adapt professional development to different places and paces according to the mission of the institution, its program specialties and niches.
- Adjunct-faculty, as occasional teachers, may need to further assimilate the broader educational goals of the institution.
- Newly-recruited faculty might need to receive initial training, either before commencing teaching or during the first year. They could also benefit from being assigned a teaching mentor.

- Identify champions of teaching excellence, examine what makes their teaching excellent, publicize their accomplishments and use them as role models for others.
- Broaden the scope of teaching excellence to include heads of departments, program leaders and team leaders, who are able to inspire and motivate their peers to improve their teaching.
- Promote the scholarship of pedagogy in higher education and encourage its development as an academic discipline.
- Promote the diffusion of excellent practices via a wide range of tools like discussions, tutorials etc.

Teacher Education programs need to integrate innumerable skills & competencies. It is necessary to shift to more powerful learning paradigms, such as an instruction to discovery and construction, teacher centered to learner centered education, absorbing material to learning how to navigate and learn, learning as taxing to learning as fun, teacher as transmitter to teacher as facilitator. But a teacher cannot perform his or her multifarious tasks and responsibilities as expected until he or she is updated professionally. So, like various other professions, teacher education has assumed a special significance. Teachers with high attitude towards teaching profession may contribute much to the profession and seek pleasure in continuing in the profession.

So, the teacher is a living ideal and potential guide to provide directions for the growth and development of the students of today and citizens of tomorrow. Therefore, teacher education program of teacher preparation occupies the key position in this regard and should be viewed from time to time to ensure the improvement and quality.

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# A BASIC FIVE STEP LADDER TO REVITALISE TEACHER EDUCATION PROGRAMME

*Jasleen Kaur\**

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*The education system world over is revolutionizing, technology is fast replacing the traditional place of teachers. Amidst these rapid developments there is increasing awareness about transforming our teacher education programme and infusing high doses of technological training into it. Major reforms have been introduced by national bodies and new strategies have been proposed to bring about quality in teacher education programme. But somehow the basic steps to revitalize teacher education are simply being ignored. This paper will remind the teacher educators the basic five fold journey towards producing quality teachers.*

Academicians and Educationists all over the country have recently been scratching their brains, holding conferences and discussing issues like Globalization, GATS and the impact on the educational system of the country.

But the question arises; Are our teachers the kingpins of our educational system equipped and trained enough to face these global challenges? And I vociferate the answer as ‘No’.

But let us not discuss the problem and let us find the solution, and the solution lies in our hands i.e. the ‘Teacher Education’, the custodians of quality in Teacher Education. In the present scenario we need to gear ourselves up and produce for the nation not just teachers but in the real sense ‘Nation Builders.’

## **What are the expectations from teacher educators?**

- To produce ‘Effective Teachers’ who are committed to their profession.

## **How do we do that?**

- By bringing qualitative changes in our Teacher Education system as follows:-

**Step-1 — Helping pupil teachers clarify their motives for teaching :** Teacher Educators should help pupil teachers do the following exercise:-

## **Why should I become a teacher?**

### **Motives for**

.....

### **Motives against**

.....

This exercise would help to check how passionately are the aspirants pursuing for the profession of teaching and lesson the possibility of making a poor career choice.

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**Eric Hoffer** said, “The passion to teach is far more basic and primitive than the passion to learn. This would also help them to identify their strengths as a person and a prospective teacher as well as to cope with their shortcomings.

**Step-2 — Helping them to decide the rewards of teaching :** This is based on the reinforcement theory which in its simplest form follows from the Thorndike’s “Law of Effect.”

Two broad categories of rewards are:

(a) Extrinsic Rewards

(b) Intrinsic Rewards.

**A) Extrinsic Rewards** are tangible by nature and they include:

- (i) Respectable Salaries
- (ii) Good Social Status
- (iii) Power over others’ lives (students)
- (iv) Relatively less demanding work schedule

**B) Intrinsic Rewards** are intangible so by their very nature in the eye of the beholder i.e. are subjective, these include:

- (i) **Attraction of working with students :** Here comes the joy of helping others and being important to others which satisfies profound human needs.
- (ii) **Stimulation and Support from Fellow Teachers :** It means to have a feeling of being a part of a cooperative venture, the contacts and interactions with colleagues offer a great stimulation and support.
- (iii) **Performance of a Significant Social Service :** The sense of responsibility that we are the ‘Nation Builders’, and we have to bring all social reforms fulfills the need of self-esteem hence acts as a great source of motivation.

Therefore when rewards are made clear and sure the pupil teachers can be motivated to give their best to the profession.

**Step-3 — Helping them acquire the Mastery over Different Areas of Teacher Competence :** These areas are:

**A) Building the right type of attitude that fosters learning:**

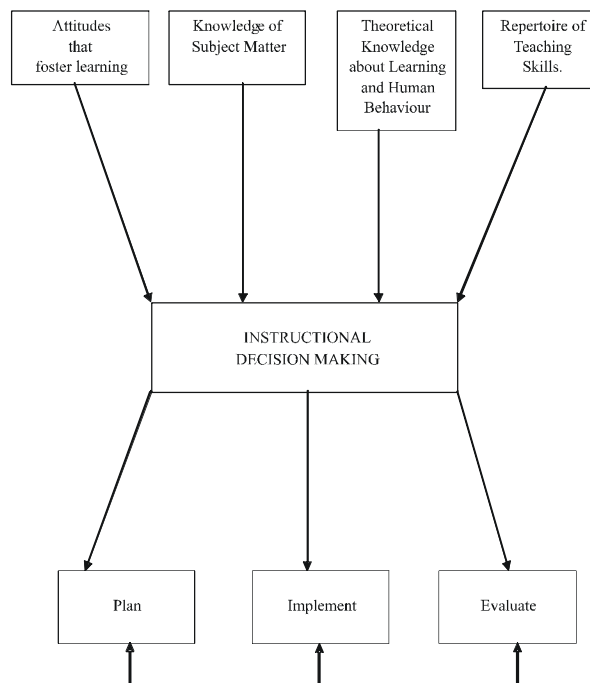
- I) Attitude towards self: It requires understanding self, one’s own strengths and weaknesses, an optimistic attitude and dealing effectively with anxiety and stress.
- II) Attitude towards students: It requires accepting their feelings, respecting their individuality, empathizing and dealing more psychologically with different age groups.
- III) Attitude towards peer and parents: It requires being more cooperative in one’s dealings, sharing of ideas with peer, tolerance and acceptance of different views, values and cultural differences, working well with colleagues and parents.
- IV) Attitude towards the Subject Matter: This requires having vigour and enthusiasm for what one has to teach.

**B) Intimate knowledge of the subject matter :** Three types of knowledge are essential to become an effective teacher.

- (a) Discipline Content (including the structure of the discipline) elements, logic, possible uses and social implication.
  - (b) Curriculum Content: That a how much of the subject content are the pupils required to learn according to the school curriculum specified.
  - (c) Pedagogical content: It represents the blending of content and pedagogy with an understanding of how particular topic, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners and presented for instructions. There comes in the role of teaching methodologies.
- C) Theoretical knowledge about learning and human behaviour :** This equips the teacher to draw on concepts from psychology, anthropology, sociology and related disciplines in order to interpret the complex. Here the pure theories are put to use in handling classroom situations.
- D) Repertoire of teaching skills :** No Teacher Education Program can afford to focus exclusively on theoretical knowledge at the expense of the practice or “doing” so the would be teachers have to be taught different teaching skills to work effectively and to meet the multiple needs of the students.

Acquiring mastery over these four areas of teacher competence would help them in effective instructional decision making.

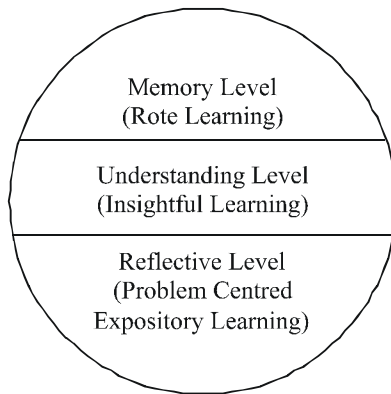
### AREAS OF TEACHER COMPETENCE



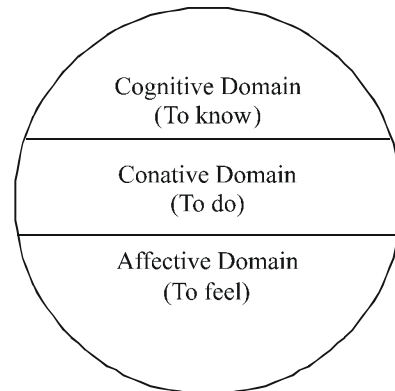
**Step 4 — Helping them reach higher Levels of Teaching Learning Process :** This is the need of hour, teacher educators have to prepare the pupil teachers to move a step ahead where they learn to teach at the “Reflective” and “Affective” levels.

- (i) **Reflective Level:** It has been long that we have been teaching at the memory and understanding levels alone, it is high time that we shift to the reflective levels where the teachers can make the students capable of applying the attained knowledge to deal with problematic situations of life.
- (ii) **Affective level:** Learning as behaviour modification is limited to just two domains of behaviour viz. cognitive and conative, teachers are unable to reach the third domain i.e. affective domain and the “pay off” has been in terms of value crisis and sluggish growth of emotional quotient. So we need to encourage our pupil teachers to teach at affective level where they will be able to train emotions.

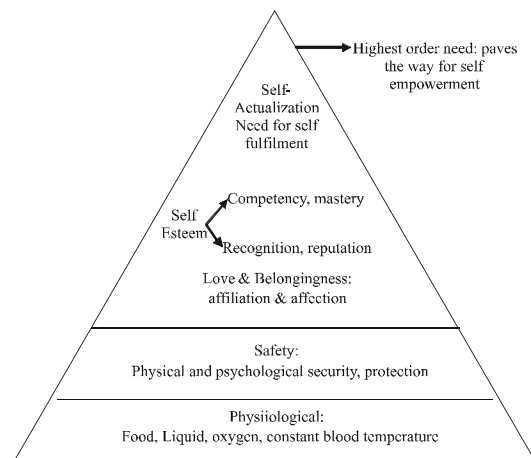
#### Three levels of teaching



#### Three behavioural domains



#### STEPS 5 — Helping them reach the highest order need: Need For Self Actualisation



This should be the ultimate aim of Teacher Education where they make the would be teachers reach the highest order need i.e. need for self fulfillment or self Actualization.

It is a stage where a teacher teaches, (an artist paints, a musician makes music) because this is the best thing they are capable of doing and they are actualizing there potentials by doing so.

The satisfaction thus attained gives a sense of empowerment and such empowered teachers will make an empowered nation, ready to face all challenges of the world.

Though the above steps might call upon a sense of great responsibility and huge expectations from our Teacher Educators who have to prepare our would be teachers, but the task is simple, one needs to go back to the simplest theory of learning i.e. Learning by Imitation.

A student emulates his teaches, so will the pupil teachers do i.e. emulate their teacher educators. Hence we simply need to practice these steps ourselves before preaching them ie..

- Clarify our motives of becoming Teacher Educators.
- Determining the Extrinsic and Intrinsic Rewards we are working for.
- Attaining mastery on the four areas of Teacher competence.
- Being able to teach at Reflective and Affective Levels.
- Empowering ourselves by reaching the stage of Self-Actualization.

Then only can we provide quality in Teacher Education and prepare teachers; Disposed to teach, Composed to teach effectively & Destined to live triumphantly.

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# EMERGING TRENDS AND INNOVATIONS OF INDIAN TEACHER EDUCATION IN PRESENT SCENARIO

*Jaspal Singh\**

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*Education plays a tremendous role in the development of a nation and an individual. Now a days the field of education is not only limited with books but has broadened in various new horizons. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. He plays a vital role in all round development of the personality of children by exercising a personal influence. He should be qualified not only academically and professionally, but also has well defined abilities and values and his earnest responsibility and commitment to strive constantly to raise student's learning capability achievement and make him a good person and an enlightened citizen, without such good teachers, it is not possible to improve education. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.*

*“Without good teachers even the best of the system is bound to fail with the good teachers even the defects of system can be largely overcome”.*

*Humayun Kabir*

Education is a blessing which converts animal instinct of a man into human being whatever man earns during his life, whatever he experience by living may be termed as “EDUCATION”. Education plays a tremendous role in the development of a nation and an individual. It is the backbone of a progressive nation. Education also gives real meaning to democracy in which a common man participates and contributes effectively to change and development. Education on which human progress depends on to such a large extent is being given a major consideration to all factors which determine the quality of national development. In the words of Kothari Education Commission (1964-66) “Education is looked upon as an instrument to develop a man and to build a society based on justice and equality”. Thus lot of stress is laid upon education in democratic countries. To educate masses there is need of sincere and hard working teachers. Teachers play a pivotal role in shaping and moulding the habits, attitude and manners among students. The

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teacher occupies an unchallengeable position in the educational process. He plays a vital role in all round development of the personality of children by exercising a personal influence. He should be qualified not only academically and professionally, but also has well defined abilities and values and his earnest responsibility and commitment to strive constantly to raise student's learning capability achievement and make him a good person and an enlightened citizen, without such good teachers, it is not possible to improve education. Today there are new expectations for education where the focus is on having teachers be futurist leaders to ensure sustainable education. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners and their peers. The key role of educational institutions is reflected in a variety of initiatives taken to transform the nature and function of education-both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers. There are following recent trends in present teacher education in India.

**Inclusive Education :** Over the years, the government has launched various programmes and schemes to meet its commitments towards the education of children with disabilities. Among the first of these efforts was the Project Integrated Education of the Disabled Children (PIED) launched in 1987 in collaboration with UNICEF, in 10 blocks in 10 States and Union Territories across the nation. The SarvaSikshaAbhiyan, SSA (into which DPEP was incorporated) thus extends the dual approach historically adopted towards the education of children with disabilities, by propagating a "multi-optional delivery system". It categorically brings the concerns of children with disabilities, or those it terms as "children with special needs (CWSN)<sup>3</sup>" under the framework of "inclusive education" (IE):

SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt 'zero rejection' policy so that no child is left out of the education system. (SSA, 2007:1).

Now day's special education courses start by the universities like B.Ed in special education, M.Ed in special education, and integrated special education courses. These courses creates a new job opportunities for the special education teachers.

**Technology has become an integral part of teaching learning process :** ICTs for education refers to the development of information and communications technology specifically for teaching/learning purposes, while the ICTs in education involves the adoption of general components of information and communication technologies in the teaching learning process. In particular ICTs have impacted on educational practice in education to date in quite small ways but that the impact will grow considerably in years to come and that ICT will become a strong agent for change among many educational practices. Extrapolating current activities and practices, the continued use and development of ICTs within education will have a strong impact on: ICT and teaching learning process; quality and accessibility of education; learning motivation, learning environment and ICT usage and academic performance. The adoption and use of ICTs in education have a positive impact on teaching, learning, and research. ICT can affect the delivery of education and enable wider access to the same. In addition, it will increase flexibility so that learners can access the education regardless of time and geographical barriers. It can influence the way students are taught and how they learn. It would provide the rich environment and motivation for



teaching learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers. These possibilities can have an impact on student performance and achievement. Similarly wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching and improved academic achievement of students.

**Teacher education is now becoming more challenging :** Teacher education is now becoming more challenging to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has widen the area of responsibilities of the teacher. Now teacher has to perform various roles like encouraging, Supporting and facilitating in teaching-learning situations which enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens.

**Shift from traditional to modern methods of teaching, learning and evaluation :** The method of teaching in the teacher education is reorganized according to the changing demand of education system. Special innovative programmes like seminars, Workshops, conferences, projects and discussions are organized regularly for the improvement of teaching learning process in various fields. Now days micro teaching, team teaching, prestiontations are the integral part of the teacher education.

**Self- financing colleges are mushrooming :** Now a days the number of self- financing colleges are mushrooming like shops and they have made it as their money making factory which is detrimental for education in future. Students can get easily seat in particular course on the basis of money. These increase the quantity of education but decrease the quality of education. Therefore, regular inspection should be done to ensure quality in teacher education. The affiliating bodies for teacher education should frame such parameters which can enhance the teacher education program in qualitative aspect rather than quantitative aspect.

**Increase the demands of teachers :** As it has been observed that there is big gap between demand and sup-ply in various states. The whole scenario of education is changing after Right to Education Act 2009, the demand for teachers at various level has tremendously increased .Moreover today is the time for inclusive education which leads to demand of special teachers/ educators and we all are aware of the fact that there is scarcity of special educators.. So a balance should to be maintained for better results. Moreover qualified teachers should be in the schools for the fulfilment of the multiple demands of the students.

**English Language as the medium of instruction :** The question as to which language should be used as a medium of instruction in country like India is a debatable subject. The question is often posed in binary terms: Should the medium of instruction be a regional language or English? Language is a vehicle for learning as well as expression of ideas. An advanced language (English) helps the people to communicate each other across the world. On the other hand, an underdeveloped language has its limitations. It keeps people underdeveloped. Due to this fact, the demand of English medium of instruction increase day by day. The reference books, other reading material are available in Hindi and other regional languages so availability for such books should be made for students andteachers which can make the teaching learning process more effective.

**Continuous evaluation system :** The review of the examination system by various commissions, committees and reports indicated reforms as listed below:

- *Internal assessment must be introduced.*
- *Assessment should be a continuous and comprehensive process.*
- *Use of question banks and objective type questions to be made mandatory.*
- *Universities should adopt the semester system.*
- *Grading in place of marking to be introduced.*
- *National/Public examination and open book examination to be launched.*
- *Choice Based Credit System (CBCS) to be started.*

Considering the recommendations of various commissions and committees the internal assessment, semester system, continuous and comprehensiveness of the assessment process and grading emerged as the prime areas of concern in context of teacher education reforms. To overcome the drawbacks in the evaluation system and to test students understanding, application, skill, analytical and synthesis abilities, it is necessary to understand the prevalent reforms in the system so as to be able to suggest improvement measures. Few of the reforms adopted in Indian universities are, the internal assessments with semester system, continuous and comprehensive evaluation and grading instead of marking. This system helps, both teachers and students for improving themselves time to time; in systematizing and regularize the studies and students' attendance; enhancing the achievement of the students. The functionally streamlined continuous internal assessment enables the teachers and students to analyze the course content into meaningful segments, prepares the blue print of instructional strategy with build-in evaluation of a formative nature that included a few unit tests, oral tests, field works etc. These formative assessment staggered over the academic session culminated in summative evaluation at the end of the year.

**Increase quantity than quality :** India has a large system of education. There are nearly 5.98 lakh Primary Schools, 76 lakh Elementary Schools and 98 thousand high/ higher Secondary Schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizeable number of them are untrained or under-trained. As far as in-service education is concerned the situation is not very encouraging. In this scenario it has been observed that teacher educators are not professionally committed and overall competencies of teachers leave much to be desired. The quality of pre-service education has actually shown signs of deterioration. Many researchers in their study discussed about the various problems that are existing in Indian Teacher Education.

## **Conclusion**

Teacher education is becoming increasingly upgraded in terms of its academic nature. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new

knowledge and skills. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development. The government has been taking keen initiatives in the formulation of policies related to teacher Education in India.

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# INTEGRATION OF ICT IN TEACHER EDUCATION: ISSUES AND CONCERNS

*Dr. Nirmaljit Kaur Sandhu\**

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*Information and communication technology has a profound effect on the way teachers teach and how learners learn. It is used in the classroom as a support system to improve the teaching-learning process. It is also possible to use ICT to teach new skills or concepts, to provide remedial teaching, to facilitate development of creative thinking and problem solving. Its other uses are evaluation of student's performance and classification of children according to the ability, preparation of timetables and schedules, allocation of learning materials according to individual needs and interests, maintenance of progress cards efficiently and confidently, providing information data for guidance and reference, provision for direct interaction between pupils and subjects in tutorial work, engaging students in tutorial work and providing immediate feedback to students for better interaction and motivation. Mastering ICT skills and utilizing ICT towards creating an improved teaching and learning environment is of utmost importance to teachers in creating a new learning culture. Therefore teachers need to be trained in the use of ICT to enable them to perform efficiently. In order to make teachers aware of the technological advancements and to equip them with necessary competence ICT has been introduced at secondary teacher training level as a compulsory subject or a special field subject by the different universities in India. However, the capacity with which ICT was introduced has not lead to substantial improvement in the teachers' perspective in terms of skill acquisition. The present paper focuses on issues and concerns of integration of ICT in teacher education programme.*

Education is a process of human enlightenment and empowerment for the achievement of a better and higher qualities of life. A sound and an effective system of education results in the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interest, attitudes and values. Teachers can act as a trail-blazer in the lives of learners and in the process of education for development. If teachers acquire professional competencies and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom, school and community in a genuinely professional manner, then a chain reaction can begin starting with a sound teacher performance and culminating into high quality learning among increasingly more students in cognitive, effective and psychomotor areas of human development.

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In this context, effective teacher education attains a crucial role. In fact, it becomes a core condition to ensure high proficiency and quality of school education. In other words, effective school education anticipates effective teacher education. There was a time, especially during the pre-independence period in India, when teacher education was just a single shot event. But this once in a life time model is utterly inadequate in the post independence periods and particularly in modern times. In the last decades of the twentieth century, both school education and society have witnessed unprecedented technological advancement, communication revolution, periodical reform in school curriculum, introduction of competency based and value-oriented education adopting MLL strategy as envisaged by NPE (1986 and 1992), major reforms in text-books cum workbooks and other teaching learning aids, promoting activity based and joyful learning, introduction of self learning and group learning activities besides teacher directed learning, offering non-formal and alternative education systems, initiative like OB, SOPT and PROPERL as well as NEEM and DPEP and a host of other developments.

Clearly all these and many other changes occurring in quick succession in school and society coupled with new challenges to be faced in the coming years set new benchmarks for the education system and enjoins upon teachers new roles and responsibilities.

The major responsibility of the present day teachers is to equip the students with '21st century skills' which include digital age literacy (consisting of functional literacy, visual literacy, scientific literacy, technological literacy, information literacy, cultural literacy and global awareness), inventive thinking, higher order thinking and sound reasoning, effective communication and high productivity.

Teacher preparation ought to begin with a sound pre-service teacher education programme that may transform an individual into a competent and committed professional functionary, fully equipped with an equally comprehensive professional competence to perform these tasks with perfection and satisfaction.

NCTE has identified, the following ten inter-related competencies as essential for making competent teachers.

### **Ten Competency Areas**

- 1. Contextual Competencies :** (To provide a wider view of the development of education in society and teachers' role in it.)
- 2. Conceptual Competencies :** (including the concepts of education and learning, psychological, sociological and neuro-physiological aspects of education, etc.)
- 3. Curricular and Content Competencies :** (According to specific stage of education such as primary, upper primary or secondary)
- 4. Transactional Competencies :** (General, Subjectwise, Stagewise)
- 5. Competencies in Other Educational Activities :** (Such as planning and organizing morning assembly, etc.)
- 6. Competencies Related to Teaching-Learning Material :** (Classical TLM, New Educational Technology, Local Resource, etc. Also preparation, selection, use)
- 7. Evaluation Competencies**
- 8. Management Competencies**

**9. Competencies Related to Parental Contact and Co-operation****10. Competencies Related to Community Contact and Co-operation**

With the speed at which technology is changing the world, it is impossible to imagine education in the year 2020 not being immersed in technology. As the new millennium unfolds itself, most people are by now aware that we are in the midst of one of the most dramatic technological revolutions in history that is changing everything, the way in which we work, communicate, transact business, spend our leisure time and what not. The technological revolution centered on computer, information, communication and multimedia technologies, is often interpreted as the beginnings of a knowledge or information society and therefore ascribes education a central role in every aspect of life. This great transformation poses tremendous challenges to educators to rethink their basic tenets, to deploy the media in creative and productive ways and to restructure education to respond constructively and progressively to the technological and social changes that we are now experiencing.

Information and communication technology has a profound effect on the way teachers teach and how learners learn. It is used in the classroom as a support system to improve the teaching-learning process. It is also possible to use ICT to teach new skills or concepts, to provide remedial teaching, to facilitate development of creative thinking and problem solving. Its other uses are evaluation of student's performance and classification of children according to the ability, preparation of timetables and schedules, allocation of learning materials according to individual needs and interests, maintenance of progress cards efficiently and confidently, providing information data for guidance and reference, provision for direct interaction between pupils and subjects in tutorial work, engaging students in tutorial work and providing immediate feedback to students for better interaction and motivation. Mastering ICT skills and utilizing ICT towards creating an improved teaching and learning environment is of utmost importance to teachers in creating a new learning culture. Therefore teachers need to be trained in the use of ICT to enable them to perform efficiently in the other identified competency areas.

NCERT has identified the following ICT related competencies to be developed among the teachers.

- Understand the role of technology in change and the implications of technology-mediated changes for education.
- Create interest in learning among students by using animation, simulation, the internet, etc.
- Demonstrate sound understanding of basic IT concepts and operations.
- Make extensive use of internet as an instructional tool.
- Use technology to assess student learning in difficult subject matters.
- Plan and design effective learning environment with the necessary technology support.
- Make the best use of technology-enhanced lessons to enrich student learning.
- Adopt assessment strategy to evaluate (a) student competencies in IT skills and (b) student learning in the new environment.
- Use technology to enhance own creativity and professional practices.
- Demonstrate understanding of social, ethical, legal and human issues surrounding the use of technology in schools.

- Fashion a climate of values that encourage questioning, exploration, problem-solving, decision-making and group co-operation.
- Strive for education to emerge from its disciplinary narrowness.
- The ability to identify useful learning materials from various sources.

In order to make teachers aware of the technological advancements and to equip them with necessary competence ICT has been introduced at secondary teacher training level as a compulsory subject or a special field subject by the different universities in India. Sometimes it is also introduced as one of the subjects to be studied under the course titled 'Education Technology'. This course has been introduced with the following objectives:

1. Understand the scope and importance of ICT in the contemporary society.
2. Develop right perspectives and attitude towards emerging technologies.
3. Develop skills of handling, maintaining and protecting different types of hardware equipment in the institutions of learning.
4. Acquire theoretical basis of ICT and to develop awareness about recent developments in the area of ICT.
5. Acquire adequate knowledge about the fundamentals of computers and operating systems.
6. Acquire necessary skills of handling various software packages for the purpose of education in the institutions of learning.
7. Be familiar with new internet technologies and their place in the field of education.

However, the capacity with which ICT was introduced has not lead to substantial improvement in the teachers' perspective in terms of skill acquisition. The program has been found to be a mundane routine one with not much scope for integration of technology. When we talk of ICT in Education it should be dealt with the integration in school subjects and developing related activities for students to acquaint them with the web based applications. The curriculum that is designed has been found to be devoid of application of software. The concern for introducing ICT in Education is not to develop technocrats but technopedagogs which is found to be a missing link. In teacher training program at secondary level ICT education scenario is struggling with the following issues:

- Only awareness development level of objectives are being achieved, but not of higher order thinking skills regarding use of ICT.
- Technology, Pedagogy and content integration is rarely found.
- There is a serious discrepancy between syllabi of teacher training institutions and secondary schools.
- Time duration of the course is entirety and in part related to ICT education is too short to impart knowledge and necessary skills among students to achieve higher order thinking skills.
- Non availability of proper infrastructural facilities at most of the institutions.
- Mismatch between available hardware, software to develop required learning resources.
- It is generally found that student teachers make use of technology or prepare lesson plans integrating technology when the lessons are to be graded. This marks or grade orientation has not helped students to develop proper attitude and concern for utilizing the maximum benefit of the technology.
- There is rigidity to some extent among teacher educators for using technology.



The above scenario highlights certain areas of grave concern in implementation of ICT in teacher education programs. The areas like- the curriculum offered, attitudinal change, managerial aspects, time, infrastructure, practicability have led to the different issues for attaining the objectives of the program. These various parameters are interlinked with one another and therefore for obtaining the desired results an integrated approach and holistic approach would be needed.

**Approaches to ICT Integration in Teacher Education :** Use of ICT within teacher-training programs around the world is being approached in a number of ways with varying degrees of success. These approaches can be subsequently described, refined and merged into four primary approaches viz.:

**ICT skills development approach :** Here, importance is given to providing training in use of ICTs in general. Student-teachers are expected to be skilled users of ICT in their day-to-day activities. Knowledge about software, hardware and their use in educational process is provided.

**ICT pedagogy approach :** This approach emphasizes on integrating ICT skills in respective subjects, drawing on the principle of constructivism; student teachers design lessons and activities that centre on the use of ICT tools that will foster the attainment of learning outcomes. This approach is useful to the extent that the skills enhance ICT literacy skills and the pedagogy allows student to further develop and maintain these skills in the context of designing classroom-based resources.

**Subject- Specified approach :** Here, ICT is embedded into one's own subject area. By this method teachers not only expose students to new and innovative ways of learning, but also provide them with a practical understanding of what learning and teaching with ICT looks and feels like. In this way, ICT is not an 'add on', but an integral tool that is accessed by teachers and students across a wide range of the curricula.

**Practice-Driven approach :** In this approach, the emphasis is on providing exposure to use ICT in practical aspects of teacher-training also. By emphasizing on developing lessons, assignments etc., using ICT and implementing these in their practical work experience at various levels, the student teachers are provided with an opportunity to assess the facilities available at workplace and effectively use their own skills to manipulate these facilities. Based on the concept that the pre-service teacher is a learner, manager, designer and researcher, s/he is expected to design ICT activities with their tutor-teacher, manage those activities in the classroom, and evaluate their effectiveness in terms of student learning.

Thus, ICT in teacher training can take many forms. Teachers can be trained to learn how to use ICT tools. ICT can be used as a core or a complementary means to the teacher training process (Collis & Jung, 2003). The various ways in which ICT teacher training efforts can be classified are: ICT as part of content, ICT as facilitator, ICT as core content and ICT as core delivery

Ideally, an integrated approach is to be followed for introducing ICT in teacher education programs. It would help in developing requisite knowledge, skills and attitudes among prospective teachers.

**Changing Role of Teacher Educator :** Under the changing scenario, there is a need to redefine the role of a teacher-educator. For the successful integration of ICTs in teacher education, the teachers must shoulder the following responsibilities:

- Act as a role model for pre-service trainees and in-service teachers, demonstrating the use of technology across the curriculum.
- Encourage technology integration among the trainees, colleagues, teachers and parents.
- Be up-to-date with the latest technological developments and advise the institutions concerning technology advancements and up-gradation.
- Aid in the implementation of technology plans of the institutions.
- Plan, design, and demonstrate the use of multimedia applications for instructional use through multimedia projects.
- Examine a variety of evaluation and assessment tools.
- Become active, competent online users of telecommunication services and act as model in the use of Internet as an instructional tool.
- Direct trainees and teachers to digital resources that will be able to answer their questions.
- Address issues related to acceptable user policies, student safety, ethics, security, copyright etc.
- Use information literacy to access, evaluate, and use information from a variety of sources.
- Have the competencies in software evaluations and advise the institutions in making the right choices.

**To sum up :** Information and communication technologies have brought new possibilities to the education sector, but at the same time, they have placed more demands on teachers. The teachers now have to learn how to cope with computers in their classrooms, how to have access to the enormous body of information-particularly via the internet and how to use the hardware and software to enhance the teaching/learning process. However, the latest information communication technologies cannot be integrated successfully in classroom teaching unless the teachers are equipped with necessary ICT competencies. So the need of the hour is to transform our teacher education programs for preparing our teachers to face the challenges of changing scenario.

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# RENOVATING CLASSROOM ATMOSPHERE THROUGH INNOVATIVE PRACTICES

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*Education at all levels can shape the world of tomorrow, equipping individuals and societies with the skills, perspectives, knowledge and values to live and work in an innovative manner. Innovative practice is a spark of insight that leads a scientist or inventor to investigate an issue or phenomenon. Most educational environments focus only on educational methodology and content, what has been missing in some way to improve students as receivers and creators of knowledge, and some way to improve teachers as effective leaders and collaborators in learning. Innovations in school functioning and classroom practices can help the whole process of lingering bias in man's mind. Many of our seers such as Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, J. Krishnamurti, have expressed their opinions and a deep study of their thoughts can give the teachers today valuable guidance regarding innovations in different aspects of schools functioning and classroom practices. It's the right time to rethink the current compulsory educational provision, reshaping curricula, assessment schemes, school evaluation methods and possibly institutional priorities.*

There has been an IT revolution in the world spanning the last four decades. In current era of knowledge explosion, every nation needs to become more innovative in order to be prospering, and the education is a key to this transformation. It involves transformation of knowledge, accurate thinking, skill habits and shared values. Indeed it claims children need to develop more enterprising and innovative mindset. The language of innovation has, then, become increasingly powerful in educational policy. It is used in three closely interrelated ways

- Innovation as a curriculum design process by educational leaders
- Innovation as professional classroom practice by teachers
- Innovation as a mindset and skill to be adopted by child

Innovation is basically a curiosity, the willingness to take risk and experimenting to test assumptions, it is also based on recognizing opportunity and taking advantages. The term innovative practice connotes different meanings :

- Innovative practices means something new and useful
- A new and creative idea which has been accomplished successfully
- A propagation of new ideas
- It helps to create such a patron of education so that these ideas become socially acceptable

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- A new tradition which can bring new reforms to the existing educational practices through the mode of experimentation

**Innovative practices in Education :** Innovation practices in education are unique teaching methodologies that have demonstrated success in high performing schools. Discover successful new strategies for learning and helpful to ensure that students have access to best educational practices available. In the world of education innovation comes in many forms. These are innovations in the way education systems are organized and managed exemplified by charter school or school accountability systems. There are innovations in instructional techniques in the classroom.

**Creativity killers :** The modern scenario is somewhat different. Various aspects such as less time, over crowded classrooms, a number of subjects and over burdened teachers are found in our educational system. These aspects are known as creativity killers. Due to presence of these creativity killers it has become difficult to implement innovative practices in such an existing situation. These creativity killers are as follows:

- As a teacher, I kill creativity when I encourage renting(borrowing) instead of owning ideas
- When I assign grades without providing informative feedback
- When I criticize for their novel ideas
- When I demonstrate instead of having students practice
- When I show an example instead of defining a problem
- When I praise neatness and conformity more than expressive original work
- When I encourage freedom without focus
- When I make suggestions instead of asking open questions
- If I give an answer instead of teaching problem solving experimentation methods
- If I allow students to copy other artists rather than learning to read their minds

Thus the role of teacher is to remove the hindrances or creativity killers by adopting various innovative practices while teaching

**What a Teacher can do to Enhance Innovative Practices among Students???? :** Teachers usually adopt many innovative methods to teach the students in the class. (These methods include many obstacles like less availability of space, big number of students, lack of tools and instruments, individual differences of students and pressure of examination etc.) Sometimes these innovative methods prove to be very practical and creative. But the teachers and the institutions are not aware of these innovative practices which they are adopting to teach and they usually do not give much importance to their innovative methods

Now the question arises how to implement these creative practices in our classroom and make them an integral part of our educational system?

The answer lies in the fact that

- Use common everyday experiences and issues that the students are very familiar as content assignment for arts.
- Change the classroom in a student centered, skill based and technology embedded one.
- Efforts should be made to establish such agencies at the community /block level which enhances creativity.
- The teachers should interact about the innovative ideas to make teaching learning an easy process. It will provide an opportunity for experimentation of new ideas and innovative practices.

- The ideas and activities finalized after discussion should be organized in a systematic way for further implementation.
- It is more essential that the creative tactics which are finalized should be in written form so that, in future, everyone could benefit from it.
- The teacher should openly reward unusual and innovative work even if it is crude.
- Some of the most creative outcomes are produced by perceptive creativity that can see that some rules are less important than a good solution. For example: Most of the greatest scientists and many of the great artists are those that found established rules to be wrong.
- Creativity flourishes when we are intimately acquainted with our content.
- Moreover, the role of administrator is to provide definite sources as well as proper time to the teachers for practicing these innovative ideas.
- Try something new and creative in the classroom.

Here the term 'new' refers to the various strategies to be adopted in the classrooms:

**Some Strategies to bring change in the present Educational System :** Learning difficulty is a common phenomenon for all students. Some strategies may solve learning difficulties which are as follows

- **Digital Inclusion:** How the design of digital technologies can promote educational equality
- **Innovative Learning:** Innovative practices and resources that enhance learning and teaching
- **Learning Spaces:** Creating transformed physical and virtual environment
- **Mobile Learning:** Learning on the move with or without technology
- **Learner Voice:** Listening or acting about the voice of learners
- **Games and Learning:** Using games for learning, with or without gaming technology
- **Informal Learning:** Learning that occurs when, how and where learner chooses, supported by digital technologies
- **Learning in Families:** Children parents and the extended family learning with and from one another

These instructional strategies are essential to establish interaction between the teacher, the students and the subject matter, which may ultimately lead to the renovation of classroom atmosphere:

**Renovating Classroom Atmosphere through Innovative Practices :** Now day's classrooms are no longer just places where children acquire education, it is the responsibility of all concerned to successfully conduct the school programs with multifaceted components.

**Seeing believes :** An actual thing held in hand by the child gives a feeling of delight and gets imprinted on his mind permanently. While showing the things, the teacher can simultaneously ask the relevant textbook questions, ask the spellings and make them repeat. The work of explaining, learning and revising is done at a stroke. Teachers can fix specific periods for such type of visual teaching.

**Doing Understands :** Subjects like mathematics and science are better understood by doing than by listening. For example, in science, say the concept of seed germination can be done practically by every student at home as per instruction of the teacher.

**Role Playing :** This idea is very effective in learning languages and communication skills along with the subject taught. For instance, while teaching a lesson on Rani Laxmibai or Mahatma Gandhi or Jawaharlal Nehru, children can play their characters, gives their introduction.

**My Classroom is the Best :** Children like to make new things to make their classroom best as it can be. We often children making strange objects out of torn pages of a copy or making drawings on the last pages of their notebooks. The inherent creativity in children can be channelized by the teachers by asking them to make craft items and drawing pertaining to their subjects and pasting them in the class.

**Add a Touch of Colors to School Days :** The teacher should create an atmosphere of celebration for the present color day and simultaneously teach all things related to that color, e.g. Mars is a red planet, blood is red due to the presence of red blood corpuscle, Red Fort of Delhi is made up of red sandstone, Red Cross is an international organization to help the poor and needy patients.

**Be in Touch with Nature and Environment :** To bring the children close to nature and make them aware of these surroundings, the teacher should allot one period in a week for horticulture or work experience. A small patch of school lawn can become their imaginary field. The school gardener's implements can be given to the students to try their hands on. A few students of the class can be given the task of watering all the plants; plucking out weeds etc. it is up to the teacher to use his imagination and knowledge to turn this Practical Endeavour in to an interesting journey of knowledge.

**Build Courage and Fearlessness :** It is often seen that students are hesitant to ask something from their teachers. Hence, under such circumstances, the teachers has to first convey to the class by words and actions that the children need not fear to approach her. She should portray herself to the class as a temple of learning with open doors wherein every devotee can enter freely. One more innovative step is to instruct every child to make a diary and note down every good thing he has done, how he felt after doing it and what did he do to rectify that mistake.

**Keep the Performance Track :** The concept of examination should be transformed from a formal set of question papers and the accompanying report cards into a more flexible day-to-day analysis of a child's academic performance. A teacher then will not become a teacher; she will become a counselor and a guide in the true sense of word.

**Encourage Performing Arts :** Children are natural actors, mimics and dancers. They can easily imitate any action or expression taught by the teacher. This tendency of children can be utilized for better learning. Lessons can be changed over into dramas; poems can be changed over to songs. It is well-known fact that multiplication tables are learnt faster if spoken in a rhythm.

**Turn Naughty Children into Notable Children :** For want of attention or to hide their inadequacies in studies, a few students tend to become rowdy and nuisance makers in the class. The best way to deal with them is to pay proper attention and give them a responsible task to do according to their ability.

**Personify and Dress up Subject matter with Humor :** To a young mind, all alphabets, numbers, formulae and grammar rules are abstract concepts and hence, they appear boring and difficult to understand. If the teacher personifies them and presents them in the class in a humorous way, then the child will be able to understand them very fast.

**Learning Apart from the Conventional Subjects :** There are many things not taught in schools, yet a child can learn them from parents, family members and friends. Children should be given full responsibility of organizing small events like birthday party, a small



pooja function in the colony, a day celebration in the school etc. this will develop their managerial and leadership skills.

**By using the above mentioned innovative practices a teacher will get the following consequences:**

**Positive outcomes of using innovative methods in classroom teaching**

- It will **wipe away students' disinterest towards studies** and school.
- It will **activate the head, heart and hands of the child**, i.e. it will bring about physical, intellectual as well as spiritual development in the child.
- **Child's overflowing energy will be properly canalized which will lead to an emotional balance and absence of frustration**, anger and anxiety. Such children will grow up into emotionally balanced adults, totally in control of themselves and their surroundings and to face all challenges of the fast passed ever-changing modern way of life.
- Teaching and learning will become qualitative instead of quantitative.
- The **foundation of the human capital structure will become strong** which will help make best use of other resources of the country and **take the country to new heights of progress economically, politically, socially and humanitarially**.
- **A progressive country will be better equipped to cater the needs of all its citizens**. This will in turn bring down crime rate, anti-social tendencies and terrorist mentality and the world will become a better place to live.

**Conclusion :**

At first glance, the innovative practices of teaching may seem vague and abstract to the reader. He might assume that they do not have any immediate results. But if they are undertaken right from the pre-primary level and continued through the session, they will definitely bring forth positive results. They will work like homeopathic pills. Tiny sugar-coated pills seemingly ordinary have the capacity to wipe out the root-cause of the disease although they may take a long time in treating the disease. Now the question is who will give this medicine to the students?

It is the teacher who, while teaching in the classroom, while interacting with students, has to come up with the pills of new ideas and innovations, some from her brain, some from her heart and some from her experience of once being a child, so that she is able to retain the childhood in a child and, at the same time, increase his level of understanding. The process of teaching should be such that the child should not realize that he is being taught and yet he is learning all the time.

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# PROBLEM SOLVING ABILITY AND PSYCHOLOGICAL WELL BEING OF SCHOOL STUDENTS AND TEACHER TRAINEES

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*The present study has been conducted to study and compare the problem solving ability and psychological well being of school and B.Ed. students. Sample of 50 class IX students studying in public school of Ludhiana and 50 B.Ed. students studying in College of Education, Ludhiana (Punjab) was selected for the study. Problem Solving Ability Test (Dubey, 2005) and Psychological Well Being Scale (Sisodia and Chaudhary, 2012) were used to collect data. The findings of the study reveal that school students and pupil teachers possessed average – very low level of Problem solving ability. As regards Psychological Well being, majority of school students and teacher trainees had moderate level of Psychological Well being. The results of the study also highlighted insignificant difference in Problem Solving Ability and Psychological Well being of school and B.Ed students which speaks volumes about degradation in the quality of teacher education. Mean. S.D and t-test were used for statistical analysis.*

The goal of education is to inculcate higher order thinking skills (critical thinking, problem solving, decision making) among the students so that they are not mere receivers of information, but users of information. Learning environments (educational institutions) that actively engage students in the investigation of information and the application of knowledge are bound to promote students' higher order thinking skills. Solving a problem is a complex cognitive skill that characterizes one of the most intelligent human activities. Problem solving has received significant place in the educational research over the past two decades. According to Mayer and Wittrock (2006) problem solving is "cognitive processing directed at achieving a goal when no solution method is obvious to the problem solver" This definition consists of four parts: (1) problem solving is cognitive- problem solving occurs within the problem solver's cognitive system and can only be inferred from the problem solver's behavior (2) problem solving is a process- problem solving involves applying cognitive processes to cognitive representations in the problem solver's cognitive system (3) problem solving is directed- problem solving is guided by the problem solver's goals (4) problem solving is personal- problem solving depends on the knowledge and skill of the problem solver. In a nutshell, problem solving is cognitive processing directed at transforming a problem

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from the given state to the goal state when the problem solver is not immediately aware of a solution method.

Teachers are the builders of a nation. They facilitate knowledge rather than merely broadcasting information. They play a pivotal role in helping students attain an optimal level of health for the learners and themselves. Promoting mental health (state of psychological well being) of students is an issue of great worry, in developing country like India and occupies higher priority on the agenda for human resource development. Environment of the educational institution is a key factor affecting the mental development of the teachers, students and community at large. The young generation is the force of the country. So, there is a need to chisel the psychological well being of the youth so that they emerge into well balanced and pragmatic adults and ensure substantial constructive growth of the nation. Psychological well being is broadly defined as happiness, life satisfaction and self growth. It refers to a state of mind, characterized by self-esteem, psychological balance and self control. Anger (2008) defined well being as a person's good, benefit, advantage, interest, prudential value, welfare, happiness, flourishing eudaimonic utility and quality of life. Taylor (2008) remarked that psychological well being is a positive relationship state that is both affective and purposeful. According to Pollard & Lee (2003) positive indicators of Psychological well being included life satisfaction, resilience, self-worth and deficit indicators encompassed depression, fearfulness, hyperactivity.

Research in this field has brought to light, problem solving ability and psychological well being of school students and future teachers. By doing investigation in this field, the researcher can help their preserve psychological well being and stimulate, inculcate their problem solving ability. Tali (2010) studied the impact of well being on prospective teachers in relation to their learning and decision making styles. A sample of 200 prospective teachers was selected. The results indicated that prospective teachers having high, average and low level of well being exhibited similar magnitude of preference for activist, reflective, theorist and pragmatist style of learning. Well being of prospective teachers had a significant bearing on decision making styles of prospective teachers. Salami (2010) conducted a study on emotional intelligence, self-efficacy, psychological well being and students attitudes: Implications for quality education. 242 students of education college responded a set of questionnaires. Hierarchical regression analysis conducted for each dependent variable showed that emotional intelligence, self-efficacy, happiness and life satisfaction over and above depression predicted students' behavior and attitudes. The results indicated the need to emphasise positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education. Shaikh (2014) conducted a study, "An investigation in to the study habits of student teachers" to find out the Study habits of student Teachers studying in D.ED and B.ED colleges. The sample consisted of 100 student Teachers from D.ED and 95 from B.ED colleges. A standardized "Study Habit Scale" developed by Ferris was used for data collection. The findings revealed that the student teachers from D.ED and B.ED differ significantly in analytical ability, problem Solving and vocabulary skills. The difference was found significant also with respect to certain Demographic factors like arts stream, nuclear families and vernacular mediums.

**Objectives :**

- 1) To study problem solving ability of school students and teacher trainees.
- 2) To study psychological well being of school students and teacher trainees.
- 3) To compare problem solving ability of school students and teacher trainees.
- 4) To compare psychological well being of school students and teacher trainees.

**Hypothesis :**

- 1) There exists no significant difference in problem solving ability of school students and teacher trainees.
- 2) There exists no significant difference in psychological well being of school students and teacher trainees.

**Method :** Descriptive survey method of investigation was employed.

**Sample :** A representative group of 100 students was selected on the basis of 'Stratified Random Sampling technique'. Out of 100 students 50 were class IX students studying in CBSE affiliated private schools of Punjab(Guru Harkrishan Public School, Ludhiana and B.C.M Sr. Sec. School, Sec-32, Ludhiana) and 50 were teacher trainees of B.C.M College of Education, Ludhiana.

**Tool Used :**

- 1) Problem Solving Ability Test (PSAT)- Dubey( 2005)
- 2) Psychological Well Being Scale (PWBS)- Sisodia and Chaudhary (2012)

**Statistical Techniques :** Mean, S.D and t-test was employed for data analysis.

**Results and Discussion**

- **To Study Problem Solving Ability of school students and teacher trainees :** With respect to the entire sample, scores range from very low to high level of problem solving ability as their raw scores were between 8 and 15. In case of pupil-teachers, scores range from 3-17. It was also revealed that 20% of school students showed very low level, 28% possessed low level, 34 % showed average level and 18% demonstrated high level of problem solving ability.

But the trend in case of students from B.Ed colleges is a bit different, as here, approx. 36% of the students had very low level, 18% had low level, 20% possessed average level, 20% had high level and only 6% had very high level of problem solving ability.

Therefore, majority of students studying in schools and B.Ed colleges showed average to low level problem solving ability.

- **To study Psychological Well Being of school students and teacher trainees :** After a careful perusal of the scores of school and B.Ed students on Psychological Well Being, it was brought forth that scores of school students ranged from high to moderate level (between 86-228) ie. hardly 6% of the students studying in schools showed high level of Psychological Well Being while others possess moderate level of psychological well being.

On the contrary, in case of teacher trainees, all the students possessed moderate level of psychological well being with scores ranging from 122-213. It would not be out of place to mention, that none of the teacher trainees showed level of psychological well being.

The scores of Problem Solving Ability from the scale were subjected to statistical analysis by calculating Mean, Standard Deviation and t-test. The data on Problem Solving Ability Test and Psychological Well Being Scale has been analysed under the following two categories:

- **To compare Problem Solving Ability of school students and teacher trainees**

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	School Students	50	540	2.01	1.85	Insignificant difference at both levels
2.	B.Ed Students	50	513	3.28		

Table 1 shows the mean difference between Problem Solving Ability of school students and teacher trainees. The t-value testing the significance of mean difference observed in Problem Solving Ability of school students and teacher trainees is 1.85, which is insignificant at both the levels. Hence the related null hypothesis stands accepted.

- **To compare Psychological Well Being of school students and teacher trainees**

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	School Students	50	186	22.9	1.47	Insignificant difference at both levels
2.	B.Ed Students	50	180	17.8		

Table 2 shows the mean difference between Psychological Well Being of school students and teacher trainees. The t-value testing the significance of mean difference observed in Psychological Well Being of school students and teacher trainees is 1.47, which is insignificant at both the levels. Hence the related hypothesis stands accepted.

### **Conclusions :**

The aforementioned results, lead us to conclude that, an insignificant difference exists between Problem Solving Ability of school students and teacher trainees which implies that teacher education needs to be designed in a way that fosters higher order thinking skills like problem solving ability among the B.Ed. students. In this cyber age era, there is a need to plan, develop and execute such educational strategies in the colleges of education so as to produce teachers, equipped with HOTS and only then can they transmit and disseminate such skills to the next generation.

Moreover, no significant difference has also been found in the Psychological Well Being of school students and teacher trainees which is a matter of great concern. A positive psycho-social environment at school influences the mental health and well-being of young people positively and improves student learning. Psychological well-being is also a key predictor of effective social behavior and academic competence. Therefore, Students' psychological well-being can be improved in an environment free from bullying, harassment, violence and physical punishment. It is the foremost duty of an educational institution to provide a congenial environment to students that rewards learning, promotes cooperation and provides equal opportunities for all students.

The results are not in line with results of the study "An investigation into the study habits of student teachers" conducted by Shaikh (2014). The findings of this study revealed that the student teachers from D.ED and B.ED differ significantly in analytical ability, problem solving and vocabulary skills.

### **Educational Implications**

On the basis of the results and conclusions, the following educational implications can be drawn:

1. School teachers and teacher educators ought to adopt several "paradigm-stretching" techniques like brainstorming that will help in inculcating HOTS amongst the students.
2. Students need to be encouraged to generate "out of the box" ideas and solutions. For this, teaching shouldn't be compartmentalized. Meaning thereby, students' creative thinking, problem solving ability and insights often result from learning that involves integration of different subject areas. Teachers in schools and B.Ed colleges should work towards inculcating self-efficacy of all the students (belief in their own capacity). Besides, teachers should advocate the methods, which would help students broaden their perspectives by reflecting upon ideas and concepts from different points of view.
3. To maintain good psychological well being of school students and pupil-teachers, proper facilities and congenial environment should be provided in the educational institution.
4. There should be guidance and counseling bureau services in the educational institutions for endorsing psychological well being of students. The schools and colleges should conduct seminars and conferences whereby students learn to solve their problems (personal, educational, vocational) on their own.
5. Orientation programmes on value based education and community work related to social life should also be organized to enhance psychological well being of students.
6. Counselors, school teachers and lecturers in cooperation with school and college managements and parents, should devise appropriate intervention strategies to foster psychological well-being of students and use them to augment students' optimistic attitudes thereby improving quality of education.

It shall also not be out of place to mention that it is not possible to adjudge whether school education system or teacher education corridors is a leader or follower respectively to improve the problem solving ability and psychological well-being of an individual. This is in sync with hen-egg analogy as each compliments the other. A well groomed individual during schooling shall

obviously turn out to be a high grade teacher with a good level of problem solving and nevertheless excellent psychological well-being, who further cyclically shall impart education. (after becoming teacher) using strategically devised methods which shall obviously, produce students possessing high degree of problem solving and graded psychological well-being.

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## TWO YEAR B.Ed. COURSE: A BLEND OF QUALITY REFORMS, CHALLENGES AND COMPLEXITIES

*Simarpreet Kaur\**

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*In India, the existing duration of teacher education programme for secondary stages is of one year which is inadequate for producing quality teachers. Since the last fifty years, several committees and commissions and research studies assert the view that two-year B.Ed. programme provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching learning methodologies and knowledge on pedagogy of teaching learning among the pre-service teachers. It intends to bring integrated development of the pre-service teachers touching both cognitive and non-cognitive aspects of their behaviours. Recently, NCTE has endeavoured to enhance the duration of B.Ed. programme from one to two years. The present paper ponders over the issue that the new regulations and reforms made by NCTE are the need of the hour but these have raised many questions which seek immediate answers so as to combat the complexities in teacher education arena.*

The quality and efficiency of education and its contribution to national development surely rests on the quality and competence of teachers and the quality of teachers depends to a large extent on quality of teacher education received by them. The Education Commission (1964-66) has echoed this in its reports: *a sound programme of professional education of teachers is essential for the qualitative improvement of education.* Since Independence, several committees and commissions and other regulatory bodies made strenuous efforts for the enhancement of the teacher education programme. Right from Indian Education Commission (1964-66), Chattopadhyaya Commission NCTE, NCFTE – 2009, various recommendations, frameworks and many contemporary models were suggested and implemented. Despite the continuous effort, the quality of teacher education program is not up to the expected milestone. The system of teacher education programme has been conventional and unresponsive in the face of recent social, economic, political and technological advance particularly the challenges posed by information and communication technologies, globalization and growing rate of knowledge obsolescence. A professional degree in technical and medical fields is competency-oriented from the very beginning as a trainee has to start from ‘A’ and achieve success up to ‘Z’ – level of competency, in four to five long years. Whereas a teacher, a nation builder, the most important human resource developer spends just one year in training in which real teaching competency-

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oriented input extends to three to four weeks only. In this age of information technology, knowledge explosion, teacher education needs to foresee a more comprehensive paradigm encompassing the component of professional orientation of entrants, streamlining programmes with semester-based enhanced technical facilities, development of knowledge, linguistic skills and linkages with schools. Keeping the above view in mind, cares need to be taken to restructure and reorganize the existing programmes. The Programme of Action (POA, 1992) has pointed out the following concerns in respect of teacher education:

- a) Professional commitment and overall competencies of teachers leave much to be desired.
- b) The quality of pre-service education has not only unimproved with recent developments in pedagogical science, but has actually shown signs of deterioration.
- c) Teacher education programmes consist mainly of pre-service teacher training, with practically no systematic programmes of in-service training, for which facilities are lacking.
- d) There has been an increase in substandard institutions of teacher education and there are numerous reports of gross malpractices.
- e) The support system provided by the state councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level.

The whole content, goals and objectives of teacher education will have to be radically changed to be in tune with the aspirations of the new generation. The alarming gap between the requirements of the changing social and occupational world and the existing pattern of content-oriented training creates dissatisfaction among the students. The need for improved levels of educational participation for overall progress is well recognized.

**Scenario of B.Ed Programme in India :** In India, the existing duration of teacher education programme for secondary stages is of one year after the graduation – the effective session being of eight to nine months, which is inadequate for producing quality teachers. This programme includes policies, procedures, methods and processes to equip prospective teachers with the knowledge, qualities, attitude, behaviour and skills essential to perform their tasks effectively. The main aims and objectives of teacher education programmes are to create interest in teaching, to make them capable to handle challenges of the job, to make them pedagogically equipped and to develop effective, impressive, devoted, humane and professional teachers. It is not possible to achieve these aims and objectives in the short span of nine months.

Since the last fifty years, several committees and commissions and research studies have been supporting to increase the duration of B.Ed. programme. The supporters of two years B.Ed. programme argue that one year B.Ed. programme is insufficient time duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching and also in developing a sense of positive attitude towards pre-service teachers. The National Commission on Teachers-I (1985) under the chairmanship of Chottopadhyaya stated that the existing one year B.Ed course must be made effective both by the lengthening the time available and by revamping the current course and curricula. The commission also suggested that two summer months may be added to the academic year ensuring a working year of at least 220 days, an increase in the working hours

per day, and in some places appointment of additional staff and restructuring of the programme of studies allowing sufficient time for practical works in the schools and community.

The supporters assert the view that two-year B.Ed. programme provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching learning methodologies and knowledge on pedagogy of teaching learning among the pre-service teachers. It develops a sound knowledge base for the pre-service teachers in content areas, develops skills to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the pre-service teachers are commitment, competence, accountability, dutifulness, etc. of the prospective teachers towards the profession. It intends to bring integrated development of the pre-service teachers touching both cognitive and non-cognitive aspects of their behaviours. It is primarily practical-oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching practice of micro-teaching skills, community works, practical works relating to work experiences, innovative ways for conducting practical activities related to health and physical education, work experience field work with community, etc. Two years B.Ed. trains the pre-service teachers properly to meet the multifarious problems of the school or classroom through enhanced duration of practice teaching. Practice teaching has been conceived as the most powerful intervention in the teachers' professional preparation. At present practice teaching is neither taken seriously nor is supervised sincerely and systematically. (Chaudary, 2002)

**New Regulations and Reforms with New Challenges :** So far, the NCERT has been implementing four-year integrated teacher education programme in four RIEs since 1960. The NCERT has also introduced a two year B.Ed. programme in its four RIEs since 2000. Furthermore, research conducted by Sen Gupta et.al (2002) revealed that the two-year B.Ed programme would provide more effective training than the one at present and also help pupil teachers to gain proficiency in content and methodology. Recently, NCTE has endeavoured to implement new regulations which are applicable in respect of both existing teacher education institutions and the new institutions intending to offer teacher education programmes. NCTE has issued the public notice dated 24.12.2014 uploaded on the web portal of Northern Regional committee, National Council for Teacher Education, Jaipur for implementation of new regulations, 2014 notified vide notification No. 346 dated 01.12.2014. This notification has introduced some new provisions and also modified some of the provisions in the regulations which were in force since 2009. The major initiative taken by NCTE is the enhancement in the duration of B.Ed. programme from one to two years.

Then Basic unit size of B.Ed. has been reduced to 50 from 100. The existing teacher education institutions wherever necessary as per the revised norms and standards shall provide additional built up area, create additional infrastructure, appoint additional staff and furnish additional reserve fund per unit per programme by Oct. 31, 2015. These new norms and regulations have created much of chaos in the Teacher Education sector and have captured the attention of each and every concerned stakeholder. The critics express the view that the pre-service teachers possess the basic content knowledge before their admission into B.Ed. course and therefore, after their admission into the B.Ed. course, the pre-service teachers are given more treatment to

pedagogy of teaching/teaching learning strategies along with a tinge of content tasks. And, for this purpose, one year B.Ed. is a sufficient time duration for developing pedagogical skills in teaching/developing knowledge on teaching-learning strategies among the pre-service teachers.

The reforms made in the notification are somewhat ambiguous in nature. Even Federation of self-Financed colleges of Education, Punjab has sought clarification from NRL, NCTE (Jaipur) dated 12.01.15 regarding the recruitment of additional staff that has been enforced as per new regulations. During session 2015-16, the additional appointed staff will prove a financial burden on the teacher education institution as the number of students will be increased only after the admission of academic session 2016-17. These kinds of discrepancies in the new regulations have raised many questions. To seek the answers, Tamil Nadu Self-Financing College of Education Management Association has filed petitions in Madras High Court regarding new regulations by NCTE (Press Trust of India, Chennai, 29.01.15). The Association has challenged certain amended provision made by NCTE to declare the amended provisions and certain clauses of the Regulations-2014 of NCTE as null and void, unenforceable, invalid, arbitrary and unjust besides unconstitutional. All over the nation, NCTE is facing the challenge and is criticized by the stakeholders for these unjustified reforms. The stakeholders realize that though the reforms made by NCTE to enhance the duration of B.Ed programme to two years are the need of the hour but there should be extension in the duration of implementation of the requirement regarding infrastructure, appointment of additional staff, etc. Otherwise these reforms will bring forth more difficulties and complexities in the functioning of the teacher education institutions and hence create a hinderance in achieving the aims and objectives of B.Ed. programme. NCTE needs to ponder over these issues before the final implementation of these reforms in the coming session 2015-16. The scenario of B.Ed. Programme will surely bring drastic changes with the implementation of these new regulations.

However, any efforts to reform B.Ed. programme will be ineffective unless teachers make their students understand the issues and inspire them to work for the society. *No innovation or change can be implemented without teachers' awareness, involvement and commitment (NCTE, 1998 p.65)*

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# TEACHER LEADERSHIP FOR QUALITY EDUCATION

*Neetu Ohri\**

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*Stating that schools are now expected to perform the role of socializing and educating children according to the multicultural globalized society, the author avers that in the era of globalization a teacher role is changed from a passive instructor to an active facilitator and guide for students. The classroom teacher may provide innumerable leadership roles in working toward improved teaching and learning situations. She/he makes many decisions in everyday classroom procedures.*

The notion of teacher leadership is not new, but recently it has been transformed. In the past, teacher leadership roles have been limited in scope and established at the prerogative of school administrators. Teachers have long served as team leaders, department chairs, association leaders and curriculum developers. In these roles teachers have often served as “representatives” rather than “leaders” who enact change (Livingston, 1992). In addition, leadership roles for teachers have traditionally lacked flexibility and required a lengthy, ongoing commitment of time and energy. Often the decision to take on leadership tasks has been accompanied by a decision to get out of teaching and into administration. Recently, reports on the status of teacher education have issued strong and compelling plead for dramatically different roles for teachers and increased professional development (Carnegie, 1986; Holmes 1986). While recognizing the centrality of teaching, the reports emphasize the need for teachers to extend their sphere of influence beyond the classroom and into school wide leadership activities. Advocacy for teacher professionalism and expanded leadership roles is based on the understanding that teachers, because they have daily contacts with learners, are in the best position to make critical decisions about curriculum and instruction. Moreover, they are better able to implement changes in a comprehensive and continuous manner (Howey, 1988; Livingston, 1992). The movement to expand teacher roles is also motivated by an ongoing need to attract and retain qualified teachers.

**Leadership :** The education system of a country is the bank on which the nation draws a cheque whenever it wants strong, reliable and skilled workers. And if it is overhauled and lubricated the next generation is assured of good leaders and good followers. Over the last fifty years there has been a sea change in the fabric of socioeconomic sphere of life. Society which once consisted of individuals working mainly for themselves now consists of organizations of all types owing to changing social dynamics. If these organizations are well managed, the individuals who make up our society will prosper. On the other hand, if these organizations are not managed well, individuals will suffer. Therefore good management is the key to the well being of our present day society.

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Since schools/colleges are foundations of human development, it is imperative for the institutional managers to handle them with care. The main objective of schools/colleges is to help students to cultivate the self-knowledge and self-confidence which ultimately leads to self realization.

**Leadership in Education :** Lord Moran defined Leadership as “the capacity to frame plans that will succeed and the faculty to persuade others to carry them out in the face of all difficulties even in death.” **Peter Druker**, the great management thinker, rightly said that the greatest challenge that faces us today is to improve on the productivity of knowledge work and the “competence of the knowledge worker”. Phillip Selznick says, “The institutional leader is primarily an expert in the promotion and protection of values. In the words of **Warren Benis and Burt Nanus** “learning is the essential fuel for the leader, the source of high octane energy that keeps up the momentum by continuing all sparkling new understanding, new ideas and new challenges. It is absolutely indispensable under today’s condition of rapid changes and complexity. Very simply –those who do not learn do not survive long as leaders.”

**Teachers as Leaders :** The classroom teacher may provide innumerable leadership roles in working toward improved teaching and learning situations. S/he makes many decisions in everyday classroom procedures. How should pupils be grouped for instruction? There can be the class as a whole, small groups/committees, and individualized study. When to use which procedure depends upon what assists pupils to achieve most optimally. Then too, there may be homogenous and heterogeneous plans of grouping for instruction. There are a plethora of additional decisions to be made such as the length of time devoted to each procedure as well as the sequence in individual learning activities. There are many contributions, teachers may make toward the larger picture of curriculum improvement. A teacher or team may volunteer to assist in in-service education programs. Thus, a plan may be developed and approved pertaining to improving reading instruction. Objectives of the in-service education program might well include the role of phonics in providing for individual differences among learners. There are numerous issues in teaching phonics such as assisting learners as the need arises in ongoing reading experiences as compared to teaching phonics prior to its actual use. Also, the intensity of phonics teaching needs clarification. Might sequential phonic learning be developed within a complete unit of study in reading instruction? How should the use of context clues to ascertain unknown words be emphasized? Opposite of using these word recognition techniques in teaching reading is the Big Book approach. Beginning instruction, here, stresses holism in reading content together by pupils with teacher guidance. This is followed by pupils reading content individually. What then should be the role of phonics instruction in providing for individual differences among pupils in learning to read? which parts of each of the following plans for teaching reading may be used to exemplify a quality program of reading instruction?

- A basal reading program with accompanying manual.
- Individualized reading using library books.
- Programmed reading with computer use.
- Reciprocal reading as well as questioning the author.
- Success for All (developed by Robert Slavin).
- Scripted reading such as the Open Court series.

With the above named plans, teachers conducting an in-service program need to assist participants to analyze each program. Brainstorming may be one approach to use here. Conclusions need to be developed in reaching consensus from the brainstorming activity as to which ingredients to use in coming up with the best procedure of reading instruction possible. An improved reading curriculum should result. Selected items from the brainstorming experience might then be incorporated into the present program of instruction. If possible, it is good for the teacher to report back to the in-service participants how the change was perceived by pupils in the classroom. Leaders are lifelong learners. This is not news but a fact of life in leadership. The fact that leaders are also teachers may be a new idea to some. Socrates, Guru Nanak, Kabir, Aristotle, Mahatma Gandhi, Vivekananda, etc were great teachers and they were great leaders too. What do great teachers do that you should be doing in your role as a leader?

- **Students Take Risks When Teachers Create A Safe Environment:** Leaders develop risk taking behavior and challenge the risks, involve in it, shape it and achieve in it. Learning requires vulnerability, says Michele Forman, the 2001 National Teacher of the year. Students have to acknowledge what they don't know, take risks, and re-think what they thought they knew. That can be an uncomfortable or even scary situation for anyone.
- **Great Teachers Exude Passion As Well As Purpose:** The difference between a good teacher and a great one isn't expertise. It comes down to passion-passion for the material, passion for teaching. If the teacher has it, the students will most likely catch it.
- **Keep It Clear Even If You Can't Keep It Simple:** One of the chief attributes of a great teacher is the ability to break down complex ideas and make them understandable."Whether you're talking about Wall Street, partners, customers, or employees, people must understand the organization's story-where it's headed, why you're making these changes, how you work, and how you think. That's why teaching is important."
- **Practice Vulnerability Without Sacrificing Credibility:** To some people, being a teacher or a leader means appearing as though you have all the answers. Any sign of vulnerability or ignorance is seen as a sign of weakness. Sometimes the best answer a teacher can give is "I don't know". Instead of losing credibility, the teacher gains students' trust, and that trust is the basis of a productive relationship."The people with whom we have the deepest connections are those who acknowledge their struggles to us." Acknowledging what you don't know shows that you are still learning, the teacher is, in fact, still a student. For the leader of an organization, this is a delicate balancing act.
- **Teach From The Heart:** The best teaching is not formulae; it's personal. The act of teaching requires the courage to explore one's sense of identity."If you don't fully know yourself," Palmer says, "You can't fully know your students, and therefore, you can't connect with them."
- **You're not Passing Out Information.You're Teaching People How To Think:** The best instructors are less interested in the answers than the thinking behind them. Noel Tichy says "The best teaching leaders help people learn how to think on their own rather than telling them what to think."



**Teacher Leadership for Quality Education :** Quality education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. The traditional perspective of school management has now been changed. The collaborative and team approaches to school management are dominating in which there is total involvement of the people in the process of decision making and its implementation. Therefore there is a need to develop leadership qualities among all especially the teachers who are the potential contributors for school effectiveness. The expected leadership qualities are, the following:

- The teacher has to exercise his managerial obligations and authority and take along with him a group of learners by making optimal use of the available resources for the realization of the stated teaching-learning objectives. In doing so the teacher has to play sometime an authoritarian role and at other times a democratic leader's role.
- The teacher must help pupils develop the capacity to respond to changing conditions and then support and guide them all through the change process. The goal is to create a permanent capacity for change through organizational learning and collective leadership.
- Being a leader the teacher has to maintain perfect interaction with the students in all situations as the teacher himself or herself is responsible for the proper management of all the activities related to the process of teaching-learning.
- The teacher should possess effective communication skills to transact communication effectively.
- A leader is a knower of recent initiatives. As a leader of the 21st century, the teacher should be aware of the latest innovations, researches and experiences in the field of education.
- A leader is a conflict resolver. Teacher as a leader has to create a congenial environment giving least chances to internal conflicts among the colleagues as well as the students. He must lead the efforts of the students and resources for achieving the stipulated objectives.

**Development of Leadership :** Leadership development is not an event. It is a process of participating in respectful conversations where the leader recognizes his or her own feelings and those of others in building safe and trusting relationships. Leadership development is self-development. The crux of leadership development that works is self-directed learning: intentionally developing or strengthening an aspect of who you are or who you want to be, or both." While opportunities are provided the persons with the aptitude of leadership will make use of it and become leaders.

**Conditions Necessary for Leadership :** A variety of conditions are necessary to support and sustain teachers in leadership positions. According to Lieberman, vision, structure, time and skills are all essential to the success of new teacher roles and responsibilities. These same conditions were crucial to Appleberry's success as a teacher leader at Dumas.

**Vision :** It is important that teacher leadership roles be part of an overall vision and set of values that accepts and expects teachers to participate in leadership. When new roles are unrelated to a broad vision of teacher participation, leadership positions do not receive the systemic support necessary for success and change. At Dumas Public Schools, administrators at all levels encouraged, even expected, teachers to provide leadership.



**Structure :** Teachers need structure for their work. Although the structure will vary according to the school and community context, it must bring legitimacy to the new role and facilitate the understanding that knowledgeable and well-respected teachers can provide leadership. At Dumas, committees of teachers are regularly formed and provide a structure to elect leaders and investigate options for school improvement.

**Time :** Time to experiment, reflect and create is essential for teachers. They need time to talk to other teachers, develop materials, deal with conflicts and build collegial relationships. At Dumas, an extra conference or planning period was added to provide time for reflection and communication.

**Skills :** There are skills and abilities, which can be labeled and learned, that make leadership more effective. Teachers need access to information and training. At Dumas, Appleberry utilized the following set of leadership skills in her role as teacher leader:

- Promoting a clear vision
- Taking initiative
- Persevering in the face of obstacles
- Analyzing and making program adjustments/improvements
- Building support with parents and community
- Building a team spirit among the faculty
- Providing support and encouragement for other teachers
- Facilitating communication and reflection among the faculty
- Celebrating and recognizing program successes
- Using alternative strategies such as a summer program to build skills
- Exercising patience

Encouraging teachers to assume leadership roles appears to be working at Dumas. Teachers are teaching differently. They are demonstrating a greater respect for each other and for students. They are working across the curriculum and coordinating their efforts. Appleberry remarked, “I’ve really seen [teachers] take on the feeling that it belongs to them now. . .that it’s not just someone telling them, you’ve got to do this. They’re coming to me to ask for supplies to do activities and saying they’ll share with other teachers. . .That’s what I see the teachers doing - Getting excited about teaching again.”

### **Conclusion :**

The teacher is a leader whose influence appears in many forms, sometimes quiet and unobtrusive, but always persistent. The teacher-leader has visions of possibilities that all students can learn, that schools can get better, and that all teachers can achieve high levels of success professionally, witnessed by their students accomplishments in learning. The teacher-leader encourages, recognizes resources and talents, offers comfort to those in stress, challenges students to achieve deeper understanding, interprets the world and events meaningfully, and walks the moral road. Whether faced with a colleague in despair, a school in chaos, or a child in need, the call to educate is a living vocation in the teacher-leader.

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# INCORPORATING INTERNET RESOURCES INTO CLASSROOM PRACTICE

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*The modern era of pervasive technology has significant implications for education. Education system should have quality, standards in terms of knowledge, skills and competences in different fields which can directly create the national wealth. This paper examines the pedagogical perspectives and strategies of teachers to incorporate use of Internet/Web resources and associated ICT (information and communication technology) tools into classroom. There is need to identify ideas and issues, so that teachers may venture into this emerging area of technology-integrated teaching and learning. To meet the demands of technological use in classes, organizational support is needed. A school culture that promotes technology use and the adoption of new teaching practices. Teachers are the catalyst of any change within a system and the educational system, must support teachers through their individual growth. Organising lessons around teacher-supported pupil activity; Enhancing lesson resources through use of Internet material; Structuring and supporting pupil access to Internet resources; Instrumenting use of technological tools to support subject learning; Building and capitalising on pupils' sense of capability and agency; Supporting and shaping pupil activity through informal teaching; Managing lesson relocation, room configuration and technical malfunction.*

The world is fast transforming into a global community with an ever-increasing outreach of information and communication technology, pervading all walks of life, from personal to common concern. The modern era of pervasive technology has significant implications for education. Education system should have quality, standards in terms of knowledge, skills and competences in different fields which can directly create the national wealth. Choosing the right technologies to put the nation on the path of right development requires technology foresight. In this age of knowledge and science, the technology has changed the way of working of the teacher educational institutions. The old pedagogies persisting into the 21st century are no longer relevant. Indians are manifestly capable of adaptive use of modern technologies. Yet, India consistently rates low on significant technological innovations (World Science Report, 1998).

Gandhiji remarked, "True teacher Education of the intellect can come only through proper exercise and training of bodily organs hand heart and head." Commenting on use of audio-visual

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aids the Kothari Commission (1964-66) observed that, it should indeed to bring about an “Educational Revolution” in the country. It further stated that the supply of teaching aids to every school was essential for the improvement of the quality in teaching. The National policy of teacher Education 1986 and as modified in 1992 has laid a great stress on the use of teaching aids to make teaching learning process more effective and in realistic way. NKC Report to the Nation (2006) observed that, “Development of Science and Technology is essential to ensure economic and social advancement of people. In order to be a leader in global arena. It is imperative that India emerges a leader in the spheres of science and technology.” Schools naturally resist changes that will put pressure on existing practices (Collins & Halverson, 2009; Cuban, 2000; Zhao & Frank, 2003). To meet the demands of technological use in classes, organizational support is needed. A school culture that promotes technology use and the adoption of new teaching practices- A coherent, shared pedagogical vision for technology use, and support from peers, administration, and the community, , Availability of technical support, , Technology policies (e.g., regarding cell phone use and access to Internet resources) that allow teachers to make use of the wealth of technological resources available, , A culture of collaboration in which teachers work together to explore more effective uses of technology, , Assessment systems that go beyond multiple choice tests and that measure changes such as deeper understanding and improved problem solving that result from effective technology use (Inan & Lowther, 2010; Kopcha, 2010; Lemke et al., 2009; Zhao & Frank, 2003).

Teachers are the catalyst of any change within a system. To support change in the educational system, Fullan (1991) contended that we must support teachers through their individual growth. In multi-cultural India, design and technology tasks that evolve within the classrooms, negotiated by students and guided by sensitive teachers, can help connect with the immediate social context, and make use of multiple expressions and appropriate technical tools. The introduction in the classroom of the repertoire of expressions within design and technology (D&T) has the potential to legitimise multiple expressions. D&T curriculum can be inclusive rather than an exclusive endeavour for mixed ability students in different cultural settings, and in diverse multicultural classrooms across the country.

Teaching is challenging. Presenting to students in an interesting way that grabs their attention and helps the learning process takes skill, forethought and preparation that often go unappreciated. Empowering classroom with technology by a teacher is a key factor in teaching learning process. Technology equip the teacher with new ability and efficiency. The teacher’s awareness of the role that technology can play in the social-constructivist pedagogy, and giving him the skills to make use of it, help him to introduce change. Research findings show that technology can support pedagogical, curricular, and assessment reforms, which intend to support the process of knowledge creation. Technology amplifies all the resources that the teachers can offer to their students. Reference materials on CD-ROMs and curriculum assistance from high quality software offer may provide more resource opportunities than most classrooms or school libraries could provide. Internet content is less structured and manageable than material outlined by a textbook. Students will need to question and evaluate the information they find. There are many Internet sites that offer raw data—pictures from space, numbers from the census, text from court testimony. These kinds of resources need context to provide meaning, and lessons should include components that help students use the information wisely and productively.

- The use of technology in classroom may help the teachers to plan activities in such a way that teaching - learning may be facilitated. It also facilitates monitoring of their progress in understanding and preparation for lifelong learning.
- Rather than relying on the textbook for content, computers can provide on-line access to content experts and up-to-date information from original sources.
- Students in technology-supported classrooms are armed with powerful tools to help them gather information, consult with colleagues, and present their findings.
- Their autonomy and confidence increase as they rely less on their teacher and more on their own initiative for knowledge-creation.
- Technology enables students to manipulate information in a manner that accelerates both understanding and the progression of higher-order thinking skills. As students gather more real-world data, share their findings with learners beyond their school, and publish their findings to the world, their role broadens from investigators of other products to designers, authors and surveyors.
- Teacher should enhance discussion and argumentation through ICT-supported handling of evidence.

A major concern of teacher is to promote the more active participation of students in lessons through assigning him tasks to work on. A teacher can use technological tools in the classroom and promote collaborative learning attitude among students. Through Web based learning, vast amount of information can be searched, reorganized and downloaded from decentralized worldwide digital libraries. Also the quick delivery feedback ability of the Web can make learning more effective (Liaw, 2000).

A teacher needs to make his students efficient and well competent in the use of this technology. Teacher himself should be well-versed with the use of technology and habitual of it in the classroom. Teachers should keep in mind the following few points to make the use of technology in the classroom:

1. Determine the purpose of using technology: The teacher should determine the purpose of using technology in the classroom as determined by the specified educational goals. It should be used to support inquiry, enhance communication, extend access to resources, guide students to analyze and visualize data, enable product development, or encourage expression of ideas. After the purpose is determined, appropriate technology should be selected and curricula be developed.
2. Using technological tools to increase pupil independence and enjoyment of classwork: It has been seen that students enjoy learning with technological tools as with comparison to tackle the same task using paper-based resources. So teachers need to relate knowledge to 'real life situations. Teachers should motivate them to learn with the help of existing technological aids like CDs, Cassettes, videos, film strips etc., rather than just going through textbooks all the time
3. Many packages of virtual classroom, available in the market can be used in classroom by the teachers. Package Success using any technical delivery medium requires an infrastructure that effectively prepares participants prior to the program, supports them during the event, and promotes transfer of learning to the job afterwards. Packaging the virtual classroom program requires attention to all of the elements that precede and follow teacher's virtual

- classroom event. One of the major effects of the technology-supported education reform efforts for teachers is an increase in their involvement in professional activities.
4. Using preselected Internet material to enhance resources and complement textbooks: Teachers should help students to use Internet by providing a range of information from which they could preselect appropriate material to enhance the resources available for lesson tasks. The teacher needs to help them to find up to date information beyond that is available in standard textbooks. They should be motivated to present material through non-textual media in ways relevant and possible in classroom. This presentation should be motivational to a range of students in spite of having different preferred learning styles.
  5. Effecting subject learning through preselecting resources, focusing attention and sharpening strategies: As the principles guiding student-centered learning become more defined, increased attention is being paid to the tools and resources best suited to its successful adoption. On the surface, technology would seem to offer a natural—and accessible—way to advance student-centered learning. There is mounting indirect evidence that constant use of technology can affect behavior, particularly in developing brains, because of heavy stimulation and rapid shifts in attention. Educational video games and digital presentations are excellent ways to engage students on their terms. Teachers should use more dynamic and flexible teaching styles. Students' ability to focus and fight through academic challenges is suffering an exponential decline. She said she saw the decline most sharply in students whose parents allowed unfettered access to television, phones, iPads and video games.
  6. Directing pupil activity towards finding facts and framing questions: The teacher needs to set pupils a very concrete objective, aimed at helping to get –and keep– pupils on task: that of finding facts relevant to their topic.
  7. Establishing a dialectic between library and Internet resources: An important part of the critical perspective that a teacher should seek is to develop appreciation for the relative qualities of library and Internet, and an according dialectic be used. Library must have the accessibility and acceptability of the highly filtered material with the diversity and unpredictability and vivacity. There is need to develop a balanced approach among students in the use of library and Internet search techniques
  8. Managing potential difficulties associated with using Technology: An important concern of a teacher is to manage potential difficulties associated with using Technology, which interact in turn with the volatility of students. Sometimes inefficiency with proper use of technology reveals no mood of pupils towards learning, resulting lack of classroom ambience and collective motivation. Co-opting pupils to classwork through building their sense of technological capability.
  9. Integrating subject aims to human interest and theme: An important thing to keep in mind of teacher is to integrate the pursuit of subject aims to the human interest and themes. Efforts should be Enhancing lesson resources through use of Internet material. Accessing Internet material in electronic form permitted it to be further treated using other technological tools. The theme should drew attention to specific ways in which such tools could be used to examine this material in greater depth, so enhancing subject learning. A theme running across projects should be the way in which the use of Internet material enhanced lesson resources. In terms of supplementing conventional textbook and library resources, it provided educational material lacking in available textbooks and much wider coverage of topics than



- the limited range of texts available in the school library. It gave access to a wealth of authentic sources and materials which could serve educational purposes, helping to establish a sense of contact between the school classroom and a wider world. Structuring and supporting pupil access to Internet resources
10. Managing lesson relocation, room configuration and technical malfunction: While assigning work teachers need to be obliged to relocate lessons from the normal timetabled classroom to a suitably equipped room in order to make use of technological facilities. Otherwise there may be disruption to establish working procedures and it could be hard to manage pupils. Typically, the inflexible layout of rooms having technological and the absence of any supervisor may hold the attention of the class as a whole.
  11. Evaluating students with the help of technological tools: Teacher should create a plan for evaluating students' work and assessing the impact of the technology.

Technology can support the variety of ways learners construct their own understanding. Students who gather information from technological tools can be self-directed and independent. They can choose what sources to examine and what connections to pursue. Depending on the parameters set by teachers, the students may be in complete control of their topics and their explorations. Teachers in India has the potential to adopt technology, but the adoption has been slow, and need a major effort to increase the awareness as well as speed of processing, in order to make the education system to function effectively as an agent of change. Wider availability of best practices and best course material in education, which can be shared by means of technology, can foster better teaching.

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## CHALLENGES BEFORE TEACHER EDUCATION IN CHANGING SCENARIO

*Dr. Rakhi\**

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*Teaching is considered as one of the ancient and most respectable professions in educational development. In the same way, teacher is the backbone of the society who shapes the next generation. In the present scenario, the role, functions and preparations of the teachers have taken transition in accordance with the needs of the society. According to the National Policy on Education 1986 'the status of teacher reflects the socio-culture ethos of the society; it is said that quality of education will never be superior to its teachers.' In this way, teachers need to be educated and facilitated in training program according to the changing demands and needs of the society.*

“Teacher education may assume a leadership role in the transformation of education or left behind in a swirl of rapid technological change”.

Entering into the 21st century does not mean a simple shift of calendar year. Presently we are in the knowledge era supported by high and low technology. Teacher education being an integral part of the whole education system is considered to be the hub of the entire education because it is believed that as is the B.Ed, so will be the secondary and higher secondary education. The teacher education programme differs from other educational programmes in the sense that it trains the student- teachers for a profession. A teacher reshapes the life of thousands of youth during his tenure. Any lacunae in the preparation of these individuals would cost the country very dearly over a long period of time. Social, economical and technological changes of the past decades have made education and training more crucial resource than ever. Yet teacher- education aims at providing opportunities to their students with necessary knowledge, skills and value system for evolving market places, common living environment and to prepare good citizens for life long learning. The sorry state of affairs is that the education sector has not been immune to the impact of advancement in information and communication technology.

**Challenges for Teachers :** Education is the parameter that separates a man from the beast. Education uplifts the standards, promotes cooperation and maintains harmony in the society. The cognizance it instills makes every individual an intellectual citizen of the nation. Country expects its growth and development on the rock stone called 'Education'. Though education system in India is one of the finest in the world but yet there are certain impediments that still hinder its move towards perfection. Filtering our education system of these challenges will definitely refine

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it. Major challenges faced by the present education system of India are: insufficiency to extract students' interest, multi regulatory system and grading system.

**The Changing Classroom :** Since the emergence of the internet and the dramatic expansion of PCs in education, business and everyday life, there have been fierce debates about whether and how to employ computers in K-12 education. At first it was not easy for both teachers and students to put computers to use in the classroom and discovering along the way how information technology could contribute to learning. As the classroom began to change with the integration of technology, the role of teacher has inevitably changed too. With technology delivering an ever accelerating learning curve which everyone must keep up with, teachers have begun to see that they must learn to work differently with their students in order for education to remain relevant and effective.

**Changing the Learning Process :** Students today are exposed to a barrage of new technology outside of the classroom, including home computers, android phones, email and text messaging and many possess greater technological skills than their teachers. This has shifted a dynamic between teachers and their students, forcing teachers to engage in the learning process themselves.

Teachers have to develop the ability to demonstrate how these technologies can be used for academic purposes and convey the educational advantages of computers and the internet to their students. This means acquiring and teaching new literacy involving teachers and students in innovative types of research projects and interacting in novel ways as everyone learns to use new technology and media.

Indeed, to meet the challenges of an always evolving high-tech society, teachers today need to develop multiple forms of computer and information literacy to help improve education. This means using technology in the classroom to illustrate lesson topics; teaching students how to use the internet and information technology to research topics; and using technology to enhance education outside the classroom, ideally in ways that involve students in the learning process.

**Present Scenario of Teacher Education :** The need for improved levels of educational participation for overall progress is well recognized. The key role of educational institutions in realizing it is reflected in a variety of initiatives taken to transform the nature and function of education both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

The field of education has grown tremendously in the past few years, demanding frequent updates for the professionals. Periodic in- service training programs for teaching professionals to keep them abreast of the developments worldwide and to equip them to face the challenges of changing trends is of paramount importance. Such programs are needed for all levels of staff from classroom teachers to master trainers. Periodic short term programs varying from 2 weeks to 3 months, based on the need, should be made mandatory for all trained professionals.

**Flexibility of the Curriculum :** In India there are large number of communities living in the hilly area, the plateau area, the desert area, plain area and coastal area all having their own peculiar individuality, environment customs and needs. Therefore the same curriculum can't be forced upon all, irrespective of their needs and environment. It must differ from locality to locality

and from society to society.

Thus at the end, it is said that the present curriculum format of teacher education at different levels, preprimary, elementary and secondary education is generally based, apart from others on foundation courses, which include philosophical, sociological and psychological perspectives of education. It is suggested that the teacher must have a conceptual understanding of the field of education, its significant concerns which are relevant for political, social and cultural development of the nation so that the teacher is just not responsible only for performing “knickknacks” of the task of teaching but is also imbued with the perspectives of creating individuals who can apply their minds to the diverse situations that obtain in the field of education. It is the foundation courses which provide a lot of scope for being recast to lay focus on discussion on various issues. Other areas of the ideas are the internship in teaching and working with the community.

According to Swami Vivekananda teacher gives knowledge and bright future to his students. He always tries to help students and encourages good habits not only in the students but also in the society. Teacher is a backbone for country’s development. The influence of teacher is more in the students’ life. Any type of social development depends upon its educational system, so it is very important to give prime priority for teacher. With these humble beginnings, we can help in the fulfillment of the aim of regenerated, revitalized, spiritualized youth which alone can lead India in the consortium of nations in this world.

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# CHALLENGES TO TEACHER EDUCATION IN TWENTY-FIRST CENTURY

*Dr. Parminder Kaur\**

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*The success of education depends upon the quality of its teachers. The demand for high-quality teachers cannot be met without high-quality teacher education. In this emerging scenario of knowledge based society of 21st century, quality teacher education has become a crucial issue in creating skilled and knowledgeable human resources to meet the forthcoming challenges of the changing world. So there is a need to revamp our teacher education system to tune with the changing needs of the society and school education system. The existing system of teacher education programme is conventional and unresponsive to recent social, economic, political and technological changes particularly the challenges posed by information and communication technologies. So, there is need to maintain the standards and to update the qualities of teacher training programme. There exist many issues and challenges in the way of teacher education which needs immediate change and attention.*

Globalization and advancements in technology are driving changes in the social, technological, environment and political landscapes at such a pace and magnitude that is too great, and too multiple to ignore. As society changes, the skills that students need to be successful in life also change. Basic literacy of reading, writing, and mathematics are no longer sufficient. Our students need to master those basic skills as well read critically, write persuasively, think and reason logically and solve complex problems. A successful student must also be adopting at managing information-finding, evaluating, and applying new content understanding with great flexibility. They must be equipped with skills and perspectives designed to help them anticipate change and plan accordingly. This will equip them to thrive in a world characterized by rapid continuous change. A simple question to ask is “how has the world of a child changed in the last 150 years?” and the answer is, “it is hard to imagine any way in which it hasn’t challenged! But if you look at school today versus 100 years ago, it is more similar than dissimilar.’

It has been realized by all that if we are to complete, develop and survive the most critical resource to rely on is people’s talent and energies. At international level the recent report of delors commission-on learning: the treasure within, has further expanded to framework of learning throughout life and accordingly four fundamental pillars are to be constructed i.e. learning to know, learning to do, learning to be and learning to live together. Yet most education focuses on

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learning to do- particularly how to earn a living and-and, to a lesser extent, learning to know. Yet, even here, the need to train people for employment and increased productivity is far from being fully satisfied. Relatively little education is directed to teaching us to live together by developing the capacities for democratic participation and the skills for conflict resolution. Even less provision is devoted to learning to be; to develop the human personality in all its richness and complexity, learning embrace our responsibilities as individuals, as members of a family and of a community, as citizens and producers and as creative and moral beings.

**Important aspects of teacher education :** In India we are still struggling with poverty, illiteracy, social disparities, and apathy towards participation in development by the people. Therefore, literacy and adult education in the Indian context has been more concentrating on literacy and in recent past towards post-literacy and continuing education along with skill development programmes. In India therefore majority of the efforts made so far have been revolving around the 3'Rs and the most participation of learners in action oriented programmes. Recently it has been regarded as a major component of human resource development as policy-makers and planners have realized that development would never become self-sustaining unless it is accompanied by corresponding changes in the attitude, values, knowledge , and skills of the people as a whole. The policy and planning on training in adult education in India has also to be analyzed in this context, through the horizons of adult education are expanding and also development in rural sector.

A review of the efforts made so far in policy formulation and planning on training in adult education in India indicates that through meticulous planning has been done and concrete policy guidelines formulated there is a lacuna in implementation of these programmes and policies at grassroots level. Number of research an evaluation studies has been conducted on the implementation of total literacy campaign in India and these studies have revealed the following facts which need to be rectified immediately.

**Some defects :** The weakness revealed by these studies generally are It is not primer specific, Lack of proper planning, Training needs are not properly identified, Appropriate training methods are not used (focus is on lecture method), Lack of relevant training materials on specific aspects of talc., Proper monitoring, evaluation and documentation are not seen, Number of participants is bigger in size (unmanageable number), Insufficient support system for training, Same training model is followed in low and high IQ level, Research in training is very poor, Development of training skills is not properly attended.

**Teacher: friend, philosopher and guide :** The teacher is not merely one who teaches but one who is himself taught along with the students. They become jointly responsible for a process in which all grow with equality freedom and spontaneity and it has generally been seen in training is mostly lecture based and is rarely based on group discussion, role play and stimulation exercises. A serious omission in training is the lack of evaluation of the training how far the skills imparted in the course of training have been internalized and put to use in the real learning situation. Follow up of training programme along with refresher training is also missing.

The problem can be traced to the teacher education programmes. In a vast country like India the teacher education till very recently had remained unregulated. In order to appreciate



the role of teachers in reorienting education towards sustainable development it is necessary to understand teacher education system in the country. The pre-service teacher education programmes in India are tied up with common structure of school education. The school structure comprises of 8 years of elementary stage followed by 2 years of secondary stage and 2 years of senior secondary stage. Courses of teacher education are, therefore, offered stage wise.

**Elementary education :** Teacher education for the elementary stage is being carried out at about 800 institutions, which offer courses of two-year duration and are open to candidates who have passed the senior secondary examination at the end of the 12th year of the schooling. As the 32 states/union territories have been determining the profile of their elementary stage issued by the state departments of education have as many as 28 different names. Some of the names of the elementary teacher certificates are BTC (Basic Teacher Certificate), D.Ed (Diploma in Education), TTC (Teacher's Training Certificate), JBT (Junior Basic Training), and many others.

**Secondary stage :** Teacher education for the secondary education stage is being carried out at about 900 institutions. The course commonly called B.Ed (Bachelor of education) is generally of one-year duration and is open to graduates. Affiliating universities, which also determine the curriculum, award the B.Ed degree. As there are more than 200 universities, in the country, the course contents of teacher education programmes for the secondary teachers though appear similar but are generally different. It should, therefore, only be expected that teacher education programmes in the country have wide diversity. In such a scenario some unifying structure to teacher education was sought be introduced after August 1995 with the setting up of the National Council for Teacher Education (NCTE).

**The value of teacher education :** In this article urgency of reorienting of teacher education for sustainable development is made out by first highlighting that the life on earth is under threat and what can be achieved through a paradigm shift in teacher education. The common impression about teacher education is that it has remained unchanged for very long time and is not found relevant to the citizenry now required in the national and also the global contexts. The principal concern of the humankind now is the earth has come under threat because of the varying lifestyles of its six billion inhabitants.

**Efforts to be taken :** Although school curricula have undergone several changes during the past 25 years, the curricula of teacher education have remained practically static. Also, teacher educators have seldom been give in-service support and they have remained insulated in their own world. This isolation is perhaps because there are few programmes directly addressed to preparing professionals or stage specific teacher education. Many persons end up becoming teacher educators more because of their circumstances and rarely because they are exercised a prior option for entering into the career of teacher education.

How can this impasse be broken? To achieve it, concerted efforts may have to be made at several levels of formal education. The first step will be to identify profiles of teachers for different stages of school education for achieving the curriculum objectives effectively. Also, if teachers have to assume their changed role of facilitators and promoter of learning through thinking, responsibility of assessment of their students will have to be shifted from system of common public examinations to making it the direct concern of the teacher. This is necessary or

breaking away from the mindset that principal objective of teaching is to coach students for performing well in public examinations and entrance test for admission to professional courses. It is a common knowledge that all such assessments generally test speed of recalling facts and answering questions as per the pattern known to examinees in advance.

**Implements to be designed :** Let us assumed that this radical shift in schooling process will take place though gradually. The changed roles of teachers will determine the stage specific profiles of teacher. The next step will be design suitable curricula for teacher education courses for preparing teacher as per the identified profiles. The logical implication of such a bold step on teacher education will be that curricula of teacher education programmes will now be determined by the requirements of the changed concerns of schooling. It should not cause surprise if the desired content and process of teacher education are found to assemble much with what is familiar to most of us.

After taking care of these steps pertaining to curriculum renovation, the next challenge will be to prepare a cadre of professional who can take care of the new curricula of teacher education. It will be crucial that all the steps described above are inter-linked by agencies that generally work in isolation. The universities will be expected to give a fresh look to their M.Ed programme and give it a professional status. Different M.Ed courses for preparing teacher educator for different stages of school education will have to designed and offered by the universities and colleges.

**Strategies :** The programme outlined above may take some time in coming into place. We cannot wait until this happens. Strategies for supporting 4.6 million teachers who are in service have to be worked out. Also, there are about 30,000 teacher educators in the country who are involved in pre-service education of teachers they will have to be given support for reoriented pre-service education for preparing such teachers as to one them able to one them to make their pupils appreciate the concerns of sustainable development and influence their lifestyle.

**Information explosion :** The nature of the global society has changed with information explosion. The world has entered the information age. Rapid change in science and technology are taking place into the world. Therefore, what would be the nature of the world of work in future has become unpredictable. The children, those who are going to enter the school now, will remain the part of the learning system for at least for the next 12 years, i.e. till the year 2012 and as adults may have to contribute to the world of work for another 35 years. As change in science and technology are frequent and unpredictable it is not possible to envisage what nature of occupations will be in the year 2015 and what to say of 2050. We, therefore, cannot anticipate today the skills and abilities that children would need for living effectively for their full span of adult life and vocational skills learnt for present occupations will get out of date before long. Therefore, the vocational situation that prevailed during most of the 20th century will not hold now. It would now be necessary that the youngperson be prepared right from the beginning as lifelong learners.

**Inexpensive devices :** The availability of inexpensive devices for storing information has made the use of human brain as a memory device redundant, for now information can be stored at near zero cost and devices that cost little as fifty rupees can store more than 500,00 pages of information. It may be appreciated that devices such as computers, which have

microprocessors for their brain, do not have the ability to think that human brain has. So the thrust of learning will have to be noting on developing in children the ability to think and for making them problem solvers and creative thinkers. The teacher's role will also shift from that of person who controls learning children by pouring information in their brain to that of a person who facilitates their learning by making them think. Each child is endowed with the capacity to construct his/her knowledge. Therefore, pedagogy, which recognizes the diversity of learning styles of children and heir have the capacity to construct their knowledge.

The National Council for teacher education (NCTE) was established as a statutory body in 1995. The framework developed by the NCT was released in 1998 as a publication. It is expected to function as a catalytic input in revamping teacher education soon after the country became independent, the legacy of colonial education could have been easily replaced by an education system relevant to the new nation. Consequently a task that was relatively easy when the educational system was a fraction of its present size has assumed colossal proportions. There are now 5.98 lakh primary schools, 1.76 lakh elementary schools and 98 thousand high/higher secondary schools in the country. About 1300 teacher education institutions and about 700 colleges of education/university departments of education perform responsibility of pre-service education of teachers.

**Pragmatic approach :** School teaching is the single largest professional activity in the country. There are 4.52 million teachers in the country out of which nearly 3 million teach in primary/elementary schools. Because of its size the teaching community has acquired high inertia. They resist change and prefer status quo. Only some innovative ideas now may be able to overcome the inertia of the system. Also, a major challenge in introducing the teacher education programmes envisaged by the NCTE will be in making available teacher educators can how teach the new courses. The weakest link in implementing new scheme may turn out to be the teacher educators as they generally possess limited professional competencies. The teacher education has to be tuned to the task that teachers perform when they join the profession. Therefore, the teacher education has to be intimately matched with the school curriculum. But the teacher educators themselves do not have the experience of school teaching. They teach students-teachers mainly theoretical courses and seldom try to equip the world be teachers with skills essential for dealing with real issues of teaching such as strategies for handling large classes; coping with multi-grade and multi-level teaching etc. the NCTE has, therefore, suggested that appropriate M.Ed courses be designed for preparing stage specific teacher educators.

**Uses of information technology for EIU :** The recent developments in information and communication technology have opened up the possibility of children in different countries of world to grow up together and learn together. The internet and the worldwide web have made it possible for students to communicate with each other and access information from the global virtual library. Students can now take up projects with each other students cutting across geographical and political frontiers. It is expected that the ability to establish real time contacts by students with each other will result in development of a better international understanding than what could be achieved by the traditional approach of learning of world history and geography. For teachers to play their new role as accompanists to student's learning than that of soloist performers, the teacher education programme will have to be suitably changed. If children

can be made to learn by carrying out joint projects say by using e-mail or other learning technologies, learning to live together and understanding of other people and appreciation of interdependence will result. Teachers have to be helped in carrying out their changed role. This will require in forming suitable changes in the curriculum for teacher education. The NCTE is going to launch a major initiative called “teacher support”. The backbone of this project is the appreciation that what we want the entire school to do is already being carried out by a vast number of gifted teachers. The NCTE has planned to tap good classroom practices and make them available to teachers and teacher educators. I will like to close this article with the hope that fires of talent which are simmering in the length and breadth of our country as they occasionally become visible in the form of creative performances of our students and teachers. The glow of knowledge will show the direction for using the resource of our planet in providing a better quality of life to each person and at the same time leaving the world in a better condition than even before.

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# TEACHING LEARNING PROCESS: NEW DEVELOPMENTS

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*Recently learning has been given more importance than teaching. New theories of learning highlights the principle of contiguity and the importance of needs and motivation, choice of content and environment, etc. Multimedia system has now acquired more significance and educational technology has been popularly used for ensuring effectiveness of learning. Now stress is on programmed learning, e-learning, ICT based learning etc, CAI, teachers need to be more resourceful and play the role of facilitators rather than mere providers of knowledge. An era of constructivism and learning through one's own experiences is fast revolutionizing the entire educational process. So the need of the hour is to shed away the age old chalk and talk approach. Teacher education has now to keep itself abreast with new innovations and incorporate global strategies to bring quality in the training of future teachers.*

Teaching-learning process has occupied an important place in the field of education. Teaching and learning are both fundamental aspects of educational process. Teaching is regarded as an art. Like a piece of music and painting, it touches heart, learner to go ahead on the road of exploration and discovery, to open new vistas and to reach new horizons. Teaching is less tangible, but more lasting. It is not merely presenting facts and figures. It is not a mechanical process for transmission of information. It is a human interaction between the teacher and the students involving head, hand and heart. Teaching is therefore very challenging job.

Teaching is an intricate and sublime art. Teacher like an performing artist creates learning situations, motivates the students to learn, utilizes the interest and initiative of pupils and inspires them to be what they can be. In traditional class –room teaching the teacher gives information to the students or one of the students read from the text-books. Now the educationists feel that teaching is to motivate the student to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. It is a process in which learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some pre-determined goals.

**Meaning and Nature of Teaching :** Teaching is a complex social phenomenon. It is a process of communication for achieving certain objectives. It is a professional activity involving

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the teacher and student and result in the development of the student. It is the output emanating from the teacher, a system of actions and an interactive process. Good teaching recognizes individual differences among students; it should be interesting and need based. It should be challenging as well as sympathetic to the learner. It ought to promote productivity and self study. Teacher should take the social and psychological background of pupils into account. Good teaching should be dynamic and well planned. Teaching skill can be developed strengthened by means of feedback devices. Good teaching is both diagnostic and remedial. Good teaching proves to be a source of creativeness and recreation.

### Maxims of Teaching

There are some maxims which are essential for a teacher not only as a theoretical background, but also as a practical application. These are briefly discussed here which point out that all teaching should proceed as follows:

**From known to unknown :** The previous knowledge and experiences of the students from the background of the new learning experiences. Without the old ones, the new ones cannot hold the ground. The past experiences serve as the foothold for the new ones.

**From analysis to synthesis :** Analysis makes the child's incomplete, indefinite and incoherent knowledge complete, definite and coherent. Analysis is useful for understanding and synthesis is useful for fixing the knowledge in the minds of students.

**From simple to complex :** Teacher should start with the most striking feature of a topic, and then add further details.

**From whole to parts :** According to Gestalt School of Psychology whole is more important and meaningful than the parts. The teacher should acquaint the students with the whole lesson first and then the different parts of the lesson may be explained.

**From Concrete to Abstract :** Herbert said, "Our lessons should start from the concrete and end in the abstract." Good teachers therefore present facts from concrete objects and activities so that pupils can grasp with ease.

**From Particular to General :** Students should be given particular examples and facts at first and then be presented with general principles and materials later on.

**From Empirical to Rational :** Empirical material is based on observation and experience whereas rational material depends on abstraction and argumentation. This is the essence of heuristic method of teaching.

**From Psychological to Logical :** Psychological approach takes into consideration the student-his interests, abilities, aptitudes, developmental level, needs and reactions. Logical approach considers the subject-matter and its arrangement into logical order and steps.

**From Actual to Representative:** The child learns more easily and quickly from the actual, natural and real objects than from their improvised representative objects like charts, models and other teaching aids.

**From definite to Indefinite :** Definite things, concepts, events or knowledge may be used for catching the indefinite ones. For example definite rules of grammar can help a student to learn the concerned language effectively.



### Meaning and Nature of Learning

The interaction between the living being and environment results in the change of behaviour and such change is learning.

Learning is called the modification of behaviour. It implies change in knowledge, understanding, skills, interests, habits, attitudes and so on.

Skinner has therefore defined “learning as a process of progressive behaviour adaption”. Crow and Crow has considered learning as “the acquisition of habits, knowledge and attitude.” According to Garry and Kingsley, “learning is a process by which behaviour is originated or changed through practice or training.” According to Kulkarni, “learning means relatively permanent change in behaviour which occurs as a result of experience or practice”. On the whole, learning can be defined as the process of effecting change in behaviour that brings about improvement in our relations with environment. Learning is rightly remarked the pivotal issue in education. The main aim of education is to effect desired changes in the behaviour of students.

As regarding to its main characteristics, learning is growth through experience; it is an adjustment to the environment. It is synthesis of old and new experiences; it is purposeful and intelligent; it is both individual and social. It affects the conduct of the learner. Learning is universal in nature; it is goal directed; active and creative and transferable. Learning is possible on cognitive, affective and conative side.

### Conditions and Constraints of Learning

Now I am going to discuss the conditions and constraints of learning which should be taken into account by the teacher as they immensely influence the outcomes of learning.

**Readiness to Learn :** It is desirable to strike the iron when it is hot, therefore pupils should be taught when they are emotionally, physically, intellectually and experimentally ready to learn a particular material.

**Motivation :** The skillful teachers always make use of various types of motivation. Motivation is the petrol that drives the mental engine. Motivation arouses the interest of the child and once he is genuinely interested, he becomes attentive and consequently learning becomes effective.

**Participation and interaction :** Learning becomes active and quicker if the pupil is made physically as well as mentally active. The more numerous and more satisfying the interactions are, the better the learning would be. Interaction can be of various types oral, written, emotional or intellectual.

**Freedom and flexibility :** Teaching should not be rigid and stereotyped. Studies have shown that democratic teachers inspire confidence and initiative among students.

**Feedback and Reinforcement :** A student repeats responses that are reinforced and discontinues responses that are not reinforced. He is encouraged when he knows that his assignment is appreciated by his teacher.

**Experimentation and Innovation :** Learning is effective when it is active, innovating and exploring. Learners should be encouraged to experiment and interact; teachers need to innovate and try out new methods and techniques of teaching.

**Practice and Repetition :** There is an adage ‘practice makes a man perfect’. It is an important condition of learning. One can improve his progress by exercise and repetition.

### Teaching and Learning

Prior to this century teaching was considered as a rigid, formal and stereotyped process of transmitting knowledge, facts and figures. Teaching was taken as a bipolar process. Teachers were deemed to be the only source of knowledge, schools were the knowledge shops and teachers were the information managers or vendors. Methods of teaching were logical and routine affair without least attention to the psychological and sociological needs and conditions of learners—their interests, curiosity, freedom, flexibility and so on. Verbalism was enforced and no audio-visual aids were used in the field of education.

The learner was always kept at the receiving end and was considered as an empty vessel to be filled up with information and knowledge, facts and figures. Educational technology helps in development of teaching-learning material in accordance with the desired objectives, designed curriculum and available resources. Educational technology takes special care of the preparation of teachers for performing their duties. Innovations of educational technology—micro teaching, team-teaching, simulated-teaching, models of teaching, teacher effectiveness, modification of behaviour through class-room interaction and interaction analysis lactated by the teacher as a Gardner. The child is taught according to his abilities, attitudes, interests and aptitudes. He is helped to learn and to grow. In this fast changing age children are motivated to search and experiment, together facts and information. They learn by doing and learn how to learn both individually and in groups. Various media and materials are used for making learning more interesting and effective.

The contemporary job of the teacher is exceedingly complex, requiring a wide array of knowledge and skills. That's why the professional learning of educators requires thoughtful organization and resources, and must be focused on the advancement of student learning

Educational technology helps in development of teaching-learning material in accordance with the desired objectives, designed curriculum and available resources. Educational technology takes special care of the preparation of teachers for performing their duties. Innovations of educational technology—micro teaching, team-teaching, simulated-teaching, models of teaching, teacher effectiveness, modification of behaviour through class-room interaction and interaction analysis techniques are helpful in the development of teachers at in -service and pre-service level.

**Micro-teaching** is an effective device for modification of teacher behavior. The specific teaching skills are developed by micro-teaching experiences e.g. reinforcement skill, explaining skill, skill of using black-board, skill for using audio-visual aids and skill for class room management. Micro-teaching is useful for developing teaching efficiency in pre-service and in service teacher-education programmes.

**Simulated teaching** motivates the student-teacher and forms a valuable element in his practical professional work. Teachers can recognize their own progress and analyze their own class-room behavior.

**Team-Teaching** : In team teaching teachers are given opportunity to observe each other's teaching and improve their technique of teaching. It is useful for brilliant students and slow learners.

**Computer assisted instruction :** Each student receives instruction at his own pace, rapid feedback for his response and students can test their own learning at any time

Programmed learning is individualized instruction. Each student proceeds at his own pace. Immediate reinforcement helps a child to know whether his answer is wrong or right. It is very useful in providing in-service education to teachers.

**Multimedia** refers to content that uses a combination of different content forms. This contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is a source of all types of information. Multimedia has helped teachers to overcome the limitations of conventional classroom teaching.

**Information and communication technology (ICT) in education :** Students can the required opportunities and training for receiving and using information for their self-improvement. it may help them to satisfy their urges of curiosity, inventiveness, construction etc. It also helps them to get self-paced auto-instruction related to curricular and non-curricular areas of education. Teachers get sufficient help from ICT in their task of teaching. Their acquaintance with the relevant source of information in the form of books, journals, and other reading material, audio-visual material and equipment's and electronics and telecommunication media make them able to acquire necessary teaching material and techniques.

### **Conclusion:**

All teaching aims at producing learning. Teaching is a unique, professional, rational human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others. Innovations in the field of education have revolutionized the whole teaching learning process. Innovations of educational technology –micro teaching, team-teaching, simulated-teaching, models of teaching, teacher effectiveness, modification of behavior through class-room interaction and interaction analysis techniques are helpful in the development of teachers at in -service and pre-service level.

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# QUALITY ASSURANCE IN TEACHER EDUCATION: ISSUES & CHALLENGES IN INDIA

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*Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21st century. These seek to look at teacher quality in away in which it brings: as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education and evaluation in India and lastly we discuss about issues and challenges in teacher education.*

Quality is contextual. It is very difficult to give a comprehensive definition of quality. The best teacher of a particular school may be a poor teacher in some other school. However, the quest for quality has been the major concern of the entire human civilization. Quality is not an act, it is a habit. It generally signifies the degree of excellence. It is the totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs. In the educational context, quality is seen as a complex issue as education is concerned with human being. When we describe human being as a product, the description cannot encapsulate all the characteristics of teachers or learners in the same way, as one would describe the quality of commodities. Hence, the definition of quality varies depending upon the individual, institution and educational situation, social and national context.

**Context Concerns :** Teacher education program is an integral part of educational system, which is directly linked with the society. Its scope and objectives have become larger in the modern society. The major factors of quality concerns in teacher education are input, process and product factors.

**Input Factors :** Input factors involve the entire physical infrastructure such as building, equipment, library, books, laboratory and playground etc. it also includes 'students' entry behavior such as their family background, socio-economics status, academic achievement, their interest,

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need etc. teachers' entry behavior such as their academic and professional background, socio-economics status, their attitude towards teaching profession, interest, etc. are also considered as input factors.

**Process Factors :** A teacher education programme is said to be successful if its outcomes are maximized amongst the trainees in terms of development of necessary skills, Values and attitudes. These outcomes are largely depending upon how effectively the process of training is organized. Quality lies in its processes. Output is the result of processes. A process is a particular course of action intended to achieve the desired results. It is a sustained phenomenon marked by gradual changes through a series of actions that lead towards a particular result. It may be natural or man-made but a continuous activity or functions (Mishra,2002). Good quality inputs coupled with weak processes may not lead to desired outcomes. On the other hand, good quality processes coupled with minimum desirable inputs may lead to desired outcomes. It includes the instructional strategies and processes.

**Product Factors :** Product factors are the desired outputs of a given course of instructions. It determines whether objectives of a particular course of instruction are being achieved or not. They are students' academic achievement, commitment to teaching profession, efficiency in learning, personality development, etc.

**Agencies of Quality Assurance :** Various agencies are involved for assuring in teacher education, the significant ones are as follows:-

**National Council For Teacher Education (NCTE) :** The NCTE became a statutory body by an act of Parliament in 1993. The main objectives of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country. It is also involved in the regulations and proper maintenance of norms and standards in the teacher education system.

NCTE has taken number of steps for raising the quality of teacher education system. It has formulated norms and standards for twelve teacher education courses in all at pre-primary, primary, secondary, senior secondary, physical and distance education courses. It is amendatory for the existing and new institutions to seek NCTE recognition after fulfilling the NCTE norms. Further these recognized institutions have to submit the Performance Appraisal Report (PAR) annually. On the basis of the PAR, actions are taken to withdraw the recognition in case of violation of norms and standards. In 2002, the Council also developed "Curriculum Framework for Quality Teacher Education" for upgrading the quality of teacher education programmes at par with international standards. NCTE being aware of the importance of information and Communication Technology (ITC). Has made ICT literacy a compulsory part of B.Ed course. NCTE has been engaging in organizing number of workshops for teacher educators throughout the country to familiarize them with basics of computer usage.

In addition, B.Ed. colleges were provided with CD-ROM's to teach IT literacy. In order to inculcate a sense of value judgment, value commitment and value transmission among the teachers, NCTE has published number of print material; and CD-ROM as well as put these publications on its website. Some of the significant publications are: Human Rights and National Values; Gandhi on Education; Sri Aurobindo on Education; Role and Responsibility of Teachers in Building Modern India; and Education for Character Development.

**National Assessment and Accreditation Council (NAAC) :** All over the world, since the 1980s the expansion of the system of higher education was coupled with mounting criticism about the quality of education. As a result of this, establishment of quality assurance agencies has become a common phenomenon worldwide. India joined this trend in 1994 by establishing NAAC on the recommendation of NPE' 86. The primary objectives of establishment of NAAC is to assess and accredit institutions of liberal arts, science and other disciplines in order to help these institutions to work continuously to improve the quality of education, through self-evaluation of performance of an institution and/or its units based on self- study and peer review through defined criteria. Accreditation is the certification given by NAAC, which is valid for a period of five years. the process of assessment followed by NAAC, is in accordance with the internationally accepted practice with certain modification to suit the Indian context. For quality assurance of teacher education institutions, the NAAC and the NCTE have entered into a memorandum of understanding (MOU) for executing the process of assessment and accreditations of all teacher education institutions coming under the provision of the NCTE. The three- stage process for assessment and accreditation is as follows: Preparation of the Self-appraisal Report by the teacher education institution for submissions to NAAC Validation of the Self-appraisal Report by peers visiting the institution and the final decision of NAAC based on the Self-appraisal Report and the recommendations of the team of peers.

**Universities :** The university is responsible for providing affiliation to the teacher education institutions situated in its jurisdiction. It conducts combined entrance tests and grants admissions to students against non-management seats to these teacher education institutions. It also design curriculum, coordinates for quality teaching, and conducts examination. It also prescribes norms for certification of faculties. It is also engaged in capacity building through faculty development programme and research.

**Institutions of Teacher Education :** Teacher education institutions create appropriate infrastructure for providing quality teacher education and grants admission against management seats. It organize teaching as per prescribed curriculum of the affiliating university. It is also engaged in appointing faculties and overall management of the institution. It also coordinates with the affiliating university, NCTE and the State Govt. in all matters regarding teacher education.

### **Issues and Challenges in Teacher Education**

An immense writing has appeared on educational quality in recent years, examining factors that help improve education and proposing ways to promote better learning in schools. The issue of quality has become critical in many countries. In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality, countries' programs as well as the literature increasingly emphasize teachers, schools, societies and communities as the engines of quality, with teacher quality identified a primary focus.

The rapid changes in society led to teachers facing new and complex issues, resulting in changes in the area of teacher education. One of the most significant developments was the creation of Special education for children with special needs. For Special education teachers,



learning how to effectively convey subject content is as important as learning this information. Special education teachers must be taught how information, especially more advanced and complex subject material, can be effectively taught to students in non-traditional ways. Special education teachers also often are required to study additional aspects of psychology and sociology.

Advances in technology have also posed an issue for future educators. Many educators have focused on ways to incorporate technology into the classroom. Television, computers, radio, and other forms of mass media are being utilized in an educational context, often in an attempt to involve the student actively in their own education. Hence, many teacher education programs now include courses both in technology operation and how to use technology for education purposes. With the coming on of distance learning utilizing mobile technologies and the internet understanding of technology or we can say e-learning has become crucial for new teachers in order to keep up with the knowledge and interests of their students in these delivery systems. The emergence of a networked knowledge economy presents both opportunities and challenges for teacher education. Used effectively, knowledge networks present opportunities for better informed and supported practice by education professionals and more authentic learning by students. The challenges include those identified above and, while much more research and development will be required to answer them.

As India's population or worldwide populations increasing which turn up to increasing demand for new teacher, while poverty, political instability, and other major issues have hindered governments around the world from meeting new educational demands. In some parts of the world, programs have been initiated to draw new talent into teacher educational programs.

#### **Others Emerging Issues and Challenges Are**

- Innovation in pre-service teacher education curriculum
- Lack of up-to-date books, and materials on teacher education
- Development of national professional standards
- Strengthen workshops and partnership between universities and schools to prepare teachers
- Mentoring Inexperienced teachers
- Development of a system of on-going professional development for teachers
- Establish learning communities and networks among teachers;
- Professional learning for educational leaders
- A greater transparency in the funding of teacher education
- Staff appraisal systems and the use of peer observation in schools are still in development
- Teacher evaluation seems to place more emphasis on professional duties/ responsibilities than on actual classroom teaching practices.
- Teacher-centred strategies and pedagogy still dominate in the classroom
- There is a relatively large variation among schools in the area of instruction, particularly concerning independent student practice, questioning skills, and teacher expectations for student achievement

**Conclusion :**

Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions. These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swingeing fall. The surviving institutions can only be helped by appropriate authorities in improving quality of their academic management. This paper suggest an increase in responsibility for teachers but not an increase in authority: teachers are losing decision-making authority in the classroom. This paper also indicates that a positive policy environment and ample support for growth are essential for creating and sustaining teacher quality. Government and educators will need to understand better the links between schooling and its social and cultural environment, the kind of socialization and informal learning provided to children both before school entry and outside of the classroom and ways to develop more literate and encouraging environments in the family and the community surrounding the school.

Although the task of recruiting for both miscellany and quality seems discouraging, several well- documented and proven long-term strategies exist and but now we should support the creation of a stable pipeline for recruiting more and better qualified, diverse teachers. Expand the teacher candidate pool by targeting: potential teaching candidates in high school or before, teacher's aides and other para-educators, students at community colleges. Promote and support to teacher candidates who are otherwise qualified (based on defined eligibility criteria for teaching) but not passing the tests. Develop state, local, and national policies that provide meaningful financial support for teacher preparation programs and their students, including greater access to financial aid resources.

Teacher quality, teacher learning, and teacher improvement, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. Quality & Excellences in teaching in the Indian context is only possible if these points to be remembered: Students should listen intently, and participate actively (Concentrated listening).

Teachers should try to interact with all of students in class (Thirst-quenching learning)

More emphasis given to educational activities, careful planning, timed questioning session should be organised.

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# MORAL DECAY AMONG PROSPECTIVE TEACHERS

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*Teachers are given the whole responsibility of developing the youth; make him fully developed to serve the society. Teachers have to undergo a pre-service training (teacher training programme) in order to get a Bachelor of Education degree or Diploma in Education. In order to become fully skilled to work as a full time teacher, the teacher trainees join the teacher training institutes, wherein, they are taught various skills essential for becoming an effective teacher. Years over years, throughout the country, teacher education institutes, with help of their human and material resources have been striving to give their best to the future teachers, during the B.Ed./D.Ed. programme. The same function, responsibility of development of effective teachers is shouldered over the teacher education institutions and is carried out by most of the educational institutions. But it is very sad to say that the attitude towards teaching profession of those entrants to the B.Ed. programme, teacher training institutions, over these recent years is not found as those seen years back. In other words, I would say enrolling to B.Ed. programme is more chance based than choice based. Also, we have observed moral decay in them. What is this moral decay? How and in what way moral decay is taking place among these entrants? Through this paper the author has tried to study the opinion of teacher educators over the moral decay among prospective teachers. The researcher/ author want to sensitise the teacher education institutes to think over some character building, value development programme for the future teachers (prospective/budding teachers).*

Teachers are shouldered the key responsibility of developing the youth, make him/ her fully developed to serve the society. Years over years, throughout the country, responsibility of development of effective teachers is shouldered over the teacher education institutions and is carried out by most of the educational institutions. But it is very sad to say that the attitude towards teaching profession of those entrants to the B.Ed. programme, teacher training institutions, over these recent years is not found as those seen years back. Basically 'Moral decline (or degeneration)' refers to the process of declining from a higher to a lower level of morality. Most of the teacher trainee students / those enrolling for B.Ed. programme in these days lack a lot of values, basic ethics expected out of every human. Also, it has been noticed / found that most of the entrants coming or those enrolling for B.Ed. programme in recent years have come by chance and not by choice. Now days that zeal, enthusiasm is seen but sometimes are of artificial in nature. Also, if to speak more of decline in moral values, would say, the present entrants over

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these years exception to a few, very few of them possess desired ethics, which is expected to be present among these entrants. More ever it can often be observed that most of the prospective teachers those entering /enrolling for B.Ed. programme , most of them , even lack basic livelihood skills, life skills like decision making, problem solving, coping with emotions, communication skills , empathy. Though WHO, feels that basic life skills are essential to be there or can say developed among youth , especially adolescents but these prospective teachers, who will be our future teachers themselves lack them , wherein most of them lack basic moral based skills like empathy, effective communication skills, coping stress , coping emotions

**Need of the Study :** Researcher being experienced school teacher, teacher educator and he himself over the period, has found a paradigm shift in the attitude of prospective teacher trainees enrolling for B.Ed.programme. A lot of values are seen missing in them. Hence the researcher felt a need to collect the data from the various teachers and find out the moral decay which is happening in the prospective teachers.The research study will be of great significance to all the stakeholders, curriculum framers of the teacher education curriculum. The aim of the study is to study the moral decay among prospective teachers (2014-2015).

**Objectives of the Study :**

1. To study the moral decay among prospective teachers.
2. To measure the opinion of teacher educators on moral decay among prospective teachers.

**Scope & Limitations:**

1. Study is limited to teacher trainees /prospective teachers/ pre-service teachers.
2. Study is limited to B.Ed. college students/ teacher trainees only.
3. Sample size is restricted to 100 due to time constraint.
4. Study is limited to Mumbai, Thane district of Maharashtra only.
5. Study is limited to prospective teachers of the recent year ( 2014-2015)

**Methodology of the Study :** Descriptive research (Survey method)

**Research Questions:**

What moral values do the present generation prospective teachers lack in them?

Whether really moral decay is observed/ found among the prospective teachers?

**Sample :** All the teacher educators of teacher training institutions where B. Ed programme is offered were considered the population of the study. 100 teacher educators were taken as sample.

**Research instrument/ Tool used for Study:** Self prepared tool (Three Point Scale) was prepared, before the administration of tool, it was pilot tested on 20 teachers educator and its reliability was calculated. Validity was done by experts.

**Scoring:** Self prepared tool- Tool is a three point scale with marks ranging from 1 to 3 from left to right for all questions except reverse scoring 3-1, i.e. from right to left was done for negative statements.

Sr.No	Statements	1	2	3	Total
1.	Generous.				
2.	Kind/ Benevolent				
3.	Adamant				
4.	Polite				
5.	Humane				
6.	Like notes over listening to lecture.				
7.	Express fatigue / boredom openly.				
8.	Negative attitude to teachers employing traditional approach while teaching.				
9.	Lack of respect.				
10.	Indecent at dressing.				
11.	Critical				
12.	Tolerant / Patient				
13.	Extrovert				
14.	Disharmony with most.				
15.	Lack of co-operative spirit.				
16.	Untrustful.				
17.	Sarcastic				
18.	Aggressive.				
19.	Backbit behind friends, teachers and other teachers.				
20.	Authoritative				
21.	Butter teachers.				
22.	Harsh/ rude				
23.	Materialistic.				
24.	Demanding.				
25.	Arrogant				
26.	Joined programme only to seek degree.				
27.	Poor acceptance of their mistakes.				
28.	Non-empathetic.				
29.	Fearless.				
30.	Unsympathetic.				
31.	Irregular				
32.	Unpunctual.				
33.	Rarely keep promises.				
34.	Over confident at times.				
35.	Humanistic				

**Data Analysis :** After collecting data, data was analysed by using simple statistical method.

**Findings :** The following has been observed / found on the data collected on administration of the self-prepared tool.

It was found that maximum of the respondents responded that prospective teachers lacked /were missing the following qualities : Generosity, Kindness , Politeness, Humanity, Positivism, Decency , Empathy, Sympathy etc. due to which their rapport , their communication, attitude with the teacher educators is not as those used to be in the past. This is due to the greed of seeking the degree by chance and not by choice. Also it symbolises decay of moral values in these prospective teachers More ever it was also found that most of the teacher educators responded stating that the present future teachers, prospective teachers do not like like notes over listening to lecture. More ever they express fatigue / boredom openly. Most of them have negative attitude to teachers employing traditional approach while teaching.it was even found that there is lack of respect found among the present generation teacher educators. Sarcasm,

Authoritative attitude, negativity, harshness is often observed among the present generation prospective teachers. There is a need to think about this moral decay as it may harm indirectly the future citizens who are handed over by parents to them via the schools. Hence there need to develop these values among the prospective teachers.

**Suggestions for Further Studies :**

1. A Study to compare the attitudes of prospective teachers towards teaching profession.
2. A study of Moral decay in Present generation youth.
3. A Study of Reasons for moral decay.
4. A Study of presence of Morals / values among Prospective teachers

**Conclusion :**

From these findings it can be easily concluded that there are many moral values which the present generation prospective teachers do lack in them. Also there is a moral decay which is observed/ found among the prospective teachers. It has been noticed / found that most of the entrants coming or those enrolling for B.Ed. programme in recent years have come by chance and not by choice. Now days that zeal, enthusiasm is seen but sometimes are of artificial in nature. There is very few ethics seen to be present among these entrants. More ever prospective teachers of the present most of them, even lack basic livelihood skills, life skills like decision making, problem solving, coping with emotions, communication skills, empathy. More ever they lack the basic qualities like honesty, patience, generosity, dignity of labour, sympathy, empathy etc. From above study the researcher, author would like to sensitise the teacher education institutions planning for new year B.Ed. two year programme to ponder over, think over development of various skills for livelihood, qualities essential for effective socialisation, to make them aware of the moral decay happening is not good for the profession of teaching.

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## TWO YEARS B.Ed. AND M.Ed. PROGRAMMES: CHALLENGES AND CONSEQUENCES

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*“Education has continued to grow diversity and extend its coverage since the dawn of history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of time.” National policy of education (NPE) 1986 revised in 1992. The educational expansion, universalization of elementary education, vocationalisation of secondary education, higher and professional education and overall quality of education are major challenges before the country. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education. It should be reviewed and revised from time to time.*

The national policy on education further emphasizes that “the Government of India will also review, every five years; the progress made and recommend guidelines for further development.” In the light of the above statements, the National Council for Teacher Education (NCTE), a statutory body, established by the Government of India for the maintenance of standards and improvements of the quality of teacher education in the country. During these years, large scale and for reaching developments as well as changes have taken place on the national and international scenes in social, economic, cultural, scientific and technological spheres as well as in information and communication technologies. As teacher education is based on the theory that “teachers are made not born” so these developments teacher education and it call for review and reform of Indian teacher education. Teachers serve education, which is an effective instrument of man making. The teachers learn this art through pre-service teacher education programme. A weak programme of teacher education cannot serve this purpose. New developments in science and technology at national and international levels with for reaching educational and cultural consequences, challenges of post modernity, counter-culture, value crisis and postindustrial society become evident.

### **Major flaws in the existing B.Ed. programme :**

- During the last two decades the teacher education curricula have received severe criticism as it is now outdated.
- Academic and professional skills are not independent of each other.
- Teaching skills are develop properly due to lack of teaching practice time because it has

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been seen that there is hardly any difference between the performance of trained and untrained teachers.

- There is not in hand experience on the part of the pupil teachers.
- All activities in most of the colleges have become just formality.
- Non attending culture whether for students or teachers is expanding in B.Ed colleges.
- Students are not sincere about the studies as they can see that non- attending students also get full assessment.
- Seminars, lectures are just done for formality, there are no fruitful discussions at all.

**Two year B.Ed. programme :** Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent up gradation of teacher-education programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. *programme*. It was also endorsed by the Hon'ble Supreme Court of India in its judgment on 15 June 1993. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organized training institute is essential before a teacher may be duly launched." The NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers. The NCERT in collaboration with NCTE developed four different syllabi for initiating this two-year B.Ed. programme in its four regional institutions in the year 1999. The experiences of running these courses for over nine years proved to be valuable indicators for the present exercise of preparing effective teachers who could cope with the emerging challenges in their professional careers. The student-teacher has to critically examine the conditions of the school, reflect and have the potential to perform the desired role even in conditions of scarcity and deficiency of various kinds which a large number of schools face in our country. A student-teacher has not only to reorganise his/her understanding of the learnt previously, but also has to be well-equipped with the essentials of pedagogy, competencies and skills required to create a conducive learning environment in schools for each and every learner. Accordingly, the two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into two parts. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has been kept in mind while visualizing modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with and principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences. The Council

set up a Committee to reformulate the two-year B.Ed. programme under the Chairmanship of Professor M.S.Yadav. Several meetings were held at RIEs and NIE, involving faculty from RIEs, NIE and various other institutions and universities working in the concerned areas. Discussion and deliberations in these meetings helped in evolving this two-year B.Ed. programme corresponding to the emerging vision in teacher education incorporating inputs as suggested in the *NCF-2005*. This syllabus became effective from 2008 in the RIEs. The syllabus could also be useful for other institutions who would like to adopt longer duration of teacher education programme. But two years B.Ed course demands too much changes in the institutions and faculty (teachers).

#### **Following challenges will be encountered :**

- Teaching practice of 6 months as prescribed in the updated curriculum is challenging itself. Find any practicing school for 6 months is very difficult. So, with each institution one practice school must be allotted.
- As NCTE has recommended half seats should be fulfilled in the first year and other in next year. In that case private/ self financed managements are ready to short teacher educators as they have the excuse of less fees.
- Two years B.Ed. programme is lengthy as per the mind set of society. Students are reluctant to do two years B.Ed.
- New curriculum is no doubt touch all the aspects of education but it is a challenging one. New curriculum needs a lot of hard work on the part of the teachers.
- A mass production of teachers every year but fewer jobs creates a lot of problems.
- Six months teaching practice give Government schools free teachers for six months.
- As per NCTE rules the requirement of teachers for 100 students is 16 but it must be sure that it is also effect on teacher's salary in self- financed colleges.
- Computer is taken as defaulted in today teacher but in NCTE notifications there is no computer instructor in teacher education institution.

By seeing all the aspects of whether the course should be of one year or two years this can be drawn that it is a demanding stage to do something to improve the quality of teachers. Quality of teacher education can only be improved by improving the course content and also the institutions. Teachers are reluctant to do work because they are not paid according to their qualification. No norms or standards are maintained in some colleges but those are only money making agencies. Nothing will happen unless the standard of colleges is uplifted. NCTE should also inlist strict rules and regulations for teacher training institutions.

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# INNOVATIONS IN TEACHER EDUCATION

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*Teacher education is now becoming more important in order to cope up with the emerging demands from the school system. Because of the changing educational needs of the student and advancement in technology the area of responsibilities of the teacher has widen. Now teacher has to perform various role like encouraging, Supporting and facilitating in teaching-learning situations. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. This paper discusses the idea about good teaching, Existing teacher education system ,trends in teacher education system and innovations and at the end some of the suggestions were made to bring effectiveness in teacher education.*

According to NCTE (1998) teacher is the most important element in any educational' program. He plays a central role in implementation of educational process at any' stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Increase in population demands professional and qualified teachers. So lots of efforts should be made to improve teacher education. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. It is one of the significant areas where a lot of innovative ideas can be tried out and practiced. Teacher Education for preparing humane and professional teachers needs to be holistic.

The Teacher Education programs need to integrate innumerous skills & competencies such as emotional competencies, life skills, info-savvy skills, techno-pedagogic skills, human development climate through trust and spiritual intelligence dimensions. Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times. It is necessary to shift to more powerful learning paradigms, such as, linear to hypermedia learning, instruction to discovery and construction,

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teacher centered to learner centered education, absorbing material to learning how to navigate and learn, learning as taxing to learning as fun, teacher as transmitter to teacher as facilitator. We need to bridge the gaps between to have and to be. Sharma (2012) stressed on the fact that ICT can play a major role in professional growth of the teacher and shaping the global economy. Unless teacher educators model effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. Although National Council for Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework consequently; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and stimulatory learning experiences whenever available, rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they preach.

### **Emerging Trends in Teacher Education**

The change brought by technological, economic, and cultural forces in the early twenty first century was very fast. These changes were mostly pronounced in the developed world. But their effect was also apparent in the developing world. Societies across the world were rapidly changing in fundamental ways, especially with regard to the availability and easy way to access to digital information and communication technologies. But, teachers and their predominant classroom practices rather remained traditional in this era of rapid change. It was content focused, teacher directed and didactic instruction focused on content delivery and reproducing the same remained the rule of the pedagogy. There is a need to bring improvements and innovations in teacher education system.

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

**Innovations :** Some of the innovations in teacher education programme are integrated which are as follows: Integration of Micro-Teaching Skills, Integration of Life-Skills, Integration of Techno-Pedagogic Skills, Problem Solving Through Participatory Approach, Personalized Teacher Education, Integrated Teacher Education, Specialized Teacher Education, ICT Mediated

Education, Bridging the gaps between Teaching Styles & Learning Styles, Developing Integrated Thinking Styles, Training Thinking, Choice Based Credit System, Electronic Distribution of Examination Papers (EDEP) Double Valuation, Total internal Continuous Comprehensive Evaluation, Constructivist Approach, Research through novel approaches and Holistic Approach Only few teacher education institutions make use of above these innovations.

### **Suggestions :**

- **Research** should be conducted comprehensively to realize the goals of teacher education. The results of these researches should be given due importance in designing the curriculum of teacher education.
- **Innovative programmes:** Seminars, Workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process in various fields.
- **Admission Procedure:** Admission procedures of B.Ed. should be completely restructured so that only those who have aptitude of teaching are able to take admission in this course.
- **Regular Inspections:** the number of self- financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. Therefore for regular inspection should be done to ensure quality in teacher education.
- **Extension programs and Exchange programs:** Extension programs and Exchange programmes with different universities within India and outside India enrich the teacher education programme enormously. So such programs should be sponsored by government and university so that different academicians from different disciplines can contribute in the qualitative aspect of teacher education.
- **Internships/teaching practice:** The internships/teaching practice time period should be increased so that pupil teacher become more confident and get familiar with classroom situations.
- **Use of technology** Technology has revolutionized every industry and each component of our culture and society. Now, it is revolutionizing the teacher's education in all parts of the world. Revolution is going on with a swift pace. It is important that teachers can be prepared not only to use today's technology but should be able to handle systematically and analytically about what technology is going to come and evolve afterwards. Information sharing environments have already taken shape where anyone can be a global content publisher, as well as content consumer. In order to acquire and refine the skills needed for digital literacy, teachers of all generations need to engage in active production and consumption of multimedia content. The availability of digital curriculum for twenty first centuries' learners would be having a dramatic impact on the way teachers and educators prepare tomorrow's classroom leaders. To stay in course without bringing any change would not only be a denial of real digital era but also a blunder in a system of pedagogy.

Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the



field of education is not only limited with books but has broadened in various new horizons. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization.

### **Conclusion :**

Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. There should be open investment in Teacher Education for capacity building and development of creative faculties. Innovations should be all pervasive right from conception to delivery of Teacher Education. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. All attempts need be made for motivating teachers to become innovative and creative. Teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

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# INNOVATIONS IN TEACHER EDUCATION

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*Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. It is one of the significant areas where a lot of innovative ideas can be tried out and practiced.. The paper discusses the basic features of some of the innovative teacher education programs and approaches and also suggests some innovative features of teacher education programs. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in- service programs for serving teachers throughout the country. Because of the changing educational needs of the student and advancement in technology has widen the area of responsibilities of the teacher has widen. Now teacher has to perform various roles like encouraging, Supporting and facilitating in teaching-learning situations which enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens.*

**Innovation** is the key to improvement. Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning. In current time the obsolete ideologies and methods of teaching do not work. One has to be innovative with teaching and this was highlighted by Joshi and Thomas who wrote an article on Innovations in teacher education. The authors had highlighted the importance of integrated teaching, teacher curriculum and teacher education for rural development. Time is constantly changing and the only way to keep up with it is to keep growing and evolving and this is also applicable to teachers. With internet being so widely used, knowledge is just not restricted to textbooks, children have access to internet and information. In such times if teachers stick with a decade old way of teaching then it's difficult for children to relate to them. Teachers have to look beyond textbooks and take help from audio and visual aids of teaching to make a subject interesting. Various seminars and workshops are conducted by the educational boards (CBSE/ICSE/ISC) in India to teach innovative teaching skills to teachers.

## **Innovation in Teacher Education**

Educational innovation refers to an idea or practice new to a specific educational context that meets unsatisfied needs. It is the introduction or promotion of new ideas and methods that

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are devised in education and/or school practices which have a substantial effect on changing the existing patterns of behaviour of the group or groups involved. The interpretation given to 'innovation' at the 1986 Ministerial Conference in Singapore was 'innovation for development,' in which the process of development was seen as a means of bringing about certain fundamental and pervasive transformations in motivations, attitudes, habits and modes of thought and work—in other words, if education is not to be relegated to the role of bystander in the development process, it should become an active participant in the necessary social changes.

**Specific characteristics of an innovation** can include the following:

- It introduces a new or novel element which deviates from existing structures and/or procedures and is orientated towards the values of the society.
- Its specific objective and/or purpose is relevant to the needs of the community and related to national development.
- It has potential for diffusion on a large scale and is renewable from time to time based on appropriate feedback and the context for adoption and adaptation.
- The innovative process should involve a scientific approach before being either accepted or discarded. During the experimental stage, an innovation should permit flexibility on the basis of monitoring and evaluation.
- It should be both cost and time effective, and communicable to and able to be implemented in other parallel situations. Reliability, with or without adaptation, should be a criterion for innovativeness.

### **Suggestions :**

In order to reframe and restructure the teacher education process in accordance with the demands of the present day set up, following points can be taken into consideration as:

- Restructuring the entire syllabi-theory as well as practical.
- Professionalization has become a very important issue in the field of education. Reflection on one's own work is a key component of being a professional (Schon, 1983) and is essential to teacher education. Teachers must examine their beliefs, assumptions and biases regarding teaching and learning, and determine how those beliefs influence classroom practice.
- Adopting the wholistic teacher education program. Some of the features of the program are : Subject Knowledge, Inter-disciplinary Environmental Attitude, Health development, Emotional development ,Spiritual development and Integrated development.
- Regular organization of the programs like-Seminars,Workshops,Conferences for the purpose of improving the teaching-learning process as a whole.
- Regular inspection should be done to ensure quality in teacher education
- Aptitude of Teaching should be given priority while considering the criteria for admission of students in B.Ed.
- Development of the professional attitude by organizing various types of activities like school assembly, social work, field work, surveys, laboratory and other co-curricular activities
- Identification of the innovative research should be done if the Departments of Education Countrywide contribute in this area. They may periodically produce the Research Abstracts of the Studies conducted in their respective Departments, which may be made available on the World Wide Web.
- Teaching Practice should be carried out under complete supervision of the teachers in a systematic way so that it fulfills the objectives of teacher training.

- Teacher Education programme can be enriched by organizing Extension programs and Exchange programs with different universities within India and outside.
- Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.
- In order to provide exhaustive training to students internships/teaching practice time period should be increased so that pupil teacher become more confident and get familiar with classroom situations.
- It is imperative to strengthen Vocational Teacher Education in almost all the domains of Vocational Education, such as, agriculture, horticulture, sericulture, servicing of the electric and electronic appliances. Innovative approaches need to be evolved.
- Readiness of apex agencies to view and review innovations is the dire need of the hour. All the efforts will remain futile if the apex agencies do not agree as well as support the innovative ideas.

### Concluding Remarks

Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. There should be open investment in Teacher Education for capacity building and development of creative faculties. Innovations should be all pervasive right from conception to delivery of Teacher Education. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. Deciding the body of the curriculum, modes of transaction, and evaluation should be left to the discretion of teacher Educators and Teacher Education Institutions. But, it is a social reality that the society likes conformists and not heretics. Expected return on investment is in terms of reaping the benefits rather than nurturing the innovativeness. Teacher Education rather than considered a system, a discipline, a culture, is unfortunately being considered as an attachment. Sensing the complex challenges of the emerging society, Teacher Education has to realize its identity to innovate, construct and create. Research rather than stereotyped, should have problem based agenda. The researchers should be respected and paid differentially, simply because of the extremely added stress due to unquenched quest for exploration. Innovations breed in a peaceful environment, a unique, dedicated and humanistic culture. Growing complexities of the society and emerging challenges of life demand a self renewing innovative Teacher Education which is essential for survival.

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# INNOVATIVE USES OF ICT IN CLASSROOMS

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*Gurukul system of Education was in vague in India. The main characteristics of Gurukul system were dedicated and knowledgeable teachers, individualized and learner centered teaching, and self-motivated students who are eager to learn. This system changed due to increase in number of students. Consequently, the number of teachers increased. Teachers have been conscious about the quality of their teaching. To enhance the quality, some teachers use teaching aids, like, charts, models- static and working, specimen, slides, etc. because teachers are given training both in preparation and use of Audio-Visual aids. It is a known fact that majority of schools do not have appropriate teaching aids related to the school content. So teachers have no facility to use Audio-visual aids during teaching. The use of Audio-visual aids get further restricted due to unmotivated persons becoming teachers. Central Government realized the need of improving quality of education through the use of ICT in education. This helped in improving the quality of teaching in schools having no teacher to teach the subject, less competent teacher, schools having poor or no facility of teaching aids, etc. It helps learners to broaden the information base. ICT provides variety in the presentation of content which helps learns in concentration, better understanding, and long retention of information which is not possible otherwise. The learners can get opportunity to work on any live project with learners and experts from other countries.*

At present majority of devices are based on Digital Technology. One such device is Computer. The Computer is an electronic device that has the capacity to store, retrieve and process both qualitative and quantitative information fast and accurately. The computers were never developed for improving quality of teaching – learning process. But researchers started using computers for teaching purpose. It gave birth to Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Computer Based Instruction (CBI), etc. People started developed CAI for teaching different subjects at School as well as Higher Education level. The developed CAIs were compared with the Lecture Method/ Traditional Method and found that the developed CAIs were significantly superior to lecture method/ traditional method in teaching different subjects. The use of computers was not only for teaching but also for Psychological testing, evaluation; database management, library management, etc.

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### Information Technology

Networking of computers gave birth to information technology (IT). UNESCO considered Information Technology as “Scientific technological and engineering disciplines and management techniques used in information handling and processing, their application, computers and their interaction with men and machines, and associated social, economical and cultural matters’.

### Information and Communication Technology

IT was limited only to the textual mode of transmission of information with ease and fast. But the information not only in textual form but in audio, video or any other media is also to be transmitted to the users.

Thus, the ICT = IT + other media.

### Types of ICTs

- **Radio:** The use of radio for educational purposes began with the BBC’s schools broadcasting services as far back as in 1924. It is one-way information-communication programmes, in which the teacher talks and students listen. , IRI lays emphasis on the improvement of quality in the Classroom teaching-learning process, towards achieving clear-cut learning objectives.
- **Television:** To support formal education, television usually function as supportive and reinforcement tool. When used as a part of multi-media communication tool, television can directly or indirectly teach the subject matter. Television also continues to benefit the masses by making them conscious of the environment, rights, duties and privilege. It is a source of teaching etiquettes, language skills, hobbies, social relations and religious believes. Generally television can help to achieve the following objectives:
  - a) Social quality in education
  - b) Enhance quality in education
  - c) Reduce dependency on verbal teaching and teachers
  - d) Provide flexibility of time and space in learning.
  - e) Stimulates learning
  - f) Provide mass education opportunities.
- **Telephones :** M-Learning increases access for those who are mobile or cannot physically attend learning institutions – those who would not otherwise be able to follow courses in a traditional educational setting due to the constraints of work, household activities, or other competing demands on their time. M-Learning makes education more accessible in that it enables learners to pursue their studies according to their own schedule. The portability of mobile technology means that m-Learning is not bound by fixed class times.
- **Computers:** Students discuss on various topics of common interests, brainstorm with international students and seek advice of international teachers. Computers not only strengthen the traditional education system but also provide a new mode of pursuing educational courses and degrees. This mode is called as online training mode of education. Computers help students of schools, colleges and universities in their research works. Some of these courses are IT training, web designing, hardware and networking etc.



- **Internet:** Students can contact other students or their teachers via the E-mail if they have queries about any information. Sharing of information, discussions on a particular subject, etc., can be easily carried out. The Internet can be most useful for completing projects in schools and colleges. Historical accounts like speeches, biographies, etc., are also easily available on the Internet in detailed and accurate versions. Another positive effect of Internet in education is the onset of distance education or online learning. Using multimedia and Internet provides an opportunity for children to gain knowledge about a particular subject in depth.

### 5 Areas where ICTs can contribute to Education

- **Expanding Access:** ICTs are potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.
- **Promoting efficiency of Education System:** ICT enable teacher, planners, managers and policy makers to access to educational data when they need it. ICT also enable direct interaction between schools and teachers with parents fostering community engagement. They can be used to promote transparency and openness by making educational data including financing available to the public. This potential of ICT is acknowledged by governments with the development of Educational Management Information Systems (EMIS) in many developing countries.
- **Improving the quality of learning:** Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons, mentors, experts, researchers, professionals, business leaders, and peers—all over the world.
- **Improving the quality of Teaching:**
  1. ICT facilitates sharing of resources, expertise and advice
  2. Greater flexibility in when and where tasks are carried out
  3. Gains in ICT literacy skills, confidence and enthusiasm.
  4. Easier planning and preparation of lessons and designing materials.
  5. Access to up-to-date pupil and school data, anytime and anywhere.
  6. Enhancement of professional image projected to colleagues.
  7. Students are generally more 'on task' and express more positive feelings when they use computers than when they are given other tasks to do.

8. Computer use during lessons motivated students to continue using learning outside school hours.

#### **Use of ICT in Classroom**

1. Teacher is capable of giving up to date and complete information in his own subject,
2. The ICT can fill this gap because it can provide access to different sources of information.
3. It will provide correct information as comprehensive as possible in different formats with different examples.
4. ICT provides Online interaction facility. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners etc.
5. It helps learners to broaden the information base. ICT provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible otherwise.
6. The learners can get opportunity to work on any live project with learners and experts from other countries.
7. ICT provides flexibility to learners which is denied by the traditional process and method. Flexibility is a must for mastery learning and quality learning.

To 'tech' or not to tech education is not the question. The real question is how to harvest the power of tech to meet the challenges of the 21st century and make education relevant, responsive and effective for everyone, anytime and anywhere.

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# INNOVATIONS IN TEACHER EDUCATION

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*The success of any educational reform depends, upon the quality of teachers and in turn the quality of teachers depends to a large extent on the quality of teacher education. Education is fundamental to all-round human, material and spiritual development, in our national perception. Various aspects of the educational theory and practices undergoes several changes in accordance with the changing needs of the society. It is increasingly being realized that the traditional system of teacher education can hardly cope with the emerging demands of a democratic, secular and socialist set up. So, in order to produce quality in education, there is a need to apply some innovative practices that not only enhance learners' capabilities but also bring about a revolutionary change in society. The role of technology in teacher education has become more prominent with rapid growth and development of learning. Education with technology is a creative use of technology to allow learners to learn by working with technology. To enables the youth of India for becoming world leaders, we must design our educational systems in such a way that each student comes out with some certified vocational skills, which is possible through a blended system that is highly influenced by the swift developments in Information and Communication Technologies all over the world. The integration of ICTs in teaching in general and teacher education in particular is the need of the day. The use of ICTs can make substantial change in education. Along with ICT, Value based, Reflective and constructivist teacher education and co operative/Collaborative learning are the innovative practices, which puts the teachers and students in a more active role and enhance the quality of teaching and learning in general and teacher education in particular.*

Teacher education refers to the policies and procedure designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and society. Emphasis various aspects of the educational theory and practices undergoes several changes in accordance with the changing needs of the society. Accordingly theory and practices of teacher education also undergo changes. It is increasingly being realized that the traditional system of teacher education can hardly cope with the emerging demands of a democratic, secular and socialist set up. So, teacher education has to become more sensitive to the emerging demands from the school and society. For this, it has to prepare teachers for a dual role of ; encouraging, supporting and humane facilitator in teaching learning situations who enable learners to discover their talent, to develop character and desirable human

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values to function as responsible utilizes and an active members of the group of persons who make conscious effort to contribute towards process of renewal of school curriculum to maintain relevance to the changing societal needs and personal needs of the learner, keeping in view the changing national development goals and educational priorities. Thus, teacher education courses need to consider the changes in society in order to produce quality teachers.

Information and communication technology has become one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skill and concept of ICT as a part of the core of education, alongside reading, writing and numeracy. There is a wide spread belief that ICT have important role to play in changing educational system and ways of learning. Following are some innovative practices which can enhance the quality of teacher education:

### **ICTs in Teacher Education**

Information and Communication technology has become one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skill and concept of ICT as part of the core of education, alongside reading, writing and numeracy. There is widespread belief that ICT have important role to play in changing educational systems and ways of learning.

The need for the teacher training is widely acknowledged. Professional development to incorporate ICTs into teaching and learning is an on-going process. Teacher education curriculum needs to update this knowledge and skills as the school curriculum change. The teachers need to learn to teach with digital technologies, even though many of them have not been taught to do so. The aim of teacher training in this regard can be either teacher education in ICTs or teacher education through ICTs. A teacher's professional development is central to the overall change process in education. They are unsure of how to make most effective use of ICT as a powerful and diverse resource and one which can potentially alter traditional teacher-student relationships. If they are to invest time and energy in embracing the technology, teachers need to understand and experience the potential benefits of using ICT. Moreover, they need to have access to the evidence that supports the improvements in teaching and learning, including case studies and examples of effective practice. If the necessary changes in education are to be realized, they need strong leadership and support along with a school development plan for the integration of technology. They also need technical support so that they feel comfortable in using the technology and are more willing to experiment.

### **Four Theme Framework for Teacher Education**

UNESCO has projected a holistic framework taking into consideration four supportive themes viz.

- 1. Context and Culture:** Context and culture identifies the culture and other contextual factors that must be considered in infusing technology into the teacher education curriculum. It includes the use of technology in culturally appropriate ways and the development of respect for multiple cultures and contexts, which need to be taught and modelled by teachers.
- 2. Leadership and Vision:** Leadership and vision are essential for the successful planning and implementation of technology into teacher education and require both leadership and support from the administration of the teacher institutions.

3. **Life Long Learning:** Lifelong learning acknowledges that learning does not stop after school.
4. **Planning and Management of Change:** Planning and management of change signifies the importance of careful planning and effective management of the change process.

The curriculum framework also suggests that each teacher is allowed to interpret the framework within his or her context and personal approach to pedagogy, which is always related to the subject discipline or content area, rather than to the technology itself.

### **Role of ICT in Improving the Quality of Education**

The quality of education depends more on the quality of teachers. It is a known fact that quality teachers for an innovation in their teaching aspect through integrating technology in the class room instruction, to give the best to the student teachers to give the best to the student teachers. Since the technology is a powerful tool for problem solving and critical help to make the learning process much easier for the students-teachers. So improving the quality of education and training is a critical issues, particularly at a time of education expansion. ICT can be enhance the quality of education in several ways.

#### **Motivating to learn**

ICT such as TV, videos and multimedia computer software that combines text sound and colorful, moving images can be used to provide challenging and authentic content that will engage that student in the learning process. ICT networked computers with internet connectivity can increase learner motivation as it combines the media richness.

#### **Facilitating the acquisition of basic skills**

Educational television programs use repetition and reinforcement to teach the alphabets, numbers, colors, shapes and other basic concepts most of the early uses of computers were for computer based learning that focused on mastery of skills and content through repetition and reinforcement.

#### **Enhancing teacher training**

ICT has also been used to improve access to and the equality of teacher training. Courses include computers in the information society, education reform and future society and education online tutorials are also offered with some courses requiring occasional face to face meeting.

Educational system worldwide insist on using information and communication technologies (ICT) to teach students who gain the knowledge and skills needed for the future knowledge society. E-teacher education would develop in pre-service, a positive attitude towards e-learning and using computers in their future classrooms. E-teacher education is the instructional system of processes and activities designed according to the ICT development, characteristics and models of e-learning, principles of formal communication, principles of e-education and competence based education system etc. E-teaching adopts the constructivist principles in the designing of learning experiences. E-learning programmes use broadcast formats, lectures reviewing, class demonstration, interaction via video conferencing, online text messaging etc. to enhance the professional competencies of teachers.

**Value Based Teacher Education**

Values are integral to the process of education. They are not add-ons. All education is, in essence, value education. It involves developing sensitivity to the good, the right and the beautiful and the ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action. Thus, value education is simply a matter of developing appropriate behavior and habits involving inculcation of certain virtues and habits. To sensitize the teachers and learners with reference to value situations in life, the teachers have to be trained accordingly. The institutional processes in the training institution should help teachers acquire these capabilities by providing concrete situations and opportunities and actively involve them in appropriate learning experiences. Children acquire sensitivity to values and ideals by living in and coming into contact with the school atmosphere. Such an atmosphere needs the sustained and collective efforts of teachers, parents, community leaders and students. Teachers have a major role in making the school what it ought to be. They should help in creating an atmosphere of love, trust, co-operation and security in the school conducive to the development of high ideals and values. The teachers' training experience in its totality should lead to the motivation of teachers towards the attainment of these ideals.

**Reflective Teacher Education**

Reflection is a natural process that facilitates the development of future action from contemplation of past or current behavior. It refers to the on-going process of critically examining and refining practice, taking into careful consideration the personal, pedagogical, societal and ethical contexts associated with schools, classrooms and the multiple roles of teachers. There are two distinct components that are involved in reflective thinking: the process and the content. In order to have better understanding about teachers' reflective thoughts, both the process and the content of reflective thinking must be considered simultaneously. The process element of reflection emphasizes how teachers make decisions and the content stresses the substance that drives the thinking. The criteria for reflective practices in teacher education are grouped in broad areas namely assumptions, goals, tasks, content, roles and discourse. These areas are essential for the critical regulation of teacher development practices and also to plan teacher development programmes.

**Constructivist Teacher Education**

Constructivism is a philosophical view on how we come to understand or know. It is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Constructivist teacher education generally reflects two major traditions- the developmental and social reconstructive traditions. Programmes influenced by the developmental tradition are typically characterized by direct instruction in theory and practice, often without complementary opportunities for inquiry, discovery or self examination. Programmes influenced by social reconstructionist tradition attempt to help teacher education students deconstruct their own prior knowledge and attitude, comprehend how these understandings evolved, explore the effects they have on actions and behavior and consider alternate conceptions and premises that may be more serviceable in teaching. The constructivist teacher challenges



students to reach beyond the simple factual response. He encourages students to connect and summarize concepts by analyzing, predicting, justifying and defending their ideas. By respecting students' ideas and encouraging independent thinking, teachers help students attain their own intellectual identity.

### **Co-operative/Collaborative learning**

Co-operative learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. It is a successful teaching strategy in which small groups of students with different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a group is responsible not only for learning what is taught but also for helping group mates, thus creating atmosphere of achievement. When integrating co-operative learning strategies into a course, careful planning and preparation is essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria and manage active learning environment are critical to the achievement of a successful co-operative learning experience. In addition, the program in support of teaching and learning can provide faculty with supplementary information and helpful techniques for using co-operative learning in classrooms.

### **Conclusion**

To conclude it can be said that the need of the hour is to open up the road of education from its dead end and clear the parts that will lead to a learning society. It is therefore essential that there is a major reorientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them. Teacher education needs to be adequately strengthened and upgraded to accommodate the changing role of the teacher so that teachers can effectively address contemporary issues regarding education.

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# TEACHER EDUCATION — FUTURE NEEDS

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*Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teachers are the backbone of education system in any country. The need of teachers' professional development has been accepted weighty for the improvement of education all over the world. Therefore the expectancy for quality in teacher education is becoming higher with every day. But the traditional methods of teacher training are not serving the requirement. The present programs have been failed in preparing teachers that are required in a real classroom because the stress is on theory and not the practical. The link between the theory and practice cannot be denied. The curricula of teacher education need to be improved so that the expectations can be met. Successful learning at school is the foundation of lifelong learning by individuals and the globalised, knowledge society of the future. The continued creation, dissemination and utilisation of knowledge in all spheres of human activity, together with a sound, ethical base and moral values, is the pathway to a successful life for all people. It is imperative that every student at school is well set on this pathway.*

Teacher education is an integral component of the education system; it is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes taking place in education call for an appropriate response from a futuristic teacher education system

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that “teachers were born, not made.” It was not until the emergence of pedagogy, the “art and science of teaching,” as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a “science” that can be taught or whether one is “born” to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher knowledge of the subject matter to be taught, knowledge of teaching methods, and practical

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experience in applying both. Most educational programs for teachers today focus upon these points. However, the internal character of the individual is also an important aspect of teaching; whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher, are also a matter of debate

### **Teacher Education — Future Needs**

- **A teacher education for the future has a life-long perspective :** Teacher education has a life-long perspective. It starts with the initial training, goes on through the years as newly qualified teacher and continues throughout the entire career. The initial training is the first step in the qualifying process, but in-service training and further education are indispensable elements in a life-long process of professional development. In order to enhance coherence in the education system, from early childhood to higher education, the various teacher education programmes must build on a common knowledgebase. Teacher education programmes must strive for coherence and consistency both within each programme and across the whole range of programmes. Also, measures must be taken to allow for teachers to move from one area of the education system to another, by means of further education.

### **Contributes to students achieving a high level of knowledge and professional awareness**

Teacher education must be firmly grounded in the reality of everyday life in early childhood education, schools and apprenticeship businesses and industries. The overall purpose of the education programmes must clearly reflect the professions for which they prepare, and the professional aspects should permeate all teacher education. Thus, teacher education should combine high academic standards with sound professional knowledge. Future teachers should develop awareness about the content and complexity of the teaching profession and the conditions under which it is performed. All teachers should develop an ability to look critically at their own practical performance and be able to give valid reasons for the professional decisions they make. Teacher education must combine knowledge and skills in pertinent subject areas with topics related to teaching and learning (pedagogy, general didactics, subject specific didactics, and teaching practice). A strong teaching professions characterized by competence in all these areas and by the ability of the professionals to see the various areas in conjunction.

- **Provides in-depth subject studies and knowledge about teaching and learning (didactics) :** Teacher education programmes should provide future teachers with solid subject specific knowledge, including ample opportunities for in-depth studies. Knowledge about teaching and learning should be part of all subject studies in teacher education.
- **Includes a relevant study of education :** The study of education should be based in the profession and provide knowledge and skills needed to work with the learning of children, young people and adults. In addition, the study of education should provide a basis for reflection on teaching practice and thus equip the students with the means and tools to develop their own professional performance. The study of education shall contribute towards a collective professional foundation for work in early childhood education and schools and support collective professional development processes. Teacher education programmes

are comprehensive professional programmes that demand coherence across the various areas of study. Teachers of pedagogy, in close cooperation with teachers of specific subject areas and subject specific didactics, as well as teachers supervising student teachers (tutor teachers), should be responsible for the necessary coordination.

- **Provides high quality teaching practice :** The quality of the practical training is decisive, and requires close cooperation between teacher education institutions and local education authorities. Close contact and cooperation between teacher education institutions and practical training institutions should even comprise mutual participation in the learning activities of the students in the various learning arenas. Quality practical training institutions see themselves as important learning sites for the students, and they look upon the teaching practice as an integrated and significant part of their tasks. Leaders of these institutions would have a particular responsibility for organizing good student teaching schemes. They should also see to it that students, as far as possible, be included into the staff and learn to know the whole scope of professional tasks and develop an understanding of the organisation in which they work. Practical teacher training must be allotted sufficient economic resources. Financial arrangements must promote equity and quality for all students, irrespective of type of teacher education and place of study. Also, criteria and procedures for the assessment of student teaching must be developed.
- **Is anchored in relevant research :** All teachers should have a solid professional knowledge base, built on a combination of experience and research. Research based knowledge must therefore constitute a significant part of teachers' professional basis. Students of teacher education should learn to understand that research plays an important role in the development of early childhood education and schools. Students should acquire theoretical knowledge and practical skills to be able to organise, carry out and analyse R&D projects. R&D projects within teacher education must relate to the teaching profession and take into account the specific nature of education. Close cooperation between teacher education institutions, other relevant research units and early childhood education institutions, schools and apprenticeship industries is needed, in order to secure a sound development of the education system, teacher education programmes that are anchored in real life practice, and research that is relevant.
- **Requires Master's Degrees :** To secure sufficiently thorough subject studies and research based professional knowledge, teacher training for compulsory education, as well as the integrated higher level teacher education, must be at master level. Also, all teacher education programmes must be organised in a way so as to make it possible for students to build on a Bachelor's Degree to get a Master's Degree and continue studies at doctoral level. In the view of the Union of Education Norway the establishment of more Master's Degree programmes must be firmly founded on the knowledge base of the teaching profession.
- **Includes advanced qualification programmes :** In order to strengthen the knowledge base of the teaching profession, and thus enhance the development of schools and early childhood education institutions, advanced qualification programmes should be established,

in the form of doctoral programmes, research schools for teacher education and other qualification programmes. Designated qualification programmes would give opportunities for teacher educators and teachers to qualify as researchers within their own professional field.

- **Meets the students with high expectations :** The teaching professions are demanding and complex. This must be reflected in the studies. Teacher educators and trainers must therefore impose clear and concise standards and have high expectations of the students' efforts and achievements. Students that fail in their attempt to master the studies must be identified at an early stage and receive advice and guidance that is relevant to their personal situation. All teacher educators have a responsibility to assess and evaluate whether individual students have the skills, abilities and personal qualifications that are necessary to become a teacher. Such assessments and evaluations must be carried out regularly throughout the study period, no trust at the end of the education.
- **Provides knowledge of inclusion :** Inclusion is an overall principle in our education system. Thus, inclusion must permeate all teaching and teaching practice in teacher education. The education of teachers must afford all future teachers with research based knowledge that enables them to act according to this principle. Teacher education programmes should provide the students with theoretical knowledge and practical competence to meet the needs and expectations of children, young people and adults, in such a manner that everyone may learn in accordance with his or her own abilities. Teacher education should enable students to identify special needs that children and young people may have, and to take responsibility for implementing necessary measures to meet those needs. Students should also learn about the support system of the school and develop a professional working relationship with the various institutions within this system.
- **Protects and preserves the diversity of the education system :** Reflecting the demographic structure of society, schools are marked by social, ethnic, language, religious and cultural diversity. Good teacher education provides students with knowledge of and insight into multi-cultural work, thus enabling them to make use of the resources embedded in this diversity in their teaching. Teachers should be able to meet different groups of children and young people with open minds and respect and in this way contribute to dialogue and democracy. Equity and respect, as fundamental values, must be translated into their practice.
- **Emphasizes the societal perspective :** The tasks of all teachers are outlined by society, through democratic processes. Good teacher education emphasizes this societal perspective, by providing the students with knowledge of and insight into current legislation and national plans and curricula, as well as major political priorities in the sector. At the same time, students should develop a capacity for critical thinking about the tasks and functions of education in society. The students should be encouraged to take part in education policy debates. Students and teacher educators should know about national and international trends and be able to reflect critically on these trends. The global perspective must be made clearly visible. Thus, the studies should include exchange visits for both students and teacher educators, and resources represented by overseas and immigrant students should be fully utilized.

- **Makes use of information technology– technically and pedagogically :** In good teacher education, information technology is taken into use as an integral part of the study in both technical and pedagogical terms. Students must have necessary knowledge of the technology and be afforded insight into and experience with using ICT-based systems and equipment in their studies. Students should work with professional, pedagogical and ethical challenges brought about by ICT.
- **Offers quality in-service training and further education :** Good teachers need updated knowledge and should be able to participate in the development of their professional knowledgebase. Access to professional development should therefore be a right and an obligation for every member of the profession, within the framework of a well planned, predictable and binding system of continuous in-service training and further education for all teacher groups. The professional development should take place as a cooperative effort in which both teacher education institutions and practice arenas take part.
- **Is developed within the framework of a national development programme :** In order to strengthen teacher education programmes, it would be helpful to establish a national development programme lasting for several years and comprising all teacher education programmes. The national development programme should involve all stakeholders, i.e. teacher educators and other pertinent professional groups, all teachers, and teacher and student organisations.

### **Conclusion :**

Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions. These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swingeing fall. The surviving institutions can only be helped by appropriate authorities in improving quality of their academic management. Government and educators will need to understand better the links between schooling and its social and cultural environment, the kind of socialization and informal learning provided to children both before school entry and outside of the classroom and ways to develop more literate and encouraging environments in the family and the community surrounding the school. Although the task of recruiting for both miscellany and quality seems discouraging, several well-documented and proven long-term strategies exist and but now we should support the creation of a stable pipeline for recruiting more and better qualified, diverse teachers.

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# STAKEHOLDERS IN TEACHER EDUCATION — ROLES AND RESPONSIBILITIES

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*This paper discusses the roles and responsibilities of stakeholders in furthering the professional competence of teacher educators, across different settings; considers the conditions and opportunities for effective social and professional dialogue among stakeholders, highlighting the need for stronger teacher educator agency and voice.*

Teaching is a profession that entails that teaching is a specialized activity for which specialized knowledge/ training is required through specialized institutions. A good institution will produce individuals who will be devoted to the profession and make their mark in the activities organized by them while going to the field. If examples with respect to engineering and medical institutions in India and abroad are considered, one will agree that the onus of getting good teachers lies on the institution that prepares the professionals. Further the institutions alone do not matter much; it is the teachers in the institutions who produce desired individuals. Teacher educators are responsible for producing quality teachers. Harvey (1993) and Atwood (2007) point out that Quality processes tend to focus on 'core' aspects of education such as learning-teaching and course organization. In other words teacher educators' way of organizing theoretical framework, practical sessions and skills development programme affect the future teachers. The activities suggested during training are carried to the classroom teaching in the schools. Researches reveal that teachers have a significant impact on the achievement of the students. However, research studies are jejune to provide answer to the question if the teacher educators directly affect the teachers' classrooms behaviour or management of activities in the schools. Reasons for this could be many.

## **Key stakeholders in Teacher Education**

The most important stakeholders concerned with the effectiveness of teacher educators are those that benefit from the quality of their work: student teachers, experienced teachers (for professional development arrangements) and school authorities as the employers of qualified teachers. When it comes to defining, developing and monitoring policy measures concerning the work of teacher educators, the key stakeholders will be governments, employers (boards, heads of teacher education institutions and schools) and teacher educators themselves. In a recent survey, it was shown that the key stakeholders that are active in developing actions and measures related to the professional quality of teacher educators are usually national governments and the heads of local teacher education institutions (Snoek et al 2011). Sometimes, national higher education agencies can also play a role. Teacher educators themselves, however, are mentioned

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much less frequently as active stakeholders in policies concerning their professional quality. This might be because in most countries, teacher educators are not professionally organized. If teacher educators are to be involved as stakeholders in the development of policies for their own profession, strong organizational structures could boost their leadership and professional agency.

### **Roles and responsibilities**

Each of the key stakeholders should have specific roles and responsibilities. How these are distributed among stakeholders would depend on national contexts and cultures - on traditions of social dialogue, the centralized or decentralized steering of educational policies, the autonomy of universities, the level of organized structures around the teacher educator profession, the existence of a professional body representing the voice of teacher educators, the role of other stakeholder organizations or intermediate bodies (such as a higher education council), and so on.

All key stakeholders should share the commitment to having the best teacher educators to support student teachers in their professional development. This would be translated into an explicit understanding of the key elements that define the professional profile of teacher educators (e.g. a professional competence framework), as a frame of reference for teacher educators' individual professional development, together with institutional or national policies and support programmes (European Commission 2012b).

It is essential that the roles of each of the stakeholders be recognized. National authorities should be responsible for safeguarding the quality of the national education system and of its teachers. This would mean responsibility for the quality of teacher education and teachers' professional development providers. Employers of teacher educators (whether university- or school-based) should be responsible for providing high quality teacher education, by selecting and employing qualified teacher educators, as well as by supporting their professional practice and development. Teacher educators should be responsible for providing high quality support to (student) teachers, modelling attitudes of lifelong learning, self-evaluation and reflection – as well as a constant focus on improving practice through qualification programmes, collaboration, research, and so on. For each of these stakeholders, policies should focus on both quality development and quality assurance, and take into account different teacher education settings: higher education departments of education, pedagogy, didactics as well as subject departments; schools, training or adult education centres, local authorities, the private sector. Improving quality in the education of teachers is easier to achieve when there is collaboration between all the key actors in all phases of teacher education. This requires an active social and professional dialogue between national authorities, employers and teacher educators, leading to shared understandings and expectations about the quality of teacher educators' work and the roles and responsibilities of all involved.

For teacher educators to take responsibility for improving the quality of teacher education, it is important that they feel recognized as key stakeholders and can develop ownership and agency concerning the profession and its development; professional leadership should be acknowledged and strengthened. The opinions and expertise of teacher educators should be acknowledged in social and professional dialogues.

Such dialogues are facilitated if teacher educators have a collective professional voice, and strong leadership skills. National authorities and employers can support, as appropriate, the development of professional communities and bodies of teacher educators, to strengthen their professional agency. These can support and nurture the development of a culture of quality,

empowerment, accountability and continuing improvement. Once the profession has endeavoured to build up this quality culture, government policies could decide to hand over more and more trust and responsibilities to the profession, recognizing its necessary contribution to the high quality education of teachers.

Attention should be given to roles and responsibilities in meeting those conditions. The profession should play a key role in defining and safeguarding its own quality. That leads to another condition:

A well organised profession, characterised by strong leadership skills and a body that can represent the voice of that profession. The key stakeholders - government and education authorities, employers of teacher educators in universities and schools, teacher educators themselves, school leaders and teachers, professional associations or unions - need to be involved in decisions about the teacher educator profession. It is important that they achieve consensus on a shared vision - with a common understanding of what is meant by quality in educating teachers - and on the actions needed to support teacher educators.

Policy actions should start by clarifying who can and should educate teachers. Further steps include defining firstly the competences that teacher educators require, and secondly the most appropriate qualifications for members of the profession. When this has been done, criteria can be set for entry into the profession, for selection to teacher education posts and for further stages of professional education and development. All teacher educators, whatever their career entry stage or profile, need to take part in a suitable programme of induction into the identity and task of educating teachers, as well as into their new employer institution.

Thereafter, and throughout their careers, teacher educators, guided by their individual sense of responsibility for their own continuous professional learning, should have access to high-quality opportunities for continuing professional development, conceived to meet their specific needs. These can be course-based or tailor-made, formal or non-formal, individual or collective. The needs of different kinds of teacher educators might require specific courses leading to relevant qualifications, e.g. Professional or Educational Doctorates.

## Conclusion

Education authorities and professional bodies also need to promote effective professional collaboration between teacher educators working in different settings (university subject departments, university education departments, schools, local authorities, private sector etc.). Reforms promoting systematic quality enhancement, restructuring and cooperation between different kinds of teacher education institutions can offer potential for supporting the practice and professional development of teacher educators, as well as boosting their leadership capacities

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# QUALITY TEACHER EDUCATION

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*Teacher Education means programme of education, research training for human resources, equipping them to teach at pre-primary, primary, secondary stages of school education, non-formal/ adult education and correspondence education through distance mode. “Without good teachers eve the best system is bound to fail and with good teachers the defects of a system can be largely overcome” says Humayun Kabir. Educational programme of any kind can be successful only with good education of teachers. Teacher education refers to the total educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institution 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’s colleges and normal schools and colleges and universities. In ancient times it was generally believed that “Teachers are born, not made.” But today it has become necessary to provide professional training to teachers. The teachers have to be given knowledge of child psychology and taught the skills of teaching. The teacher must infact must be a craftsman who knows the tricks of his trade. All this necessitates ‘education’ of the teacher to make him familiar with the intricacies of the teaching-learning process. Therefore well organized education is very essential for improvement of standards in education and specially to the adoption of improved methods of teaching and evaluation. Quality of education has direct relation with economic productivity and development of the nation. Quality of teacher education is one of the factors affecting the overall education of the country. Teacher education in turn depends on higher education for its standard as it is nurtured by higher education. Thus the impact of teacher education which falls under the ambit of higher education is reflected on school education, making it as a catalyzing factor.*

Teacher is the pivot around which revolves the whole system of education. He is an architect of the society and builder of the nation. Educational programme of any kind can be successful only with the good education of the teachers. It is aptly remarked that the quality of education in a society depends upon the quality of the teacher and quality of the teacher depends upon the quality of the teacher education he has received. The term quality refers to the degree of excellence of a thing. Quality and efficiency of any education system depends on the quality of teachers.

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Quality teacher education is essential for the prospective teacher. It is needed to update their knowledge and skills in the school curriculum and technological change. The quality of teachers that determines the overall effectiveness of a system of education depends upon their own education that is popularly known as Quality Teacher Education. The Secondary Education Commission rightly observed, "We are, however, rightly convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community." Hence teachers must be provided with best possible professional education in order to raise the standards of education and to keep them continually improving, teacher education programmes must be given in a high priority. A number of measures have been taken for quality improvement of higher education and these steps are taken by Government of India by establishing various Regulatory/Advisory Bodies. These bodies are

**I. UGC (Universities Grants Commission):** UGC is a statutory body at the centre which looks after the interest of education at the university level. Section 6 of Article 5 of the UGC Act 1956 prescribes that the commission shall consist of nine members to be appointed by the Central Government as under:

- Not more than three members from among the Vice-Chancellors of the universities.
- Two members from among the officers of the Central Government to represent the government.
- The remaining four members from among the persons who are educationists of repute and who have obtained high academic distinction.

After amending the Bill of April, 1966 the total number of members has gone up to twelve. In addition to a full time chairperson, there is a full time vice- chairperson and other members. The chairperson is appointed for a term of 5 years. The commission is required to submit an annual report to the Parliament during the financial year.

**Objectives of UGC:**

- To inquire in to financial needs of universities.
- Allocate and disburse grants to universities for maintenance and development of universities or for any other general or specific purpose.
- Recommend to any university, measures necessary for the improvement of university and advise the university upon the action be taken for the purpose of implementation and recommendation.
- Advice the central or state government on the allocation of grants to universities for any general or specified purpose out of their funds.
- Advice any authority, if such advice is asked for, on the establishment of a new university or on proposals connected with the expansion of the activities of any authority.
- Require a university to furnish it with such information as may be needed related to the financial position of the university or the studies in various branches of learning taken in that university together with all the rules and regulations related to the standards of teaching and examination in that university respecting such branches of learning.

The head office of UGC is located in New Delhi. In order to ensure effective region wise coverage throughout the country, the UGC has decentralized its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati, and Bangalore. The following schemes are implemented by the regional offices:

- Development of colleges affiliated to state universities.
- Minor research project for college teachers.
- Autonomous colleges.
- Seminar/symposia/conference etc. for colleges.
- Construction of women's hostel (Special scheme).
- Award for teacher fellowship to college teachers for doing M.Phil/Ph.D.
- Financial assistance to teachers- visually handicapped (Blind).

**II. NAAC (National Assessment and Accreditation Council):** NAAC was established in September, 1994 to bring qualitative improvement in the higher education on the basis of NPE, 1986 (National Policy of Education). This council is an autonomous body established by the UGC, to assess the institution of the higher education.

**Vision of NAAC:** To make quality the defining element of higher education in India through a combination of self and external evaluation, promotion and sustenance initiative.

**Mission of NAAC:** NAAC has the following missions to fulfil:

- To arrange the periodic assessment and accreditation of institutions of higher education.
- To stimulate the academic environment for the promotion of quality of teacher, learning and research in higher education institutions.
- To encourage self-evaluation, accountability, responsibility and innovation in higher education.
- To undertake quality-related research studies, consultancy and training.

**Objectives of NAAC:**

- To evaluate higher education, departments or academic programmes and to accredit and certify.
- To keep record of the changes and progress in the higher education particularly in the field of assessment and accreditation.
- To establish economic ties with the UGC so that appropriate share/part of the aid/grant can be given to the institutions which have been assessed.
- To give suggestions to the UGC about the improvements into teaching and developments in the field of research so that UGC can appropriate steps in this regard.
- To encourage self-assessment, modernization and research in higher education.
- To declare result of the institutes so that students, aid granting agencies, the common people and teaching faculty can know.

**III. NCTE (National Council of Teacher Education):** Indian Education Commission (1964-66) observed that the existing programmes of teacher education were largely traditional, rigid and divorced from the realities of the school. With a view to improve and co-ordinate



the standard of teacher education in the whole country, it was recommended to form a National Council of Teacher Education. It was on the 21st May, 1973 that a Resolution was passed by the ministry of Education and Social Welfare Government of India where in it was decided to set up National Council of Teacher Education. At that time NCTE was an advisory body. It gave advice to central and state government on any matter relating with Teacher Education. N.P.E. 1986 emphasised for strong position of NCTE. As a result, the council was given statutory status in 1995.

**Membership of NCTE:** NCTE comprised of following members:

- Union Ministry of Education President.
- One representative from each State Department of Education.
- A representative of University Grants Commission.
- A representative of Central Advisory Board of Education
- A representative of Planning Commission.
- A representative of All India Council for Teacher Education.
- A representative of NCERT.
- Education Secretary
- Twelve experts in the field of pre-primary, primary teacher training, secondary teacher training, technical teacher training and vocational teacher training- maintained by the Government of India.
- One person to be nominated by the President of the Council as member Secretary.

The programme of action (1986) following this National Policy, pinned great hope in NCTE and committed the following functions would be achieved by this national body:

- Accreditation/ disaccreditation of institutions of teacher education.
- Laying down of standards and norms for institutions of teacher education.
- Development of guidelines for curricula and methods of teacher education.
- Other functions like earnings of credit for in-service education, duration of various courses, emphasis to be laid in training programmes for Non-Formal Education/Adult Education instructors, place of correspondence education in teacher education etc.

**IV. N.U.E.P.A. (National University of Educational Planning and Administration):** The NUEPA is the national apex institution in the field of educational planning and administration. It is an autonomous body established by the Ministry of Human Resource Development, Government of India. It is a prime organization dealing with capacity building and research in planning & management of education not only in India but also in South Asia.

**Objectives of NUPEA**

- To organize pre-service and in-service training programme in area of educational planning and administration.
- To coordinate research in various aspects of educational planning and administration.
- To provide academic and professional guidance to agencies and institutions regarding planning and administration.

- Offers Ph.D courses and awards degrees in education planning, finance, comparative education, school education and higher education.
- Acts as a clearing house of ideas and information on research, training and extension in educational planning.
- Organizes meetings, workshops and seminars for educational personnel of central and state government and union territories.
- Establishes contacts and advances collaboration with sister institutions in India and abroad particularly on countries of third world.
- NUPEA organises orientation and training programme and refresher courses for teacher educators and for college administrators engaged in planning and administration.

Hence the above mentioned institutions are responsible for maintaining the qualitative and quantitative standard of Teacher Education/Higher Education by executing its programmes sincerely, procuring equipment and recruiting capable personnel.

#### **Conclusion :**

If a nation wants quality education , it must have quality teachers as no system of education, no syllabus, no methodology and no text book can rise above the level of teachers. According to Kothari Education Commission (1964-66),” A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.” Teacher educators are the main pillars of teacher education. Basically they are considered to be the sole determinants of its accountability. The quality of their personality and character, mental ability couple with the dedication and commitment with which they work, more or less as a whole furnishes the accountability of teacher education. Teacher education is the stepping stone in building the future teachers. Quality teacher education includes quality teacher preparation and quality teacher development. This can be attained by keeping a check through various regulatory/advisory bodies which look after the interest of education and maintain the quality of teacher education.

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## EMERGING TRENDS AND INNOVATIONS IN TEACHER EDUCATION

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*Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization. This main purpose of this article is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education (integrated teaching, teacher curriculum and teacher innovations). It also discusses the need of teacher education program to be innovative and various practices that can be included. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.*

Teacher training course in India is designed for aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teaching methods have to be different for different age groups, for instance primary level teaching is a lot different from secondary or college level. The educational requirement for a primary and secondary teacher is also different. People who wish to teach primary school should minimum pass higher secondary examination with 50% marks whereas for teaching at secondary school, one needs to be postgraduate in the subject one wishes to teach. There are several schools and colleges in India which cater to teacher training schools in India and these offer teaching courses for different levels. Teacher education in India is institution based, along with internship programs in real classroom settings. Teacher education curriculum has faced severe criticism over the years, as its general too technical and obsolete which is not applicable in contemporary Indian school and society. Because of this drastic changes are required to bring a big change to the curriculum. These changes are slow but

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can be seen as International teaching agencies with a more advanced teaching curriculum is helping to shape better teachers in India. Teacher education is provided by several Universities, affiliated colleges, private and open Universities in India. Some of these institutions are more like an eye wash and provide certification just by paying the fee, and this leads to rise of unqualified teachers in India. The situation of primary teachers in India has seen a dramatic change but lot has to be done to improve the curriculum of secondary and vocational teachers. Teachers play an import role in shaping the future of the country and hence it's important that a lot of attention is paid on the quality of teachers churned out every year,

### **Emerging Trends and Innovations**

Innovation is the key to improvement. In current time the obsolete ideologies and methods of teaching do not work. One has to be innovative with teaching and this was highlighted by Joshi and Thomas who wrote an article on Innovations in teacher education. The authors had highlighted the importance of integrated teaching, teacher curriculum and teacher education for rural development. Time is constantly changing and the only way to keep up with it is to keep growing and evolving and this is also applicable to teachers.

In order to relate with children teachers need to keep themselves upgraded with new ways of teaching. For instance if a teacher is not net savvy in current times then he/she cannot make History classes interesting. Today is the age of videos and podcasts and children can easily learn through this interactive media and hence teachers of current India need to keep up with the current technology. Most of the schools and universities in India have training program for teachers to upgrade their teaching skills. There is no harm in doing that as you should be open to learning new things. Learning never stops all your life, and for teachers to evolve, as a good teacher needs to explore themselves, and try innovative educational measures to teach children.

With internet being so widely used, knowledge is just not restricted to textbooks, children have access to internet and information. In such times if teachers stick with a decade old way of teaching then it's difficult for children to relate to them. Teachers have to look beyond textbooks and take help from audio and visual aids of teaching to make a subject interesting. Various seminars and workshops are conducted by the educational boards(CBSE/ICSE/ISC) in India to teach innovative teaching skills to teachers.

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in- service programs for serving teachers throughout the country. Teacher education is now becoming more ye to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has widen the area of responsibilities of the teacher. Now teacher has to perform various role like encouraging, Supporting and facilitating in

teaching-learning situations which enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens.

### **Suggestions**

1. The courses of studies in theory and practice should be restructured. For this research should be conducted comprehensively to realize the goals of teacher education. The results of these researches should be given due importance in designing the curriculum of teacher education.
2. The method of teaching in the teacher education should be reorganized according to the changing demand of education system. Special innovative programmes like seminars, Workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process in various fields.
3. The admission procedures of B.Ed. should be completely restructured so that only those who have aptitude of teaching are able to take admission in this course as the increasing number of colleges of B.Ed. has made this course accessible for everybody
4. Now a days the number of self- financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. Therefore for regular inspection should be done to ensure quality in teacher education. The affiliating bodies for teacher education should frame such parameters which can enhance the teacher education program in qualitative aspect rather than quantitative aspect.
5. In order to remove the myth or misconception that the training in teacher education department is superficial and is not incorporated in real situation the professional attitude should be developed by organizing various types of facilities like school assembly, social work, field work, surveys, laboratory and other co-curricular activities
6. State Education department can have planning unit which can help in regulating the demand and supply of teachers at various levels of schools. As it has been observed that there is big gap between demand and supply in various states. The whole scenario of education is changing after Right to Education Act 2009, the demand for teachers at various level has tremendously increased .Moreover today is the time for inclusive education which leads to demand of special teachers/educators and we all are aware of the fact that there is scarcity of special educators.. So a balance should to be maintained for better results.
7. The training or the teaching practice of pupil teachers held in the school should be closely associated with teaching staff in education collages in planning the content to be covered and method to be used by the pupil teachers to have useful implications for school rather than disturbing their routine schedule. Moreover the real teaching practice should be supervised by the teachers in a systematic way so that it fulfills the objectives of teacher training.
8. It should be made mandatory that a teacher education department should have a demonstration school which should have certain facilities such as laboratories, libraries and other important audiovisual equipments. This can be of great help to formulate the policies, program for refining the education system.
9. The whole system of education is changing at a greater speed. The teacher education department should conduct research on teaching curriculum and evaluation procedure in the regular

- university departments. Extension programs and Exchange programs with different universities within India and outside India enrich the teacher education programme enormously.
10. Refresher courses, Orientation programs Seminars, Conferences, Workshop, Symposium should be encouraged for the professional growth of teacher educators. All the educationists can be oriented with new developments, changes, innovations in the field of education.
  11. The reference books, other reading material are not available in Hindi and other regional languages so availability for such books should be made for students and teachers which can make the teaching learning process more effective.
  12. Haryana government has made provisions for providing incentives for pupil teachers who undergoes training at elementary level, so provisions should be made at higher level also. Government should provide financial grant to teacher education institute/department for opening experimental school.
  13. Rigorous screening and strict admission procedure should be followed for correspondence courses for teacher education
  14. Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.
  15. Teacher Education department! Institute should be connected with real life situations of classrooms so that the teacher educators and pupil teachers both get acquainted with different problems of classroom situations.
  16. The internships/teaching practice time period should be increased so that pupil teacher become more confident and get familiar with classroom situations.

### **Conclusion :**

Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national develop.

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<http://www.ncte-in.org/teachers-education>



# INNOVATIONS IN TEACHER EDUCATION

*Mr. Sandeep Kataria\**

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*Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization. Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. It is one of the significant areas where a lot of innovative ideas can be tried out and practiced.*

According to NCTE (1998) teacher is the most important element in any educational program. He plays a central role in implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, "The destiny of India is being shaped in its classrooms." As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years.

## **Present Status**

India has a large system of education. There are nearly 5.98 lakh Primary Schools, 76 lakh Elementary Schools and 98 thousand high / Higher Secondary Schools in the country, but 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. As far as in-service education is concerned the situation is not very encouraging. In this scenario it has been observed that teacher educators are not professionally committed and overall competencies of teachers leave much to be desired. The quality of pre-service education has actually shown signs of deterioration. Naseem & Anas (2011) in their study discussed about the various problems that are existing in Indian Teacher Education. While Sharma (2012) stressed on the fact that ICT can play a major role in professional growth of the teacher and shaping the global economy. Unless teacher educators model effective use of technology in their own classes,

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it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. All these problems are closely associated with increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices; and the support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level. The DIETs are charged with the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centres for elementary education at district level. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary stages and in vocational education.

Although National Council for Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework consequently; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and stimulatory learning experiences whenever available, rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.

### **Emerging Trends and Innovations**

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

Teacher education is now becoming more ye to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has

widen the area of responsibilities of the teacher. Now teacher has to perform various role like encouraging, Supporting and facilitating in teaching-learning situations which enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens.

### **Culture for Innovations**

Every innovation has a unique culture, created by the innovators. novel ideas, personal dedication, institutional social support, persistent struggle are some of the features of innovations. It is evident through each one of the following innovative approaches like Integration of Micro-Teaching Skills, Integration of Life-Skills, Integration of Techno-Pedagogic Skills, Problem Solving Through Participatory Approach, Personalized Teacher Education, Integrated Teacher Education, Specialized Teacher Education, ICT Mediated Education, Bridging the gaps between Teaching Styles & Learning Styles, Developing Integrated Thinking Styles, Training Thinking, Choice Based Credit System, Electronic Distribution of Examination Papers (EDEP), Double Valuation, Total internal Continuous Comprehensive Evaluation, Constructivist Approach, Research through novel approaches and holistic Approach.

### **Features of Some of the Innovative Programs**

#### ***Personalized Teacher Education (DAVV, Indore, 1991)***

Activity based Teacher Education Program (Zero Lecture Program) originated and institutionalized at the School of Education, DAVV, Indore (1991) was deployed at Lucknow (1996). Some of the features of this Program are viz : Choice of Volunteers, Learner Centered, Personalized Classroom Setting, Participatory Approach, No lectures by Teacher Educators (ZLP), Freedom for what to study, how to study, where to study and when to study, Peer Teaching-Learning-Evaluation, Variety in the modes of presentation, Successive Discussions, Evaluation-Self, Peer and Teacher, Emergence of Humanistic, Friendly, Confident, Open, Resourceful, Dedicated, Creative, Constructive, Innovative and Holistic Masters.

#### **Holistic Teacher Education (CASE, 2008)**

The Centre for Advanced Studies in Education (CASE), Vadodara has been strengthening Wholistic Teacher Education through seminars, research and publications. A Research Study has been conducted on rehabilitation of Street Children through Wholistic Approach. Some Research Studies are being conducted on Wholistic Science Education Program and Wholistic Development through Leisure Time Activities. The wholistic teacher education program is quite promising. Some of the features of the program are : Subject Knowledge, Inter-disciplinary, Environmental Attitude, Health development, Emotional development, Spiritual development and Integrated development

#### **Problem solving in higher education through participatory approach (DAVV, 1992)**

- The M.C.Ed. class (1992), DAVV, Indore was very often given a problem to be solved through a computer
- program.
- Number of different programmes would emerge from the entire class.

- Each program was presented by one of the programmers to the rest of the class and rated by all the students on different criteria, namely, compactness of source code, fetch and execute cycle size, response time, memory used, programming discipline level and programme intelligibility.
- Also, the students developed programme to calculate Kendall's Coefficient of Concordance through 'C' language. They then computed Kendall's coefficient of concordance individual criterion wise and with respect to the comprehensive criteria.
- There is a significant cognitive development through cognitively mapping the algorithms and solution to a problem. This approach cuts across students of varied profiles, simultaneously. Participatory approach may be introduced in various disciplines to enhance learning in all domains. It facilitates creative production and independent thinking. Also, it provides scope to experience and appreciate the cognitive maps of others.

#### **Development of Creative Writing Ability Amongst Students Through Participatory Approach (CASE, 2010)**

- Recitation of Model Poems by the Teacher in Class situation
- Appreciation of the poem by the class and identification of the various components of creative composition
- Composition of a variety of poems by the students individually, and in groups
- Recitation of the self composed poems by the classmates and appreciation by rest of the class Participatory approach of creative writing facilitates expression of the latent creative faculties in terms of original production.

#### **The Indian Institution of Teacher Education, Gujarat (Bill, 2010)**

This is a Bill to establish the Institute of Teacher Education to promote teachers' development of integral personality, wide vision of nationalism and internationalism and to fulfil their role as exemplars, as friends, philosophers and guides, as scientists, psychologists, artists and technologists and above all as ideal communicators who can spread uplifting influence by the processes of awakening, inspiration, and enthusiasm, also to new trends of syntheses of the East and the West and agents of change from old to the new and to confer the status of a University thereon and for matters connected therewith or incidental there to.

#### **Suggested Innovative Programs**

There can be innovations in Teacher Education through e- Open Sourcing in many areas, such as Personality Development, Human Rights Education, Life Skills Education, Techno-Pedagogic Skills, Management of Learning Systems, Media Program Appreciation, Multi-cultural Education, Environmental Education, Adolescence Education, Adult Education, Old Age Education, Technology Integrated Education, Instructional Design, e-Content Development, e-Communication, Non-Verbal Skills, Vocational Education, Psychological Appraisal and International Understanding & National Integration

#### **Actions**

1. Identification of the innovative research could be done if all the Departments of Education

- Countrywide contribute in this area. They may periodically produce the Research Abstracts of the Studies conducted in their respective Departments, which may be made available on the World Wide Web.
2. There should be networking amongst all the Teacher Education Institutions to learn from the innovative practices of each other.
  3. Efforts should be made to realize wholistic Teacher Education by integrating various skills, such as, microteaching, info-savvy, techno-pedagogic, life skills in the various Teacher Education Programs. Along with cognitive development there should be adequate focus on emotional maturity, psycho-motor development, health and environment , and inter-disciplinary development.
  4. In order to remove the myth or misconception that the training in teacher education department is superficial and is not incorporated in real situation the professional attitude should be developed by organizing various types of facilities like school assembly, social work, field work, surveys, laboratory and other co-curricular activities.
  5. State Education department can have planning unit which can help in regulating the demand and supply of teachers at various levels of schools. As it has been observed that there is big gap between demand and supply in various states. The whole scenario of education is changing after Right to Education Act 2009, the demand for teachers at various level has tremendously increased. Moreover today is the time for inclusive education which leads to demand of special teachers/educators and we all are aware of the fact that there is scarcity of special educators.. So a balance should to be maintained for better results.
  6. It should be made mandatory that a teacher education department should have a demonstration school which should have certain facilities such as laboratories, libraries and other important audiovisual equipments. This can be of great help to formulate the policies, program for refining the education system.
  7. Refresher courses, Orientation programs Seminars, Conferences, Workshop, Symposium should be encouraged for the professional growth of teacher educators. All the educationists can be oriented with new developments, changes, innovations in the field of education.
  8. The reference books, other reading material are not available in Hindi and other regional languages so availability for such books should be made for students and teachers which can make the teaching learning process more effective.
  9. Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.

### **Conclusion**

Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. It has been recognized that teacher education program

should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

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## OPPORTUNITIES IN RESEARCH: TWO YEAR M.Ed.

*Mrs. Karamjit Kaur\**

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*The Indian Higher Education System has established itself as the largest system in the world in terms of number of institutions and third largest in terms of student enrollment (after China and USA). The current higher education scenario is undergoing profound and rapid changes. In the process of major changes in higher education & teacher education one dire need is to make teacher education part and parcel of higher education in India. NCTE regulation-2014 recommended that M.Ed programme should become a two year programme with adequate provision to branch out into specializations in curriculum studies, pedagogic studies, policy, finance and foundational studies. Research methodology is an integral part at theoretical as well as practical (dissertation) in M.Ed. course where in Dissertation was made a compulsory component by Panjab University Chandigarh. Few suggestions like attitudinal changes, time bound schedule, orientation toward use of learning resources, plagiarism etc. are discussed which to be implemented in Two Year M.Ed. programme to improve the quality of research*

Higher education plays a pivotal role in the development of a country, as it is viewed as a powerful means to build knowledge based society. The Indian Higher Education System has established itself as the largest system in the world in terms of number of institutions and third largest in terms of student enrollment (after China and USA). Several new institutions have emerged due to significant increase in private sector participation over the last few years. There are 14.6 million students undergoing Higher Education in India as of 2011. UGC frames standards, recommends the government, and provides coordination among the Centre and the State as top domain authority in Higher Education. The higher education system in India has flourished tremendously by adding almost 20,000 colleges and more than 8 million students in the last decade. As of 2011, India has 42 Central Universities, 275 State Universities, 130 Deemed Universities, 90 Private Universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 4 NITTTRs, 33,000 colleges as Government and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University, with approximately 3.5 million students, is the

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largest university in the world in terms of across the globe .Some institutions of India, such as the IITs, IIMs, and NITs have been globally acclaimed for their standard of education. However, India has failed to produce world class universities like Harvard or Oxford.The current higher education scenario is undergoing profound and rapid changes all over the world. These changes are driving our educational system to respond in a manner so as to ensure that the quality of life in various segments of society is maintained. (Dutt and Dutt, 2013). In the process of major changes in higher education & teacher education one dire need is to make teacher education part and parcel of higher education in India.

Quality teacher can enhance the learning among children in schools. The quality of teachers depends on the teacher educators who are prepared through Master Degree of Education (M.Ed) programme of teacher education being run in 400 Universities and 909 including (72 government and 837 private) teacher education institutions in the country. The need for asound programme for the preparation of teacher educators is in focus. NCTE regulation-2014 recommended that M.Ed programme should become a two year programme with adequate provision to branch out into specializations in curriculum studies, pedagogic studies, policy, finance and foundational studies. NCTE has also brought out four National Curriculum Framework for Teacher Education during 1978, 1988, 1998 and 2009 and recommended to improve the quality of M.Ed. programme. The UGC and RCI also made efforts on this direction. But it is felt that the existing M.Ed programmes are of general nature and unable to prepare quality teacher educators. M.Ed. course of teacher education is an important one which prepares teacher educators to produce nation builders. If the architects of these nation builders are well equipped with competencies, commitment, innovations only then they will be able to materialize the aims of teacher education. In the fast moving world research has become important intellectual equipment for the human beings to change their life style according to the needs and necessities of the society. Research opens new frontiers in all the fields like medicine, agriculture, space, business, and also in Education. Research methodology is an integral part at theoretical as well as practical (dissertation) in M.Ed. course where in Dissertation was made a compulsory component by Panjab University Chandigarh. The main aim of the M.Ed course is to provide capabilities of serving community in general and developing research attitude and skills among the students in specific. These students in future have to promote interest towards research among the B.Ed. students when they take up their jobs as teacher educators. Till date most of the students opt for dissertation part as a scoring component of M.Ed. course not by love or any interest in the field of research. There is research study conducted by Sridevi in Mysore where she reported Out of 134 students, 120 of them were found to have favorable attitude whereas only two students have exhibited unfavorable attitude. In other words, majority of the students (92%) were found to have favorable attitude towards research. There is no significant difference between science and arts students with respect their attitudes. But as teachers educator in the field of Education for more than 8 years I personally differ from above findings. Most of the students take dissertation a scoring part and do all the research activities very causally. They lack orientation at B.Ed. level because very lethargic attitude toward action research. Action research is not conducted in true sense.

Now we can hope for some positive changes with the increase in time duration by implementation of new regulation of NCTE-2014. Students will get some time to perform research

activities in one semester. It is controversial issue to make dissertation work mandatory for all the students by keeping in mind the quality of research in M.Ed. dissertation. Low quality in M.Ed. research may be due to students are lacking orientation toward research at B.Ed. level during the conduct of action research. Now in two year duration of B.Ed. teacher educators can plan and implement action research activities in detail. It will help to improve the quality of research at M.Ed level. Research should be made a part of our lives from as early as school since it inculcates rational thinking, scientific reasoning and philosophical questioning. Research creates more curiosity in the young minds and drives them to seek more and more knowledge and also fosters creativity among them. Following are few suggestions to be implemented in Two Year M.Ed. programme to improve the quality of research:

**Attitudinal change toward research at M.Ed. level :** Most of the students are not by choice working on research work in the M.Ed. course. They have negative attitude or very lethargic attitude toward research. M.Ed. students should be motivated to take research as complementary to their teaching work. Main task is to bring attitudinal change among students.

**Training Programmes for Teachers and Students :** Efforts must be made to organize short duration training programmes for teachers and students to equip them with knowledge and skills related to research.

**Minimizing overlapping :** A centralized agency must compile and update at regular intervals, the research studies undertaken by various institutions of higher learning to avoid their duplication.

**Prepare action oriented Plan to conduct research :** All students should be directed at college level or university level to complete their research work according to predetermined schedule of synopsis presentation, monthly progress reports till the completion of the project.

**Encourage students to consult with a librarian :** Librarians are experts in planning a research strategy, searching for and locating information, and easing frustration with research. Be sure to recommend that students consult a librarian for assistance with their research. Even better, provide them with contact information for reference services and/or a subject specialist.

**Direct students towards a variety of library resources including print, electronic, online and multimedia :** Few years back student's access materials on the library shelves. But, today's college students are more Web-focused and an increasing percentage of library materials are available digitally. Direct students towards library resources in a variety of formats and suggest using Summon to discover them. Suggest them some specific databases or other library resources by name to students.

**Discuss what constitutes plagiarism as well as the consequences :** Take time to define plagiarism for your students, show them how to correctly paraphrase and attribute words and ideas. During informal interactions with teachers, it is found that students have trouble understanding what plagiarism is. Hence, effort should be made to define plagiarism to students, and demonstrate them how to correctly paraphrase and attribute ideas and words.

**Review criteria for evaluating sources :** Review criteria for evaluating sources (e.g. reliability, validity, accuracy, authority, timeliness, and point of view or bias) in the context of your discipline or assignment, so that students learn how and why to select quality sources.

**Define research :** Defining research as it applies to the assignment or discipline gives students the situational context that they lack and that they need.

**Break the research assignment into manageable parts :** Break your research assignment into manageable parts for students. Require that students turn in a topic proposal, an annotated bibliography, or a draft along the way to the final product. It is observed that many students reported that separate deadlines for parts of a paper are helpful.

**Focused and predefined short goals :** During every stage of the research process: from concept phase to moving on to the full research proposal stage, to data collection, analysis and write up, and finally communication and dissemination, the researcher needs to be clear about his goals. He should have time bound plan to achieve these goals.

So in nutshell we can say that by following above suggestions we can improve the quality of research work at M.Ed. level. Quality research will definitely improve other aspect f teacher education.

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# ROLE OF ICT QUALITY EDUCATION IN TEACHER EDUCATION

*Ms. Ranveer Kaur\**

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*The use of ICT in education lends itself to more student-centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. We believe that when we talk about ICT in schools and also in teacher education we shouldn't only be concerned with the 'means', that is to say, how to introduce computers or how to use a word processor and Internet resources, but also with the 'ends'. This paper attempts to highlight the role of ICT in higher education for the 21st century.*

Teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of teacher. This shows the importance of teacher. One can realize how important education is which makes one a teacher. Teacher education is looked after by a systematic operation of various agencies involved in it. In our country, no system is free from problems; teacher education is not an exception to it. In present scenario, teachers need to help their students in: how to learn, how to grow in future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate and assess information and also how to question and then dismantle unauthentic structure of knowledge and cognition if need be. This is necessary if the teachers really want to survive in the ICT savvy world of education

Information and Communication Technologies (ICTs) are referred to as the varied collection of technological gear and resources which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information. ICT is a force that has changed many aspects of the way we live. Information and Communication Technologies consist of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services. ICTs can be divided into two components, Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (Internet, voice, mail, radio, and television), and Information Technology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation. The concept of a "Digital Divide" has been around almost as long as ICT has been publicly available. While traditionally it has come to mean a division in society,

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based on socio-economic factors, this does not 'paint the entire picture' Introducing ICT as a tool to support the education sector has initiated substantial discussions since the late 1990s. A decade ago the emphasis was on Technical and Vocational Education and Training and training teachers. During the last few years an increasing number of international development agencies have embraced the potential of ICT to support the education sector. UNESCO has played a major role in spearheading the Education for All initiative to harness the potential of ICT. The widely subscribed Dakar Framework for Action recognizes that, 'these technologies (ICTs) have great potential for knowledge dissemination, effective learning and the development of more efficient education services'. When looking at the integration of ICT to support the achievement of educational objectives, it can be found that after almost a decade of using ICT to stimulate development, it is not yet fully integrated in development activities and awareness rising is still required. The main objectives of the paper are to evaluate the importance of ICT in higher education and to analyze the government initiatives for development of ICT in higher education.

### Types of ICT's

**Radio:** The use of radio educational purpose began with the BBC's schools

Broadcasting services as far back as in 1924. It is one way information communication programmes, in which the teacher talks and students listen; IRI lays emphasis on the improvement of quality in the Classroom teaching learning process, towards achieving clear cut learning objectives.

**Television:** to support formal education, television usually function as supportive and reinforcement tool. When used as a part of multimedia communication tool, television can directly or indirectly teach the subject matter. Television also continues to benefit the masses by making them conscious of the environment, rights, duties and privilege. It is a source of teaching etiquettes, language skills, hobbies, social relations and religious believes. Generally television can help to achieve the following objectives:

- Social quality in education.
- Enhance quality in education.
- Reduce dependency on verbal teaching and teachers.
- Provide flexibility of time to time and space in learning.
- Stimulates learning.
- Provide mass education opportunities.

**Telephones:** Mass Learning increase access for those who are mobile or cannot physically attend learning institution those who would not otherwise be able to follow courses in a traditional educational setting due to the constraints of work, household activities, or other competing demands on their time. Mass Learning makes education more accessible in that it enables learners to pursue their studies according to their own schedule. The portability of mobile technology means that Mass Learning is not bound by fixed class time.

**Computer:** Students discuss on various topics of common interest, brainstorm with international students and seek advice of international teachers. Computers not only strengthen



the traditional education system but also provide a new mode of pursuing educational courses and degrees. This mode is called as online training mode of education. Computers help students of schools, colleges and universities in their research works. Some of these course are IT Training, Web designing, Hardware and networking etc.

**Internet:** Students can contact other students or their teachers via the E-Mail if they have queries about any information. Sharing of information, Discussions on a particular subjects, etc., can be easily carried out. The Internet can be most useful for completing projects in schools and colleges. Historical accounts like speeches, biographic, etc., are also easily available on the internet in detailed and accurate versions. Another positive effect of internet in education is the onset of distance education or online learning. Using multimedia and internet provides an opportunity for children to gain knowledge about a particular subject in depth.

### **ICT and Teacher Education**

There are a variety of approaches to professional development of teachers in the context of use of ICT in education. Professional development to incorporate ICT into teaching and learning is an ongoing process and should not be thought of as one 'injection' of training. Teachers need to update their knowledge and skills as the school curriculum and technologies change. Two aims of teacher training are fundamental: teacher education in ICT; and teacher education through ICT.

### **Importance of ICT to Elevate Teachers Education**

In almost all sectors of education the role of the teachers is changing from being not only a transmitter of knowledge but also that of facilitator of the teaching-learning process. Owing the onset of information and communication technology. New applications of technology and enhanced accessibility to it are introducing new possibilities of teaching and learning. The traditional boundaries of the classroom are giving way to virtual learning and online courses. All these development would have profound impact on teacher education programmes and processes. This technology invites learners to be more independent and the curricula to be more dynamic. Teachers need to complement their content and pedagogy expertise by utilizing online facilities. Use of ICT effectively requires a change in classroom practice rather than mere acquisition of technical skills.

Teachers need to familiarize themselves with possibilities approaches and application in the use of ICT, the facilitation of teaching learning. These technologies along with overhead projector and computer projections have the potential to make teaching. Learning and training processes more efficient and cost effective.

### **Role of ICT to Elevate Teachers Education**

Opened up new possibilities of reaching out to the still un-reached disadvantaged groups and children with special needs. The educational channels need to be organized, strengthened and utilized for creating awareness strengthened, and utilized for creating awareness, providing instructions and offering solutions of problems faced by learners of specific age. The increasing use of technologies has brought changes in the modes and methods of instructional processes which are becoming more learner-centered. New interactive relationships among teachers, learners and technologies are emerging.

Teacher education programs at the pre-service and in-service levels must have ample scope for inducting pedagogic skills and management of technologies as important components of teaching learning environment to enhance efficacy to transaction. These need to integrate teaching-related practices with the existing methodology course and introduce specialized course to equip the student teachers with skills to operating and maintaining hardware, acquiring and utilizing software of different kinds i.e. structured textual materials, teaching aids, audio-visual cassettes, multimedia, CD ROMs and sharing information through networking in collaborative and participative methods. The application of ICT in the education setting has to be cultivated, promoted and nurtured.

Teacher educators have to develop new understanding approaches and attitudes in harmony with new developments in information technology. Their proficiency in these areas would help them to train student teachers effectively. Teacher's education institutions will have a take leadership in using information technology.

### **Conclusion :**

As technology has created change in all aspects to society, it is also changing our expectations of what student must learn in order to function in the new world economy. Students will have to learn to navigate through large amounts of information, to analyze to make decisions and to master new knowledge domains in an increasingly technological society. They will need to be lifelong learners, collaborating with others in accomplishment complex task, and effectively using different systems for representing and communication knowledge to other. A shift from teacher centered instruction to learner centered instruction is needed to enable students to acquire the new 21st century knowledge and skills.

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# QUALITY TEACHER EDUCATION IN INDIA

*Dr. Mrs. Ripenjeet Kaur\**

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*The quality and efficiency of education and its contribution to national development depends upon the quality and competence of teachers and the quality of teachers depends upon on teacher education received by the teachers. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Innovations and suggestions need to be conceptualized according to the need situation so as to benefit both the teacher as a competent professional and the society. These concrete steps will help in the direction of developing competent, confident, committed, enthusiastic teachers having genuine love and respect for the teaching profession.*

No innovation or change can be implemented without teachers' awareness, involvement and commitment (NCTE, 1998). The quality and efficiency of education and its contribution to national development depends upon the quality and competence of teachers and the quality of teachers depends upon on teacher education received by the teachers. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Enlightened, emancipated and empowered teachers lead communities and nations towards better and higher quality of life. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They disseminate, create and generate new knowledge. They are responsible for acculturating role of education. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is a huge and challenging one. The last five decades have witnessed several attempts to change, modify and indigenize the inherited system of teacher education. The system however continues to function more or less on the same principles, similar content and approaches characterized by continuity and unwillingness to change. Over the years the magnitude of the task has increased manifold. Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an

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appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed.

### **Scenario of Teacher Education**

The need for improved levels of educational participation for overall progress is well recognized. The key role of educational institutions in realizing it is reflected in a variety of initiatives taken to transform the nature and function of education — both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers. Various Commissions and Committees appointed by the Central and the State Governments in recent decades have invariably emphasized the need for quality teacher education suited to the needs of the educational system. The Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training. The Education Commission (1964-66) stressed that 'in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people' and that 'a sound programme of professional education of teachers is essential for the qualitative improvement of education.'

During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized learning experiences whenever available, rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.

### **Suggestions for Qualitative Teacher Education**

- Change in curriculum of teacher education should be made and implemented in teacher training institutions according to the present and future needs of development of India .
- Teaching and non-teaching resources should be committed towards their work and they should be motivated for quality work.
- It is necessary to break up the isolation of teacher training institutions to come to real life requirements of latest teaching and learning process.
- There should be continuous professional up-gradation of teacher educators.
- There should be transparent decision making for improvement of the teacher training programme.

- Laboratories for all the main school subjects should be well maintained.
- There is a need for teacher education institutions be networked with national educational bodies for continuous developments.
- There should be proper communication and link between teacher education institutions and schools for the internship of teacher trainees.
- To open new vistas of knowledge linguistic skills in English, Hindi and Regional languages should be promoted.
- Action research and project work should be promoted to train would be teachers.
- There should be videotaping and recording of simulated teaching for self-appraisal and self-analysis.
- Besides micro and simulated teaching team teaching can also be done for effective teacher training.
- Moral, Social and Ethical values should also be inculcated among the teacher trainees.
- Innovative teaching techniques and strategies should be introduced.
- Knowledge of information and communication technologies should be provided to student teachers for up gradation of their knowledge.
- Teacher trainees should be provided opportunities to observe teacher educators at work and to actively participate with experienced practitioners in the field of teaching.
- There is need to be sufficient gap between the practice teaching lessons for self-reflection, analysis and assessment.
- Special paper should be introduced in emerging areas.
- Entry qualification should be upgraded to produce good teachers.
- Student teachers should be provided opportunities :
  - a) To understand themselves and others
  - b) To create ability for self-analysis, self-evaluation, creativity and innovation
  - c) To engage and communicate with children to understand the psychology of the students
  - d) For self-learning, assimilation and articulation of new ideas
  - e) To develop critical thinking
  - f) To develop professional skills in pedagogy, observation, analysis and documentation
  - g) To develop the self and one's aspirations as at teacher
- There should be provision of campus placement for teacher trainees to promote and infuse positive attitude and commitment in them for the profession of teaching.

These innovations and suggestions need to be conceptualized according to the need situation so as to benefit both the teacher as a competent professional and the society. These concrete steps will help in the direction of developing competent, confident, committed, enthusiastic teachers having genuine love and respect for the teaching profession.

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## EXPERIENTIAL LEARNING AS A CATALYST

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*Learning is an intricate process of accumulating knowledge and skills. However, learned knowledge is of no use until and unless it is applied to solve the problems. But application of knowledge can be learnt sitting in the classrooms rather this ability comes with the experience. Experience is the most important key that will empower one with the learning power. Experience is like a catalyst that boosts learning process in students. Learning through experience is called experiential learning. Experiential learning is inductive, learner centered, and activity oriented. It is learning through reflection on doing. It engages students in critical thinking, problem solving and decision making in contexts that are personally relevant to them.*

*“The things we have to learn before we do them, we learn by doing them.”*

(Aristotle)

Learning is an intricate process of accumulating knowledge and skills. However, learned knowledge can become useful only when one put it into actual practice i.e. You can learn something only with prior experience. Experience is the most important key that will empower one with the learning power. Experience is like a catalyst that boosts learning process in students. Many studies have shown that academic experts and educational counsellors are realizing the importance of learning through experience by studying the effect of experience on the achievement. Learning through experience is called experiential learning.

The word experiential essentially means that learning achieved through personally determined experience and involvement, rather than through teaching or training, typically in group, by observation, listening, study of theory or hypothesis, or some other transfer of skills or knowledge. Experiential learning is inductive, learner centered, and activity oriented. It is learning through reflection on doing. It is the process of learning from experience. Experiential education refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (mcelhaney, 1998). The emphasis in experiential learning is on the process of learning and not on the product.

Experiential learning engages students in critical thinking, problem solving and decision making in contexts that are personally relevant to them. This approach to learning also involves making opportunities for debriefing and consolidation of ideas and skills through feedback, reflection, and the application of the ideas and skills to new situations. Experiential learning is unstructured, not

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timebound, more difficult to measure, but with flexible outcomes. It develops knowledge/skills/emotions via experience using various activities such as learning a physical activity, games and exercises, drama and role-play which becomes real, actually doing the job or task, ‘outward bound’ activities, teaching others, hobbies, pastimes, passions. Experiential learning is individually directed so it is determined and controlled by the individual for the purpose of achieving personal development and growth, whereas conventional teaching tends to be designed and delivered for the purpose of developing the capabilities such as knowledge and/or skills. The Experiential Learning Model threads through many skills like Life Skills, Project / Content Skills, Science Process Skills, Applied Skills, Workforce/Leadership Skills and Service Learning Skills in one activity. It helps an individual to grow from the inside as it has a learning impact on the whole personality of the individual involving all its dimensions- cognitive, affective, and behavioral. Intensity of experiential learning will be more if an individual is experientially involved. Many studies have shown the benefits of combining the cognitive and affective dimensions. High intensity learning experiences can be achieved by combining the cognitive and behavioral dimensions.

Knowledge is continuously gained through both personal and environmental experiences (David Kolb). According to David Kolb, if a learner wants to gain genuine knowledge from an experience, certain abilities are required in him:

1. The learner must be willing to be actively involved in the experience;
2. The learner must be able to reflect on the experience;
3. The learner must possess and use analytical skills to conceptualize the experience; and
4. The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Experiential activities are among the most powerful teaching and learning tools available. Experiential learning requires self-initiative, an “intention to learn” and an “active phase of learning”. Teacher may use one of the following experiential learning methods for providing experiences to students like Problem solving, Independent Learning, Personal Development, Social Change, Prior Learning, Work and Community Placement, Activity Based and Project work. Experiential learning can be viewed as a cycle consisting of following five phases, all of which are necessary:

- Experiencing (an activity occurs);
- Sharing or publishing (reactions and observations are shared);
- Analyzing or processing (patterns and dynamics are determined);
- Inferring or generalizing (principles are derived); and,
- Applying (plans are made to use learning in new situations)

### **Components of Experiential Learning**

Experiential learning consists of the following four components (Woolfe 1992, 1):

1. The student is aware of the processes which are taking place, and which are enabling learning to occur.
2. The student is involved in a reflective experience which enables him/ her to relate current learning to past, present and future, even if these relationships are felt rather than thought.
3. The experience and content are personally significant: what is being learned and how it is being learned have a special importance for the person.

4. There is an involvement of the whole self: body, thoughts, feelings and actions, not just of the mind; in other words, the student is engaged as a whole person.

### **Principles of Good Experiential Learning Activities**

Although in the teaching-learning process, the learning is the mutual responsibility of learner and teacher. Yet, at the same time, the teacher is expected to take the lead in ensuring both the quality of the learning experience and output. For providing the good experiential learning experiences, teacher has to keep in mind the following the principles that underlie the pedagogy of experiential education:

1. **Intention:** Both learner and teacher must willingly choose this approach to the learning that is to take place.
2. **Preparedness:** Students must be prepared that they will enter the experience with sufficient foundation to make a successful experience.
3. **Authenticity:** The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation.
4. **Reflection:** Reflection is the element that transforms simple experience to a learning experience. Reflective process (from identifying intention and choosing the experience) is integral to all phases of experiential learning.
5. **Orientation and Training:** To make maximum use of the experience to be accessible to both the learner and the teacher, both should be oriented with important background information about each other and about the context and environment in which the experience will operate.
6. **Monitoring and Continuous Improvement:** Both teacher and students should monitor the dynamic nature of learning experience and ensure that the experience, as it is in process, continues to provide the richest learning possible. Based on feedback related to experiential learning, changes in response to what that feedback suggests should be incorporated.
7. **Assessment and Evaluation:** Outcomes and processes should be systematically documented and assessed with regard to initial intentions and quality outcomes.

### **Conclusion:**

Most of our classrooms depend on a teaching by using conventional textbooks. However, this approach may not help the students in their future because the knowledge gained in this way is just scholastic and academic. To make the students successful in their life, they need to be taught classroom lessons in a practical manner and gain invaluable experience of actually applying the lessons in practice.

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# ATTITUDE OF COLLEGE TEACHERS TOWARDS INNOVATIVE TEACHING PRACTICES: A STUDY OF LUDHIANA CITY

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*Teachers' perception and attitudes play a pivotal role in the success or the failure of technology-implementation in teaching. In today's rapidly changing world the teacher's role is becoming increasingly demanding and the expectations of the teacher ever higher. The capacity for constant diagnosis and adopting innovative teaching practices has become essential for every teacher. All of this demands unceasing learning and professional development of teachers. This study revealed the attitude of college teachers of Ludhiana towards innovation and changing their teaching practice, and how this is related to their job satisfaction. Data was gathered using questionnaires that captured the teachers' level of "Technological Pedagogical Content Knowledge" (TPACK), their perception of college as a learning organization, and their attitude towards change. Participants who scored high in TPACK and in perceiving their institution as a learning organization also scored high in their positive attitudes towards change.*

Development of science & technology and economic and social changes have a significant impact on educational practice in terms of aims, methods, demands and conditions of teachers' work. Jorgensen (2006) poses the question of why innovation in education is a must. There are at least three reasons: a) the number of new research insights into teaching and learning (e.g. streaming approaches and individualization of teaching, theory of multiple intelligences), b) the ever more complex educational aims and more diverse and demanding learner groups, and c) the pace with which information becomes obsolete. The teachers' attitudes towards change and their readiness to become active partners are considered a critical success factor (Avidov-Ungar, 2010; Coffman, 2009; Day & Gu, 2007; Fullan & Smith, 1999). Similarly, resistance to change is considered one of the main reasons for failure of processes that involve change in organizations in general and in the educational systems in particular. Hargreaves et al. (1998) point out many challenges that today's teachers are facing:

- New and often tightly defined curriculum targets, standards or outcomes that emphasizes various kinds of higher order thinking
- More systematic and pervasive forms of standardized testing alongside more "authentic" portfolio and performance-based kinds of classroom assessment

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- The impact and rapid spread of new technologies
- Increased involvement and attentiveness of parents
- More involvement of business in education through sponsorships, partnerships, curriculum innovations and the intrusion of its corporate concepts into the overall language of educational reform
- Various measures to improve the status, standing and quality of teachers from defining professional standards or competences through to compulsory re-certification of teachers on a periodic basis

### **Teachers' Technological Pedagogical Content Knowledge (TPACK)**

Teaching in a technological environment faces teachers with a wide range of pedagogical, cognitive and ergonomic challenges (Eshet, 2004; 2007; Koehler & Mishra, 2009, 2008; Mishra & Koehler, 2006). Unfortunately, most teachers are not trained to teach in technological environments and many of them report on difficulties in effective integration of technologies in their teaching. Following Shulman's (1987) definitions of good teaching, in educational projects the teachers' perception of their knowledge is considered a critical success factor. In technology-implementation projects this knowledge is described as a blend of Technology, Pedagogy, and Content Knowledge (TPACK) (Harris, Mishra & Koehler, 2009; Mishra & Koehler, 2006) – knowledge that teachers must master in order to use the technology effectively.

**Objective of the Study :** To study the attitude of college teachers towards innovating and changing their teaching practice, and how are these attitudes related to the degree of their job satisfaction.

**Review of Literature :** Srivastava (1982) conducted a study on Effectiveness of the Teacher Education Program. The main objectives of study were: To study the actual position of resources, Existing conditions, Working condition of teacher education program. To study the qualitative and quantitative characteristics of the program's end-product,. The study was a normative survey. All Teacher Education Departments of 10 affiliated colleges of Avadh University were included in the study. Data was collected with the help of questionnaire. The major findings were: The ten colleges, having a teacher education department were unequal in size and facilities and none was initially opened with the intentions of providing facilities of Teacher Education. Facilities for non-teaching staff were inadequate. Admission rules, as prescribes by the state government were followed, which had many drawbacks. The whole program comprised theory, teaching practice and sessional work. Immediately desired changes in the program were in its curriculum, organization of practice teaching, admission and evaluation procedures, and establishment of independent colleges of education, teacher-educators' orientation and research facilities. Deo (1985) studied the Practical Program other than Practice Teaching in Teacher Education Institutions. The objectives of the study were:(1) to study the role of practical work (beside practice teaching) in a secondary teacher education program, (2) to survey the nature and type of practical work (other than practice teaching) in secondary teaching education institutions in Delhi, (3) to study how these programs of practical work were actually implemented, (4) to survey the perception of student-teachers about the objectives to be achieved and (5) the reasons for non-fulfillment to the desirable extent and (6) to suggest effective schemes of practical work The findings of the study were: Most of the student-teachers felt that „lack of time? was a

major factor which was not able to achieve the objectives of the practical program. For work experience and socially useful productive work, sufficient time and guidance were not provided to the students by the teachers and also there was no provision for them in the time table. Physical education and participation in games & sports were taken casually by student-teachers. Co-curricular activities were not organized according to interests and needs of the students. There was no provision for psychology practical which would give student-teacher opportunities for application of theories of learning. Taneja (1988) attempted to study the relationship between creativity, sense of humor and self- concept among secure and insecure female teacher - trainees. The objectives of the study were: (1) to find out the relationship between the creativity of teacher-trainees with selected variables like sense of humor, self- concept, and feeling of security, and (2) to study the interactions among all these variables. The findings of study were: Creativity was positively related to sense of humour and self-concept, but not related to feeling of security of the teacher- trainees. self-concept was positively related to feeling of security of the teacher-trainees. There was an interaction among all selected variables. Ray (1990) attempted to study the attitude of teachers towards pupils and their job satisfaction. The objectives of the study were: To find out the relation between attitude of teachers towards students, their job satisfaction and mental health. The findings of study were: (1) the mental health of teachers bore a significant and positive correlation with their job satisfaction and their attitude towards children, (2) teaching experience, mental health, job satisfaction and teachers' attitude towards children were significant and positively correlated with their age. Behari (1998) conducted a study on Analysis of Teacher Education Curriculum in the context of requisite abilities for effective teaching. The study analyzed the teacher education curriculum in relation to develop requisite abilities for effective teaching. The sample consisted of 187 student-teachers enrolled at Central Institute of Education (CIE), University of Delhi (in one session). Student-teachers' ability schedule consisted of a list of abilities categorized into two major areas. Personality characteristics and skills of teaching, covering 40 components were employed for data collection. Findings of study were: - the methodology of teaching paper was more helpful than foundation papers taken together in developing abilities, especially skills, but practice teaching or practical skills in teaching were found to be more helpful than the rest of the teacher education programme in developing abilities especially skills. Dramatics as the activity and discussions as a mode of transaction of programme were found to be more helpful. It was observed that a theory practice link was missing in teacher education programme and therefore the student-teachers were not able to link what they had learnt. Clark (2005) reported that initial teacher education programmes, in order to comply with the requirements for teacher registration, are usually expected to introduce student-teachers to the mandated curriculum. Often this is done uncritically, so students tend to accept rather than examine the underlying epistemological model which partitions knowledge into distinct "pillars of wisdom". But there is little agreement over how knowledge is to be partitioned, which raises the question if it can be partitioned at all. A different philosophical model—holism—is proposed based on the metaphor of a spider's web, and the Queensland "New Basics" project is given as an example which fits this alternative approach. A second problem is in the overcrowding of the curriculum and here Project 2061 offers a set of robust criteria for making rational decisions about curriculum content.

**Data Collection :** The data was collected from 100 college teachers in Ludhiana city with the help of questionnaire. From the total sample 67% teachers were women and 33% were men. The average age of teachers surveyed was 39 years and they had an average of 16 years of teaching experience. One third of the teachers were teaching PG classes.

### Findings

#### A. Teachers' Attitudes towards Changes

Table 1 presents the cognitive, emotional, and behavioral attitudes of teachers towards change. From the table, it is evident that the participants, in general, show a very positive attitude towards change, with the behavioral attitudes being the highest (5.70) and the emotional attitudes being the lowest (4.92). The Cognitive attitudes are ranked in the middle (5.03).

**Table 1: Teachers Attitudes Towards Change**

Types of attitudes	Average	SD
Cognitive attitudes	5.03	0.75
Emotional attitudes	4.92	0.90
Behavioral attitudes	5.70	0.68

#### B. Teachers' Technological Pedagogical Content Knowledge (TPACK)

TPACK findings are summarized in Table 2 according to the seven types of knowledge it consists of:

**Table 2: Technological Pedagogical Content Knowledge(TPACK) and its Components**

Components of TPACK	Average	SD
Pedagogical knowledge PK	3.80	0.72
Technological knowledge TK	3.00	1.17
Content knowledge of the subject CK	4.03	0.79
Technological content knowledge TCK	3.63	0.94
Pedagogical content knowledge PCK	4.09	0.72
Technological pedagogical knowledge TPK	3.53	0.96
Technological Pedagogical Content Knowledge TPACK	3.41	0.87

Table 2 indicates that the self-reported level of teachers' knowledge for all seven TPACK components is moderate to high. The highest score was obtained for the Pedagogical Content Knowledge (PCK) (4.09), indicating the high self-confidence of teachers in the subject-matter they teach. In contrast, the lowest score (3.0) was found in the Technological Knowledge (TK), representing the low self-confidence of teachers in using technology for teaching. The high



standard deviation found for Technological Knowledge (1.17) indicates the co-existence of two teachers' groups: One with a high and one with a low mastery level of technology for teaching.

**C. Teachers' innovation competence**

It is encouraging that only 11 % of the surveyed teachers consider themselves completely untrained for designing teaching innovations. About half of the teachers consider themselves to have average competence in planning educational innovations. Almost a 35% teachers consider themselves to be competent or very competent in designing pedagogical innovations.

**D. Teachers' Attitudes towards College as a Learning Organization**

The teachers' perception of college as a learning organization was high. Findings illustrate the importance that teachers assign to the organizational learning processes in college. On the other hand, the significant difference exist between the level of organizational processes that the teachers would expect to have in their institution, and the level that actually exist there.

**E. Attitudes of teachers towards innovating and changing their own teaching practice**

A very important factor in the teacher's decision to become involved in research and innovation is his or her attitude towards innovating. The answers of the teachers about their attitudes towards innovating and changing their own teaching practice were that 58.5 % stated they were very much in favour of innovating and changing their own teaching practice, 35.0% teachers felt that they were to some extent interested in changing their own teaching practice. Only 6.5% teachers were not in favour of innovating and changing their own teaching practices.

**F. Relation between attitude of teachers towards changing teaching practices and job satisfaction**

There were, however, statistically significant differences in attitudes towards innovating and changing their own teaching practice between the groups of respondents with varying degrees of job satisfaction. While very satisfied respondents were very much in favour of innovating and changing their own teaching practice, this attitude was reported by a smaller share of those who are satisfied and somewhat satisfied. The dissatisfied teachers did not support changing their teaching practices.

**Conclusion :**

In general, the teachers' attitudes towards change were found to be positive, and the fact that the highest scores in the Attitudes towards Change index were found for the behavioral attitudes clearly indicates the readiness of teachers who participated in the implementation project to actively work for creating change. The importance that teachers assign to maintaining processes and characteristics of a learning organization in their institution is evident from the research findings, in which the participants reported of a strong will to be active in making their institution a learning organization that enables cooperative learning, consistent feedback, and control. The highest score was obtained for the Pedagogical Content Knowledge (PCK), indicating the high self-confidence of teachers in the subject-matter they teach. Majority of teachers were in favour

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of innovating and changing their own teaching practice. Very satisfied respondents were very much in favour of innovating and changing their own teaching practice.

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