

TEACHER EDUCATION

UNIT-I

“Teaching is a profession and teacher education is a process of professional preparation of teachers.”

Meaning of Teacher Education:

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behavior and skills they require to perform their tasks effectively in the classroom, schools and wider community.

The teaching profession can be regarded in three ways:

1. Teaching as a profession 2. Teaching as a Mission 3. Teaching as a vocation

Teaching as a profession:

The word “**profession**” is synonyms to occupation, job, career, work etc. so if you consider teaching as a profession then...

- ➔ You must be willing to go through a long period of preparation.
- ➔ You must be willing to go through a Continuing education.(continues development of potentials)
- ➔ You must strive (work hard) for excellence.
- ➔ You commit to moral, ethical and religious values and dedicate yourself to service.

Teaching as a Mission:

The word “**mission**” is derived from the Latin word “**misio**” which means to send. Mission means → task assigned. So if teaching is your mission then

- ➔ It is the task entrusted (given in your hands) to you in this world.
- ➔ It is your assigned task thus you have got to prepare for it.

Teaching as a vocation:

The word “**vocation**” means from the Latin word “vocare” which means to call thus vocation is a call.

If Teaching is your vocation then it means

You said yes to your ‘call to’ teach.

You commit yourself in the total transformation of the learner.

You consider teaching as a commitment thus aim through the towards quality teaching.

Definition of Teacher Education “Teaching is a challenging but very rewarding profession with teachers playing an essential part in helping children and young people to acquire and develop the knowledge and skills they will need in later life.”

Teacher education= teaching skills +pedagogical theory+ professional skills

Teaching skills:

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

Pedagogical theory:

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

Professional skills:

It includes the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession.

Eg. soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

Importance of Teacher education:

1. Teacher education is a continuous process.
2. Teacher education is broad and comprehensive.
3. Teacher education Ever- evolving and dynamic.
4. To impart an adequate knowledge of the subject matter.
5. Equipping the prospective teachers with necessary pedagogic skills.
6. Enabling the teachers to acquire understanding of child psychology.
7. Develop proper attitudes towards teaching which gives self- confidence in the teachers.
8. Enabling teachers to make proper use of instructional facilities.

TEACHER EDUCATION AS DISTINCT FROM TEACHER TRAINING:

Teacher education TE (TE) or **teacher training** refers to the policies, procedures, and provision 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 training**' is concerned with practice and skill of methodologies, not with the knowledge of background theories.

'**Teacher education**' is associated with both theory and practice.

Because of textual and contextual differences between various aspects of 'teacher training' and 'teacher education', it does not seem reasonable to use these concepts interchangeably.

Although it is very difficult to identify which activities are to be called 'teacher training' and which to be called 'teacher education', the intellectual and the teaching community should know the difference between the two.

The phrase 'trained teacher' is becoming outdated now because of its limited scope and meaning. It does not mean that we should not 'train' our teachers.

Training is an essential part of teacher education programmes and it enables the prospective teacher to acquire expertise in applying new methods in the classroom.

Need for teacher education:

1. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation.

The aspects that need greater emphasis are:

The length of the academic preparation.

The level and quality of subject matter and knowledge.

The degree of commitment to the profession.

Sensitivity to contemporary (living or occurring at the same time) issues.

Problem and the level of motivation.

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

3. Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work. But also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

4. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teachers work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology etc.

5. Teacher education like any other educational intervention can only work on those professional commitments or dispositions that are susceptible to modification.

6. If the teacher can't remake someone's personality we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

People came to teacher education with beliefs, values, commitments, personalities and moral codes from their future life.

Concept of teaching:

The chief task of education is, above all, to shape man, or to guide the evolving dynamism through which man forms himself as a man."

Traditional concept:- Teaching is the act of imparting instructions to the learners in the classroom situation. It is traditional class-room teaching. In traditional class-room teaching the teacher gives information to students, or one of the students or one of the students reads from a text-book, while the other students silently follow him in their not merely imparting knowledge or information to students. While imparting knowledge teacher should kept in mind the child as well as the orderly presentation of subject-matter.

Modern concept: Teaching is to cause the pupil 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 organised in a systematic and psychological way to attain some pre-determined goals.

Some Expert Views about Concept of Teaching:

1. Ryburn's view: "Teaching is a relationship which keeps the child to develop all his powers." 2. Burton's view: "Teaching is the stimulation guidance, direction and encouragement of learning."

Effective teaching:

It can be defined in many ways including **teacher behavior** (warmth, clarity, etc) **teacher knowledge** (subject matter)

Teachers who are effective produce student learning, growth and achievement.

Learning: acquiring basic knowledge and skills

Growth: showing acquired progress over time

Achievement: demonstrating an act of accomplishment or attainment.

CHARACTERISTICS OF TEACHERS:

- 1.expert communication skills
- 2.superior listening skills
- 3.deep knowledge and passion for their subject matter
- 4.the ability to build caring relationships with students
- 5.friendliness and approachability
- 6.excellent preparation and organization skills
- 7.strong work ethic
- 8.community-building skills
- 9.high expectations for all

Although great teachers may also possess a number of other wonderful qualities (like a sense of humor, personality, flexibility, kindness, leadership, classroom management, a calm demeanor, experience, and the ability to multitask), these are the qualities the best teachers universally possess.

1. A good teacher is the most valuable asset of a nation.
2. The teacher's place in a community is the most important one.
3. Teachers can be the redeemers of a void-filled society.
4. To build a civilization of caring and thoughtful people we need good teachers.
5. They must have their capacity to give love to the child in their care and to be an example.
6. Looking at the present system of education, one can say most of teaching is theory — some practical participation and psychological involvement, but mostly theory.

How can a 25-year-old graduate know the problems of a five or ten year old boy or girl? We need to re-educate these young teachers or select more mature people to be teachers who have more insight and depth in understanding the principles of living.

UNIT-II

Pre-service Teacher Education

Meaning of Pre -service teacher education:

Pre -service teacher education is the education and training provided to student teachers before they have undertaken any teaching.

Preservice teaching is **a period of guided, supervised teaching**. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. ... The preservice teacher begins as an observer and finishes the preservice teaching experience as a competent professional.

What are the **objectives** of pre-service teacher education?

The objectives most commonly referred to were related to the Connections between theory and practice, motivation, understanding phenomena, learning how to observe, and learning how to report.

What is the **importance** of pre-service teacher education?

1. It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers.
2. This will lead to a deeper involvement in the learning process of teacher educators as well as student teachers.
3. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

Historical Perspectives of Teacher Education

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

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

Ancient and Medieval Period

1. There is little evidence to help us construct even an outline of the system of Teacher Training during this period. In the beginning of Indian civilization all teaching was concerned with teaching of 'Vedas'.
2. Out of four classes of Aryan Society, there were only Brahmins who served as masters of the community. This periodic classes deviated themselves to the work of acquisition, conversation and promotion of knowledge and of the transmission of prosperity.
3. They looked at it as their duty to learn and to teach. Gaining knowledge is a two way traffic between the teacher and taught. Because there was caste system at that time, each caste was dedicated to its profession.
4. Brahmins were earning their livelihood by teaching. These Brahmins were employed by high class people.
5. There was no training in any institution. They get trained from 'Gurus' in their families by guardians and parents. It was first a hereditary process-teacher learnt art of teaching family. In this way teaching profession continued from one generation to another.
6. Methods and techniques of teaching were very simple. A student had to rely completely on the word of the teacher. There was a close contact between a teacher and taught. 'Manu' lies down that the Brahmins alone shall teach 'Vedas' and none else.
7. In this way we find that there was no formal system of teacher's training. It was the hereditary process from 2500 B.C. to 500 B.C. until the Buddhist Period started.

Buddhist Period (29.06.2020)

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

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

Muslim Period

1. During this period also there was no formal system of teacher training. Education was public affair, education institutions were called 'Madarsah', (is the Arabic word for to denote any type of educational institution, secular or religious (of any religion), whether for elementary instruction or higher learning. The word is variously transliterated **madrassah**, medresa, **madrassa**, madraza, medrese, etc. (college for Islamic instruction and they were attached to molvies. Education during this period was mainly religious.
2. Mainly teaching of 'Quran' was imparted. There was no formal training for teachers. Molvies were appointed as the teacher of Mokalis (Meaning in English is Client. The other similar words are **Mokal**, Hashia Nasheen and Gahak.and Madarsahs.) There were some advanced Arabic school with more advance and comprehensive courses of study.
3. Need of formal education was not felt or recognized for any appointment on any post during this period. No special professional training was required. The posts were filled up on considerations other than mere academic qualifications. During this period, teaching medicine, literature, art and music were taken as Established learned professions.
4. Institutions for regular education and training of such professions were not in vogue during this period.

British Period

Education policy of the British: In pre-British days, Hindus and Muslims were educated through Pathsala and Madrassa respectively, but their advent created a new place of learning i.e. Missionaries. So that, they can create a class of Indian who would be “Indian in blood and colour, but English in taste” who would act as interpreters between the Government and the masses.

One Mr. Bell, a Christian missionary in Madras took the **Indian system of education** back to England, and **introduced** it there. Until then, only the children of the nobles were given **education** there and he started **education** for the masses in England.

Education is a powerful tool to unlock the golden door of freedom which can change the world. With the advent of the British, their policies and measures breached the legacies of traditional schools of learning and this resulted in the need for creating a class of subordinates. To achieve this goal, they instituted a number of acts to create an Indian canvas of English colour through the education system.

Initially, British East India Company was not concerned with the development of education system because their prime motive was trading and profit-making. To rule in India, they planned to educate a small section of upper and middle classes to create a class “Indian in blood and colour but English in taste” who would act as interpreters between the Government and the masses. This was also called the “*downward filtration theory*”. The following steps and measures were taken by the British for the development of Education in India. The chronological development of Education during the British Period in India is discussed below:

1813 & the Education

1. Charles Grant and William Wilberforce, who was missionary activists, compelled the East India Company to give up its non-invention policy and make way for spreading education through English in order to teach western literature and preach Christianity. Hence, the British Parliament added a clause in 1813 charter that Governor-General-in-Council less than one lakh for education and allowed the Christian Missionaries to spread their religious ideas in India.

2. Act had its own importance because it was first instance that British East India Company acknowledged for the promotion of education in India.

3. With the efforts of **R.R.M Roy**, the Calcutta College was established for imparting Western education. Also three Sanskrit colleges were set up at Calcutta.

General Committee of Public Instruction, 1823

1. This committee was formed to look after the development of education in India which was dominated by Orientalists who were the great supporter of Oriental learning rather than the Anglican. Hence, they created paramount of pressure on the British India Company to promote Western Education. As a result, spread of

education in India got discursive between Orientalist- Anglicist and Macaulay's resolution come across with clear picture of British education system.

Lord Macaulay's Education Policy, 1835

1. This policy was an attempt to create that system of education which educates only upper strata of society through English.
2. English become court language and Persian was abolished as court language.
3. Printings of English books were made free and available at very low price.
4. English education gets more fund as compare to oriental learning.
5. In 1849, JED Bethune founded Bethune School.
6. Agriculture Institute was established at Pusa (Bihar)
7. Engineering Institute was established at Roorkee.

Wood's Dispatch, 1854

1. It is considered as the "Magna Carta of English Education in India" and contained comprehensive plan for spreading education in India.
2. It states the responsibility of State for the spread of education to the masses.
3. It recommended the hierarchy education level- At bottom, vernacular primary school; at district, Anglo-vernacular High Schools and affiliated college, and affiliated universities of Calcutta, Bombay and Madras Presidency.
4. Recommended English as a medium of instruction for higher studies and vernacular at school level

Hunter Commission (1882-83)

1. It was formed to evaluate the achievements of Wood Dispatch of 1854 under **W.W Hunter** in 1882.
2. It underlined the state's role in the extension and improvement of primary education and secondary education.
3. It underlined the transfer of control to district and municipal boards.

4. It recommended two division of secondary education- Literary up to university; Vocational for commercial career.

Sadler Commission

1. It was formed to study on the problems Calcutta University and their recommendations were applicable to other universities also.

2. Their observations were as follows:

I. 12-year school course

II. 3-years degree after the intermediate stage

III. Centralized functioning of universities, unitary residential-teaching autonomous body.

IV. Recommended extended facilities for applied scientific and technological education, teacher's training and female education.

Hence, we can say the British education system were influence by the aspiration of Christian Missionaries. It was injected to ensure a cheap supply of educated Indians to increase a number of subordinate posts in administration and in British business concern. That's why, they emphasis on English as a medium of instruction and also to glorified British conquerors and their administration.

Teacher education classified under British period—

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

1. Monitorial System (1800-1880): Since the early British period, there was system of Indian school.

2. There was no extension of Education. Therefore few teachers were required for education and provision of teacher training or education. But students had to teach and maintain the discipline.

3. They were guided by the teacher. In Madras Andrew Bell (1787) had introduced the system of apprenticeship in same places. This system was also introduced in schools to maintain class discipline.

4. Lancastrian System was introduced in 1819 in Bengal by Calcutta School Society to train the teachers.

5. Thomas Moonro in 1826 had planned for teacher training first. Other provinces also paid attention in this direction. As a result in 1857 some schools were established in Uttar Pradesh (Agra, Meerut, Banaras and Allahabad). Wood's recommendation suggested for the extension of teacher training in 1954.

6. There were 106 Normal schools and 4000 pupil teacher were enrolled. Total expenditure was 4lakh rupees.

7. There were two training colleges for secondary level in Madras and Lahore at that time. The graduates and under graduates were enrolled in these training colleges. Teacher Training (1882-1935): Hunter Commission (1882) emphasized on the improvement of primary education and extension of training schools for teachers. Several normal schools were established. But no attention was given to secondary training institutions.

8. At the end of 19th century there were 6 training colleges for secondary teachers. According to the University Act, 1904, recommendations were given for extension of secondary training colleges. Several training colleges were established, for these colleges demonstration schools were also emphasized and established. One training college was started in Bombay in 1906.

9. In 1912 Govt. had recommended: Under the modern system of education no teacher should be allowed to teach without a certificate that has qualified to do so.

10. In 1917, Calcutta University Commission had recommended to introduce the Education Department of University level and to investigate the problems of training colleges. As the result there were 13 Education Departments in 1921.

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

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

Up to this period teacher training may be leveled as—

1. Graduate level (L.T.)

2. Inter level (C.T) and

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

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

13. during (1854 to 1947) Teacher-Education: In the beginning there were mainly elementary schools and a few secondary schools in this period. Secondary schools

were opened and there was a demand of teachers for secondary schools. Hence a number of teacher training colleges for secondary schools were opened.

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

15. Later on at Lahore in 1880 a similar institution was started for the training of secondary teachers.

16. In 1882, Indian Education Commission was admitted to examine the inadequacies of the Indian Education Commission examined the education and suggested some improvements.

Thoroughly, it made suggestions for removing inadequacies.

(1) Commission suggested that training institutions should be increased as the schools were increasing.

(2) Upgrading the teachers training quality, commission suggested that there should be examination in theory and practical and only those who have passed in both should be appointed as teachers.

(3) There should be separate training schools for graduates and under-graduates. There should be different higher levels of training for under-graduates.

What was monitorial system?

1. The syllabus and method of teaching prescribed was entirely different from other schools. Every subject was correlated to some crafts and situations of life.

2. Students were required to spin and do mathematics, etc., through spinning and weaving. This was correlated teaching. From 1939 continuously this basic education is in our country.

3. Sargent Commission: In 1944 again John Sargent formulated the plan of improving the education system. This was comprehensive plan which was considered at all levels. This plan made number of recommendations on various aspects in education.

For teacher education he made 4-5 recommendations—

1. Graduate teachers should be trained in training colleges. Colleges may be started by government or by university department.

2. Quality of school education should be improved but it could not be improved without improving quality of teacher training. So commission recommended that teacher training should also be improved.

3. The commission suggested three types of training schools—

- (a) Training schools for preparing teachers for pre-primary schools.
 - (b) Training schools for training teacher for primary level.
 - (c) Teacher training for junior training schools.
4. This plan also emphasized the need for refresher courses for teachers.
 5. It was mentioned in this plan that in the coming 2-3 years the country would require 20 lakh non-graduate teachers and 1.81 lakh graduate teachers.
 4. In order to fulfill the demand the plan emphasized that more training colleges should be opened. As a result of this number of training schools and colleges increased in country with a very fast rate.
 5. In 1947 it has been estimated that there were 4 lakh teachers in primary schools but percentage of teachers was 64.
 6. Before 1947, B.Ed., departments were not found in affiliated colleges. There were three centers to train graduate teachers—Banaras, Agra and Allahabad. Because number of training colleges were not sufficient. Most of untrained teachers were appointed on less salary.
 7. At the middle level only 59% of total number of teachers (72000) were trained, rest of them were untrained and at secondary level hardly 51% of total number of teacher (88000) were trained and the number of training colleges which trained teachers for secondary level were only 42 and there were 59% untrained teacher working in the schools. So government thought that let the private colleges have training colleges.
 8. This is the history of teacher education in India during pre-independence. Every time when review of teacher education was made by certain committees, it was always found that there is the need of improvement—qualitative and quantitative improvement of teacher education.

Teacher Education in India in Post-Independence Period

1. Every country is granted freedom and many kinds of social changes are required and advocated by new government.
2. Importance of education was stressed; there was greater demand of schools and consequently demand of trained teachers.
3. Side by side new concept of '**teacher education**' was developed in relation to national needs and aspirations.
4. It was advocated that education system is not fulfilling the needs. This change also includes a change in the system of teacher education. It has been realized that teacher education is not merely teacher training; it is something more than this.
5. A teacher's work is not only to impart knowledge but he has to build up the personality of child because Children are future citizens and teacher has the responsibility

Radhakrishnan Commission (University Education Commission):

In 1948 the Government of India appointed the University Education Commission under the chairmanship of S. Radhakrishnan an eminent educationist.

This commission submitted its report in 1949.

This commission was mainly concerned with the university education but it has felt about the teacher training also and made several recommendations-

1. Teacher training colleges should be remodeled-more time should be given to practice teaching

And more weight age to practical examination than theory. It means developing teaching skills.

2. Proper schools should be selected for practice teaching.

3. In the training colleges teacher should be recruited from those who possess sufficient teaching Experiences.

4. The commission said that the theory courses should be flexible and adaptable to local needs

And circumstances. The standardization of curriculum was not considered by the commission.

5. Students with long teacher experiences should be admitted to M.Ed course.

Secondary Education Commission (Mudaliar Education Commission):

1. In 1952 Government of India appointed the secondary education commission under the chairmanship of A.L. Mudaliar.

2. This is the person who was vice-chancellor in Madras for too long period, i.e., 13 years.

3. Report of this commission said that teacher is the key to any kind of reform important.

4. The commission strongly recommended the improvement of working conditions in the training colleges and try to raise the social status of teachers.

Several important changes were suggested by the commission to be brought about in the system of teacher education.

The commission made valuable recommendations which may be summarized as below-

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

National Education Commission (1964-66):

1. The Education Commission under the chairmanship of D.S. Kothari has pointed out clearly the major weaknesses in the existing system of professional education.
2. This commission submitted a very comprehensive report on upgrading the education system in India.
3. Commission made a number of recommendations to improve the education system in the country.
4. This commission first of all examined the whole education system and tried out to identify what the deficiencies and recorded them and criticized them.

As the result of this evaluation they said-

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

Improving Quality of Teacher Training Programme: The essence of teacher training programme Is 'quality' and in its absence teacher education became not

only financially waste but a source of Overall deterioration in educational standards.

Therefore to improve the quality of teacher education the following recommendations were made—

1. Organization of well planned subject orientation courses for training colleges' staff. It is a kind of short term courses in which teachers are given new knowledge.

2. Introducing integrated courses of general and professional education so that teacher prospects are not narrowed. As a result of this recommendation four year courses were started Regional Colleges of Education in 1963.

3. Using improved methods of teaching (which leave greater scope for self-study and discussion)

And improved method of evaluation (which includes continuous internal assessment of practical and sectional work as well as practice teaching).

4. Teaching methods and evaluation system are in-separately bound together. A student will learn

What you want to evaluate. The person learns the kind of behaviour which is rewarded, so it is necessary that evaluation system should be improved.

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

6. Commission recommended that instead of practice teaching programme there should be

Internship programme also. Internship is meaningful because the student is exposed to all

Types of teachers programme that he has to face when he is an actual teacher.

7. Revision of curriculum at all levels. The syllabus of training college should be upgraded.

For that purpose NCERT tried to achieve these objectives through seminar and workshops.

8. Increasing number of working days to 130, logic underlying the recommendation is that in

larger number of working days more works done.

9. Appointing qualified staff.

10. Developing special courses for graduates for primary training schools. That even in the primary schools teacher should be trained graduate not simply high school.

11. Abolish fees, give scholarships and loans and hostel facilities were provided to student teacher.

12. Subject specialization was recommended to be introduced and the specialization was to be allowed to a student who had studied that subject at graduate level.

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

Expansion of Training Facilities: Because by this time there have been a great lack of training teachers. For this number of training colleges are increased. The training facilities should be expanded on priority basis so that number of untrained teachers could be reduced.

DIFFERENT TYPE OF TEACHER EDUCATION INSTITUTIONS

There are mainly five types of teacher-education programmes or institutions:

- pre-primary teacher education.
- Primary teacher education.
- Secondary teacher education.
- Higher education programmes.
- Vocational Teachers Training.

pre-primary teacher education.

Pre-primary teacher training courses are of various types i.e, Montessori, Kindergarten, Nursery, Pre-basic etc. Minimum qualification for admission to this

course is higher secondary and the duration of the course is one year. Many institutes impart training for two years.

This training is a certificate or diploma course conducted normally by state government. A couple of years back Punjab and Haryana conducted one year course titled as “Certificate course in Pre-primary and Nursery Education” to produce teachers for primary schools. Later on it was discontinued. In 1987, Haryana Govt. evolved a two-year course leading to “Diploma in Pre-school Education.” A number of institutions are being recognized by the Govt. To run this two year course. This course has been designed in the context of NPE 1986.

2. Primary Teacher Education:

There has been a large scale expansion of such training schools during Five-Year Plans, hi general, the course lasts for two years and the minimum qualification for entrance is matriculation. The present trend is to prescribe higher secondary as the minimum qualification for entrance.

3. Secondary Teacher Education:

Training Colleges prepare graduate teachers for secondary or Higher Secondary classes. It is normally one year course with an emphasis on principles and Methodology of Teacher leading to B.Ed, degree. The minimum qualification for entrance is graduation.

4. Higher Education:

Higher education courses in education are of four types:

- (i) One-year M.Ed. Course.
- (ii) Two-year M. A in Education
- (iii) Two-year Ph.D. course after M.Ed./M.A. (Education)
- iv) Post-graduate Diploma in some aspects of Education after B.Ed.

(i) One-Year M.Ed. Course:

This course is open to those who have passed B.Ed, examination creditably. Candidates having Master's degree in Arts or Science with M.Ed. Qualification are considered eligible for the appointment of lecturers in training schools and colleges as well as for various administrative posts in SCERT's, NIE's and NCERT.

(ii) Two-year M.A in-Education:

This course is open to graduates and is considered equivalent to M.Ed, in many respects. It is recognition of the fact that now 'Education' has been developed as a discipline of knowledge like Economics or History. M.Ed. is considered to be applied side of Education, while M.A (Education) is being taken as basic or pure side of the education.

(iii) Two-Year Ph-D course after M.Ed./M.A. Education:

A number of Universities in India have arrangements for Ph. D in education which is open to those who have passed M.Ed., or M.A. in Education in second division. The M.S. University, Boroda is pioneer maximum number of Ph.D's in Education through their Centre of Advanced Studies in Education. Besides this two-year ph.D. course, one year research course leading to M.Phil, have been provided in the general colleges or Universities.

5. Vocational Teachers/Training:

Specific Training Courses are organised for training teacher in technical subjects. There are various courses and institutions to prepare specialized teachers.

These are as follows:

- (a) One-year Diploma in Physical Education (DPE).
- (b) Training courses to prepare teachers of Music, Dancing, Painting and Fine Arts.
- (c) One-year training course to prepare teachers for Home Science.
- (d) Certificate courses in Arts & Crafts.

(e) Courses for preparing specialists in the teaching of English, Hindi, and Geography etc.

General and stagewise objectives of teacher education

Some of the most important objectives of teacher education are as follows:

1. Imparting an adequate knowledge of the subject- matter:

The objective of teacher education is to develop a good command of the subject matter of the assignment given to him in the colleges.

2. Equipping the prospective teachers with necessary pedagogic skills:

The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. The teacher should develop a capacity to do, observe, infer and to generalize.

3. Enabling the teacher to acquire understanding of child psychology:

The objective is to understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children.

4. Developing proper attitudes towards teaching:

One of the major objectives of teacher education is to develop proper attitudes towards teaching as a result of which he will be able to maximize the achievements from both the material and human resources. There is also development of a proper perception of the problems of universal enrolment, regular attendance, year-to-year promotion.

5. Developing self-confidence in the teachers:

The objectives of teacher education are development of the ability to take care of himself in terms of:

(a) Adjustment with the physical conditions,

(b) Healthy adjustment with the social environment

(c) Adjustment with himself to derive emotional satisfaction with his life.

6. Enabling teachers to make proper use of instructional facilities:

The objective of teacher education is to develop the capacity to extend the resources of the school by means of improvisation of instructional facilities.

7. Enabling teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development:

The objective of teacher education is to know the causes of individual differences as a result of which he will be able to develop the ability to be a child with children, an adult with the adults, a responsible citizen among the community.

8. Development of the ability to give direct satisfaction of parents from the achievement of children in terms of:

(a) Proper habits of taking care of the body,

(b) Proper attitudes reflected in the behaviour of the children at home, in the school, in the streets, at the farms and fields etc.

c) Progress in the class.

The duties of the teacher is very much relevant in nursery, primary, middle, secondary, higher secondary schools. Hence the scope of teacher education is very vast. The duties of the teacher in different stages of education depend on the foundational general education of the teacher. Emphasis is to be on the practical aspects rather than theory.

There are three types of teacher education.

(1) In-service (2) Pre-service (3) Distance

• **In service Teacher education:**

In service teacher education is a programme of activities and experiences participated in by the educational personnel in education during services. The main purpose of this type of teacher education is to provide incentives to the teacher, to help teachers to know their problems and solve them, to introduce modern techniques, to upgrade the teacher knowledge during the service.

• **Pre-service Education:**

1. There is great requirement and demand of separate pre-service teacher education programmes for all the stages of the school education like, elementary, secondary, senior secondary, college level.

2. The different curriculums for different stages are introduced and modified from previous style. Various terms and techniques have been introduced like globalization, WTO, LPG, ICT, outsourcing.

3. The academic and vocational stream have more knowledgeable curriculum in pre-service teacher education.

• **Distance Teacher Education:** Distance teachers are prepared for organizing effective distance teaching. Distance teacher education is provided by multimedia strategies. There are two

types of persons involved in the process of teacher education

• one is who is to be trained and

• two who will train them, procedure, qualities of distant teacher, selection of training

School system is divided into **four** stages:

1. Teacher Education for Elementary Schools .

2. Teacher Education for Secondary Schools.

3. Teacher Education for Senior Secondary School (Academic Stream)

4. Teacher Education for Senior Secondary Schools (Vocational Stream)

1. Teacher Education for Elementary Schools.

Elementary education which makes a significant contribution to national development occupies a crucial (great importance) position in the system of education. It admits mainly the children coming after completing pre-school education, children from educated families, and the first generation learners and from the neglected and oppressed sections of the society. The impressions acquired during this stage often continue throughout the life. Preparation of teachers for this stage implies development of the following competencies and capabilities:

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

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

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

Curriculum Framework for Elementary School Teacher Education

(a) Theoretical

- Principles, Status, Issues and Problems of Elementary Education.
- Emerging Indian Society (&) Elementary Education.

- Philosophy of Elementary Education - Main trends in the Indian and Western context.
- Psychology of teaching and learning of Elementary School Child.
- Sociology (study of the development structure and functioning of human society) of Education and Cultural Anthropology (study of human cultures and society) for elementary school teacher.

(b) Practical Activities

- Internship at Elementary School for duration of one semester.
- Communication Skills - Mother Tongue and Regional language and foreign language,
- Delivering of 80 supervised lessons.

(c) Evaluation:

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

Teacher Education for Secondary Schools

1. Secondary education occupies a very critical place in education, not only because the children become more mature and develop additional psychological characteristics but also because of its special educational functions.
- 2. The curriculum for this stage** becomes enriched and stands in the midway of elementary and senior secondary schools.
3. Further it is an independent stage of education for the majority of students who prefer to enter into life.
4. This transformation requires a teacher education programme rich in content to realize the following objectives:
 - To maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage.
 - To empower the prospective teachers to adopt disciplinary approach in teaching and to develop among students interest in such studies.

- To enable them to understand the implications of liberalization, privatization, globalization.
- To develop among the prospective teachers love for Indian culture, and its contribution to the world and to inculcate a sense of national pride and identity.
- To enable them to develop the teaching competencies and performance skills for the subjects they have to teach.

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

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

1. Objectives of secondary education/teacher education, updated curricular content with emphasis on competencies and values, appreciation of the regional conditions and the main stream of nation's life, necessity to improve the standard and quality of school education and utilization of the locally available resources.
2. The curriculum of secondary school teacher education needs to maintain continuity with elementary school curriculum in certain respects. However, it has to become an independent entity in itself as the teachers at this stage are required to deal with mature students who have been exposed to many sided social and life experiences.
3. The students at this stage acquire new psychological characteristics for addressing appropriate teaching strategies have to be deployed.
4. The curriculum of teacher education secondary stage may include cultural heritage of India, its unity and diversity, its relevance, Indian philosophy, emerging Indian society, social problems, modernization, Westernization, evil effects of violence and terrorism, challenges of value inculcation, HIV/AIDS preventive education, educational experiments, psychology of teaching and learning, mental health, deviant behaviour, sub-normal and abnormal children, pedagogical analysis of certain areas of social sciences and sciences, concentration of attention, environmental awareness.

Curriculum Framework for the Secondary School Teacher Education

(a) Duration: years (4 Semesters)

Theoretical Compulsory

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

(b) Practical Activities

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

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

(d) Evaluation: Evaluation of student teachers at this stage need to be comprehensive and continuous using formative and summative approaches. Due weight age should be given to the opinions of supervisors and school teachers who should be required to maintain the record of the progress of student teachers. The capacity to organize thoughts and express them coherently, taking notes from reading materials and using teaching aids and Information's communication technique carefully at the appropriate moment need to be the items of Evaluation.

Teacher Education for Senior Secondary School (Academic Stream)

The curriculum framework for quality teacher education 1998 made the important recommendation of starting a separate programme of teacher preparation for the teachers of senior secondary schools.

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

Division of school system are 4 stages

1. Teacher Education for Elementary Schools .

2. Teacher Education for Secondary Schools.

3. Teacher Education for Senior Secondary School (Academic Stream)

4. Teacher Education for Senior Secondary Schools (Vocational Stream)

Curriculum:

Emerging Indian society, its problems and issues, compulsions and character of knowledge society and economy, LPG, WTO, Outsourcing, ICT, impact of science and technology, environmental crisis, alternative science and appropriate technology, Indian culture and its contribution, psychology of teaching and learning at this stage, place of senior secondary education in educational system, its problems, issues and status, curriculum, pedagogy and evaluation at this stage, pedagogical analysis of the subject to be selected for teaching, research methodology and action research, history, problems and systems of education, counseling and guidance, preventive education, adolescence education, philosophy

of education including Indian philosophy, sociology and cultural anthropology etc. may be the some of the course contents of teacher education at this level.

A tentative curriculum frame work is given below to be suitably adopted.
Curriculum Framework for the Teachers of Senior Secondary Schools (Academic Streams)

(i) Theoretical

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

(ii) Electives

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

(iii) Specialization : One

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

(iv) Practical activities

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

(v). Evaluation: Evaluation would be of a comprehensive and continuous nature.

Its purpose would be to improve the performance of student teacher and improve teaching competencies and performance skills. It should be formative and summative in nature for which appropriate tools will have to be evolved. The art of self-evaluation and evaluation by peer groups will have to be learnt by prospective

teachers who will have to be convinced about the advantages of the continuous evaluation.

Objectives of Teacher Education for Academic Stream

- To develop among teachers an acceptable desired perspective about academic stream and understanding of its nature, purpose and philosophy.
- To make them aware of the philosophy, purpose and teaching learning strategies of the subjects they have to teach.
- To empower them to make in-depth pedagogical analysis of the subjects they have to teach and understand their relevance to tertiary education.
- To empower prospective teachers to comprehend the characteristics of students for making suitable educational provisions for them.
- To develop among them the competencies to communicate abstract and complex ideas and concepts in simple terms,

Teacher Education for Senior Secondary Schools (Vocational Stream)

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

Objectives of Teacher Education for Teaching of Vocational Subjects

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

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

Curriculum:

The curriculum of the teacher education at this stage may comprise Indian culture, contemporary Indian society, economic problems and development, occupational and educational psychology, marketing and salesmanship, survey of market demand and advertisement, exhibition of products, managing financial resources and machinery, fixation of price, accountancy, history, status, problems and issues in vocational education, management and organizational problems of vocations, learning and development of vocational skills and competencies, organizational behaviour, project formulation and use of computer and Information's communication technique. modernization and enrichment of its courses. In professional education rigidity become counter productive and do not allow to experiment with new ideas and novel practices.

Unit III –IN- SERVICE EDUCATION

In-service education is designed for the manpower development of the school system and the educational enterprise as a whole. If teachers are to perform their functions effectively and efficiently, it becomes imperative for them to require training in new skills and modern methodology. The higher the level of educational attainment by teachers, the higher the level of educational standard in the country. No wonder the national Policy on Education (2014) asserted that no level of education can rise above the quality of its teachers. To meet the growing needs of education in a global economy it becomes imperative to provide sound in-service education for teachers to update their skills, knowledge and experience.

Concept of In-Service Education

In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning. According to Billing (1976) in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for

supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs. Generally, the teachers are regarded as the hub of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge and interest, subsequent to initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher. As Fisher (2003) has rightly pointed out the skill appropriate for generation ago might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities. In-service education is also referred to as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower. According to UNESCO (1985) continuing education can be regarded as the entire body of educational processes whatever the content level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the two fold perspective of full personal development and participation on balance and independent social, economic and cultural development.

The need for in-service training for teachers:

1. The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education.
2. In-service training can enhance the professionalism of teachers who can contribute to the organization to achieve its goals.
3. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work.
4. In-service training offers one of the most promising roads to the improvement of instruction.

5 .In-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role.

6. The primary purpose of in-service training is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom.

7. It is vital that teachers keep up to date on the most current concepts, thinking and research in their field and also promote professional growth among teachers in order to promote excellent and effective teaching and learning environment for students.

8. In-service training for teachers enables the teachers to be more systematic and logical in their teaching style. In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances in order to improve, directly or indirectly the quality of pupil's education.

9. In-service training comprises two main elements that is the fulfillment of pupils learning needs and ensuring personal and career development of the academic staff. In-service training is a fundamental aspect for the enhancement of teachers professionalism related to the teacher's vision to improve the quality of their work.

10. Teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students and also show that in-service training plays a major role to improve the teacher's performance in school.

11. In-service training also provide teachers with ample opportunities to learn new concepts, methods and approaches through professional development.

12. In-service training can also change the attitude and skills of teachers and further increase the performance of students. It also can help to change the procedures, approaches and practices teacher teach, the way student learn and would also help to create an excellent school culture in schools.

13. In-service training, teachers will schools management skills, evaluation techniques and master wider content areas of their subjects. For this reason, teachers and educational experts should increase their effort in fostering and implementing in-service training in schools so as to improve the effectiveness of development in schools.

14. In-service training for teachers should have a positive effect on teachers in increasing knowledge, communication with their involvement in planning school activities and also it increased the staff motivation.

15. in service training gives the positive aspect concerning professional development of teachers are that the program will make sure that learning activities is planned and concentrated on empowering effective teachers to correct policies, curriculum development, teaching and views on how to achieve high productivity and students performance”.

16. In-service training for teachers will not only bring positive effect to the teacher, but also students and school because the changes that is expected has a close relation between teachers, students and schools

Objectives of In-service Education for Teacher

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

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

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

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

1. To help the teacher educators to upgrade the teacher education programme and to lead in
the organization and development of education
2. To increase the knowledge of teacher educators continuously so that they may remain
Aware with the progress of education in India and abroad and with the new knowledge of
Their subject.
3. To motivate teacher educators to self study, independent thinking and creativity.
4. To help to initiate new techniques and to analyze the existing techniques in order to prepare
good prospective teachers.
5. To promote teacher educators to leave the useless methods and to accept the new scientific
techniques and ideas.
6. To develop positive attitudes in order to make him able to help in progress of the nation.

In brief, we can say that the principal purpose of I.S.E. for teacher is to encourage a desire to

Improve, a receptivity to change, a willingness to break inertia, while at the same time assisting the individual to become a more competent, fully functioning teacher and person.

Techniques of in-service education

In-service teacher training may be understood as professional development, or sometimes as part of wider professional development or growth. The career development is understood as growth through natural promotion, from one stage of teacher's professional career to another. The notion of the experiential growth is usually anchored in a succession of a few clearly delimited stages. This category is directly related to the professional and personal maturing of the teacher.

In-service teacher training is usually defined as the provision of organized programmes for practicing teachers, meant to help them as one of the possible systematic steps to support their development. These systematic steps, or planned situations, offers, possibilities and events supporting teachers' professional development have been becoming more and more varied in the last two decades. New information technologies, modern learning theories, a much better mobility of teachers, and many more factors, is what makes for a variety of in-service teacher training programmes expanding study of texts and other documents in the Internet,

e-learning discussion forums, international visits, student exchange programmes and mainly in-school activities, such as action researches, project work, supervision, visits, team teaching, discussion groups, and so on. Peretti et al (1998) includes the following options of in-service training into the “plan of education”.

Visits to colleagues' classes

- Education through meetings with colleagues from other schools;
 - Exchange of experience, excursions, and joint events;
 - Internal formation at school, organized for teacher teams by external instructors;
 - Team formation at school through work on specifically school-targeted projects or studies;
 - Self-study;
 - Individual or team formation of school, in line with external offers (Seminars, courses, Visits); Internal formation at school, organized by the staff;
 - Open formation at school for groups of teachers, parents, and pupils (e.g. on perspectives, professional orientation, work methods, etc.). So, besides their own study, teachers can participate in events organized outside their schools or within.
- The options of in-service teacher training have a lot of internal forms, differing in how thoroughly organized or how much formal they are.

A lot of attention is devoted to activities arranged by external subject

SEMINAR- In a seminar some problems of education are taken up and there is collective thinking. Discussions are held and conclusions are arrived at all under the guidance of some experts.

REFRESHER COURSES: - A refresher course means an educational programme organized for refreshing the knowledge of in-service teacher. Generally they acquire the teachers with the new development in the field of education. With the coming up of new education policy, refresher courses were arranged all around for teachers of different categories.

WORKSHOPS: - Workshops are organized for giving in-service education to teachers. They involve more of practical work and less theoretical discussion. These types of programmes are more useful for the teachers. The teachers have to work practically and come out with final materials to be seen by others. Organization of workshops consumes more time than a seminar or conference.

CONFERENCE: - In a conference, there is a broad discussion of subjects of practical interest. Generally there is a central theme around which several sub

topics are given. Teachers as per their interest, present paper at the time of conference. The session ends with the concluding remarks of the president

STUDY GROUPS: - Forming study groups and using them as a technique for in-service education for teachers can work wonders. A group of teachers of the same subject and a subject expert in the college of education are combined and start working. They choose some topics of common interest (or) it may be a problem related to their teaching subject. Discussion is started under guidance and they continue thinking, studying and discussing that subject. If need arises, someone may be invited for extension lecture. The study groups may be meeting once in a week or even once in a month.

A STUDY CENTRE OF PROFESSIONAL WRITINGS: - Generally the materials are not under the reach of teachers. The college of education, the extension service departments can help in this direction. Various publications of N.C.E.R.T, some good books, materials produced by different centers of education may be produced in the college library. The study of reading materials will help the teacher to acquire sufficient knowledge in their subjects.

FUNCTIONS OF NCERT, SCERT AND EXTENTION DEPARTMENT

SCERT and NCERT both are same to function NCERT Working at central level and SCERT working at State Level Research Development Training Pre- service In - services Syllabus Text book

What is the role of SCERT?

SCERT is responsible for material development both for children and support materials for teachers. Other functions include research in various aspects for qualitative improvement of school education.

SCERT is in fact a counterpart of NCERT in the State. It has been given the responsibility of overseeing the work done in the academic wing of the School Education Board in the area of curriculum renewal and development of textbooks.

What is the role of NCERT?

National Council of Educational Research and Training (NCERT) is **an apex resource organization set up by** the Government of India, to assist and advice the central and state Governments on academic matters related to school education

National Council of Educational, Research and Training (NCERT)

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

Establishment

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

Governing Body

It has responsibility of managing, directing and controlling the NCERT in accordance with its rules, regulations and ordinances. It consists of 12 members with the Central Education Minister as the President. It has director as its head for executing and controlling the day-to-day work who is assisted by a joint-director and a full time secretary.

Functions of NCERT in the Context of Teacher Education

1. Teacher education is the most crucial input for improving the quality of school education since the policies prepared for schools are to be implemented by the teachers, the teachers, needs to be

Prepared accordingly.

2. The NCERT, therefore, addresses itself to the task of formulation and organization of teacher education programmes both pre-service and in-service.

3. The programmes and activities of the Department of Teacher Education and Extension (DTEE) focus on research, development of materials, capacity building of teachers and teacher educators, academic support to the centrally—sponsored institutions of teacher education like DIETs, SCERTs, CTEs and IASEs; promotion of innovations and experimentations in teacher education and school education and organization of extension programmes.

4. The main functions of the Department are:

- To perform the policy and advisory role in teacher education and provide technical support to MHRD and State/UT governments in formulation, implementation and evaluation of centrally Sponsored Schemes for Qualitative Improvement of Teacher Education.

- To perform 'Think Tank' function in the area of teacher education and pedagogy which include Review/renewal of pre-service teacher programmes at different levels and formulation of Models/designs of in-service education, continuing education and lifelong education of the Teachers.
- To adopt and assist SCERTs/SIEs for developing them as autonomous professional institutions in the States/UTs dealing with all aspects of school education and teacher education.
- To promote innovations and experimentations in the field of school education and teacher education.
- To organize in-service and continuing education programmes of varied duration for teachers and teacher educators/master trainers/key resource persons KRP at different levels utilizing emerging information and communication technologies (ICT) and facilities of EDUSAT.

State Council of Educational Research and Training (SCERT)

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

Establishment of SCERTs

The SCERTs were set up in different states/union territories. At present, there are SCERTs in 25 states (2009). A large number of SCERTs were created between 1988 through the early 1990s.

Role of SCERT

The SCERT role needs to be viewed at multiple levels and agencies. Some of the common roles of

SCERT as they emerge from various SCERTs are:

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

Functions of SCERT

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

(1) Thinking about meaningful purposes of education for people in the State

(2) Given the diversity of contexts including language, culture, beliefs, systems and aspirations in different parts of the community evolve a mechanism of providing them not only education that they feel is appropriate but also is along national goals and functioning.

(3) It needs to make it possible for all children to participate in the education process equitably,

benefit from the process in their institutions, to feel empowered to lead themselves and their community towards a more wholesome participation in the processes around them.

(4) It has the responsibility to understand the principles of school education enunciated in the National Curriculum Framework 2005 and not only interpret them in the State's own contexts but also make it possible for the teachers and teacher educators in the State to appreciate these principles and their implications.

(5) It also has the responsibility of ensuring that the teachers feel academically empowered and have the opportunity to learn and grow.

(6) This is in addition to ensuring that their preparation as a teacher is also of a high quality. The SCERT needs to function as a forum for all those who can and want to contribute to quality education in school education or in preparation of quality teachers. It has to serve as a forum for empowerment of teachers, a forum for motivating and encouraging teachers and a forum for providing space for teachers and teacher educators to explore and express their ideas.

(7) One of the major gaps in the quality of educational process arises from the lack of teachers and teacher educators linking the new learning in their discipline or to disciplines that inform education. The SCERT needs to be able to provide linkages with institutions of higher learning and itself create opportunities for teachers and teacher educators engaged with such areas.

UNIT IV - DEVELOPMENT OF TEACHER EDUCATION Administration of teacher education in Tamil Nadu.

Administrative Structure In the administrative structure of pre service teacher education in India the apex body is Ministry of Human Resource Development

)MHRD), executes different programmes of teacher education through autonomous body like NUEPA, NCTE, NCERT, RIEs. Secretary is the highest powering officer under whom Additional secretary, Director, under secretary and section officers works.

At state level state education officer is the apex authority of teacher education. Under whom State education secretary/Commissioner deal with all the matters related to teacher education followed by Directorate of school education, SCERT, IASEs, CTEs, Schemes like SSA. Directorate of School education controls and executes different programmes in teacher education. It has direct control over DIETs, BITEs

The concept of educational administration is applicable in case of an educational organization which has certain purposes or goals to fulfill. Educational Administration means the capacity of an individual or organization to manage all the activities of that educational institute. It is also defined as, the activity of a government or state in the exercise of its powers and duties. It is concerned with formulating general plans and policies for education. It is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators in particular. Therefore, Educational Administration is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a programme of an educational institution.

So the purpose of doing such vital task is to fulfil different purposes which are known as the objectives of educational administration and these are:

- To provide proper education to students
- To ensure adequate utilization of all resources
- To ensure professional ethics and professional development among teachers
- To organize educational programmes for acquainting students with the art of democratic living and giving them excellent training in democratic citizenship
- To mobilize the community
- To organize co-curricular activities effectively for developing talent of students and work efficiency of teachers
- To get the work done effectively, efficiently and with satisfaction among the individuals and benefits to the society
- To prepare students for taking appropriate places in various vocations and avenues of life
- To train the students in developing scientific attitude and objective outlook towards all aspects and activities of life
- To ensure qualitative improvement of education.

National Council for Teacher Education (NCTE) is a statutory body of Indian government set up under the National council for teacher education act,1993 in 1995 is to formally oversee standards, procedures and processes in the Indian education system. This council functions for the central as well as state governments on all matter with regard to the Teacher Education and its secretariat is located in the Department of Teacher Education and National Council of Educational Research and Training (NCERT). Despite the successful functioning in terms of educational field, it is facing difficulties in ensuring the maintenance of the standards of teacher education and preventing the increase in the number of substandard teacher education institutions in the country.

Before 1995, the NCTE had existed since 1973 as a government advisory body (and not as a separate institution) to look after development and progress of "teacher education". The NCTE was then only a department of the National Council of Educational Research and Training. As per the NCTE's own admission, it failed in its objective of overlooking and, to an extent, regularizing norms and processes in teachers' education in India because of lack of formal jurisdiction. To that effect, the National Policy on Education, 1986 allowed the setting up of a government authorized institution with formal powers.

Objectives:

- To achieve planned and coordinated development of teacher education system throughout the country.
- To regulate and properly maintain the Norms and Standards in the teacher education system and for matters connected therewith.
- It aims at training individuals for equipping them to teach pre-primary, primary, secondary and senior secondary stages in schools, non-formal and part-time education, adult education (correspondence) and distance education courses.

Functions:

- Under take surveys and studies pertaining to all aspects of the teacher education and publish the corresponding results.
- For the preparation of suitable plans and programmes regarding the field of teacher education, it makes recommendations to the state and central governments, universities, University Grants Commission (UGC), and other recognized institutions.
- It co-ordinates and monitors the teacher education system throughout the country.

- It lays down the guideline for the minimum qualifications need for an individual to be a teacher in schools and recognized institutions.
- It lays down guidelines for the provision of physical and infrastructural facilities, staffing pattern etc. for the compliance by recognized institutions.
- It lays down standards with respect to examinations, the major criteria for such admission as well as schemes for courses or training.
- It promotes and conducts research and innovation in schools and recognized institutions and then disseminates the results thereof.
- It examines its own laid-down guidelines, norms and standards for the improvement.
- It identifies the recognized institutions and set up new institutions for the developmental programmes of teacher education system.
- It takes up necessary steps for the prevention of the commercialization of teacher education.
- It also performs other function that is entrusted to it by the central government.

The Directorate of Teacher Education Research and Training (DTERT) was formed in the year 1990. Initially it was the State Institute of Education In 1965 and then later upgraded to State Council of Education Research and Training in the year 1970. This State Council of Education Research and Training was renamed as the Directorate of Teacher Education Research and Training in the year 1990. The purpose of this Directorate was to identify the problems in the education system and to provide a solution to them.

All the teacher training institutions including the Government aided colleges are under the control of the Directorate of Teacher Education, Research and Training.

Some of the Activities of DTERT

The Diploma in Teacher Education course was revised by the Directorate of Teacher Education Research and Training by revising the syllabus for the same. The school dropouts and the early childhood education were considered for action by the Directorate for the first time. School teachers were given literacy programmes in Computers.

The Directorate ensured that minimum level of competency and learning are acquired throughout the state. This was a new concept that was taken by the Directorate of Teacher Education Research and Training. At the district level the number of D.I.E.Ts increased dramatically with good performance.

Active Learning Methodology

The Active Learning Methodology is implemented at the district levels so that it is effective on the education system. This Active Learning Methodology training is given to the District Level faculty so that it is taken across down the levels. Training for this is organized in all the districts for two or three days and the faculty members are requested to attend the same.

SECONDARY EDUCATION IN FIVE YEAR PLAN

Teacher Education in Five Year Plans– In five year plans teacher education got 10% share of the total education, resulting into an increased output in training schools and training colleges. Output of training schools doubled during 1951 to 1961. It increased three times in 1966. There were 29 institutions in 1966 providing M.Ed. and PhD courses. NCERT was set up in September 1961. NCERT started teacher education programme in 1964. Establishment of SIE (State Institutes of Education) and SISCE (State Institutes of Science Education) took place in 1964 to upgrade science education at high school level. Science Institutes were opened.

During 1969 to 1979 priority was given to expansion of elementary education with special emphasis on backward sections and girls. Correspondence and in service programmes were emphasized. Fourth and Fifth plans provided correspondence courses to about 1, 40,000 elementary teachers, 17,600 secondary teachers. With the assistance of NCERT and UGC an organized correspondence and in service programmes, B.Ed. course was started by Himachal University and later by Jaipur University and several universities in South India. There are training colleges which are exclusively run by Government. Regional Colleges are being run by NCERT –Ajmer, Mysore, Bhuvaneshwar and Bhopal. In Uttar Pradesh there are two types of training colleges –JTC and JBCT. Teachers trained by these JBCT colleges work in Junior High School. JTC works in primary school.

Regional Colleges carried out programme for primary teachers (B.Ed. Primary); training of teachers for pre-primary level and for students like mentally retarded children, physically handicapped children. NCTE Act was passed in 1993 by the Parliament by which it is the responsibility of 27 NCTE to look after the Teacher Education of the country. The Eleventh plan is quality plan in respect of the education sector.

The following specific programmes are proposed to be taken up in teacher education during the Eleventh Plan.

- Strengthening Teacher Education by
 - (i) Developing teacher education Information Base in Public Domain,
 - (ii) (ii) creating additional support systems in the field, and
 - (iii) (iii) strengthening academic capacity. Augmenting teacher education capacity in SC/ST and minority areas.
- Professional development of teacher through training programmes.
- Professional development of teacher educators through Refresher Courses and Fellowship programmes.
- Support to NGOs.
- Technology in teacher education. • Integrating elementary teacher education with higher education.

Unit V Evaluation

Two types of teacher's evaluation:

CBTE: Competency based teaching evaluation.

PERT: Programme evaluation review techniques.

Purpose of Evaluation: The main purpose of evaluation is:

1. For determining the teaching-learning process.
2. For revision of the curriculum.
3. To provide an objective basis for reporting progress of students.
4. For securing effective co-operation from the parents and the community,
5. For determining the policies of promotion, and
6. To provide suitable guidance to pupils, on the basis of their evaluation.

A good evaluation rests upon:

- i. Learning and behavior changes,
- ii. Tools and techniques of evaluation, and
- iii. Educational objectives.

Evaluation: Porch, pendant, Butler.

1. Clarity, 2. Teaching aids, 3. Variability, 4. Enthusiasm, 5. Student content.

Scales for Rating (Evaluation Tool):

Ruth strang: The judgment of one person by another. “Rating is, in essence, directed observation.

Rating is a term applied to expression of opinion or judgment regarding some situation, object or character. Opinions are usually expressed on a scale or values. Rating techniques are devices by which such judgments may be quantified.

Characteristics:

Rating scales:

The specific trait or mode of behavior must be defined properly. For example, we want to rate a child’s originality in performing a task; first of all we must formulate a definition of originality and then try to rate it.

1. The scale should be clearly defined, i.e., we are rating at a three, four or five-point scale.
2. The trait to be treated should be readily observable.
3. Uniform standards of rating scale should be observed.
4. The rater should observe the rates in different situations involving the trait to be rated. This will bring reliability to the judgment of the rater.
5. The number of characteristics to be rated should be limited.
6. In the rating scale card, some space may be provided for the rater to write some supplementary material.
7. The directions of using the rating scales should be clear and comprehensive.

8. Several judges may be employed to increase the reliability of any rating scale.
9. Well-informed and experienced persons should be selected for rating.

Type of Rating Scales:

1. Descriptive Rating Scales.
2. Numerical Scale.
3. Graphic Scale.
4. Standard Scale.

Graphic Scale: Very high, high, average, low, very low.

Very- effective, Slightly- effective, Average- Nil, Slightly- ineffective, Very- ineffective.

New Techniques: Achievement Tests, Anecdotal Records, Aptitude Tests, Attitude and Behavior Testing Tools, Autobiographical Method, Case History, Intelligence Tests, Interview, Personality Tests, Projective Tools, Pupil's Dairy, Questionnaires and check lists, Rating Scales, Sociometric Tools.

Types of Evaluation:

1. Diagnostic Evaluation.
2. Formative Evaluation.
3. Summative Evaluation.

Educational Technology aims to improve the quality of human learning.

Teaching: The teaching process is represented below .

TEACHING

Content

Communication

Instructional Designs

Method of teaching

Media & Communication of Teaching.

Non-Projected Media. Projected Media.

Educational technology is often considered to be the intermix of two aspects –

Technology of education and technology in education.

What is evaluation of teaching?

Evaluation of teaching involves **collecting evidence, from various stakeholders, for the purpose of improving the effectiveness of the teaching-learning process.** A successful evaluation generates outcomes that are valid, reliable and indicate directions and action for development.

Teacher's Evaluation by his Students (Pupil Rating)

Instruction: The following are the statements related to your teacher's performances and behaviors with students. You have to express your views based on the basis of your observation and experiences about the teacher on three point scale—Good/Average/poor, you have to mark either of one point. Your responses will be kept confidential.

Items Good Average Poor

Criteria of Teacher's Performance

1. Mastery on the subject matter.
2. Analyzing the content logically in his presentation.
3. Efforts for realizing teaching objectives.
4. Ability of planning his lesson for teaching.
5. Using planned lesson in his presentation.

Teacher Evaluation by his Students in India: The education commissions and committees have recommended the process of teacher evaluation by his students. In India the term teacher is denoted by respectable term 'Guru' process teacher's evaluation by his students may not appear tangible or applicable. The educational recommendations and policies are emphasizing the implementation of this evaluation process. Some works have been introduced in the promotion scheme of teachers.

There is need to have some research studies on this process of evaluation. The empirical studies may provide the solid basis and to minimize the subjectivity. The factors influencing the process of evaluation of teachers by his students may also be studied. This may develop the criteria of evaluation of teacher performance.

Teacher Evaluation by his students

The opening sentence of Kothari Commission (1964-66) is that "The destiny of India is being shaped in her classroom."

This statement is the basis of our education system. The responsibility and accountability of classroom is of our teachers. A teacher plan and organizes the classroom to generate conducive learning situations, so that students gain experiences and perform some activities which bring change in the learner's behavior. In this way terminality development takes place of the learners.

The students are promising citizen of our country. Some leadership characteristics are developed so that the students can provide leadership in different fields of social life. The education is always given for future. The teacher plays significant role in the development of child. There are several educational technologies but no technology can replace the teacher. It assists the teacher to work efficiently.

Therefore, it is essential to know about teacher as much as we can.

Several research studies have been conducted on teacher effectiveness and teaching effectiveness in India and other countries but there is no consistency in the findings. There may be several reasons. Teaching is a social activity which begins from nursery to university level. There is a great variation in the teaching subjects. Every nation has own needs and requirements as well as social philosophy. Nation has own system of administration.

These may be reasons that findings on teacher-effectiveness have no stability and consistency.

The measuring instruments of this area are not objective and valid. The criteria of effectiveness are not adequate, generally three criteria-presage, process and product are used for this purpose.

The student's achievement and attitudes are considered as product criteria. The student's achievement has been frequently used as one of the product criterion. This may not be a valid criterion because student's achievement is not attributable to classroom teaching only. There are several factors which are responsible for student's achievement. The classroom observation can be not be analyzed in normal situation or actual environment.

Development of 'Teacher Evaluation by his Students': In this context, there is very old phrase-

"The students are the best critic of their teacher." The students are active participants in teaching activities and they observe his teacher activities for months

together. Therefore, teachers all aspects of his personality are assessed by his students. Teacher evaluation by his students is continuous process. It is not a formal process of evaluation of teachers. The student's perception is also changed about his teacher. Therefore, teacher evaluation by his students is meaningful and valid process. An effective teacher is remembered by his students through of their life. The teacher has a significant interaction in their personality development. Several Commissions and Committees of education have been formed for last four decades and they have recommended about teachers evaluation. Sen Committee of education was formed in 1977. It has recommended for teacher's profession, professional ethics and teacher's accountability of classroom teaching. The new pay scale and promotion scheme for teachers have been applied.

