

## **Assessment and Accreditation in Determination and Maintenance of Norms and Standards for Teacher Education**

**- A. N. Maheshwari**

Education is a fundamental right of each human being. In the constitution of the Republic of India it was envisaged that the State would provide, within 10 years from its commencement, free and compulsory education to all children up to the age of 14 years. Recently, by an act of constitutional amendment, the Parliament has made universal elementary education compulsory. Many countries of the world have gone a step beyond and made ten years of general education compulsory. In our country there are 300 million children in the school age group. The challenge now is to provide educational access for universal elementary education to 200 million children and to follow it by universal secondary education. Even achieving universal primary education has been an uphill task, as because of budgetary constraints the State has not been able to invest in this sector at the desired level and education as an effective instrument for national development could not be fully realised. For setting up a school funds are needed for putting in place the required physical and instructional infrastructure that make a school a school. Physical infrastructure comprises a school building suitable for holding instructional activities, classrooms and playground, and instructional infrastructure comprises learning resources, textbooks, teaching aids and most crucial of all professionally competent teachers. If, for making a thumb rule estimate of number of teachers required for arranging schooling of 300 million children, it is assumed that for education of every 30 children at least one teacher is required. At this rate the country would need 10 million teachers. There are 5 million teachers in service now. Therefore, at least another 5 million teachers are needed if compulsory general education is to be provided to all children.

Children of different age groups learn differently. Therefore, role of teachers for taking care of teaching-learning at different stages of education vary correspondingly. For teaching pre-schoolers competencies required in a teacher are different from those that are required by an elementary school teacher,

which are different from those required by a secondary school teacher, which are different from those required by a senior secondary school teacher and which are different from those required for teaching at the tertiary stage. For each stage of education specialised teachers are required for teaching different school subjects such as languages, mathematics, science, social science, humanities, physical education, fine arts etc. In addition, for taking care of education of children with special needs in an inclusive environment teacher requires special skills, particularly, the ability of identifying the learning need of each child and selection of learning aids appropriate for that child. There are many tasks that a teacher performs that go beyond imparting the basic skills of reading, writing and arithmetic, commonly associated with what a teacher normally does in a primary school. Teachers are expected to teach as per the curriculum, take care of all round development of children, develop abilities such as learning how to learn, problem solving, creative thinking, which are crucial for living effectively in the world rapidly changing with the developments in science and technology. A person who does not possess the skills and competencies required for the tasks expected of the teacher cannot be called a teacher. Therefore, in the present context of schooling it would be counterproductive to the objective of education to reject that teaching is a profession and teacher is a professional.

It would be considered atrocious to accept that persons are born as medical doctors or to allow persons who have not undergone medical education to practise medicine. But there is a divided opinion on whether persons are born teachers. It is not questioned when persons are entrusted with the responsibility of imparting education to children, without insisting on pre-service teacher education. In the academic qualifications laid down by the University Grants Commission for appointment of teachers for teaching students of higher education there is no requirement of professional skills for teaching. When qualified medical practitioners are not available even for meeting exigencies, unqualified persons are not appointed for performing tasks of a qualified medical professional. Diagnosis of patients and prescribing medication to them by an unauthorized person is a legally punishable offence. But it is not considered unreasonable to entrust the responsibility of teaching innocent children to persons without insisting on their possessing the required academic background and/or relevant pre-service teacher education. The justification given for appointing untrained or unqualified persons as teachers

or giving them names such as Shiksha Karmi, one of the many nomenclatures for para-teachers, is the lack of availability of qualified teachers for working in schools in villages and in remote habitations. Perhaps, for changing this type of mindset, from time to time, several Education Commissions have stressed the importance of teacher education and professionalisation of teacher education programmes.

The Parliament appreciated the role of quality teacher education in providing quality teachers for quality school education and passed an Act in 1993 for setting up of the National Council for Teacher Education (NCTE) as a statutory body. The broad mandate given to the NCTE is to achieve planned and co-ordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. The Act has given to the Council statutory powers for framing regulations required for planned and coordinated development of teacher education and issues connected with the professional role of teachers. Since the inception of the NCTE, Regulations have been framed from time to time for carrying out the functions assigned to it in the Act. The regulations that have been issued broadly cover qualifications for appointment of teachers for different stages of school education, the norms and standards for professional development of teachers and teacher educators through teacher education programmes, procedure for grant of recognition to institutions by the Regional Committees for conducting teacher education programmes through face-to-face and distance education modes, fixation of fees for teacher education programmes etc.

The responsibility of regulating quality of teacher education through norms and standards came to the NCTE when teacher education system had already seen its mushroom growth. Teacher education underwent expansion in different parts of the country that too in heterogeneous conditions and was even used by some institutions as a money spinner programme, as surplus of income over expenses could be ensured by running it in a diluted form. Role of NCTE was generally perceived as a threat, as it involved conflict of interests, and was opposed as it curbed unfettered freedom for exploiting teacher education for commercial purposes. It is to the credit of the NCTE that the principal stakeholders in the quality of teacher education, the state governments, the universities and the school system, have appreciated the importance of the role of the NCTE in determining the norms and standards

of the teacher education programmes and putting in place a structured system for regulating programmes of teacher education as per regulations on norms and standards. Teacher education programmes basically comprise of three components, theoretical foundations, content-cum-pedagogy and school experience (teaching practice and internship). The NCTE has laid down the norms and standards for each programme.

The professional profiles of teachers are based on the tasks to be performed by them. The curriculum of professional programme is a road map available to teacher education institutions for transforming students having the required entry qualifications into the teachers as per the profile. The norms and standards of pre-service teacher education programmes lay down the guidelines for setting up an institution with the minimum facilities required for transacting the curriculum of that programme effectively. In operational terms NCTE recognition process ensures that an institution, which wants to start a programme in teacher education, possess the essential physical and instructional infrastructure for developing skills and competencies through effective transaction of the curriculum of that programme. Broadly, the regulations lay down the admission eligibility, calendar of instructional activities to be arranged during the course, qualifications of teachers for the course and the instructional facilities such as the classrooms, laboratories, library, hardware and software required for using online and offline learning resources etc. It may be appreciated that the NCTE norms and standards ensure the necessary conditions required for transaction of the programme; but whether a recognised institution is effectively transacting the programme can be best assessed by the potential employers of the products of that institution and the examining body of that course. The employers would look for the competencies and skills, which the professional programme is expected to develop and the examining body ensures through a system of assessment the level of attainment of the curricular objectives. One of the reliable indicators of the quality of pre-service teacher education imparted by any institution is that of the acceptance of its products by the school system, as it would employ only those students of that institution as teachers who meet its requirements. Thus, the quality of performance of its alumni establishes the reputation of a teacher education institution. It may be appreciated that the NCTE determines the norms and standards for a programme by consulting experts and the existing institutions running that programme. It has evolved a system of self-

appraisal by its recognised institutions. Feedback received from the institutions through their annual self-appraisal reports reveals the ground realities of implementation of the conditions of recognition and is used as input for making the norms and standards for raising the quality of the programme realistically. All the same it was felt that a system of rating by an independent autonomous body recognising teacher education institutions will bring credibility in functioning of the institutions and the quality of the programme.

Assessment and accreditation of institutions, licensing for practising a profession have been institutionalised in other professional programmes such as those of medicine, engineering, architecture etc. Teaching being a profession and teacher being a professional, the system of assessment and accreditation of teacher education institutions by an independent body such as National Assessment and Accreditation Council (NAAC) is being made an effective instrument for raising of quality of teacher education programmes and for enabling institutions in using their physical and instructional infrastructure optimally and professionally. For achieving these professional objectives an MOU was signed on 16th August 2002 by the National Council for Teacher Education and the National Assessment and Accreditation Council. As follow up activities to the MOU, the NCTE and the NAAC have developed a manual for self-assessment of teacher education institutions, constituted a steering group for planning and monitoring assessment and accreditation of teacher education institutions and planned the Pune Conference on the theme ‘Self-appraisal and Accreditation of Teacher Education Institutions as a Development-oriented Process’.

The scheme of assessment and accreditation will help institutions to carry out their strength, weakness, opportunity and threat analysis, and in making their programmes more attractive to the students and to their potential employers. The norms and standards evolve with strengthening of the capacity of the system and commitment for raising the quality of the programme, which will be revealed by the system of assessment and accreditation. The NCTE is now looking forward to using assessment and accreditation as an effective instrument for determination and maintenance of norms and standards for teacher education programmes.

# **Self-Evaluation, External Quality Assurance and Accreditation: A Development-Oriented Process for the Indian Teacher Education System**

**– V. N. Rajasekharan Pillai**

The teacher education system in the country is extremely vast and diverse, covering over 2500 institutions at different levels of elementary, secondary and post-graduate programmes with a total intake of over 1.9 lakhs. The system is managed by several agencies like Government departments, Universities and other autonomous establishments specifically created for the purpose. The very fact that about 4.5 million teachers are employed in the schools in the country shows the enormity of the system. The momentous developments and rapid advances in the field of education and training of teachers and the revolutionary changes in the modes of imparting and receiving instructions pose multitudes of challenges for the teacher educators and institutions. Resistance to move with time and technology from various quarters and the lack of systematic awareness of the national and global challenges have created a lot of imbalance on facilities, standards and quality of teacher education institutions, just as in any other sectors of education. It is in this background that the National Council for Teacher Education (NCTE) was established as a statutory body under the provision of the NCTE Act 1993 in 1995 with the main objectives of achieving “planned and co-ordinated development of the teacher education system throughout the country, for the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith”.

The Council is concerned with adherence by the institutions to the norms and standards stipulated by it. The NCTE Act also provides for setting up “suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions”. The mandate given to NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools and non-

formal-education, part-time education, adult education and distance education courses. In line with the provisions in the Act and considering the international trends in achieving quality and excellence in Teacher Education, the NCTE with the help of eminent educationists and teacher educators has recently evolved norms and procedures for accreditation of teacher education institutions.

The concept of accreditation of educational institutions is relatively new phenomenon in the country. The purpose of accreditation is to find out how far an institution is performing beyond the minimum stipulations for achieving quality and excellence. It is a process for improving the quality of education and ensuring the suitability and quality of the products of the educational process to fulfill the purposes expected of them. It is a quality certification given by the accreditation agency to an institution, a course or a programme. This is done after carrying out appropriate criteria-based evaluation. Accreditation is an assurance of quality of both the institutional processes and outputs. Accreditation ensures accountability and efficiency with reference to the intrinsic and extrinsic functions of the institutions. It enables the society to find out the extent to which society's expectations from the educational system are met and imparts credibility to the system. It safeguards by ensuring quality and standards of the trained individuals from the educational institutions. Accreditation also assists the stakeholders, students, parents and employers in identifying, acknowledging and encouraging institutions and programmes, which fulfil norms and standards and make proper use of their services.

### **Accreditation of Teacher Education Institutions**

Accreditation in teacher education is primarily concerned with ensuring the quality of teachers trained from institutions and their fitness or suitability to serve the purpose expected from them.

The expectations from the teacher are manifold and multifaceted. As the Delors Commission (Learning: The Treasure Within", UNESCO 1996) suggests

*“The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more critical in the Twenty-first Century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism,*

*from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of the few to a technologically united world, places enormous responsibilities on teachers who participate in the moulding of the minds and characters of the new generation. The stakes are high and the moral values formed in childhood and throughout life become of particular importance”*

The teacher at any stage is expected to bring out the best in the child and youth and help them to realize their maximum potential – physical, intellectual, spiritual. The teacher education system should ensure adequate supply of such professionally trained teachers to teach and guide those who study in schools and institutions of higher learning. The main concern is therefore to build teacher capability to translate curricular intents into appropriate learning experiences for children to enable them to acquire the desired knowledge, skills, attitudes and aptitudes.

In order to achieve this, the teacher education system should be situated in and driven by the special quality features of the teacher education enterprise. Teaching is a profession and teacher education is process of professional preparation of teachers. A profession is characterized by an organized body of knowledge on which undertaking is based an appropriate duration of formal and rigorous professional training along with practical experience in the field. The knowledge base of teacher education is built by professionals through systematic observation, study, reflection, practical experience, experimentation and the content modes. The processes of teacher education are shaped by reflective practice. This points to the crucial position which teaching, training, research, development, experimentation, extension and dissemination occupy in a teacher preparation programme and their interdependent relationships. All these – knowledge base, rigour of training, thrust on field practice/ performance and attitude and skill development – define the quality contours of teacher education.

The important question before teacher education as it is practised is what value addition does it impart to teacher’s academic learning vis-a-vis the actual needs of the classroom and the school system. In the case of primary/ elementary education, for example, these are: teaching large sized classes, teaching in difficult contexts like multigrade classrooms, bi and multi lingual settings, schools in remote areas, teaching disadvantaged children, classroom

management, working with parents, enlisting community support, implementing incentive schemes and so on. These complexities of the Indian classroom apply appropriately to teacher education at other levels also. The fact that teacher education for different stages of education from pre-school to college involves stage- specific knowledge, understanding, skills, attitudes and values to be developed in the teacher and appropriate physical, academic and human resources to develop them, adds to this. In sum, the minimum basis to the teacher education enterprise is the quality of teacher performance in the classroom and this is what accreditation is primarily concerned with.

Accreditation in teacher education is justified on several counts. In the first place, presently there exist no benchmarking standards or criteria for institutions desirous of pursuing excellence; to compare themselves with their peers and accreditation will fill this gap. Institutions also feel the need for mutual sharing of their special and innovate features which function as a motivating factor to strive to achieve higher performance standards. It is common knowledge that the examination results by themselves do not provide a comprehensive picture of the institutional profile. The accreditation will promote the culture of self-appraisal and self-evaluation of performance by institutions, determined pursuit of standards of excellence set by themselves and mutual sharing of institutional experiences. It will also play a leadership role in the creation of a climate conducive for healthy competition among teacher education institutions to pursue quality and excellence and influence one another with their good practices.

The accreditation process makes exacting demands on institutions in terms of institutional context and educational effectiveness. Accreditation involves assessment and gradation of an institution with reference to different parameters and taking into account the multi-dimensional phenomenon of its functioning. The assessment process addresses both the intrinsic and extrinsic requirements of institutions, these being the functioning of the institution and relevance and utility of the output. It seeks to assess the extent to which institutions pursue excellence in their job of imparting quality education in a culture of positive competition. The most significant aspect of the whole process is self-appraisal by institutions themselves through self-study combined with unbiased, informed and transparent review by peers.

In fulfillment of the provisions laid down in the NCTE Act 12(k) “to evolve

suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions” for quality assurance of teacher education institutions, the NAAC and the NCTE have entered into an MoU for executing the process of assessment and accreditation of all teacher education institutions coming under the provision of the NCTE.

### **The Methodology of Accreditation**

The three stage process for assessment and accreditation is as follows:

- Preparation of the Self-appraisal Report by the teacher education institution for submission to NAAC
- Validation of the Self-appraisal Report by peers visiting the institution, and
- The final decision of NAAC based on the Self-appraisal Report and the recommendations of the team of peers.

The first and the most important step in the process of assessment and accreditation is the preparation of the self-appraisal report by the institution along the guidelines formulated by NAAC-NCTE. The self-appraisal report consists of an institutional profile and a self-analysis based on six criteria. This will be an internal exercise by the institution, which is expected to be carried out with honest introspection. It aims at providing an opportunity for the institution to measure its effectiveness and efficiency, and to identify areas of its strengths and weaknesses. Teacher education institutions who really understand themselves – their strengths and weaknesses, potentials and limitations - are likely to be more successful in carrying out its educational mission than the ones without such self-awareness. Self-appraisal is thus envisaged as the backbone of the process of assessment and accreditation.

It is through the self-appraisal report that one understands the institution. In fact, the self-appraisal informs and orients the peer team during the visit to the institution. Hence the institution needs to present the factual details of all the aspects of its functioning, viz., the inputs, processes and the product generated, in a meaningful way. As the entire exercise would be based on this document, it should be prepared with utmost care. The self-appraisal report gives details which will help make the exercise effective.

On receiving the self-appraisal report from the teacher education institution, the accreditation agency will decide on the panel of peers and inform the institution. If the institution has any reservation against any of the members, it can record its objection, without suggesting alternatives. Choosing from among the other panel members, NAAC will constitute the peer team. Before the commencement of the visit, the peer team meets to discuss their observations based on the self-appraisal report. Notes are compared and a list of strengths, weaknesses and areas for further probing are identified.

During the visit to the institution the peer team looks for evidences for validation of the self-appraisal report. The peers interact with the various constituents of the institution and also check documentary evidence to understand the functioning of the institution.

At the end of the visit, based on the self-appraisal report and the evidences gathered the peer team makes a collective judgement on the accreditation status of the institution. A copy of the descriptive report is handed over to the head of the institution. The grading of the institution by the peer team and the descriptive report are placed before the Executive Committee of NAAC.

The Executive Committee of NAAC reviews the report and takes a decision about the grade of the institution. The grade is valid for a period of five years.

### **Units of Assessment**

To assess and grade teacher education institutions, following the three step process mentioned above and make the outcome as objective as possible, NAAC and NCTE have jointly developed a customized self-appraisal proforma and guidelines for self-analysis of teacher education institutions which elicit the various inputs and processes that characterize quality teacher education.

The units of accreditation are as follows:

- University departments of Education with UG and PG courses
- Colleges of teacher education (affiliated and autonomous)
- Institutions other than (a) and (b) above, but offering a teacher education program.

## **Criteria for Assessment**

Assessment and subsequent accreditation are done with reference to a set of criteria so that the standing of an institution can be compared with that of other similar institutions. NAAC-NCTE have identified the following six criteria to serve as the basis of its assessment procedures:

- Curriculum Design and Planning
- Curriculum Transaction and Evaluation
- Research, Development and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Organisation and Management

## **Curricular Design and Planning**

This aspect requires information on how the curriculum design of the institution offers diversity and flexibility to trainees. It also seeks information on the practices of the institution in initiating and redesigning teacher education courses that are relevant to the regional and national needs. The details looked into are:

- Admission procedure
- Details of working and teaching days
- Student ability level
- Features of current syllabi and mechanisms for its monitoring and mid-course correction
- Developing new courses; gestation time and running new courses
- Curriculum design
- Institutions' mission and goals
- Feedback mechanism
- Institution-school-communication
- Inter/multi-disciplinarity components

## **Curriculum Transaction and Evaluation**

This criteria deals with the efforts of the institution in providing appropriate teaching-learning experiences through curriculum transaction to trainees. It also looks at the adequacy and competency of the faculty who handle the various programmes of study as well as the efficiency of the evaluation methodology of the institution. Besides, this criteria deals with educational innovation, attainment of specific mission and goals, plan for institution growth in future. The details sought are:

- Curriculum transaction – aspects, components and details.
- Faculty, professional development and seminars, conferences, etc. for others.
- Faculty appraisal – techniques
- Focus on specific aspects: value education, civic responsibilities, personality development, community orientation, learn-to-learn, etc.
- Evaluation scheme: Theory - assignments and project work, Practice teaching, curricular activities, work experience, SUPA, tutorial, seminar, etc.
- Other teaching-learning innovations

## **Research, Development and Extension**

This aspect seeks information on the activities of the institution with reference to research, development and extension. It also deals with the facilitating aspects of the institution to promote research, development and extension related activity and their outcomes. The information required pertains to:

- Research related activities: research by faculty, research by scholars (M.Ed., M.Phil., Ph.D.), financial inputs for research and research projects (completed, in progress and outlay)
- Extension: Types of extension activities, support to G.O.'s and N.G.O.'s, NSS and NCC
- Development: various material development activities

## **Infrastructure and Learning Resources**

This aspect requires data on the adequacy and optimal use of the facilities available in the institution to maintain the quality of the academic and other aspects of the campus life. It also seeks information on how every constituent of the institution - students, teachers and staff, benefit from these facilities.

The features looked into are:

- Infrastructure – existing and projected expansions
  - Financial inputs for future development especially academic growth
  - Maintenance
  - Utilization
  - Upkeep of campus
- Learning resources
  - Library and its facilities
  - Library annual budgets: books and periodicals
  - Reprographic, audio visual material and internet related facilities
  - Library stock
  - Computers – availability and use
  - Laboratories – availability, maintenance and utilization

## **Student Support and Progression**

The highlights of this criterion are the efforts of the institution to provide the necessary assistance for good student experiences in the campus and to facilitate their progression. It also seeks information on the student and alumni profiles. The aspects looked into are:

- System efficiency: results, NET and SLET related, annual exams
- Alumni association
- Feedback mechanism (from trainees)
- Financial help and types

- Guide and consultancy services and personal and academic counseling
- Placement services and its use.
- Admission – related facilities and their publicity
- Recreational / leisure time facilities especially indoor
- Activity clubs: cultural and literary

## **Organisation and Management**

This criterion requires data on the policies and practices of the institution in the matter of planning, human power requirement, recruitment, training, performance appraisal and finance management. The details sought are:

- Internal coordination and monitoring mechanism
- Steps for improvement of organization and management
- Academic calendar
- Faculty recruitment
- Professional development of non-teaching staff
- Fee structure
- Heads of expenditure and excess/deficit budget
- Internal audit
- Welfare programs and grievance redressal system
- Endowment and Reserve Funds
- Internal Quality check and TQM
- Modern managerial concepts and practices
- Twinning programs, student exchange programs and collaboration with SCERT, NCERT and NIEPA

The self-appraisal report should conform to the criteria chosen for assessment. If the inputs from the institution under the six criteria are collated, it should give adequate details on all the features of an institution such as its policies, practices, programmes, resources and performance. This would facilitate the

teacher education institution to appraise itself of its standing besides helping the assessors to make a proper assessment.

**Conclusion**

The entire activities of self-evaluation, peer review, assessment and accreditation have to be seen as ingredients of a development-oriented process for the teacher education institutions. It has to be viewed as a participatory process. The philosophy underlying the whole process is ameliorative and enabling rather than punitive or judgemental, so that all constituencies of the teacher education institutions are empowered to maximize their resources, opportunities and capabilities. The accreditation process helps the institution to know its strengths, weaknesses, and opportunities through an informed review; it identifies internal areas of planning and resource allocation; it enhances collegiality on the campus. The outcome of the accreditation process provides the funding agencies with objective and systematic database for performance funding. Accreditation process initiates institution into innovative and modern methods of pedagogy. It gives the institution a new sense of direction and identity. It provides the society with reliable information on the quality of education offered by the institution. As a result of the accreditation process the employers have access to information on standards in recruitment. It also promotes intra-institutional and inter-institutional interactions.

# Assessment and Accreditation of Teacher Education Institutions

- R. S. Khan

## Preamble

Teacher education institutions have historically belonged to the relatively less regulated sector of the academia. The very complexity and diversity of their task has considerably accounted for this. Depending upon the specific stage of school education the TEIs cater to, they belong to the higher education or school education sector in a State. A TEI may be an independent institution devoted wholly to the cause of preparing competent teachers or it may be a part of a larger set-up e.g. a multi-faculty college. The National Council for Teacher Education (NCTE) was established in August 1995 with the mandate to ensure planned and coordinated development of teacher education across the country. The various aspects of this broad mandate given to the NCTE have been specified in the NCTE Act (1993). For example, in fulfillment of the provision in 12 (k) of the NCTE Act 'to evolve suitable performance appraisal systems, norms and mechanism for enforcing accountability on recognized institutions' for quality improvement of TEI, the NCTE joined hands with the National Assessment and Accreditation Council (NAAC) through an MOU and initiated the process of assessment and accreditation of all TEIs recognized by it.

In order to make the entire process of assessment and accreditation of TEIs transparent, the NCTE and the NAAC collaborated and developed a customized Self-Appraisal Manual for TEIs. The two-day National Conference held at Pune during December 2002 was a curtain raiser for the launch of the quality-oriented process of external assessment. The response from various TEIs that sent delegates to the National Conference indeed augurs well for teacher education. One may say that assessment and accreditation of TEIs is an idea that has finally arrived and it shall impact teacher education in India in a truly remarkable manner.

## **Why Assessment and Accreditation**

The forces of globalization and liberalization have eroded the insularity of the education sector in India. Professional programmes across the board have been influenced by these processes in a big way. Like the Indian industrial in products, professional education programmes in India have now to compete internationally. It is easy to understand why management programmes were the first to be impacted by liberalization and globalization and why leading business schools in the USA, the UK and Australia come to India for selecting promising candidates for their programmes. What has happened in the areas of management education and medical education in India may be repeated in years to come in teacher education as well. The drive to recruit Indian teachers for American, European and Australian Schools during recent years has revealed that TEIs that perform well would have better credibility and their students would get ready employment. People these days want to buy brand products because a brand stands for quality. Similarly, in future TEIs would be known for the quality of their programmes. The process of ‘accreditation’ reflects quality assurance of an educational programme. It is only a matter of time that candidates would prefer to join TEIs that have been accredited by the NAAC. Accreditation by NAAC would thus have the same credibility that ‘AG Mark’ has for various consumer goods.

The twin process of “assessment” and “accreditation” are inseparable as well as intertwined. Assessment comes first because its outcome is the basis of accreditation. “Self-appraisal”, which ought to be the first step in the process of assessment, has a tremendous contribution to make, in promoting objectivity, self-analysis, reflection and professionalism on the part of TEIs. The Self Appraisal proforma maps out different inputs as well as process norms that constitute indicators of the quality of a teacher education programme. The very act of becoming aware of various aspects of quality vis-à-vis various facts of a teacher education programme can have an “educating” influence on those who fill up the Self-Appraisal proforma. It helps them to form a view about their strengths and weaknesses. This may soon be followed by the urge to integrate the markers of quality with the programmes of the concerned TEI.

Besides, the fact that some TEIs may have better accreditation rating than others, It can also support quality improvement and strengthen the urge to

excel oneself. Those TEIs that have top accreditation rating would be eager to at least maintain their rating and if possible to further improve upon it during the next round. On the other hand TEIs with a lower rating would surely attempt to improve their programme and get a higher rating the next time.

## **The Process of Assessment and Accreditation**

The process of assessment and accreditation is essentially a three-stage process as described below:

**Stage I:** In pursuance of its decision to seek NAAC Accreditation, the TEI prepares the Self-Appraisal Report alongwith various enclosures and annexures to provide information and supporting evidence. Usually a two-or-three-member committee of teachers at the TEI does this job in consultation with the Head or the Principal and the Management. The filled in Self-Appraisal proforma and the Self-Analysis report are sent to the NAAC for consideration and further necessary action.

**Stage II:** A team of peers comprising two or three experienced teacher educators visits the TEI to validate the self assessment report submitted by the institution. The peer team validates personally whatever has been mentioned in the Self-Appraisal Report since members of the peer team are not connected with the TEI visited by them, their validation is objective as well as consensual. The team may invite the concerned TEI to supply additional information or supporting documents so that the gaps, if any, in the Self-Appraisal Report are reconciled.

**Stage III :** The Self-Appraisal Report as well as the recommendations of the peer team are analyzed by the NAAC Executive Committee according to pre-determined criteria for various categories of TEIs and the final accreditation rating is determined and communicated to the TEI.

## **How Does it Benefit a TEI?**

Assessment and Accreditation generate enabling inputs for the TEI to help it improve its programmes qualitatively. The process of assessment and accreditation can be best described as a process of informal review. It enables the TEI to carryout a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis for itself. When a TEI looks back

upon the entire exercise, it finds it has become more aware of its strengths as well as weaknesses; it provides it a new zeal for better performance and its functioning does improve as a result. Lastly, it enables the TEI to use its instructional and infrastructure facilities optimally.

So far as the teacher educators of the TEI are concerned, the process of assessment and accreditation encourages them to become professionally more competent and take up responsibility for their professional development. Thus, the TEI as well as its faculty benefit tremendously from the process of assessment and accreditation.

### **Criteria of Assessment**

The Self-Appraisal proforma includes six criteria that subsume and account for current practices that can lead to quality improvement in teacher education. These are listed below:

- a) Curriculum Design and Planning
- b) Curriculum Transaction and Evaluation
- c) Research, Development and Extension
- d) Infrastructure and Learning Resources
- e) Student Support and Progression
- f) Organization and Management

In fact, the items under these criteria not only seek information about the current practices but also familiarize the TEI with the desirable practices, which are hallmark of quality teacher education and therefore have found a place in the proforma. Therein lies the 'education' role of the Self-Appraisal Report.

The set of items under these criteria make the entire exercise change-oriented, and quality-facilitating. These items will surely be reviewed and revised periodically as the teacher education system grows stronger and become more responsive. It shall re-define its goals as well as re-evolve the practices.

## Conclusion

Like human beings, educational institutions too prefer a state of perpetual 'homeostasis'. Change and homeostasis do not go together. Therefore resistance to change is quite natural but the urge to improve can surely influence this resistance to change, Assessment and Accreditation of TEIs should be seen as a step towards using external quality assurance mechanism as an input for improvement. The recent shift in policy favouring performance based funding can change 'apprehension' about assessment and accreditation to somewhat greater receptivity, which in time can lead to ready 'appreciation' of the process. The NCTE has meanwhile stipulated that all recognized TEIs should get themselves assessed and accredited by NAAC within five years. One hopes that the next few years would see TEIs in India coming forward voluntarily to seek accreditation by NAAC.

## **Capacity to exercise discretionary judgement in educational situations of unavoidable uncertainty is a sure sign of the professional teacher educator**

**– V. K. Sabharwal**

### **Why Professional Development of Teacher Educators?**

Professional Development (PD) of teacher educators has recently emerged as a key concern in teacher education. Without it, it would be impossible to achieve professionalisation of teacher education. The issue of how to make teacher education more professional has become a key concern of the National Council for Teacher Education (NCTE). If teacher education is professionalised, it would produce teachers with professional outlook and professional work ethics. But before such teachers are groomed through teacher education, teacher educators themselves must become professionals. Their practices should be more aligned with the criteria and the work ethics that characterize professionals. The NCTE recognises the teacher educator as the lynchpin in teacher education and it is aware that the level of professionalisation of the teacher educator would determine the professional quality of teacher education. Providing the best of resources to a teacher education institution would not improve its quality; it is the quality of the professional teacher educator, his mind and his practice that would make a telling difference. The NCTE collaborated with the National Assessment and Accreditation Council (NAAC) recently to initiate the process of quality improvement in teacher education through the twin processes of assessment and accreditation.

Before taking up the issue of professional development of teacher educators, I would like to emphasise that there is a teacher in every teacher educator. The teacher and the educator in a teacher educator are not at loggerheads with one another; one is the perfect foil to the other; they balance one another. The tension between the work of the teacher and that of the educator can trigger a reflective dialogue in the mind of the teacher educator. The teacher emphasises practicality in classroom, the educator exults in theory. The

inherent tension between theory and practice in teacher education must fructify in the mind of the teacher educator and leaven his vision. This will provide a fertile soil in which professionalisation of the teacher educator can strike deep roots and thrive.

### **Professional Development vs. In-Service Education**

Professional development (PD) of the teacher educator has been talked about a good deal and it was way back in 1949 that in-service education started as a result of the recommendation of the University Education Commission. “A teacher, to keep alive and fresh, should become a learner from time to time.” Almost five decades of in-service education with PD inputs from Academic Staff College have failed to yield the expected results. This costly programme has revealed that in-service programmes are essentially based on a deficit approach. The in-service model assumes that teacher educators too need to be taught by competent experts. It does not view teacher educators as a source of their PD. Besides, the in-service model involves disengagement of teacher educators from their daily work, thereby encouraging the feeling that PD is something distinct and separate from their work. Instead of making teacher educators draw upon their daily experiences and the context of work, the in-service model presents PD as something unconnected with their work and setting. What is more, it violates the principles of adult learning. Adults need opportunities for independent meaningful learning, interaction with fellow professionals, and collaborative learning based on exchange of experiences and discussion of problems faced by them. In-service model thus goes against the very grain of true PD.

### **Teacher Educators’ PD: How to go about it?**

The PD of teacher educators should be built about what they do. A teacher educator does many things : chief among these are two viz., he teaches and he enables young novices to teach and feel the ‘heart’ of teaching and nurture it. My reply to ‘what is the heart of teaching?’ would be ‘learning’. Learning is indeed the heart of teaching because a teacher educator must keep the learner in him alive, wide-awake and active, and align his teaching and learning. Besides, every teacher educator knows that in this profession not to swim is to fall back. Teacher educators do not just teach; they foster hope, provide emotional support, nurture commitment and celebrate success and joy. In

professional and takes charge of his professional development. To me, ‘critical reflection’ and ‘constant striving to promote the pedagogy of inquiry’ are the two distinguishing characteristics of a professional teacher educator.

### **Critical Reflection and Professional Development**

“Reflection’ is a process that provides a mirror to us and enables us to understand ourselves, our actions and our circumstances in new ways. It enables us to become self-critical through introspection. Reflection for a teacher educator, is concerned with resolution of problems of professional action. In fact, the professional actions that call for critical reflection fall outside the technical professional knowledge. These actions occur in situations that concern alternative ways of action; they are characterized by uncertainty, conflict or uniqueness. Critical reflection can thus enable us to rethink our professional practice. Constructivism takes the stance that a teacher cannot pour his knowledge into the mind of his student. The learner’s active involvement in his own education and his grappling with and resolution of the problems would determine his learning. Given that any group of learners has different learning styles, different needs and interests, different ways of perceiving and restructuring perceived problems, different intelligences (cf. theory of multiple intelligences) and different routes of learning in view of differences in their experiential repertoire, a professional teacher educator has all the reasons to re-examine his theory and re-invent his practice from time to time.

### **Promoting Pedagogy of Inquiry**

‘Constant striving to promote pedagogy of inquiry’, the second major attribute of a professional teacher educator, subsumes the ability for critical reflection and is concerned with creating and promoting a culture of inquiry in teaching. Critical inquiry begins when a teacher educator explores how to organise his practice to guide his future professional action. Teacher educators become learners when they inquire about the effectiveness of their pedagogic practice and exert themselves to improve it. “Why this?” “Why not that?” “Under what circumstances?” “For which students? – the attempt to answer all these questions can help create a culture of inquiry. Learning invariably involves engaging oneself in mapping out an unknown territory. In the changing social, economic and political contexts in which teacher educators work, there exists

## **Role of TEIs in Teacher Educators' P.D.**

True that the efforts of the individual teacher educator play a lead role in his PD, but the contribution of the TEI is no less important. In fact, if we examine the customized proforma for self-appraisal of TEIs which is the result of NCTE-NAAC collaboration, we'll find that significant role has been apportioned to TEIs for PD of teacher educators. After all, the initiative taken by and the support provided by the TEI can help reinforce the urge for PD among teacher educators. Of the six criteria on which the self-appraisal proforma is based, faculty professional development constitutes a major component of 'Curriculum Transaction and Evaluation'. Faculty appraisal, another component under the same criterion, when institutionalized is bound to promote critical reflection and striving to evolve pedagogy of inquiry. If one carefully scrutinizes the Self-Appraisal Proforma, one would find that the process of self-appraisal "expected to be done with honest introspection" would sensitise teacher educators to various facets of PD. The Self-Appraisal Report, the process of preparing it, can help TEIs "really understand themselves – their strengths and weaknesses, potentials and limitation". As of now the teacher education scenario in our country is amazingly heterogeneous; hence quality assurance and PD are imperatives. The entire process of assessment and accreditation of TEIs and the instrument specially developed for this viz; Self-Appraisal Proforma can play a promotional role, as rightly envisaged by NCTE and NAAC, in supporting quality improvement and professional development. These really augur well for the health of our teacher education system.

There would however remain certain enduring imponderables in the world of teacher education. Learner-centred pedagogy, inclusive education, faculty appraisal, are some of the issues that defy definitive answers. The changing contexts of teacher education, more information hungry learners and their increasing levels of curiosity, greater expectations by parents, society and policy makers from teacher education would keep our efforts to improve the system open-ended. Amidst these uncertainties, PD of teacher educators can sharpen the cutting edge of our individual as well as collective performance.

## **Promoting Teacher Educators' PD**

PD research has helped identify attributes and principles of effective PD

practice. Effective PD practice promotes collegiality and collaboration; it encourages risk-taking and experimentation; it involves teacher educators in decision-making on the basis of their experiences and it help them to reflect on as well as put into practice what they learn; it helps them re-examine their knowledge-base and provide supportive learning environment for PD of their colleagues. Because effective PD promotes critical reflection on one’s professional experiences, it can help teacher educators work for the learning society both through example and through persuasion.

Even though the self-Appraisal Proforma cites Self-appraisal, organizing and participation in seminars, workshops, and conferences, writing research papers and reflective articles, membership of professional and academic bodies and in-service training as major techniques for PD, the contribution of ‘reflection-on-action’ in the context of daily classroom teaching, discussion and review-based development of academic calendar for the TEI and planned sequencing of theory and related practicum and sessionals cannot be treated as inconsequential. Mentoring related experiences can also promote PD of teacher educators in substantial measure. Assisting fellow teacher educators in their PD and organizing PD programmes for school teachers and developing curriculum can yield an invaluable set of PD related experiences.

The foundation of PD must be laid during the teachers’ pre-service programme itself. Encouraging students to examine premises and assumptions, looking for inconsistencies and contradictions, maintaining a learning journal, reflecting on one’s day-to-day classroom performance during practice teaching, observing students in order to provide individualised, customised learning experiences to them are some of the numerous ways of orienting students to become critically reflective. On these experiences should be built further PD experiences through pre-service programmes for teacher educators. Self-regulated learning, planning and participation in various in-service and PD programmes for internal faculty and teacher educators from other TEIs, planning, organising, and participation in practice-teaching programme for trainee-teachers, exchange of experiences with peers, maintaining a learning journal for directing one’s PD, taking up school projects and action research for resolving felt educational problems, sustained reading of journals, using on-line PD resources etc; are some of the strategies for promoting teacher-educators’ PD through pre-service. Participation in M.Ed. and M.Phil Seminars, and Ph.D. colloquia can help scholars cut their teeth into PD.

After one has become a teacher educator, one can attempt to understand the vision about teacher education that permeates the programmes of a TEI. One can reflect on it, enrich it, promote it through one's practice. Organising peer discussions, and PD activities for oneself, for colleagues and later on, for teachers and teacher educators of other institutions can also further one's PD. Writing and publishing one's work would soon follow as one's research activities become more focussed. Year-end reviews, faculty appraisal, planning, implementing and monitoring the term and session plans are other activities that support teacher educators' PD. Once a teacher educator is bitten by the PD bug, the avenues for PD indeed multiply.

### **The Journey Ahead**

In the end, it would be worthwhile to remember that PD promotes change and both individuals as well as institutions normally resist change. Therefore, attention to changing the system with focus on PD activity can really make a difference for quality teacher education. The principles of human learning hold good for all humans. They learn through direct experience and by constructing their own meaning from those experiences. Teacher education as such must faithfully reflect the ways through which teachers too can undertake their PD. In fact, PD is now a career long process and institutional mechanisms and processes can accelerate it. The level of professionalisation of the teacher education programme(s) in any institution would depend upon the shared and collective efforts of the faculty for their PD and their success at making the TEPs quality oriented. The in-service model surely has a supplementary role to play in PD but the onus for PD would ultimately be on the faculty and their collegial effort to reflect upon and to improve their performance.

## **Some Quality Issues in Teacher Education**

**- K. Gopalan**

### **Introduction**

Teachers are the kingpins of any educational system. It is said that teachers affect eternity; nobody can tell where their influence stops. Our new National Policy on Education (NPE) 1986/1992 says that no nation can rise above the level of its teachers. Therefore, teacher education to produce teachers of high quality is of utmost importance. Detailed and in-depth studies undertaken in recent years have shown that the quality of pre-service and in-service teacher education programs in our country is deteriorating and that the professional commitment and overall competence of teachers leave much to be desired. Therefore, everything necessary has to be done to ensure that our teacher education institutions produce teachers of high quality and calibre. Conscious initiatives are necessary to influence the quality of teacher education at various levels.

### **New methods and materials of teaching-learning**

Education today has become more complex due to the vast societal changes and the new insights in the field of pedagogy. There is an explosion of knowledge in every field. New knowledge is generated in every field in every country of the world. There have been tremendous advances in science and technology, and more so in information and communication technology (ICT). All these developments have brought about substantial changes in the methods and materials of teaching and learning. Unfortunately, our teacher education institutions have not been able to keep pace with these developments. Researches on classroom processes and present practices of teaching indicate that teaching in our schools remains didactic and that emphasis is still on memorisation of facts, and assessment of these through achievement tests.

### **ICT literacy**

Today our classroom processes are mostly based on “chalk and talk”. This

has to change. All teachers have to be made ICT literate. All pre-service and in-service teacher education programs should include intensive training in the use of modern tools of ICT including off-line and on-line electronic resources such as CD-ROMs, multi-media, Internet and world-wide-web (WWW).

### **Stage-specific teacher education programs**

It is known that children must be talked to at their level of understanding and provided learning experiences they can process, respond to and make meaning of. There exist significant qualitative differences at various stages of school education, ie. pre-primary, primary, upper primary and secondary, because learning abilities and learning capacities of children at these stages are different. In the context that children change as they grow from one stage of development to another, the corresponding professional competencies needed by teachers to teach at various stages of schooling considerably differ qualitatively, and quite a few of these are unique to a particular stage. Thus teacher education programs have to be stage-specific to be useful and effective. This is not happening in our country. For example, teacher education for middle classes (VI to VIII) is neither covered by BEd nor by primary level teacher training. Stage-specific pre-service teacher education (PSTE) programs should be launched without any further delay. After stage-specific PSTE programs such as MEd (Pre-school), MEd (Elementary) and MEd (Secondary) are launched for teacher educators, the norms and standards in respect of teacher educators should be revised and made stage-specific. For example, MEd (Elementary) should be prescribed as the essential professional qualification for elementary level teacher educators.

### **Learner-centred pedagogy**

We have been talking about child-centred or learner-centred pedagogy for the past well over 16 years; but even today our classroom practices mostly remain what they were 25 years ago. Large over-crowded classes, ill-trained and untrained teachers, poorly equipped classrooms, single teacher schools, and multi-grade teaching are some of the stark realities that severely restrict the use of learner-centred pedagogy. It is high time that we switch over from teacher-centred education to learner-centred teaching and learning. Teachers need to be trained and facilitated to handle learner-centred pedagogy.

## **Inclusive education**

Another central concern of teacher education relates to what is known as ‘inclusive’ or ‘integrated’ education. Inclusive/integrated education should cover not only children with mild disabilities (who are ‘educable’), but also street children, children from remote and nomadic populations, and children from other disadvantaged and marginalised areas or groups. There is an emerging consensus that children with special educational needs should be included in the educational arrangements made for the majority of children. This is the essence of inclusive/integrated education.

Inclusive/integrated education is a pre-condition for social justice and empowerment. It is a growing concept and evolving practice, and it needs to be supported in every way and by all means. At present, the capacity of teacher education programs to take care of disabled and disadvantaged children in inclusive/integrated settings is quite limited. To do justice to inclusive/integrated education and to provide it to the challenged learners in the manner it was conceived, teacher education programs have to be suitably strengthened incorporating relevant components. Needless to add that challenged learners receiving inclusive education should be facilitated in their learning by providing them with necessary equipment and customised learning materials.

## **Para teachers**

The scheme of appointing para teachers started in the 1980s when Rajasthan started the ‘Shiksha Karmi Project’ in 1987 to overcome the problem of dysfunctional schools due to teacher absenteeism. Under this project, a local person with class VIII qualification in the case of male candidates (and even less in the case female candidates) was appointed ‘Shiksha Karmi’. The main purpose of this project was to achieve universalisation of primary education and improvement in primary schooling by adapting the form and content of education to local needs and conditions. Unfortunately, of late, para teachers are appointed under several schemes and for a variety of reasons including financial. In some States like Madhya Pradesh para teachers are appointed even up to higher secondary stage mainly to economise on teachers’ salary!

Para teachers are not adequately qualified academically and they are totally untrained. No scheme of appointing para teachers should be resorted to as an economy measure. It is estimated that there are more than two lakh para

teachers all over the country. They pose a serious threat to quality-related aspects of school education. If the growing trend of appointing para teachers is not checked, quality aspects of teacher education are sure to be jeopardised. No para teacher should be regularised as a teacher against a regular post unless he/she acquires the qualifications prescribed for that post.

### **Subject-specific teacher education programs**

Quality in pedagogy largely depends on the professional competence of teachers. Competence here includes academic qualifications, pedagogical skills and commitment. In the years to come, teacher education programs may have to be more and more subject-specific. The teacher education institutions may have to offer more specific programs separately to prepare teachers in the areas of science, social science, languages, physical education, and vocational streams. Such subject-specific courses in teacher education will provide greater scope and appropriate opportunities to delineate and discern suitable theoretical inputs and conceptualisation in relation to practices in education. They will facilitate the process of bringing theory and practice together.

*Imbalances in teacher education:* Teacher education in India is plagued with imbalances and mismatch. There are large variations in the States/UTs in respect of teachers' qualifications at different stages of education, recruitment procedures and conditions of service. There are also variations in the parity and cadres of teachers and teacher educators, and transfer and secondment policies. Such differences are bound to exist in a large system of education in a country like India, which is a huge subcontinent. However attempts should be made to bring them to comparable levels at least in respect of the major dimensions of the teaching profession. Data on the existing variations should be collected State-wise and then suitably collated with a view to bring them to comparable levels.

*Education in human values:* India is a multi-cultural, multi-lingual and multi-religious society. The pluralistic nature of Indian society needs to be reflected in the pedagogical approaches to make learning meaningful. We need to develop culture-specific pedagogy for the various stages of education. In our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people. Prospective teachers have to be made aware of the critical issues facing our society and have to be consciously exposed to education in human values.

*Enriching pedagogical inputs:* It is time to initiate a process of continuous curriculum changes in the teacher education programs. Regular discourses and discussions should be held to enrich the academic and pedagogical inputs of teacher education at various levels and stages. Teacher educators should be encouraged to undertake doctoral and post-doctoral research to provide direct inputs for the improvement of teacher development programs. For this purpose, fellowships at senior levels should be instituted and provision made for sabbatical leave. Educational research should be made field-related and practice-oriented.

*Coordination of in-service and pre-service teacher education programs:* At present, there is hardly any coordination between in-service and pre-service teacher education programs. To be effective, these two categories of programs should supplement and complement each other. Teachers need to continuously enrich their competencies and enhance their professional performance. Efforts should be made to actualise mobility of teacher educators across the various stages of education.

*Pre-school teacher education:* Pre-school or pre-primary teacher education is the least developed sector of teacher education in our country. As on March 31, 2002, we had only 66 recognised pre-primary teaching courses all over the country. Pre-primary education covers two areas: early childhood care and education (ECCE) and nursery education. Pre-primary education is an essential preparatory stage for the development of a child. Pre-primary teacher education should strive to develop teachers who are sensitive to the developmental needs of children and are competent to provide enriched childhood experiences that facilitate their further growth and development. High quality pre-primary teacher education programs need to be introduced and promoted in a big way all over the country.

*NCTE initiatives:* The NCTE was established as a statutory body on August 17, 1995. This is perhaps the most significant development that has taken place in the field of education after India became independent. The main objective of the statutory NCTE was to achieve planned and coordinated development of teacher education throughout the country and to ensure proper maintenance of norms and standards in the entire teacher education system.

During the past more than seven years of its existence, the statutory NCTE

has taken several initiatives to take care of the quality aspects of teacher education at all levels. Unfortunately, it is not at all adequately equipped to carry out the mandate given to it.

## **Conclusion**

To conclude, numerous are the issues relating to the quality aspects of teacher education. The current debate in teacher education is on quality. We have to bear in mind that quality is never an accident; it is always the result of intelligent effort. Quality is essentially the product of adequate investment of capital, talent and hard work. Quality is not a destination; it is a continuous journey. We never reach there. We have to keep on upgrading the quality of teacher education on a continuing basis. Assessment and accreditation of teacher education for quality assurance has become imperative to help maintain and further improve the quality of teacher education. It is great that the NAAC and the NCTE are working together closely to achieve this purpose.

# **Curriculum Transaction for Quality Teacher Education**

## **– A few considerations**

**- M. S. Yadav**

### **Introduction**

The NCTE has formulated norms and standards for various teacher education programmes (TEPs). These are used to grant recognition to teacher education institutions for offering TEPs. This process of granting recognition to TEI is to ensure the minimum level of infrastructure, academic facilities and the human resources of requisite qualifications. Availability of these facilities and resources in TEI is an assurance to enable it to create curriculum transaction processes of certain standard. However, actual quality of curriculum transaction in a TEP would largely depend upon the effectiveness of utilisation of resources by teacher educators individually and collectively for creating conducive training environment and supportive synergetics. This calls for professional competence of teacher educators and their ingenuity.

Further, for encouraging the TEIs to offer innovative programmes and courses in teacher education, NCTE has provided for necessary regulations to recognise such TEPs. The B.El.Ed. of Delhi University and B.Ed. (Enriched) of Banasthali Vidyapith, Rajasthan, are instances of such TEPs recognised by the NCTE.

With these organisational supports by NCTE in place, what could be attempted to enhance the quality of teacher preparation, is the scope of the present paper. Also, the paper offers considerations in the context of ‘assessment and creditation’ of TEIs undertaken jointly by the NAAC and NCTE.

1. During the last few decades, the system of TE has expanded in most parts of the country. The incidence of untrained teachers that exists in some States is mainly due to reasons other than teacher training avenues. Therefore, ‘access’ to teacher education facilities, or, to put it in different words, quantity of these is no longer a crucial problem. However, the

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quality of teacher preparation at all stages of education presents a serious challenge. In fact, it has persisted through the entire post-Independence period.

2. The theme ‘curriculum transaction for quality teacher education’ included for discussion at this conference suggests that perhaps, a renewed effort can be made while the endeavor of ‘accreditation and assessment’ is in its initial stage. In this context it may be relevant to mention that the basic intent of accreditation involves the following:
  - To take the TEI beyond the minimum level of performance, and make it proceed towards excellence in the tasks of teacher preparation.
  - The products of TEIs, namely, trained teachers must fulfil the expectations of stakeholders in a larger social system.
  - The TEI places itself in a self-initiated and self-accepted process of making its performance referents known not only to itself but also to other stake holders for its distinctive features of performance.
  - It seeks greater linkage between the quality attributes of teachers and curriculum transaction.

It is with reference to these broader goals of accreditation, curriculum transaction in teacher education needs to be viewed. In the section to follow, a few considerations and concrete actions are presented with a view to exploring feasible ways of improving curriculum transaction in TEIs.

3. As mentioned earlier, concerns of qualitative improvement in teacher education have persisted. The concerns are well articulated and documented. Significant ones are the following.
4.
  - a) Theory of education as taught through courses in TE is not integrated with practices of schooling.
  - b) Teaching-practice as organized generally for student-teachers is not in consonance with emerged view of teaching-learning.
  - c) The nature of ‘professional development process’ is not sufficiently focused on preparing teachers.

Substantial efforts have been made by national level institutions like NCERT and state level institutions like SCERTs, with active support of teacher education system in the country, for capacity building of teachers through pre-service and in-service programmes of TE. Yet, the system of teacher preparation in TEIs leaves much to be desired. What could be done in the present context is the focus of the next sections.

5. So far three National Curriculum Frameworks in TE have been brought by NCTE (1978, 1988 & 1998). Another similar exercise was carried out by the UGC in 1989. In all these national documents, the position taken is that the 'Frameworks' have to be treated as broad guidelines and actual curricular details be worked out by TEIs under different systems. While certain changes in teacher education curricula and its transaction are noticeable here and there, general pattern of teacher preparation still needs to be changed further. Let us consider a few other points to make teacher preparation more responsive and feasible.
6. Perhaps, a more feasible approach to introduce a change in TE curriculum would be to develop quality material in TE, keeping in view the major thrust in teacher preparation. And, the material thus prepared could be discussed in fora of teacher educators and others concerned with TE. It may enrich the discourse in TE and also provide concrete referents for shaping the curriculum at various stages of school. It may consequently lead to a process of change in TE curriculum by teacher educators in more concrete terms. With this major consideration the NCTE has developed an approach to teacher preparation at secondary stage.

### **Features of the approach**

- Theoretical inputs are drawn from cognate disciplinary areas like psychology, philosophy, sociology, economics, political science and history. These are converged around "pedagogical themes." This is to facilitate the process of integration between theory and practice of education.
- Convergence of varied theoretical inputs is sought to be made in the perspective of education which is derived from the nature of education, namely, it is purposive; it is practice/ activity oriented; it is socially contrived; it is human endeavour; it has its own establishment and organisatin.

- Theoretical inputs from cognate disciplines when combined with considerations arising from educational perspective, undergo a translation and turn into ‘conceptual inputs’, relevant to education. Such ‘conceptual inputs’ are basic or foundational to the development of ‘professional competence’ in student-teachers.
- ‘Conceptual inputs’ are derived from teacher roles, viz.,
  - ☛ Teacher and instructional process.
  - ☛ Teacher in school.
  - ☛ Teacher and the community.
  - ☛ Teacher in socio-political and cultural context.
  - ☛ Teacher as a professional.

These roles when analyzed led to certain concepts, concept clusters and other conceptual formulations. Also, interconnections across teacher roles and conceptual inputs were discerned and identified. We visualized that the ‘conceptual inputs in TEP could be presented in integrated manner if roles related ‘themes’ were brought into focus.

- Knowledge-base in pedagogical process is primarily ‘professional knowledge-base.’

The pool of conceptual inputs identified was further clustered on the basis of their similarity, purpose to be served and utilized in teacher preparation. Appropriate titles of pedagogical themes were given to the clusters. As many as 30 themes were identified covering all of the above mentioned role areas.

The reading materials (in chapter form) on instructional role of teachers have been prepared. The themes covered under this role are the following :

- What is teaching? (Conceptualizing teaching)
- How does learning occur?
- How to teach ?
- Curriculum Dimensions
- Knowing how much is learnt.

Each chapter consists of 60-80 computer processes pages. The reading

material in these chapters has been reviewed by ten experts, two for each theme. For remaining themes the reading materials would be developed in the next phase of the project.

If these materials are discussed in advance level workshops of teacher educators, the curricular materials suited to their TEIs could be developed for use in curriculum transaction. This could be carried out by assessing the relevance of the material, adapting it and augmenting it wherever required. The greatest advantage visualised in the process is two fold. One, NCTE mobilises the expertise available across the country; it gets the quality curricular inputs developed; and enriches discourse in TE through interactive fora. Two, the main responsibility of developing curriculum and determining transaction strategies remains with teacher educators in the field, which legitimately is theirs.

### **Need to reorganize teaching practice**

The approach to teacher preparation presented at '6' above, has direct implication to reorganise practical experiences that are offered to student-teachers generally in the form of lesson-based teaching practice. Theoretical inputs drawn from cognate disciplines are varied across disciplines as well as within a discipline. These inputs enlighten a student-teacher about various view points. The reading materials on pedagogical themes referred to under 6 enable him to converge these view points around pedagogical themes and internalise them to form educational perspective for his understanding and action as a practitioner in education.

This involves three stage development, viz.,

- conceptual understanding
- specific skills and action abilities
- composite professional competence

Towards the goal of helping student-teacher acquire composite professional competence, teaching practice as a component of teacher preparation need to be organised in a more flexible way. This composite competence is suggestive of certain attributes to be developed in a

student-teacher, viz., reflection, creative and appropriate use of skills and insights, and decision-making to act. For this purpose, varied experiences about teaching under different conditions would be qualitatively more appropriate exposure for developing ‘experiential inputs’ and stable insights in student-teacher to become effective teacher. This may require flexible way of organizing school-based experiences and assessing their adequacy for enabling student-teacher to internalise professional knowledge as part of his overall competence. For similar reasons, the forming of ‘lesson plan’ and its placement in teacher training may have to be reorganized.

### **Towards change in mind-set**

Often a question is asked whether TEIs through their teacher preparation programmes offer inputs to student-teachers for developing attitudinal make-up and value inculcation needed in them as professionals. Answer to this is in affirmation; we do talk and discuss about attitudes and values during teacher training. However, that the intended change in student-teachers takes place cannot be asserted. There are several reasons for that, viz., the very nature of these attributes, conditions needed for effecting such behavioural changes, organisational and instructional inputs required, etc. Let us see if anything could be done under the present conditions in which TE system is situated. Towards that a few considerations could be as under.

TEPs prepare teachers for teaching and participation in other activities related to educational development. For this purpose, teacher must have appropriate professional orientation. Towards achieving this considerable inputs are included in curriculum of TE. However, these are generic and varied. These inputs make the student-teacher wonder as to what he should do in actual educative process. It becomes more complicated and complex when this academically dilemmatic situation is seen in relation to what obtains in social environment in which the school is ‘situated’ for its functioning. In this context, let us consider the following.

Education is directional; so is teaching. This ‘direction’ is derived from the parameters of social development in general. This limits the choice of academic inputs; some of them become more relevant and certain others less. This is very handy and convenient in education organisationally. We may follow it. But ‘how’ to do that - remains a question yet. More about it in the next para.

The Constitution of India as an organic instrument provides directions for overall societal development. It has specific directives, articles and other supportive provisions and explanations in respect of education and its operations. They emphasise inter alia very specific attitudes and values that need to be nourished and developed through educative processes. Fundamental Rights and Fundamental Duties and other specifications in the Constitution are clear directions for organising educative processes. Teachers need to be made conscious of them, practise them and help students acquire them. Towards this goal appropriate inputs may have to be offered through teacher preparation. In this regard what could be done is explicated next.

Relevant curricular inputs could be prepared through participative process by competent teacher educators. NCTE, perhaps, should initiate such exercises. Care needs to be taken that the inputs prepared are of good quality. They can be utilised for discussions in advance level seminars and workshops, and refined. Such inputs may form the basis of organising curriculum transaction on values and attitudes during TEP. Emphasis in these interaction may be on what a teacher and students have to reflect in their behaviours. The expected outcomes may not be development of attitudes and values to a high pre-determined degree. However, one can expect that the student-teachers will get initiated to viewing educational processes and the problems encountered in a professional way. It is this 'mind-set' that needs to be developed through teacher training.

### **Concluding Remark**

All that is said about pursuits of quality transaction for teacher preparation is not explicated in stage specific manner. These would have to be worked out in differential forms.

Also, such tasks for qualitative improvement in TE must be viewed as collective pursuits. For instance, courses at Master's level (M.Ed. & M.A.), Ph.D. (Education) should be geared to contribute towards such goals of seeking theorisation about educational practices and to develop effective practices.

## **Professional Development of Teacher Education and Quality in Teacher Education**

**– P. K. Srivastava**

Quality improvement is a survival practice for any organization in this globalization, liberalization and privatization era for which the educational institutions cannot escape from this global phenomenon. The quality of any teacher education institution can be improved by substantial betterment in outlook in training of the teachers. The success of any educational reforms is directly proportionate to the quality teacher education programme.

The teacher education programme play a great role by providing essential components of teaching process to the teacher trainees who are directly responsible for producing future citizens to the nation. Hence it is essential to develop the teacher education programme, which can cater the changing needs of the society, as the change has been universally accepted as essential features of modern life in a society. The twin slogans of development and modernization can be heard echoing all over the world. They have a great impact on society and on man's way of life. In the present social system of westernization and modernization, a conflict between traditional and modern values has been growing with alarming intensity in our society for the last few decades.

For better progress, the developing nation needs adoption of modern science and technology, which in turn changes social structures, norms and values. The whole educational system needs to be re-structured itself to meet the requirements of the changing goals, new technology knowledge explosions to meet the social needs. Information explosion, changing nature of knowledge, increasing organizational complexity, competitive accountability, public demand for better service, advancement in technology and changes in governmental regulations which has compelled the teacher educators to think that education is not longer a stage for human development but a life long activity.

For professional development and quality teacher education programme various models for professional education have been developed. Some of them are: 1. Curriculum development models of Nowlen ( Nasseh 1960). 2. Models of professional practice presented by Schon ( cited in Cann and Seale 2000) and models as traditions to reform the teacher education (Zeichner and Liston 1990). Clandinin ( 1990) described four alternative conceptions of teacher preparation(1) Expert novice conception (2) subject matter knowledge conception (3) Organisational models (4) reflective practice/teaching as inquiry conception. In India for improvement and for professional development in teacher education NCTE was established in 1996.

Inspite of various researches, professional development programmes for teacher education and establishment of NCTE the teacher education institutions are isolated from the community as the teacher education curriculum and programmes are not relevant to the social issues. The trained teachers are confined to employ the traditional teaching technology. In the present the teacher education department have failed to achieve organizational excellence, quality training programmes because of (1) government policy (2) changing social values (3) influence of modernization, globalization and westernization and lack of motivation in professionals and (4) various impacts viz (a) societal impact (b) curriculum impact and (c) evaluation impact.

The success of any teacher education programme is largely dependent upon the professional development and quality teacher education. This can be only possible when the components, which are related with the teacher education, will take the matter seriously and with strong determination to improve the professional development. In the contemporary context the role of teacher educator is on longer confined to train and supervise the teaching of the teacher trainees, they are expected to facilitate, motivate experience and relate the scientific and electronic developments and gadgets with the teacher education programme for a quality teacher education. The teacher educators are expected to play an active role. They are also expected to be committed to development of the profession for attaining excellence. Besides these more powers should be assigned for the fulfillment of NCTE norms. Secondly- The institutions should be assessed impartially. The basis of assessment should be quality and relevance. Thirdly- The teacher education departments should be permitted to run in the form of professional institutions. Fourthly-Innovative

and effective programme should be introduced and recognized largely. Fifth- The teacher education programme should not be made experimental centers. Sixth- For quality in teacher education the curriculum should be thoroughly reviewed and implemented. Seventh- In the electronic age the teaching should be encouraged by using more advanced electronic gadgets. Computer education can play an important role in the development of professional skills. Eight – Various encouragement programme should be organized. Ninth- The refresher courses in various subjects should be organized by UGC & NCTE and lastly emphasis should be given on skill development. Language is one of them for communication skill.

## International Trends in Accreditation

– P. M. Sapre

### Introductory remarks

I assume your familiarity with basics of assessment and accreditation and NAAC's approach to implementation. I would like to focus on **three critical concepts** that are being debated in the context of assessment and accreditation and then respond to some of the **concerns and apprehensions** that participants in the process typically express. My experience leads me to believe that accreditation is not an act of a superior body to judge and reward or condemn an institution but a collective professional endeavour to enhance the credibility and effectiveness of educational programmes. In its best sense, it is more formative than summative. I give below selected trends and issues from an international perspective.

First, the three concepts: accountability; autonomy, quality; closely interrelated accreditation derives its power and legitimacy from the concepts of accountability and professionalism.

Professions are defined in terms of

- (a) knowledge expertise and performance competence,
- (b) delivery of high quality service within the framework of a moral and ethical code,
- (c) autonomy for decision making, and
- (d) commitment to personal and professional growth.
- (e) accountability and autonomy are two sides of a coin;
- (f) accountability without autonomy is meaningless, (responsibility without authority)
- (g) autonomy without accountability is dangerous!

## Accountability

Dictionary definition: “accountable means liable to be called to account, or to answer for responsibilities and conduct; answerable, responsible, amenable.”

Accountability exists when the service provider is obligated to respond to criticism from those whom the provider serves.

Wiggins (1993): “The ability to hold the service provider responsible depends upon a moral-legal-economic framework in which the client has formal power to demand a response from the provider, to influence the providing, and to **change service providers** if the responses are deemed unacceptable.” (common in medical or legal professions)

Not so in education! Students have no such power; they have no recourse if they are not satisfied with the services provided by the school.

Historically, individual teachers have been mostly immune from accountability. Have you ever heard of teachers who had to change their ineffective teaching methods, their classroom practices, or their questionable evaluation of students because students demanded such changes?

Thus true accountability is dependent upon the client’s freedom and power to exert influence on the service provider; it is not a system devised by the state, or some other agency, to exert **its** influence.

Accountability systems differ in the way they respond to four central questions:

Who is accountable?

To whom are they accountable?

For what are they accountable?

With what consequences?

Currently, the **who** is generally the school as a collective entity; the **whom** is the state agency (higher levels of the educational system); the **for what** has recently shifted (USA) from delivering designated educational inputs and processes to producing specific levels or improvements in student learning outcomes, (In India, the dominant paradigm is accountability for maintenance and control) the question of **consequences** is still moot .

This is the dominant paradigm in the United States: Bureaucratic **Outcomes-Based School Accountability**; in India, it is simply bureaucratic accountability – accountability to higher levels of authority (within the organisation , not outside) and **for inputs rather than results**, which are always outside the organisation.

In order to look at some of the imperfections of this model, we need a normative framework that spells out the essentials of an accountability system. Here they are:

- a. generation and dissemination of information relevant to teaching and learning: to change what happens in schools, interaction with this information must occur at the level of individual teachers;
- b. motivation of teachers and others to pay attention to this information and put in the required effort to achieve better outcomes;
- c. development of knowledge and skills to promote valid interpretation of new information (Valuable information often remains unused because educators lack the knowledge base for interpretation and incorporation of new ideas and findings);
- d. allocation of resources where they are most needed (this is applicable at all levels of the educational system, down to individual teachers).

### **Tensions and problems of Bureaucratic (School-based) Accountability**

Relationship between collective accountability and individual action. The assumption is that targeting the school will generate necessary and desired changes in the behaviour of individuals. Two questions arise: how will school accountability mechanisms reach beyond the collective level to mobilise change among individuals? What conditions must be in place for this connection to occur?

External control seeks to influence internal operations. Problematic relationship between external and internal sources of control. Externally generated rules often conflict with the organisation’s internal norms of behaviour.

Nature and quality of information produced and dispensed are inadequate for effective adaptation and learning. Little attention to information on instructional practices; most information is in the form of mandates and directives that are more procedural than substantive.

Patterns of interaction and normative structures that encourage sustained learning and adaptation by teachers are not created..

Reliance on negative incentives undermines innovation and risk taking in threatened schools and diverts attention to organisational survival rather than student learning and also fails to foster individual motivation.

### **Professional Accountability, the Alternative Model**

Rooted in the assumption that teaching is too complex an activity to be governed by bureaucratically defined rules and routines. Effective teaching rests on professionals acquiring specialised knowledge and skill and being able to apply these to the specific contexts in which they work.

In mature professions, the requisite knowledge is articulated in professionally determined standards of practice; members of those professions assume responsibility for the definition and enforcement of those standards.

In education, the focus of teacher accountability is three-fold:

*Process of instruction:* interaction with students around instructional content (all teacher behaviours intended to cause student learning).

*Knowledge – base:* acquisition and application of knowledge and skills for effective practice.

### **Professional interaction**

- Placing needs of students centre stage,
- Collaborating with other professionals to address those needs, and
- Committing to the improvement of practice.

### **Mechanisms of professional accountability**

*system level:* teacher preparation, teacher certification (licensure), and peer review.

*school level:* mentoring, collaboration, and collective problem solving; combination of individual educators assuming responsibility for following standards of practice and collective initiatives and monitoring.

## **Benefits and Limitations of Professional Accountability**

### **Benefits**

- Draws attention to both - instructional practice collective responsibility for outcomes
- Enhances patterns of interaction that allow effective sharing and use of information
- Expands the incentives for improvement, with particular emphasis on intrinsic motivators —commitment to students, identity and self esteem, and shared sense of belonging

### **Limitations**

- Overall weakness of professionalism in education
- Absence of a strong knowledge-base
- Problem of equity: failure of professionalism more pronounced in “disadvantaged” schools
- Outcomes-based accountability is able to address systemic purposes and needs more readily than professional accountability
- Neither the public nor its representatives are prepared to fully trust professional educators

Where do we go from here? combination of bureaucratic and professional accountability; NAAC’s approach seems to be focused in that direction.

## **Autonomy**

A defining characteristic of professionalism; refers to freedom for decision making in the course of delivery of service; the freedom, in turn, creates accountability for the consequences of the decisions

Sharp distinction must be drawn between administrative and professional autonomy:

Autonomy assumes high degree of competence and is cherished only by the competent; they are willing to take the accountability that comes with it. To the incompetent, it is a threat; they are more secure under an authoritarian system where there is no risk because no significant decisions are made!

## Quality

Basic or essential character, the distinguishing element or characteristic, of something – a product, service, organisation, or entity. Consumers look at these elements in deciding whether or not to buy particular products or services (if there is a choice!)

“Quality often is not measured at all, but is appreciated intuitively.” (Bennis)

- quality is perception, not logic: it resides outside the product or service
- it is relative, a matter of degree (low or poor, medium, high)
- it is subjective: criteria used by people vary according to values/culture
- contextual: based on mission and goals
- measured inferentially from indicators (criteria); each institution must decide how it wants to be assessed

## The Challenge of Accreditation

Sources of tensions in any assessment situation:

- Incompetence, poor performance record
- Uncertainty about possible consequences
- Credibility of assessors; conflict between authority and expertise
- Transparency: shared or confidential
- Subjective or objective; arbitrary or data based
- Top down or bottom up?
- Non recognition of special needs and concerns due to predetermined data collection; also possible indifference to non conventional and non-tested approaches and experimentation

NAAC has the leadership to alleviate these apprehensions, often born of inadequate or distorted information and create a climate of trust between the assessor and the assessed. Make the **self-study report and peer review** truly professional activities, devoid of status and authority considerations. By the same token, teacher educators and administrators must see themselves less as employees and more as professionals, shift the locus of control from external to internal, commit themselves to continuous enhancement of competence – this is true self-empowerment. A complementary, not competitive, relationship between NAAC, NCTE, and teacher education institutions can help achieve the goal of accreditation – to improve school effectiveness.

## **Accreditation of Teacher Education Institution in India: Some Issues**

**- S. K. Pradhan**

Today concern for quality has permeated all sector of life. Everybody has now become quality conscious. It is quite a positive sign that such changing trend of late has also penetrated the system of education and teacher education. Since long the teacher education institutions encrusted and immunized themselves from repeated criticisms hurled against them. In fact they demonstrated indurate characteristics towards change and progression in the direction of achieving excellence. It is rightly observed by the Education Commission (1964-66) that, “the quality of pre-service teacher education has not only improved .....but has actually shown signs of deterioration”. This is also endorsed by the National Council of Teacher Education (NCTE, 1996). While suggesting overhauling of the system of teacher education the NPE (1986/92) recommended for rechristening of NCTE as a statutory body. Thus, NCTE was formally constituted in the year 1995 with the official mandate to take all necessary steps to improve the standard and quality in teacher education. It is around the same time organizations like NBA (National Board of Accreditation) and NAAC (National Assessment and Accreditation Council) came into existence with the mission to improve the quality and standard of education at different levels. Thus, the concept of Assessment and Accreditation (A&A) got introduced to our system of education especially higher education including professional, technical and teacher education.

Though the idea of accreditation of academic institutions is a very common phenomenon in countries abroad it stirred the hornets’ nest in India. Initially and even till today there were/are a lot of cynicism and skepticism about the concept of A&A (Stella, 2001). It may be because of lack of awareness or may be due to certain misconception about the purpose of A&A.

### **What is Accreditation?**

Universally accreditation is a process of evaluation that determines the quality of an academic institution or programme using pre-determined standards. It

is normally carried out on a peer-review basis by competent non-government agencies like that of national, regional, state or local professional association/organization. It is more of a collegial activity conducted by institutions that have voluntarily organized to form and to support accrediting body. The accrediting agency first prepares standards for institutions and subsequently applies these standards while evaluating individual academic institution/programme seeking accreditation (TEAC, 2002).

However, the concept of accreditation in India is slightly different. The task of accreditation of teacher education institutions is rested with the NAAC according to a MoU executed by the NCTE. Both the NAAC and the NCTE are not non-government organizations. The NCTE is established as an autonomous organization with statutory power whereas NAAC is established as another autonomous organization by the University Grants Commission of India.

Secondly accreditation is a mandatory condition by NAAC and NCTE whereas it should have been voluntary as found elsewhere. In stead of institutions voluntarily coming forward to undergo A&A they are compelled to go through this under various pretexts. This is the matter of contention and disenchantment on the part of the institutions and their functionaries for which they are often critical, skeptical and defensive about the whole idea of A&A. At the same time unless something like accreditation is officially imposed no one would voluntarily come up to undergo it in our set up. Besides, our institutions are mainly patronized by the government and are over protected from a competitive and challenging environment. As a result of such policy there is lack of accountability and the overall quality is at stake.

### **Rationale for Assessment and Accreditation**

Assessment and Accreditation mainly aim at assuring quality that has become the order of the globalized world under WTO (World trade Organization) and GATS (General Agreement on Trades in Services) regime. India can not escape this international trend. It is learnt that we are going to throw open our education sector to global players by 2005 AD. Therefore, the TQM (Total Quality Management) culture must permeate through our system of education and that is what is exactly being done by the agencies like NAAC and NCTE. The NAAC has enumerated the benefits of A&A in the following manner:

- helps institutions to know their strength, weaknesses and opportunities through an informed peer review process;
- gives institutions a new sense of direction and identity;
- initiates institutions into innovative and modern method of pedagogy;
- enhances collegiality on campus;
- helps institutions to identify internal areas of planning and resource allocation;
- provides society in general and employers in particular with reliable information on quality of education offered;
- promotes inter and intra institutional interactions;
- provides funding agencies with objective data for performance based funding.

Thus, AA promises to bring moral accountability in teacher education institutions to deliver the best.

### **Mechanisms of Accreditation**

Currently NAAC's A&A involves the process of benchmarking, setting norms and defining performance indicators, process measurement and grading institutions.

*Benchmarking:* Benchmarking is a process of locating the best-in-class practice or features of others who are leaders in a field with whom appropriate comparison can be made. In the context of teacher education it means identifying best features of a model teacher education institution and using those as the term of reference for the assessment of quality.

*Setting Norms and Performance Indicators:* This is the stage of identifying the aspects or parameters of the institution to be assessed and thereafter specifying criteria of assessment for each parameter. Currently NAAC has identified six such parameters and specified criteria thereof for assessment of teacher education institutions (See Table-1).

**Table-1: Parameters and Criteria of Assessment of Teacher Education Institutions**

Parameters	Criteria of Assessment
P-I. Curriculum Designing and Planning	<ol style="list-style-type: none"> <li>1. Admission procedure</li> <li>2. Details of working and teaching days</li> <li>3. Student ability level</li> <li>4. Features of current syllabi and mechanisms for its monitoring and mid-course correction</li> <li>5. Developing new courses; gestation time and running new courses</li> <li>6. Curriculum design (Institutions' mission and goals, Feedback mechanism, Institution-school communication, Inter/multi-disciplinary components)</li> </ol>
P-II. Curriculum Transaction and Evaluation	<ol style="list-style-type: none"> <li>1. Curriculum transaction – aspects, components and details.</li> <li>2. Faculty professional development and seminars, conferences, etc. for others.</li> <li>3. Faculty appraisal – techniques</li> <li>4. Focus on specific aspects: value education, civic responsibilities, personality development, community orientation, learn-to-learn, etc.</li> <li>5. Evaluation scheme: Theory - assignments and project work, Practice teaching, curricular activities, work experience, SUPW, tutorial, seminar, etc.</li> <li>6. Other teaching-learning innovations</li> </ol>
P-III. Research Development and Extension	<ol style="list-style-type: none"> <li>1. Research related activities: research by faculty, research by scholars (M.Ed., M.Phil., Ph.D.), financial inputs for research and research projects (completed, in progress and outlay)</li> <li>2. Extension: Types of extension activities, support to Government Organizations and N.G.O.s, NSS and NCC</li> <li>3. Development: various material development activities</li> </ol>

Parameters	Criteria of Assessment
P-IV. Infrastructure and Learning Resources	<ol style="list-style-type: none"> <li>1. Infrastructure – existing and projected expansions (Financial inputs for future development especially academic growth, Maintenance, Utilization, Upkeep of campus )</li> <li>2. Learning resources (Library and its facilities, Library annual budgets: books and periodicals, Reprographic, audio visual material and internet related facilities, Library stock, Computers – availability and use, Laboratories – availability, maintenance and utilization</li> </ol>
P-V. Student Support and progression	<ol style="list-style-type: none"> <li>1. System efficiency: results, NET and SLET related, annual exams</li> <li>2. Alumni association</li> <li>3. Feedback mechanism (from trainees)</li> <li>4. Financial help and types</li> <li>5. Guide and consultancy services and personal and academic counseling</li> <li>6. Placement services and its use.</li> <li>7. Admission – related facilities and their publicity</li> <li>8. Recreational / leisure time facilities especially indoor</li> <li>9. Activity clubs: cultural and literary</li> </ol>
P-VI. Organization And Management	<ol style="list-style-type: none"> <li>1. Internal coordination and monitoring mechanism</li> <li>2. Steps for improvement of organization and management</li> <li>3. Academic calendar</li> <li>4. Faculty recruitment</li> <li>5. Professional development of non-teaching staff</li> <li>6. Fee structure</li> <li>7. Heads of expenditure and excess/deficit budget</li> <li>8. Internal audit</li> <li>9. Welfare programs and grievance redressal system</li> <li>10. Endowment and Reserve Funds</li> <li>11. Internal Quality check and TQM</li> <li>12. Modern managerial concepts and practices</li> <li>13. Twinning programs, student exchange programs and collaboration with SCERT, NCERT and NIEPA</li> </ol>

Source: [www.naac-india.com](http://www.naac-india.com)

*Process Measurement:* This is the actual process of collecting required data from the institutions and then analyzing those to determine their standard. The process measurement of NAAC involves two stages: (i) preparation of self-appraisal reports by the institutions and, (ii) peer-teem assessment. At the first stage the institutions are directed to prepare the self-study reports in a prescribed format prepared by NAAC. After which the same report is supposed to be sent to the NAAC for in-house analysis. At the second stage the peer teams are constituted to make field visits to the institutions for validation of self-study reports and to prepare a comprehensive report incorporating their suggestions for improvements.

*Grading:* Finally the institutions are graded and accredited on the basis of their obtained overall score after evaluation. A score of 55 or above qualifies an institution for accreditation while a score of 75 or above puts an institution in the top bracket that is accredited with 5 stars. Recently NAAC has also introduced grading of the institutions on a 9-point scale ranging from C to A++ (For details visit [www.naac-india.com](http://www.naac-india.com)).

### **NAAC-NCTE Accreditation of Teacher Education Institutions: Some Issues**

1. *Uniformity of Standards Vs. Heterogeneity of Institutions:* It is observed that NAAC has prepared separate standards for three categories of teacher education institutions viz. University Teaching Departments with UG and PG courses, Colleges of Teacher Education (affiliated and autonomous), and, colleges offering teacher education programme other than the above two categories. But in India we have University teaching Departments of Education, Institute of Advanced Studies in Education (may be a college or University Department of Education) with UG, PG and other courses, CTEs (Colleges of Teacher Education under centrally sponsored schemes that may be affiliated or autonomous), Colleges of Education with UG and PG courses but not covered under CTE scheme and Colleges of Education offering UG course only but not CTEs. Each of these institutions differs from other categories in terms of infrastructure facilities, fiscal, management and other factors. Institutions like IASEs and CTEs are comparatively better equipped in terms of infrastructural facilities and so are the case with some selected University Departments enjoying special status under various UGC schemes like DSA, SAP etc. Therefore, the existing standards only for three categories of institutions

to the employer about the quality of education offered to the prospective employees. But NAAC's provision of multiple units of accreditation of teacher education institutions may only add to the confusion of the employer. The confusion is about comparing the merit of a candidate with 2<sup>nd</sup> class (or equivalent grade) degree from a 5 star (A++ ) rated institution with that of another candidate with 1<sup>st</sup> class (equivalent grade) degree from a lower rated institution

***Stability of Norms and Standards:*** It may be recalled here that NCTE released a set of norms for recognition of teacher education institutions in the year 1995 and later institutions were assessed and given recognition on the basis of these norms. Subsequently NCTE has released new set of norms in the year 2001 that are comparatively less stringent and at the same time lack objectivity and transparency to some extent. Such downward reviewing of norms raises legitimate doubt about the whole exercise of laying down norms and their application for quality assurance

***Additional Parameters:*** Other determinants of quality teacher education institutions include research and innovations, development of innovative and alternative instructional material and dissemination of ideas about the latest development in the area of pedagogy and evaluation. Therefore, research, development and extension should be treated as separate aspects/standards for assessment. Similarly, inter institution interaction, faculty development and appraisal, faculty qualification and potential etc. should be separately assessed to enhance the objectivity of the assessment.

***Assessment of Criteria beyond the Control of Institutions:*** One of the criteria of NAAC's assessment of teacher education institutions is the development of new course. In fact, development of a new course is not totally dependant on the efficiency of the institution alone. In this context institutions are required to take prior approval of the NCTE, the concerned university and the government and that is either excessive time consuming or simply discouraging. Hence, assessment of such criterion that is beyond the control of institutions is questionable. It may be a valid criterion of assessment where institutions enjoy autonomy and there is minimum bureaucratic and government interference.

## Conclusion

NAAC-NCTE assessment and accreditation of teacher education institutions in India is undoubtedly a welcoming step in the direction of restoration of quality in teacher education programmes. It will be the greatest achievement if some awareness and openness is created in the functionaries of teacher education institutions about the very philosophy of AA. Once they realize the purpose of AA they will drop their defensive attitude and will turn proactive to take all necessary quality control measures to achieve excellence. But at the same time NAAC and NCTE should also see to it that their AA procedure is objective, transparent, contextual, full proof, diagnostic, remedial and constructive that help the institution to grow in an atmosphere of mutual trust, confidence and cooperation.

# **Assessment and Accreditation: A Positive and Realistic Step Towards Quality Teacher Education**

– Smitha Phatak

## **Introduction**

It is a universally accepted truth that the teacher is the maker of a man. The quality and efficiency of education depends to a great extent on the quality of the teacher. Thus proper teacher training programmes will help the teacher to become an enriched, dedicated and committed professional. Over the years the quality of teacher education has deteriorated hence changes in all aspects of teacher education need to be made to face the challenges of the 21<sup>st</sup> century.

Thus a process for improving the quality of teacher education and quality of products of the educational enterprise is essential and a need of the hour. Assessment and accreditation of educational institutions will certainly enhance academic and educational quality thereby giving us competent, committed and dedicated teachers.

## **Rationale of accreditation and assessment for teacher training institutions**

There has been a proliferation of substandard teacher training institutions, which has led to the unprecedented expansion of the education system. There was an ever-increasing demand for trained teachers because of the belief that teacher-training degree will serve as an ace to counter unemployment. This increased the market value and popularity of teacher training but not the status of the teaching profession. Imparting teacher education became a lucrative business proposition. This led to mushrooming of teacher training institutions without proper infrastructure and quality human resources.

The establishment of National Council of Teacher Education (NCTE) in 1995 as a statutory body was a landmark in the history of teacher education in India. NCTE was set up for “achieving planned and coordinated development of teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and

matters connected therewith". NCTE has both the challenge and opportunity to inspire and lead a turn around in teacher education.

The creation of National Assessment and Accreditation Council (NAAC) in 1994 was a welcome initiative on the part of the University Grants Commission (UGC). The mission of NAAC is to contribute to the maintenance and improvement of quality at all levels of higher education in India. Through its activity it will encourage self-evaluation, accountability and innovations in higher education on a voluntary basis.

Accreditation of an institution for quality assurance has created a great deal of expectation among those who care deeply about quality and standards in higher education. This is a process of assessing and enhancing academic and educational quality through peer review after carrying out appropriate criteria based assessment.

The NAAC and NCTE will be complimentary to one another so as to evolve suitable appraisal system norms and mechanisms for enforcing accountability of recognized teacher-training institutes.

Teacher's accountability involves moral accountability and professional accountability. Teachers need to look at teaching as a mission and not simply as a vocation thereby enhancing effectiveness, efficiency and accountability.

Accountability and accreditation in teacher education is justified because presently there exists no standard or criteria for institutions desirous of seeking and pursuing excellence to compare themselves with their peers.

### **Consumer perspective in quality teacher education**

The first step in our quest for quality in education is to decide who are the consumers and what are their needs. Students are the most obvious and primary consumers of a teacher training institution. Others such as employers, community, organizations and governments are also stakeholders and their demands as well as expectations are important to an institution to identify the program and contents.

Identification of a process to meet the needs of the consumer is the next step. A process comprises of sequential steps or activities. It has inputs to which some value is added during the process. These could be tangible and intangible. In the educational context a raw student entering a teacher training program

and passing out as a graduate is the tangible output while syllabus, infrastructure, methodology of teaching and feedback from students/teachers/employers are the intangible inputs.

Each of these inputs has to be carefully examined and standard policies and procedures laid down and executed in a planned way. Periodic checks have to be carried out to ensure reliability and effectiveness. Each of these inputs needs to be seen in detail.

*Student:* Essential input as well as consumer of the educational process. Admission criteria and the selection process for this input assume importance. Apart from academic achievement of the students, their attitude to studies, acquisition of knowledge, their values and other personal qualities have an enormous influence in the learning process.

*Teacher:* The teacher is responsible for transacting knowledge to students. Competence of the teacher, intellectual skills, emotional skills, maturity, skill in handling students individually and in groups, motivation, aspirations, attitudes and ability to learn values and behavior are some of the inputs that a teacher brings to the learning process. Policies and procedures for recruitment and selection of teachers have to be carefully implemented.

*Infrastructure* Facilities like well equipped lecture rooms, library and method/language laboratories are important for quality education.

*Environment and Culture of the Institution* A quiet environment conducive to learning and open culture that fosters excellence has a definite influence on quality.

All the above factors contribute to quality teacher education.

## **Process of Assessment and Accreditation**

The process of accreditation is demanding and involves assessment and gradation of an institution with reference to different parameters. The entire process is voluntary and institutions have to pay to get accredited. The assessment process takes into account various criteria namely curricular aspects, teaching learning and evaluation, infrastructure and learning resources, student support and progression, organization and management, healthy practices, research, consultancy and extension. The most significant aspect of the entire process is self-appraisal by institutions themselves through self study combined with unbiased informal and transparent review by peers.

## Curriculum Transactions for Quality in Teacher Education

The heart of educational reform is in curriculum and its transaction of academic program, course designing, planning and delivery. It is through the teacher training program that the teacher gets transformed into an enriched, dedicated and committed professional. There is a hue and cry from the educational planners that the existing curriculum in teacher education is outdated, inflexible and does not meet the demands of the contemporary society. Information Technology (IT) has caused many changes in the communication network system therefore teaching at all levels needs to be modern, innovative and concurrent with the latest development to face the emerging changes of the future. This will prepare teachers to meet the local, national and global demands of the current century.

Practice teaching continues to be the weakest link of the entire system of teacher education. Micro-teaching needs to be improved in terms of quality and time.

Practice teaching does not meet the requirements of the school system, it lacks appropriate blend of theory and practice and fails to develop competencies for becoming an effective teacher. Also a wide gap exists between the teaching competencies in practice and theory. Models of teaching and innovative methods of teaching should be made an integral part of a rigorous training program. They need to be used in actual classroom situations. Teacher should be trained in Multimedia techniques, Computer Aided Instruction (CAI) and more emphasis on IT needs to be given.

Self-learning through action research projects need to be taken up to develop a spirit of inquiry and curiosity in the learner as well as the teacher.

Emphasis on preparation of innovative, economical and attractive teaching aids having utility will certainly enrich and assist in the transaction of learning experiences.

Practical assignments need to be carefully planned and selected so that they are relevant to the core courses and have a direct application in the school situation.

Thus accreditation should be primarily concerned with the quality of teacher performance in the classroom.

## **Benefits of Accreditation as a Development Oriented Process**

Accreditation shall ensure the quality of teachers graduating from teacher education programs and their fitness to serve the purpose expected of them. It gives an opportunity for institutions to identify their strengths and weaknesses and promote a culture of positive competition and self-evaluation. This introspective exercise aimed at enhancing accountability and improving quality shall provide the institutions with opportunities for further development and work as an effective tool to sense precursors of imminent dangers and threats that may hamper the growth and quality of the teacher training institution. In fact, many teacher training institutions are in the process of developing programs and well equipped laboratories after undertaking the self study task in the process of accreditation.

## **Conclusion**

In India the last three decades have witnessed a decline in teacher education. The journey towards accreditation of teacher education is indeed difficult. However, this needs to be undertaken in order to bring about quality and excellence in education. Accreditation will certainly prove to be a positive and realistic step towards quality teacher education.

## **Part II : Strategies for Quality Enhancement**



## **Neither Colonialism Nor Globalization: Re-constructing Teacher Education in Indian Reality**

– Anil Sadgopal

The formal teacher education programmes prevailing in most of the Indian Universities owe their genesis to the British colonial traditions of the late nineteenth century. The lesson plan and practice teaching components of the B. Ed courses constituting the pedagogic backbone of teacher education in India essentially continue to follow the colonial Herbatian model. In contrast, many of the British Universities have changed and developed new models in recent decades. The colonial framework also informs most of the diploma or certificate courses for preparing teachers for primary and upper primary stages as well. Educational psychology as viewed in the majority of teacher education courses (with notable exception) is yet to break out of the obsolete behavioral framework and start placing cognition and learning theory I the context of socio-cultural environment and recent researches in brain functioning. It is but natural that the M. Ed. Programmes as well have remained broadly subordinate to this colonial paradigm. The Indian contribution and creativity is mainly reflected in the courses dealing with philosophy and sociology of education, with inclusion of readings on Indian educational philosopher and social reality but, even here, the interphase of such readings with pedagogy remains rather superficial and the basic paradigm continues to be unquestioned.

The post-independence half a century did little to loosen the hold of this colonial mindset. The onset of the age globalization and the declaration of the New Economic policy in 1991 began to challenge the colonial model of teacher education. The impact of global market forces, multi-national capital, satellite communication and digital technologies have become the dominant determining co-ordinates of knowledge inherent in all curricula including those of teacher education programmes. This impact is concomitant with the process of privatization and commercialization of education at all levels including pre-

school and school education, thereby converting education into a commodity. This has led to restriction of the State-supported education into a commodity. This has led to restriction of the State-supported education to the poor sections of society and the phenomenon of increasing abdication by the state of its Constitutional obligation towards education of equitable quality of all children.

Education is no more viewed as a tool of social development but as an investment for developing human resource and global market. The dominant features of education in the age of globalization may be listed as follows:

- i) trivialization of the goals of education
- ii) fragmentation of knowledge
- iii) alienation of knowledge from social ethos
- iv) determination of the character of knowledge by the market forces;
- v) institutionalization of economic, technological and socio-cultural hegemony of the global forces in the curriculum and
- vi) introduction of parallel and hierarchical educational streams for different social segments and marginalisation of children through competitive screening.

Admittedly, however many of the features enumerated above were also evident either in rudimentary or relatively more pronounced forms in the pre-globalization phase as well. What globalization has done is the heightening and sharpening of these tendencies. The teacher education programmes have already begun to respond to these powerful changes in the school and higher education system. The noteworthy feature of this process is the continuation of the colonial paradigm of teacher education despite globalization. This apparent contradiction may be resolved at two levels. First, it needs to be appreciated that globalization is not exactly a recent phenomenon. In terms of its ruthless pursuit of global market and control over natural resources, globalization has much in common with colonialism. May be, globalization can be viewed as a more evolved, powerful and subtle form of colonialism. In this sense, it should surprise no one that globalization has both used and adjusted with the colonial paradigm of teacher education to direct children's mindsets to achieve as objectives. Indeed, the basic tenets of the computer-based programmed learning, pre-determined satellite communication and media packages, fragmentation of knowledge into competencies and tasks

(e.g. Minimum Levels of Learning) and trivialization of human development issues (e.g. fertility control, AIDS campaign, anti-pollution drives etc.) flow out of the same ideology of behaviourism that also informed the colonial model of teacher education.

The second level at which the apparent contradiction between globalization and colonization can be resolved is the realization that the role of teacher education under both regimes has been one of service to the education system that the ruling forces promoted and established to achieve their own purpose, be it colonialism or globalization. Teacher education was never perceived to play a pro-people transformative role. It is because of this subservient role that the teacher education programmes are expected to prepare teachers who will fit into the 'slots' awaiting colonial paradigm thus provides an appropriate framework for continuing the subservient and status quo role of teacher education in the globalization era also.

The Indian teacher education programmes have hardly recognized the issues such as disparity, socio-economic stratification and caste hierarchies, patriarchy and gender inequity, conflicts of cultural and ethnic identity, unemployment and disemployment regional imbalances, distortions of development policy, attrition of values inherited from the freedom struggle and cynical attack on democratic institutions. The rise of communalism and the consequent attempts to impose mono-cultural hegemony during the past couple of decades has seriously begun to threaten the multi-ethnic, multicultural and multi-lingual character of Indian nationhood. The pedagogic failure of the teacher education programmes to reflect such issues and concerns calls for a radical review of the very premises, which formed the epistemological basis of their curricula. The challenge of building up educational leadership that will be empowered to analyze, question and de-construct the colonial (and now the globalised) paradigm is yet to be even acknowledged in format for a dealing with teacher education. The issue of curricular or pedagogic quality obviously cannot be delinked from this challenge.

Let us begin by identifying some of the fundamental premises that will inform a framework for constructing a pro-people transformative (and at the same time, liberative) teacher education programme as an Indian response to the challenge of globalizations. The response will be sustainable only if it is rooted in our plural social reality, continues to be inspired by the values of the freedom

struggle, encourages philosophical, scientific and historical inquiry and reflects commitment to both the Constitution as well as the concept of vasudhaiva kutumbakam. A tentative list of such premises is given below:

- (i) The subject knowledge gained by the student teacher before entering a teacher education programme is neither adequate nor epistemologically sound from the standpoint of becoming a teacher.
- (ii) The theoretical and practical components will have a dialectical relationship, these components qualitatively and continuously transform the student-teacher's understanding, sensitivity and pedagogic capacity through mutual feedback,
- (iii) The courses in philosophy, sociology, psychology and pedagogy will be designed such as to enable the student-teacher to re-think about the philosophical orientation of education, epistemological sources and character of knowledge in the curriculum, social paradigm of education, learning theories and pedagogic framework from the standpoint of the transformative role of teacher education.
- (iv) The student-teacher will be equipped with the necessary evaluative and analytical tools in order to be able to utilize research as a method of critically examining her/his role in the education system and to continuously endeavour to reform
- (v) The course design will adequately address intra-and inter-domain issues relating to the three major domains viz cognitive, affective and conative.
- (vi) The course design will provide ample space to the student teacher to develop her/hi conceptual insights and cultural sensitivity into issues on the school-society interface and also to build her/his capacity to deal at practical level with the problems relating to this interface.
- (vii) The course design will have appropriate inputs, both theoretical and practical, to enable the student teacher to trans-create the understanding and experience gained during the course to the real-life situation in the school.
- (viii) The programme will prepare the student teacher to act as a creative and sensitive catalyst of transformation, rather than to passively compromise with the curricular, pedagogic and socio-cultural constraints as prevailing in the education system.

- (ix) The programme will build up the capacity of the student-teachers to use education as a tool for examining, questioning and ultimately resisting the phenomena of socio-economic exploitation, impoverishment, communalization, social, cultural and gender discrimination, destruction of human environment through over-consumption and mindless submission to the market forces.
- (x) The programme will build up a basic understanding in the student-teacher of the current status of education in the context of the socio-economic and political reality of contemporary India and the world and prepare her/him to continuously review the education system with the objective of promoting education as a process of social change.
- (xi) The programmes will enhance the student-teacher's capacity for critical thinking and build up critical appreciation of one's own as well as others' cultural history, the curriculum will be designed to effectively address the issue related to the rich multi-cultural, multi-ethnic and multi-lingual composite heritage of India in order to enable her/him to resist the onslaught of the forces of cultural hegemony on Indian education.
- (xii) The programme will build up a commitment amongst the student-teachers to strengthen the vision of India, as enshrined in the Indian Constitution and to struggle for promoting values necessary for creating an egalitarian, democratic and secular society in India and the world.
- (xiii) The programme will enable the student teachers to critically examine the process of globalization and the associated technological and socio-political changes and to construct through education a meaningful response to its impact on the Indian Society.

All of the premises listed above provided us with a tentative but a rational framework for re-examining the existing models of teacher education and the curricular thereof. More significantly, this framework acknowledges globalization as an epistemological challenge to Indian education. These premises also constitute a broad framework for a meaningful re-construction of teacher education programmes aimed at building up humane, creative and enlightened teachers who would be prepared to catalyse social change through education.

# **School Experience Programme and Quality in Teacher Education**

**– G. L. Arora**

## **Introduction**

The most important component of a professional preparation programme is, of course, the practical experience related to the demands of the profession concerned. It is this component which distinguishes a programme of professional education from a programme of liberal education. Teacher education programme, undoubtedly, is a professional programme as it aims to prepare individuals to join the teaching profession initially as teachers who in due course of time may rise to the positions of supervisors, administrators and trainers of teachers. Therefore, it must have a strong component of practicum, which ought to be relevant to the demands of a teacher's job.

## **Teacher Roles**

To ensure relevance of the 'practicum' component of teacher education programme, the practicum activities must correspond to the roles expected of a teacher in the present day world. Needless to say that the teacher's roles are nothing but his performance areas. In the context of the present day school realities and current discourse relating to the aims and objectives of education, a school teacher in India is expected to perform the role of a manager of classroom instruction; facilitator of learning; mobiliser and manager of resources; designer and organiser of pupil evaluation; researcher and innovator; planner and organiser of co-curricular activities; mentor and counselor of children; service provider for the community and parents; and curriculum developer;

To perform each of the above mentioned roles, the teacher is called upon to carry out a series of tasks for which he needs to build a set of competencies. An analysis of tasks vis-à-vis competencies should be undertaken to develop the outline of the practicum component of the teacher education programme.

To perform the role of a manager of classroom instruction, a teacher shall require competencies to undertake pedagogical analysis of the content to be taught, to match the content delivery with the level of students' cognitive development, to communicate effectively, to mobilize and appropriately use the requisite teaching learning material and to create and sustain students' interest in learning. To perform the role of a learning facilitator, the teacher shall require the competencies to create the situations conducive for self-learning through dialogue, discussion, problem solving and investigation individually or in groups. To support the performance of the above mentioned two roles, the teacher needs certain resources, which he may mobilize from different sources within the school such as school library, laboratory, museum, etc. He may also mobilize certain resources from other institutions, local community and print as well as electronic media. In addition, he shall have to develop the competence to use appropriate learning material at proper time in the best possible manner. He should have the capacity to utilize news stories as springboards for discussions, etc, and provide guidance relating to sources of information concerning the investigatory projects undertaken by students. To evaluate students' learning and to use it as a feedback on the quality of his own instruction, the teacher should have the competency to frame suitable questions and activities, assignments, etc. for both formative and summative evaluation. It is a known fact of our system that it is the type of examination which sets the agenda for curriculum transaction in schools. Therefore, the teacher should have the competence to design such evaluation instruments as have the potential to trigger self-learning and reflection on the part of students.

A teacher may face certain difficulties in matters relating to his roles and the tasks he is supposed to carry out. In some cases, the problems may be specific to his situation and hence the textbook solutions based on the insights gained through the study of theoretical courses may not take him nearer to the resolution of the problems. Therefore, he shall have to develop the competence to systematically investigate the problem by using the methods and procedures generally used by the researchers. The context-specific problems relating to students' motivation, learning and behaviour, teacher's instruction, interpersonal relations and classroom management may be investigated by the teacher. He may also develop innovative strategies and practices to solve his day to day problems.

To ensure child's total development, the teacher is duty bound to provide him varied educational and aesthetic experiences for which he needs to develop the competence to plan and organize a variety of cocurricular activities including games, sports, excursions, etc. He should be in a position to meet the information needs and provide them assistance to develop life skills and tackle their personal problems on their own. Besides students, he is also expected to provide guidance to the parents and community, specially in relation to children's education and upbringing. In our country, curriculum development is generally considered a high level technical exercise which can be taken up by experts only. This view allows the teachers to have a role in the transaction of given curriculum and does not consider them competent enough to participate in the development of curriculum and instructional material. On the other hand, there is a view which allows a role to the teachers to participate actively in all the processes of curriculum development. It is rightly claimed that their participation in curriculum development shall go a long way in making it relevant and realistic to represent an appropriate match between its demands on the one hand and level of students' cognitive development on the other.

### **Process of Professional Preparation**

What is the process of preparing an individual for a profession? In the past, an individual desirous of joining an occupation used to work as an apprentice with an experienced person in the field concerned. The process would start with demonstration and observation by the trainer and the trainee respectively and was followed by practice by the trainee under the supervision of the trainer. In the light of feedback provided by the trainer, the trainee continuously tried to improve the quality of his practice and thus used to master the trade in due course of time. If necessary, the theoretical base of the trade was explained by the master trainer along with the demonstration or while providing feedback to the trainee after observing him at work. This process of professional preparation was true in the case of middle level occupations. In the case of higher level professions like medicine, the teacher had to teach and the student had to learn theory before the teacher could start demonstrations. In the case of teaching, the teacher's act of transmitting knowledge or teaching per se was considered as the demonstration of the art of teaching.

## School Experience vis-à-vis Practice Teaching

The process of professional training outlined above also holds good in the case of present day professional preparation programmes wherein professional training is imparted to individuals in large groups. Work site or in-plant experience forms the ‘core’ of any professional preparation programme. All components of the programme are designed and conducted to address its ‘core’, viz the on site work experience. In the case of teaching profession, the ‘core’, is generally known as ‘Practice Teaching’, or ‘School Experience’ and in some cases even ‘internship’. The concept of ‘Practice Teaching’, has gradually given way to ‘School Experience’, which is more comprehensive and professionally sound than the ‘Practice Teaching’, as it attempts to provide experiences to the trainees in respect of all the tasks a regular teacher is called upon to perform, while the ‘practice teaching’ programme is confined to only one task, that is, ‘classroom teaching’. The concept of post-training ‘internship’ has not gained currency yet in the teaching profession but the term is sometimes used for ‘school experience’, which is organised for a few days or few weeks during the programme.

### Components of School Experience Programmes (SEP)

Keeping in view the different roles a teacher is expected to perform and the tasks relating to each role, the school experience programme must include the following :

- (a) Classroom teaching in different contexts such as teaching in large size classes, multigrade situations, rural, urban and remote areas, mixed ability classes, multicultural classes, etc.
- (b) Observation of teaching and other activities of regular teachers of the school.
- (c) Observation of the teaching and other activities of other trainees and offering comments, observations and suggestions for improvement. This in fact is a mechanism for mutual learning as it proves useful for the ‘observer’ as well as for the ‘observed’.
- (d) Participation in the school assembly as an observer and sometimes as a speaker, compere organiser, etc., and sometimes preparing students for presenting talks, news reading, thoughts of the day, songs, etc.

- (e) Student counselling for which the students in need of counseling shall have to be identified through observation and discussion with teachers. The trainees may prepare case studies of one or two identified children for which they may collect the requisite information from the children concerned, their parents, teachers or peers. On the basis of insights gained through the case study, the trainees shall devise the strategies for providing guidance to the children concerned.
- (f) A teacher is also expected to be sensitive to the problems of students, fellow teachers, parents, school staff including head of the school. The problems may relate to students' learning, classroom management, school discipline, inter-personal relations, school attendance and absenteeism, relevance of curriculum content and effectiveness of curriculum transaction. A teacher is expected to study the problems systematically to work out solutions or to initiate appropriate remedial measures. A teacher trainee should also be required to identify a problem for systematic investigation or research, which, of course, shall be of 'action research' type. Besides, a teacher or teacher trainee, dissatisfied with the existing mode of curriculum transaction, may attempt an alternative mode or technique to achieve the desired results. If found useful and effective, the teacher may use the technique regularly and may also recommend it to the other teachers.
- (g) The organization of various types of co-curricular activities also forms an important component of teacher's responsibilities as it is considered essential to realize the over-all objective of education, that is, total development of child's personality. It is generally observed that all the teachers do not possess the same level of competence for the selection and organization of such activities. It would be sheer wastage of time and effort if the activities are badly organised as it would not lead to the realization of the stated objectives. The teacher trainees shall acquire the requisite organizational skills by observing the teacher educators and school teachers organizing various activities and then by organizing the activities themselves
- (h) The school is expected to seek parents' involvement and cooperation in all matters relating to the education of their wards such as their attendance in school and progress in studies. Besides parents, the school is also expected to ensure whole-hearted cooperation of the community,

specially of the members of the Panchayati Raj structures and area education committees, if any. The school staff should encourage the trainees to attend the meetings of parents and other committees as observers. They should also be encouraged to interact formally or informally, with the parents of the children whom they are teaching.

- (i) Evaluation, an integral part of the instructional process, involves evaluation of the students' progress through oral, written or practical examination. During the school experience programme, the prospective teachers should be provided an opportunity to construct different types of evaluation tools and before their use obtain feedback from the teachers, supervisors and peers.

### **Preparation for school Experience Programme (SEP)**

In the teacher education institution, the trainees' preparation for the School Experience Programme begins from the very first day of the session. However, the following activities specifically meant for preparing the trainees for school experience, need to be organised in every teacher education institution:-

#### ***(a) Observation of High Quality Teaching***

It is imperative for the teacher education institution to provide adequate opportunities to the trainees to observe the teaching of experienced and reputed teachers. This may be arranged in one of the cooperating schools. In addition, demonstration lessons by the teacher educators and screening of video recordings of samples of 'good' teaching must be arranged in the training institution. The observation should be followed by detailed discussion on the strong as well as weak points of the 'teaching' observed by the trainees. The trainees may be encouraged to recall the positive and memorable aspects of the work of their own teachers.

#### ***(b) Practising Teaching In Simulated Situations***

After discussing 'Teaching skills and competencies and 'Microteaching' in theory classes, the teacher educators should demonstrate the use of different teaching skills in simulated situations. There should be proper coordination among teacher educators regarding the selection of teaching skills to be demonstrated by them so as to ensure that all the skills are demonstrated by the teacher educators and practised by the trainees.

**(c) *Practising Black-board Writing***

Writing on the black board or white board continues to be an important teaching skill, which requires sufficient practice. This aspect of teacher's work assumes greater importance in view of the fact that the quality of handwriting is not emphasized these days in schools. Besides simple writing, the prospective teachers should also be made to practice making diagrams, sketches, etc. on the board.

**(d) *Learning To Prepare And Use Teaching Aids/Materials***

The teacher education institutions may organise a workshop to provide training to the student teachers to prepare teaching aids like charts, models, and to use display boards, etc. Besides, they should also learn to use technological aids like OHP, Audio Cassette recorder and player, VCP etc.

**(e) *Learning To Operate Computers***

To promote use of computers as an instructional aid, all the trainees must be provided computer training so as to enable them to use it for teaching and learning, both on line and off line.

**(f) *Criticism or Discussion Lessons***

After practising different teaching skills in simulated situations and other essential skills like writing on boards, preparation of teaching aids and learning of computer operations, the trainees should be prepared to deliver full lessons in the subjects of their specialization. Such lessons shall be supervised by the concerned teacher educator and observed by other teacher trainees. The discussion that follows the lesson delivery provides an opportunity to the trainee to have the benefit of the comments and suggestions of the teacher educators and also of their peers.

**(g) *Preparation For Conducting Action Research And Case Study***

To prepare the trainees for this role, the teacher educators should first discuss the concept, objectives, importance, scope and methodology of Action Research and Case Study. Thereafter, the trainees may prepare outline of some project which they may present in a workshop for discussion in the presence of some outside experts.

**(h) Preparation for Student Counselling**

The preparation for student counselling shall have to be preceded by a detailed discussion on the educational and psychological problems of children, methods of their identification, concept, services and methodology of different type of counselling. If possible, the teacher educators may conduct a mock counselling session with a child or with a volunteer trainee. The video films of a counselling session conducted by a professional counselor may be shown to the trainee teachers. The mock counselling sessions or screening of films should be followed by a thorough discussion on the content and methodology of the 'Counselling' activity.

**(i) Preparation for Seeking Cooperation of the Parents and Community**

The trainees should be made to realize that children's education is the joint responsibility of the school, parents and the community. While the trainees shall get the first hand experience of interacting with children's parents and members of the community during SEP in the cooperating school, the teacher educators may provide some useful hints to the trainees in this regard. The heads and experienced teachers of practising schools may be invited to share their views and experiences regarding school-community linkages with the trainees. In the SEP schools, to begin with, the trainees may be required to assist the school staff in the organization of meetings of PTA, School Education Committee or Village Education Committee. They may be involved in the preparation of agenda notes and minutes of such meetings.

**(j) Preparation of the School Staff for Mentoring and Supervision**

The tasks mentioned above, if organised effectively by the training institution, shall prepare the trainees mentally and professionally for SEP. The teacher preparation is the joint responsibility of the practising schools and of the teacher education institution, therefore, the school staff, who are supposed to be the mentors and supervisors of trainees, also need to be trained to perform the tasks and roles expected of them. The teacher education institution must organise a workshop of the teachers of practising schools before sending the trainees for SEP.

## **Evaluating Trainees' Performance in SEP**

The teacher education institution is expected to evolve and use a reliable system of the evaluation of trainees' performance in various aspects of SEP, such as the quality of lesson plans, effectiveness of classroom teaching or lesson delivery, quality of peer observation, relevance and appropriateness of the teaching aids, quality of evaluation instruments prepared and used, quality of contribution in the organization of morning assembly and other activities, quality of action research and case study completed, effectiveness of student counseling and contribution in the organization of the meetings of PTA and other committees. The teacher education institution shall have to decide the weight of each individual task in the over all scheme of assessment, which should be in proportion to its importance in the total scheme of teacher preparation. For example, the task of classroom teaching shall obviously have more weightage in comparison to the task of student counseling or organization of meetings of PTA or other committees. The responsibility of evaluating trainees' performance should be jointly shouldered by the teacher educator, mentor teacher and the school headmaster. Each evaluator shall have the responsibility for specific aspects of SEP. For example, the teacher educator and the mentor teacher should be jointly responsible for assessing the quality of classroom teaching while the mentor teacher and school headmaster should jointly assess the contribution of trainees in the organization of school assembly, other co-curricular activities and meetings of PTA.

## **Assessing Effectiveness of SEP**

While assessing a teacher education institution for accreditation, it would be imperative to assess the effectiveness of each and every task carried out by the institution for preparing the trainees for SEP and also the quality of its organization in schools. The self assessment proforma should include items in respect of all the components of SEP on the one hand and in respect of all the tasks which ought to be carried out by an institution. In addition, it should also include items in relation to the scheme of performance assessment evolved and implemented by the institution. The peer evaluators should also base their judgement regarding the institutional effectiveness in the context of SEP in the light of institutional responsibilities described in this paper.

## Conclusion

In sum, the School Experience Programme (SEP) constitutes the most important component of a teacher preparation programme. It is different from the routine teaching practice programme as it makes an attempt to provide experiences to the trainees in respect of all the roles they are expected to perform, like the role of an instructor, facilitator of learning, organizer of co-curricular activities, provider of counseling services, etc. Before sending the trainees to the schools for SEP, the teacher education institutions are expected to organize a number of activities in order to prepare them mentally and professionally. The preparatory activities include demonstration of quality teaching, practising of teaching skills, organization of discussion lessons, organization of training workshops on action research, guidance and counseling, preparation of teaching aids, etc. The scheme of institutional evaluation in the context of SEP shall have to be based on the quality of its implementation in schools and on the quality of preparatory activities carried out by the institution

# **Teacher Education: Reformisms, Reforms and Transformation**

**- S. C. Behar**

## **Introduction**

Teacher Education Scenario today is a cause for serious concern. I am making this statement today. It could have been equally true in the year 1959 when I had my first close encounter with formal Teacher Education Programme in a renowned and one of the oldest teacher training institutions established in this country.

I believe (but I am open to correction) that the major reason for this is ad hoc evolution of Teacher Education Programme based on some questionable assumptions that were never articulated and therefore, were never seriously debated.

Taking this as the starting premise, I can proceed only to make explicit these assumptions, scrutinize them thoroughly and comprehensively and thereafter present more acceptable radical alternatives. Such an exercise, however, laudable, can present a long term blue-print of action and therefore, those who are looking for immediate improvement in the situation may be impatient with such alternative. I would therefore divide this paper in two parts. In Part-I, I will not question the basic philosophy and assumptions of the present pattern of teacher education but only discuss some measures of reforms that can be put into practice without delay and without any structural or systematic change. In Part-II, I will address the more serious and long term issue of transforming Teacher Education to make it more scientific, logical and conducive to excellence in not only elementary education but all stages of education – from pre-primary to University Education. This would inevitably take us to wider and deeper questions and issues of the philosophy, perspective, assumptions, principles and processes of teacher education system in the country.

## Conceptual Frame

Without questioning the basic foundations and pillars on which the present edifice of Teacher Education is standing, some improvements in the quality of Teacher Education can be achieved, provided the desire for improvement is genuine and real, not only formal, ritualistic and with a purpose to give an impression of change. We must work for reforms, should not only proclaim adherence to the need and theory of reform, which I have called reformism. Reformism is the motion of movement like the waves on the surface of a water pool without involving actual flow of water underneath. Everyone is always in favour of reforms of this kind, which can be called reformism. Actual reform will mean substantial upheaval, a large measure of flow of water from one end of the water pool to the other, draining out water, cleaning the mud and silt deposited at the bottom, stocking new varieties of fish, frowning lotus and lilies and so on. To continue the analogy, transformation that we will discuss in the second part of the paper, will mean designing a new water system which may include flowing streams, fountains, rich and wide stock of aquatic floras & fauna, mechanisms to ensure continual renewal of water, bringing in fresh water, methods of discharge of silt and mud out of the system etc.,

## Reforms: Towards Improvement

Once there is a genuine desire for improvement. There can be several directions of reforms in the existing teacher education system. Many of them cut across the stages of education, pre-primary to tertiary, while some of them have greater relevance for elementary education. In view of the national engagement with the task of elementary education we will concentrate on this stage, although the suggested measures may have relevance for other stages also.

## Para Teachers

Universalisation of elementary education is leading to geometrical progression in teacher population at the elementary level. The costs involved are too heavy to be absorbed in the financial allocations available or likely to be available in the face of competing needs of other sectors. That is why most of the States are resorting to the widely accepted but questionable method of appointment and use of para-teachers. Unfortunately the NCTE regulations do not cover para-teachers. It may also be feasible to fix qualifications for para-teachers, when the genesis of, and the entire rationale presented for, para-teachers is to

remedy the malady and change the rigidity and regimentation of existing qualifications and recruitment methods that lead to large scale teacher absenteeism, un-accountability of teachers and their non involvement with the community.

It should however, not to be forgotten that the para-teachers in due course will become teachers. This would therefore, become a convenient and widely accepted alternative method of recruitment. This may add to the already existing backlog of un-trained teachers.

### **Institution Teacher Education**

Foressing this, it would be prudent to develop modular teacher education programmes in which there is a mix of distance education, summer schools, supervised practice teaching in the schools where un-trained teachers/para-teachers are already working. A blended package of this kind in which theoretical knowledge, competencies and professional skills are developed can additionally address adequately the problem of mis-march between the environment of the practicing schools attached to the teacher education institutions and that of the schools attached to the teacher education institutions and that of the schools where teachers are required to work after their pre-service education. This has to be accompanied by an innovative system of evaluation clearly focusing on testing the competencies, professional skills and knowledge required of a good teacher. A written examination of 3 hours duration is inadequate for the purpose. It will have to be replaced or supplemented substantially (not nominally) by assignments given in the morning to be completed in the library by evening Viva-voce, observation of a number of classes being taught in different schools by the trainee following different models of teaching in a number of subjects. The quality of teaching should be graded not only by the expert examiner, but also by the learners.

An achievement test of the learners immediately following the teaching should also be taken into account. The three modes may be given different weightages but final assessment will be a composite product of all the three. Similarly, the written examinations through assignments or question papers should also clearly separately grade the levels of achievement in identified competencies eg. ability to analyse, synthesize, apply knowledge to different situations, solve problems, logical thinking, creative thinking etc., Tests, will have to be designed

accordingly for which teacher educators, examiners and paper-setters have to be trained in the coming summer-vacation.

Examinations of this kind cannot be held in the present manner in a large number of examination centres. There should be a limited number of evaluation/assessment centres where trainees (teacher-pupil) will come during the period fixed for the purpose, at least 4 times in the year. This will give flexibility to the teacher-pupil to present himself/herself for assessment whenever ready.

### **Flexibility in teacher-education qualification**

The magnitude of the problem of un-trained teachers can be reduced to a much more reasonable level, if the State Governments could be persuaded to give preference to persons having any qualification in teacher education at the time of appointment as teachers/para-teachers. Even if they are trained for secondary classes, they can be required to undergo a short bridge course comprising knowledge, competencies and skills specific to elementary education not acquired during earlier training and to help them to achieve maximum transfer of learning/training. This will enable them to deal with the elementary education classes with competence and confidence.

### **B. Ed Elementary Education**

Redesigning B. Ed courses to suit the requirement of elementary education can be another measure. This has already been tried by many institutions. In the absence of dependable data of man power planning in the field of teacher education, I believe that the number of persons being churned out by the teacher education institutions for secondary classes is much larger than require, while the need of trained elementary education teachers is not being adequately met. A policy of permitting only B. Ed (Elementary Education) and even encouraging the existing institutions to switch over to the B. Ed elementary education course would be a step in the right direction. When such teachers have to move to secondary classes they can be required to undergo a bridge course to enable a smooth switch over with competence.

### **Certification by NCTE**

It is suspected, not without reasons, that a large number of teacher-education institutions provide poor quality pre-service education. The most imperative reform, therefore, is evolving an innovative method of evaluation by the NCTE

of those who are passing out from such teacher education institutions. This may raise eye-brows of the Universities on the ground of erosion of their autonomy. This problem can be tackled by the NCTE organizing a certifying assessment procedure, analogous to NET of the UGC with the difference that it should go on through-out the year and should be a thorough assessment of theoretical knowledge as well as professional skills at limited number of identified centers by highly dependable experts of the NCTE. Professional skills should be tested by a method of prolonged internship in the schools where the students performance will be as much an indicator as the opinion of the observing expert. A compulsory duration of internship can also take care of the shortage of trained teachers in the elementary schools and may even reduce the requirement of the para-teahcers.

### **Upper Primary Teachers**

Another reform measure claiming urgent attention is to prepare teachers to take care of upper primary classes. A general purpose teacher of primary school is to be equipped to be a proficient teacher of some subjects in the upper primary classes where knowledge of a subject acquires greater significance. This again can be achieved by Distance Education mode in association with Open Universities and Distance Education wings of conventional Universities. B. Ed (elementary education) will be also a useful step, since the graduates undergoing such a course are likely to have adequate knowledge of the content of the subjects to be taught at the upper primary level. This can even be made minimum qualification for appointment at upper primary stage.

### **Professional Preparation Vs. Content Enrichment**

The quality of teacher education can improve substantially if it concentrates on developing professional competencies in a person who has already acquired good quality of general education in Higher Secondary Schools, general College and Universities. At the risk of raising controversy, I would venture to suggest that teacher education sector should not take the responsibility of teaching school-subjects which should be left to the domain of the general education institutions. To ensure that persons of only adequate knowledge of content of a subject are admitted to the teacher education institutions, the screening test for admission should assess the knowledge of the subjects which the candidate intends to take up for teaching in the upper primary or secondary schools.

## **Training of Teacher Educators**

The teacher educators must be immediately trained to be proficient in learner-centered methods of education. Such training programmes should aim at enabling them to adopt these methods not only in the primary and middle schools but also for transaction of the teacher-education curriculum. I am reminded of the Zero lecture B.Ed programme introduced by the Department of Education, Devi Ahilya Vishwa Vidyalay, Indore under the leadership of Dr. B. K. Passi. This also will require a very massive training of the teacher education which, however, can be achieved during the summer vacation if there is a determination to undertake reform measures instead of being only an adherent of reformism.

## **In-Service Education**

Pre-service education has only long term impact on the quality of elementary education. That is why immediate measures will have to focus more on in-service education of the existing teachers and up-gradation of their capacities. Currently in-service education is sporadic, not logically inter-related without yielding additional tangible benefits to the teacher.

Like pre-service education there should be a well-conceived comprehensive curriculum of long duration (eg. Largely equivalent to B. Ed in duration required for adequate quality for coverage) broken into modules carrying varying credit weightages. Every pre-service programme should be accompanied by comprehensive evaluation – both of theoretical certificates diplomas and degrees depending upon the number of modules completed and credits acquired will motivate the teachers for more pre-service education and will also make the whole exercise logically and coherently interwoven.

The curriculum for in-service education should be need-based and focus on clearly identified weakness in the field. The teachers should have the option a pre-testing to opt for only such modules of pre-service, that help him/her remove the deficiencies and weakness identified in him/her.

## **From Regulatory Role to Quality Promotional Rule**

Attention of the NCTE is focused on regulation of teacher education. It is natural and necessary in the first phase of the existence of the Council, since the earlier phase of unregulated growth of teacher education in the country

called for this intervention imperatively. It has now to shift major focus on improving the quality. Some measures that can be taken immediately are:

- (a) *Grading of Institutions:* The appraisal report of teacher education institutions have to be redesigned to move in this direction. The approval report should enable the Council and its Regional Council to grade institutions from outstanding to poor.
- (b) *Using Outstanding Institution:* All outstanding institutions must be visited by dependable experts to verify the nature of excellence. Those really found outstanding should be projected as demonstration institution. The best practices of these institutions should be carefully studied, compiled and circulated to other institutions for appropriate adoption. In this process, teacher-educators of these outstanding institutions should be used as resource persons. Visit to such institutions by the teacher-educators of other institutions may also be useful.
- (c) *Poor Institutions:* Fate to be decided: Poor institutions should also be inspected by experts who should asses whether such institutions deserve to be eliminated or can be improved. In case they can be improved, a concrete plan of action should be prepared by the Management of the institution which should be implemented with a time frame with arrangement for close monitoring by the Council/Regional Council. These deserving closure should be ruthlessly closed in which the co-operation of the States will have to be a crucial element.
- (d) *Shift:* Institutions graded as good or very good should also be asked to submit a plan for improving their grade – from good to very good and from very good to excellent within a fixed time frame, which should be approved by the Council/Regional Council and implemented with a provision for systematic monitoring.
- (e) *Teacher Educators’ Capacity building – Knowledge:* The quality of teacher education depends most heavily on the quality of teacher-educators. A systematic plan to assess and improve their competence should be prepared and implanted. Every month certain issues regarding teacher education should be communicated to teacher-educators through website/internet inviting papers from only the serving teacher-educators.

The entries received should be appraised by a jury of high quality. Those teacher educators who have sent papers of acceptable standard should be required to come for seminars to be organized on such issues regularly at different places where experts of the NCTE should be able discuss the papers and verify the authenticity of and credit for the authorship, by cross-examining and thoroughly grilling the author.

This will in the long run enable us to identify good teacher-educator as also provide material for an issue-based monthly journal which will a meaningful platform for teacher-educators. Different educational institutions should be encouraged to host such seminars which will also give an opportunity to other teacher-educators and experts to have a first hand acquaintance with the concerned institution.

Awards, prizes and certificates for very high quality papers can also promote healthy competition.

- (f) *Developing Professional Skills*: Inadequacy of practical professional skills is too widely noted to need elaboration. Let us accept the adage, “It is never too late”. A series of workshop innovatively designed can enable identification of teacher-educators strong in certain professional skills, which can be disseminated through a series of training workshops of other teacher-educators. Let us take only one example

I believe that competence in learner-centred activity based teaching methods is the weakest link in the whole chain. In order to identify teacher-educators with high competence in different methods/models, workshops should be organized where only those teacher-educators should be invited who claim to have capacity to demonstrate these methods in the presence of experts. Teacher-educators who really can use these methods proficiently should be used as resource persons for massive training pro[gramme of other teacher-educators in this regard.

Capacity to frame competency testing questions is another rare skill. This approach can be adopted for development of other professional skills.

I am primarily pleading for creating an environment where quality, even if it exists somewhere, does not remain confined to some institutions and gets widely projected, disseminated and extensively used for infecting or injecting

others with this. It also motivates others and creates healthy competition for quality. Numerous academic activities, not of the traditional kind, but designed specifically for this purpose can be very useful instruments in this regard.

### **Transformation: Towards Alternatives**

Let me start with a very bold or even and adventurous statement which is bound to be widely attacked and criticized. I accept, in advance all criticisms with all humility, willingness and open mind-ness to modify my position. Raising the storm of such a severe controversy is in my view definitely warranted.

I consider the existing teacher education system as un-scientific, illogical, based on out-dated theories and principles of education, psychology, sociology and other social sciences. It does not meet the requirement of the nation today.

It is based on a large number of faulty assumption and therefore, there is no scope for reform. The only solution is dismantling the present system and putting in place a radically different one.

Let us briefly look at the faulty assumption I am referring to. I will only list them without giving evidence and logical arguments to substantiate them. I would suggest that they should be taken as hypotheses which may be rejected by marshalling evidence and arguments against them. The following, in my view, are the assumptions on which the edifice of teacher education stands;

- (i) The society considers persons with teacher education qualifications as better teachers than those without such qualifications.
- (ii) The duration of teacher education programme has a scientific basis and is adequate to develop a good teacher.
- (iii) Teacher educators who have never taught in a particular stage of education are competent enough to train good teachers for that level.
- (iv) Every state of education requires a different teacher education course because;
  - (a) Every stage has requirements, which are preponderantly specific than requirements that are general and useful and applicable to all stages.

- (b) The transfer of training or learning for a teacher trained for one stage of education to another stage is minimal.
- (v) A general course for all stages with provision for specialization / bridge course for each stage cannot meet our requirement.
- (vi) A collaboration between institutions of general education and teacher education cannot take care of teacher preparation
- (vii) Teacher Education curricula include the latest developments in cognate disciplines like Psychology, Sociology, Communication Science, Management, Public Administration etc.,
- (viii) During the pre-service education, teachers are trained thoroughly in teaching learning strategies based on latest research and studies.
- (ix) Herbertian steps still constitute the best methods of teaching in schools.
- (x) 40 practice lessons can make teacher people acquire proficiency in teaching to use all feasible methods.
- (xi) The teaching ability of teacher people can be assessed by observing his teaching of 45 minutes.
- (xii) Internship is not essential or is not feasible.
- (xiii) Teacher education courses can largely be covered by Teacher Centred method and learner centred methods need not be used.
- (xiv) Trainees have the capability to practice all teaching methods theories of which are taught to them in the teacher-education institutions.
- (xv) Curriculum framing skills and reliable methods of evaluation can be learnt through theory is such a way that trainees can use them in schools, whenever they wish.
- (xvi) There is a substantial transfer of learning/training from a teacher training institution to a realistic school setting.
- (a) There is not need of specialization in professional skills like curriculum framing, curriculum transaction and evaluation methods of any level.

- (xvii) Institution and experience are enough to develop a system of teacher education without sufficient empirical studies, research and evidence.
- (xviii) Faultless and impressive statement of goals level to achievement of goals without establishing logical or empirical relationship between the goals, the processes and the evaluation procedures.
- (xix) Values, attitudes and the higher mental faculties can be developed without directly targeting them.
- (xx) Although the characteristics and attributed to an excellent teacher make him/her look like a super human, there is no need to clearly identify those characteristics and competencies that we wish to develop in a course and those we deliberately wish to leave out.
- (xxi) There is no need to prioritise amongst these characteristics, competencies, attitudes, values nor is it necessary to give different weightages to them.
- (xxii) All the characteristics and competencies we wish to develop are not mutually in-consistent and can co-exist.
- (xxiii) We need not evaluate the level achieved in each quality, competency and characteristics we wish to develop through a teacher education programme.
- (xxiv) For a teacher, knowledge of subject is more important than sensitivity to the learners.
- (xxv) Evaluation system should be the same for teacher education a for the schools and general education course.
- (xxvi) Co-curricular activities in the school can be organized by any teacher without special training.

There can be many more such statements that are assumed by teacher education today.

We shall now proceed to consider some alternative approaches. They have not been comprehensively worked out. They are not necessarily mutually exclusive. Components of different approaches can be combined. Yet I present

them as separate, independent and comprehensive models because each has a distinct approach.

- a) *Induction and On-The-Job-Training*: A short term (only one to two years) teacher education programme is ritualistic and does not inspire credibility and confidence in the society. It is better therefore, to recruit bright achievers of general education, provide them induction training and enable them to acquire excellence in teaching gradually through experience during which they are given continual guidance.
- b) *Professional Competencies*: Pre-service teacher education programme only focusing on professional competencies and skills required by a teacher be developed and put in place for which collaboration with institutions of general education be so organized as to provide complementary role.
- c) *Licensing/Certifying Examination*: Preparing teachers should be left free without prescribing any course but there should be a certifying or licensing procedure by the NCTE in which identified, competencies, knowledge etc., necessary by a teacher is assessed in a more dependable manner at limited number of centres through out the year. There should be provision for credit accumulation, appearance in the tests a number of times to acquire necessary credits. Competencies, qualities, characteristics required of a teacher should be prioritised and given different credits. A variation of this approach can be that theoretical knowledge is tested earlier as a pre-requisite and only those achieving acceptable standard are permitted to appear in the final test where practical professional skills are appraised.
- d) *Comprehensive Teacher Education Faculty*: A teacher education programme be developed that starts from class 11 and goes up to Post Graduation with similar stages and duration at par with general education and only those in this stream be considered qualified to work as teachers. In this model the starting point could be after 12<sup>th</sup> standard that from the graduate level.
- e) *Integration with general education*: The theoretical part of the discipline of education could be offered as an optional subject in general education in all facilities. The course should be adequate to give the necessary

theoretical back ground. Professional skills be provided by teacher education institutions or with attachments to a senior qualified teacher licensed to act as teacher educator.

- f) *Communication Course*: A course in communication abilities combined with excellence in general education should be considered adequate qualification for the job. Courses in communication abilities may be so designed as to develop capabilities of communication in diverse situations so that those who join the courses have several professional options including teaching.
- g) *Personality Development Psychologist*: Education is seen not as a process of merely imparting knowledge but is perceived as a process to develop all the aspects of personality. This requires a specialist as thoroughly trained as a medical Doctor. Professional course of this kind be developed based on the recent advances in behavioural sciences. As a post script to the brief presentation of these approaches it should be emphasized that in each of the approaches, the curriculum the transactional methods and evaluation patterns should target on the clearly stated objectives and the certificates should indicate the credit achieved in each of them.

I am fully conscious that these ideas floated cannot be considered as adequate responses to the faulty assumptions listed by me. Many entirely new paradigms that take care of these faculty assumptions can be developed once the basic approaches suggested above are scrutinized and selection of one or more of them is made for comprehensive development and presentation. Scientific rigour will demand experimental implementation of some of the selected models and finalization only after scientific comparison. In fact some of the components of the models are already floating around in our environment, although they have not been systematically identified for comparative study and for being used inputs in developing a new model. It is high time we take up most of these challenging tasks.

## **Major Challenges and Dilemmas In Teacher Education**

**– Suman Shukla**

Teacher education is the mother of all education so it should be set right correctly. At present, our Teacher Education is facing challenges at regional, national and international levels because we have not clearly understood the concept of Teacher Education with reference to the concept of man to whom it is framed, and the aim of our educational system. We are in a stage of confusion, which is leading us to face the difficulties.

The challenges in Teacher Education are in the field of:

1. Aims of Teacher Education
2. Curriculum for Teacher Education
3. Methods of Teaching in Teacher Education
4. Selection of Staff for Teacher Education
5. Status of Teacher Educators
6. Approval of NCTE
7. Accreditation by NAAC
8. Dilemmas in Teacher Education and Solutions

I shall try to deal with some problems.

### **Aims of Teacher Education**

We are in the age of globalization and unrest also. But globalization doesn't mean to change totally our system of education and bring the system of other countries into ours. It means only to add some aims of teacher education with the help of them we can stand side by side to our neighbours. Aims of teacher

education have always been according to the policy of the government. Our policy of privatization leading to many problems faced by the NCTE. Concept of payment seats and free seats, freedom to decide fee structure by private institutions etc. giving rise challenges before NCTE, NAAC and common people. Government is considering higher education as a non-merit good including teacher education. They are convincing the people to run the institutions on the funds collected by them and not to depend on Government Grants. For this, institutions should raise their standard and then apply for autonomy. This philosophy of treating higher education, as a non-merit good needs a nationwide well studied debate in democracy.

In India once upon a time education was considered as a work of charity. Good people, whether they were Kings, landlords or common citizens used to pay for Darmshala, Gooshala, Pathshala without taking any return from them. But the opening of educational institutions including institutions of teacher education is like establishing the industries to fetch more return from them. These institutions have failed to produce true teachers. Hence we have more problems like industries being deviated from the real aim of teacher education.

Therefore aims of teacher education should be to train the prospective teachers to help pupils who are the future nation to unfold what they possess through a variety of teaching skills.

**Curriculum for Teacher Education**

University Grants Commission (U.G.C.) has sent model curriculum to all the Teacher Education Institutions in India, and has given a fixed time to change the old ones on the line of model curriculum. While changing the old ones and adopting new ones some problems are faced by the teachers e.g. the number of papers are increased, weightage on one paper is increased whereas on other is decreased, some optional papers are added; distribution of marks, way of allotment of marks etc. are changed. In doing so in some papers, same basic concepts are missing where as some new concepts are not clear to the educators. Though whole contents are not very much different from old one only the compartments of the knowledge are changed.

In constructing a curriculum the need of the child and need of the hour both should be considered. We should first know the “man” then his needs and

then which type of education should be given to fulfill his needs.

One of the needs of the hour is computer education. But what should be the syllabus ? Is there any appointment for teaching this subject or other staff is trained to teach this ? U.G.C. has given grant to buy computers but what about the payment of bills of internet and electricity used for A.C. and Computers ?

Curriculum should be according to the needs of the society. Today's curriculum in the field of teacher education requires the change according to technological development. It needs also moral education, peace education, women education, global education etc. It needs different methods of teaching.

### **Methods of Teaching in Teacher Education**

Lecture, dictation and problem-solving methods are used in teacher education. These methods prepare the future teachers as authoritarian, dominating, and serve no purpose of real teaching. Hence dialogue and problem-posing methods should be used in teacher education. These methods will make them democratic, and help the pupil-teachers to be trained to unfold what the children possess, and to encourage them for creativity. Therefore, we do not need the Science of Teaching (Pedagogy) but we need in teacher education the Science of Learning (Mathetics) for better understanding of teaching children and ourselves also as teachers because we – teacher and taught - both learn from each other.

### **Selection of Staff for Teacher Education**

NAAC should see whether the university is following the concept of universal university in appointment of faculty or it is merely regional university like equivalent to regional or local school. Standard of a university depends upon the learned faculty appointed from all over the nation at least if not from all over the world. Pandit Madan Mohan Malviya, who founded Banaras Hindu University, used to search the learned people from India's one corner to other and brought them to B.H.U. with great honour and appointed them.

Most of the learned people have stopped applying from other places as they know that it is only wastage of time, money and energy. As it is rightly observed a decade ago by former chairperson of U.G.C. Prof. Madhuri Shah that Central

Universities were “local-institutions”. One may imagine about the situations of the State Universities & Colleges in this regard.

Pt. Madan Mohan Malviya made a rule that no member of Malviya family would get any post in B.H.U. Why did he decide so? Answer was to save the B.H.U. from becoming local-institution and a place of corruption.

Besides the above factor there are many more factors responsible for lowering the standard of teacher education e.g. stagnation in qualifications of teachers.

Researchers in Universities can also improve its standard. So they should be seriously examined to avoid the repetition of work and unmethodical research works. They should be approved by a group of experts from different universities. There should be seminars, half yearly or quarterly reports, published papers etc. before submission of any thesis.

### **Status of Teacher Educators**

Why a teacher is in pitiable condition, even if he gets higher salary? Because status in society is not only judged by intellect but high weightage on physical amenities also. As soon as a IAS Officers join the posts they get status by getting salaries plus facilities such as quarters, servants, vehicles, communication media etc. But if Lecturers join they get only salary. At some places they get rented house but not upto the standard. And at many places, teachers in the institutions of teacher education do not get even full salary.

### **Approval of NCTE**

Though most of the aspects are carefully observed by NCTE but some hidden facts can't be observed e.g. salaries and status of the faculty which can only be known through the masses, but there are no factual records. This leads to degrade the standard of Education. The root cause is privatization. Certainly some institutions maintain the standard but exploit the teachers, and some neither maintain the standard nor status.

### **Accreditation by NAAC**

For assigning a grade for the standard of education, the National Assessment and Accreditation Council (NAAC) was established by U.G.C. in 1994. It is

an Autonomous organization. NAAC started its Website about report and profile of the institutions with grade due to which students can select the institutions of learning. Apart from public use, it is useful for funding agencies, policy makers (govt.) and the institution itself.

Process of assessment and accreditation has three steps:

1. Preparation of self-study report by the institution.
2. Validation of self study report by peer team visit.
3. Review of the NAAC's report.

NAAC committee can see the good records of the institutions but it is not possible for them to see whether the results of the college are due to private coaching or class teaching. Are there regular theory classes going on? To answer this, there is a provision of interaction with a few parents, retired staff and alumni of the institution at a time. But I feel sorry to say that nobody wants to tell the truth. How to deal with this problem? Are we interested only in results not in means? Who will see the exploitation of the teachers ?

So there should be awareness among the masses. Masses should be educated, and by privatization we are going to restrict knowledge in the hands of a few.

### **Dilemmas in Teacher Education and Solutions**

What does we mean the word “Dilemma”. When conflict comes from mental level to educational one it is known as “Dilemma”. As we know conflict at mental level leads to hypertension, mental illness etc. Similarly dilemmas in teacher education will lead the country to unrest. Because teacher educators are the teachers of teachers, and teachers are the makers of the nation and the world. Therefore teacher education must be framed properly. If the dilemma is in the root so will be the fruit.

The National Policy on Education (1986) states : “... no people can rise above the level of their teacher.” It is ancient saying that the greatness of teacher is in this that his disciple goes ahead to him. So dilemma is in the basic idea. Whether we believe in good outcomes or good means? We want only good results or, good knowledge also. These things come in light only when a meritorious student fails in competitive examinations.

NAAC gives accreditation to the institutions already evaluated by NCTE. Is there any doubt on the evaluation or objective measurement of NCTE? If not, then what's the need of NAAC over NCTE ?

So to face the challenges and remove the dilemmas in basic ideas about teacher education, its aim must be clear. Consequently the objectives of NCTE, NAAC and policy of the government should be in harmony for quality teacher education.

# **Dramatics: Teacher Friendly Art**

**– Kalpesh H. Pathak**

## **Introduction**

The education and technology are two sides of a coin. The education keeps the path of innovations and research live and that enables the world of technology to get enriched day by days. The education, the torchbearer of all innovations, too is found influenced by the modern trends. The education is the system in which the teaching learning process is prime. The students and the teachers are the active components of the system. The society, the state, various boards play passive role, but they stimulate the process. The classroom is the place where the process is carried out. That does not mean that the learning is not possible out of the classroom, it is possible anywhere where the environment of learning is, but the formal process is meant classrooms, schools, teachers, pupils, chalkboards, etc. The learners and teachers are in the centre of the process. The teacher plays an important role as they control entire process.

## **Teacher Education**

The Educational Psychology has made teaching-learning process scientific. The teaching should be learner centred, whereas it was teacher-oriented in earlier days. Such innovations have not deflected the role of teachers; they become more prominent than ever before. Their varied roles have brought charm in the classroom teaching, for which they must be professional in their attitude as well as in teaching learning process. It is her craftsmanship that has carved many personalities and has enlightened the souls of innumerable masters of the knowledge. It is very difficult to assess the efficiency of a teacher. The learning was in the form of the imitation in earlier days when there was no press for publishing books. Memorisation was the tool used to pass the information from age to age, generation to generations. The teacher of that age was the experienced person whose words were final.

In the twentieth century, the demand of teachers has gone up and the training the teachers has become an essential. Nowadays the teacher training is

compulsory to be a teacher in schools. NCTE has initiated the movement for the standardising the teacher training to uplift the standards of the teacher education, which later can be helpful in imparting education at various levels. For the better learning activities, effective teachers are needed. The teacher training institutes have many programmes but to develop the teachers' interpersonal qualities there are a few. Let us try to understand some of the facts about the theatre.

## **The Theatre**

Looking back, one can see the social education existed first in the form of preaching by theatres. The plays were written for bringing awareness in the society or to establish prominence of morals and values of the people. The Greek is found the pioneer in the field of the social education. Playwrights from Sophocles to Brecht have used their plays to teach, convey facts, political attitudes or moral instruction to their audiences. The theatre has played vital role in preserving our customs and traditions alive. It was the only medium through which the philosophers could communicate their ideas and were able to maintain harmony among the people. The concept of the theatre is very old. It might be with the existence of the society because it is the tool in which the idea of passing information is interwoven. It was found very effective medium for transmitting thoughts to the audience. The approach was non-formal and people could interpret the message inductively. The theatre was the centre for delight and to relax.

In the Indian civilisation the education or the reading Vedas was the right of the Brahmins, so to uproot this limitation Bharat Muni composed 'BHARAT NATYA SHASTRA,' a fifth Veda, for all. In the different stanzas Bharat Muni has described the nature and the function of the theatre in it some of them match with the fundamentals of universal education. Here universal means; education for all, play-way method (*KRIDNIYAK*), learners' centered, etc.

## **Theatre- A Tool**

The theatre was very effective in ancient time. It was the tool of communication. The playwrights wrote plays with a view to bring awareness in the society. So it is obvious that the theatre was deliberate process. The dramatics is very ancient art. It has kept our traditions and customs alive. It was the only source available with our ancestors to know the society and the world. Through "Ramlila" and "Raslila", our ancient epics became popular among the people.

## Actors and Teachers

Dr. C.C. Mehta, an eminent educationist and dramatist was being interviewed by the Doordarshan-Ahmedabad, he pointed out the teacher training is incomplete without the training of the theatre. He considered the role of the teacher is very important and they must possess the qualities of a good actor. One good quotation was found in a monthly, "Readers' Digest", it is as under:

'Good Teaching is one-fourth preparation and three-fourths theatre.'

-Gail Godwin, *The Old Woman* (Knopf)

The theatre is meant presentation skills. In the theatres the artists are trained to be a good performer. The teachers have to perform their tasks in the classrooms. They are working with human beings and actors too. The theatre is also for the development of human being and education too. The theatre was developed when the science was not at the full pace. The knowledge was in the form of philosophies. There were no subjects like, Maths, Science, etc. So Bharat Muni has said in his work that the background of the drama is from PRITHVI LOK to DEVLOK. The subject matter (content) of the drama, in other words 'theme', should be global, from earthly matters to Sun and stars. In short the dramatics extended to each corners of human knowledge. What else do we do? The subject matter is from various sources of knowledge and we make our learners to learn them by heart. The teacher manifests her talent in the classroom in order to make her teaching effective. We can find lot similarities in both. It is very interesting to look at the following comments of Gagne about the Teaching: an art or science.

### Teaching: Art or Science?

Dubnkin, M.J. (1987) has explained about this in his article Teaching Art or Science published in "The International Encyclopaedia of Teaching and Teacher Education and quoted Hight who has argued that the teaching is an art because it involves human beings, their emotions and their values, which he regarded as 'quite outside the grasp of science'" (1954 p.viii) and even threatened by attempts to apply scientific aims and methods. He has also quoted Gallagher (1970) who had no doubt that teaching is an art. Gallagher also made valuable comments about what is meant by classifying something as an art. he saw two implications of calling something an art-only a few people possess the skills required to be called 'artists', and even the artists find it difficult to describe their artistry and pass it on only acting as models to

imitate. To Gallagher, the improvement of teaching and education involved removing some of the mystery of teaching by the application of systematic study of it.

In Gage's later comment on the subject, he agreed that teaching is an art, but saw it as "a useful, or practical, art rather than one dedicated to the creation of beauty and the evocation of aesthetic pleasure as ends in themselves" (Gage, 1978 p. 15). In relation to decisions made concerning materials, pacing, and especially in face-to-face interactions with students, Gage saw much scope for intuition, expressiveness, improvisation and creativity, which are commonly accepted ingredients of artistry.

From above discussion one can say that the teaching is an art and requires certain skills but it is not an art where the picture speaks, here personalities speak. The learners and audience judge the performance of teachers and actors respectively. When the teacher training is very important in the development of the teacher trainees and we find lot of similarities in both teachers and actors why we don't try to make effective use of an art through which actors are being trained.

### **Teacher: Competent, Effective and Professional**

The required characteristics of teachers are different nowadays because the teachers are facilitators; they are not preachers. They have not to feed; they have to make them learn. They have to make use of the latest techniques and methods. This is an age where learners are at the centre and teachers are all around. They have to make use of certain new teaching methods like, Role-play, Simulation, Programmed Learning, etc. On the top of the learners command the role-play is and it is the teaching method that needs real zeal of art of dramatics. The simulation is pretty close to it. The researchers have not paid enough attention towards such programmes through which the trainee can be developed to make use of such techniques. Smith B. O. (1987) has explained the term 'teaching' in the following passage.

"The coordinated sentences represent teacher performance, the effect of which have been confirmed. This mode of the definition allows us to define certain other terms used in discussion of teaching. These are "competency," "competence", "performance" and "effective." "Competency signifies that a teacher knows what a single sentence says and can do what it specifies; "competence" signifies that a teacher knows what all the sentences say and

can act in conformity with them. A teacher is then said to be competent. “Performance” designates the behaviour of a teacher in the classroom (Medley 1981 p. 3.). If the behaviour confirms to the definition of “effective teaching, “ the teacher is acting as a professional.”

From above discussion it is observed that the teacher should be a professional. The teacher should be competent and effective; here competent means ready to perform as per need and effective means getting better outcome. In order to make them competent and effective teachers following ideas were incorporated. For micro-teaching Gage (1963) stated that for better understanding and investigation of the complexities of teaching-learning interactions we should move from the macro to micro situation. Allen and McDonald have applied the same concept to training and have developed the concept of “technical skills of teaching”. The competency based teacher education (CBTE) or performance based teacher education (PBTE) has contributed greatly to the identification and development of a wider range of classroom interactive skills. Let us see how dramatics is useful to teachers.

The teachers and actors are alike in so many ways. The teacher is working with individuals, actors also. The function of actors is to convey the ideas portrayed in the plays, teachers convey the facts, ideas, principles, theories, etc. In general, one can say that in any form both try to communicate. For better performance the actors preplan his activities through rehearsals. The teachers have to preplan in order to achieve prefixed goals. The actor needs a strong base of observation, imitation, analysis and presentation or expression without which he cannot succeed in his performance. The teachers also need the same quality for better and effective classroom teaching. In the training of the dramatics, there is specific training programme for better communication and to develop such characteristics of actors. Here also there was an humble effort to employ the same tactics in order to achieve the aim of effective teaching by providing them the training of dramatics. There was no intention to justify the superiority of any of the trainings, but to help the trainees by whatever sources are available to promote them. The study is based on the training of the dramatics, in which the practical aspect of the entire training was considered and it was divided in following main aspects.

## **Communication**

The important aspect of the teacher training is to develop the communication ability of the teacher trainees. It is observed in above discussion that the

communication occupies very important place in both training, dramatics and teaching. The communication is further divided into following two criteria:

- a. Verbal
- b. Non-verbal

The use of language means verbal communication but how to use it, is the skill. For that the actor is to pass specific training programme whereas the teacher, trainee need not. Thus there is a need to develop following skills through the training of Voice and Speech :

Presentation and communication skills, including explaining, dramatising, reading, using audio-visual aids, clarity, expressiveness, pacing and planned repetitions.

Questioning skills, including refocusing and redirecting, probing, high-level questions, convergent and divergent questions, stimulating student initiative.

Voice and speech is the training provided for better articulation and the language. The trainee is to pass from the specific training programme in which through various activities they would be able to know the difference between pitch and volume, rhythm, intonations, accents, effective use of the language, preparatory reading through flat reading, play reading, etc.

Use of gestures and postures means non-verbal communication. It is the mode of the communication in which the actor is to achieve without the use of language. The training of Mime and Movement is such in which there is no use of the language and to perform according to need of the situations. With the help of the training of dramatics following skills can be developed.

- a. Motivational skills, including reinforcing student behaviour, varying the stimulus, set induction, encouraging student involvement, accepting and supporting student feelings, displaying warmth and enthusiasm, and recognising and meeting students' needs.
- b. Skills of small group and individual instructions, such as organising small group work, developing independent learning, counselling, and encouraging cooperative activity and student-to-student interaction.
- c. Developing student thinking, such as fostering inquiry learning, guiding discovery, developing concepts, using simulation, role playing and gaming to stimulate thought, developing student problem solving skills,

encouraging students to evaluate and make judgements and developing critical thinking.

- d. Evaluative skills, including recognising and assessing student progress, diagnosing learning difficulties, providing remedial techniques, encouraging self-evaluation and handling evaluative discussion.
- e. Classroom management and discipline, including recognising attending and nonattending behaviour, supervising classroom work, encouraging task oriented behaviour, giving directions and coping with multiple issues.

It is clearly understood from above topics that the investigator wanted to develop the inter-personal skills among the trainees. In the teacher development the training of the microteaching is also very important. One of them is stimulus variation, in which, some of the above concepts are easily found. The verbal and non-verbal communication can be developed through the training of the voice & speech and mime & movement. The training of the improvisation is included with a view to develop their ability of observation, analysis and presentation. The methods like role-play, simulation, need the sound base of the observation for better classroom interaction. The detailed programme is annexed herewith.

### **Summing up**

Here there is no attempt to show the importance of dramatics but to ensure the all-round development of teacher trainees, an ancient art is used. This is based on the research conducted by the paper presenter and found significant influence of the training of dramatics on teacher trainees. The dramatics is a teacher friendly art because it helps the teacher to be perfect professional. It is the training through which one can develop own capabilities of performance and that makes them effective and competitive. The concept of ET is to enable by any means for effective process and that is why the dramatics is neutral stimulant that will help teacher trainees; it will not hamper the path of their development so it is teacher friendly.

## **Professional Development of Teacher Education Institutions: Becoming a Learning Organization**

**– Indu Garg**

While achievements in the field of education have taken place, there still remains a lot that needs to be done to improve the quality of education in general and teacher education in particular. This implies that continuous development of teacher education has to be undertaken.

As the formal school system grew, teacher education institutions also grew in numbers. Then diversification of teacher education programmes took place across different levels such as pre-school, primary, secondary and higher secondary. As such teacher education became a significant component of the educational system with a large network of various institutions offering teacher education programmes for professional development of teachers. An overview of the teacher education institutions, their growth and maintenance of their quality came under serious criticism. It became desirable to raise their standards through regular monitoring. The National Council of Teacher Education (NCTE) was established to regulate and maintain norms and standards of teacher education institutions. Subsequently, National Assessment and Accreditation Council (NAAC) was established by the University Grants Commission (UGC) for motivating educational institutions to achieve higher performance standards. Accreditation of teacher education institutions would lead to a culture of self-appraisal and self evaluation and encourage them to pursue quality and excellence.

With an increase in the number of institutions, the need for adequate physical as well as human resources too has increased. However, provision of these two resources does not ensure quality up gradation unless the human resources continually develop and update themselves. The teacher educators, the key inputs in teacher education, with different backgrounds, abilities, motivations and inclinations too need an up gradation. This heterogeneity among the teacher educators calls for effective mechanisms for ensuring quality of teacher education institutions and programmes.

The endeavors have to be made in generating a knowledge base and a learning environment. The inflow of knowledge in teacher education can be through its education

managers and teacher educators. It is they who can make their institution into learning organizations. No doubt in-service programmes for teacher educators enhance the quality of the individual and their institution but what is needed is the culture of learning within the institution. It is this learning culture which can bring about professional development of teacher education institutions, wherein teacher educators make educational activities more sensitive, develop proper attitude, value orientation and informed perceptions about cultural heritage, constitutional obligations and national identity among the student teachers.

In most institutions routine operations, updated rules and standards, perhaps a few meetings to chalk out the activities for the academic year is all that teacher educators share institution wide till some event precipitates an institution to make some learning effort. For the professional development of an institution, institution wide learning and continuous learning embracing the needs of the environment should be the focus.

### **Concept of Learning Organizations**

According to Tony Watson an organization in which experimentation, reflection and mutual learning are normal aspects of the work of all organizational members and in which learning provides a key source of satisfaction for individuals as well as enabling the organization to be innovative and productively adaptive is a learning organization.

Learning organizations experiment more, encourage more tries and permit small failures, encourage internal competition, and allow duplication and overlap, maintain a rich informal environment heavily laden with information which spurns diffusion of ideas that work. (Peters and Waterman 1982). The influential writing of Peter Senge (1990) on learning organizations is rooted in 'systems thinking'. These are organizations where people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together.

All organizations are learning organizations but the difference lies in the power

of learning, and the degree of continuous and mutual learning about what is going on and what is expected. Learning organization is a situation in which continuous and high level of learning about the world inside and outside the organization is harnessed.

If such an organization has to be created then the onus lies on the management and the employees. The management has to be open so that the employees share in strategic management, strategic thinking and in all strategic matters. This is possible when the organizational leadership welcomes the idea that each employee has come with his own background, and has good enough knowledge to share and contribute to organizational effectiveness. At the same time the employee has to be continuously encouraged to learn and see this learning as directly and personally rewarding. The reward of personal growth can be also seen as indirectly beneficial to the individual on the assumption that everyone will benefit from the improved performance of the organization.

Successful learning organizations need skillful knowledge management. Managing knowledge involves practices which encourage acquisition, creation, sharing and developing knowledge (recognized as ways of understanding the world as well as having information about it) within the organization in order to enhance the effective performance of that organization and hence its success.

It is in the spirit of both knowledge management and learning organizations that managers must become facilitators and accelerators of the learning processes and instead of devising strategic plans, managements should gain commitment across the organization to a 'strategic intent'. This strategic intent is a statement of clear and specific strategic position that an organization's management aspires to reach at a specified time in the future and to which the employees are persuaded to commit themselves and actively work towards (being the leading teacher education institution in next five years). The management then creates conditions in which teacher educators are encouraged to learn, innovate and act creatively enabling them to fulfil the 'strategic intent' to which the top management has persuaded them to be committed.

### **Characteristics of Learning Organizations**

- *Knowledge Creation*: The institution is a system for generating knowledge

- *Openness*: Introducing new ideas and practices in an open climate
- *Collaboration*: Learning from each other and sharing in groups
- *Development*: Opportunities for developing competencies and capabilities
- *Market Orientation*: Customer satisfaction

### **Teacher Education Institutions as Learning Organizations**

If a teacher education institution has to become a learning organization then its teacher educators, individually and collectively as well as continually must increase their capacity to produce results they really care about, i.e. develop teachers for the society. The level of performance and improvement needed today requires lots of learning. Teacher educators will find that learning can be very rewarding and personally satisfying. Extraordinary performance together with satisfaction and fulfillment can make them produce effective teachers. An institution that learns and encourages learning among its teacher educators and promotes exchange of information between them, produces a very flexible institution where all will accept and adapt to new ideas and changes occurring in the environment.

Teacher education institutions must become aware that learning is necessary before they can become a learning organization. Learning must take place at all levels, management, teacher educators, and the support staff and once it is accepted that there is a need for learning then all should feel responsible for creating the appropriate environment for learning to occur.

### **A Concerted Effort**

Many institutions already achieve their goal of converting raw students into effective teachers. For that, the teacher educators might already be engaged in learning themselves. But this is an accidental approach, which was not initiated through awareness of the concept of learning organization. Sometimes the management, the principal and the teacher educators become aware of the philosophy. While not openly endorsing this learning organization ideal they use the ideas and move in the direction of training and learning. However, the best approach is that the principles of learning organizations are adopted and the management, education manager and teacher educators openly initiate and manifest continuous learning as part of the institution's culture.

## Strategies to Become a ‘Learning Organization ’

- Identifying, developing and maintaining internal competencies already existing in the institution.
- Provide opportunities and resources for development.
- Have flexibility of structures and processes for institutional and individual development and during contingencies.
- Maintain openness through meetings and encouraging, idea generation.
- Reward experimentation and smallest of useable innovations.

## What should Teacher Education Institutions do to become a ‘Learning Organization’

*Open Environment:* Centralized, mechanistic and autocratic structures do not create a good environment. Teacher educators can never have a comprehensive picture of the whole institution and its goals. This creates a political and parochial system leading to a stifling of the learning process. In order to avoid this the management and the education manager i.e. the principal must encourage *openness and reflectivity*. Teacher educators should be able to question decisions without fear of reprimand. In fact this questioning can highlight problems at an early stage and reduce errors. Anonymity can reduce any kind of fear where the source of the questions is not known. However, if the environment is an open one, many things can be worked out by discussion. Openness can be maintained through meetings.

*Flexibility:* There must be *flexibility of structures and processes* for institutional and individual development and during contingencies. Therefore a more flexible, flatter structure must be formed which promotes sharing of information between teacher educators making them into a well informed work force.

*Supportive Management:* The management must provide *opportunities* for development. The management must support by providing *resources* in the form of money, time, efforts and personnel. The amount of resources, to a large extent determines the quality of learning.

*Empowerment:* The management must empower the teacher educators since it is an important factor where the *locus of control* shifts from the manager to

the teacher educators. Teacher educators become responsible for their actions. The manager simply encourages, enthuses and coordinates to ensure equal participation of all allowing members to learn from each other.

*Training:* Training should be provided by people within the institution who actually do the work and also by resources from outside the institution. *Training* should not be viewed as an additional or a separate activity but an integral part necessary for the institution's development.

*Learning Laboratories:* Institutions can provide for *learning laboratories* or simulated conditions which are near real life settings to permit small mistakes and learning from failures.

*Team Building:* The education manager is the leader of his/her institution. It is the leader's responsibility to *put together* individual views of the team members.

*Thrive on Change:* Institutions should not be scared of *change*. In fact they must thrive on change by focusing on new objectives, planning and get committed.

*Encourage Experimentation:* Institutions must encourage and reward experimentation and accept error and uncertainty. Only then individuals will be willing to take some risks. Small trials and inputs and smallest of useable innovations must be encouraged and rewarded. Success and failure both should be assessed and communicated. Learning should be encouraged from both from the internal as well as external environment, other institutions and discussing with customers.

*Boost morale* by recognizing the good efforts and work and take care of the teacher educators.

According to Peter Senge team learning, shared visions, mental models, personal mastery and system's thinking must be encouraged.

*Team learning* is very important. In fact all important decisions occur in groups, as a result of sharing the abilities of the team members. Learning should also happen in groups. Unless a team can learn, the institution cannot learn. Team learning focuses on the learning ability of the group. Teacher educators can learn best from each other, by reflecting on how they are addressing the problems of their student teachers. They can discuss and receive feedback

from their colleagues. With team learning, the capacity of the of the group becomes greater than the learning ability of any individual in the group.

*Shared vision* should be framed by all the teacher educators in the institution. This empowers them to create a single dream. All the teacher educators of the institution must understand, share and contribute to the vision for it to become reality.

*Mental Models are an internal image of the world and will act according to the mental picture that they subconsciously hold. If teacher educators can constructively challenge each others' ideas then one can even change these pictures and create a shared mental model for the team.*

*Personal mastery* is gained by an individual by continually assessing one's capabilities in an objective manner, and attempting to refining their skills. This develops self esteem and creates the confidence in the teacher educator to tackle new challenges.

*Systems thinking* is the ability to see a wholistic picture, to look at the interrelationships within the institution and study all its problems as a whole rather than single events. Whatever is happening in the institution is understood in the light of interactions between the several components of the system. It is for this reason systems thinking is fundamental to any learning organisation, otherwise each teacher educator wold work in isolation and not achieve the institutional objectives. Therefore all the activities of the institution should be viewed as interrelated rather than isolated parts.

### **Impediments to learning environment**

Factor which can impede and stifle initiative on the part of institutions to become learning organizations should be avoided. Any new idea from subordinates should not be regarded with suspicion. Only criticisms and no praise should not be the norm. Any changes should not be made in secret. The higher-ups should not be under the impression that know everything important about managing an institution.

### **Benefits**

Benefits of learning institutions are many. The people are motivated, they develop, become creative and above all improve in their social interactions.

Interdependency and knowledge sharing helps the teacher educators to work better. The institution benefits since traditional communication barriers breakdown and the teacher educator are well informed, they innovate and become sources of information and cater to the needs of the student teachers in particular.

### **The Future**

The future of learning institutions is very bright. Knowledge is the key. It is therefore essential to investment in learning and improve individuals, teams and the institution. Training should be provided time and again to teacher educators to enhance their skills and update their knowledge.

Technology will improve functioning of the institution. The increased access to the information highway makes more information easily available and to a wider audience. Barriers to learning, such as lack of information and the availability of material will be reduced. Learning organizations must harness this form of information and use it to their advantage. Teacher educators must have access to information.

In the future, organization will be based on knowledge and not just physical assets such as infrastructure and other physical facilities. The most important educator will be a 'knowledge educator' and teacher educators will be judged on their ability to learn. The learning culture once developed will percolate and the institution will be based on learning and the skills of their teacher educators. Such a culture will help student teachers understand better and allow a greater degree of co-operation between them and the teacher educators.

### **Conclusion**

In conclusion it can be said that future is ever changing and filled with challenges. Now it is up to the organizations or institutions to face the challenging times of the future. To become a learning organization is not an unattainable goal. It is a desirable concept and it can be implemented. Every institution can continuously adapt and adjust and become productive and probably this will be the only way to survive.

## **Strategies for achieving organisational excellence Students and Societal needs**

**– P. H. Sethumadhava Rao**

Education is an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice. Education has an important role to play in personal and social development.

Education is also an expression of love for children and young people, whom we need to welcome in society. We must remember that ‘The Child is the father of the Man’. Education is an ongoing process of improving knowledge and skills. It can also bring about personal development and building relationship among individuals, groups and nations.

Mahatma Gandhi had rightly said the purpose of education is an around and balanced development of the personality of the child and Man, Body, Mind and Spirit. Education Commission reports from 1948-86 have made recommendation for improvement of the quality of education. The effect of the recommendation is not seen either in the attitude of teachers or in various teacher education institutions. The words ‘around’, ‘balanced’, ‘development’ and ‘personality’ have to be rightly understood and have to be put into practice in the education process, which is rarely done by the present educators.

The aim of education should be both individual and societal so there is a need to adjust the individual to the pervading trends in society and happy living with other people.

Mahatma Gandhi tried to counter Macaulay and attempted to transform the Indian society and psyche through his scheme of Basic Education. Children learn best through some suitable form of productive work. This method was considered as the effective approach to the problem of providing an integrated all sided education. Socially it breaks down the existing barrier between manual and intellectual workers.

Our society has passed through the agricultural ages and the information and electronic age. No generation has ever been through such a transformation of such magnitude as we are now.

The most important problem faced by the society is the erosion of values among students. Value Education demands a planned and purposive approach. Values are to be caught more than they are to be taught. Therefore, teachers have to be role models and teacher education must focus on the quality of the candidates entering the training programme. Pandit Nehru said we must combine the progress of science and technology with the progress of mind and spirit.

When we talk of societal needs & students, we find that both are closely connected with Teacher Education because ultimately it is the teachers who matter most. Teachers have to be the pillars of the society. They need to be trained and be in a position to critically examine the students' behaviour and guide them. Most of our training institutions are functioning in a utopian world. Whatever they study in the course of the training is not strictly followed in class rooms. Therefore one can see two different personalities - one while undergoing the training programme and the other where they are actually appointed as teachers in schools, how they behave as teachers. It is here that NAAC can play an important role by evaluating the teacher training institutions and tell the people which are top institutions & which need upgradation etc.

There is also a need for promoting inclusive Education since according to Stainback and Forest (1989), "An inclusive school is a place where everyone belongs, is accepted, and is supported by his or her peers and other members of the school commonly in the course of having his or her educational needs met." In such schools the needs of the members are met and people support and accept responsibility for each other. All children should learn from one another and gain the attitudes, skills and values necessary for other communities. In such a situation, teachers will have an opportunity to develop their professional skills through collaborative consultation and team teaching. Class room teaching should not only develop knowledge with understanding and right attitude but should also develop value oriented skills that can be practiced in one's life.

Social scientists emphasize reading as a salient way of obtaining knowledge and skills together with other approaches such as visiting museums and

observing purposeful items. The present day students need to get themselves acquainted with the following important themes :

1. Culture
2. History especially reconstructing the past, learning about change in terms of time, connection of past with the present.
3. Study of places and regions to know how environment has changed.
4. Different forms of government; Citizenship; laws, rules, and regulations & changes made over time.
5. Economics - production, distribution and consumption and Gross National Product.

*Delor's report "Learning : The treasure Within"* has rightly emphasized on four pillars of education for the 21st century namely 'learning to know', 'learning to do', 'learning to be' and 'learning to live together'.

Education cannot, on its own solve the problems of social ties. It can foster the desire to live together which is a basic component of social cohesion and national identity. It is an important role of education to provide children and adults with the cultural background that will enable them to make sense of the changes taking place. This presupposes that they are capable of sorting the mass information so as to interpret it more effectively and place events in a historical prospective.

Learning to know can be visualized by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

Learning to do means to do in the context of young peoples' various social and work experience which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.

Learning to live together can be thought by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace.

Learning to be is to develop one's personality and be able to act with every

greater autonomy, judgement and personal responsibility. Education must not disregard any aspect of a person's potential memory, reasoning, aesthetic sense, physical capacities and communication skills.

We should remember that learning is never complete. The concept of learning throughout life is the key that gives access to the 21st century. It goes beyond the traditional distinction between initial and continuing education. Learning throughout can take advantage of all the opportunities offered by the society.

It is therefore necessary that education constantly adapt to changes in society and also try to achieve the two important objectives viz high educational standards and equity. Quality, Relevance, Equity and funding are the most important key concepts in an institution imparting teacher education. If these are achieved, then there will be no doubt in trying to achieve societal needs thro' the institutions of teacher education.

It is a fact, universally accepted that the teacher is the maker of a man. The very objective of education is to mould man into a right and useful being. Most of the educationists have asserted that our education system requires a lot of change. In the wake of the economic reforms and the changed socio-political scenario, the government jobs are diminishing and perhaps, the govt. is moving away from the concept of welfare state. The poor is getting delinked from the society. The gap between the individual and the society is increasing. It needs to be reduced. Man and society are dependent on one another & so education has to play a crucial role in the development of students.

In a vast polyglot country like India, the role of students is most crucial in the development of society. India has a population of more than 100 million and inspite of 55 years after independence, we have not been able to solve many problems.

Most of our students are not competent to write correctly since they find learning a language difficult. Even after receiving 10 years of instruction in a second or third language, many students are rarely able to speak a single grammatical correct sentence. This is true in most of the rural areas. In urban places, students coming from good background can read write and speak two languages fluently. The teacher education institutions have to play a crucial role in maintaining the quality of teachers. The number of

educational institutions has increased (high schools & colleges); the student strength has increased but most of the students have not been able to get proper direction resulting in frustration, unemployment, unrest etc. Our education still continues to be dominated colonial in character and not skill oriented.

Globally, there is growing concern over the quality & relevance of education, especially in the developing countries. Quality of school education, is the direct consequence and outcome of the quality of teachers and the teacher education system. Experts, however, feel that the present teacher education curriculum does not develop a sense of commitment and accountability and hence the mission of education need to be viewed in terms of the indispensable demands of the society. In order to ensure quality education in Teacher Education, there is a need for the system to be accredited so that the society is aware of accredited and no accredited institutions of teacher education. Quality teacher education is the backbone of the students. At some institutions we hear that student are subjected to severe punishment and this poses a great problem by itself. I feel that such incidents occur due to lack of proper training by the teacher. One thing has to be kept in mind by one and all that in an institution, the teacher has to improve not only the quality but also behavior without resorting to any ill practices. Some other punishment without physically affecting either the body or mind may be given. The three basic responsibilities of teacher education are teaching, research and extension and they must be reflected in every phase of our educational system.

The society needs skilled students; students who can serve as models before others, go to the villages and teach them what is right and what it wrong so that overall development takes place. Education is linked with development in developing countries. A number of areas like environmental education, agriculture, social service, health and family welfare, problems of economy need to be taught efficiently to the students. For this, we need dedicated teachers who are not only experts in their disciplines but also can guide students and cultivate in them leadership qualities. We have to follow the examples of some countries where education has been able to change the society altogether (like for eg. in China, Vietnam etc.) Therefore Teacher Education is crucial in developing countries, the role of students is very crucial for the improvement of society.

## **Role of Norms and standards for Quality Teacher Education**

**- M. L. Dakhani**

India is yet to fulfill its constitutional commitment to provide free and compulsory education to all children till they attain fourteen years of age. It is also party to the global commitment for achieving the goal of “Education for All” by the year 2000, now extended to the year 2007. Obviously, expansion of education facility to all children does require a large number of teachers, teachers who not only know what to teach but are also trained how to teach. That the teacher ultimately holds the key to all educational efforts is not passed off as a cliché any more, but has issued forth in politics and programmes for education. The NPE 1986 as also its revised version (1992) said that the status of the teacher reflects the socio-cultural ethos of the society and that no nation can rise above the level of its teachers. Also that the teachers need training was recognized as far back as 1854 when the Wood’s Dispatch averred that facilities for teachers training have to be provided with as little delay as possible. The result has been an exponential growth in Teacher Education Institutions. India today has one of the largest teacher training systems in the world. There are more than 1300 elementary teacher-training institutions, 430 District Institutes of Education and Training (DIETs) and nearly 700 colleges of education – CTEs and IASEs. However, all this flurry of activity has been mainly number-driven. There has been an increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices. Therefore the challenge for policy makers is that of the twin issues of quantity and quality. The two seem to be at odds with one another, but both number and quality can be enhanced provided there is a lot of preparation, dedication and commitment. A quality teacher education programme requires an overall paradigm shift and stipulation of quality input norms, process norms and output norms.

Quality is the keyword today. Everybody demands quality. On the quality of teachers depends the quality of education. Hence the search for quality teacher’s education programmes which can infuse in future teachers a set of

desired competencies, values and sense of commitment and willingness to perform. There is an overwhelming concern about the quality of education especially in the developing countries like India. Quality of school education is doubtless the direct consequence and the outcome of the quality of teachers and the teachers education system. Therefore quality improvement of teacher education programme is now considered a sine qua non for quality education. Kothari Commission (1964-66) unequivocally held that “the quality, competence and character of teachers to be the most significant factors, influencing the quality of education and its contribution to national development”. Much water has flowed under the bridge since then. The twenty-first century has witnessed phenomenal explosion of knowledge and application of information and communication technology. Besides, new concepts like liberalization, privatization and globalization have added new dimensions to education. A teacher in an information society and technological age must have commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values (NCTE 1998). The demand is for a commitment – driven teacher. *“The teacher holds the key position in the learning process. He is engaged in the most delicate task of human engineering with whatever resources and tools are available to him. All fine materials – best textbooks or units, modern gadgets and lab equipment – will turn to dust in the hands of a poor or indifferent teacher. Only that teacher who knows his art, has a sense of purpose and has the necessary enthusiasm to share his learning with his pupils will deliver the goods. A gifted and zealous teacher can pilot the ship of learning to its destination with the simplest of tools. If necessary, a good teacher will create his own material and make learning a creative experience for his students”.* (Yash Pal Committee – 1993). It is the standards for admission to TELs. The minimum marks should be 60% Entrance Test should be such as to evaluate not only the cognitive domain but also the psycho – motor and affective domains. “Not only their IQ (intelligence Quotient) but also their EQ (Emotional Quotient) and SQ (Spiritual Quotient) ought to be assessed”. Teaching aptitude should also be tested. A quality teacher education programme, therefore, is required to provide the pupil-teacher with techniques of coping with the problems of literacy, casteism and communalism, gender biases; techniques of inculcating the values of peace, justice, freedom, equality and fraternity; techniques of handling learner-centered pedagogy, techniques of accessing web-libraries, web laboratories and content-sites. Thus

in view of the fast changing scenario of teaching, it is imperative to plan, prepare and organize quality teacher education courses to fulfill the emerging needs of the Indian society. It was towards this end that the National Council for Teacher Education came into existence in 1993 with statutory authority for “achieving planned and co-ordinate development of teacher education system throughout the country. The regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith”. That is, NCTE came into existence to effect improvement in the quality of teacher education.

Accordingly, NCTE, standard of right away stipulating norms and standards for teacher education programmers – input norms and process norms. For, without such norms and standards quality can hardly be achieved. Input norms such as norms for admission method of selection of candidates, duration of the course, fees to be charged, infrastructural facilities and norms for faculty. It also brought forth ‘Curriculum Frame work for Quality Teacher Education (1998).

NCTE brought for the Secondary Teacher Education Programme the first set of norms and standards in 1995, second in 1998 and the third and the latest in August 2001. The first set of norms and standards were put in two categories- (1) Essential and (2) Desirable; but the latest one has no such categories. It is not known whether the first set of norms were based on any kind of a research-based study. The same can be said about the second and the third set of norms and standards. It may not be out of place if the norms regarding ‘Teacher-Pupil ratio’ is taken for consideration. In the 1995 and 1998 norms it was 1:10 excluding the Head/Principal; but in the latest one (2001) it is stipulated that “For an intake of 100 students or less the teaching faculty shall comprise of Principal/Head and atleast seven lecturers...” Earlier the unit was 60 students but now it is 100. Those teacher education institutions, which have student strength of 80 to 100, can, if they choose, reduce their staff to the minimum required and consequently reduce their financial burden. But those Teacher Education Institutions which had, for example, an intake of 60 or less students are now obliged to increase their staff by one and bear an additional financial burden. If the norm ‘at least seven lecturers for an intake of 100 or less is automatically enforceable, why not allow such institutions to increase their intake to 70 automatically if they so desire? Also, admission criteria for B.Ed., states that “Candidates with atleast two school

subjects at the graduation level are eligible”. Which are the school subjects? What exactly is meant by graduation level? In the context of the three-year degree course, which is almost uniformly implemented in India, should a candidate have studied the school subjects for one year, two years or all the three years? And that too, as compulsory / basic subjects or as optionals or both? Clarification is needed.

Be that as it may, it must be said that NCTE has succeeded in its regulatory role to a very great extent. It has brought about a signal attitudinal change in those who establish and run TELs in as much as realization has dawned on them that any flouting of norms and standards stipulated by NCTE is most sure to be visited with withdrawal of recognition. All the same stipulating norms and standards is one thing and ‘enabling’ the TELs to fulfill them is another. Quality teacher education cannot be visualized in isolation. It requires mutual and collaborative efforts, from peer institutions, universities, Govt. departments of education and especially schools. Take, for example, practice teaching, which is considered the soul of quality teacher education programme. There are many instances where this is done in a shockingly cavalier manner. Heads / Managements of schools do not allow the TEIs to have their practice – teaching and if they do, it is only for a specific period. If the NCTE can persuade the state Governments to issue instructions to the schools to compulsorily allow students of NCTE recognized TEIs for practice teaching as per a schedule fixed by the Government then it is hoped would cease to be the Cinderella of teacher training programmes. Also the NCTE has no mechanism to monitor whether Teacher Education Institutions (TEIs) are fulfilling their commitments. This has been expressed by NCTE itself. NCTE said (May, 2002) ‘It was felt that the council has no mechanism to verify the authenticity of the list of teachers submitted by the applicant institution...’ This, it is feared, mayu snowball and include other norms as well. It is therefore hoped that National Council for Teacher Education will not rest on its laurels but strive further to evolve a suitable mechanism to see that its norms and standards are strictly and regularly implemented. If the salt loseth its flavor, wherewith shall it be salted? It is indeed a welcome thing that NCTE has signed a MoU with NAAC to ensure quality teacher education. A good way of guaranteeing that Teacher Education Institutions are indeed delivering quality teacher education is asking them to be NAAC certified.

## **Self-Appraisal: Identifying Strengths and Overcoming Weaknesses**

**- R. B. Manekar**

Until the establishment of NCTE the teacher education scene was virtually a chaos with the proliferation of substandard institutions. The increasing demand for teachers, insistence on certificate requirement by the recruiting committees and the existence of large number of untrained and under qualified teachers led to unprecedented expansion of teacher education which affected the quality of teachers. To some extent teacher training acts as a collateral against unemployment, which in turn enhanced the market value of teacher education if not the status of the teaching profession.

In the meantime the quality of teacher education institution suffered a sever jolt with substandard institutions, without infrastructure and quality human resoureces dominating the scene. But NCTE has succeeded in bringing some order to the prevailing anarchy. Now NAAC has made it mandatory for institutions to get evaluated and also get the accreditation. If teacher institutions have to survive, they have to struggle and come up to the mark, only the fittest will survive by rule. Although the institution fulfils minimum standards but in order to achieve a higher level of standard institutions ought to undergo self-appraisal. In order to exist in the future, they have to find out what are their strengths and also find out the weaknesses. Not only this but they have also to find out how they are going to overcome the weaknesses. NAAC has presented the opportunity for institutions to identify their strengths & weaknesses and promote a culture of positive competition and self evaluation, undoubtedly it is aimed at enhancing accountability and improving quality at the same time.

The eight characteristics of any profession also apply for the teaching profession are intellectual operation, derivation of content from science and learning, working up of material to practical end, possessing a transferable skill, self organisation, altruism, professional autonomy and personal responsibility. The International Education Commission, 1972 gave stress on improvement of

quality of the teaching profession.

The teaching profession will not be in a position to fulfil its role in the future unless it is given, and develops itself a structure better adapted to modern education system.

When we speak about teacher education and self-appraisal, the most important living factor of any institution the teacher educator has to introspect himself.

To see that the teacher meets the needs of the future, teacher educator has to evaluate himself now and then. In order to provide the teacher to be best fit on the future we have to develop a quality teacher education system where teacher educator must undergo self-appraisal. Then only teacher educator will realise their weakness and also find out the way out not only this but by knowing strengths they will be confident of the future also. Teacher educator has to bear in mind where he is, what he is doing and why he is doing so. Every act of his is very minutely observed and studied by others and his every act has some effect on others. Thus if we have to develop a quality teacher education system then self appraisal is a necessary evil for each and every educator.

### **The strengths of every teacher educator**

- 1) He is highly qualified and moreover has benefit of double post graduations. It means he is a resource person in two different faculties. His qualification suits him in two totally different fields and he can have consultancy in such areas wherever he sees the situation is deteriorating.
- 2) He is in a noblest profession and he is the architect of nation's architects. His role is of nation building and so he has a prestigious position in the society. He has that power of influencing society which will reshape the nation in turn.
- 3) He is a connecting link between Nations policy and new upcoming generation. He is the best social reformer. The new changes can be best transmitted and inculcated through him only.

- 4) He is the one and only one successful person who has interlinking capacity. He can communicate the right message to the right persons at right time. He is the best convenor.
- 5) He knows very well he is a learner all the time through his life and always updates his knowledge, methods, techniques etc. and uses them.

### **Weaknesses**

- 1) He cannot change the outdated curriculum. He can suggest the change in syllabus but he has no control on it.
- 2) Some educators use the same ageold methods of internal assessment.
- 3) Due to less man power he has a lot of workload on him and can not concentrate fully on it, so there is below mark outcome.
- 4) Teacher educators are least interested in researches, projects, and other such activities.

But he has to overcome all these things by will power.

## **A Managerial Approach in Appraisal for Professional Development of the Institutional level – Quality in Teacher Education**

**– A. N. Vijayamurthy**

In order for any organization to remain competitive and sustainable, individuals working there have to be competent and committed to its goals, vision and strategies. Further, as competent employees are the greatest assets in any organization, their knowledge and skills have to be continually sharpened. Employee commitment being an attitudinal matter, the values and beliefs prevailing in an organization give rise to a set of management practices that must enable employees to give their best. Thus managing human resources effectively is the key to success of any organization, irrespective of its nature and size.

Since mid 1980s a shift in emphasis in favour of excellence has been found. Thomas J Peters, Robert H. Waterman Jr. and Nancy Austin are pioneers of the excellence movement in management, and what is excellence? It may be put as doing superior things through simple means.

To excel, to be distinct, to surpass, to be superior, to exceed, to be meritorious, to go the extra mile, to be creative and innovative – excellence means all these and more. Tom Peter and Nancy Austin would say excellence happens when high purpose and intense pragmatism meet “It is not a job. It is a personal, group and organizational commitment. It is a burning desire to be the best and being the best. It is doing things in systematic fashion that sets one apart from others”.

What do you do to excel others? Thomas J Peters and Robert H Waterman Jr, gives the following answer.

To be Excellent:-

1. Take all sorts of special trouble to foster, nourish and care for product champions,

2. Takes care of and be concerned with people.
3. Take pride in being cordial to the customer.
4. Provide excellent , unparalleled guarantees of reliability and service.
5. Have an unusual, an obsession like commitment for quality.
6. Manage ambiguity and paradox.
7. Promote autonomy and entrepreneurship.
8. Get things done on time.
9. Have organizational fluidity so that everything moves.
10. Adopt hands on, value driven approach.
11. Do known things.
12. Maintain a simple, lean organizational structure.

Organizational excellence represents a concern with doing something better for the growth and development of the institution. This may mean someone is doing it better than previously. At the motive level, efficiency orientation means ‘n’ number of achievements. The motive occurs in conscious or unconscious thought as images of performing against a standard o excellence of accomplishing something unique ( as it has never been done previously ). Organizational excellence can be attained by demonstrating certain managerial skills like goal – setting, planning ,organizing resources efficiently and appraising the performance which may lead to professional growth.

### **Performance Appraisal for Professional Development**

The National Policy on Education 1986 envisages the development of system of appraisal of performance of teachers which is open. Participatory and databased. The Mehrotra committee report on revision of pay scales of teachers in universities and colleges has also emphasized the need for development by securing feedback for self improvement

Appraisal, assessment, evaluation and accountability are interrelated in many ways Appraisal is usually concerned with estimating the value, nature or quality of something and may helpful as an initial step towards the assessment (determining the current status ) or the evaluation of some educational processes, outcomes or products, Evaluation requires the development and

use for systematic and defensible procedures to determine the value and appropriateness of goals, policies, functions, procedures and relationships of a social system, its sub-systems or the components. In education, as in other social systems. Systematic evaluation (Which should be concerned with emerging as well as existing goals, problems and needs ) is essential to provide a sound basis for accountability which has only recently begun to receive appropriate attention.

Appraisal of some kind has been used in organizations for along time. In industrial and commercial concerns, its was initially used in the 1920s to assess workers rewards. Although the process became more sophisticated, it was basically used as a performance control strategy in a mechanical way.

Appraisal in educational setting is the perception of the teacher performance which is the view (collected from appropriate sources )of the appraiser responsible for the performance of the teacher. Appraisal is a special form of feedback. It is feedback. It is feedback from someone charged with responsibility for teacher and his / her performance. The most common sources of feedback on teachers are :

1. The teacher's own view of the performance, including performance against agreed targets. (Self Appraisal)
2. The Appraiser's view of the performance gained from visits to lessons: checks of pupil work and assessments; departmental and one - to - one decisions, etc., (Appraisal by Interview Situation)
3. Feedback from those affected directly or indirectly by the teachers performance such as pupils, parents, ancillary staff. (Student's Appraisal of Teachers)
4. Observations of school visitors such a inspectors, advisers, etc, ( Appraisal by Supervisory Authority ).

The Performance Appraisal System is a process through which the behaviour and achievement of an individual teacher for a fixed period are measured and evaluated. Performance appraisal is a delicate exercise every where but more so in the educational sector, where teachers are rather sensitive to being judged as they consider themselves 'teachers' or 'gurus' i.e., beyond the pale of any judgmental scrutiny. Many of the will not take criticism ,just as artists

may not accept that they are perfect. Performance appraisal is the means whereby fine tuned follow up strategies can be planned in terms of orientation refresher and special training programmes for teacher development.

### *Objectives of Performance Appraisal*

The remedial objective is aimed to improve those performances which are not up to the required standard. The departmental objectives involves reinforcement of strong points that the teacher has displayed and the inculcation of new skills and knowledge to cope with the further challenges. The Innovative objective encourages to discover the ways of dealing with new existing tasks. Thus performance appraisal is considered as a tool for the development of people.

### *Goals of Performance Appraisal*

Performance appraisal provides feedback both for the administrator about the individual employee and to the employee himself. When feedback is positive and is consistent with the employer's own self image, the inherent conflicts in the process are minimized; however, when the feedback is critical of poor performance, a defensive reaction from an employee may set up barriers which inhibits acceptance of this feedback and prevent open discussion of how performance might be improved.

#### *1. For the Manager/ Administrators*

The goals cover both evaluation and development.

##### *i) Evaluation Goals*

- a) To Give feedback to subordinates so they know where they stand.
- b) To develop valid data for pay and promotion decisions and to aid communication of this.
- c) To provide a means of warning subordinates about unsatisfactory performances.

##### *ii) Development Goals*

- a) To counsel and coach subordinates so that they will improve their performance and develop future potential.

- b) To develop commitment to the organization through discussion of career opportunities and career planning.
- c) To motivate subordinates through recognition achievements and support.
- d) To Strengthen supervisor – subordinate relations.
- e) To diagnose individual and organizational problems.

2. *For the Individual Employee*

Individual have a number of possible goals, which they may achieve by taking part in appraisal . Six major benefits can be identified.

- 1. To receive feedback in their performance and progress.
- 2. To discuss their present job and amend their job description if changes are agreed.
- 3. To identify opportunities for professional and personal development.
- 4. To identify training opportunities.
- 5. To discuss their aspirations and career plans.
- 6. To discuss problems in the organization and their relationship with their adminsinstrator.

There has been a growing recognition hat successful appraisal system has the advantage to meet the needs of administrators, manager, individual teachers and the organization.

*Essential features of an Appraisal System*

- 1. It should be a part of the educational management process.
- 2. It should be positive and development while still maintaining credibility as a check on quality.
- 3. It should ultimately improve the teaching learning experience of both learned and learner.
- 4. It should be combined with some element of career development and progression.

- 5 It should formulate training needs and professional development opportunities.
- 6 It should provide a two-way dialogue by which the appraisee gives feedback on one's performance and is able to help him / her to improve.
- 7 It should have an infrastructure to provide the back up to plan and deliver training and co-ordinate professional development through experience in other parts of the organization.

### **Appraisal for Professional Growth**

The Philosophy of professional growth / Development is that of a programme of faculty improvement activity in which teacher 's involvement at every stage of programme development is essential.

A teacher who is desirous of attaining professional development has to realize that he / she functions within the ambit of the institution in which he / she is working.

The institutional aims have to be decided by the institution and clearly spelt out to the faculty and these aims should broadly conform to the aims of teacher education. Therefore a right step in professional development is to reinforce a culture that demands functioning teacher educators towards realization of well thought out and well defined institutional objectives. The programme should emphasize the concept that the best professional development of a teacher educator is the self development – the mastery of knowledge of his discipline, his ability to transmit the knowledge effectively and his ability to develop a concern for student teachers and to inspire them must be development by self efforts.

Inculcating profession commitment in our teacher is a matter of national concern. Professional commitment is more caught than taught. The moment a teacher educator teaches from conviction and not from scholarship only, the results will be immediate and miraculous. The very presence of such great teachers in colleges so education will stimulate the prospective teachers to elevate and inspire them to live a better, noble and professionally committed life. Perfection in professional competency should be an ideal to pursue. In the spirit of learning to be it is to be taken as a life long learning process.

Staff development is a vital part of the institutional scene and development is a positive and vital educative process and lies at the essence of which colleges

are for. Control is negative and befitting process when applied to a group of professional who themselves have the responsibility for guiding young people entrusted to them.

The staff developmental approach to appraisal proposes two models, the Control Model and the *Profession Development* Model (the growth Model) to improve the level of performance of teacher for the benefits of student in their care.

### *The control Model*

The control model is based upon a view of the institutions that owes much to hierarchical thinking. This model sees senior management with colleges as having a role in making teachers more effective and needs appraisal as a tool to require teachers to aim for targets an achieve objective because of the need answer questions form one 's superiors.

### *Professional development model*

A developmental model can command respect because good teachers recognize it as the one they practice with their student and the one that encourages learning. It is the model a that represents extension of good practice. This models is one of personnel growth. It requires tact and skill , time and resource. It s participants need training in discussion and observational skill as well as confidence building techniques. Given such an approach teachers can gain in professional status and performance, without feeling threatened and students will gain as a result.

The models of evaluation the performance of teachers developed by the UGC task force are worth emulating.

Based on the above models, the M.E.S. Teachers College, Bangalore has developed a student's appraisal of teacher performance which is being regularly used for rejuvenating the faculty for processional growth.

Performance appraisal could thus be seen as an objective method of judging the relative worth or ability of an individual teacher in an educational organization in performing his / her task. I objectively done, the performance appraisal can help in identifying a better teacher from a poor one. Further , it will provide the faculty members a measure of how well they are performing

their professional role, so that they can improve their performance and lead to greater job satisfaction of all those who work in school and colleges.

**THE CONTROL MODEL**

	STAFF APPRAISAL (OR ASSESSMENT)	J
	EXTERNAL ACCOUNTABILITY	U
C	TARANISNVER /DEVELOPMENT ROLES	D
O	SUBORDINATES RECEIVE APPRAISAL	G
N	VALUES THE MESUARUABLE	E
T	SUPRETIORS APPAISAL	M
R	EXTERNALLY IMPOSED	E
O	FAUILURE MEANS DISMISSALE	N
L	SNAP SHOR' OOPINIONS	T
	RELATED TO REWARDS	A
	APPRAISAL BY RESLTUS	L
	TRAGER SETTING	
	HIERRCHIAL	
	TOP DOWN	

**MOTIVATION FROM PROFESSIONAL STATUS**

	RELATEDTTO CURRENT PERFORMANCE	D
	PROFESSIONAL DEVELOPMENT	E
	INTERNAL ACCOUNTABILTY	V
	WEAKNESSES WORKED ON	E
G	COLLEGIATE APPORACH	L
R	SUPERIORS APPRAISE	O

O	VALUE THE PERCEPTIVE	P
W	TARAGETS NEGOTIATED	M
T	CONTINUOUS APPRAISLA	E
H	SELF MOTIVATION	N
	TWO WAY APPRAISAL	T
	INSTITUTION BASED	A
	LOCAL SCHEMES	L
	BOTTOM UP	
	<i>THE GROWTH MODEL</i>	

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The Control and growth models

**Quality in Teacher Education**

Teacher education, in general of course with honorable exceptions, lack initiative enterprise and innovativeness. There is a felt need to raise the level of the competence of teacher to make them comparable with professionals of other technical and professional institutions. They have to be made tech-savvy and aware of the ‘paradigm shift’ going on in almost all other areas.

Quality teacher education looks for quality performance. It should be recognized that advances in education depend largely on the qualifications, ability of teaching staff in general and on the human pedagogical and technical qualities of the individual teacher (status of teacher ILO 1966) Collaborative change must bridge the gap between needs for education and status of teachers. It should be recognized that proper status of teachers and due public guard for the profession can be established by mutual efforts and not in isolation.

We are living in the times of rapid change, in such transient times, a premium is put on teacher and teacher education to make the context conducive for the youth to avoid ‘crash landing’ in the future. Students need a preparedness to face emergencies and uncertainties. Hence, the teachers are expected to plan their teaching to inculcate flexible attitudes and receptivity to change in the learner. Creative approach to teaching and learning is the right remedy for the

present malady. Alvin Tofler has rightly observed. “ By making imaginative use of change to channel change, we can not only spare ourselves the trauma of future Shock, we can reach out and humanize distant tomorrows”. Hence to cope with the challenge of change, we need to evolve a ‘ therapeutic pedagogy ‘, which offers a chance of recovering the self. After all, the modern world needs not just competent teachers, but teachers who can question their own actions and who are able to envisage new forms of professionalism.

The basic mission of teacher education system should be viewed in terms of the indispensable demands of the society characterized by the democratic values, high demands for learning, felts needs of the society for new knowledge and new occupations and flexibility to cope with the inevitable socio- economic changes

## Conclusion

In today’s world, no nation can afford to remain unaware about the latest in every aspect of developmental activity including education in general and teacher education in particular. There is a paradigm shift in economy in terms of liberalization, globalization and privatization and concurrent changes in approach of school education and teacher education and relates to the other levels of education i.e., higher as well as professional education.

The benefits of Teachers Performance Appraisal are so many that openness to receive the help it offers can retrieve the teacher from falling into stagnation by relying on the age-old practice sans mind, sans growth and sans life. It is in such stagnation the system of higher education will remain a non-performer. It is high time that we in India arose from somnambulist inhibitions of sorts to compete. And Teacher performance Appraisal is the only way to do it.

There is a need for a paradigm shift in teacher education model, which has delayed its effectiveness in meeting the demands of society and the needs of the school. Alternative paradigm towards quality teacher education cannot be visualized in isolation, its requires mutual an collaborative efforts from all – the school, community, teacher training insinuations and university system have to move collaboratively towards building a shard commitment for paradigm shift in teacher education.

**M. E. S COLLEGE OF TEACHER EDUCATION**

(M.E.S. TEACHERS COLLEGE)

**STUDENT'S APPRAISAL OF TEACHER PERFORMACNE**

Name of the Teacher :

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Subject

Date

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**NOTE:** Please evaluate the teacher who has engaged your classes in the following areas. You may put mark against the answer which you feel is correct

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1. *How does the teacher respond to your doubts raised in the class?*

Encourage / Ignores / Discourages

---

2. *What is the teacher's reaction when the students seek his/ her guidance and onsult him / her while identifying and solving academic problems?*

Appreciates / Avoids/ Discourages

---

3. *What is the teacher's attitude to Slow learners ?*

Helps / Ignore / Discourages

---

4. *Does the teacher attempt to boost the Confidence of the slow learners?*

Often/ Sometimes/ Never

---

5. *What is the teacher's attitude to bright students ?*

Appreciates / Ignores/ Discourages

---

6. *Does the teacher cover all aspects of the given units ?*

Completely / Partially

---

7. *Does the teacher relate his /her Teaching to the university question*

Often / Sometime/ Never

---

8. *Does the teacher create congenial Classroom climate to facilitate the Learning process.*

often/ Sometimes/ Never

---

---

9. *How does the teacher use the Blackboard*

Often / Rarely/ Never

---

10 *How often does teacher conduct tests ( apart the centrally organized tests) to find out the student grasp of the portions covered ?*

Often / Sometimes / Never

---

11 *How prompt is the teacher in his / her correction and evaluation work?*

Prompt / No so Prompt / Inordinately delay

---

12 *How is the teacher 's tone*

Audible / Inaudible

---

13. *What is the teacher's general relationship with student ?*

Cordial / tolerable/ Strained

---

14 *Does the teacher control the class room well and deal with students maturely and professionally ?*

Yes/ No.

---

15 *Is teachers interested in and enthusiastic about the subject ?*

Yes / No.

---

16 *How is the organization and clarity of Presentation*

Systematic and orderly / Disorganized but meaningful /

Disorganized and meaningless.

---

17 *How is the teacher 's ability to arouse and Maintain Interest in subject matter ?*

Excellent / Very Good /Good / Satisfactory / Poor

---

18 *What is your overall evaluation of the teacher In view of competence efforts, method and teaching effectiveness?*

Excellent / Very Good / Good / Satisfactory /Poor

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## **Lesson Plan in Dialogue Form as an Alternative Strategy in Preparing Teacher Trainees for Effective Classroom Communication and Interaction**

**– G. Pugazhenthhi and N. Ramakrishnan**

The existing lesson plan writing is a routine and customary one. The teacher trainees are mechanically doing it. The prospective teacher writes a fixed number of lessons to complete the university requirements. It lacks innovation in teaching and learning. It does not provide scope for teacher trainees to adapt teaching techniques flexibly. The absolute absence of communication and interaction in the classroom is obvious.

Classroom communication and interaction are very essential parts in teaching and learning. Lesson plan in dialogue form will ensure effective classroom communication and interaction. It will bring out innate potentialities of teacher trainees such as creativity and uniqueness of communication. Originality in planning the content delivery, command over subject, flexibility in managing the content, more motivation aspects, change of presentation style, maturity in communication, correctness of communication, change in mode of teacher behaviour, scope for establishing rapport with children and above all touching the feelings and pulse of students are likely through this dialogue form.

The objective of the study was to find out the effect of lesson plan in dialogue form as an alternative strategy in preparing teacher trainees for classroom communication and interaction.

### **Creativity**

Though the clamour for creativity in teaching is on, the existing practice of lesson plan writing does not provide scope for teachers to think creatively. Creativity will blossom only when teacher trainees are given freedom to manage the content flexibly. Creativity will enhance the teachers to manufacture many new situations by which the content message can be disseminated.

## **Uniqueness of Communication**

By nature each and every individual is unique in all aspects. Teaching style, communication and interaction are also unique to each and every individual. Chances are more for teachers to manifest their uniqueness in communication in the mode of dialogue form. It helps the teacher trainees to unfold his/her unique manifestations.

## **Originality in Planning the Content Delivery**

Lesson plan in dialogue form ensure originality in planning the content delivery. The teacher trainees except a few are writing lesson plans by just mass copying the material already available with them or borrowing material from their seniors. Copying will surely be eliminated by dialogue method.

## **Command Over Subject**

Command over subject is the essential part for the teaching. Teacher without command over the subject cannot think of presenting the content palatably to the students. Teacher trainees having command over subject can think of writing lesson plan in dialogue form. Like story telling method the subject mastery helps the teacher trainees to prepare lesson plan interestingly for children.

## **Flexibility in Managing the Content**

It is very important that the content matter cannot be compartmentalized. Every subject or content is multi disciplinary and interdisciplinary by nature. The teacher trainees should have flexibility in managing the content. It is not only the style of left to right, in some occasions right to left also will do. Teachers' choice of flexibility managing the content will ensure effective communication and interaction.

## **Maturity in Communication**

Maturity in communication is naturally acquired after a prolonged period of experiences. Repeated practice of writing lesson plan in dialogue form will ensure maturity in communication.

## **Correctness of Communication**

Communication often leads student teacher to go haywire. Sometimes it misleads them also. Teachers starting from one point ending up with some other point are often noticed in the classroom. As this plan mainly focuses on teacher and student behaviour it does not give chances to teachers to go haphazardly. It helps the teacher trainees to correct the communication in the classroom. It also acts as a check line for teacher trainees.

## **Change in Mode of Teacher Behaviour**

Behaviour is closely attached with communication. Modified behaviour is likely after communication and interaction. Nature of a person is revealed through his / her communication with others. Introspective thinking about teacher and student characteristics as it is inherent in dialogue form will help to change the mode of teacher behaviour positively.

## **Scope for Establishing Rapport with children**

Student characteristic activities are to be focused by the teacher trainees in the dialogue form. It makes them to plan for their favorable participation in the teaching-learning process. Thereby it gives scope for establishing rapport with children.

## **Touching the Feelings and Pulse of Students**

Dialogue form of lesson plan makes the teacher trainees to think over the various aspects of students' characteristics. As this writing exercise will be mainly thinking about those characteristics it will definitely help the teacher trainees to train them up in innovative ideas to touch the feelings of students. The continuous practice of writing lesson plan in dialogue form will help the teacher trainees to identify the pulse of students.

## **The present study**

The present study was aimed at finding the effect of lesson plan in dialogue form in preparing teacher trainees for effective classroom communication and interaction. The study is given below.

### 1. *Lesson Plan*

Based on Flanders Interaction Analysis Category Scale Teacher categories such as accepts feelings, praises or encourages, uses ideas of pupils, asking questions, lecturing, giving directions and criticizing or justifying authority were taken up for the study and analyzed.

Student categories like teacher initiated pupil talk, pupil-pupil talk and pupil talk (clarifications, questions etc.) to teachers were taken up for the study.

Correctness of communication in terms of providing direct and unambiguous questions, explicit statements or answers, clarity in thoughts, grammatical structure, use of appropriate words were identified and analyzed.

Creativity in writing indicates novel ideas or principles in presenting the content knowledge to students.

### 2. *Observation*

Content presentation was observed in terms of organization, structure and sequence. Presentation style was in terms of flow of content, advanced organizing from simple to complex and gradual increment in presenting the content.

## **Sample**

The teacher trainees of Thiagarajar College of Preceptors were selected for the study. They were asked to write lesson plan in dialogue form. Orientation was given to them on How to write lesson plan in dialogue form?. Some model lesson plans in dialogue form written by the investigator were given to them. The student teachers were selected using stratified random sampling technique. There were 100 student teachers in Thiagarjar College of Preceptors. From the Roll Numbers of 1 to 100 every 4th candidate was randomly selected. So, The sample student teachers selected for the study were 25. They were asked to write lesson plan in dialogue form and practice it in the classroom regularly for thirty days. The lesson plans in dialogue form were analyzed.

For Observation, from the selected sample of 25 five of them were randomly selected and observed.

## **Analysis**

The study was analyzed in two stages viz. 1. Analysis of the Lesson Plan and 2. Observation Schedule.

### *Stage 1*

The lesson plan in dialogue form written by teacher trainees were analyzed based on Teacher Talk, Student Talk, Correctness of Communication, Content Presentation and Creativity in Writing. For teacher talk and student talk categories ratio was found out. Correctness of communication and creativity in writing were analyzed using 5 point ratings Very Good, Good, Average, Poor and Very poor.

### *Stage 2*

Among the selected sample of 25, five of them were selected randomly and their classes were observed periodically for thirty days. The focus was on teacher – student interaction in the classroom as per the lesson plan. Ratio of teacher–student talk categories was coded. Content presentation was assessed based on 5-point ratings Viz. Very good, Good, Average, Poor, and Very Poor.

## **Findings:**

1. The practice in writing lesson plan in dialogue form ensured teacher trainees to achieve the ratio of 6:4 maximum with teacher talk categories 6 and student categories 4 at the end from the disproportionate ratio of teacher – student talk categories in the beginning.
2. Correctness of communication after the practice in writing lesson plan in dialogue form reached the level of Good from Average level in the formative stages of the study.
3. The writing Practice in dialogue form made teachers to develop good creative thinking from the average level in the beginning stages of the study.

4. The observation of student teachers classroom practice of their lesson plan in dialogue form made it clear that it has ensured teacher trainees to achieve a proportionate teacher – student talk categories.
5. The Observation of student teachers classroom practice of lesson plan in dialogue form showed that the presentation style of student teachers improved to Good during the final stages of classroom experiment from that of poor in the earlier classroom experiment.

It is surmised from the above findings that lesson plan in dialogue form ensure effective communication and interaction in the classroom obviously.

## **“Quality Initiatives in Pre-service Teacher Preparation: Emerging Concerns”**

**- A. Sukumaran Nair**

Teacher education in India, especially the pre-service preparation of teachers, is a carry over of the outmoded model of teacher education practised in Britain during the later decades of the 19<sup>th</sup> century. The advent of the information revolution has altered beyond recognition the shape and scope of education, and warrant the adoption of several new approaches if it has to practice the new education. The teachers of the next generation have to muster the tools of the information age and acquire the skills for using the new tools and educational instrumentalities if they have to remain competitive in the emerging world scenario of education. Teacher education in India has to change drastically if it has to serve the needs of the emerging 21<sup>st</sup> century society.

The assumption underlying all programmes of teacher education is that the professional competence of teachers could make a profound difference in their educational transactions and on the development of their students. The new expectations placed on the teaching profession in the new educational scenario, demands higher degrees of professionalism on the part of the new generation of teachers. The new generation teachers need updated professional knowledge and competencies for teaching using the electronic media. Curriculum transaction and instructional management in the new set-up demand several new professional skills on the part of the teacher. Dealing with the vast quantum of information available to the learners and creating the appropriate learning environment for dealing with the information are complex professional tasks for which the teachers have to be carefully prepared. The degree of success with which this task is approached – ensuring a dynamic interaction between the learner and the ever-growing structure of knowledge – will decide the future of the country’s education.

### **Non-Professional Approach to Education**

Professional preparation of teachers in the country is currently not done in a

manner which will help them to practice the new education with any degree of professionalism. We have opted for what could be decried as 'soft practice' of teacher education – which is centered round the wrong definition of educator - education treated as information transfer. Consistent with the wrong definition adopted, it is putting into use its operational strategies for verbal transfer of information, with focus on developing minor skills and competencies for verbal presentation of the content of learning. Transacting knowledge at the cutting edge, in a knowledge society, is a more exacting task than that of verbal transfer of information. The new generation learners have not only to master the skills and competencies to deal with available knowledge and 'construct' their own knowledge, but are also expected to develop the ability to generate new knowledge on their own from what is available. This is where the traditional model of teacher preparation centered round knowledge transfer and verbal-language methodologies, becomes inadequate. Apex national bodies like the NAAC and the NCTE joining hands to give a new deal to teacher education is a welcome development which will help to evolve more appropriate models of teacher education comparable with the best practised elsewhere in the world.

### **Scientific Solutions to Problems Confronting Education**

We need to develop a new system of teacher education which will incorporate the latest thinking on teacher education as used by advanced systems, carefully moulded and adapted for use in the Indian set-up. The new educational thinking relating to teacher education is based on the assumption that a respectable body of scientific knowledge which will answer all the needs of modern educational practice are available. The present pattern of teacher education in India is conceived narrowly as 'extended internship' for practising teachers, intended to polish certain peripheral teaching skills like questioning, and verbal presentation of a lesson unit, following Herbartian steps. This system was in vogue when scientific knowledge relating a learning and human behaviour were somewhat inadequate to develop a more comprehensive system of instructional approaches. All advanced systems of education have long discarded such peripheral practices and replaced them by systems for strong professional preparation which suggest the use of tested-out educational and instrumentalities for professional adoption. A wide array of parallel procedures are now available for tackling every instructional situation and for dealing with extra-instructional tasks. The procedures suggested for use are

those which have been empirically validated or those developed on the basis of accepted theories about education and human behavior. Strong teacher education models which help to turn out a fully professionalised teacher – the empowered teacher - are now available to us. It is high time that we turn to them for upgrading the quality of our educational delivery.

### **Weak Practice of Teacher Education**

Teacher education in India, despite several bold attempts at reform by national bodies like UGC, NCERT, NCTE and the NAAC, has not come out of its old ruts. It needs several levels of upgrading if it has to come anywhere near the ideal models followed by progressive educational systems of the world. Outmoded theoretical constructs and invalidated modalities are still used for running the system. The inadequacy of the system was not so keenly felt when we were dealing with the conventional models of educational delivery centered round verbal teaching. But the entry of the electronic media and the new technologies used for information transfer, and the shifting of emphasis from teacher-centered or institution-centered learning to learner-centered knowledge construction have invalidated most of the conventional practices in teacher education. Conducting teacher education programmes based on the outmoded concepts cannot be justified.

We have to make a bold beginning to evolve a new teacher education, especially pre-service teacher education, which will conform to international demands and developments. We repeat ad naseum the assertion in the Kothari Commission Report that the destiny of the country is being shaped in the classrooms of the country, and conveniently forget its close corollary, that it is the quality of the teachers who shape the destiny of the class rooms. Attempts to restructure the system of teacher education should be taken up as a top-priority area in our educational policies. What is urgently needed is to reconceive the system adopting the scientific practices current in advanced systems, with suitable adaptations wherever needed. We have to reconceptualize teacher education as professional preparation for developing experts with all the needed competencies for the fast-emerging homogenized knowledge society of the future. The open society of the future will provide new opportunities for our teachers to serve in other countries and other cultures. The first level teacher education, especially those provided by universities, should be redesigned to serve as a self-sufficing terminal system for developing the empowered educational professional who can perform all the essential educational services for the unfolding new scenario.

## Competency Centered Teacher Education

What we need is not teacher education for verbal communication, but a well-knit professional preparation which will address all the instructional and allied educational competencies for dealing with knowledge made available through the new information sources as identified by experts in the area. The system of teacher education has to be reconceptualised and restructured with appropriate provision for developing all the basic pedagogic competencies needed by a teacher professional for the new educational establishment. The teacher education for the future has to alter all its operational modalities, including the curriculum, training methods, and even the procedures used for admission to colleges of teacher education. We can augment the quality of teacher educator by admitting only those with demonstrated aptitude for teaching. Use of scientific procedures like aptitude testing will help to make a first level screening of those who are admitted to education courses.

The curriculum will have to be radically over handled to conform to the new requirements. The core areas of the curriculums, the curriculum for the teaching subjects and the modalities used for practice teaching/ internship will all have to be restructured to serve the new requirements. The whole course has to be reconceptualised to develop a professional with all expected pedagogic competencies. Support areas like Guidance and Counselling, Evaluation, Educational Management and Educational Technology, should all be presented as a part of the system of professional development. Practice teaching itself is be reconceptualised to develop each of the basic professional competencies, akin to the key-skill development approach followed by British Universities for professional education. This approach would mean that every aspect of theory should contribute directly or indirectly to the development of some of the essential professional competencies. This interpreted rigorously would amount to saying that theoretical discussions should be confined to areas which can make a direct contribution to the improvement of professional practice.

## Strong Professional Orientation Needed

One of the weakest links in the system of teacher preparation in India is that it is conducted in a manner which creates a disbelief in professionalism. Unfortunately, our teacher education systems present a distorted perception of the system. At one end, it presents a picture that all is well with the current system of teacher education in the country. At the other end, it contributes to

the strengthening of belief that education is an area which can be practised without any degree of professionalism. The seeds of disbelief in professionalised practice of education are sown during the first-level exposure to teacher education itself. A vast majority of the present-day teacher educators are unable to convince their students about the need for professionalism in the practice of education and the higher level efficacy which we can achieve through the adoption of scientific procedures available to the profession. Most of the advanced practices in education are introduced in the form abstract theoretical discussions. They are seldom translated into down-to-earth applicational situations. For example, highly applicable practices and concepts like diagnostic testing, taxonomy of educational outcomes, process skills etc., which should form the essential professional repertoire of every practising teacher are treated as advanced theories and never translated into instructional situations. Most of the progressive modern educational practices like models of teaching, concept mapping, task analysis, multi-methodology teaching, simulation, discovery-learning, etc are either dealt with at the level of theory or are totally let out of the scope of professional practice. The whole teacher education course is treated as an occasion for presenting select theoretical viewpoints about education without reference to their field applications. The real practice of education is confined to a small number of improving supervised practice lessons, developed around theories and practices meant for an outmoded system of communication education meant for information transfer using language and its symbolisms. The whole system of teacher education has to be reoriented to develop a professional for the new world order, one who has strong convictions about the efficacy of the new procedures and practices available in the new communication technologies. The proper beginning for a professional preparation of teachers for the new world order should be developing a belief in the efficacy of validated professional practices and also by weaning them away from the adoption of nonprofessional practices and precepts.

**Core Theoretical Support Areas**

Teacher education in India is built around certain core theoretical areas which are reminiscent of teacher education needs of the 19<sup>th</sup> century – a smattering of educational theory, educational psychology and sociology and introduction to some areas like educational administration and history of education. It is time that we shift our stand in respect of the core areas and evolve my realistic

models for the new teacher education. Introduction to educational theories, for example, should be redefined as an attempt to answer the basic questions in education for which analytic thinking alone can provide answers – aims of education, nature of the curriculum, role of the teacher, nature of knowledge, nature of educational methodology, to name a few. Psychology of education should be reconceived under psychology of human development and psychology of learning and instruction as two major areas for discussion, together with a presentation of the psychological bases of the present-day instructional strategies and the modern psycho-educational services made available to the learners all presented with the support of research findings. Educational administration and allied areas need to be redefined and presented as a scientific management design for dealing with system as a whole. The areas are to be presented against the backdrop of current world developments. New areas which requires to be introduced as core subjects are educational management, human communication, the new developments in instructional technologies and educational evaluation.

### **Deeper Internship**

The internship currently provided to pre-service teachers is inadequate to serve the needs of developing professionalism. The crowded one-year programme is unable to provide the deep professional exposure needed to develop the professionalised teacher. The first level teacher education in Indian universities normally extend over a period of one academic year. Most professionals in teacher education hold the view that the needs of a full professional preparation for teaching cannot be covered in the short period of an academic year. But unfortunately, we have stuck to the conventional one-year models for non-educational reasons. When some of the other professions like law succeeded in prolonging their duration, as a first step to quality improvement, teacher educators have conceded to the continuance of the short first-induction model. Many professionals in the field hold the view that unless we increase the duration of the course, it will be difficult for us to achieve a satisfactory degree of professionalism in the field. The Mudaliar Commission, as early as in 1953, recommended the lengthening of the B.T. course to two years. Whatever be the duration of the programme, we have to ensure that the student gets a deep exposure to all the practical skills and pedagogic competencies expected of a prospective teacher. What kind of competencies are most appropriate for 21<sup>st</sup> century educational practice need to be identified and a complete

programme has to be chalked out for developing all the competencies in a phased manner, initially in the form of small-group exposures and micro teaching which will gradually get extended to more complex macro teaching situations. A minimum three-month internship where the student teacher is able to give around a hundred class lesson is what is needed. If necessary, teaching practice can be freed from the main course and carried to the next academic year. A system for more effective internal supervision will also have to be evolved. Senior professionals in practice schools should be given suitable orientation for lesson supervision under the leadership of the teacher education college.

Subject teaching methodologies have to be reconceived to reflect new trends in teaching the subject, including the use of advanced electronic media and the use of the latest internet resources. Teaching of individual subjects should be reanalyzed to accommodate the advanced approaches suggested by educational experts like Bruner, Piaget, Gagne, Bloom, Chomsky, Vygotsky and enable the new teachers to practice what has been suggested by the progressive practitioners. We should also incorporate the new theories like Multiple Intelligences, Hemisphericity and new educational approaches like multiculturalism, mainstreaming, positive interdependence, etc., in practice teaching, if it has to be made world-class.

The modalities currently adopted for practice teaching and internship should be completely revised to accommodate the new requirements. We have to think in terms of an intensive supervised practice to develop all the identified educational competencies in a graded manner. The process of teaching itself should be redefined to accommodate new methods and approaches. Technology-supported multiphase internship should be introduced to develop all the specified competencies in instructional management and other allied service areas like counselling, remedial teaching, materials preparation etc.

### **The Role of Apex National Bodies**

The apex national bodies in the country like the NCTE, NAAC and the NCERT have an important role to play in respect of improving the quality of pre-service teacher education in the country. This could be any of the forms indicated:

- Developing National Norms for Teacher Education (NNTE) and defining minimum inputs, resources, facilities etc., and popularizing their adoption by all institutions.

- Designing and popularizing a National Curriculum Package (NCP) for Competency-Centered Teacher Education (CCTE), which should include a model curriculum and a full range of instructional materials, textbooks, and internet resources which highlight ideal educational practices, etc.
- Introducing a National System of Teacher Licensing (NSTL) by spelling out the minimal professional competencies to be demonstrated by a teacher before he can receive a license for teaching.
- Popularizing a systematic programme for preparing teacher educators (Training of Teacher Trainers (TTT programme) for the country, with regional institutions established at the national level.
- Setting up a National Commission of Teacher Education for evolving a national policy and operational strategies for dealing with specialised problem confronting teacher education, and for financing the specialised services expected of it.

### **Teacher education with a new thrust**

What we need is a new teacher education which is capable of turning out a new breed of teachers who can undertake the complex task of knowledge transaction for the new information order and prepare a new generation of learners who can compete with their peers in educationally advanced countries of the world. The new breed of teachers should have all the competencies expected of them for performing the exacting educational tasks of the 21<sup>st</sup> century. We have to create a system of teacher education which can compete with the best anywhere in the world. Teacher education in the past has been one of the most neglected areas of education. The quality of our education has suffered most because of our distorted perception of educational priorities. The important changes suggested above need to be implemented as a single package for the whole country. What is most important is dedicated implementation of the system by experts who are conversant with modern practices in teacher education with a full understanding of the rationale underlying the suggested restructuring.

## **Part III : Other Relevant Issues**



## Great Teachers who have taught me

– J. V. Narlikar

### Introduction

At the outset, I congratulate NAAC for organizing this meeting in which teachers come together and share their problem on the same forum. I come here not as an expert, but to use this opportunity to pay my tributes to some great teachers from whom I learnt a lot...not only at the research level but right from my early school days.

I begin with a story by Munshi Prem Chand, a distinguished writer in Hindi. The story centers around a school teacher who is dedicated to his job and ideals but whose earnings are quite modest compared to those of his close friends who are in the police department and in the taxation department. Once his friends and their families set off for pilgrimage and somewhat patronizingly ask him to join them. While they manifestly liked to show their ‘money power’, there came the occasion when reaching their destination, they found that no accommodation was available in any hotel or dharmashala in the town despite offer of money. While they were resigned to sleeping on the railway platform, a railway official recognized the teacher as one who had taught him in his childhood. “Sir, I have never forgotten the contribution made to my life... please allow me to play host to you and your friends in my home”, said he. It was then brought home to the teacher’s friends what impact a good teacher can have on his students, how they value him way above any monetary assessment.

Time and again I came across a demonstration of this myself, when I encountered the old students of my father, from all over India who remembered their days as his pupil in the Banaras Hindu University. But let me now turn to an account of my own education starting from my school days and leading to research at Cambridge and recall some teachers to whom I owe as an unrepayable debt.

## School days

In my school in the campus of Banaras Hindu University, the number of students was small, there being no more than 40 students per class and normally only one section per class. We did not have the rat race of completing an overstuffed syllabus that today's children have to face. Thus teachers had time to explain what they were teaching and also deal with student queries that went beyond our syllabus. For example, our maths teacher, one Mr. Pande would spend time discussing rider in geometry that were of this kind.

Another maths teacher who really belonged to the primary school was once sent to our class of Std 9 as our regular teacher was absent that day. We boys were in a somewhat derisory mood, thinking, what new will this man from primary classes tell us. But we were in for a surprise. The teacher posed three arithmetical questions for us to solve. They looked rather strange and we thought of using our 'superior' knowledge of algebra to solve them. However, we got entangled in mazes of equations and finally had to confess that we did not have a proper solution. He then demonstrated elegant arithmetic techniques to solve them...it was like using a short cut to reach one's destination where the normal route is long and winding.

While in the 8<sup>th</sup> standard, I was fortunate that my maternal uncle Morumama came to stay in our house since he had enrolled himself for the M.Sc. mathematics course at the BHU. He had been high on the merit list of Bombay University B.Sc. examination and combined a sharp intellect with marvelous wit. He noticed that our father had provided us (me and my younger brother) with two wall blackboards. We normally used these for drawing pictures, geography maps or for writing occasional texts. Morumama found another use: he wrote a mathematical puzzle on one board under the title: 'Challenge Problem for JVN'. What began as a matter of fun soon got into a standing practice, with him writing such a challenge problem and I trying to solve it. The problem would remember on the board mocking me till I got the better of it. Or, on a few occasions I had to confess defeat and Morumama would then reveal the solution. On some occasions I took the challenge to my school class for a joint effort at a solution.

Challenge is enough of a motivation for a bright students and a good teacher is able to spot it and use it towards training him. I was unaware that through

such challenges my uncle had taken me at least three to four years ahead of my class.

The second motivating factor is sheer enjoyment of the subject. It is not easy and it takes a top class teacher to convey the enjoyability of a subject to his pupil. Every subject has its enjoyable parts as well as dull ones. The former excite the pupil and make him want to learn more; the later ensures that his interest in the subject dies down. Prof. Bose was a motivating Physics teacher in my intermediate (modern day XII standard) college at Kamachha in Varanasi. He made Physics a likeable subject wherein interesting questions can be asked and answered quantitatively. The use of mathematics in answering Physics questions demonstrated to me the advantage of cross-fertilization of two fields.

### **Cambridge teaching**

The B.Sc degree at BHU was a stepping-stone for me to go to Cambridge for higher education, which was to begin with negotiating the formidable Mathematical Tripos reputedly the most comprehensive and difficult mathematics examination. Although I had secured nearly cent percent marks in maths in the B.Sc exams at the BHU, I had been warned that in Cambridge it would be like bathing on a very different (and unfriendly) pitch. The Tripos questions are seldom repeated; the advantage of practicing with the previous years' papers is just to get the knack of solving tricky problems. There is no guarantee...rather it is almost certain that none of those questions are going to reappear this year. Moreover, the lecturer went at a terrific speed, covering what would be covered in BHU in one year, in a short term of 8 weeks. So taking it easy for a few days meant being left far behind.

It was under such circumstances, that I was lucky in having Mr. Murphy as a supervisor in my first year. A supervisor is a person you see once a week to go over your lectures and to see if you had any difficulties. Murphy had a down to Earth approach to the problems I brought....an approach that showed that provided one understood the contents of the coursework, the apparently tricky looking problems could be solved. My good performance in the first year exams owes a lot to him.

Cambridge can be an awe-inspiring place for any student. To see Nobel Laureates walking or cycling along the Cambridge Streets was a common

sight. One saw physicists like Paul Dirac, G.P.Thomson, John Cockcroft, and biologists Kendrew and Perutz, and learnt to take them in one's stride. But I was fortunate in having Dirac deliver the quantum mechanics course based on his own classic book. The subject had derived a lot more clarity and logical consistency from what Dirac had put in it. From a set of arbitrary working rules it had progressed to a discipline that required Hilbert space algebra to quantify its details. Dirac was by no means flamboyant, rather the reverse. He had a sedate style, which simply called a spade a spade. Yet often his 'punch lines' became that much more effective because he delivered them in his usual matter of fact way; like when he said: "I shall begin with an action principle, because nature follows an action principle". A profound assumption was thus stated as a straightforward fact!

By contrast, the most flamboyant teacher I have ever had the pleasure of listening to was Richard Feynman at Caltech. Gestures, up-and-down motion across the stage, raising or lowering of voice, jokes and brickbats all were employed to get the subject across. But despite their sharply contrasting styles, Dirac and Feynman shared two things in common, their understanding of the subject and their love and excitement of it. A student is generally able to gauge his teacher on these counts and the effectiveness of the teacher vis-à-vis the student depends on how high is he rated on these scales.

### **Research supervisor**

I was equally lucky to have an inspiring research supervisor who loved his subject and understood it thoroughly. Fred Hoyle had taught me in the Tripos and to a large extent his teaching had been responsible for my opting for astronomy and astrophysics as my field of research. I have yet to come across a scientist as original in his approach as Fred Hoyle. Although many of his ideas became textbook material, he himself was far from conventional. Instead of looking for things that fit a theory, he was on the look out for anomalies, for it is here that he felt that nature was trying to tell us something new. Most scientists believe that he was wrongly passed over in the award of Nobel prizes in 1983.

What was it like working with a highly original man? First, one learnt to be scientifically more critical; don't accept an idea just because the majority goes for it. He felt that if a popular paradigm despite being extensively worked

upon, failed to produce satisfactory explanation of a phenomenon, then one should not hesitate in abandoning it. Indeed, he himself did not work within the popular framework because he felt that”....if it were correct, then one of the multitudes of brainy scientists presently working on it would have solved it....” How did he treat his student?

When in June 1960, I went to work under him as his student; he suggested several problems for my consideration. Noting that he had omitted one important topic, I asked him: “Sir, why don’t you like me to work on the steady state cosmology?” This was his own theory of the universe for which he was known worldwide. His reply was; “I do not wish a new research student to get involved in controversy. It is best if he experiences and learns the research techniques through a non-controversial problem.” I recall being disappointed by this reply but could understand the logic behind it.

Nevertheless, subsequent events worked the other way! I completed one of the alternative problems that we chose that day, within six months. I was waiting for another problem to tackle when the Ryle-Hoyle controversy erupted. Briefly, Martin Ryle, the leading radio astronomer at Cambridge had been conducting a survey of radio sources in distant universe lying beyond our milky way Galaxy. On the basis of his findings he announced in mid-January 1961, that these disproved the steady state cosmology proposed by Herman Bondi, Tommy Gold and Fred Hoyle. This was therefore a challenge to Hoyle. Did this theory stand disproved? Not so, through Hoyle, and he sought my help in working out a detailed model within the steady state cosmology that is consistent with Ryle’s findings. We worked for around ten days and I recall doing some number crunching on very primitive calculators and the EDSAC computer that had to be fed data through paper tape. We were against time, since Ryle’s results were to be presented at Royal Astronomical Society in its February meeting. We had been given ten minutes to present our point of view.

It was when we had completed our task that Fred released his bombshell on me! Because of a prior engagement that day, he could not attend the RAS meeting I could present our results instead. I was shaken to the core...how could I, a raw research student stand up and confront an established and seasoned scientist like Ryle’s? However, Hoyle was reassuring. If I had confidence in the accuracy of my calculations then I had nothing to fear. All I must ensure was that I speak and present our point of view with the necessary

slides, within eight minutes, to allow for any interruptions, queries etc. He went over my presentation several times to ensure that I presented the crucial arguments within those eight minutes.

I did follow that plan at the actual meeting and am glad to say that all went well. There were many who later came and said that they could see our point of view. For me what was the most important plus point was that of self-confidence in being able to present my point of view against any adversary.

In retrospect, I take that ‘ordeal through fire’ as an example of what a good teacher can do; to delegate responsibility of presenting joint work to the student and thereby build up his self-confidence. I have myself followed that practice with my students too.

### **Concluding remarks**

These autobiographical narrations have allowed me to present my perceptions of what a good teacher can do to motivate his student, to get him interested in the subject, to encourage his creativity and above all to build up his self-confidence. Such teachers are sources of inspiration to a whole generation of students and as such are the most valuable asset of an educational institution. I consider myself fortunate in having had the right teachers at the right times of my career.

# Accountability in Teacher Education – A Quality Perspective

– K. Rama

## Introduction

Today despite having one of the largest trained manpower, in the world quality wise Indians stand nowhere. Students are graduating unprepared to meet the demands of the society. Though lot has been discussed on quality education, it remained within those four walls and neither the colonial concept has changed nor the methods of examination and evaluation. In short the overall quality of higher education imparted at our institutions has shown a down trend both at the level of teaching as well as taught resulting in a huge output of “functionally illiterates”. All this is because of the failure of our institution to respond to change and act as to the requirements of the stakeholders. Our Institutions should realize that the rate of change and the resultant rate of obsolescence are phenomenally high these days. With globalization and the nation moving towards implementation of the provisions of GATS, our education sector has no other way than to adopt the mantra of “Quality” for its survival. Unless quality is brought into our education sector, it is going to suffer a major set back in the present race of competition.

Adding salt to the wound the recent past has experienced dwindling financial support for higher educational institutions. Overall the government funding for higher education institutions in particular has been at an all time low. This coupled with the constant pressure to change and demand of the society for excellence resulted in privatization of the sector, which was strictly guarded by the government for so many decades. The opening did not attract the entrepreneurs, it had to, but gained momentum mostly among the money minded people- the result –private sector organizations suffered from a bad quality image. In general the perception of the society is that private institutions provide low quality and ineffective services at high cost. It is high time we realize that this public dissatisfaction is not based on scandal alone and is often the result of the refusal of the organizations to address the valid concerns raised by the parents, students and the education professionals.

We should also realize that the present day stakeholders are more aware of the market and do not want to continue to buy the same educational systems that existed in the past. They are more demanding and would like to pursue their education only in institutions that will provide with the required skills they need to compete in the global economy.

Recognizing the role of the stakeholders for the qualitative improvement of the education system the Govt. has initiated the process of participatory management involving the local community. Any quality programme can be successful, only if it takes care of the interests of its customers. Institutions should be quick in restructuring their courses as per the market requirements. Institutions, which do not adapt to the market requirements, will have to face the market forces. As change should be gradual and sufficient opportunities should be provided to the institutions to adopt the new policies, recognition / approval of an institution at present only ensures a certain bare minimum standard. However to create a spirit of accountability and strengthen the various measures undertaken by the National Council for Teacher Education (NCTE) for Quality improvement of Teacher Education system, the process of accreditation by the National Assessment and Accreditation Council (NAAC) has been initiated which is gaining momentum and creating the sense of accountability.

## **Quality Status**

As on today many of the quality parameters are not being measured by set norms nor norms have been laid down where needed. Even those norms being practiced require upgradation or revision. A policy statement, categorical, clear and practical, in order to effectively implement the decisions, should be laid down for all teacher education institutions to follow. It should mirror the academic standards and need for quality inputs to the education system of the country. In other words, there should be a better interaction between the teacher educators and the schools. For achieving this the teacher education programmes should have an additional compulsory component of internship in a school. This should be given proper weightage and viewed seriously and effectively implemented.

There are concerns about teachers expressing their dissatisfaction with the level of student input and vice – a – versa. On the otherhand we find that

overall standards of teachers in the profession has drastically fallen and world over it is observed that this profession is the least preferred. As a result we find that the knowledge gap between the various societies is widening. This is often the result of the 'refusal of most of the institutions to address valid concerns raised by the general public. Thus if the institutions have to survive its current crisis they must finish first in the race to provide teachers who can meet the present days academic and business challenges.

It is hightime that we realized that quality of education, as most people think is not just improving student grades and scores. Quality is creating an environment where educators, parents, government officials, community representatives and business leaders work together to provide the students with the resources they need to meet the current and societal challenges.

A crucial factor in determining how these and other related challenges in the path of our quest for quality and excellence are to be met is a clear-cut policy and a system for governance, of teacher education system at the institutional, state and national levels.

For imparting quality teacher education the institution should be rated on the basis of the effective implementation of the following:

- (a) Restructured procedure for entry into teacher education with emphasis on valuation, that shall be practiced and more oriented towards identification of capabilities of students.
- (b) The recruitment policy, which shall be merit based as well as need, based.
- (c) Procedure of recognition of teacher education programmes shall be more need oriented.
- (d) Procedures for making the institutions capable of sustaining a definite growth in the pattern of quality input and distribution of the same to the demands.

The growth of teacher education institutions in the country has shown mathematical trend-producing graduates who are finding it difficult to find employment. With practically no co-ordination between the various bodies (NCTE, UGC, State Govt. and the management) the teacher education system has become "a free for all " service. Violating the norms and regulations laid

down by NCTE, and other regulating bodies the institutions are continuing to recruit students as well as faculty with qualifications much below the prescribed norms. This resulted in a drastic down gradation of the standards in our education system and a high rate of rejection of their products. This is the result why we have a such a huge number of qualified teachers un/under employed.

## **Quality and Accountability**

Apart from the perennial concern with finance, questions of ‘quality’ and ‘accountability’ will be the principal themes in higher education policy debate. The major set back for achieving quality in our institutions is that the system is without any accountability. One should realize that quality and accountability are closely related. Quality as most people think is not just improving student grades and scores. While quality is a structural process for improving the output produced, accountability is rendering account of the activity being carried out, its efficacy and productivity. Thus we see that without accountability quality remains unachievable.

From the various court cases being fought by the Governments and the institutions it is clear that with the increasing competition between institutions for students, issues of accountability to parents, students, and the society is also attracting attention.

The debate about the nature of accountability and the form it should take however varies. Teaching effective institutes are in much sense accountable to students, their families, with high hopes and expectations and to potential employers who pay a substantial portion of the bills. Further there is also social and political accountability, which are mainly concerned with issues such as ensuring that teacher education is accessible to those who are likely to be able to benefit from it. Then there is the financial accountability – about the efficient use of resources and most important of all finally is the “ quality accountability ” which is concerned with promise and performance and the relationship between them.

Many argue that educational institutions need not be accountable to anybody and if it has to be they feel that it is nothing but an interference of bureaucrats, management or the like. With a cut in financial and Human resources the institutions and the faculty have developed an indifferent attitude to the needs

of the system. Most of them opine that the quality of education will improve only when the institution is provided with more money. But one should know that money is not the key to improving the quality of education. The quality of education will improve when administrators, teachers, staff and the management / board members develop new attitude that focus on leadership, teamwork, co-operation and important of all accountability.

## Quality Components

Every quality program includes four essential components. First - there must be a commitment to change. Quality is change and the thought of change evokes fear in many people. As we have yet to develop a process of continuous learning, our education professionals are confused of how to cope with the new requirements expected of them. Our institutions are not prepared to come out of the protective shield of the affiliating bodies and other traditional related educational processes, which has not only given them a protective shield but also a brand name. This fear of facing the market is preventing our institutions from being changed to meet student needs. Further to this our society is demanding that quality of education needs improvement, but at the same time it failed to support the efforts to improve and thus do not support change.

Second - one must have a clear understanding of the working of the system. Unfortunately we do-not look at the education as a system and many of our previous attempts to improve quality of education failed because this issue was overlooked.

Third -One must have a clear vision and everyone involved must “buy into” the vision. The vision is a beacon that guides your team on its quality journey.

Finally there should be a plan for implementing quality education, which should provide the team with set guidelines, which govern the implementing process. This quality plan must be a living document, which has the flexibility to accommodate change and reflects the immediate educational environment.

If we observe the present system it is in the final step we have failed. The system has been too open and exploited to the maximum by the pseudo educationists/professionals.

As the ultimate determinant of quality in any institution lies within the institution itself, a viable system of quality assurance would be one in which

institutions are themselves responsible for ensuring minimum quality thresholds. This is the purpose of the self-assessment of the institution and the assessment and accreditation by an external agency like NAAC. To ensure that long-term prospects for the sector as a whole are not being undermined by quality short-cuts in individual institutions the institutions should collectively share their experiences and evolve mechanisms for monitoring the arrangements of individual institutions. Finally the government should shoulder the responsibility for stimulating and rewarding specific examples of high quality.

# Management of Innovation in Teacher Education

– Arundhati Savadatti

## Introduction

The changing profile of Indian society has necessitated changes in the system of Education. The demands of globalization, communal disharmony, problems of diminishing resources, competition to attain power and territory have exposed the child of today to conflicting value systems. The alternative models of living and being available today, have made life decisions more complex and hence life processes more uncertain. Consequently, the system of education has to be more dynamic, to cope with the changes in the external world. It needs to provide an education which disciplines the mind, matures the heart and equips the child to act according to the dictums of his genuine understanding and true feelings. That is, an education that shapes the whole personality and builds the complete person is the need of the day.

## Ignatian Pedagogical Model (I.P.M)

Ignatian Pedagogical Model (I.P.M) is one such model conceived by the founder of the Society of Jesus, which caters to the evolution of a complete person with equal emphasis on his cognitive, affective and psychomotor development. The different phases of the model are,

- Studying the Context of the Learner
- Providing Experiences
- Invoking Reflections
- Inducing Action, &
- Evaluation of the entire process

That is, in this model, the child's both physical and psychological environment, his potentialities and aspirations are looked into so that appropriate learning experiences are planned to present the content.

After the presentation of the content in the form of meaningful and rich experiences, comes the stage of reflection. This is when the child is raised from cognitive level to affective level in viewing the content. This paradigm shift is to prompt the child ask questions like, “What is the lesson here for me?” Or “ what is the hidden message here that can benefit me as a person?”. That is, the stage of reflection is the stage when the learning is totally personalized, emotive responses are evoked and the latent values inherent in the curriculum are explored. That is, at this juncture, I.P.M transgresses all the rest of the models and the teaching strategies available today by making an attempt to touch the very core of child’s being.

The next stage in the model is of planning out an action strategy to transfer the learning of previous stage in to real life situations. Here, the child’s deeper experiences are translated into actions so that they are reflected in his dealings with others and with himself. The final stage of the model is of introspection and evaluation when the process of learning using the model and the content that being learnt is examined. The teacher also introspects his performance to lead the child through different stages of the model. And encourages the students to give him the feedback on the teacher behaviour.

Thus, it could be seen that I.P.M is a holistic, interactive, reflective model with sound philosophical, psychological, intellectual and humanistic base.

### **Management of Innovation**

The system of teacher education is the right platform for initiating any such change or innovative practice. I.P.M as a practice teaching tool evolved in St.Xavier’s Institute of Education and this paper is an attempt to present an insider’s view as to how an institution manages innovation.

What is that within an organization which prompts it towards an innovation?  
What kind of interplay of resources human and otherwise are required to make it happen?

What is the nature of information flow during this process?

What will be the effect of an innovation n one functional area of an organization into other areas of its activities?

What are the perceptions of the consumers regarding the attributes of the

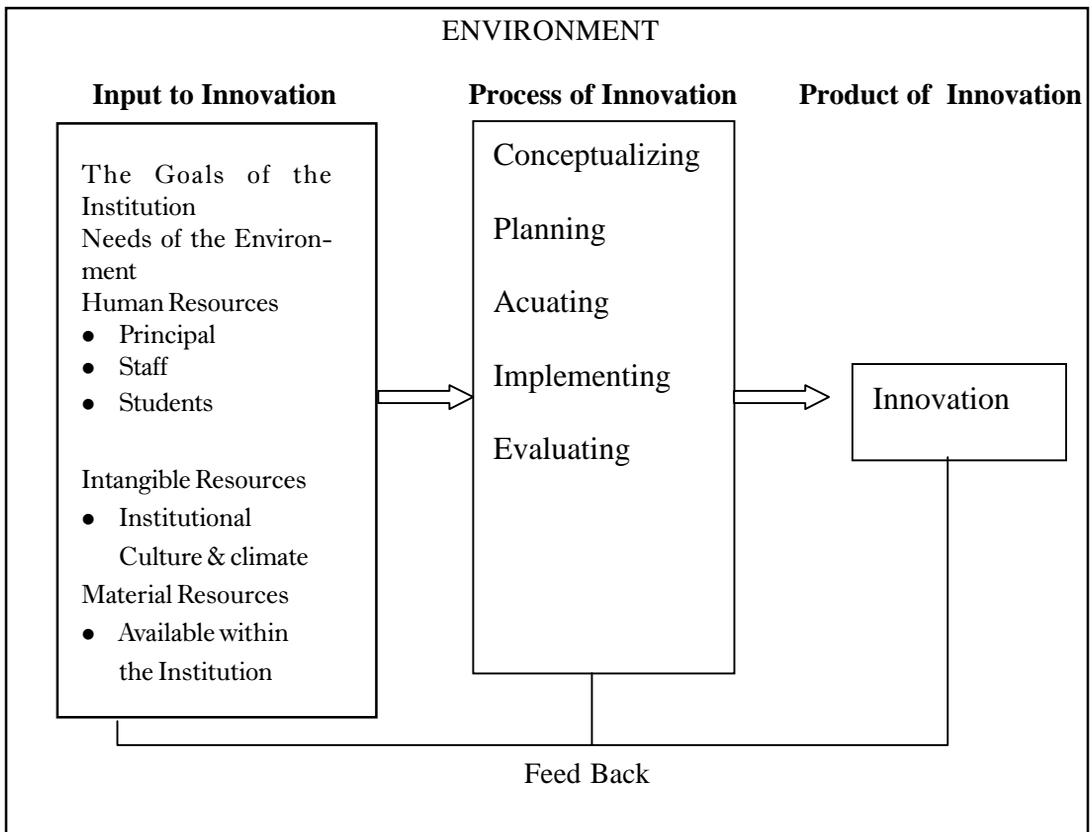
innovation and did it in any way affect their performance? etc. are some of the questions raised in the study.

It is obvious that the intricate questions raised above demanded the use of Systems Approach as the organization as a system with numerous interconnected parts - operating within a Suprasystem of the environment and was responding to its needs was involved in the study.

Case study method was found to be the ideal method to ensure exhaustive procurement of data from various sources using multiple tools to lead the researcher to an understanding of how does an innovation evolve?

What are the key factors in the management of innovation?

The data was gathered on the following aspects of the system.



The tools used in the study were:

- Participant unstructured observation using field notes
- Interview of key players  
(To identify the processes involved and the role of human resources in the Management of Innovation)
- Document Analysis (To probe into the ethos and the goals of the Organization)
- Structured observation schedules (To find out about the performance of the consumers of the Innovation)
- Semantic Differential Scale (To study the perceptions of the consumers about the attributes of the Innovation)

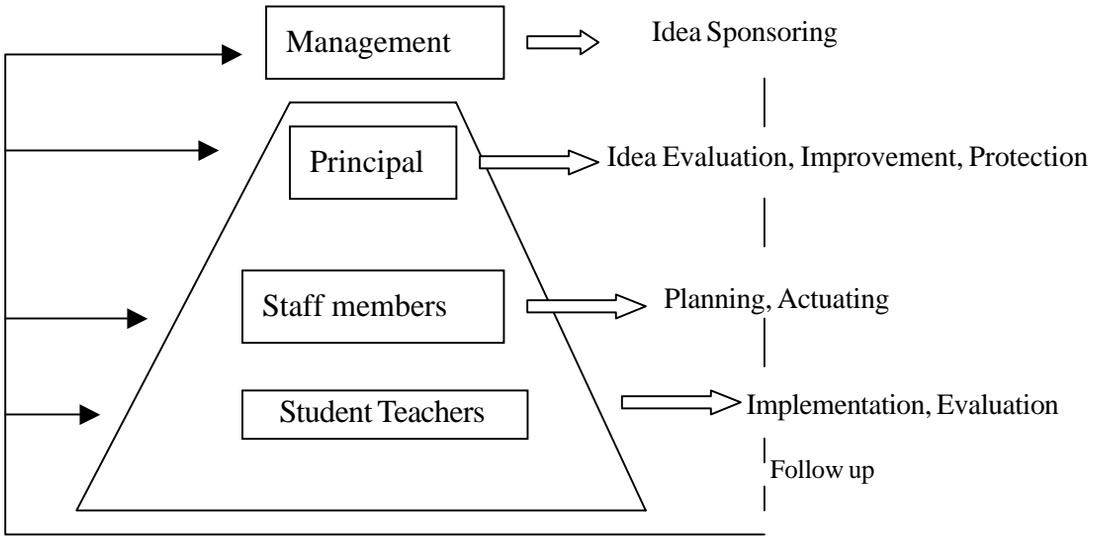
As the study being a process study involving soft data, which was qualitative in nature, both Methodological Triangulation and Data Triangulation of the data obtained through various sources using various tools were strictly applied to ensure the objectivity and validity of the data.

### **Findings of the Study**

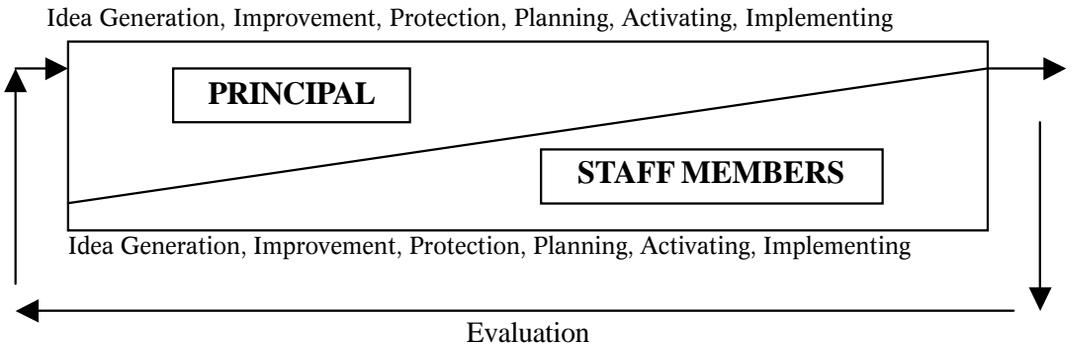
- Innovation is a function of the organizational goals and the felt needs within the institution.
- Longevity of an innovation depends upon the acceptance of the innovation in the external environment –viz, the school system.
- Management of the innovation in the organization is a dependent process.

It depends upon-

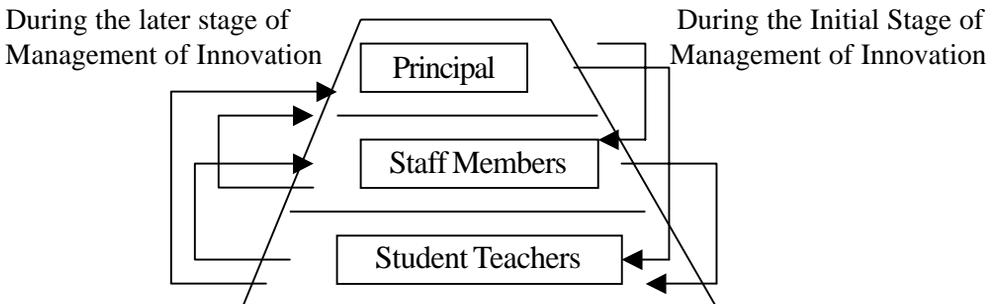
1. The innovative intent on the part of the organization
2. Resources available- both tangible and intangible
  - Management of innovation becomes an integral part of the day today operations of the organization affecting considerably the other spheres of its activities.
  - Organizational Hierarchy and Management of Innovation



**Role Profile of Human Resources in the Management of Innovations**



• **Informational Flow and Management of Innovation**



- *Key elements in the process of innovation are*

- 1 Conceptualisation
2. Planning
3. Actuating
4. Implementing
5. Follow up

Evaluation and Decision Making are the two processes running all through the different phases of innovation impacting the evolution of the innovation.

- *The strengths of the institution which facilitate an innovation are:*

- Management Support
- Innovative Leadership
- Culture and past traditions of the institution
- Competent and cooperative staff
- Eager and enthusiastic consumers

- *The constraints within the institution which impede the process of innovation are:*

- Lack of theoretical input on the innovation planned
- Interference of the earlier model with the innovation
- Apprehension about the receptivity of the clientele about the innovation
- Constraints of time to bring in innovation

## **Conclusions**

Innovations emerge as a result of felt needs at the macro level and to attain institutional objectives at the micro level.

The management of innovation revolves around the three key variables-viz,

- The individual
- The organization
- The processes employed within the organization

And hence a thorough study of these key variables must become the first step in the management of innovation, even before conceptualizing an innovation

Management of innovation is a new area open for research and such identifying innovative institutions and studying them for in depth analysis of processes involved can be a major thrust area of research in future. Institutions at the national level like, N.C.E.R.T, U.G.C and other institutions of higher learning can also be studied.

The fast changing world demands an educational system, which is dynamic and innovative. The system of teacher education is the right place to introduce any such changes. Ignatian Pedagogical Model (I.P.M) is an innovation which evolved in the portals of St Xavier's Institute of Teacher Education. The present paper is a case study of this institution.

The problems raised in the study are-

- What factors lead an institution towards an innovation?
- How does an institution manage innovation?
- What are the key elements in the process of innovation?
- What will be the impact of innovation on the rest of the activities of the institution?
- How does information flow before, during and after innovation?

The entire set up of the institution including tangible, intangible and human resources Organisational climate, ethos and aspirations of the institution and its people, it's past traditions and performances were studied much in detail. The tools used for data collection were, structured & unstructured observation, interview schedules, document analysis, semantic differential scale. Data was subjected to rigors of triangulation to ensure objectivity and reliability before it was analysed.

The findings of the study were-

- Management of innovation is a dynamic process depending upon the innovative intent of the organization and the people constituting it.
- Key elements in the process of innovation are conceptualization, planning, activating, implementing. Evaluation and decision-making are the two processes, which are evident during different stages of the evolution of innovation.
- Innovation emerges as a result of felt needs of the society at macro level and to attain institutional objectives and aspirations at micro level.

## **Commercialization In Teacher Education**

**– L. C. Singh**

### **Reshaping the Vision**

The focus on the quality of higher education has necessitated the need for educational institutions to become a knowledge enterprise that has to operate in a rapidly changing environment of globalisation of trade, global revolution in information and technology and conflicting demands of industry and institutions vis-a-vis growing unemployment rates, need for well-trained professionals, high running cost of universities and professional colleges and a new global market for higher education. The changes in global environment thus open up challenges of globalisation of economy, knowledge, society and demand for higher education

both in terms of quality and quantity. This is going to further escalate because of higher ambitions of parents, young boys and girls and also more sophisticated manpower requirements of the changing market trends. These dramatic challenges pose serious questions for higher education, and particularly professional education, urging educational planners to rethink the way education is to be perceived and managed.

### **Privatization – A Natural Evolution**

In view of the tremendous pressure on total educational knowledge enterprise for higher and professional education in particular, privatization is not an option but a natural evolution. The earlier system, where the state and charitable institutions come forward to open new professional colleges, is obviously unable to cope with the rising demands of a high profile professional education. The infrastructural, managerial and financial requirements coupled with a high yielding entrepreneurship has made the private sector to take a direct plunge into the educational enterprise, may be the process is still in its infancy. However, a tremendous beginning has already been made and the forces of demand and supply will sooner or later bring the required semblance

to the system.

A look at the possible contribution, that privatization can make to higher education enterprise as a whole, may generate a lot of hope for the future of higher and professional education. However, a closer look, at ‘what is’ as different from ‘what should be’, spells doom – the future of higher education seems bleak. Let me share with you some of the major concerns of defective and/or ineffective privatization in higher education, teacher education and other professional courses such as adverse effects on quality of education, withdrawal of government and increasing commercialization in higher education.

### **Forces to Push Commercialization**

Liberalization at the global level implies entry of private enterprise into the public sector economy. It subsumes commercialization as a legitimate component to earn profit though seemingly limited. Unfortunately, however, in our country, there is a fast diversion towards commercialization in higher education as a result of several forces working for it. Some of these are:

*Economic value:* Among all the human values in the materialistic world of today, the economic value is becoming predominant in one’s life. This drives an individual or a group of individuals into entrepreneurship and activities that would excel others in pursuit of economic achievements. It is not limited to trade/business sector; it has also entered into other social welfare sectors such as health, education, etc. The economic value naturally leads to commercialization.

*Social compulsions:* Individuals wish to get name and fame in the society. Some persons contribute to the social cause – human welfare including education and health. Philanthropists have set up educational institutions may be without any commercial motive. But this is also now getting vitiated by financial gains even through social welfare ventures. Commercialization has taken over the earlier social service motivation to money making motive.

*Political opportunism:* Some of our law makers are also motivated to enter in this area which they feel would not only lead to more financial gains but also stability in their own careers.

*Psychological attitude:* Some individuals develop strong positive attitude towards gainful economic activities. They have urge to earn huge wealth and assets. This money-oriented life style drives people to engage in commercialization in their respective field of work.

*Culture of corruption:* In the very recent years, there have been several quick changes in our cultural outlook. Social responsibility towards society has deteriorated and surrendered itself to profit earning only. The other cultural changes include trends such as - sacrifice to selfishness, social welfare to personal gains, fair means to any means, ethical behaviour to apathy and moral values to no morality.

### **Commercialization in Teacher Education**

There has been a phenomenal expansion of higher education in general and teacher education in particular during the post-independence period, so much so that during the last decade, government found it difficult to finance the setting up of new colleges. Therefore, universities and colleges are being encouraged to start new courses generating their own resources, thus ushering in an era of self-financing schemes for starting useful and professional courses in teacher education, which have gained special momentum today. Most of the operating revenues for self-financing courses and institutions come mainly form tuition and other types of fee. Now-a-days these institutions are coming up in large numbers and B.Ed. courses is becoming more popular because of the focus on universalisation of elementary education, education for all, and right to education which will promote job opportunities for teachers. There is a danger that the self-financing colleges may attract students having less ability but more payability. Some educational thinkers oppose the self-financing aspect of teacher education because of the chances of ills of commercialization and corruption creeping into this system. There are reports about the deteriorating quality of education in some of the privately run institutions, which is alarming.

#### *Who Comes Forward?*

It is intriguing to note what type of people coming forward to start teacher education courses or institutions. A short survey, done in July 2002, of forty self-financing institutions, who have set up their colleges of Teacher Education and got NCTE's recognition during 2001-2002 and are located in NCT of Delhi (13) or its neighbouring districts (27) of Uttar Pradesh, reveals that the owners

of SFIs come from the occupational groups such as advocates, teachers, politicians, businessmen (timber merchant, scrap and hardware dealers), industrialists (steel, brick kiln), builders/colonizers, etc. Some of the owners of the existing institutions who have started B.Ed. courses include those who are already in the trade and are running degree courses in subjects like the computer science, management and technology. There is yet another group of owners who have been running public schools for the last 15 years are also now running the B.Ed./ETE programmes in their schools for the last three years.

**Table 1**

Ownership of Self-Financing Teacher Education Institutions and Courses (N=40)

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1	Politician	1337
2	Professiona	13126
3	Businessman	2417
4	Industrialists	25411
5	Builders/Colonisers	44-8
6	Others	1-1
	Total	12181040

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*Spectrum of Commercialization*

Information based on personal communication in confidence with the stakeholders – parents, teachers and students reveals that the malpractices of commercialization cover a wide spectrum. These include the following:

- Auctioning of NRI seats
- Selling of payment seats
- Charging hostel and mess fee higher than market rates
- Charging penalty fee for absenteeism
- Pricing high the publications – prospectus, magazines
- Charging registration and admission fee extra
- Getting donations on ‘as you please’ basis

### *The Stake Holders*

The stakeholders who are victims of commercialization in teacher education need to change their attitude and outlook. This would go a long way in curbing the commercialization.

- a) In years to come the prospective employers will substantially increase in the private sector because the government is suffering from financial crunch. The employers' worry is about the quality of training and the competency of the teachers coming out of these institutions. They would employ those teachers who have the skill and competency to perform well in the school system. Non-performers will not be allowed to continue unlike government schools only on the basis of degree in education.
- b) Students are the main stake holders. Those who are desperately seeking admission to B.Ed., ETE/NTT are ready to bear the burnt of commercialization and even corruption. The students will have to stand against the malpractices of institutions, if they find that they are not getting the worth the money being paid. This would be self-forcing the curb on commercialization.
- c) Parents – mostly guardians/parents of the girls are found willing to pay “premium” to seek a seat in an institution even without bothering much about the quality. They want their wards to get the B.Ed. degree for latter matrimonial prospects and future security against bad times. They have to overcome such compulsions for the sake of better quality training in reputed institutions and ensure better placement chances.
- d) Teachers working in many SIFs are being underpaid. Some are terminated at the end of the session. Thus there is always uncertainty in the career.
- e) Owners of SFIs invest huge amount of money on building and other infrastructural facilities. Recovery of investment is slow as per the revenues. Long-term recognition by NCTE and affiliation by university are uncertain in many cases. This prompts the owners to recover the investment as early as possible. Some of the owners resort to commercialization at the cost of institutional reputation and training effectiveness.

### *Strong Measures to Curb Commercialization*

Commercialization of teacher education is malice. Being an ingredient of self-financing education in developing countries, it cannot be totally eliminated. though it can be minimized and curbed to some extent. Therefore, some suitable bold measures will have to be taken to curb the commercialization in teacher education. Hence the cruciality of roles of NCTE, NAAC, affiliating universities and the concerned state governments and the need for immediate implementation of the measures.

### *State Level Manpower Planning in Teacher Education*

Regular surveys have to be undertaken by the state-planning department to ascertain the manpower requirements of teachers in various subjects at different levels in the state. Based on this data, the need for opening new teacher education institutions or offering new courses in the existing institutions should be the decisive criteria for issuing ‘No Objection Certificate’ to an individual or a society/trust.

### *NCTE with Watch Dog Panel*

MHRD may set up a panel of eminent teachers and education experts to monitor the appointment of inspectors who would inspect the colleges of teacher education for recognition. Since complaints have been received against some of the inspecting teams giving a clear picture about the institutions visited the panel would also examine the process to grant of recognition to private self financing colleges of education by NCTE. It is somewhat like the PIL based action.

### *Stake Holders to Come Forward*

Stake holders – students, parents, teachers and owners of colleges of education have to come forward and give information, if any, about institutions which have been granted approval by NCTE and where norms and standards as prescribed by the Council have not been followed. Any kind of commercialization being done anywhere in such institutions should be reported in specific terms so that the Council can get the matter enquired and take appropriate action.

## Grading Institutions for their Quality

There are as many as 888 teacher education institutions at the secondary level and 1067 at the elementary level. Of these 676 are unaided (self financing) institutions offering teacher education programme at graduate level that are approved by NCTE. On an average, for every seat in teacher education (B.Ed./ETE) in Delhi approximately 500 students apply. Desirous students are keen to join in any institutions wherever admission is offered by the university irrespective of the quality (about which students are not aware). Some of the institutions often turn out to be worthless. As a result, students investing between Rs.50 thousand to more than a lakh might end up with a degree/diploma that has purely matrimonial advantage has marginal no market value. There is need to carry out extensive assessment and grading all the institutions across the country. This would ensure that institutions - big or small, old or new do not take undue advantage of the students who are in desperate need of getting teacher training particularly girls/women. Since these are going to be assessed on a number of criteria such as self appraisal report which is validated by peers visiting the institutions and finally graded by NAAC, the students seeking admission to teacher training courses would have a clear idea of the quality of the institution that they are getting into. In order to curb commercialization, the teacher education institutions will have to be graded for their quality performance and product. In this direction, the NCTE and the NAAC have recently entered into an MoU for executing the process of assessment and accreditation of all teacher education institutions coming under the provision of the NCTE Act. This is a welcome decision. In fact, approval of NCTE for giving recognized status to an institution for starting a teacher programme is like an ISI mark ensuring the quality of both the institution and its products – trained teachers.

## Role of Affiliating Universities

The reputation of an affiliating university is on stake if the SFIs of teacher education do not perform well, rather engage in malpractices. Merely framing of regulations will not ensure quality. The university has to introduce some mechanism to monitor and ensure that the curriculum transaction is done effectively, students attendance and achievement are ensured, evaluation system is enforced rigorously. The reputation of a university goes a long in getting

placement of the B.Ed. students specially in the private sector schools. I suggest certain specific role of affiliating universities for consideration of the conference.

- a) The affiliating university may constitute a management committee of SFI to represent community leaders, experts, parents, social workers and prospective employers for transparency and accountability. It should be the joint responsibility of the university and the management to assure quality of training.
- b) Alumni-involvement in educational management and instructional programmes will ensure better quality and reduce commercialization.
- c) Individuals may find it difficult to invest for the entire cost of setting up a new college. Therefore, external financial support mobilization has to be tried by the institution. In this context, community welfare societies, NGOs, voluntary organizations, religious trusts can be encouraged to come forward to successfully run teacher education institutions without indulging in commercialization.
- d) University should fill all the payment seats from their entrance test merit list. The practice of allowing institutions to fill the vacant seats directly at the last moment promotes commercialization.
- e) The NRI seats are being filled purely on commercial basis. Stringent measures should be taken by the government and the universities to check this practice. Rules to fill NRI seats should be framed by MHRD/MEA and strictly followed. In fact, MEA should fill these seats to eliminate commercialization in teacher education.

### **Corporate Sector Involvement**

Involvement of corporate houses in running teacher education institution may prove better. In fact the corporate sector has taken enough from society and should give it back something in return. Being much more organized, they can be quite effective in implementing the schemes with a positive outlook.

## **Consumer Perspective in Quality Teacher Education**

– S. B. Kshirsagar

### **Points of Presentation:**

- Introduction
- Consumer and consumer protection act
- Consumer protection and consumer rights
- Consumer movement
- Student as a consumer
- Need of Consumerist View in Education
- Measures for inculcating Consumerist View in Education
- Closure

### **Introduction**

The progress of a nation depends on the natural resources available in it and the human resource it produces. The former depends on the geographical location while the later on the quality of the education imparted to the people. Apart from physical, infra- structural or material resources, the human resources play an important factor in prospering and flourishing an institution, achieving the desired level and marching towards goals and thus contributing towards national development. The role of a teacher, and of an educational institution, in this context, is vital and cannot be ignored. The Indian Education Commission (1964-1966) has rightly said:

“ Of all the different factors which affect the quality of education and its contribution to national development; the quality, competence and character of a teacher are un- doubtly the most significant.”

Education widens the mental horizon, enables an individual to enjoy the good things of life and raise standard of living, and thus helps in the economic development of a nation by creating human resource for it. Hence, Education is regarded as the most effective instrument of national development and national reconstruction. Education (and of – course quality education), is the most effective tool of economic and social transformation. Quality education had been a key word in the present era and can very well be attained through the consumer perspective in education.

Consumer and consumer protection act: Indian government has taken an initiative in protecting the consumers by enacting various laws. The central government has passed a new “ Consumer Protection Act 1986 ”.This act gives wide powers to consumers .In addition special consume r courts are established for dealing with the grievances of the consumers. This act defines a consumer as:

“A person who buys any goods for consideration which had been paid or promised or partly paid and partly promised , or any under system of deffered payment and includes any user of such goods other than the person who buys such goods”.

A person who buys goods or service is not necessarily a consumer.

The act regards the user of a goods or a service as a consumer.

**Consumer protection and consumer rights:**

The consumer protection act 1986 provides added protection to the consumers to safeguard their rights. The consumers have the following rights:

1. The Right to safety
2. The right to be informed
3. The right to choose
4. The right to be heard
5. The right to redress

## Consumer movement

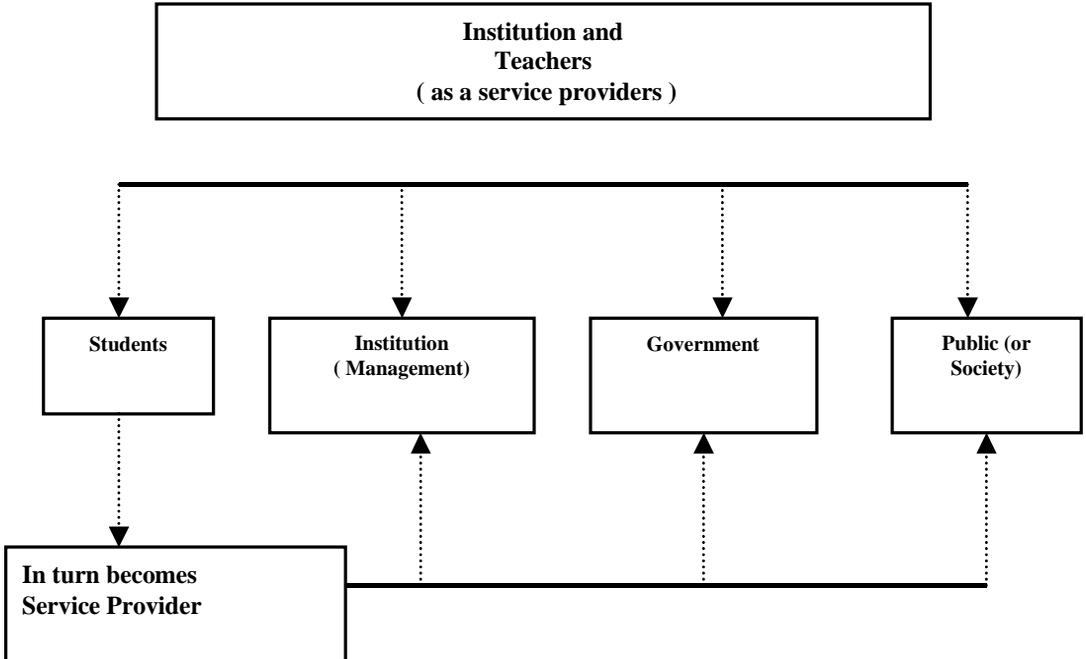
Consumer movement has been defined as:

“ A collective approach for solving problems, difficulties and challenges of consumers”

It is movement of the consumers, by the consumers and for the consumers. It is essentially for consumer education, consumer guidance, consumer protection and consumer welfare. Consumer movement protects the consumers but is not against any business and it always uses peaceful and democratic methods. It’s main aim is safeguarding the rights and privileges of all consumers.

## Student as a consumer

It can very well be understood that a student in an educational institution is a consumer. He can exploit all the rights under the consumer protection law. Presently He is unaware of his rights.



## **Need of Consumerist View in Education**

The consumerist view is essential from the following considerations:

1. Competency, commitment and performance consideration
2. Economic considerations
3. Quality considerations
4. Challenges due to globalisation, privatisation,
5. Accountability
6. Sustainable development and institutional survival
7. Inculcating a sense of commitment
8. Professional and ethical considerations
9. Psychological considerations
10. Social and moral considerations

## **Measures for fostering Consumerist View in Education**

- 1) Assessment and Accreditation - as a key process for quality consciousness.
- 2) Programmes for professional development of teachers and other members of the institutions.
- 3) Content Test for teachers.
- 4) Orientation of students and stake -holders.
- 5) Awareness about right & consumes by students.
- 6) Performance based reward system.
- 7) Licensing for a stipulated period of time.
- 8) Teaching competitions for teachers and student teachers.
- 9) NAAC / NCTE / UNIVERSITY / UGC to take appropriate steps to verify the quality of curriculum transaction in various institutions.

- 10) To create an attitude of quality services in the teachers.
- 11) Setting / providing more Infra- structural and physical facilities - to promote interactive and student centered learning using instructional technology.
- 12) Right to Quality Education - to be the fundamental right.
- 13) Measures to avoid disparities in quality of services provided by institutions, education of comparable quality.
- 14) Suggestion box / complaint book.
- 15) Evaluation of teacher by students.
- 16) Other feedback mechanisms –Interviews of students, observations of lectures by peers.
- 17) Maintaining transparency in all the educational processes including evaluation.
- 18) NAAC / NCTE to look into content coverage in colleges.
- 19) Content to be given more emphasis.
- 20) Teacher student Ratio 10 : 1, and not 14 : 1
- 21) Establishing Grievance redressal cells.
- 22) Avoiding Overlapping in Accountability.
- 23) Individual Accreditation
- 24) Modular courses
- 25) Parallel courses / degrees.
- 26) Online and any time examination.
- 27) UGC to provide details of the results of all the candidates appearing SET / NET examination.
- 28) UGC to allow to take out the question papers off the examination halls after the SET / NET examination is over.
- 29) To follow Benchmarking processes.

30) Restructuring of Teacher Education:

- Up grading Curriculum
- Duration of courses
- Online admissions, tests, results
- Multimedia and distance learning
- Self-financing and modular courses
- Alternate and part time use of human and non human resources
- To adopt Total Quality Management (TQM)

**Conclusions**

The above measures will help to inculcate appropriate attitudes to nurture the consumerist approach in education. Consumer consideration in education is the need of the hour. Providing quality services up to the satisfaction of the beneficiaries (prominently the student) is a greatest challenge before all of us. Consumer view in education is of vital importance, and fostering this view in all the members of educational institutions would be of paramount significance for the proper growth and survival of the institutions. Those institutions, which will not make conscious efforts in this direction, are likely to go into oblivion. Further more, consumer view is essential because consumer is the king of all service providers and their future is in the pleasure of the consumer. There is a need to take appropriate steps to instill and inculcate in the teachers an attitude of commitment towards the profession, the society and the students. This will help to improve the overall quality of educational services in the educational institutions.

## Course Perception-Expectation Match–A Consumer Perspective in Quality Teacher Education

– Usha Borkar

Education is a process of *human enlightenment* and *empowerment* for the achievement of a better and higher quality of life. A sound and effective system of education results in unveiling of learner's potentialities, enhancement of their competencies and transformation of their interests, attitudes and values. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the explicit aim of providing '*Quality Education for all*'. Hence the role of caretakers (teachers) of education assumes great importance. From time immemorial the members of the teaching community are considered the most important members of the society, as they are responsible for the most treasured of all resources-*the human intellect*. This colossal function of education cannot be discharged efficiently even by born teachers without any theoretical background. Also, as the learning population is increasing rapidly so also the need for teachers is increasing day by day. Therefore the profession of teaching cannot bank merely on persons with inborn talents to meet its demands, and like any other profession, personnel for the teaching profession *can be made* and *have to be made*. Thus the initial training (teacher education programme) of all the new entrants into the teaching community should play a constructive role. One cannot forget that teacher-education is the only sector of education, *inputs* of which are drawn from and *outputs* of which flow into the same system, i.e. the education system.

In the present system of teacher education it is observed that much is left to be desired. The educational system in India is prone to be in a *state of flux*. Any amount of financial jugglery is unable to take care of the matters that need attention in the vast and diverse fields of Indian education. As a result the system today has stagnated and schools and colleges have turned into teaching shops. Above all, in this state of confusion the system of teacher education is one of the most neglected areas. Furthermore, the very nature of the system of teacher education has a number of problems. As a teacher educator, the

presenter comes across fresh graduates from the B.Ed. course labeling the teacher education programme as “*irrelevant*” and “*not in accordance to the prevailing conditions in the school.*” At the same time for some student teachers the teacher education programme has provided *new avenues and stimulation* for further professional growth. These contradictory views reflected a wide gap in the opinions regarding the teacher education programme. It was felt, that the expectations with which the student teachers stepped into the colleges of education, remain unfulfilled to a great extent. The new entrants into the field of teaching found the course did not match the expectations they had from the course. At this point it is necessary to realize that the entrants into the teacher education programme are the *consumers* of the system. Excellence, of any institution, system or a process is *consumer driven* and *consumer focused*. Designing a system or institution for excellence necessitates maximizing *value for consumer*, which is possible through a sound understanding of the *dynamics of consumer* satisfaction and adopting strategies for using the voice of the consumer for redesigning, revamping and innovating services. In teacher education institutions the *immediate consumer* are the *student teachers* who come for acquiring the B.Ed. degree course. Therefore ascertaining what the student teachers expect from the system of teacher education and whether the system meets their expectations is the *first step in the journey towards excellence*.

An empirical study was conducted on a sample of 752 student teachers selected through stratified random sampling from eight colleges of education affiliated to University of Mumbai. The data was obtained with the help of a student questionnaire designed to collect information on the student teacher’s course expectations and course perceptions of the role and functions of colleges of education. The role and functions of the colleges of education was examined in ten different areas related to college functioning.

The researcher operationalised the variables considered for study in the following manner:

*Course Expectation:* Course expectation is what the student teachers anticipate/hope to get from the B.Ed degree course keeping in mind the curriculum components of the course, physical infrastructure of the college of education, social climate of the college of education, staff competence and responsiveness; and the future requirements of the profession.

*Course Perception:* Course perception is the manner in which the student teachers view the curriculum components of the B.Ed.degree course, physical infrastructure of the college of education, social climate of the college of education, staff competence and responsiveness; and the future requirements of the profession.

*Course Perception-Expectation Match:* Course Perception-Expectation Match is seen in the difference in the perception, expectation score measured as perception scores minus expectation score. A zero difference would indicate an exact match, whereas a positive or negative difference would indicate a gap where perception exceeds expectation or vice versa.

Tool/questionnaire in the form of rating scale was constructed to measure Course Perception and Course Expectation of the student teachers.

Course Perception and Course Expectation of the student teachers is studied in terms of following variables which are operationally defined as follows:

1. *Physical facilities:* This refers to the facilities provided by the college of education. The facilities include the library facilities, computers, overhead projector, audio and video systems, canteen, common room, classrooms, chalkboard, toilets, photocopying facility, telephone, lockers, and drinking water. Twenty items related to this area are included in the student questionnaire/ rating scale.

*Sample Items:*

- The college should have computer/computers.
  - The college should have clean drinking water facility within the premises.
  - The college should have a library stocked with required reference books.
2. *Social climate:* This is studied in terms of social atmosphere provided by the college of education. This involves relationship between student teachers, teacher educators and non-teaching staff, relationship between teacher educators and the principal. Nine items related to this area are included in the student questionnaire.

*Sample Items:*

- The teacher educators /principal should be approachable.
  - It should be possible to voice my viewpoint of any matter freely to my teacher educators.
3. *Workload:* This is studied in terms of work the student teachers have to do to get through in the course, also the amount of time spent for various activities as a part of the course. Six items related to this area are included in the student questionnaire/ rating scale.

*Sample Items:*

- The college should emphasize on compulsory attendance at seminars, workshops arranged by college.
  - I should get time to do full justice to my academic work.
4. *Curriculum components:* This is studied in terms of the theoretical aspects and practical aspects of the B.Ed degree course. The theoretical aspects include the various theories of education and practical aspects include the training provided to the student teachers for understanding the teaching sessions. Six items related to this area are included in the student questionnaire/ rating scale.

*Sample Items:*

- The theoretical and practical contents of the course should be in accordance to the future job requirements.
  - The theoretical and practical contents of the course should prepare me to evolve methods of teaching for larger classes.
5. *Access to infrastructure:* This refers to the ease of the availability of the physical facilities of the college to the student teachers. Six items related to this area is included in the student questionnaire/ rating scale.

*Sample Items:*

- The college should allow the student teachers to use the OHP for activities like paper –reading, demonstrations lessons.

- The college should allow the student teachers to practice on the computers.
6. *Communication*: This is studied in terms of how well and how clearly the teacher educators and the principal communicate with the student teachers. Six items related to this area is included in the student questionnaire/ rating scale.

*Sample Items:*

- It should be communicated to the student teachers the purpose of learning a topic.
7. *Staff competence*: This refers to the level to which the staff is competent at teaching, clearing doubts of the student teachers, in stimulating the interest of the student teachers through their teaching skills and involvement with their subject. Seven items related to this area is included in the student questionnaire.

*Sample Items:*

- The student teachers should clarify the various conceptual doubts of the student teachers.
  - The teacher educators should ask for feedback from the student teachers regarding their lectures.
8. *Reliability*: This is studied in terms of how consistent the college/teacher educators are with keeping with said time, activities, timetable and work. (Feedback, correction of essays, journals). Eight items related to this area is included in the student questionnaire.

*Sample Items:*

- The teacher educators should be punctual for the observation of lessons at practice teaching school
  - Activities in the college should be conducted in accordance to the timetable put up for the activities.
9. *Empathy*: This is studied in terms of how well the teacher educators are able to identify with or understand the student teachers. Five items related to this area is included in the student questionnaire.

*Sample Items:*

- The teacher educators should make efforts to understand and solve the difficulties (if possible) faced by student teachers during practice teaching sessions.
10. *Responsiveness:* This is studied in terms of how teacher educator can answer or act or feels to the stimulus provided by the student teacher's actions. Seven items related to this area is included in the student questionnaire.

*Sample Items:*

- The teacher educators should be open to new ideas from student teachers.
- The teacher educators should be receptive to suggestions regarding the execution of the course.

Data was collected in two phases. The tool of course expectation was administrated first and the tool of course perception was administrated after gap of some time period. This was done to avoid contamination of the course perception tool. The researcher did not want the student teachers to confuse between 'What the student teachers expected from the B. Ed course, before they joined the college of education' and 'what they are experiencing during the course period'.

The obtained data were processed to identify differences in the course expectations and course perceptions of the student teachers regarding various aspects of curriculum transaction and the same are referred to as Course perception-expectation match.

It was found that the student teacher's course expectation was higher than their course perceptions in areas related to individual development and societal development. In areas related to developing the discipline/subject, the colleges of education is perceived to performing better than what is expected of it by the student teachers. This study was more designed to compare course perception-expectation match of different types of colleges of education. But the same tools can be used to assess the curriculum transaction in each individual college of education. The areas reflected in the tool are also the

areas reflected in the self-appraisal report of NAAC. Hence this tool can be utilized in effective assessment.

### **Current Relevance of the Research**

The above tools can be used to help the student teachers to view the course in critical and objective manner. View point of student teachers regarding the course procedures can be helpful in providing insight into the working environment of the college of education. The information can be utilized by the college of education to better their own process of training.

Working on these lines, Hansraj Jivandas College of Education has used this tool to assess its functioning during the academic year 2001-2002 and the current academic year i.e. 2002-2003. At the beginning of the academic year i.e. on first or on second day of the commencement of the course the student teachers are administered the course expectation tool. Freedom is provided to the student teacher to express their expectations. At the end of the academic year the tool of course perception is administered. The course perception score is compared with course expectation score and course perception expectation match is found. Course perception-expectation gap is critically analyzed and strategies are developed to reduce if not totally eliminate the same. The data obtained is assessed and the academic transaction is planned according to the specifications. The following are some of the changes that were incorporated after assessing the course perception-expectation match:

- Guidance days for lesson planning were planned in such a manner that the student teachers had at least three days for preparation.
- Computer facility is made available to the student teachers for all working hours of the college
- Feedback from the principal is given to the student teachers at least once a month with respect to various components.
- Schools are allotted keeping in mind the residence area of the student teacher.
- Rotation of guidance teachers so as to enable student teachers to get an opportunity to learn and interact with different teacher educators.

- Each group of student teachers is given two practicing schools and one standby school to ensure exposure to different types of schools.
- Each teacher educator ‘adopts’ ten student teachers who are guided to enhance their academic performance.
- Keeping in mind the current trends and demands, the student teachers are trained to prepare instructional materials in the form of PowerPoint presentations. Training is also provided in preparation of charts, models and transparencies in order to cater to student teachers coming from different regions of Maharashtra.
- Book bank facility is made available to the student teachers where they are provided with fourteen reference books, which they can keep for the entire academic period.
- Qualitative feedback is provided to the student teachers in the form of ‘Brainstorming’ sessions.

Incorporating these suggestions has definitely enabled the college to meet the needs and expectations of the consumer, i.e. the student teacher to some extent. In this manner each college of education can use these tools, which also help to reflect upon some of the items of the self-appraisal report.

# **The role of society and parents' involvement in strengthening institutional efforts to improve performance in Teacher Education**

**– R. T. Jantli**

## **Introduction**

India is a fast developing country. The development of this country depends mainly on the quality of education imparted at various levels. Hence, ensuring the quality of people who impart education i.e teachers is very important. Teacher Education is gaining greater momentum in recent years as demand for teachers at primary and secondary school, is increasing rapidly. More and more institutions are being setup to provide training to prospective teachers. But the results of many such institutions is rather misleading as almost all the students get through the B.Ed course with distinction or first class. Marks do not assure quality. Quality of teachers depends on their skill, attitude and application of what they have learnt during their training.

The teacher training institutions need accreditation through objective and scientific assessment. But before they actually go through the process of accreditation it is imperative that the institutions grow in all respects. Gone are the days when it was believed that the development of an institution was the sole responsibility of the government or the management. In modern days, society and parents of students play a constituent role in the development of quality based institutions. So, it is important to study the role of society and also of parents in improving teacher education institutions.

The present article is about the study made by the investigator to know the role of society and parents in developing teacher education institutions.

Objectives of the study.

- 1) To study the different aspects of teacher education programme.
- 2) To know the role-played by the society in developing the teacher education institutions.
- 3) To know different activities undertaken by the society in developing teacher education institutions.
- 4) To know the different aspects of the society to develop such institutions.
- 5) To know the methodology adopted for such developmental programmes by the society.
- 6) To study the role of the parents in improving the status of the teacher education institution.
- 7) To know different activities undertaken by the parents in developing teacher education institutions.
- 8) To know the methodology adopted by parents in developing such institutions.
- 9) To study the educational implications of both society and parents in developing quality based teacher-training institutions.

### **Methodology**

The present study is a research survey through required tools and proper samples.

Tools for the Study.

- 1) Questionnaire for the people involved in the society.
- 2) Rating scale for institutional status .
- 3) Questionnaire for parents of B.Ed. students.

### **Sample and Sampling Procedure**

The selection of the sample for the present study involves following aspects.

- 1) Selection of B.Ed. Colleges.
- 2) Selection of members of the society around selected B.Ed. Colleges
- 3) Selection of parents of the B.Ed. Colleges involved in the study.

### 1. *Selection of B.Ed. Colleges*

There are 15 B.Ed. Colleges affiliated to Karnatak University, Dharwad out of which the investigator selected 5 B.Ed. Colleges randomly.

- 1) Karnatak University College of Education, Dharwad.
- 2) Krantiveer Sangolli Rayanna College of Education, Belgaum.
- 3) J.P.College of Education, Gadag.
- 4) S.R.Kanthi College of Education, Ilakal.
- 5) Sri Kumareshwar College of Education, Hangal

### 2. *Selection of Members of the Society*

Following societies were randomly selected from above mentioned cities where the Colleges of Education are situated.

- 1) Vidyavardka Sangh (Reg.) Dharwad
- 2) Nagarika Hittrakshana Society, Belgaum.
- 3) Vidyadhana Samiti Sangh, Society Gadag.
- 4) Nagarika Seva Sameeti, Society Ilakal.
- 5) Prajahita Sameeti Society.

Five members from each of the above society were randomly selected for the study. Hence there were 25 members of the above society involved in the study. members included noted educationalists, social workers, political leaders, professionals and business peoples.

### 3. *Selection of Parents of B.Ed. College Students*

Five parents from each of the B.Ed. College mentioned above were randomly selected . Totally 25 parents of the above 5 selected B.Ed. Colleges were involved in the study.

The selected parents included noted educationalists, social workers, political leaders, professionals and business peoples.

## **Data Collection Procedure**

The required data was collected with the help of students of the above-mentioned B.Ed. Colleges in three stages.

*First Stage:* Giving questionnaire to the selected members of the society with proper instructions . The rating scale was also given to them.

*Second State :* Giving questionnaire to the parents of the B.Ed. College students.

*Third Stage :* Collection of response sheets for the questionnaires and rating scales from the above persons.

**Statistical Procedure Used**

Percentage Analysis and ‘t’ Test

**Findings and Discussion of the Results**

After the analysis and interpretation of the data collected from two different personnel’s following results in the form of findings have been reported.

The Role of the Society

- 1) Most of the members of the society expressed that they have great desire for involving in the development of teacher training institutions.
- 2) They also agreed to the fact that most of the teacher training institutions have been neglected by the society , which needs immediate care.
- 3) They also agreed that most of the teacher training institutions are not getting any financial help from the government and the teacher educators are neither getting proper salary non job security.
- 4) Most of the members expressed that the infrastructure and other facilities most of the teacher training institutions are not good. Hence Immediate steps should be taken to improve the same.
- 5) The materials and the human resources of most of the teacher training institutions are not up to the mark.
- 6) Most of the institutions levy large sums as donations from the students, but do not have adequate facilities.
- 7) Some of the colleges do not even have enough teaching staff members.

- 8) Most of the existing staff members did not have Doctorate degree and were not NET or SET qualified.
- 9) Some colleges had retired teachers or teacher educators on this rolls.

### **Suggestions given**

- 1) The funds collected from the students should be utilised properly for the development of the institutions. A high level committee of the local public should be constituted to look into the proper utilization of the funds collected from the students.
- 2) The management of the teacher training college should include the well known members of the society and also a government officer and a legal advisor .
- 3) The selection of the teacher educator for the college should be done through the subject expert and noted educationalists and department heads.
- 4) The selection of the students should be based on the merit and performance in the entrance test.
- 5) Poor students and students belonging to SC, ST and minority community should be given admission with nominal fees.
- 6) The members of the society should bear the expenses met for such students in completing the course.
- 7) The society should come forward to help teacher training institutions in strengthening the institution in the following manner.
  - i) Providing opportunities to the teacher educators to participate in the community service activities such as Citizenship Training Camps, Environmental Studies, Cultural Activities, Literacy Camp etc.,
  - ii) Providing good practicing school for practice teaching.
  - iii) Honoring best teacher educators and rank students.
  - iv) Publishing books and articles written by teacher educators.
  - v) Sponsoring the seminars/ Conferences / Workshop conducted by institutions.

- vi) Collection funds by the public for the improvement of infrastructure and other facilities of the teacher education institutions.
- vii) Influencing the education department and officers in getting necessary benefits for the institutions.
- viii) Organising systematic programme of action for the academic and other development of the institutions.
- ix) Construction of hostel for the students and also helping poor students by providing scholarship.
- x) Helping the teacher educators to undertake educational projects, doctoral study on regional contributions for education etc.
- xi) Establishment of placement services and guidance cells for the students
- xii) Establishment of Xerox facilities, Canteens, Stationary shop, Internet facility at subsidised rates for the students and teacher educators.

### **The Role of Parents**

- 1) The parents expressed that most of the teacher education institutions are not having good infrastructure and other required facilities.
- 2) They also expressed that they had to pay heavy donations and fees for this course.
- 3) They also felt that the teachers and the other staff of such institutions are not getting proper salary and other facilities. Only few institutions are providing such facilities to the staff.
- 4) Some parents expressed that they are in contact with principal and other staff members of the B. Ed. Colleges, and they enquire about the progress of their wards.
- 5) Most of the institutions do not provide any help to the poor students and students belong to SC,ST and minority communities (admitted through management quota).
- 6) Most of the institutions are un-aided and are not having enough staff members with required qualifications.

- 7) The society may give loans for students and teacher educators for various purposes.

### **Suggestions**

- 1) Involvement of parents in the development of the teacher training institutions should be a regular feature.
- 2) Donation of land , building and other property for the institutions.
- 3) Donations in the form of money, books, charts and other audio visual materials and equipment like , TV, Video, OHP etc.
- 4) Helping the poor students through sponsorship .
- 5) Awarding prizes for the students obtaining ranks in the final exams.
- 6) Sponsorship for conducting seminars / workshop by the institutions.
- 7) Publishing books and articles written by teacher educators.
- 8) Regular visits to such institutions and survey of required things and influencing the management / government for providing such facilities.

### **Discussion of Results and Educational Implications**

It is quite clear from the above findings that the role of the society is most important in strengthening the efficiency of teacher training institutions in various manners. The society can help in improving the infrastructure , in getting required materials for the institutions , in recruiting quality teacher educators and also in the enrollment of meritious and poor students in the institutions. The society can also instruct the management of the institutions to utilize the funds collected by them for proper developmental process. The society may also undertake different activities by organizing jointly with college and public so as to bring about desirable changes.

Similarly parents who are responsible for providing student inputs to the respective colleges also play an important role in improving the performance in teacher education through many activities like donation of lands, building and other materials required for institutions, adoption of poor students, helping the students by providing scholarships, and other resources, and sponsoring different programmes organized by the teacher education institutions.

Influencing the various bodies like DSERT, NCTE, and UGC to provide assistance for such institutions and donation of books, publishing the books and articles etc; would also be helpful for institutional development.

Despite the mushroom growth of teacher education institutions, the number of well furnished, quality based institutions is very limited. The society and the parents are the only authorities who can to question the management of such institutions and demand for good infrastructure and human and material resource for the student teachers. Hence the need of the hour is to create awareness amongst the society and the individuals around teacher training institution to mobilize adequate support to the institutions. This will help them to improve quality and show good performance in providing quality teacher education for the prospective teachers.



