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National Seminar On

**"Quality in Teacher Education:  
Integration and Duration"**

27<sup>th</sup> and 28<sup>th</sup> March 2017



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## **About the Conference.....**

Education is the engine for the development in the new world economy. In the new economy knowledge is the power. If the country is to transform itself to a “knowledge society by 2020 the education system has to be powerful. For the education system to be powerful the teacher education system should be effective. It is a common criticism that one year B.Ed is insufficient in terms of duration for adequate and stable knowledge in content areas, in pedagogy of teaching and in developing a sense of positive attitude towards teaching among the trainee-teachers. The National Commission on Teachers (1985) under the Chairmanship of D.P.Chattopadhyaya stated that the existing one year B.Ed course must be made effective both by lengthening the time available and by revamping the current course and curricula. The apex bodies of teacher education programmes proposed two year Teacher Education Programme to give rich and in depth experiences to the student teachers to make them reflective practitioners. The seminar will enlighten the participants about the need and importance of quality teacher education. It also focuses on overall development of the teacher trainees particularly in developing sound knowledge base for teacher trainees in content areas and their skills to be competent enough regarding transferring the content material to the students in the schools meaningfully. There is a strong requirement for integrating theory and practice in teacher education.

The seminar was organised with the objectives 1). To sensitize all the stake holders regarding Quality in Teacher Education through Integration and Duration 2). To discuss and suggest the solutions for the Quality concerns in Teacher Education. The sub themes of the seminar are Teacher Education and Quality Concerns, Teacher Education and the Cultural Context, Teacher Education and Inclusive Set up, Teacher Education and Integration of different disciplines of knowledge, Teacher Education and Integration of Technology, Teacher Education: Integration of Theory, School Experience and Community

Interaction, Quality Teacher Education Vis a Vis Extended duration and Any other relevant sub-theme.

Articles were enriched by seminar resource persons and organising committee. It was also edited by professional in the field for publication in refereed journal. The Subthemes covered under the seminar will be enriching the knowledge among teachers, researchers, teacher educators extension educators, technovats, research scholars, policy makers and other interested groups. The papers discussed in the seminar and which is being published is ready review for researchers in the field of teacher education. The conclusions of the seminar throws light on the thrust areas in Teacher Education for Policy Makers.

**Prof. T.G.Amuthavalli**  
Seminar Convener

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### Editorial.....

It is heartening to note that our journal is able to sustain the enthusiasm and covering various facets of knowledge. It is our hope that IJMER would continue to live up to its fullest expectations savoring the thoughts of the intellectuals associated with its functioning .Our progress is steady and we are in a position now to receive evaluate and publish as many articles as we can. The response from the academicians and scholars is excellent and we are proud to acknowledge this stimulating aspect.

The writers with their rich research experience in the academic fields are contributing excellently and making IJMER march to progress as envisaged. The interdisciplinary topics bring in a spirit of immense participation enabling us to understand the relations in the growing competitive world. Our endeavour will be to keep IJMER as a perfect tool in making all its participants to work to unity with their thoughts and action.

The Editor thanks one and all for their input towards the growth of the **Knowledge Based Society**. All of us together are making continues efforts to make our predictions true in making IJMER, a Journal of Repute

Dr.K.Victor Babu  
Editor-in-Chief

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## PREPARING TEACHERS FOR THE INCLUSION CLASSROOM: UNDERSTANDING ASSISTIVE TECHNOLOGY AND ITS ROLE IN TEACHER EDUCATION

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### Abstract

Visions of better schooling include innovative uses of technology, a much greater emphasis on collaborative work, integrated and problem based curricula, and higher expectations for students. There exists a current need for teachers to have additional skills and abilities in technology, specifically concerning the special needs student and assistive technology, this need extends to all teachers. The current educational system encourages an inclusionary setting for all special needs students, and this setting is supported by federal laws. This paper provides information concerning laws, definitions, services, levels of assistive technology, and the application of assistive technology in the educational process. An overview is included of current NCATE (National Council for Accreditation of Teacher Education) and ISTE (International Society for Technology in Education) guidelines as they relate to assistive technology. The current components of education degrees that include or require educational technology and assistive technology are outlined. Federal legislation exists concerning the application of assistive technology in an educational setting. This paper proposes a model for addressing and improving the integration of assistive technology and universal design to better prepare teacher candidates and education graduates to meet the needs of students in the inclusion setting. The goal of this model is to enhance teacher performance with assistive technology and students with disabilities, enabling equal access to educational situations and materials in the least restrictive environment.

**Keywords:** Inclusion Classroom, Assistive Technology, Teacher and Education.



## INTRODUCTION

Education is the most important weapon in the world for developing the nation. Teacher is the right person to develop the individual abilities within and without the individuals through teaching. Teacher education is the process to enlighten the trainees' abilities through technological equipments using in their teaching is necessary for coping with the contemporary challenges in the education system. Through the use of assistive technology (AT) devices, many student teachers can decrease their isolation from a special class and become an important part of a regular classroom, which is considered the least restrictive environment (LRE). Technology access solutions do exist for student teachers who need assistance with content material. Screen readers that read aloud the text on the screen or web page can overcome barriers to accessing electronic information encountered by students who have vision disabilities. Captions built into multimedia programs can overcome barriers for students who have hearing disabilities (RESNA, 2001). Assistive technology then may be a basic tool in the educational process for any individual who experiences a disability.

### Impact on Educators

With the growing focus to address the needs of all students, including those with disabilities, inclusion is a component of school restructuring agendas (McGregor & Vogelsbert, 1998). The inclusion model has become the current education classroom standard. Consequently all teachers have a need to be trained and prepared for the inclusion of special needs students in the general education population. Lipsky and Gartner (1996) define inclusion as "the provision of services to students with disabilities, including those with severe impairments, in the neighborhood school, in age-appropriate general education classes, with the necessary support services and supplementary aids (for the child or the teacher) both to assure the child's success - academic, behavioral, and social - and to prepare the child to participate as a full and contributing member of the society." Teachers must be prepared in the instructional setting to adapt instruction for an individual by changing one or more aspects of the material being taught such as:

- The method by which the instruction is delivered to the student.



- The amount of content material to be covered
- The evaluation method or criteria
- The level of assistance provided in the learning situation
- The learning environment: and/or
- The instructional materials that are used by the student. (Beninghof & Singer, 1995)

### Legal Aspects

The concept of an inclusion classroom or school is based upon teaching students with disabilities in regular classrooms, rather than in special schools, classrooms or pull-out locations. Supported by court decisions, inclusion has been increasingly defined through lawsuits brought by parents of disabled children around the country. The court's stated, "Inclusion is a right, not a special privilege for a select few." This judgment, was based his interpretation of the federal Individuals with Disabilities Education Act (IDEA), which calls for serving children with disabilities in the least restrictive environment, and on Section 504 of the Rehabilitation Act, which guarantees disabled people access to services provided by any entity that receives federal funding. (Education Week, 2001).

The federal Individuals with Disabilities Education Act (IDEA) and its 1997 amendments make it a requirement that schools educate children who have disabilities, in general education classrooms whenever possible. With this charge is also a requirement that all students classified as having any form of disability have an **individual education plan** (IEP) developed specifically for that student. The IEP will be developed by a team of people including teachers, administrators, councilors, parents, outside experts (as needed), and even the student for whom the plan is being developed. As part of the federal IDEA amendments, there are statements that now require assistive technology devices and services to be considered on an individualized basis and become a part of the individual education plan if the child needs the assistive technology or services to benefit from his educational program. The IDEA statements that focus on assistive technology devices and/or services require that the IEP team ask:



- Will AT enable the student to meet the goals set for the education program that cannot be met because of his/her disability?
- Does the student need assistive technology to be involved in the general curriculum, including participation in state and district wide assessments?
- Does the student need assistive technology for augmentative communication?
- Does the student need to be able to use the device at home or in the community to achieve the goals of the IEP?

If the team finds that any of the answers to the questions is yes, then the IEP team must ensure that the needed AT devices and/or services are made available to the student (Florida Department of Education, 2000). Based upon the NCATE accreditation requirements and ISTE teacher technology standards, it would be reasonable for a school administrator to expect that an education graduate from an NCATE accredited program would be able to effectively participate on a student's IEP team. These expectations would presuppose that such an education graduate be able to make effective judgments and recommendations concerning assistive technology.

### **Assistive Technology**

the first legal definition of assistive technology devices and services. An assistive technology device was defined as any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. An assistive technology service was described as any service that directly assists an individual with a disability in selection, acquisition or use of an assistive technology service.

Assistive Educational Technology (AET) is the theory and practice of design, development, utilization, management, and evaluation of processes and resources that are used to increase, maintain, or improve functional capabilities of individuals, with or without disabilities, for learning (Cavanaugh, 2000). The distinction between assistive and educational technologies is becoming less clear as



the concept of universal design is incorporated into conventional technology.

### **Assistive Technology Levels and Categories**

Assistive technology has the capacity for increasing student independence, increasing participation in classroom activities and simultaneously advancing academic standing for students with special needs, providing them the ability to have equal access to their school environment. The other assistive technology application areas are Aids for Daily Living, Communication and Augmentative Communication Tools, Environmental Control Systems, Leisure Time or Recreational Adaptations, Mobility Aids, Prosthetics and Orthotics, and Vehicle Modifications.

In considering assistive technology in the classroom, the environment, the individual, and the characteristics and levels of the technology must be included (Gitlow, 2000). Assistive technology may be classified by technology being high-, middle-, or low-tech. A low-tech assistive technology option is usually easy to use, has low cost (under \$200 US), and typically does not require a power source. Mid-tech assistive devices are also easy to operate but typically require a power source. The high-tech device is usually complex and programmable, and includes items that require computers, electronics or microchips to perform a function. An example of the application of technology could range from having a voice input word processor (high tech) to a student using an adapted pencil grip (low tech) to assist during writing (ATEN, 2002).

Along with considering the level of the technology, consider the levels of how the assistive technology devices or services could be applied into the classroom environment. J. Judd-Wall (1999) proposes that levels in applying the assistive technology that are concerned with whether the item is personally, developmentally, or instructionally necessary. Personally necessary items are assistive technology devices and/or services that are used by an individual student, such as a pair of colorblind glasses to enable a learner to more effectively interact with his/her environment. These devices and/or services help meet an educational need which may be based on some developmental delay, which in the future would be overcome, eliminating the need for the assistive device or service in an individual's future.



At the personally necessary level, a student must have the technology to be able to function, and the technology is only for them. An augmentative communication device such as a speaking keyboard would be a good example of a personally necessary item. The developmental level would imply that while the technology is currently necessary for an individual, he or she should through time and assistance progress or develop out of its need. Consider a student who is having trouble with vocabulary, possibly due to a learning disability or the fact that English is his or her second language. The student currently uses a talking portable dictionary to look up new words and their listen to pronunciation. As he/she grows more familiar with the new words, he/she no longer looks them up as often, gradually progressing to independence from the talking dictionary.

At the instructionally necessary level, the technologies are needed in order to fulfill the requirements put forth by the class or grade level. A student may be in a science course and needs to manipulate equipment, such as a microscope, but an injury may cause trouble with his/her fine motor skills. By adding extensions onto the microscope controlling knobs or by using a digital camera microscope, the student can fulfill all the course requirements with accommodations, much as any other student. These material accommodations and adaptations would also be available to any other student in the class interested in using them. This application to all students becomes a basic component to inclusion education, by allowing any student better access or access in a more appropriate alternative format to the information being taught.

#### Example Application of Assistive Technology

Consider a sample application of assistive educational technology in the area of augmentative or alternative communication devices: the use of text-to-speech software. A text-to-speech software program, is also known as a screen reader or voice output system. Using such a system will allow a user to have his/her computer read selected text aloud through the computer's sound card or other speech synthesis device. These programs analyze given text and then using a phonetic algorithm, restructures text to a phonetic system, and then reads the text aloud. The computer calculates the pronunciation of each word (with certain software and systems working better than others) and then says the word in its context. As reading



and writing are understood to be basic components of an educational program, providing alternative formats, scaffolds and supports for those activities are necessary to be able to reach all students. The use of the screen reader can enable students with disabilities such as poor or no vision to access the information that they need, but it can be applied to all students, with or without disabilities.

The educational theory of multiple intelligences suggests that there are a number of distinct forms of intelligence that each individual possesses in varying degrees, with the implication of the theory being that learning/teaching should focus on the particular intelligences of each person (Gardner, 1983). Text-to-speech technology provides users an additional avenue for receiving the information. The presentation of information through multiple avenues accommodates to learning styles, individual differences in abilities and multiple intelligence (e.g., Gardner, Guilford, Sternberg) (TIP Database, 2002). Through the use of the text-to-speech program, the student has increased chances of "learning" the information. In application to a writing activity, text-to-speech software relates to Millers Information Processing Theory in that students can use the software as a tool for editing and self-evaluation of their work as the computer reads back the work to the student.

According to CAST (1998), in order to reach learners with disparate backgrounds, interests, styles, abilities, disabilities, and levels of expertise, the educational materials should be flexible and adaptable for all learning styles. Through the use of assistive technologies, like text-to-speech software programs, teachers can provide tools that assist all students in their endeavors.

### **Inclusion and Assistive Technology in the Teacher Preparation Program**

Teacher education programs are being encouraged to change to include the concepts of inclusion through their accreditation agencies, such as Interstate New Teacher Assessment and Support Consortium (INTASC) and National Council for Accreditation of Teacher Education (NCATE). In NCATEs (2002) latest set of unit (college) standards, as part of the vision for professional teachers for the 21<sup>st</sup> Century qualified teachers should teach every child. The standards also state that new teacher graduates should be able to apply



effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds. A commitment to technology is also needed to ensure that all teacher candidates are able to use educational technologies to help all students learn. INTASC states, in its Model Standards for Beginning Teacher Licensing, that teachers should know about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges (1992). NCATE and INTASC both expect teacher candidates to understand language acquisition; cultural influences on learning; exceptionalities; diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools. With exceptionalities defined as a physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services are necessary (NCATE 2002).

The guidelines and standards for educational computing and technology leadership programs are even more specific, stating that a graduate of such a program should demonstrate awareness of resources for adaptive assistive devices for students with special needs. A graduate should also be able to identify and classify adaptive assistive hardware and software for students and teachers with special needs and locate sources to assist in procurement and implementation (NCATE, 2000).

A review was conducted of instructional technology programs within the colleges of education across a large state university system. The analysis of the published programs of study showed that none of the state colleges of education offered a course specifying assistive technology in its title or available description. A similar limited review was conducted of universities nationwide that offered graduate programs in educational or instructional technology. This survey found that fewer than 20% of the colleges provide courses focusing on assistive technology as part of their educational technology degree.

In an analysis of general education teachers who have been found to be successful with inclusion, resources, time and training were found to be determining factors (McGregor & Vogelsbert, 1998). Based upon this knowledge general teacher education programs should be designed to include content related to inclusion



concepts, including assistive technology. General inclusion concepts and strategies could be taught throughout the core required and content method classes. Due to the technology requirements it would be difficult to integrate assistive technology concepts and methodologies into general education courses. Currently, assistive technology is, for the most part, only discussed as a small component of other technology integration classes, or is thought of as only needing to be part of the special education section. There exists the need for the addition of the application of assistive technologies and awareness to a course that is a required part of general teacher education programs.

Many colleges of education now require or encourage their students to take an introductory or survey course in educational technology or computer applications to which the addition of assistive and adaptive devices and assistive technology education concepts would be an excellent match. This course could present strategies for students who are physically or mentally impaired, and may be in an inclusion or mainstreamed situation. The purpose of the course would extend beyond learning about how use technologies to include information on technology applications to overcome handicaps and improve functionality. Course topics could include: basics of assistive technology; legal/ethical issues associated with assistive technology; assistive technology and the individual education plan (IEP); levels of assistive technology; technology adaptations; Windows and Macintosh built-in accessibility tools; text-to-speech and speech-to-text; universal design and the Internet; and physical and learning disabilities.

An additional facet of such a course could be the evaluation of material for universal accessibility, covering such topics as web pages accessibility and choosing content area software that is accommodating for special needs. The course should include active hands-on experiences with assistive technologies.

### **The Future of Education**

As the education of all students occurs more frequently within the standard classroom in the inclusion environment, the concepts of teaching and learning that incorporate assistive technology approaches and accommodations become more important. This change in population will have the impact of changing the learning goals, the teaching methods, and the means of assessment for all students.



Assistive technology is a wide-ranging educational tool that is growing in its use and importance, and is required for consideration for all students classified with any form of disability and must be included on that students individual education plan (IEP). Current and future teachers then ".need to be focused on classroom-wide and building wide contexts, reflecting an alignment within special education as well as between special and general education" (McGregor & Vogelsbert, 1998). General teacher education programs must restructure themselves to include content for those teachers concerning special education methodology and pedagogy along with student modifications, accommodations, and assistive technology.

Assistive technology tools can make a significant difference for students with disabilities (Rose & Meyer, 2000). Assistive technology tools can allow access to information and activities that otherwise are inaccessible. An added benefit is that the tools can also make information and resources more available even to those who dont have a disability or have not yet been identified as having a disability.

The exceptional education teachers are not the only ones who need awareness of assistive technology. All regular education teachers are likely to encounter mainstreamed special needs students, and the purpose for using the technology ideally is to allow and support the student in the general student population. From discussions with professionals in the assistive technology community, I found that integrating the concepts into a preservice education course is needed, as it would better prepare the future teachers for the reality of today's classroom.

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## TEACHER TRAINING – ROLE OF GOVERNMENT IN ACHIEVING QUALITY EDUCATION

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Education plays an important role in human development. Human development encompasses development in several dimensions of human well-being. It is one of the most important means to improve personal endowments, build capabilities, overcome constraints and in the process, enlarge available set of opportunities. The process of education and attainments thereof has an impact on all aspects of life. It forms the basis for lifelong learning and inspires confidence to face challenges. It provides the skills to individuals to become more self-reliant and aware of opportunities and rights.

To achieve quality education, teacher plays a very important role because teaching is not a profession but a mission. The relation between teacher and student should not be limited to the classroom, instead take on partially, responsibilities of a parent too.

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education. Within the federal structure of the country, we have broad policies and legal frameworks on teacher education provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments, with an objective of improving the learning achievements of school children, the twin strategy is to:

- (a) prepare teachers for the school system (pre-service training); and
- (b) improve capacity of existing school teachers (in-service training)

The education not only impacts human development and economic growth, but also essential for eradicating poverty and to give responsible future citizens. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational



from 1st April, 2010, has important implications for teacher education in the country. The education is the key which allows people to move up in the world and ultimately succeed in their lives. So, education is very important, and no one should be deprived of this Right.

## Introduction

*" The primary task of a society is to find a real teacher, one who performs his duty with perfection and dedication and is a perfect moral example for the society" - Rabindranath Tagore.*

Education plays an important role in human development. Human development encompasses development in several dimensions of human well-being. It is one of the most important means to improve personal endowments, build capabilities, overcome constraints and in the process, enlarge available set of opportunities. The process of education and attainments thereof has an impact on all aspects of life. It forms the basis for lifelong learning and inspires confidence to face challenges. It provides the skills to individuals to become more self-reliant and aware of opportunities and rights. Education refers to the systematic process of gaining knowledge and skills through study and instructions. The person providing the instruction is known as teachers and the person who receives or gains education is called a student or pupil.

Education is the backbone of developing countries. Developing countries should understand the importance of education and develop a sound educational system. Sustainable development of economy and society is closely related to education. The most important resource of a nation is its human-capital. Educated people have more understanding of themselves and of the others. They have the ability to become entrepreneurs, scientists and agriculturists. The world of today is driven by Information Technology and education in this field may become a deciding factor for the future economic development of developing countries.

The importance of education for the development of a country must not be underestimated because education is the tool which alone can inculcate national and cultural values and liberate people of false prejudice, ignorance and representations. Education provides them required knowledge, technique, skill and information and enables them to know their rights and duties towards their family, their society and



towards their motherland at large. It expands their vision and outlook, provokes the spirit of healthy competition and a desire to advance for the achievements of their consciousness regenerating truth, and thereby capability to fight ignorance, injustice, corruption, violence, disparity and communalism, the greatest hazards to the progress of the nation.

From the British rule of more than two centuries India inherited grinding poverty, ignorance and above all illiteracy percentage at the time of transfer of power was eight. Even after sixty years of independence nearly 35 per cent of our total population lacks basic literacy. More than 50% of Indian children drop out of the schools at primary level, majority of the drop-outs coming from the population segment living below subsistence level. Hardly seven out of 100 youths in the age group of 17-23 years get an opportunity for higher education.

It is evident that our government has failed to provide compulsory primary education to the masses. India shares 34% percent of the world's illiterate population, the factor responsible for this situation seems to be the lack of will and commitment on the part of central and state governments. During the year 2005-06 total expenditure by the centre and state governments was Rs. 9900 crores, hardly 2.8% of country's GDP whereas Kothari Commission's recommendation was the provision of at least 6% of GDP towards education meaning thereby that provision is less than one half.

Under XI plan the allotment for education continues to be 3% of GNP whereas in the common minimum programme of the government public expenditure on education should be raised to 6% of GDP so that constitutional obligation of providing free and compulsory education of good quality to children of all sects irrespective of caste, creed and colour may be fulfilled.

Social face of India is poor and dark. A healthy and happy population are the basic components and indicators of development and progress of a nation. Undoubtedly India's GDP is rising and touching the level of 8% but there is no rise in the standard of living of rural population as well as urban people. Economic progress not accompanied by social progress is of no use for a nation. There are countries having lower per capita income than India but much better placed in matter of literacy only for the reason that public expenditure in those countries is



around 50% of the amount required by India in order to enhance the existing state of adult literacy.

## **DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIAN SOCIETY**

It is essential to see the historical background of educational development to understand the present and visualize the future.

### **Ancient Period/ Vedic Period -**

In Vedic era education had a very prominent place in society. It was being considered as pious and important for society. In the eyes of Aryans, education was the only means to acquire, prosperity in the field of physical, mental, spiritual and social developments. Education was the most important aspect of human life of that period. Terms such as knowledge, awakening, humility, modesty etc. are often used to characterize education in the Vedic period. A high standard of learning and culture was attained by Indian women during the Vedic age; in addition to training in the arts of housekeeping they learnt music and dancing.

### **Buddhist Education System**

In India during the time of Buddha, there was a racial discrimination in the society. This discrimination was according to profession of man, and according to birth. Brahmanism dominated the society and established their supremacy in the country. It is to be said that on the foundation of Buddhism a new and special Education System originated in ancient India. Buddhism made a tremendous movement which played a valuable role in the development of Education System in ancient India or ancient Buddhist world. There was progress in all aspects of Indian civilisation under the impact of Buddhism; there arose many centres of learning which did not exist before.

### **Education During Medieval Period( Islamic Education)-**

Islam gives importance to education, which is the process of teaching and acquiring or learning knowledge (which includes beliefs, values, attitudes, manners and skills). Education in Islam plays important role in developing every individual, to be successful in realizing the very purpose of man's creation. When the Qur'an began to be revealed, the first word of its first verse was 'Iqra' that is, read.



Education is thus the starting point of every human activity. A scholar (alim) is accorded great respect in the hadith. According to a hadith the ink of the pen of a scholar is more precious than the blood of a martyr, because a scholar builds individuals and nations along positive lines.

### **Education during British period**

The development of education system during the British period was determined by the needs of the colonial powers. Although, before 1813, Missionaries and various religious groups had brought some basic education unofficially to the Indian masses but it was through the Charter Act of 1813 that a state system of education was officially introduced in the Indian history.

The modern school system was brought to India, including the English language, originally by **Lord Thomas Babington Macaulay** in the 1830s. The curriculum was confined to “modern” subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between teacher and the student.

The Uttar Pradesh (a state in India) Board of High School and Intermediate Education was the first Board set up in India in the year 1921 with jurisdiction over Rajputana, Central India and Gwalior. In 1929, the Board of High School and Intermediate Education, Rajputana, was established.

### **PRESENT SENARIO OF EDUCATION SYSTEM:**

As we know, the word ‘education’ comes from the word ‘educere’ which means to bring about what is already in. The purpose of school education is to guide the children to discover themselves by identifying and nurturing their potential to a full extent. A teacher is a person who builds the future of a student by planting the seeds of knowledge. A parent or teacher must act as gardeners and not as potters. It is important that education system should be based on application and intelligence instead of trying to test memory or knowledge.

Our present education system lacks practicality and its relevance also the present day education is based on below three facts:



- Quality of Education: In terms of infrastructure, teachers, accreditation, etc.

Affordability of Education: Ensuring poor and deserving students are not denied education.

- Ethics in Education: Avoiding over-commercialization of education system

Present education system should include personality development lessons, moral and ethical teaching, it should be beyond the religion, region and language. Our children would grow up to be sensible, sensitive and responsible global citizens.

Today, India has become a favourite global education destination, sharing platforms with the USA, UK, Australia, Canada, Germany and France. It is not only attracting Indian students but also students from china, Canada, South Africa and other countries to pursue their higher education.

Education in India today focuses more on scores rather than knowledge

- This system has 90% theoretical subjects
- The students are not allowed to experiment on their own
- In the end, students are coming out of schools and colleges with bookish knowledge alone as the method of learning doesn't connect to reality
- An increased pressure on students due to much competitive spirit among the private institutions
- Many schools are not concentrating on extracurricular activities like sports, games and others. It is creating a false impression in children that education is the only important part in life.

We are in a country where people are spending their parent's life savings and borrowed money on education – and even then not getting standard education, and struggling to find employment of their choice. In this country, millions of students are victim of an unrealistic, pointless, mindless rat race. The mind numbing competition and rote learning do not only crush the creativity and originality of millions of



Indian students every year, it also drives brilliant students to commit suicide.

We also live in a country where the people see education as the means of climbing the social and economic ladder. If the education system is failing – then it is certainly not due to lack of demand for good education, or because a market for education does not exist.

Education system in India is failing because of more intrinsic reasons, Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. It is still a colonial education system geared towards generating babus and pen-pushers under the newly acquired skin of modernity. The goal of our new education system should be to create entrepreneurs, innovators, artists, scientists, thinkers and writers who can establish the foundation of knowledge based economy rather than the low-quality service provider nation that we are turning into.

### **CONSTITUTIONAL AND LEGAL PROVISIONS :**

Universal and compulsory education for all children in the age group of 6-14 was a cherished dream of the new government of the Republic of India. This is evident from the fact that it is incorporated as a directive policy in article 45 of the constitution. But this objective remains far away even more than half a century later. However, in the recent past, the government appears to have taken a serious note of this lapse and has made primary education a Fundamental Right of every Indian citizen. The pressures of economic growth and the acute scarcity of skilled and trained manpower must certainly have played a role to make the government take such a step.

As per the constitution of India, school education was originally a state subject - that is, the states had complete authority on deciding policies and implementing them. The role of the Government of India (GoI) was limited to coordination and deciding on the standards of higher education. This was changed with a constitutional amendment in 1976 so that education now comes in the so-called concurrent list.

The government of India realised the importance of teacher education as a result of which many reforms were brought out particularly after independence. Many committees and commissions were set up for strengthening the system of teacher education during the post-independence period



- The Central Advisory Board of Education (CABE), set up in 1935, continues to play a lead role in the evolution and monitoring of educational policies and programmes.
- The National Policy on Education, 1986 and the Programme of Action (POA) 1992 envisaged free and compulsory education of satisfactory quality for all children below 14 years before the 21st Century.
- The government committed to earmark 6% of the Gross Domestic Product (GDP) for education, half of which would be spent on primary education. The expenditure on Education as a percentage of GDP also rose from 0.7 per cent in 1951-52 to about 3.6 per cent in 1997-98.
- To streamline the education, the Govt. implemented the recommendations of Kothari Commission under 'National Policy on Education' in 1968.
- Universal primary education.
- Introduction of new pattern of education, three language formula, introduction of regional language in higher education, development of agricultural and industrial education and adult education.

Govt. of India announced a new National Policy on Education in 1986 stating that Universalisation of primary education, vocationalisation of secondary education and specialisation of higher education were the main features of this policy.

- The University Education Commission (1948) recommended that theory and practice of pre-service teacher education must support each other.
- The Education Commission (1966) recommended the quality of training institutions and of how teacher education programs should be implemented.
- The Secondary Education Commission (1952-53) recommended the adoption of new techniques of evaluation and suggested that more capable and intelligent persons should be attracted to the teaching profession.



- The important landmark was the setting up of the State Institutes of Education (SIEs) in 1964 for providing greater coverage and regional specificity in the programs of in-service education and training of teachers and other educational personnel concerned with primary education.
- In 1973, the government of India constituted the National Council of Teacher Education (NCTE) to act as a national advisory body on all matters relating to teacher education and to review progress and plan schemes to ensure adequate standards in teacher education.
- The National Policy on Education (NPE) (1986) and Programme of Action (POA) (1992) called for an overhaul of the teacher education system.
- The Acharya Ramamurti Committee of 1990 and the Yashpal Committee Report of 1993 made very useful recommendations.
- The NCTE was established as a statutory body in 1993 by an Act of Parliament for maintaining the norms and standards in the country.
- In 1998, the NCTE brought out the Curriculum Framework for Quality Teacher Education, which provides guidelines for the organisation of curriculum for different stages of teacher education.
- The National Council of Educational Research and Training (NCERT) also brought out teacher education curriculum during 2004 and State Council of Educational Research and Training (SCERT) at State level were established to maintain the standard of education. University Grants Commission (UGC) was instituted to determine the standard of higher education.
- The National Curriculum Framework (2005) recommended that teacher education programs be recast to reflect professionalism in the process of training and teaching.

The above committees and commissions, and various scholars and educationalists, have pointed out several weaknesses still prevailing in the teacher education system in our country. Therefore, there is an urgent need to rectify these in order to develop quality and competence



among prospective teachers so that they may be able to fulfill their changed roles and responsibilities effectively and successfully.

## **ROLE OF A TEACHER IN ACHIEVING QUALITY EDUCATION:**

A lot of development has been made in the field of education India after Independence. There is a wide growth in general education and higher education. Efforts have been made to spread education among all sections and all regions of the country. Still our education system is ridden with problems. In ancient India close relationship existed between the pupil and the teacher. The teacher used to pay individual attention on his students and used to teach them according to their aptitude and capability. Knowledge was imparted orally and the different methods of learning. There exists the Gurukula system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. If accepted as a student by the guru, he would then stay at the guru's place and help in all activities at home. This not only created a strong tie between the teacher and the student, but also taught the student everything about running a house. The guru taught everything the child wanted to learn, from Sanskrit to the Holy Scriptures and from Mathematics to Metaphysics. The student stayed as long as she wished or until the guru felt that he had taught everything he could teach. All learning was closely linked to nature and to life, and not confined to memorizing some information.

The teacher being a sculptor has to play multidimensional role to inculcate the interest in subjects to the heterogeneous cult of students. He has to inspire the students who are completely demotivated and dispirited. Quality education is the solution to all the problems and teachers have the main role to achieve it. Today, improving the quality is the biggest challenge before the higher education system. Access to the global economy will depend more on the quality and productivity. This problem can be solved by making available more and more professional skills. It is the responsibility of the higher education system to ensure that the skills, understanding and output of the students are equal to the best in the world.

The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching / learning



process. Teachers' role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of higher education depends upon quality of those who impart it. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education.

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education. Within the federal structure of the country, we have broad policies and legal frameworks on teacher education provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments, with an objective of improving the learning achievements of school children, the twin strategy is to:

- (a) Prepare teachers for the school system (pre-service training); and
- (b) Improve capacity of existing school teachers (in-service training)

### **Conclusion**

India is a developing nation and it has been expanding in every field. Development of education in India brought about a transformation and the concept of education got modified, has attained new level essentially after the independence of the country. Literacy rate has increased from around 3% in 1880 to around 65% in 2001. According to the 2011 Census, the Literacy Rate is recorded to be around 74%.

Education is a powerful tool to unlock the golden doors of freedom which can change the world with the advent of British, their policies and measures breached the legacies of traditional schools of learning and this resulted in the need for creating class of subordinates.

To achieve this goal, they instituted a number of acts to create an Indian canvas of English colour through the education system.

To achieve quality education, teacher plays a very important role because teaching is not a profession but a mission. The relation between teacher and student should not be limited to the classroom, instead take on partially, responsibilities of a parent too. Teachers should be given an opportunities to take up in service training at



frequent intervals to improve the standards because technology is improving day by day they should update themselves to impart quality education to students which means giving Quality education is the education that best fits the present and future needs of the learners. It is the education that provides students with the tools to deal with and find solutions to challenges confronting mankind. In a changing world of rapid technological advances, this means that what was considered quality education yesterday might not meet the standard of what will be understood as quality tomorrow. It should not be regarded as a process of consumption, but as a process of interaction between teachers and students.

The education not only impacts human development and economic growth, but also essential for eradicating poverty and to give responsible future citizens. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country. The education is the key which allows people to move up in the world and ultimately succeed in their lives. So, education is very important, and no one should be deprived of this Right.

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## TEACHER EDUCATION: ISSUES AND CHALLENGES IN PRESENT SCENARIO

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### **Abstract**

Teachers play a vital role in shaping the future teachers to develop their talents and fulfill their potential for personal growth and well-being. They acquire the complex range of knowledge and skills that they will need as citizens and as workers. It is school teacher who mediate between a rapidly evolving world and the pupils who are about to enter it. The success of a student depends most of all on the quality of the teacher. With the advent of standard-based reforms, the quality of teachers has become a major concern of policy-makers, college and university, especially at the colleges of teacher education and the public in general. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more important than ever. This paper aims at making contributions to the ongoing debates in the challenges and quality of teacher education and the creation of a new knowledge base that can serve all endeavors at different levels for teacher quality and development in different parts of the world. In facing up to the numerous challenges to teacher education in the era of digital technology and globalization, this paper will facilitate the quest for new teacher education for the future. This is emphasized for teacher educators, educators, graduate students, researchers, policy-makers and those interested to reform teacher education for the future.

### **Introduction:**

Measuring quality in teacher education perspective that favors equal opportunity in education; Comfort with diversity, which is a reported ease of interacting with other. Providing information on a dispositional



measurement system for teacher education will help ensure the development of quality professionals. As professionals we are charged with responsibility to not only teach dispositions but develop a way for systemically measuring it as well. Relevance of teacher educator has always measured the dispositions of their candidates. Recently, NCTE has specified that the process must be formalized and the documentation of candidates' appropriate dispositions is now required. Many teacher education institutions have hesitated to aggressively pursue measuring the dispositions of their candidates. The teacher education program are facing lot many issues and challenges.

### **Meaning of Teacher Education**

**The National Council for Teacher Education has defined teacher education as**

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

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

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

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

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction provide appropriate reinforcement and conduct effective assessment. It includes effective



classroom management skills, preparation and use of instructional materials and communication skills.

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

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

### **National Curriculum Framework on Teacher Education**

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005.

While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under.

1. Reflective practice to be the central aim of teacher education
2. Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;
3. Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
4. Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.



Teacher quality affects all stages of the teaching „lifecycle“, from attraction into the profession to ongoing development and retention in their own schools. To improve equity in educational outcomes, quality teachers must also work in schools where they are needed most including, remote and disadvantaged schools.

Improving teacher and school leader quality requires action to:

- Attract the „best and brightest“ entrants to teaching;
- Train our future teachers through world
- -class pre-service education;

Place quality teachers and school leaders in schools where they are needed most;

Develop teachers skills and knowledge through ongoing professional learning; and

Retain quality teachers and school leaders in our schools.

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

### **Need and significance of teacher Education**

Teachers serve education, which is an effective instrument of man making. The teachers learn this art through pre-service teacher education programme. A weak programme of teacher education cannot serve this purpose. It is with the objectives of raising the professional status of teachers, developing among them greater commitment to society, their students and their profession, increasing their professional competencies and performance skills and empowering the teachers to face new challenges. The evaluation of teacher trainees in



the teacher education institutions is another big joke. The difference in the marks between high achievers and low achievers is minimal and the faculty members are least bothered in either encouraging the trainees to score high or to punish the lazy with low marks. Thus, most trainees who enter these institutions come out with flying colours.

### **Issues and Challenges in Teacher Education**

There is many parameters that focus on educational quality in recent years , examining factors that help improve education and proposing ways to promote better learning in schools. In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. The rapid changes in society led to teachers facing new and complex issues, resulting in changes in the area of teacher education. One of the most significant developments was the creation of Special education for children with special needs. For Special education teachers, learning how to effectively convey subject content is as important as learning this information. Special education teachers must be taught how information, especially more advanced and complex subject material, can be effectively taught to students in non-traditional ways. Special education teachers also often are required to study additional aspects of psychology and sociology. How special education can be brought into the mainstream and make it as an inclusive subject with in the general teacher education program.

### **Others Emerging Issues and Challenges Are**

- Innovation in pre-service teacher education curriculum
- Lack of up-to-date books, and materials on teacher education
- Development of national professional standards
- Strengthen workshops and partnership between universities and teacher education colleges and schools to prepare teachers
- Mentoring Inexperienced teachers



- Development of a system of on-going professional development for teachers Establish learning communities and networks among teachers; Professional learning for educational leaders
- A greater transparency in the funding of teacher education Staff appraisal systems and the use of peer observation in schools are still in development
- Teacher evaluation seems to place more emphasis on professional duties/ responsibilities than on actual classroom teaching practices.
- Teacher-centered strategies and pedagogy still dominate in the classroom There is a relatively large variation among schools in the area of instruction, particularly concerning independent student practice, questioning skills, and teacher expectations for student achievement.
- There is a need to explore the development of performance-based evaluation or developmental teacher evaluation systems for the purposes of teacher evaluation.
- Needs to separate developmental and judgmental appraisal, for developmental appraisal, teachers agreed that lesson observations enhance teaching quality.
- Teachers are more supportive of lesson observation if their goal orientation is more learner-oriented than performance-oriented.

### **Conclusion**

Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions. These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swinging fall. Furthermore, as with members of any other profession, teachers have a responsibility to develop new knowledge about education



and training. In a context of autonomous lifelong learning, their professional development implies that teachers: Continue to reflect on their practice in a systematic way; undertake classroom-based research; incorporate into their teaching the results of classroom and academic research; evaluate the effectiveness of their teaching strategies and amend them accordingly; and assess their own training needs.

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## ICT-PEDAGOGY INTEGRATION IN TEACHER TRAINING

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### Abstract

While information and communication technology (ICT) is not a panacea for all educational problems, today's technologies are essential tools for teaching and learning. To use these tools effectively and efficiently, teachers need visions of the technologies' potential, opportunities to apply them, training and just-in-time support and time to experiment only then Can teachers be informed and confident in their use of new technologies. Today, a variety of ICT can facilitate not only delivery of Instruction, but also learning process itself. Moreover, ICT can promote international collaboration and networking in education and Professional development recognizing the importance of ICT in teaching and learning, a majority of the countries in the world have provided ICT teacher training in a variety of forms and degrees. Even though many teachers report that they have not had adequate training to prepare themselves to use technology effectively in teaching and learning, there seem to be several efforts around the world in which countries are effectively using technology to train teachers and are training teachers to use technology as tools for enhancing teaching and learning. This appear organizes various ICT teacher training efforts found in different countries into four categories. 1) ICT use as main content Focus of teacher Training 2) ICT use as part of Teaching Methods 3) ICT as core Technology for delivering Teacher Training 4) ICT used to facilitate Professional Development and networking. Best practices in using ICT in teaching and learning and successful pedagogies are now being shared among teachers scattered around the world.

### INTRODUCTION

While information and communication technology (ICT) is not a panacea for all educational problems, today's technologies are essential tools for teaching and learning. To use these tools effectively and efficiently, teachers need visions of the technologies potential,

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opportunities to apply them, training and just-in-time support and time to experiment. Only then can teachers be informed and confident in their use of new technologies. Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time. As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Modern developments of innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching. These challenges ask teacher to continuously retrain themselves and acquire new knowledge and skills while maintaining their jobs. Then what can be done to help teachers meet these challenges?

Today, a variety of ICT can facilitate not only delivery of instruction, but also learning process itself. Moreover, ICT can promote international collaboration and networking in education and professional development. There is a range of ICT options-from video conferencing through multimedia delivery to web sites – which can be used to meet the challenges teachers face today. In fact, there has been increasing evidence that ICT may be able to provide more flexible and effective ways for lifelong professional development for today's teachers. Because of rapid development in ICT, especially the Internet, traditional initial teacher training as well as in-service continued training institutions worldwide are undergoing a rapid change in the structure and content of their training and delivery methods of their courses. However, combining new technologies with effective pedagogy has become a daunting task for both initial teacher training and in-service training institutions.

## **TEACHER TRAINING APPROACHES**

Research indicates that ICT can change the way teachers teach and that it is especially useful in supporting more student centered approaches to instruction and in developing the higher order skills and promoting collaborative activities. Recognizing the importance of ICT in teaching and learning, a majority of the countries in the world have provided ICT teacher training in a variety of forms and degrees. Even though many teachers report that they have not had adequate training



to prepare themselves to use technology effectively in teaching and learning, there seem to be several efforts around the world in which countries are effectively using technology to train teachers, and are training teachers to use technology as tools for enhancing teaching and learning. ICT teacher training can take many forms. Teachers can be trained to learn how to use ICT or teachers can be trained VIA ICT. ICT can be used as a core or a complementary means to the teacher training process. This paper organizes various ICT teacher training efforts found in different countries into four categories.

### **ICT USE AS MAIN CONTENT FOCUS OF TEACHER TRAINING**

Most of the early ICT teacher training programs in the 1990's focused on ICT use as the main training content. This approach has an emphasis on teacher training in how to use ICT in the classroom. It addresses issues such as selecting appropriate ICT tools and supporting students in the use of those tools, using ICT to promote learning activities, developing new methods of facilitating learning and evaluating student performance and so on. One example case from Singapore's initial teacher training is provided below.

As Singapore's only pre-service teacher training institute, the National Institute of Education was entrusted with the responsibility for integrating ICT into initial teacher training programs based on the nation's Master plan for IT in Education. Accordingly, the NIE developed and began implementing a new ICT plan in 1998, which identified four main areas that needed change: curriculum; physical and technological infrastructure; human resource infrastructure; and R&D in the use of ICT in education. The curriculum was revised to include three kinds of ICT courses for student teachers; basic ICT-skill workshops, a 30-hour ICT foundation course and a 26-hour elective course. In addition, the 6 to 12 hours of ICT integration into each curricular subject class was recommended. Basic ICT skill workshops, paid for by students, are provided by external organizations and cover word processing, power point, Internet literacy and other technical skills.

A 26-hour elective course covers the design and production of computer-based instruction A 30-hour ICT foundation course is entitled "Instructional technologies in the class room instructional planning



models; selecting, creating, evaluating. And integrating instructional technologies and resource materials promoting creativity and complex thinking through ICT project work activities; and organizing and managing instructional activities with appropriate ICT resources in the class room” . Besides taking these courses, NIE students pursuing a Diploma in Education must have five weeks of practicum during the first year of their pre-service training and ten weeks during second year. The trainee is expected to use ICT while teaching, depending on the school’s ICT infrastructure.

### **ICT USE AS PART OF TEACHING METHODS**

This approach integrates ICT into teacher training to facilitate some aspects of training. Participants of the training are asked to actually use ICT to learn about ICT integrated pedagogies. These training strategies seem to be supported by previous research that argues that teachers are likely to benefit by actively experiencing ICT skills as a learner.

### **ICT AS CORE TECHNOLOGY FOR DELIVRING TEACHER TRAINING**

In this approach, ICT is used as the major way of providing the learning experience of teacher training. The content of this approach does not necessarily focus on ICT skill itself but rather covers a variety of ICT applications.

The teacher training courses at VHS use the Internet as the main delivery technology and focus on ICT pedagogy integration in an online learning environment. Support given by facilitators of these courses is known as an important factor which helps teachers have positive experiences with technology and integrate technology into their own teaching.

### **ICT USED TO FACILITATE PROFESSIONAL DEVELOPMENT AND NETWORKING**

Whereas the use of ICT as core technology for delivering teacher training can be found in limited contexts, there are many examples of ICT, particularly Internet and Web-based communication technologies, being used to support teacher’s on –going professional development and networking Many countries have developed websites to provide online resources for teacher and facilitate teachers’ networking based on the



assumption that professional development should be an integral part of daily practice for all teachers and the use of the Internet would enhance continuous professional development activities of teachers, connecting teachers to larger teaching communities and allowing for interaction with expert groups.

## CONCLUSIONS

This analysis of approaches in ICT teacher training indicates that there are possibilities and challenges in adopting ICT in teacher training and professional development. Overall, governments and teacher training institutions seem to recognize the importance of integrating ICT in education and teacher training. In many cases, the national vision for ICT use in education has been integrated into teacher training. For example, Singapore's teacher training institute has successfully integrated the national vision toward ICT use in education into its ICT plan. Other countries such as UK USA, South Africa, Sweden and Korea have developed extensive online resources and encouraged active exchanges of new pedagogical ideas to upgrade teachers' knowledge and skills at the national or international level. In addition, the Learn Link project in several developing countries is being implemented with close relationship with each country's government to integrate its activities into the nation's educational vision and policies.

It is also observed in the analysis that a varlet of ICT integrated training environments have been created to provide more effective ICT training. As indicated above, teachers tend to integrate ICT in their teaching if they experience ICT skills as a learner. Teacher training approaches in this paper show that many cases adopt ICT into their training process not just as content of the training but rather as an integrated training environment and thus allow teachers to experience ICT based pedagogies. The cases of VH Sand Captured Wisdom are those examples. One UK site has compiled cases of technology-integrated pedagogical strategies for teachers and made suggestions in incorporating ICT into the curricula. More hands on experiences that relate ICT to the achievement of wider pedagogical objectives are suggested at the initial training level and at the advanced level, the provision of opportunities for teachers to produce and disseminate ICT based instructional materials is recommended.



Another possibility with the use of ICT in teacher training is that Internet-based teachers' learning community and support teachers to interact with peer teachers as well as teachers in other countries. Moreover, they invite experts to provide expertise to teachers through online forums or emails. Best practices in using ICT in teaching and learning and successful pedagogies are now being shared among teachers scattered around the world.

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## A STUDY OF GENERAL TEACHING COMPETENCY AMONG B.ED STUDENTS

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### Abstract

The teaching learning transaction is a complex process, in which a teacher is expected to initiate meaning full class room activities by exhibiting teaching skills and to achieve desired learning outcomes. Teacher place plays a major role to facilitate children to manifest their potentialities into relative. To accomplish desired learning outcomes a teacher expected to be endowed with necessary teaching skills. Teacher training plays an important role in equipping teachers with all search necessary teaching skills. Hence the researcher had selected the topic "A Study of General Teaching Competency among B.Ed Students". For the study the sample of 180 B.Ed students were considered, with the objectives to study various dimensions of general teaching competency and the impact of general teaching competency on mathematics, social sciences and sciences teaching. The findings of the research revealed that, there was no significant difference among general teaching competency among mathematics, social science and science methodology B.Ed students. It can be concluded that the teacher trainees should possess a good competency in teaching and to train themselves to equip and enable the skills which further build all round development among the school students.

### Meaning

The word 'Education' has been interpreted in various ways. The following are the different interpretations given to education:

The word education is derived from the Latin Roots are under:

- |           |   |                                       |
|-----------|---|---------------------------------------|
| Education | - | To train, Act of teaching or training |
| Educere   | - | To lead out, to draw out              |
| Educare   | - | To bring up, to raise, to educate     |



The Latin work education means to train. 'E' means from inside and 'Duco' means to draw out, to lead out or to bring up. To combine the two we come to mean as to draw from within developing this concept further we come to mean that education is a process which draws from within. To be clearer, each child is born with some innate tendencies, capacities and inherent powers. Education is to draw out these powers out and develop them to the full. Latin words Educare and Educere also mean the same thing to bring up to lead out and to develop etc.

Education is comprehensive term and it has interpreted in different ways by educational theorists. It is one work but calls many considerations.

Education in the true sense of the word, is helping the mind of the educand to experience the absolute moral and intellectual values, so that they in turn urge him to be committed to realize them, as best as he may, in his work and his life – Dr. Zakir Husain.

### **Definitions**

“ The father of the nation gave a comprehensive definition of education as an all around drawing out of the best in child, body, mind and spirit” – Mahatma Gandhi

“Education is the shaping of behavior or modification of the behavior of the individual for adequate adjustment in the society”. - Dr. Radha Krishan.

“education promotes as individual in developing his capacities to the extent which enables him to control his environment and fulfill his possibilities” - John Dewey.

Sri V.S. Mahur explains that education is the oldest and the most important social activity.

The term education is traced to different spruces of derivation. Education means both the acquisition of knowledge and experience as well as the development of the skills, habits and attitudes. These skills and attitudes help a person to lead a full and good life in this world. It is the process of training that the individual goes through various experiences of life. In ancient period education was free and accessible to all who sought it. The rulers of the country had nothing directly to do with education. It was the private affair of the people, managed entirely by Brahmins. The ultimate aim of education in ancient India was not



only knowledge but also complete realization self and liberation of the soul from flatters of life. It was related to both present and future. The immediate aim of education however to prepare people for their actual need of life.

### **Importance of Education**

Education is important from various points of view. Its field of activity is so wide that an activities and experience are embraced in its sphere of work. Essentially it is as process of development, a development of the latent inherent capacities of a child to the fullest extent. It sublimes the animal basic instincts in a child to socially useful activities, habits of thinking and behaving. It inculcates in a child higher moral and social ideas tighter with spiritual values, so that he is able to form a strong character useful to his own self and the society of which he is an integral part. It culturized the child promoting social and refined pattern of behavior.

Education develops all his intellectual and emotional powers so, that he is able to meet the problems of life squarely and solve them successfully. It also develops the social qualities of services, tolerance, co-operating, fellow feeling inspiring the child to lay down all, even his life for the glory and prosperity of his country. Last but not the least, education infuses in the child a spirit of dynamic citizenship which eggs him on and in the service of his nation keeping into consideration the international understanding and well being of humanity as a whole.

### **What is Teaching**

There have been a variety of definitions given and different people perceiving education from separate angles. Teaching is a complex human act performed by complex human organization ( student) carried in the complex situation called the classroom. It may be interesting to quote Barr (1961) who said the, teaching means many different things, and that teaching act varies from person to person and from situation to situation. Such statements about teaching do not clarify the complexities surrounding the concept of teaching. Lexicographers teaching as comporting; knowledge of skills; giving instruction or lesson, inspiring; assisting another of learn – providing information of appropriate situation, conditions or activities designed to facilitate learning.

Arranging the conditional of learning, that is external to the learner. These conditions need to be constructed in stage by a state



manner. Tasking due to account of each stage of the just previously acquired capabilities of the learner, the requirements or retention of these capabilities and the specific stimulus situation needed for the next stage of learning. According to Skinner (1968) teaching is the arrangement of contingencies or reinforcement under which students learn. They learn even without "Teaching in their natural environments but teaching involves arranging of special contingencies which expedite learning, hastening the appearance of behavior which would otherwise be acquired slowly or making sure of the behavior which might otherwise never occur.

### **Teaching Competency**

Through teaching competency has been recognized has an important component of teaching learning process, relatively little effort is made to define the term. A peek into literature of teacher effectiveness has one finds many related terms such as "Teaching success". "Successful teachers", "Teaching efficiency", "Teacher Performance", "Teachign competency " etc.. "As one looks through heap of investigation in this fields" Writes Barr (1961), "one finds various terms used to designate or describe the successful teacher. Frequently the word 'efficiency' is used. One will note, too, that the terms are some times applied to teachers as in teacher efficiency and some times in the teacher's behavior as in the teaching efficiency".

Donald, M. Medley (1982) states the teacher competency has "those of knowledge, abilities and beliefs a teachers possess and bring to the teaching situations. Teacher competency differs form teacher performance and teacher effectiveness in that it is a stable characteristic of the teacher that does not change appreciably when the teacher moves from one situation to another". By this it is evident that the knowledge of subject matter teaching skills, beliefs and feelings of teachers may be considered as components of teaching competency that a competent teacher is supposed to possess.

The ultimate objective of education, manifestation of the inner potentialities and abilities of children into reality, can be accomplished only through teachers with desired teaching skills. The quality any nation depends on the quality of the teachers it has. The quality of the teachers, in turn, depends on the effective implementation of teacher – education programs. The teacher plays a major role in skillful manipulation of learning situation to facilitate children to make the maximum use of their



potentialities. The teaching learning transaction is considered to most sophisticated and complex social process in which a teacher is exported to initiate many class room activities by exhibiting his teaching skills to achieve desired learning out comes. For this, teacher should posses the art of teaching and adequate knowledge in science of teaching. Teacher training programmes aim to develop art of teaching and equip the prospective teacher with necessary knowledge in science of teaching.

“Unfortunately the main emphasis in the traditional teacher training program is won the skill of communicating subject matter to the students. But this alone will not a teacher to develop certain teaching skills because student teachers do not get the maximum benefit from their teaching practices. When they are sent to face real cases after some theoretical information and a few demonstration lessons. So some innovative alternatives would be necessary” (Lyton and Parkee, 1967, Parkee, 1968).

Similarly, education commission (1964-66) has rightly pointed out, “At present, student teachers are commonly required to give a specified number of isolatead lessons, many of which are often unsupervised or ill supervised. The practice of continues block – teaching, the duration which various from two to six weeks, his adopted only in a few institutions and organization still leaves much to be desired”.

### **The General Teaching Competency**

The prepositions, the effectiveness methods of teachers training develops general teaching competency and enhance the teaching skills of teachers, is based to form a strong conceptual frame work which has been discussed preceding pages. The real bottle neck to equip the modern teachers with the necessary teaching competency and teaching skills can scientific and in effective teacher’s training programs.

Education Commission(1964-66) (Kothari) also opined, “at present, student teachers are commonly required to give a specified no of isolated lessons many of which are after unsupervised or in supervised. The practice of continuous block – teaching, the duration of which are after unsupervised or in supervised. The practice of continuous block – teaching, the duration of which various form two to six weeks, is adopted only in a few institutions and its organizations still leaves which much be desired.



Theoretically the above conceptual frame work may be sound but, in practice how the general teaching competency enhance the teaching among trainees. This question awaiting the answer. Hence a study to find out the general teaching competency of teachers trainees has been under taken by the present investigator.

### **Objectives of the Study**

1. To study the impact of General Teaching Competency on male and female students teachers
2. To study the impact of general Teaching competency on teaching of mathematics
3. To study the impact of general teaching competency on teaching social studies.
4. To study the impact of general teaching competency on teaching of science.

### **Hypothesis of the Study**

1. There is no significance difference between male and female scores with respect to general teaching competency.
2. There is no significance difference between mathematics and science scores with respect to general teaching competency.
3. There is no significance difference between science and social studies scores with respect to general teaching competency.
4. There is no significance difference between mathematics and social studies scores with respect to general teaching competency.

### **TOOL**

In order to measure general teaching competency of preserves services, general teaching competency scale is developed and standardized by passi B.K. and Lalitha M.S.(1979) has been adopted in the present study. This tool define Teaching Competency as an effective performance of all the observable teachers behavior that brings about desired pupil outcomes. This competency measurements involves identifying all the teaching skills consisting the entire teaching task and making observation on the effectiveness of performance of each of those teaching skills.



## Analysis and Interpretation

The results of the present study are analyses and interpreted in this chapter. The results are presented and all the hypothesis of the study are tested. The implicational of the result are analyses and interrelated in relation to the problem of the study immediately after each hypothesis is tested.

### Hypothesis – I

The 1<sup>st</sup> hypothesis stats that there is no significant difference between male and female scores with respect to general teaching competency.

Table showing the gender wise analysis of general teaching competency

Variables	N	Mean	S.D.	't' value	Result
Male	98	88.77	9.09	0.17	Not significant
Female	82	88.53	9.54		

From the above table 't' value 0.17 at the 0.05 level of significant the table value is 1.97. the obtained value is less than the table value. Thus the null hypothesis is accepted.

The above table indicated that post – test scores of male and female do not differ in respect of general teaching competency.

### Hypothesis – 2

The 2<sup>nd</sup> hypothesis stats that there is no significance difference between mathematics and science scores in respect to general teaching competency.

Table showing the Methodology wise analysis of general teaching competency

Variables	N	Mean	S.D.	't' value	Result
Mathematics	54	89.25	8.52	0.15	Not significant
Science	51	89.50	8.47		



From the above table 't' value 0.15 at the 0.05 level of significant the table value is 1.97. The obtained value is less than the table value. Thus the null hypothesis is accepted.

The above table indicated that post – test scores of mathematics and science do not differ in respect of general teaching competency.

### Hypothesis – 3

The 3<sup>rd</sup> hypothesis stats that there is no significance difference between science and social studies scores in respect to general teaching competency.

Table showing the Methodology wise analysis of general teaching competency

Variables	N	Mean	S.D.	't' value	Result
Science	51	89.50	8.47	0.33	Not significant
Social Studies	75	89	8		

From the above table 't' value 0.33 at the 0.05 level of significant the table value is 1.97. The obtained value is less than the table value. Thus the null hypothesis is accepted.

The above table indicated that post – test scores of science and social studies do not differ in respect of general teaching competency.

### Hypothesis – 4

The 4<sup>th</sup> hypothesis stats that there is no significance difference between mathematics and Social Studies scores in respect to general teaching competency.

Table showing the Methodology wise analysis of general teaching competency

Variables	N	Mean	S.D.	't' value	Result
Mathematics	54	89.25	8.52	0.16	Not significant
Social Studies	75	89.0	8.0		



From the above table 't' value 0.16 at the 0.05 level of significant the table value is 1.97. The obtained value is less than the table value. Thus the null hypothesis is accepted.

The above table indicated that post – test scores of mathematics and social studies do not differ in respect of general teaching competency scale.

## **Finding**

The major findings of the study are

- There is no significance difference between male and female scores with respect to general teaching competency.
- There is no significance difference between mathematics and science scores of with respect to general teaching competency.
- There is no significance difference between science and social studies scores with respect to general teaching competency.
- There is no significance difference between mathematics and social studies scores with respect to general teaching competency.

## **Conclusion**

The teacher trainees should possess a good competency in teaching present study gives an outlook, how a teacher trainee should equip and enable the skills of teaching and earn a high motivating skills which further build allround development in the children, through which they can become good citizens.

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## QUALITY IN TEACHER EDUCATION INTEGRATION AND DURATION TEACHER EDUCATION - SCHOOL EXPERIENCE

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### Abstract

Quality issues in Teacher Education will revolve around the quality of infrastructure and support services, opportunity time, teacher characteristics and teacher motivation, curriculum and teaching learning materials, classroom processes, pupil evaluation, monitoring and supervision etc.. Indeed improvement of quality in these parameters and its sustenance is a matter of great concern for the whole system of education. The School Experience programme 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 role of an instructor, facilitators of learning, organiser of co-curricular activity, provider of counselling services. The activities specifically meant for preparing the trainees for school experience need to be organised, observation of high-quality teaching, practising in simulated situation, black-board utility, TLM, Operating computers, discussion on lesson, conducting action research, case study, student counselling, seeking cooperation of the parents and community, school staff for monitoring and supervision. There are no ready-made moulds, we work with our personalities and acting out a role in teaching.

### 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.

Special attention has been given to the development and establishment of cooperation between the various departments and schools involved in providing teacher education. Furthermore, the report has discussed future challenges of subject teacher education and the upcoming reforms of academic degrees and curricula are taken up. The greatest challenges facing subject teacher education are in meeting the need for teachers in the different subjects of secondary and upper secondary education. According to the Finnish Ministry of Education, subject teacher education must in the next few years make special efforts to increase the number of students in the programmes for mathematics teachers and foreign language teachers, especially English teachers. As it is quite obvious that the need to expand subject teacher education applies only to the next few years, teaching personnel will have to be hired on a temporary basis. The extensive minor subject programme (35 credits) to be incorporated into the class teacher's degree is now available in almost all subjects taught in the comprehensive school. The joint courses would relate to studies preparing for interprofessional cooperation, multidisciplinary modules and curriculum planning. The commitment of the supervising teachers in the field schools to cooperation with the staff responsible for teacher education at the University will be encouraged by offering them regular opportunities for training.

Quality seek to look at teacher quality in away in which it brings: as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers.

Primary and secondary teachers in India are trained at universities, and the educational system is centralized and the Ministry of Education and its implementation units, such as local education centers, have the primary responsibility for education policy, curricula design and practice. The Parliament approves legislation on education and the Ministry of Education sets guidelines for all practical issues



including teacher education, as well as being the main funder in the sector.

## **MEANING OF TEACHER EDUCATION**

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In fact, many believed that "teachers were born, not made." It was not until the emergence of pedagogy, the "art and science of teaching," as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a "science" that can be taught or whether one is "born" to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher: knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both.

## **QUALITY & EXCELLENCY IN TEACHER EDUCATION**

Teacher quality and the strength of educator's leadership are recognised as the greatest determinants of educational success. Quality teaching has a measurable impact on student outcomes.

## **QUALITIES OF TEACHER**

- ✓ Knowledge and skills in a range of appropriate and varied teaching methodologies;
- ✓ Fluency in the language of instruction;
- ✓ Knowledge of, sensitivity to, and interest in young learners;
- ✓ Ability to reflect on teaching practice and children's responses;
- ✓ Ability to modify teaching/learning approaches as a result of reflection;
- ✓ Ability to create and sustain an effective learning environment;
- ✓ Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced;



- ✓ General professionalism, good morale, and dedication to the goals of teaching;
- ✓ Ability to communicate effectively;
- ✓ Ability to communicate enthusiasm for learning to students;
- ✓ Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion;
- ✓ Good character, sense of ethics, and personal discipline;
- ✓ Ability to work with others and to build good relationships within the educational institutions and community.

The UN's Millennium Development Project has eight established goals, one of which is to develop universal primary education in every country by the year 2015. Central Asia, Africa and Latin America are all target areas for this initiative. In order to help achieve this end, the UN has devoted resources and funds to helping improve educational infrastructure and to training more new teachers in targeted areas.

### **MEANING OF QUALITY OF TEACHER EDUCATION**

Despite the importance of “quality” as the motivating factor for educational planning, approaches to quality can vary widely. In much of the literature, “quality” is used in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner of quality.

A more recently developed way of looking at quality focuses on the content, context, and relevance of education. This approach to quality focuses on process within the educational institutions and classroom and relationships between the educators and the surrounding community.

Many educational systems are starting to advocate active-learning approaches for teachers as well and significant changes are taking place. If teachers are to become reflective practitioners who use active-learning approaches in their classrooms, where students learn through problem solving, critical dialogue, inquiry, and the use of higher-order thinking skills, teachers must learn and improve in professional development programs that not only advocate but also use



and model these methods. The more widely held view is that the idea of “the teacher as professional” has reliably led to better teacher performance.

Action research often begins, in a teacher’s practice, as academic-based studies that are part of a preserves” teacher education program and continue as part of academic-based teacher professional development programs.

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. Quality Enhancement in Teacher Education 74 NAAC for Quality and Excellence in Higher Education (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) 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.

(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) 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.

(i) 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, Quality Enhancement in Teacher Education NAAC for Quality and Excellence in Higher Education 75 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.

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 maybe 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. Quality Enhancement in Teacher Education 76 NAAC for Quality and Excellence in Higher Education

(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) 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. Quality Enhancement in Teacher Education NAAC for Quality and Excellence in Higher Education 77

(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) 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.



(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.

Quality Enhancement in Teacher Education 78 NAAC for Quality and Excellence in Higher Education 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. Quality Enhancement in Teacher Education NAAC for Quality and Excellence in Higher Education 79 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.

### **OTHERS EMERGING ISSUES AND CHALLENGES**

- Innovation in pre-service teacher education curriculum
- Lack of up-to-date books, and materials on teacher education
- Development of national professional standards
- Strengthen workshops and partnership between universities and schools to prepare teachers
- Mentoring Inexperienced teachers
- Development of a system of on-going professional development for teachers
- Establish learning communities and networks among teachers;
- Professional learning for educational leaders
- A greater transparency in the funding of teacher education
- Staff appraisal systems and the use of peer observation in schools are still in development
- Teacher evaluation seems to place more emphasis on professional duties/ responsibilities than on actual classroom teaching practices.
- Teacher-centred strategies and pedagogy still dominate in the classroom



- There is a relatively large variation among schools in the area of instruction, particularly concerning independent student practice, questioning skills, and teacher expectations for student achievement
- There is a need to explore the development of performance-based evaluation or developmental teacher evaluation systems for the purposes of teacher evaluation
- Needs to separate developmental and judgmental appraisal, for developmental appraisal, teachers agreed that lesson observations enhance teaching quality. Teachers are more supportive of lesson observation if their goal orientation is more learner-oriented than performance-oriented.
- 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 teachercentred education to learner-centred teaching and learning. Teachers need to be trained and facilitated to handle learner-centred pedagogy.

It is a universally accepted truth that the teacher is the maker of a man. 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. 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 turnaround in teacher education.

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 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.

Research-based teaching should be made more visible students will also be encouraged to participate in the activities of research groups.

## **CONCLUSION**

Expand the teacher candidate pool by targeting: potential teaching candidates in high school or before, teacher's aides and other para-educators, students at community colleges. Promote and support to teacher candidates who are otherwise qualified (based on defined



eligibility criteria for teaching) but not passing the tests. Develop state, local, and national policies that provide meaningful financial support for teacher preparation programs and their students, including greater access to financial aid resources. Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. Quality & Excellencies in teaching in the Indian context is only possible if these points to be remembered: Students should listen intently, and participate actively (Concentrated listening). Teachers should try to interact with all of students in class (Thirst-quenching learning) More emphasis given to educational activities, careful planning, timed questioning session should be organised. Students learn stage-setting routines that allow teachers to change activities without interruption (Learner-trained learning).

It is no accident that I am in the teaching profession; it was for me a terribly important question of choice. I think that it was good that during that year there was no harsh criticism, but rather, everyone was supported in finding their own personal style. Our teaching methods and choices must fit our personalities. There are no ready-made moulds, and if anyone offers a mould, it should be rejected, because we work with our personalities and are not acting out a role.

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## INTEGRATION OF TECHNOLOGY IN TEACHER EDUCATION

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### Abstract

It is a general expectation that new teachers entering today's classrooms routinely are expected to use, any apply technological tools in their teaching. Infact, in many cases even may be technological leaders and peer advisors on their campus. In this role, they provided support for teachers as they attempt to keep pace with the quality and quantity of information technology. The problem of integrating technology into teaching and learning process has become a perennial one. Common excuses for the limited use of technology to support instruction include shortage of computers, lack of computer skill and computer intimidation. While these could affect the success of technology integration, it should be acknowledged that the degree of success teachers have in using technology for instruction could depend in part on their ability to explore the relationship between pedagogy and technology.

**Keywords** : Integration, Technology, Teacher Education, Pedagogy

### Introduction

Integration of information and communication technology (ICT) is high on the education reform agenda world wide particularly in developed countries. Often ICT is seen as an indispensable tool to fully participate in the knowledge society, ICTs are therefore perceived to provide a window of opportunity for educational institutions and other organizations to harness and use technology to complement and support the teaching and learning process. Although a large body of research on factors determining the integration of ICT in education emerge from developed countries, recent research indicates that developing countries are finding means to participate effectively in the global information society and to address challenges regarding ICT in education.



## Nature of use of Technology

- The use of technology is reported in two aspects of institutional functioning, viz., office functioning including administrative communications and financial transactions, and curricular activities in the Teacher Education Institutions (TEI) and in the practice teaching sessions in the schools.
- Within the institution, it is mostly the administrative office of the TEIs which make wide use of computers in documentation, correspondence and other purpose.
- Only a few libraries are computerized and except for some IASEs and University departments, there is no online access facility. The computerization of book issue-return and other library activities and administration is also extremely limited.
- In the curricular area, computer/ICT integration is a part of the curriculum in almost all TEIs. This, it may be noted, is mandatory as per the NCTE norms. However, in several universities, apart from the general computer literacy component of the curriculum, there is a pan 'optional' course which only a few students study. The main reason for limiting this course to an optional course for a few students only, seems to be the inadequate availability of computers in the institutions.
- In general, computers are used for activities like lesson planning (55%) and development of multimedia presentation (25%). Use of computers for curricular design and development, CAL, teaching / learning, including practice teaching, material development by teacher educators, research and development is extremely limited (around 18%). Very few institutions stated that they used it for online collaboration with other institutions and agencies.
- It is pertinent to note that most TEIs do not insist on the use of any technology, even those that are not computer based, during teaching practice.
- Less than 10% of the institutions insisted on the use of computers in teaching learning during practice teaching. The number of lessons each student teacher has to prepare using technology of some kind varies from one to three lessons. The reason stated for



this is the non-availability of computers in the schools and also limited expertise and technology access available at the TEIs.

- Teacher educators, barring a few exceptions do not resort to computer based teaching except for the occasional use of power point presentation. Relatively progressive institutions with computer savvy teachers encourage students to adopt technology, but again only through verbal explication of its benefits.

### **Integrating Technology into Teacher Education**

Teacher education programs around the nation continue to be challenged to prepare prospective teachers to use technology “meaningfully” in their instruction. This implies that university faculty in teacher education programs must become proficient at technology use and must come to understand content-specific, pedagogical uses of technology for their own instruction.

#### **What is Technology Integration?**

- Technology integration is the use of technology resources – computers, digital cameras, CD-ROMs, software applications, the Internet, etc., in daily classroom practices, and in the management of a school or college.
- Technology users in fundamental structural changes that can be integral to achieving significant improvements in productivity used to support both teaching and learning.

### **Integrating Technology in Education**

- Technology integration in education requires students to actively use technology, not just view technology-based content created by their teachers. The goal of technology integration is for teachers to apply the use of technology in a seamless manner so that it supports and extends curriculum objectives and engages students in meaningful learning.

### **Technology Influences Teaching**

- Using technology to enhance teaching and learning practices in the classroom is becoming common place. Students constantly interact with technologies such as ipods, mobile phones, the internet and social networking tools outside the classroom and



have an expectation that these technologies will also support their learning in the classroom.

## **Integrating Internet-based Technology into Teaching / Learning**

### **Internet-based technologies**

#### ***Internet -based***

- Internet, e-mail
- Listservs /discussion boards
- Video-conferencing
- White-boards
- Personal Digital Assistants (PDAs)

### **Technology integration Remixed**

The new 21st century learners must master more than the core curriculum to succeed in secondary and postsecondary institutions, as well as in the workplace. The Partnership for 21st Century Skills, a national organization advocating for 21st century readiness for every student.

It is no longer sufficient for students to have less access to technological tools than the teacher, nor is it enough for any one suite of software to serve as the zenith for technology mastery. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation.

### **The Benefits of Technology Integration**

The next theme that was revealed in the data relates to the numerous benefits of technology integration as recounted by the participants. Benefits of technology integration as identified by the participants included increased student motivation and engagement, improved classroom organization, improved ability to monitor individual student progress, provision of practice for upcoming statewide assessments, creation of better final products, and improved communication with parents. All of these benefits can be attributed to the thoughtful and purposeful ways in which the participants utilized



technology, which is related not only to their understanding of content, technology and pedagogy, but to their experiences with technology integration from their teacher education program.

Increased student motivation and engagement. Throughout the literature, studies, reported increased levels of engagement and motivation among students when utilizing technology.

## **Conclusion**

At the teacher education institution/ universities, students ICT user fees should be maintained as the main source of funding for ICT facilities will certainly contribute to teacher's use of ICT innovations. Policies must be developed that include clear implementation strategy to integrate ICT effectively and bring about desired improvements in the quality of education. When such issues are adequately addressed, the chances that ICT education will thrive in teacher education.

Teacher education programs face a variety of challenges including constantly changing technologies, new standards, and a current spotlight on developing students 21<sup>st</sup> century skills. The main focus of many teacher education programs is technology integration and the ways in which the programs instruct their teacher candidates are varied.

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## ROLE AND RESPONSIBILITY OF TEACHER EDUCATION IN INCLUSIVE SETUP

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### **Abstract**

According to Mastropieri & Scruggs (2010) regular school teachers need to be knowledgeable about the learning styles and the motivational patterns of differently abled children. The teachers must have a clear understanding of the resources and support systems which are available to help them for working with students with disabilities. They should present information to the students in a manner which enables them to assimilate the information easily. Vaughn & Bos (2012) suggested a number of strategies that regular school teachers would require, in order to accommodate students with disabilities in the classroom environment. These include peer tutoring, mastery learning, cooperative learning, and applied behavior analysis. The literature also points out that classroom teachers are required to use instructional strategies such as differentiated instruction, activity-based learning (Krishnaswamy & Shankar, 2003), adaptive and individualized instruction (Jangira, Singh & Yadav, 1995) and culturally responsive teaching and culture specific pedagogy (Valmiki, 2003) to facilitate differently abled students' learning outcomes in regular classroom environment.

The Inclusive Teacher is a professional in education with a strong commitment to his/her community. The Teacher Preparation Programme should include subjects with **high social and community content** because they need to be sensitive to the needs of students and the environment; It is important to recognize the school as a point of encounter among different people, it promotes agreements among all the members of the community and meaningful relationships among the components that impact the learning of the students by removing barriers, promoting high expectations and a positive environment characterized by continuous improvement and values. The dialogue, participation and collaboration allow full awareness to all



as a community and, in consequence ensure successful experiences in inclusion. For this reason the teachers need to be involved.

## **INTRODUCTION:**

Over the years, the concept of inclusive education has replaced the term integrated and Special education. Inclusion is not confined to the disabled. It also means non exclusion (NCF-2005). It refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Inclusive education is about embracing all (NCF-2005). An inclusive class may have amongst others, differently able children or gifted children, street or working children, children from remote or nomadic populations, children belonging to ethnic, linguistic or cultural minorities or children from other disadvantaged or marginalised groups. The national curriculum framework for school education (NCFSE) (2000), carried out by the NCERT, suggested inclusive school for all without exact reference to pupil with special education needs as a way of providing quality education to all learners.

The Draft of Inclusive Education Scheme, MHRD, (2003) "Inclusive Education means all learners, young people-with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support service."

National Curriculum Framework (2005) policy of inclusion needs to be implemented in all schools and throughout in our education system. The involvement of all children needs to be made sure in all domains of their life in and outside the school. Schools need to become center that prepare children for life and ensure that all children, especially the differently able children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education (NCF 2005, P85)

Kugelmass, (2004) Inclusive education means including differently able children in regular classrooms that have been designed for normal children. It refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

In overall terms, Inclusive Education implies four key elements: UNESCO (2006).



- It is essentially a process of looking for the most appropriate ways of responding to diversity as well as trying to learn how to learn from the differences;
- It is linked to stimulating, through multiple strategies, the creativity and the capacity of addressing and resolving problems by students;
- It comprises the right of the child to attend school, express his/her opinion, have quality learning experiences and attain valuable learning outcomes; and
- It implies the moral responsibility of prioritizing those students who are at risk of being marginalized and excluded from the school, and of obtaining low learning outcomes.

### **In-service Training of Teachers:**

In-service teacher training and development refers to education and training activities involved in by primary and secondary school teachers subsequent to their initial professional certification, intended mainly or exclusively to improve their professional knowledge, skills and attitudes so that they can educate children effectively in contexts of social and cultural diversity. Teacher's education is essential to implement the concept of inclusive education for the differently able children; consequently it is essential to train all teachers in same way to enhance their skills and update their knowledge. Teachers can be benefited by the approach of Inclusive education in various ways. Such as-

- It helps teachers appreciate and understand the diversity of individual human being.
- It helps teachers recognize that all students have strengths and potential.
- It creates a realization of the significance of direct individualized instruction.
- It enhances ways of creatively addressing challenges.
- It develops collaborative problem solving skills.
- It develops skills related to teamwork.
- It acquires different ways of perceiving challenges as a result of being on a multi-disciplinary team.



- It enhances accountability skills.
- It overcomes monotony.

Teachers are the key to success in inclusion. Here, seven essential components for Teacher Preparation Programmes are:

**1st.** The Inclusive Teacher is a professional in education with a strong commitment to his/her community. The Teacher Preparation Programme should include subjects with **high social and community content** because they need to be sensitive to the needs of students and the environment; It is important to recognize the school as a point of encounter among different people, it promotes agreements among all the members of the community and meaningful relationships among the components that impact the learning of the students by removing barriers, promoting high expectations and a positive environment characterized by continuous improvement and values. The dialogue, participation and collaboration allow full awareness to all as a community and, in consequence ensure successful experiences in inclusion. For this reason the teachers need to be involved.

**2nd.** The Inclusive Teacher **recognizes individual differences and implements learning strategies for all**. The educational intervention is oriented to diversity and promotes learning strategies for all (equality), for quite a few and for only one (equity). These are other essential aspects in the teacher Preparation Programmes. Quality, equality and equity concepts should be translated into specific actions of educative interventions.

. Every inclusive teacher needs to move among these three realities in his/her classroom – seeing his/herself as being like all others, also like some others and finally, in some ways unique. This idea allows co-teaching or concurrent participation. Inclusion promotes co-operation in the classroom. I believe this representation helps us to understand the diversity concept as well.

In inclusive education, the school and classrooms are very dynamic and have a lot of interactions and roles. The exchange and experience enrich individuality. Diverse contexts indicate diverse relationship and interactions.

**3rd.** **The collaborative work among educators** facilitates inclusion and needs to be promoted in the Teacher Preparation Programme. The



belief is that inclusion is funded on a collective of teachers, a team sharing knowledge, making decisions, solving problems together and generating actions in order to improve the school and to increase the learning for all. In consequence, the collaborative work is a source of dialogue, co-teaching and updating. Information on the process of collaborative work now follows:

. All pre-service teachers should know and develop skills in this way because:

- The teacher learns when teaching and the students teach when they learn.
- Everyone assumes tasks of leadership because we assume as protagonists.
- Outcomes increase when we make synergy and identity is strengthened when we make joint decisions, shaping teams in the resolution of problems, allowing everyone to learn or re-learn social skills.
- The results begin when we work together because nobody will do it for us – whatever we must to do, let's do!
- The economic resources are a result of collaborative work and not a condition.
- Heterogeneity provides a great richness.
- Collaboration boosts accountability and recognition processes in all communities.

The process is shaped in six important steps as follows:

1. Building a common vision. Who are we? Who do we want to be? What are our goals, expectations and interests?
2. Recognizing our reality. How are we? Why are we like this? We need to analyze our beliefs and precise data information.
3. Decision-making. What are our proposals to improve our present? We need to build and establish agreement about participation.
4. Developing proposals. What are we doing to change the situation? Who? Everyone needs to know all the actions.



5. Evaluating our actions. How and how much have we advanced? Are our agreements functioning? What needs to be modified, strengthened or implemented? We need to make necessary adjustments.

6. Beginning anew. Which areas do we need to improve? What do we do? New actions for improvement.

**4th.** All programmes for pre-service teachers and in-service teachers must be based on the **interpretative and critical paradigms**. Allowing encounter with others, and the collective and interpretive insight into environments and circumstances and the development of research activities are fundamental. The inclusive teacher has strong skills in action research methods. The author believes that this paradigm generates conditions for dialogue and collaboration. The dialogue needed for relationships and the essence of collaboration is the recognition of otherness. Recognizing that the other, is not a continuation of me, but has its own worldview leads teachers to explain, interpret and act from their personal background. Collaboration takes the value of the other as implicit – this implies strengths, occupations and concerns. This vision then transforms from two ideas (you and me) to a new figure (us). Such dialogue and collaboration are key elements in inclusive education.

**5th. Contextual Preparation.** Connecting with the educational services, allowing identification of diversity as an enriching element has three great steps outlined below. For teachers to promote inclusive education, their training should link directly with the educational services in so called contextual professional practice. This approach, in our experience, must be presented to all throughout the training process structuring with multi-directional flow between theoretical and experiences close to educational field. Three important steps are proposed:

*a) Re-significance of own school experience of future teachers.*

This period of time is essential. Each future teacher should discuss his/her own experience as a student, analyze emotions and be aware of school and pedagogical theory made by teachers, allowing them to 'see' those components that were previously 'hidden' such as school's culture, school's type, teachers, uses and customs that marked the dynamic school and the values that predominated, characterizing the experiences from other angles and points of view.



*b) Approach to various contexts of school children.*

This consists of visiting previously selected schools, taking part in observation activities and educational practices in three stages:

- Planning activities: after assessing the educational context, it is important to develop instruments of work; observation guides, questionnaires, interviews and to make teams to provide all aspects for implementing the planned approaches.
- Critical route implementation.
- Presentation of experiences: This is done in the classroom where all of the evidence and results are presented from the previous phase.

As a result of these activities, each student keeps a portfolio and checks research to support their actions. At all times they are accompanied by an experienced teacher. Certainly, they should include diverse environments, contexts, and educational services that characterize the educational system.

*c) Professional practices in real environments.*

In the teacher's training, the student must remain for a long period of time, in a school under the tutelage of a teacher.

This teacher must exert mentoring activities, to enrich their teaching experience with the knowledge of a mentor who attends and promotes inclusion activities.

At this time, the Faculty holds an agreement with diverse educational centers. Partnerships with the training institutions for teachers and schools are necessary. This enriching experience also enables the development of educational research in the corresponding professional options. The last two semesters are ideal for this important step.

**6th. Cross Categorical/Multi-tiered formation.** Diversity needs a global and common vision; philosophy, values, legal frame, language and shared knowledge as learning theories, special educational needs, support systems, educational intervention; strategies for large and small groups and individuality, tutoring and curricular adjustments. Inclusive education must characterize all training teacher programs, offering skills and common benchmarks for everyone regardless of education level to be entered (e.g. Primary, Secondary and High Education). This versatile training enables various teachers, regardless



of their field or level of training, to collaborate and participate in the diversity of educational contexts together. The common reference on inclusive education frameworks that must be present in all Teacher Training Programs are:

a) *Common vision*. The philosophy of inclusion, legal frameworks that enable an education for all with quality and equity, educational policy that promotes attention to diversity, the historical evolution from marginalization to inclusion and conceptions among others, are fundamental aspects in educational programs.

b) *Language and common knowledge*. Emphasize the student's possibilities and support systems, with a clear vision that all children can learn. In this way the school needs to prevent the barriers and limitations for learning that could marginalize children and young people from their potential. It also includes learning conception, individual differences, the values of solidarity, respect, and collaboration. Cognitive and affective elements framed in the conception of collectivity and community empowerment as well.

c) *Educational attention to diversity practices*. Includes strategies for large or small groups and one-on-one, mentoring, curricular adjustments, alternative support systems, diversity assessment actions, collaboration with other professionals and co-teaching, trans-disciplinary action, among others. They are essential for the development of the professional skills of attention to diversity.

**7th. Mentoring.** New teachers must participate with experienced teachers at least during the first two years. This includes dialogue sessions, reviews of situations, decision-making arrangements and work plans, among others to provide the following to the new teacher: intervention (guidance), facilitation (advice), and cooperation (co-responsibility).

The new teacher needs counseling and mentoring actions to consolidate his/her skills as an inclusive teacher. Whereas educational dynamic is intense and complex, it is necessary that new teachers participate under the accompaniment and mentoring of experienced teachers to enable consolidation of an inclusive vision in those teachers.

Nieto (2004) identifies three models of advice that characterize actions of accompaniment and mentoring:



a) *Intervention.* The role of the experienced teacher is directive and assumes a leadership position, where instruction is given through interpersonal behavior which provides materials and ideas to be adapted, and so dominates the transmission of information with an emphasis on the explanation and application of knowledge and skills.

b) *Facilitation.* The role of the experienced teacher is consulting. His/her interaction with the novice teacher provides advice and listens, encourages and clarifies. The experienced teacher provides materials designed for this purpose and promotes the discussion and review of diverse conceptions. The experienced teacher assumes a role of coordinator of decisions and is a strong observer. This model focuses on interactive work methodology and improves the quality of action processes.

c) *Cooperation.* A critical friend or colleague is the experienced teacher role and their relationship is interdependent and a source of mutual learning, shared responsibility, experience or convergence of perspectives. Materials and ideas are developed together. There is an awareness of reaching agreements and reaching a consensus on courses of action. Cooperative research is promoted. Both input to the improvement plan. There is shared leadership and promotion of interdependence, reciprocity, collegiality and solidarity. The best features of accompaniment and mentoring are developed under the facilitation and cooperation approach.

Teachers are the key to success in inclusion. Here, seven essential components for Teacher Preparation Programmes are introduced based on the experience of training teachers

## **CONCLUSION:**

Lack of adequate teacher preparation has been identified as a major barrier to inclusive education in South Asian countries (Sharma et al., 2013), including India (Singal, 2005a, 2005b). Currently, graduate teachers completing teacher education programs are exposed to education of children with disabilities through one or two theory-based subjects. Anecdotal evidence has suggested that such subjects are offered as optional subjects (often with very poor enrolments). This situation is perhaps an indication that within teacher education programmes, education of



Children with disabilities are not seen as the primary responsibility of the regular schoolteacher. One can argue that most teacher education programmes – unintentionally – are preparing teachers for exclusion rather than inclusion. A need to reform teacher education programmes to prepare teachers for inclusive education has been articulated both by researchers (Sharma et al., 2009; Mitchell and Desai, 2005; Singal, 2015a, 2015b) and by international agencies (UNESCO, 2005}

Inclusive education must respond to all pupils as individuals, recognizing individuality as something to be appreciated and respected. Inclusive education responding to special needs will thus have positive returns for all pupils." All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children."

That is a big and difficult task, but "where there is a will there is a way!"

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## TEACHER EDUCATION AND QUALITY CONCERNS

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### **Abstract:**

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. 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. 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. 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. The assessment procedure of NCTE, NAAC, and the University should help the teacher education institutions to know its strengths, weaknesses, opportunities and threats.

**Key Words:** NAAC, IQAC, NCTE, QCI, NABET.

### **Introduction:**

The purpose of teacher education is to produce teachers who have competencies in various fields. The role of teachers is no longer confined in teaching by imparting knowledge only, they need to be thorough professionals, fully equipped with high academic standard, pedagogical skills, ethical and moral values etc (Singh, 2008). In fact,



they have to play a multi-tasking role in the context of various challenges emerging in the field of contemporary society. In this connection, the role of teacher education has also increased many folds. It has special roles to prepare future teachers who are socially responsible and conversant with unique features of cultural heritage and various socio-cultural ethos, have high commitment and the ability to lead society and nations shaping young minds of the learners.

Unfortunately the programs of teacher education are alleged to be static and stagnant. In spite of many innovations in this area abroad, situation in India is not up to the mark. Here teacher educators repeat and experiment their own training, which they received earlier upon their students. The program of teacher education in various stages requires a thorough reconstruction in its input, process and output in order to make the system quality oriented. The international Commission on Education for 21st century has also recognized necessity of reshaping this program in order to enhance its quality in various aspects.

### **Government of India organization bodies in improving the quality in teacher education:**

The following are the organization bodies that are working for the improvement of quality in teacher education.

1. NAAC
2. IQAC
3. NCTE
4. QCI
5. NABET

Let us discuss the details of the organizations one by one.

### **National Assessment and Accreditation Cell (NAAC):**

**Vision:** To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

**Mission:** To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;



- To stimulate the academic environment for promotion of quality of teaching learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

#### **Value frame work:**

To promote the following core values among the HEIs of the country:

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System in Students
- Promoting the Use of Technology
- Quest for Excellence

#### **NAAC: Objectives**

The objectives of NAAC is to assess and accredit institutions of higher learning, universities

and colleges or one or more of their units, i.e., departments, schools, institutions, programmes, etc.

The main objectives of assessment and accreditation are to:

- a) grade institutions of higher education and their programmes;
- b) stimulate the academic environment and quality of teaching and research in these institutions;
- c) help institutions realize their academic objectives;
- d) promote necessary changes, innovations and reforms in all aspects of the institutions working for the above purpose;
- e) encourage innovations, self evaluation and accountability in higher education. In order to meet its mandate NAAC will:



- a) Review periodically and revise and update as and when considered necessary in the light of experience gained the techniques and modalities of assessment;
- b) Communicate the results of assessment and grading to the concerned institution in a form and manner appropriate for corrective action, rectification and self improvement;
- c) Help and encourage the institutions in developing their own procedures, techniques and modalities for self evaluation;
- d) Initiate research studies, in planning and evaluation of educational institutions, programmes etc.
- e) Ensure an optimized use of resources and the achievement of the identified goals of institutions of higher learning;
- f) NAAC may collaborate with institutions, Indian and foreign, engaged in work of a similar nature and may also undertake on request assessment and accreditation of institutions of higher education, abroad.

### **Structure of NAAC**

NAAC's working is governed by the General Council (GC) and the Executive Committee (EC) on which University Grants Commission (UGC), All India Council for Technical Education (AICTE), Ministry of Human Resource Development (MHRD), Association of Indian Universities (AIU), Universities, Colleges and other professional institutions are represented. Senior academics and educational administrators are nominated as members.

**Activities:** In addition to many peer team visits which takes place every day, the NAAC also facilitates conduct of workshops and seminars in accredited institutions. To create an advocacy for assessment and accreditation, NAAC partners with various state governments and professional bodies. Assessors' interaction meetings (AIMS), Internal Quality Assurance Cell (IQAC) meetings, interactions with governmental agencies form an important part of NAAC's activities.



## **Internal Quality Assessment Cell (IQAC):**

### **Introduction**

The University Grants Commission (UGC), established in November 1956 as a statutory body of the Government of India through an Act of Parliament, has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

### **The duties of IQAC:**

1. To improve and apply of quality parameters for various academic and administrative programmes of the institution.
2. Dissemination of information related to various quality parameters of higher education.
3. Organization of workshops, seminars on quality related themes.
4. Documentation of various programmes leading to quality improvement.
5. Acting as a nodal agency of the institution for quality related activities.
6. Preparation of Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

### **IQAC will facilitate the following:**

1. To a heightened level of clarity and focus on Institutional functioning towards quality enhancement and facilitate internalization of the quality culture.
2. Institutionalize many good practices and enhancement of various activities of the institution and integration.
3. To provide a sound basis for decision making to improve institutional functioning.
4. To act as a agent to change in the institution.
5. To better internal communication.

### **Composition:**

1. Chairperson: Head of the Institution,



2. A few senior administrative officers.
3. Three to eight teachers.
4. One or two members from the management.
5. One or two nominated members from the local society.
6. One of the teachers as the coordinator of the IQAC.

**Goals:**

1. To develop a quality system for conscious, consistent and catalytic
2. programmed action to improve the academic and administrative
3. performance of the HEIs;
4. To promote measures for institutional functioning towards quality
5. enhancement through internalization of quality culture and
6. Institutionalization of best practices.

**The IQAC shall have the following functions**

1. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the HEI;
2. Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
3. Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes;
4. Dissemination of information on the various quality parameters of higher education.

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

National council for teacher education was established in the year 1973. At that time, it has no authority over the teacher training institutions. It acted only as an advisory board for a long time. The act of NCTE was passed by the Parliament in 1993. From, 1993 onwards, it was



established as an official organization. Now, NCTE not only suggests the reforms of teacher training but also has the authority to implement those suggestions.

In the year 1963, the Kothari Commission report pointed out many defects in teacher training. In 1968, the National Policy on Education stated that there is a need of establishing a national level organisation to rectify the defects in the existing teacher training and make it better. For this, at last NCTE was formed in the year 1973.

### **The objectives of NCTE:**

1. To improve the teacher training and modernize it.
2. The modernized plan should be implemented in all the training institutions.

NCTE prepared the model curriculum for teacher education in 1980 itself and fulfilled its first objective. This is the competency based teacher education curriculum. The basic subjects of the teacher education like philosophy, psychology and sociology should not be taught separately but integrated with teaching competencies and give training in this way is the main characteristic of this competency based teacher education curriculum.

NCTE prepared a model teacher education curriculum and sent it to UGC, Universities and state education boards and has given advise to implement in different teacher training institutions for the last 15 years. But, the advises given by NCTE were neglected by universities and state governments but taken up reforms to some extent only. Hence, NCTE had failed in achieving its second objective.

The reason for this failure is that NCTE was made as an advisory board only. NCTE should be made as an official organization and a statutory organization instead of being an advisory board. This has been proposed and advised again and again by academicians and educational committees. At last government also recognised the need. NCTE act 1993 was passed by parliament. In this way NCTE was formed as an official organization in 1993. NCTE has been continuing its activities from 1995 onwards. NCTE Act 1993 had explained the authorities and responsibilities. Some salient features are as follows.



1. Designing the national level teacher educational system, deciding the standards for that and implement them all over the country from time to time.
2. Preparing the model teacher education curriculum suitable for the educational process.
3. Preparing the regulations related to minimum facilities in the training institutions to provide teacher training with good standards.
4. NCTE has the authority now to appoint visiting teams and make them to visit the training institutions.
5. To accredit the various teacher education institutions which follow the regulations satisfactorily.
6. The accreditation should be discarded if the training institutions do not follow the regulations. This is to be informed to the concerned state education department, SCERT and university. The students from such training institutions should not be allowed to any examination which is conducted by state education department or university.
7. To arrange meetings on the problems related to teacher education.
8. Publish good books related to the problems and to improve teacher education.

### **Quality Council of India (QCI):**

Quality Council of India was set up to establish and operate national accreditation structure and promote quality through National Quality campaign. This has been formed jointly by the Indian government and Indian Industry represented by Associated Chamber of Commerce (ASSOCHAM), Confederation of Indian Industry (CII) and Federation of Indian Chamber of Commerce and Industry (FICCI). The QCI is registered as a non-profitable society. 38 members represent government, industry and consumers and QCI is governed by them. The chairman of QCI is appointed by the Prime Minister basing on the recommendations of the industry to the government. QCI functions through the executive boards in the specific areas i.e.,

- a. Conformity assessment bodies



- b. Establishment of healthcare centers
- c. Providing education and professional training.

In addition to this, QCI has a special board for the promotion of quality.

### **Driving quality for national well being**

For this, QCI plays a vital role. It is playing a pivotal role to develop the quality, to advertise and to follow the quality in all important fields at the national level. Some of the important activities are as follows.

1. To administer carefully the accreditation programme of the educational institutions as per the government orders. The main aim of this to supervise the products, staff, and administrative systems of those educational institutions according to the international standards; whether the laboratories are in the working condition or not; to improve various activities and to improve the quality for high status of the future citizens of India.
2. The national accreditation programmes are serving in various fields. In the fields like education, health protection, environmental protection, social issues, facilities issues, professional training etc, it selects some of them and provide accreditation to them and provide its assistance and co-operation to the institutions which do not need accreditation.
3. Likewise in the fields of food, oil and gas, forest department, agriculture / veterinary field and pharmacy department give its support and co-operation from time to time and make effort for accreditation.
4. The main aim of this is to create awareness among the citizens in all the issues for the quality improvement by national quality movement.

### **Objectives**

1. Establishment and maintenance of accreditation structure in the country.
2. Providing the information on quality related standards properly.
3. To spread the quality movement all over the country by national quality campaign.



4. To raise the level of quality related equipments and techniques.
5. To represent India in the international forums.

### **Quality Council of India – Main aims and Objectives**

1. To promote and coordinate a national quality initiative for building confidence and services and for improving competitiveness.
2. To raise quality consciousness in the country through National Quality Campaigns, conducting seminars and other forms of promotion; and by promoting business excellence through, for example, quality award scheme, holding competitions etc.
3. To ensure effective functioning of National Information and Enquiry service on Standards and Quality.
4. To establish an accreditation service for bodies certifying environment and safety management systems.

### **National Accreditation Board for Education and Training (NABET)**

NABET is one of the constitution boards of Quality Council of India. From the last few years, there is raise in the matter of understanding about the administration of NABET in a perfect way. The scope of NABET is also enlarged. NABET is matching to QCI in its development and for the national well being. NABET makes effort to provide accreditation to the professional education organizations and the quality level deciding organizations.

NABET is the first organization in the whole world to offer accreditation of consulting organizations in various conformity assessment areas. This organization has launched accreditation programme for Quality School Governance in the country. This programme is aimed at overall development of the students.

### **NABET Policy**

National Accreditation Board for Education and Training shall strive to provide services to its customers in accordance with the national and international norms and guidelines. It is committed to provide fair and equal opportunity to all the applicants with highest regard to transparency, integrity and confidentiality.



## Objectives

1. To be equally accessible to all applicants who wish to be accredited as per criteria of the Board, within its scope and capability.
2. To maintain and upgrade criteria in line with international requirements / developments to foster improvement in the quality of accredited bodies and Training Course Providers with the support of various stakeholders.
3. To be impartial in its decision on criteria and process of accreditation being operated by NABET.
4. To seek international recognition of the accreditation schemes.
5. To be financially self-sufficient to conduct its business professionally.

## NABET – organizational structure

1. **Technical committee:** This committee has highly experienced and experts as its members. This committee will give suggestions and advices to NABET.
2. **Accreditation committee:** Eminent people are the members of this committee. This committee gives suitable advices, necessary clarifications in issuing the accreditation depending on the conditions, to the organization.
3. **NABET Assessors:** It is having experienced experts. These experts are from the related departments and they will explain the requests technically and whether the level of office is proper or not.
4. **NABET Secretariat:** This committee is having experienced persons and young job holders as the members and acts as the co-ordinators for the whole accreditation level and process.

**Conclusion:** Quality assurance in teacher education plays the central role in the total quality management mission of the system. Quality assurance can be ensured by its application in all parts of customers. The main focus is on primary customers i.e. learners. Similarly equal attention needs to be paid on the total education system and slight



deviation in any part of sub-system will disturb the way of quality assurance.

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## PROBLEMS OF TEACHER EDUCATION IN INDIA

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### Abstract

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. The aim of the present paper is to improve the teacher education quality in India by focusing on the problems & related concerns. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in- service programs for serving teachers throughout the country. Importantly, the teacher education and training institutions must take up the charge of educating policy makers and the general public about what it actually takes to teach effectively both in terms of knowledge and skills that are needed and in terms of the school contexts that must be created to allow teachers to develop and use what they know on behalf of their students. Now teacher has to perform various roles like encouraging, supporting and facilitating in teaching-learning situations which enables learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens. Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. teacher education programme needs a comprehensive reform and



restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society.

### **Introduction:**

Man is a social being and a product of society and the society depends upon its individual for its development. Aims and objectives can be achieved through the efficient teacher for an education system of its man of any society through proper education. So we require an efficient teacher. There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, schools, regulatory bodies, to teachers themselves.

### **Current State of Education:**

India has a large system of education. There are nearly 5.98 lakh primary schools, 76 lakh elementary schools and 98 thousand high / higher secondary schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools.

Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizeable number of them are untrained or under-trained. In certain regions, like the North-East, there are even unqualified teachers. As far as in-service education is concerned the situation is not very encouraging. In this scenario it has been observed that teacher educators are not professionally committed and overall competencies of teachers leave much to be desired. The quality of pre-service education has actually shown signs of deterioration.

Naseem & Anas (2011) in their study discussed about the various problems that are existing in Indian Teacher Education, while Sharma (2012) stressed on the fact that ICT can play a major role in professional growth of the teacher and shaping the global economy. Unless teacher educators model effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. All these problems are closely associated with increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices; and the support system provided by the State



Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level.

The DIETs are charged with the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centres for elementary education at district level. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary stages and in vocational education. Although National Council for Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework consequently; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country.

During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate.

Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and stimulatory learning experiences whenever available, rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes.

A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.



### **Problems of Teacher Education:**

It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral, ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. Various problems in the way of teacher education are following:

- Incompetency of Pupil Teachers
- Superficial Practice teaching
- Problem of supervision of teaching
- Deficient in content of the Teaching Subject's
- Knowledge
- Methods of Teaching are lacking in innovation
- Segregation of Teacher Education Department
- Poor Academic Background of Student-Teachers
- Deficient in facilities for pupil-teacher
- Lack of Regulations in Demand and Supply
- Lack of facilities for Professional Development
- Insufficient financial grants
- Narrow Scope of Teacher Education
- Lack of Culture-Specific Pedagogy

### **Main Concern of Teacher Education:**

A lot of planning and resources has been spent for improving the quality of teacher education. New technologies have been introduced in the field of education; still our teacher-education could not rise up to the expected level. It is lacking behind somewhere in realizing its purpose. Its scope has broadened and its objectives have become focused during the last thirty five years, but teacher education could not realize its objective fully. The school should equip students with suitable knowledge and skills that must be perceived as understanding the reality through personal experience and emotional

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reactions with the surrounding world of objects and specific situations (Yang, 2004). Such knowledge should be preceded by appropriately designed and organized learning process – learning that brings about substantial changes in the perspective of individual vision and perception of the world (O’Sullivan, 2008). Growing evidence demonstrates that, among all educational resources, teacher’s abilities are especially critical contributors to student’s learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling – Hammond, 2006).

Importantly, the teacher education and training institutions must take up the charge of educating policy makers and the general public about what it actually takes to teach effectively both in terms of knowledge and skills that are needed and in terms of the school contexts that must be created to allow teachers to develop and use what they know on behalf of their students (Fullan, 1993).

### **Emerging Development and Improvement:**

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning.

The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

Teacher education is now becoming more yet to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has widen the area of responsibilities of the teacher. Now teacher has to perform various roles like encouraging, supporting and facilitating in teaching-learning situations which enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to



develop character and desirable social and human values to function as responsible citizens.

### **Suggestions:**

- The courses of studies both in theory and practice should be reorganised. For this a pragmatic research should be conducted by some universities to see the course structure, which will be helpful for realisation of the goals of teacher education. A comprehensive job analysis of teaching in our schools should necessarily be made the basis for recasting of courses in teacher education.
- The method of teaching in the teacher education departments should be such that it inspires a sense of appreciation among other departments of the universities and colleges: A teacher education department should therefore, conduct special innovative programmes in the following directions: Seminar, combining of seminar and discussions with lectures, team teaching panel discussion and projects sponsored by the faculty members for improvement of learning in various spheres.
- For development of professional attitude it will be advisable to recognise the college of education as unit in themselves. Such an institution should be equipped with facilities for organising various types of activities such as daily assembly programmes, community living, social work, library organisation and other curricular activities, which promote democratic spirit of mutual appreciation and fellow feeling.
- The admission procedures of B.Ed. should be completely systematised and steps should be taken to make it full proof against tempering and meddling as far as possible.
- There should be a planning unit in each State Education Department. The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. This unit can also be given the responsibility of projecting future requirements of teachers in various categories.
- It will be in the fitness of things if at the time of setting up a teacher education department, a demonstration school is made integral part of it and a definite norm should be followed for certain facilities such



as laboratories, libraries and other important audio-visual equipment.

- The practising schools have to be taken into confidence. For this the members of the staff of teachers colleges should be closely associated with the schools. The course of studies and the practical work and practice teaching can be easily moderated in such a way that they will have useful implications for improving school practices.
- Teacher education programme should be organized on the basis of evidence obtainable from researching such areas as follows: "Teacher behaviour" Developing conceptual framework and a theory of institution." Innovative practices of teaching such as microteaching, simulation and interaction analysis procedures.
- The teacher education department should be made a nucleus for research on teaching curriculum and evaluation in the regular university departments. It can also be entrusted the responsibility of sponsoring programmes for extension such as bringing the community into close contact with the university academicians. There should be a free exchange of scholars from one department to the other. This will improve the quality of teacher education programmes immensely.
- For professional growth of teacher educators there should be seminars, summer institutes and research symposia at more frequent intervals.
- There is a paucity of round textbooks and reading material, including reference books in Hindi and regional languages in the field of teacher education.
- The State Government should make adequate provision of funds for teacher education departments. Special assistance should be given for running an experimental school and holding of practice teaching sessions in various schools.
- Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and a rigorous manner of assessment.
- Libraries are needed to be enriched with complete and comprehensive reference section equipped with all available journals for use by all the researchers. Since the teacher is the pivot of the



entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilise his own resources to keep himself abreast of new knowledge and skills.

### **Conclusion:**

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society.

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## QUALITY ASSURENCE IN TEACHER EDUCATION

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### Abstract

Quality has become the global perspective in each field of development. Quality is defined as delighting the customer by continuous meeting and improving upon agreed requirement. India is a developing country in the world and providing the mass education at elementary and higher education. The subject of quality assurance has become an important word in the sphere of higher education. Among higher education teacher education occupies central stage due to its being the caretaker of macro educational system. The teacher education has assign the task of producing the teachers for primary and secondary education and also build solid foundation of the system. Due to its role and significance, the teacher education has vast amount of growth during last decade. Education of teachers is not only responsible for improvement of school education but also for preparing competent, committed and professionally well qualified teachers who can meet the demands of a system. A teacher's content knowledge, verbal skills or enthusiasm for learning necessarily constitutes high mark for being a high quality teacher. This paper enlightens the role of agencies (NCTE, NAAC), quality indicators and suggestions for teacher education.

### Introduction

Quality is contextual. It is very difficult to give a comprehensive definition of quality. The best teacher of a particular school may be a poor teacher in some other school. However, the quest for quality has been the major concern of the entire human civilization. Quality is not an act, it is a habit. It generally signifies the degree of excellence. It is



the totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs.

In the educational context, quality is seen as a complex issue as education is concerned with human being. When we describe human being as product, the description cannot encapsulate all the characteristics of teachers or learners in the same way, as one would describe the quality of commodities. Hence, the definition of quality varies depending upon the individual, institution and educational situation, social and national context.

### **Context Concerns**

Teacher education program is an integral part of educational system, which is directly linked with the society. Its scope and objectives have become larger in the modern society. The major factors of quality concerns in teacher education are input, process and product factors.

### **Input Factors**

Input factors involve the entire physical infrastructure as building, equipment, library, books, laboratory and playground etc. it also includes 'students' entry behavior such as their family background, socio-economic status, academic achievement, their interest, need etc. teachers' entry behavior such as their academic and professional background, socio-economic status, their attitude towards teaching profession, interest, etc. are also considered as input factors.

### **Process Factors**

A teacher education programme is said to be successful if its outcomes are maximized amongst the trainees in terms of development of necessary skills, Values and attitudes. These outcomes are largely depending upon how effectively the process of training is organized. Quality lies in its processes. Output is the result of processes. A process is a particular course of action intended to achieve the desired results.

### **Product Factors**

Product factors are the desired outputs of a given course of instructions. It determines whether objectives of a particular course of instruction are being achieved or not. They are students' academic



achievement, commitment to teaching profession, efficiency in learning, personality development, etc.

Teacher education must become more sensitive to the emerging demands from the school system. For this it must prepare the teacher –

- 1) To care for children, and should love to be with them.
- 2) To understand children within social, cultural and political contexts.
- 3) Be receptive and be constantly learning.
- 4) View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- 5) View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.
- 6) Own responsibility towards society, and work to build a better world.
- 7) Appreciate the potential of productive work and hands on experience as a pedagogic medium both inside and outside the classroom.
- 8) Analyze the curricular framework, policy implications and texts.

### **Agencies of Quality Assurance**

Various agencies are involved for assuring in teacher education, they are:

#### **National Council for Teacher Education (NCTE)**

National Council for Teacher Education (**NCTE**) is a statutory body of **Indian** government set up under the National Council for Teacher Education Act, 1993 (#73, 1993) in 1995 is to formally oversee standards, procedures and processes in the **Indian** education system. The National Council of Teacher Education (NCTE) sets up norms and standards for teacher's education right from pre-school teacher education to post graduate level teacher education. Apart from this, the council also plans, coordinates and implements innovative ways to educate teachers. The purpose of Government of India to achieve planned and coordinated development of the teacher education system throughout the country is also achieved by the NCTE.



In 2002, the Council also developed “Curriculum Framework for Quality Teacher Education” for upgrading the quality of teacher education programmes with international standards. NCTE being aware of the importance of information and Communication Technology (ITC). It Has made ICT literacy a compulsory part of B.Ed course. NCTE has been engaging in organizing number of workshops for teacher educators throughout the country to familiarize them with basics of computer usage. In addition, B.Ed. colleges were provided with CD-ROM’s to teach IT literacy.

In order to inculcate a sense of value judgment, value commitment and value transmission among the teachers, NCTE has published number of print material; and CD-ROM as well as put these publications on its website. Some of the significant publications are: Human Rights and National Values; Gandhi on Education; Sri Aurobindo on Education; Role and Responsibility of Teachers in Building Modern India; and Education for Character Development.

### **National Assessment and Accreditation Council (NAAC)**

**NAAC** is an autonomous instituting established by the UGC in 1994. The prime agenda of **NAAC** is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. Through self-evaluation of performance of an institution and/or its units based on self study and peer review through defined criteria. Accreditation is the certification given by NAAC, which is valid for a period of five years. The process of assessment followed by NAAC is in accordance with the internationally accepted practice with certain modification to suit the Indian context. For quality assurance of teacher education institutions, the NAAC and the NCTE have entered into a memorandum of understanding (MOU) for executing the process of assessment and accreditations of all teacher education institutions coming under the provision of the NCTE. The three stage process for assessment and Accreditations is as follows:

- 1) Preparation of the Self-appraisal Report by the teacher education institution for submissions to NAAC
- 2) Validation of the Self-appraisal Report by peers visiting the institution and



- 3) The final decision of NAAC based on the Self-appraisal Report and the recommendations of the team of peers.

## **Universities**

The university is responsible for providing affiliation to the teacher education institutions situated in its jurisdiction. It conducts combined entrance tests and grants admissions to students against non-management seats to these teacher education institutions. It also design curriculum, coordinates for quality teaching, and conducts examination. It also prescribes norms for certification of faculties. It is also engaged in capacity building through faculty development programme and research.

## **Institutions of Teacher Education**

Teacher education institutions create appropriate infrastructure for providing quality teacher education and grants admission against management seats. It organizes teaching as per prescribed curriculum of the affiliating university. It is also engaged in appointing faculties and overall management of the institution. It also coordinates with the affiliating university, NCTE and the State Govt. in all matters regarding teacher education.

## **Quality Indicators**

In order to assess the quality of teacher education institutions, certain quality indicators are to be considered. NAAC has identified seven core indicators for quality teacher education as follows:-

- a) Curriculum planning and design: - which includes goal orientation, curriculum development, programs options, academic flexibility and feedback mechanism.
- b) Curriculum Transaction and Evaluation:- which includes admission process, catering to diverse needs, teaching-learning process, teacher quality, evaluation of teaching, evaluation of learning, and examination reform.
- c) Research, Development and Extension:- which includes promotion of research, research output, publications output, consultancy extension activities, participation in extension and linkages.



- d) Infrastructure and learning Resources:- which includes physical facilities, maintenance of infrastructure, library as a learning resource, computers as learning resources and other facilities.
- e) Student Support and Progression:- Which includes students profile, students progression, student support and student activities.
- f) Organization and Management:- Which includes goal orientation and decision making, organization structure, powers and functions of functionaries, perspective planning, human power planning and recruitment, performance appraisal , staff development programmes, resources mobilization and financial management.
- g) Healthy Practices:- Which includes total quality management, innovations, value-based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives.

### **Some Suggestions for Enhancing Quality of Teacher Education**

The skill development of student teacher should be on with their counterparts abroad. With liberalization and globalization of economic activities, the demands for teacher education at nationality comparable and internationally acceptable standards are increased. This demands the teacher education institutions to be innovative, creative and entrepreneurial in their approach to skill development among the students.

Although skill development is crucial to the success of the teachers in the job market, skills are of no value in the absence of an appropriate value system. Teacher education institutions have to shoulder the responsibility of inculcating the desirable value system among the student teachers commensurate with social, cultural, economic and environmental realities at the local, national and universal level.

Our teachers are still uncomfortable with the use of technology in the classroom. They should be trained to the technological innovations that are readily available. Effective use of information and communication technologies in teacher education institutions can improve the quality of teacher education.

In order to manage the expanding work and complex nature of the problems of teacher education, every state should have a separate



Directorate of Teacher Education. Such directorate will also be responsible for manpower planning with respect to recruitment of various levels of teachers in the concerned state. State should plan teacher education facilities in terms of teacher requirement of various subjects and grades.

The assessment procedure of NCTE, NAAC, and the University should help the teacher education institutions to know its strengths, weaknesses, opportunities and threats. It should provide the funding agencies with objective and systematic database for performance input factors to process and product factors. Quality assessment may not be restricted to first generation indicators based on input factors. Instead we should consider those indicators, which are applicable to a variety of situations sensitive to the specific needs and functions of teachers education should be considered. Hence, there should be flexibility in approaches and methodology for assessment of teacher education institutions.

School curriculum is becoming more and more complex. Many new areas of knowledge are getting into the curriculum. In this situation, one-time teacher training of a particular duration may not serve the purpose. There should be continuous in-service programme organized both through face-to-face and distance mode in order to make the teachers to cope with the latest development.

Each teacher is expected to involve in undertaking action research for qualitative improvement of classroom teaching. They should also be involved in developing teaching and learning (print and non-print) instructional materials, psychological tools, etc. this will help the teachers in updating their knowledge and skills continuously as well as improving their self-esteem.

There should be continuous monitoring of teacher education institutions by NCTE and the affiliating University, particularly the privately managed self-financing institutions in order to maintain the standard of teacher education programme and its quality enhancement.

**Conclusion:** Quality assurance in teacher education plays the central role in the total quality management mission of the system. Quality assurance can be ensured by its application in all parts of customers. The main focus is on primary customers i.e. learners. Similarly equal attention need to be paid on the total education system and slight



deviation in any part of sub-system will disturb the way of quality assurance.

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## TEACHER EDUCATION AND THE CULTURAL CONTEXT

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Education is the most important invention of mankind. It is more important than his invention of tools, machines, spacecraft, medicine, weapons and even of language, because language too was the product of his education. Man without education would still be living just like an animal. It is education, which transformed man from a mere 'two-legged animal' into human. It helps him to behave like a man and prevents him from behaving like an animal.

The word 'Education' is like a diamond which appears to be of a different colour when seen from different angles. It is as basic to civilization, to social survival, as reproduction and nutrition are essential to biological evolution.

Education of man does not begin at school. It begins at birth ,It ends not when he graduates from the University but at his death. Hence education is a life long process. "Any Modification brought about in the behaviour of an individual as a result of his interaction with the environment constitute learning".

The concept of education is dynamic. It has passed through many ages and stages in the processes of evaluation and at every stage it has had a different meanings according to the then existing social conditions. The concept of education is still in the processes of evaluation and this process will never come to an end .Emerging time will always demand a revision of the prevailing educational ideals.

The system of Indian education in India has conformed to the ideals and objectives that the people have set before themselves. These ideals and objectives have changed from time to time to fit the new world in which people are influenced by the Vedas, the Upanishads, the Gita, the puranas and also by the orthodox and unorthodox school of philosophy. Though it is not possible to point out fully which may be regarded as the Indian philosophy of education as propounded by



different sages and philosophers, we may build up a system of ideas which were inspired by ideals of ancient Indian society.

The education was imparted through religious institutions in the earlier times. The teachers were generally learned priests, pundits or maulvis and other similar functionaries. The location of the school used to be in and around the place of worship. The prime objective of education was to inculcate knowledge of good life through religion and text books with religious ideas. Life skills and vocations were also introduced in some cases. Land grants, gifts, in kind and cash and charities were provided by kings, rulers of noble men and wealthy families to the religious institutions for the promotion of education. Education depended upon such gifts rather than on any political or secular means. Education being religious in character. It was limited to the privileged sections while the masters did not had no ways to reach up to. The education policy during the medieval period used to be according to the whims and families of the ruling class . It was individual rather than mass education. The religious lenders and the institutions had gained upper hand in.

John Ruskin has conceived the meaning of education as a process of creative awareness in people in the things of which they are ignorant, The real meaning of education is to teach people to conduct themselves in ways in which they are excepted of doing in the interest of society he has highlighted how important it is to learn the behaviour through education.

Whitehead (1949) understands that the purpose of education is to stimulate and guide for the self development of persons who are involved in it , The author further emphasizes that purpose of education is the overall development of the child.

Aristotle conceptualised education to create a sound mind in a sound body. This is further spelt out by Mahatma Gandhi who maintained that, education is an all round drawing out of the best in child and man, the body, the mind and the sprit.

Education is basically a processes of acquisition of knowledge. The Greek philosopher Socrates had said that knowledge is virtue and he who is knowledgeable is virtuous and just similarly (Benson, 1992) . Francis Bacon (2000) had pointed out that knowledge is power and the knowledge of the universe around is instrumental for the progress of



the society. In the Bhagavad Gita Srikrishna has set knowledge as one of the qualifications of a Sthithapragna, a person of equanimity, poise and mental balance (Holy Bhagavad Gita), Hence the concept of education as acquisition of knowledge has been prevalent. Since the beginning of the history of education till recent times and continue to remain so even in the eternal future. Such a meaning prevails in the minds of the lay public, implying societal consideration of the processes of education.

Education is a process of acculturation. Culture provides the template for all human activities, interactions and understanding. Culture influences how teachers and students think, believe and behave; therefore, it is imperative for educators to understand culture's role in the design, implementation, as well as its effect on curriculum and instruction for students and for themselves.

Any society can achieve progress only through education of its members. In the developing societies, education is expected to infuse varied knowledge's and skills. Education can be used for inculcating modern values. It is largely believed that the spread of education will play a vital role in the social, economic, cultural and political modernisation of the society. It is indeed a reality in all the developed nations that their development has been made possible only through educational development of their people.

Gandhi's contribution to education is cultural diversity should be defined as the capacity of maintenance of the dynamic changes in all of us. Culture is not equal in face of globalization processes and every effort must be made to safeguard cultural expressions struggling to survive. The principal challenges for education in the 21<sup>st</sup> century is to learn to live together, which require our ability to equip people with capacities to deal with cultural change within increasingly multicultural societies. The universal ambition of education for all is synonymous with lifelong learning for all and must allow for the diversity of culturally embedded learning environment that exist throughout the world.

Rabindranath Tagore on education, As one of the earliest educators to think in terms of the global village, Rabindranath Tagore's education model has a unique sensitivity and aptness for education within multi-cultural situations, amidst conditions of acknowledged



economic discrepancy and political imbalance. Kathleen M. O'Connell explores Rabindranath Tagore's contribution. The tremendous excitement and cultural richness of his extended family permitted young Rabindranath to absorb and learn subconsciously at his own pace, giving him a dynamic open model of education which he later tried to recreate in his school at santhiniketan.

Education conserves and perpetuates social life. School provides minimum general culture to all the pupils, School trains children in a manner that enrich and modify the cultural heritage. Education primarily, is a social function. All education takes place in a social setting or in the social milieu. Education being a social function has to discharge manifold social obligations. As a matter fact, education is a social necessity and school is a social institution. As such, the main task of education is to transform animal being into a social being. Man is essentially a social animal. Though the process of education, mature members of the society pass on certain experiences, social values, traditions, purposes, attitudes, etc., to the younger and immature members of the society. This is the only way to ensure the continuity of the society. Without social and cultural heritage biological inheritance has no validity.

A teacher is the custodian of the heritage of mankind and the exclusive appropriator of new knowledge. In case of India, with the highest age group of individuals under 35years of age (as of 2011 statistics), traditional teaching techniques are still very much in use. The greatest problem in India Education system is disproportionate Teacher student Ratio which promotes rote learning and lacks application.

Culture is a "primary human toolkit" that shapes and is shaped by then numerous interactions, teaching, and learning that happen throughout our life span .Culture is implicated in our everyday actions like the type of outfits we wear, the food we eat, the associations we have, and our values, and beliefs. Teacher rely on their cultural references when they teach. Their pedagogical approach is "shaped culturally by how teachers learned as students; how they teach and convey information to their own biological children, and what they emphasize in the curriculum over other information".



Teacher Education refers to the policies, procedures and provision designed to equip [prospective] teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom school and wider community.

Teacher education; It is well known that the quality and context of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirement of the profession and face the challenges therein.

Context, concerns and vision of Teacher Education-essential learning conditions for achieving the educational goals cultural, linguistic and regional context .The Education commission [1964-66] of India opined 'No people can rise above the level of its teachers.' It further stated "Status of the teacher reflects the socio-cultural ethos of a society."The society is indebted to the teachers for shaping the destiny of the nation through the education of young minds. Teaching is not only art but also a science; teachers are not only born but they can be made effective through training institutions. Teacher-education is said to be a very significant investment for bringing qualitative improvement in education. If a revolution in education has to be initiated, it is the teacher-education which can be taken as a starting point. The quality of teacher produced in any institution largely depends upon the quality of curriculum offered to them during their training period. It is also true that the competence and quality of the teacher educators too has its share in the quality of teachers trained by the institutions.

As per the National Council of Teacher Act,1993,term Teacher education means;-‘Programmes of education, research or training for equipping them to teach at pre-primary , secondary and senior secondary stages in schools, and includes non-formal education, part-time education, adult education and corresponding education’.



### Objectives of study:-

- \*1.To enable the students of the secondary education to impart cultural values, value education and life skill education.
- \*2.To prepare the students of the secondary education to feel their responsibilities towards the education of neglected sections of society including those affected by diseases and deprivation of various forms.
- \*3. To develop among the prospective teachers love for Indian culture, and its contribution to the world and to inculcate sense of national pride and identity.

Hypothesis:1)There is no significance difference between the opinion of student teachers of B.Ed., and D.Ed., regarding the development of life skills is possible through the processes of education.

Hypothesis: 2) There is no significance difference between the opinion of student teachers of B.Ed., and D.Ed., regarding the development of multicultural values among the students is possible through the means of education.

Hypothesis: 3) There is no significance difference between the opinion of student teachers of B.Ed., and D.Ed., regarding the development of self confidence among the deprived and orphan is possible through the processes of education.

### METHODOLOGY:

The researcher has selected 250 members as his sample size for his study , Among the selected sample he had considered two variables as follows : A .Gender, B. Locality.

Table showing the sample size based on the variable gender:

S.NO:	GENDER	TOTAL
1	MALE	150
2	FEMALE	100
3	TOTAL	250

The nature of the sample includes both male and female under the variable gender. The male are 150 and female are 100.



Table showing the sample size based on the variable locality:

S.NO:	LOCALITY	TOTAL
1	RURAL	130
2	URBAN	120
3	TOTAL	250

The nature of the sample includes both rural and urban under the variable locality. The rural students are 130 and urban students are 120.

The researcher has used random selection processes for selection of the sample. He selected survey method to collect the data. The people of both the localities were contacted personally by the researcher and were explained about the purpose of the study and administered the test to collect the data according to the sample convenience in a peaceful environment.

#### DATA ANALYSIS AND INTERPRETATIONS:

1) Does the life skills development is possible through the education processes.

S.No	Variable	Yes	No	Total	Total Sample
1	Gender:				
a.	Male	70(28%)	80(32%)	150	250
b.	Female	40(16%)	60(24%)	100	
2	Locality:				
a.	Rural	40(16%)	90(36%)	130	250
b.	Urban	70(28%)	50(20%)	120	

#### INTERPRETATIONS:

According to the above given table 28%of the male has accepted that the life skills development is possible through the processes of education nearly 32%of the male has not rejected the above statement.16% of the female obeyed that life skills comes in to the life through the education processes were as 24% of them have disobeyed it. 16%of the rural people have accepted where as 36% of the rural people



have rejected it.28% of the urban population have accepted and 20% of the urban people have rejected the above statement.

2) The process of education develop the multi cultural values among the students

S.No	Variable	Yes	No	Total	Total Sample
1	Gender:				
a.	Male	100(40%)	50(20%)	150	250
b.	Female	40(16%)	60(28%)	100	
2	Locality:				
a.	Rural	60(24%)	70(28%)	130	250
b.	Urban	70(28%)	50(20%)	120	

### INTERPRETATIONS:

According to the above given table 40% of the male has accepted that the development of multicultural values is possible through the processes of education and nearly 20% of the male has rejected the above statement.16% of the female obeyed that the development of multicultural values is possible through the processes of education while 28% of them have disobeyed it. 24%of the rural people have agreed where as 28% of the rural people have not agreed it.28% of the urban have accepted and 20% of the urban people have rejected the above statement.

3) Does the education develop self confidence among the deprived and orphan students.

S.No	Variable	Yes	No	Total	Total Sample
1	Gender:				
a.	Male	110(44%)	40(16%)	150	250
b.	Female	60(24%)	40(16%)	100	
2	Locality:				
a.	Rural	70(28%)	60(24%)	130	250
b.	Urban	100(40%)	20(08%)	120	



## **INTERPRETATIONS:**

According to the above given table 44% of the male has accepted that the education develops self confidence among the deprived and orphan students nearly 16% of the male has not accepted the above statement. 24% of the female obeyed it where as 16% of them have disobeyed it. 28% of the rural people have agreed while 24% of the rural people have not agreed it. 40% of the urban population have accepted and 08% of them rejected the above statement.

## **CONCLUSIONS:**

Education is indeed a reality in all the developed nations that their development has been made possible only through educational development of their people. Through the education we not only attain the knowledge but it shows us a way to live our happily and leisurely. From my investigation I came to know that education is the pioneer of development of life skills. Most of urban students accepted education plays vital role to develop life skills. According to the above data without education we can't imagine development of life skills. From my studies it is clear that majority of the people accepted that the development of the multicultural values is possible through the processes of education. From my studies it is evident that Multi culturalism is most important in Indian society, because in our country so many people are living with different religions, castes, races, classes of people, even though we are living together with unity in diversity. Education also develops the self confidence among the deprived and orphan students, which enables them to stand confidently in the society without depending on any one for anything.

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## **A STUDY ON HOW TO INTEGRATE DIFFERENT DISCIPLINES OF KNOWLEDGE IN THE DIPLOMA IN ELEMENTARY EDUCATION OF TAMIL NADU STATE BOARD**

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### **Abstract**

A Quality Teacher Education has traditionally been associated with dynamic teachers having high degrees of knowledge. The role of the teacher in an integrated teaching and learning environment is to assist students with making connections and finding meaning through an educational process. Making this process a reality, means that education should be student centered. Howard Gardner (1994) in his book Multiple Intelligences in the Classroom states that multiple intelligence theory opens the door to a wide variety of student-centered teaching strategies. According to Gardner, more and more educators are recognizing the importance of teaching students from an interdisciplinary/thematic point of view. The key feature of this teaching strategy is that it is immediately recognized by the student as relevant and meaningful. This teaching strategy is certainly in keeping with the goals of integration to teach and learn about our world and the knowledge and skills necessary to act responsibly within and upon it. There are a number of methodologies which can be used to assist learners with making connections and discovering meaning. A few of these are 1. Integrated Instruction, 2. Contextual Learning 3. Thematic Instruction, 4. Cooperative Learning. All four of these methodologies



have in common are their connections to the real world. In this study, a literature review regarding how can we integrate different disciplines of knowledge in the Diploma in Elementary Education Course of the Tamil Nadu State Board was studied. The method adopted for this study is Analytic followed by Discussion and Conclusion. Also a suggestion for the effective use of how to Integrate different disciplines of knowledge in Teacher Education was recommended for teaching learning process for a quality and accessibility of Teacher Education programs

**Key words:** Multiple Intelligence, Integrated Instruction , Contextual Learning, Thematic Instruction, Cooperative Learning.

### **Introduction:**

Education is the manifestation of the divine perfection already existing in Man. - Swamy Vivekananda.

In the contemporary sphere of Teacher education there has been a constant paradigm shift in delivering contents to the pupil. As we all know that Teachers are the core of any living society. The curriculum renewed in the light of NCF-2005 aims at the preparation of committed teachers whose professionalism would enable them to sustain their learning interest throughout their career. There are views that the teacher education programs could have been strengthened by including appropriate professional inputs hands on training in the light of upcoming National Policy on Education. . In 1998 UNESCO world education report refers about students and teacher must have sufficient access to improve digital technology and internet in their classroom of teacher educational Institutions. The role of the teacher in an integrated teaching and learning environment is to assist students with making connections and finding meaning through an educational process. There are a number of methodologies which can be used to assist learners with making connections and discovering meaning. A few of these are



1. Integrated Instruction, 2. Contextual Learning 3. Thematic Instruction, 4. Cooperative Learning. All four of these methodologies have in common are their connections to the real world.

### **Need and significance of the Study:-**

Today the scenario of classroom teaching is changing in many aspects. The curriculum is revised and the method of teaching and learning is modified towards digitalizing and integrating the different disciplines of knowledge in Teacher Education programs. However there is gap between the progress of the Teacher Education and the instructional activities of the teacher in the class room. Even though many methods of teaching has come, it is not up to the mark fully achieved by the teacher education institutes. The curriculum developed by DTERT for Diploma in Teacher Education is aimed at developing the skill of the teacher trainees of Elementary Teacher Education the ability to seek knowledge continuously and mastery of learning in all the subjects. In spite of all efforts in the class room the knowledge is imparted by the teacher in an ancient way a teacher centric mode which is most of the time boring and not to gain interest to the student.

Therefore the present study has great need and significance because this study shows many situation to analyze the methods how to integrate different disciplines of knowledge involved in Teacher Education and also to study on how the different disciplines Learning Child, Facilitating and Enhancing Learning Teaching of Tamil, English, Mathematics, Science and Social Studies(First Year) Facilitating and Enhancing Learning-II, Indian Education System, Teaching of Tamil, English, Mathematics, Science and Social Studies(Second Year) can have integrated in Diploma in Elementary Education Course of the Tamil Nadu State Board.



### **Objective of the Study:**

1. The object of the study is to analyze the issues and challenges involved in integrating the different disciplines of knowledge Teacher Education Course.
2. To integrate the different disciplines of knowledge in Diploma in Elementary Education of Tamil Nadu State Board.
3. To strengthen the different disciplines of knowledge in Diploma in Elementary Education of Tamil Nadu State Board.

### **Methodology:**

The present study is based on secondary sources like text books for Diploma in Teacher Education of Tamil Nadu State Board, Articles, Journals, expert opinion and websites. The method used in this study was Descriptive Analytic Method.

### **Methodologies for Integration**

Integration can take many forms. In order to better understand the forms that integration may take, it is necessary to gain a solid foundation in the design of various integrated curriculum. Fogarty (1991) describes three basic forms of integrating the curriculum. Designing integrated teaching models is a creative process. But, there are certain curriculum development models or instructional design processes which have been successful in the past. Designing, developing, implementing and evaluating this curricula and instruction is a fundamental role of the teacher in an integrated learning environment. Multiple Intelligence theory suggests that there is no, one set of teaching strategies that will work best for all students at all the times. Because of these individual learning styles or differences, teachers are best advised to use a broad range of teaching strategies with their students. There are a number of methodologies which can be used to assist learners with making connections and discovering meaning. A few of these are Integrated Instruction , Contextual Learning, Thematic Instruction



Cooperative Learning. The Diploma in Teacher Education Course of Tamil Nadu state is of duration two years. There are seven papers each in the first and second year viz. Educational Psychology, Facilitating and Enhancing Learning, Teaching of Tamil, Teaching of English, Teaching of Mathematics, Teaching of Science Teaching of Social Science. A student who passed this Diploma on appointment as Primary School Teacher has to teach all the subjects for a primary class.

Therefore integrating different disciplines of knowledge is an essential for an integrated learning environment. In an integrated methodology interdisciplinary topics are arranged around overlapping concepts and emergent patterns. This process blends the disciplines by finding overlapping skills, concepts, and attitudes found across the disciplines. Much like the shared methodology, integration is a result of shifting related ideas out of the subject matter content. An important process of the integrated methodology is that teachers work

together on the topics or themes as commonalities emerge. The shared model brings two distinct disciplines together into a single focus. The shared methodology overlaps concepts as the organizer. In this shared approach to integration it is necessary that the teachers of the two disciplines plan their teaching which will take place in the individual classes together. The two members of this "partnership" (possibly cross-departmental) plan the unit of study by focusing on common topics, concepts and skills. As the "team" identifies these commonalities, they identify overlaps in content. Therefore all the faculty members of the Teacher Education program by discussion can bring the different disciplines of knowledge by integration of common topics in the Diploma in Teacher Education Program of Tamil Nadu State Board.



## TEACHER EDUCATION AND INTEGRATION OF DIFFERENT DISCIPLINES OF KNOWLEDGE

### Discussion

Teaching is not a job, but a profession. A profession always needs completion of a professional education and training. Teachers all over the world enter this profession after the completion of a professional education. In India, teaching is something more than a profession. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational

needs of the individual and of society. Therefore integration of different disciplines of knowledge viz. Tamil, English, Mathematics, Science, Social Science of knowledge is one of the best method a Teacher Trainee has to undergo the various method of integration of different disciplines of knowledge into their Teacher Education programme. Collaboration, Cooperation and Cohesiveness are the skills and qualities for a teacher. These qualities are helpful to refine individuality. They are also mutually beneficial for teachers to work together because everyone will walk away with new and improved strategies, lessons, and ideas. Reinforcing and appreciating is a success which comes in a variety of shapes and sizes. Therefore a Teacher as a Mentor must identify and appreciate the students at all the walks of his or her life. Happiness of the students must be the aim of a good Teacher.

### Conclusion

Today's Education Scenario carries innovative changes in all its imperatives. The discipline like Psychology, Sociology and Philosophy are supporting education to grow with strength. A teacher trainee on completion of his/her training becomes a Teacher should come with qualities to be interested in his own subjects and at the same time open-minded for others and other topics and has to be strict, self-confident and show authority, but at the same time he has to be the



pupils' "helper" and quite often even something like their friend. Therefore a Teacher must master in the subjects taught always thinks to improve the teaching techniques, tries to produce quality students. The apex bodies of teacher education programmers must give attention to all the issues and with rich experiences teachers has to perform reflective practitioners.

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## TEACHING APTITUDE OF B.ED AND D.ED STUDENTS

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### Abstract

Teachers play a pivotal role in the society. The performance of a good teacher depends upon the specialization of the subject or field to be taught and professional knowledge and skills. A teacher with training becomes more mature and confident to perform the best more efficiently. Aptitude is a psychological potentiality of a specific nature or character with necessary training helps in bringing about importance in the performance of that particular type of occupation. A profession's person with an aptitude for teaching if provided with properly planned training can become a good teacher. Aptitude test inventory contains 300 sample. A study of teaching aptitude of B.Ed., and D.Ed. teacher trainees in Govt. and private colleges of education in terms of gender and locality were taken into account as variables in the present study. Tool has been constructed and standardized by Smt. Shamim Karim and Prof. Sri. Ashok Kumar Dixit and was used for assessing the aptitude of teacher. This test battery has been especially prepared for B.Ed., and D.Ed., trainees. "T-Test and correlation was employed. There is significant influence of teaching aptitude B.Ed teachers trainees gender and locality at 0.01 level, teaching trainees of D.Ed gender and locality at 0.01level . Locality and gender have more impact on teacher trainees.

### INTRODUCTION

**TEACHING APTITUDE** : Teachers play a pivotal role in the society. Teacher must be as friend, philosopher and guide of his students, his personal life does influence the minds of his students. Most students were expected to reside at their teachers houses. The teachers had therefore the generous, but sacred task of not only imparting knowledge to their students, but also train and shape their character. Therefore teachers of



questionable character were totally unworthy of teaching to their students.

According to kalidas, a true teacher is one who posses not only scholarship, but also dexterity in teaching. He should be able to inspire as well as instruct of his students. Teacher's character, scholarship and skill in teaching should exercise a subtle and permanent influence on the students minds become good teacher. Although admission into the B.Ed., course both in regular and correspondence made is not given on the basis of the performance in a teaching aptitude test, normally the candidates having aptitude for teaching join the course.

### ***Training for teaching aptitude :***

The professional competence of lecturers in colleges is greatly retarded by the absence of any formal training facilities to them. It has been believed till now that only teachers in schools require training and not lectures in colleges of course, there is difference between teachings and "lecturing" Theoretically speaking a lecturer does not require any formal training. Degree hardly possesses any professional competence to face a class having nearly eighty students formal training for about a few months at least will provide the lecturer the required audacity to handle the class effectively. A part from possessing a scholarly knowledge of the subjects he teachers, a teacher ought to have some knowledge of what we call liberal or general education. He should have professional skills are essential to manage the classroom to plan instruction to work with children and to supervise and guide the learning process.

### ***Qualities of a good teacher trainee :***

Teaching profession is different from other profession is different from other professions D. Crow and Alice crow, it certainly is true that when a group of teachers get together they tend to "talk shop" It this means that their conversation revolves almost completely around criticism of their superiors co-workless, or.

Ruskin wrote, teaching is a painful continual difficult work to be done by kindness, by watching, by warning by precept and by praise, but above all by example". The teaching community should realize its special position in society and its responsibilities towards society. Every teachers also to meet the new challenges of his profession. greater harmony with the needs of self study as a continuing life – long process.



## PROFESSIONAL COMPETENCY OF THE TEACHER TRAINEES :

Team teaching is process through which teachers can cooperate in planning evaluating and observing the learning environment. This team approach provides for “a teacher – teacher visibility, interacting and sharing and there by provides the potential for collaborative supervision.

Micro – teaching is defined as “boiling down a teaching situation in terms of time, methodology or content” it provides an opportunity for teachers and supervisors to try out teaching ideas without risk of an actual situation.

### REVIEWS OF RELATED LITERATU

Review of literature helps to limit the scope of one’s problem of study and there by avoid the chance of duplication

**KJELL RAAHEIM (2000):** The study carried out by per suggested and *Kjell Raaheim* on “teaching aptitude, past experiences and availability of Functions”. In this study the subjects (Secondary school children) were first given the demonstration in one room and then immediately led into another room where they were presented with the problem situation.

**HOLLINGWORTH AND MCLOUGHLIN (2001)** claimed that teaching aptitude operations such as definition of teaching, practice, and controlling the outcome are not enough for learning. It is not sufficient to know what to do. It is necessary to know when to apply similar strategies

### Rachel keen (2011):

Problem solving is a signature attribute of adult humans, but we need to understand how this develops in children. Tool use is proposed an ideal way to study problem solving in children less than 3 years of age because overt manual action can reveal how the child plans to achieve a goal. Motor errors are as informative as successful actions.

**OBJECTIVES OF THE STUDY:** In view of the above the present study was contemplated with the objectives stated below.

- ❖ Assessing the teaching aptitude of male and female B.Ed., and D.Ed teacher trainees



- ❖ To study the teaching aptitude of rural and Urban B.Ed. and D.Ed., teacher trainees.
- ❖ To study the relationship of B.Ed., and D.Ed., teacher trainees among gender locality and management in their teaching aptitude.

## FORMULATION OF HYPOTHESES

In accordance with the above objectives a set of hypotheses were formulated for purpose of testing. Hypothesis related to teaching aptitude of B.Ed., teacher trainees in different socio-demographic variables.

### ***Teaching aptitude and Gender :***

The studies reported in the review (chapter-II) indicate that the gender vary in their teaching aptitude. Female teacher trainees have good teaching aptitude than male teacher trainees. Thus in order to test in the present study. The following hypothesis was formulated.

*There will be significant difference between male B.Ed., teacher trainees and female B.Ed., teacher trainees in their teaching aptitude.*

### **Teaching aptitude and Locality:**

*There will be significant difference between rural B.Ed teacher trainees and urban B.Ed teacher trainees in their teaching aptitude.*

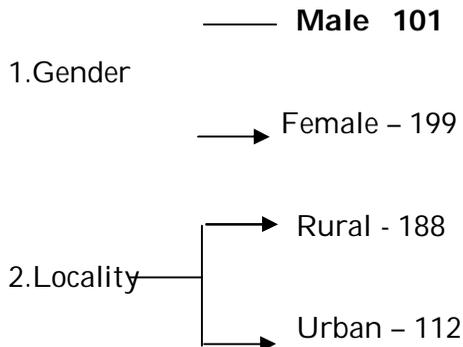
Hypotheses related to teaching aptitude of D.Ed teacher trainees in different socio-demographic variables.

### **Teaching aptitude and Gender:**

*There will be significant difference between male D.Ed teacher trainees and female DED teacher trainees in their teaching aptitude.*

### **Teaching aptitude and Locality :**

*There will be significant difference between rural D.Ed teacher trainees and Urban D.Ed teacher trainees in their teaching aptitude.*



## METHODS OF INVESTIGATION.

### SAMPLE OF THE STUDY:

The sample in the present study was taken from B.Ed., and D.Ed., colleges. A sample of B.Ed., and D.Ed., trainees studying in different college of education located in the Nelloredistrict were drawn at random purpose for the present investigation. Due consideration was given to make the sample representative with regard to gender, locality. The sample is distributed across the gender groups viz., (101) males and (199) Females. Across the locality rural and (112) urban students. are also included as variables for the present study of investigation.

The investigator selected a few variables, as the problems was limited to a certain area in the present study.

Gender : Male / Female

Locality : Urban / Rural

Tool :

The tool has been constructed and standardized by Smt. Shamim Karim and Prof. Sri. Ashok Kumar Dixit and was used for assessing the aptitude of teacher. Smt. Shamim Kareem and Sri Ashok Kumar Dikshit have designed a teaching aptitude test Battery in order to assess the natural aptitude of teachers for teaching and their teaching competence. Have three possible alternatives viz., Agree, indifference – Disagree. The marks allotted for each alternative are as follows.

Agree – 3 score

In difference - 2 score



Disagree \_ 1 score

## RESULTS AND DISCUSSION

### Teaching aptitude : B.Ed: Gender

On the basis of gender the sample is divided in to two categories viz. B.Ed male and female the corresponding scores of these groups were analysed.

### Teaching aptitude : B.Ed : Gender

Gender	N	Mean	S.D	$\sigma D$	T
Male	54	225.4	12.06	1.80	2.72**
Female	96	232.1	7.25		
** Significant at 0.01 level.					

The mean scores of male B.Ed teacher trainees in their teaching aptitude was ( $x = 225.4$ ) and that female B.Ed teacher trainees was ( $x=232.1$ ) the differ we between this was significant ( $t=3.72$ ) at 0.01 level that it was evident from the above results that female B.Ed teacher trainees have good teaching aptitude than male B.Ed teacher trainees.

### 5.2. Teaching aptitude: B.Ed: Locality

The locality a prominent role in developing the teaching aptitude of B.Ed teacher trainees thus the investigator selected this variable in the present study.

**Table No-3 : Teaching aptitude : B.Ed: Locality**

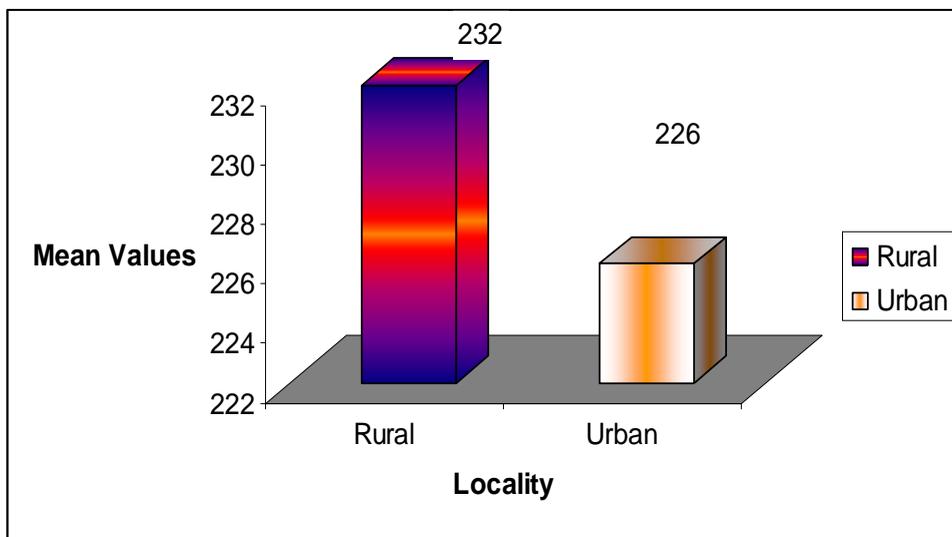
Gender	N	Mean	S.D	$\sigma D$	T
Rural	94	232	9.14	1.65	3.64**
Urban	56	226	10.04		
** Significant at 0.01 level.					

The mean scores of rural B.Ed teacher trainees in their teaching aptitude was ( $x=232$ ) and the urban B.Ed teacher trainees was



( $X=226$ ) and the difference between this was significant ( $t=3.64$ ) at 0.01 level that was evident from the results that rural B.Ed teacher trainees have good teaching aptitude than urban B.Ed teacher trainees.

### Mean Scores of B.Ed: Locality



### Teaching aptitude : D.Ed: Gender

On the basis of gender the sample is divided into two categories viz D.Ed male & female the corresponding scores of these groups were analysed.

**Table No-5 : Teaching aptitude: D.Ed: Gender**

Gender	N	Mean	S.D	$\sigma D$	T
Male	47	223	13.40	2.10	2.86**
Female	103	229	7.65		

\*\* Significant at 0.01 level.

The mean scores of male D.Ed teacher training the their teaching aptitude was ( $x = 223$ ) and the female D.Ed teacher trainees was ( $x = 229$ ) and the difference between this was significant ( $t = 2.86$ ) at 0.01 level that was evident from results that female D.Ed teacher trainees have good teaching aptitude than male D.Ed teacher trainees.



## SUMMARY AND CONCLUSION

The quality and efficiency to education depends to a great extent on the quality of teachers who truly add value to the students, unless we have quality conscious teachers we cannot expect innovation or change in the quality of products of education. In India the teacher is considered to be the least development resource

- ❖ Assessing the teaching aptitude of male and female B.Ed., and D.Ed. teacher trainees.
- ❖ To study the teaching aptitude of rural and urban B.Ed., and D.Ed., Teacher trainee
- ❖ There will be significant relationship between urban B.Ed teacher trainees and urban D.Ed teacher trainees in their teaching aptitude.
- ❖ There will be significant relationship between urban B.Ed teacher trainees and urban D.Ed teacher trainees in their teaching aptitude.



## VALUE ORIENTATION OF B.Ed STUDENTS

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### Abstract

The present study has been conducted to investigate the value orientation of B.Ed students. The sample consisted of 200- B.Ed students from Anantapur District in Andhra Pradesh. The data so collected was analysed using Mean, S.D. and t-test. The findings of the study revealed that value orientation of B.Ed students did not differ with reference to course of study, management and family income variables. The study also projected that the B.Ed students had highest orientation in venturesome values while least orientation was observed in traditional values. The sequential order of value orientation of B.Ed students with reference to the course of study, management and family differed

**Key Words:** Values, Value Orientation, B.Ed Students.

### Introduction:

Among all the living beings, man is the only such unique creation in this universe who is under certain parameters and is free to make his own destiny. Now, if man has to make his destiny, the question of values comes up. He has to think what are to be the guiding principles of his life process.

The modern society especially the third world including India is worried about what is called value deterioration or value – crisis from which it is suffering. The very fact that we are wrestling with a multiplicity of problems such as economical, social, political or moral, is an indication that we are at the crossroads of history. The people are losing ground in cherished values this nation stood for in the ancient past. The erosion of moral, social, economic, cultural and political values has led to selfishness, hooliganism, violence, destruction, abuse of human rights. Gross injustice, frustration and ultimately crisis of character, as a result we are living in a state of political tension.



Economic stress, fear and frustration, exploitation, corruption, disaster, destruction, selfishness and violence values in general can also be classified broadly under the following heads.

**a).Personal values:**

Values which are desired and cherished by the individuals irrespective of his or her social relationship, the individual determines his own standards of achievement attains these targets without explicit interaction with any other person.

Examples are: ambition, cleanliness, courage, dignity of labour, honesty, simplicity, diligence, regularity, punctuality, self-confidence. Self- motivation etc..

**b).Social values:**

Social values refer to those values which are other oriented. They are concerning to society .These values are cherished and practiced because of our association with others unlike personal values the practice of social values necessitates the interaction of two or more persons .Social values are always practiced interaction to our neighbour, community, society, nation and the world Example: Accountability, brotherhood, concern for environment, courtesy, dialogue, dutifulness, forgiveness, freedom, friendship, grounded, hospitality, justice, love, magnanimity. Patience, repine, responsibility, service, sharing, sportsmanship, sympathy, team spirit, tolerance etc

**c).Moral values:**

Refer to those values which are related to an Individuals character and personality conforming to what is right and virtuous. They reveal a person's self-control. Example: Honesty, integrity, sense of responsibility, compassion etc.

**d).Spiritual values:**

We define ethical values as the perception of the within man, it arises from inner depth dimension of man, it bestows the capacity to see the false and the true as the true; it is the key to the integration of man. The ultimate ethical value is called spiritual values. spiritual values is the awareness itself, virtues that are associated with spiritual values are – purity, austerity contentment, spiritual study, devotion to



God, spiritual wisdom, passion, self-discipline, control of the senses, endurance, pity, sublimit, japa, meditation, tranquillity etc.

**e).Behavioural values:**

Refer to all good manners that are needed to make our life successful and joyous. They are those values which we exhibit by our conduct and behaviour in our daily life. Behavioural value will adorn our life and spread cordiality, friendliness, and live all around. Keeping in view the nature of personal requirements values can be classified into several categories such as economic, social, political, spiritual, modern, aesthetic, religious, material, academic, socio-political, global environmental, cultural, moral, professional values etc.

**f).Academic values:**

Like regularity and devotion in teaching, impartiality in assessment, honesty and integrity in research and publication, healthy competitions and objectivity. Search for excellence and originality.

**g). Environmental values:**

Preservation of natural environmental awareness as concerned towards pollution etc.

**h). Disciplinary values:**

It helps in the preservation and development of mental process, it helps in self discipline and self-concept

**Importance of the study:**

“Youth is the stage of life when the slightest turn towards wrong will spell disaster “. A look at the present status of youth behaviour, it seems that the society has failed somewhere in imparting non – formal and formal Education to its youth. Teachers play an important role in influencing values among their students. Teacher Education is the period when the Students learn all the skills including the values to be imparted to their students in future... So in Education, role of teachers in imparting values should never be ignored in addition knowledge of value orientation of the B.Ed students will help in planning the right value oriented Education. Keeping this in view the researcher planned to investigate value orientation of B.Ed students.



## OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To study the value orientation of B.Ed students with reference to course of study.
2. To study the value orientation of B.Ed students with reference to management.
3. To study the value orientation of B.Ed students with reference to family income.

## HYPOTHESES

The hypotheses of the study are:

1. There would be no significant difference in the value orientation of B.Ed Students with reference to Specialization ( Methodology Of Teaching).
2. There would be no significant difference in the value orientation of B.Ed Students with reference to management.
3. There would be no significant difference in the value orientation of B.Ed Students with reference to family income.

## RESEARCH METHODOLOGY

The survey method was employed for the purpose of accomplishing the objectives of the study.

## SAMPLE

The sample for the present study consisted of 200 B.Ed students from Anantapur District in Andhra Pradesh. The sampling technique used was simple random sampling.

## TOOLS USED

To gather the pertinent data required for the present study the tool used was "Value Orientation scale" prepared by Chauhan, N.S, Aurora, S and Mathur, M (1997).

The tool consisted of lower value end (L – Localism, F – Fatalism, NV – Non-venturesome, T – Traditionalism, A – Autocrat's, NE – Non-empathy) and higher value end (C – Cosmopolitanism, S– Scientism, V – Venturesome, P - Progressivism, D – Democratism, E – Empathy).



From the raw scores the Mean scores were calculated to find the value ends. The Mean scores below 6.5 was considered to have lower value end and above 6.5 the higher value end.

## RESULTS OF THE STUDY

To find the value orientation of the sample, data was collected, scored, tabulated and analysed. The analysis was done using Mean, Standard Deviation and t-test to see the difference between the variables and presented in the following pages.

### 1. Value Orientation of B.Ed Students with reference to Methodology Of Teaching

To study the difference in value orientation of B.Ed students with regard to Specialization ,mean values were calculated for the collected data and interpreted.

**Table 1**

**Value Orientation of B.Ed Students According to their Specialization of study**

<i>Variab les</i>	<i>I (L-C) Mean</i>	<i>II (F-S) Mean</i>	<i>III (NV-V) Mean</i>	<i>IV (T-P) Mean</i>	<i>V (A-D) Mean</i>	<i>VI (NE-E) Mean</i>
Science (N= 100)	7.19 Cosmopolita nism	7.05 Scientis m	7.82 Ventures ome	7.02 Progressi vism	7.23 Democra tism	7.42 Empathy
Social Science (N= 100)	7.18 Cosmopolita nism	7.49 Scientis m	7.79 Ventures ome	7.25 Progressi vism	7.83 Democra tism	7.42 Empathy

Data in Table 1 depicts the values projected by the sample of Science group students.They showed more of venturesome tendency (7.82) while the sample of Social Science group of students showed Progressivism (7.83) values. The hierarchy of values depicted by Science group students was Venturesome (7.82), Empathy (7.42), Democratism (7.23), Cosmopolitanism (7.19), Scientism (7.05), Progressivism (7.02), and while the hierarchy of values depicted by Social Science group students was Progressivism (7.83), Venturesome



(7.79), Scientism (7.49), Empathy (7.42), Democratism (7.25) and Cosmopolitanism (7.18).

## 2. Difference in Value Orientation of B.Ed Students with reference to Specialization of study

To study the difference in value orientation of degree college students with reference to Specialization of study; mean, standard deviation and t- values were computed and presented in the table-2.

Table 2

Means, Standard Deviation and 't' Value Scores of Students Classified According to their Specialization .

S. No.	Course	Number	Mean	Standard deviation	t
1	Science	100	43.77	6.19	1.38@
2	Social Science	100	45.18	6.36	

@ Not Significant at 0.05 level

From Table 2 it can be seen that the mean scores of Science group students in value orientation was 43.77 and the Mean scores of Social Science group students in value orientation was 45.18 with standard deviation 6.19 and 6.36 respectively. The difference between the two mean scores was 1.38 which was tested for its significance or otherwise. The calculated value was (1.38) which was less than the table value of 't' at 0.05 level. Hence the hypothesis is accepted and it can be concluded that there is no significant difference in the value orientation of B.Ed students with reference to Specialization.

## 3. Value Orientation of B.Ed Students with reference to Management

To study value orientation of B.Ed students with reference to Management; mean values were computed and showed in the table-3



**Table 3**  
**Value Orientation of B.Ed Students with Reference To Management**

<i>Variables</i>	<i>I (L-C) Mean</i>	<i>II (F-S) Mean</i>	<i>III (NV-V) Mean</i>	<i>IV (T-P) Mean</i>	<i>V (A-D) Mean</i>	<i>VI (NE-E) Mean</i>
Govt. (N= 100)	7.23 Cosmopolit anism	7.40 Scien tism	7.61 Venture some	7.32 Progress ivism	7.71 Democr atism	7.42 Empathy
Private (N=100 )	7.14 Cosmopolit anism	7.145 Scien tism	8.00 Venture some	6.96 Progress ivism	7.35 Democr atism	7.42 Empathy

Results in Table 3 depict the values projected by the sample with reference to Management variable. The sample of the Government college students showed more of Democratism (7.71) values, while the sample of the Private college students showed Venturesome (8.00) values. The hierarchy of values depicted by Government college students was Democratism (7.71), Venturesome (7.61), Empathy (7.42), Progressivism (7.32), Scientism (7.40) and Cosmopolitanism (7.23). While the hierarchy of values depicted by Private College students was Venturesome (8.00), Empathy (7.42), Democratism (7.35), Scientism (7.14), Cosmopolitanism (7.15) and Progressivism (6.96).

#### **4. Difference in Value Orientation of B.Ed Students with reference to Management**

To study the difference in the value orientation of B.Ed students with reference to Management; mean, standard deviation and t- values were computed and showed in table-4.



**Table 4**  
**Means, Standard Deviation and 't' Value Scores of B.Ed Students' Value Orientation Classified with reference to Management.**

S.No	Management	Number	Mean	Standard Deviation	t
1	Government	100	44.69	6.08	0.48 @
2	Private	100	44.26	6.54	

@ Not significant at 0.05 levels.

From Table 4 it can be seen that the mean scores of Government College Students is 44.69 with Standard deviation of 6.08 and the mean scores of Private college students is 44.26 with Standard deviation 6.54. By applying 't' test the calculated value (0.48) was found to be less than the table value of 't' at 0.05 level. Hence the hypothesis was accepted and it was concluded that there is no significant difference in the value orientation of B.Ed students with reference to Management.

### 5. Value Orientation of B.Ed Students with reference to Family income

To study the value orientation of B.Ed students with reference to Family income; mean values were computed and showed in table-5.

**Table 5**  
**Value Orientation of Students According to their Family income**

Variables	I (L-C) Mean	II (F-S) Mean	III (NV-V) Mean	IV (T-P) Mean	V (A-D) Mean	VI (NE-E) Mean
25,000 – 50,000 (N=125)	7.05 Cosmopolitanism	7.37 Scientism	7.95 Venturesome	6.39 Progressivism	7.62 Democratism	7.40 Empathy
51,000 – 1,00,000 (N=75)	7.39 Cosmopolitanism	7.10 Scientism	7.55 Venturesome	6.72 Progressivism	7.43 Democratism	7.40 Empathy



The results in Table 5 depict the values projected by the sample with reference to family income 25,000 – 50,000 and 51,000 – 1,00,000 both groups are more of Venturesome with the values (7.95 and 7.55) respectively. The hierarchy of values depicted by 25,000 – 50,000 family income of students was Venturesome (7.95), Democratism (7.62), Empathy (7.48), Progressivism (7.39), Scientism (7.37) and Cosmopolitanism (7.05). While the hierarchy of values depicted by 51,00,000 – 1,00,000 family income students was Venturesome (7.55), Democratism (7.43), Empathy (7.40), Cosmopolitanism (7.39), cientism (7.10) and Progressivism (6.72).

### 6. Difference in Value Orientation of B.Ed Students with reference to Family income.

To study the difference in the value orientation of Degree College students with regard to Family income, mean, standard deviation and t- values were computed and showed in table-6.

**Table 6**

**Means, Standard Deviation and 't' Value Scores of B.Ed Student's According to their Family income.**

S. No.	Family Income	Number	Mean	Standard deviation	t
1	25,000 - 50,000	125	44.96	6.20	1.39@
2	51,000 - 1,00,000	75	43.66	6.43	

@ Not Significant at 0.05 level.

From table (6): - It is obvious that the Mean scores of family income 25,000 - 50,000 was 44.96 with Standard deviation of 6.20 the Mean scores of family income 51,000 – 1,00,000 was 43.66 with Standard deviation of 6.43 respectively. By applying 't' test the calculated value 1.39 was less than the 't' table value at 0.05 level. Hence the hypothesis was accepted and it can be concluded that there is no significant difference in the value orientation of B.Ed students with respect to family income.



## Major Findings:

The study revealed that among the sample of Science group the students showed more of Venturesomeness values where as the sample of Social Science group showed Democratism values. There is no significant difference in the value orientation of B.Ed Students with reference to course. With reference to Management of the study variable the sample of Government College showed Venturesomeness values, where as the sample of Private college showed Venturesomeness values. There is no significant difference in the value orientation of B.Ed Students with reference to Management. With reference to family income, both 25,000 – 50,000 and 1, 00,000 showed Venturesomeness values. There is no significant difference in the value orientation of degree college Students with reference to family income.

## Educational implications:

From the above findings one may accept the trend that there is highest preference for Venturesomeness values, but it is the matter of concern that Traditionalism are at the lower end in the value orientation scale of the students. This clearly depicts the influence of technology. It is also observed that the students projected higher value ends i.e. Cosmopolitanism, Scientism, Venturesomeness, Progressivism, Democratism and Empathy. The study showed that the Science group students had higher value ends than their counter parts. This finding throws light on the back drop of Students behaviour with preference for venturesome than traditionalism. Similarly Private college students exhibited venturesomes than traditionalism. This shows less exposure to traditionalism by elders and others in the family income.

## Conclusions:

It can be concluded that the B.Ed students are influenced by technology and Metropolitan culture. It also projects the open mindedness and mixture of cultural Practices. The students are perceived to have come out of traditional bindings. This observation is a matter of concern. With the value degradation observed among the youth at large in the present society. This clearly depicts the value of traditionalism. Hence it is necessary that the scientific factors related to Tradition be instilled in the students. Value embedded curricular and co-curricular activities will help the youth to refine their values.



Programmes like, Exhibitions, Joint celebrations of the festivals for religious tolerance to develop a sense of unity and value upgradation

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## “ENSURING QUALITY OF TEACHER EDUCATION” – A THEAROTICAL PERSPECTIVE

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### Abstract

The National Council for Teacher Education has defined Teacher Education as-A programme of education, research and training of persons to teach pre-primary to higher education level. It refers to the policies, procedures and provisions designed to equip (positive) teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the class room, school and wider community. Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills. A good teacher is the most valuable asset of a nation. The concept of “Quality” in education is taken to relate to the quality of the work undertaken by a teacher, which has significant effects upon his / her pupils. Moreover, it should be ensured that teachers are receiving value for the money they receive. Ways to measure the quality of work of individual teachers, of schools, or of education system as a whole, are therefore often sought. Correct feedback on the performance of teachers should be given. There should be ‘no fault’ approach to the system. Being able to educate teachers requires different knowledge and skills than those required to teach pupils. Many fields of knowledge are required by the teacher educators. As teacher educators possess multiple identities such as ‘first-order educator’ and ‘second order educator’, they need to be proficient teachers and require specific competences and dispositions, such as modeling and meta-reflections that enable them to teach about teaching. The teacher educators need to be able to model the competences and attributes they wish their students to adopt. Being a professional teacher educator requires genuinely reflecting on, and responding to, the needs, demands and expectations of teaching about teaching within the academy. Applied to the field of teacher Education, quality refers to the totality of features and characteristics of the



student teacher acquired as a result of the teachers education programme. If the expectations of the schools, students, parents and the society are met that indicates that the right types of teachers have been prepared by the teacher education institutions. And if the teachers continue to improve themselves then there is value addition in education. Such teachers will continue to meet the needs of the society. There will be defect avoidance approach in education process, if teachers are quality teachers in education institution. Quality in teacher education can be indicated by the 'educatedness' of the products of the institutions. In the process of education teacher education plays a vital role in preparing teachers for imparting value education through a critical and creative exploration to be really justified to "Learning to be" in course of "Learning to become". There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government ministries, regulatory bodies, schools and teacher themselves. It is doubtless to say that the two key players in teacher education are the student teachers and teacher educators. The selection of both is very important for making successful teachers who are responsible for the education of millions across the country. Hence the author, through this paper had highlighted on need of *Ensuring Quality of Teacher Education*.

## **ENSURING QUALITY OF TEACHER EDUCATION**

Education is always a promise and poignance for fullness. Global teacher education can continually strives for education of emancipation of the 'men' in man. The National Council for Teacher Education has defined Teacher Education as –A programme of education, research and training of persons to teach pre-primary to higher education level. It refers to the policies, procedures and provisions designed to equip (positive) teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. Those professionals who engage in this activity are called teacher educators (or, in some contexts, teacher trainers).

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



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

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

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

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

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

### **Aims of Teacher Education**

We are in the age of globalization and unrest also. But globalization does not mean to change totally our system of education and bring the system of other countries into ours. It mean 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 free 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 educations, 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 are kings, landlords or common citizens used to pay for Darmashala, 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 educations.

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.

### **NEED AND SCOPE OF TEACHER EDUCATION**

The American Commissions on Teacher Education rightly observes, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."

A good teacher is the most valuable asset of a nation. The teacher's place in a community is the most important one. Teachers can be the most redeemers of a void-filled society. To build a civilization of caring and thoughtful people we need good teachers. To make teacher education more contributive, the following points should be stressed:1)There should be a selection process to see if the applicant has the right approach to the responsibility of teaching and becoming a "teacher",2)Teacher education should enable to develop the ability to love the children by the teachers,3)teacher education should guide the teachers to overcome their negative feelings of impatience, anger, poor self-esteem, anxiety and fear of the nature,4)Teacher education should ensure whether the teachers get help with their own problem of a psychometric nature,5)It should be ensured that the curriculum includes explanation regarding simple value-based principles of living. Beyond these, teachers should clean up their own draw backs and become interested in life principles of giving and caring. They should



get out of moodiness, laziness and fatalistic thinking. They should try to become role models, not act, but be, and become what is right.

## **QUALITY ASSURANCE IN TEACHER EDUCATION**

The concept of "Quality" in education is contested and understood in numerous ways. It is sometimes taken to relate to the quality of the work undertaken by a teacher, which has significant effects upon his or her pupils or students. Further, those who pay teachers' salaries, whether through taxes or through school fees, wish to be assured that they are receiving value for money. Ways to measure the quality of work of individual teachers, of schools, or of education systems as a whole, are therefore often sought. In most countries, teacher salary is not related to the perceived quality of his or her work. Some, however, have systems to identify the 'best-performing' teachers, and increase their remuneration accordingly. Elsewhere, assessments of teacher performance may be undertaken with a view to identifying teachers' needs for additional training or development, or, in extreme cases, to identify those teachers that should be required to leave the profession. In some countries, teachers are required to re-apply periodically for their license to teach, and in so doing, to prove that they still have the requisite skills.

Feedback on the performance of teachers is integral to many state and private education procedures, but taken many different forms. The 'no-fault' approach is believed by some to be satisfactory as weaknesses are carefully identified, assessed and then addressed through the provision of in house or school based training. These can, however, be seen as benefiting the institution and not necessarily fully meeting the CPD (Continuous Professional Development) needs of the individual as they lack educational gravitas. A teacher educator (also called a teaching trainer) is a person who helps other People to acquire the knowledge, competences and attitudes they require to be effective teachers. Several individual teacher educators are usually involved in the initial or ongoing education of each teacher. Often each specialist is teaching about a different aspect of teaching (eg. educational ethics, philosophy of education, sociology of education, pedagogy, subject-specific teaching methods etc.). Not every culture has a concept that precisely matches the English term 'teacher educator'. Even where the concept exists, the range of roles that is covered by the term varies significantly from



country traditions, the 'teacher trainer' may be used instead of 'teacher educator'.

## PROFESSIONAL KNOWLEDGE AND COMPETENCES OF TEACHER EDUCATORS

Being able to educate teachers requires different knowledge and skills than those required to teach pupils or students.

□ **Teacher educators' fields of knowledge:** Some recent research has highlighted the many fields of knowledge that are required by teacher educators. These include knowledge about the pedagogy of teacher education; learning and learners; teaching and coaching; and the profession of teacher educator itself. In addition, teacher educators need to know about the specific contexts their students will work in (eg for primary, or secondary education) and the subjects they will teach. More experienced teacher educators need expertise in: curriculum development and assessment, the wider context of teacher education, the way it is organized and in research.

□ **Multiple identities:** Teacher educators have multiple professional identities. The key duality of identity that lies at the core of the teacher educator profession is that of first-order and second order teaching. A teacher educator must be a highly competent 'first-order educator' (i.e. a good teacher) but also a skilled 'second order educator'(i.e. capable of teaching effectively about the skill of teaching and facilitating others to acquire teaching skills).As first order educators, they need to be proficient teachers(of 'adult' students).As second-order educators, they require in addition, specific competences and dispositions, such as modeling and meta-reflections that enable them to teach about teaching.

□ **Modelling:** The way in which teacher educators teach has a greater impact on student teachers' thinking about practice than what teacher educators teach. So, teacher educators need to be able to model the competences and attributes they wish their students to adopt.

□ **Meta-reflection:** just as teaching is no longer seen as simply transferring factual information, so educating teachers also requires a more sophisticated approach, based upon professional awareness that comes from reflective practice. Being a professional teacher educator requires" genuinely reflecting on, and responding to, the needs,



demands, and expectations of teaching about teaching within the academy”.

## **QUALITY IN EDUCATION**

Quality has become a defining element of teacher education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are greatly influencing the ‘next society’.

How to provide quality education to large number at affordable costs is the primary concern of developing countries. Quality makes education as much socially relevant as it is personally indispensable to the individuals. In this sense quality becomes the defining element of education. In this context, quality and excellence should be the vision of every higher education institution including teacher education. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

## **QUALITY MANAGEMENT IN TEACHER EDUCATION**

Applied to the field of Teacher Education, quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teachers education programme. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions. And if the teachers continue to improve themselves then there is value addition in education. Such teachers will continue to meet the needs of the society. There is fitness of educational outcome and experience for use. There will be defect avoidance in education process if teachers are quality teachers in education institution.

In any educational institutional institution there are three aspects to be managed academic, administrative and financial. Besides these there are the human and physical resources to be managed to their optimum level. In other words management of input-process-product is of utmost concern of the system of teacher education. If every component is of good quality then the final product ie the teacher will be perceived as fulfilling the needs of the consumers.

Quality in teacher education can be indicated by the “educatedness” of the products of the institution ie the student teachers. Quality teachers are indicated by their ‘educatedness’ that they have achieved through



their education and training. The teachers are well informed and possess knowledge about facts figures, concepts in their subjects. They are cultured and possess integrated personality which is warm, empathetic and ethical. One level ahead of being cultured is emancipation where in teachers are individuals who rise above the known artificial boundaries of religion, caste, creed, gender, linguistic and geographic belongingness, social mores, cultural traditions and forms and treat their students fairly. Finally, teachers should utilize the best of potential already in them. However, if the following questions are answered by the educational institutions in general they will be able to achieve quality:

### **QUALITY INDICATORS FOR TEACHER EDUCATION (NAAC)**

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission of Government of India. According to NAAC the following are the quality indicators of teacher education:

- Curriculum Designing and planning.
- Curriculum Transaction and evaluation.
- Research, Development and Extension.
- Student Support and Progression.
- Organization and management.

### **TEACHER EDUCATION AND VALUES**

Teacher education today is terribly concerned with continual erosion of values. This has its serious effects on pupil world where the canvas of a positive, harmonious, disciplined and decent mode of life beyond life is gradually going to be hazy. Bearing in mind the changing patterns of values, teacher education cannot be shoulder the responsibilities of preparing teachers to satisfactorily impart lessons on values to learners especially in secondary schools. Accordingly, the aims and objectives of teacher education to teacher-preparation, teacher-training and teacher-orientation may be spelt out as follows:

- To prepare teachers to be well-informed of the latest trends and tendencies about values in life and work everywhere.



- To encourage teachers to probe into diverse constraints in association with knowing, feeling, evaluating and appreciating the deeper values of life, from which the student community, national or international, terribly suffers.
- To provide teachers with ample opportunities to be well-familiar with the emotional, social, moral, intellectual, spiritual and aesthetic problems of pupils, which hinder them in different ways from understanding and appreciating appropriate and significant values both individually and in a group.
- To stimulate teachers to come in close contact with their pupils worst affected in devaluation of values and establish a healthy relationship with the latter for involvements in nobler values in life and society.
- To accelerate better relationship between the school and the community and for that end in view between the teacher and the community in particular to explore a better climate for regeneration of age-old values.
- To actualize a close contact between the teacher and the pupil both inside and outside the classroom so that formal as well as informal lessons on values may be imparted to the latter by undertaking numerous thrilling and interesting programmes of activities in which teachers and pupils participate spontaneously to practice values in purity and perfection.
- To encourage teachers to be intimately involved in parent-teacher relationship and parent-teacher association should be so oriented as to be continually aware of promoting positive values among young learners in schools in particular.
- To promote teachers to be innovative in their sincere approaches to locating various constraints associated with teaching, how to identify and practice positive and significant values with all their components and essentials.

In the process of education teacher education plays a vital role in preparing teachers for imparting value education through a critical and creative exploration to be really justified to Learning to Be in course of Learning to Become. Teacher education ought to emphasize on teacher training and teacher preparation for propagation of values in a well-balanced school and class room climate, well responsive and responsible



to exercise of knowledge and skills. This will certainly give worthy dividends in cultivation of values for desirable and appropriate social change in actualizing national integration on a value-based ideology.

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework of Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the framework has some important dimensions of the new approach to teacher education, as under:

- Reflective practice to be the central aim of teacher education.
  - Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas.
  - Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
  - Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.
- The framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the framework.

## **PROBLEMS IN TEACHER EDUCATION**

There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government ministries, regulatory bodies, schools, to teacher themselves. Major issues related to the quality in teacher education are the following:

- Several types of teacher education institutions there by lacking uniformity
- Poor standards with respect to resources for colleges of education
- Unhealthy financial condition of the colleges of education



- Incompetent teacher educators resulting in deficiency of scholars
- Negative attitude of management towards development of both human as well as material resources.
- Uniform education policy of the government treating excellent institutions alike.
- Improper selection of the candidates (student teachers) to be admitted.
- Traditional curriculum and teaching methods in teacher education programme.
- Haphazard and improper organization of teacher education
- Unplanned and insufficient co-curricular activities.
- Subjective evaluation pattern
- Practice teaching neither adequate nor properly conducted.
- Feedback mechanisms lacking.
- Objectives of teacher education not understood.
- Secondary level of teacher education is not concern of higher education.
- Lack of dedication towards the profession.
- Lack of occupational perception.

### **SUGGESTIONS FOR IMPROVING THE CONDITION OF TEACHER EDUCATION**

There are some suggestions here for improving the condition of teacher education. Teacher education, like higher education and technical education must be the responsibility of the central government.

- Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the programme.
- Curriculum development on a continuing basis to keep pace with current trends.
- Government should look after the financial requirements of the institutions.



- Teacher educators must be well qualified and experienced with language proficiency.
- Teacher educators to be trained in the use of ICTs.
- Privatization of teacher education should be regulated.
- Institutes of low standards should be reformed or closed.
- Conditions for affiliation should be made strict.
- Regular or rigorous inspection by NCTE should be done on a regular basis.
- Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
- More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.
- Internship should be of sufficient time (minimum six months) and student teachers must be exposed to the full functioning of the school.
- Evaluation in teacher education should be objective, reliable and valid.
- Teacher pupil ratio should be ideally 1:8
- Several types of co-curricular activities should be included in the curriculum.
- Professional development of teacher educators as ongoing ritual.
- Refresher course should be organized frequently for teacher educators.
- Research in education should be encouraged.
- Number of teaching days to be increased to 230 per year.

## **CONCLUSION**

It is doubtless to say that the two key players in teacher education are the student teachers and teacher educators. The selection of both is very important for making successful teachers who are responsible for the education of millions across the country. The issues mentioned above should be dealt in detail for ensuring quality of teacher



education. Then only we can build the future generation strongly through the right hands

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## INTEGRATING TECHNOLOGY IN TEACHING AND TEACHER EDUCATION

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### Abstract

In this paper we discuss technology integration in teaching and teacher education. Emphasis is placed on policy and curriculum reform as they relate to the use of information technologies for teacher education. Particular reference is made to the situation in schools. We argue that for successful technology integration, there needs to be a shift in pedagogical approaches and reform of teacher education programs. Concluding, we provide suggestions on how information technologies can best be integrated in pre-service teacher education and in-service teacher professional development.

### Introduction

Technology has invaded the workplace, our homes, and schools. In rich industrialized nations like the world, computers and the Internet are abundant in schools and classrooms. According to the "Teachers' tools for the 21st century" survey, in 2010 almost all public school teachers (75 percent) reported having computers available. Furthermore, there is a rapid increase in the proportion of schools that are connected to the Internet. However, the situation regarding technology in schools is not the same in smaller countries such as India. In the International Institute for Education Planning conducted an appraisal study of the education system. The findings of that study set off a series of reforms in an effort to raise the quality of education offered by the public schools system. Among these innovations were the mixed ability classroom teaching, increased emphasis on cooperative learning, and technology integration into classroom teaching. The Ministry of Education and Culture has recently announced plans to officially introduce computers and the Internet in schools. Computer classes will be included into the upper levels of high school curriculum and computer skills will be taught as a separate subject matter. In



primary schools the goal is to integrate technology into the various subject matters. Some of the major limitations of such innovations are budget constraints, lack of teacher training, and lengthy bureaucratic procedures. Compared with other countries, Cyprus has one of the lowest funding rates per student. Educational innovations, like the introduction of computers and the internet in schools, require the generous financial support of the government for hardware and software acquisition as well as teacher training. In addition, the education system is very centralized in nature, thus proving to be inefficient in many aspects. For example, when primary schools collect the money themselves through parental support, the ministry will not allow them to get connected to the Internet easily. There is extensive and timeconsuming paperwork to be completed for a school to be approved for Internet access. Such procedures might take longer than a whole academic year. The purpose of that project was to identify ways in which computers could be integrated in the curriculum as tools to support learning. The effort was coordinated by the newly formed Information Technology Team of the Curriculum Development unit at the Ministry of Education and Culture. Unfortunately, state education officials have the misconception that once technology is introduced in schools, reform will automatically take place. In addition to increased funding, what will facilitate technology integration in schools is reform of in-service professional development of teachers, reform of teacher preparation programs, and reform of pedagogical practices from teacher-centered to student-centered approaches. The majority of teachers in Cyprus primary schools have not been prepared during their college years for integrating computers in their teaching. Therefore, there is a strong need for designing in-service professional development programs for these teachers. Buying computers Vrasidas&Mclsaac 5 and software for schools and connecting them to the Internet does not automatically imply effective uses of technology. Estimates show that at least 30% of technology budgets should be devoted on teacher training and support (Web-Based Education Commission, 2000). The following discussion and suggestions for technology and reform apply for both pre-service teacher preparation and in-service teacher professional development.



## Need for Pedagogical Shift

For successful technology integration in schools, teacher education programs play a crucial role. Teacher preparation on technologies should provide teachers with a solid understanding of the various media, their affordances, and their constraints. Such understandings can only emerge when teachers are actively involved in teaching and learning with technology across the various disciplines. The idea of teaching a separate course on computing skills, we believe is fundamentally flawed. The separate course approach is something used in teacher preparation programs and is also the approach followed to teach computers in schools. Technology skills should not be taught out of context. One can best learn how to use a computer while working on a meaningful task. Teacher preparation should not be based on training for “computer literacy” but should prepare teachers for using technologies to construct, represent, and share knowledge in real life authentic contexts. Teachers should not be taught about technology but how to use technology for constructing, organizing, and communicating knowledge (Barron & Goldman, 1994). A long history of technology use in education shows that the first inclination is to use new technology in the same traditional ways as the old technology (Cuban, 1986; Means, 1994). Continuing old practices with new technology will neither change nor improve education. Old curricula and pedagogical approaches should be reformed, and if necessary replaced, to take advantage of the affordances of the new media. Vrasidas&McIsaac 6 Our conception of teaching and learning is based on a constructivist epistemology. According to constructivism, knowledge doesn't exist external to the learner. Rather, individual learners construct their own meanings based on their prior experiences (Vrasidas, in press). Learning is a result of construction, collaboration, reflection, and negotiation within a rich context in which learning is situated (Brown, Collins, & Duguid, 1989). Technology has the potential to support constructivist learning and be used for active, authentic, and cooperative activities (Jonassen, Peck, Wilson, 1999). Harasim (1996) argued that computer-mediated education facilitates educational approaches, which shift the focus from “knowledge transmission to knowledge building,” (p. 205). Knowledge building results when learners interact with their peers, collaborate, discuss their ideas, form arguments, and negotiate meaning. When used appropriately, technology provides a more decentralized environment where students



take more control of the learning environment and become active constructors of knowledge while working on authentic tasks. Information technologies and computer networks shift the role of the teacher from knowledge transmitter to that of a facilitator who provides opportunities for interaction and meaning making to all learners. Technologies are not deliverers of content, but tools that educators and students use to construct knowledge and share meaning. The use of technology and cultural tools to communicate, exchange information, and construct knowledge is fundamental in constructivism. Strategies for teaching and learning are not chosen to facilitate transfer of knowledge from the world to the learner's head, but to provide tools the learner will use to create meaning. Teachers should therefore, be trained to use computers in ways that will allow their students to construct knowledge. Jonassen (1996) argued that technology-based learning occurs when students use computers as mindtools that enable them to represent what they know and organize their Vrasidas&McIsaac 7 knowledge in meaningful ways. Mindtools are tools that aid and extend the user's thinking capabilities and can be used for knowledge construction and problem solving. Some examples of mindtools include computer conferencing, databases, spreadsheets, and hypermedia development tools. Examples of projects that students can engage in using technology are building websites, creating databases, authoring multimedia programs, and developing interactive CD-ROMs. Such conceptions of technology-based teaching and learning should drive the reform efforts of teacher preparation and in-service teacher professional development. If we adopt a constructivist approach to teacher education, evaluation practices need to be reformed as well. We cannot be teaching effectively following a student-centered constructivist approach and evaluate learning using solely standardized tests. Constructivist environments promote the creation of multiple perspectives within a variety of contexts. There is not one correct understanding and there is not one correct way of solving a problem. Students are encouraged to utilize multiple ways of solving instructional problems and justify their solutions. The creation of multiple perspectives and viewpoints calls for multiple assessment methods. Using portfolios and authentic assessment are evaluation methods appropriate to evaluate constructivist learning (Duffy & Cunningham, 1996; Jonassen, 1992). In addition, in a teacher education course, a variety of evaluation techniques can provide information



about the learners' thinking processes, self-reflective skills, performance in completing real-world authentic tasks, and ability to identify technology solutions to instructional problems. Traditional tests can also be used but they should not be the only method of evaluation. Other evaluation techniques include the collection of students' projects and assignments, students' self-evaluations, reflective journals, and class presentations of sample lessons. When the teacher educator employs such Vrasidas&McIsaac 8 evaluation techniques, she also models for prospective teachers appropriate evaluation strategies of constructivist learning.

### **Teacher Preparation and Curriculum Reform**

Technology should be an integral part of teacher preparation programs. Research shows that teachers tend to teach the way that they were taught (Ball, 1990, Lortie, 1975). Therefore, if we expect teachers to teach in a constructivist way using technology, we need to be teaching them in constructivist ways using technology. In a course on educational technology for teachers, the goal should not simply be to teach the use of several technology systems, their advantages, and disadvantages. Instead, the goal should be to provide students with opportunities to think like experts in making instructional decisions, selecting media for appropriate use, structuring learning activities, and employing sound pedagogical strategies in real-life contexts. The instructor in a teacher preparation course should structure the learning environment so that she will have the opportunity to model expert behavior to students in sound uses of technology-based teaching and learning. It is important that the teacher educator is an expert in technology-based learning because only then she can model to her students—future teachers—expert behavior. Furthermore, teacher preparation programs should not simply offer a course in educational technology, but also demonstrate effective use of technology in teaching teachers several other courses. Constructivist uses of technology in teaching should be modeled in the teaching of other subject matters such as mathematics education, science education, and social studies. For example, during a course in science education, future teachers should be taught with technology in ways that model appropriate technology-based learning for science education. Vrasidas&McIsaac 9 There are numerous ways of integrating technology in teacher education since technology can provide a rich context for learning.



Technology rich environments allow prospective teachers to experience real-life scenarios of classroom teaching, construct multiple perspectives, and reflect on their practice. Several rich interactive multimedia systems exist in the market that allow students to work in groups to review video vignettes of classroom teaching, identify good practices, and discuss them with their peers. At Arizona State University, the teacher preparation programs for both in-service and pre-service teacher training on mathematics methods, make extensive use of an interactive multimedia program called Mathedology (Technology Based Learning & Research, 1998). This professional development program blends pedagogical techniques and concepts with state of the art presentation and delivery mechanisms. Its main purpose is to improve the mathematical discourse abilities of primary teachers. Mathedology is based on a digital library of classroom video depicting primary teachers teaching mathematical concepts using the National Council of Teachers of Mathematics' (NCTM) professional standards on discourse. The program includes video episodes of elementary mathematics teachers modeling the NCTM professional standards on discourse, expert commentary in audio format, content based on the NCTM Curriculum and Evaluation Standards, and animations of mathematical concepts. Students can view the video vignettes of teachers and discuss them with peers. Mathedology provides a rich context for teachers to develop an understanding of appropriate mathematics teaching in primary schools. Such multimedia systems provide all students and teacher a common and rich context for discussion, much richer than text descriptions of settings. In addition, students can listen to teachers shown in vignettes reflect on their practice and listen to what math educators and other experts have to say about the teaching strategies used in the video episodes. Vrasidas&McIsaac 10

### **Teacher Professional Development and Policy Reform**

All the above suggestions can help reshape teacher preparation programs so that they can prepare teachers to integrate technology in teaching and learning. Curriculum, pedagogical, and policy changes are essential for the success of reform. To effectively integrate technology in teaching, pre-service teachers need to be well prepared, but also in-service teachers need to deepen their knowledge and skills as well. In-service teachers need time to develop, master, and reflect on



technology-based learning approaches. They need time and incentives to participate in lifelong professional development. A study showed that 82% of teachers cited the lack of release time as the most important barrier in using computers and the Internet in the classroom rarely are in-service teachers allowed to attend professional development seminars on paid time. Changing the teacher compensation structures and providing incentives can encourage teachers to participate in professional development activities throughout their careers and develop lifelong learning skills. Another policy reform that can help promote professional development is to incorporate the completion of training attended to career ladder programs. Right now, the most important factor that influences ones opportunities for promotion in the Cyprus public education system is years of experience. This needs to change if we want to value and encourage up-to-date knowledge, skills, and qualifications. In addition, a skills-based or competency-based compensation pay system might be a better way to value and reward teacher knowledge and Vrasidas&Mclsaac 11 skills. In such a system, teachers with more experience in the classroom and teachers who completed more professional development hours would get higher salaries. Such an approach can send the message to teachers that new skills are needed and valued, that the ministry is willing to compensate them for committing the time to improve their skills, and that for schools to continue educating our children, teachers need to develop life-long learning habits which will enhance their professional knowledge.

## **Conclusion**

Changing the philosophical and pedagogical assumptions of education systems require time, effort, and strong political will. Programs developed need to be evaluated thoroughly to determine their effectiveness in preparing teachers to teach with technology. Skilled personnel are needed to develop, implement, and evaluate educational technology programs in teacher training. There is also a need for increased funding and strong determination of all parties involved. State officials, administrators, teachers, and parents should unite their efforts for the development of serious programs that will support education reform. The issues briefly discussed in this paper are not only applicable to schools but in other similar contexts as well. There are always obstacles to attempts for educational reform. The resistance to



change that is deeply rooted in education systems and the fear of technology dominating our lives are forces that can withhold change. However, technology can help reform education and the education system needs to be reformed for successful technology integration. If we believe that teachers are the primary agents of change, then a good place to start is by reforming our teacher education programs to better prepare teachers take advantage of the affordances of the various technologies and successfully integrate them in their practice.

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## QUALITY CONCERNS IN TEACHER EDUCATION

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### Abstract

The progress of a nation always depends on knowledge acquired through education and its sensible application. For global, national and regional progress quality education is indispensable. To improve the quality of education, teacher education is a significant vehicle. We require quality teachers who are dedicated to teaching and outfitted with essential knowledge, skills and competencies for effective teaching to deliver excellent education and to fulfill the needs of society. In this age of liberalization, privatization and globalization to enhance the quality of teacher education is very important and challenging task.

After the deep study and discussion with educationists found that improvement in working of teacher education institutions, knowledge of science and technology, realization of constitutional goals, emphasis on value education, healthy discussion on social issues, restructuring of teacher education programme, development of creativity and development of life skills are major remedies to bring quality and improvement in the teacher education. These remedies will be helpful to Centre and State Governments, Policy Makers, best educationists, colleges and universities to bring reforms and bright the future of teacher-education

**Keywords:** Teacher, Teacher Education, Quality Concern, Liberalization, Privatization, Globalization

### INTRODUCTION

Man is a social being. He is an integral part of society. The man is product of society where as society also depends upon its individuals for its development. Aims and objectives of any society can achieved through the proper educations of its men. For such an educational



system, we require efficient teachers. It is well known saying that teacher is the national builder. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society. His behavior should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc., so that he may transmit the same to the younger generation. The above said facts express the dire need of teacher-education. Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society.

They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession. Teacher education is the backbone of the society. It is the quality of teacher education that decides the quality of human resource in a country. The management and sustenance of quality in teacher education is a great challenge for the policy planners and managers in the changing scenario. Quality has become the watchword of current educational growth not only in India but also at the global level. If we are to survive in this competitive, market oriented and technology driven world where boundaries of country are fastly disappearing, then there is no existence without quality.

Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Various attempts have been made in teacher education programme to improve the status of teacher education in India. The NPE (1986) has suggested establishing DIETs (District institute of education and training) , CTE (Colleges of Teacher Education) and IASE (Institute of Advanced Studies In Education) for providing teacher education at various levels. Besides these, university



department and national level organizations is also conducting in-service education programme. But quality is still poor. Many issues are involved in the teacher education programme which should be tackled well if we want to ensure quality in teacher education. Some of these are-

### **Issues in Teacher Education Programme**

- Problem of selection- our selection of teachers is quite defective. There is no standard screening criteria for the selection of Indian teachers. Defective selection procedure may lead to the deterioration of the quality of teachers. Therefore proper selection of teachers should be made on the bases of aptitude test and personal interview.
- Duration - our teacher education programme earlier used to be of nine months duration but a drastic change has been introduced by extending its duration to two years to make it at par with the training of other professionals. But it is still in its infancy stage so no valid conclusion can be drawn about its effectiveness. We can't predict to what extent it will help us to fulfill the broad objectives of education.
- Incompetency of student teacher- there is a gap between theory and practicing component of training institution. Students are not well prepared to face the complexities of real life. So this gap must be fulfilled at priority basis.
- Problem of practice teaching- period of teaching practice observed in our teacher education institution is very limited and a ritual only. Our supervisors lack the vision for this important component of teaching. They don't have enough time to observe and provide needed feedback to practicing pupil teacher. So a clear framework should be developed regarding teaching practice phase in teacher education institutions.
- Teacher demand and supply- there is a mismatch between the demand and supply of trained teachers- area wise, subject wise and perspective wise. This is primarily because of inadequate database of requirements for teachers. So it becomes the responsibility of the state to create database and liaison with the teacher education colleges.
- Isolation of teacher education department- our departments hardly develop linkages with schools, peer institutions, universities and other institutes of higher learning as also the community. However much remain to be done in this direction. The curriculum of the school, its actual transactional modalities, examination system, management



process and its ethos need to be the main thrust areas of teacher education programme. Teacher education institutes should work in collaboration with the larger society.

- Lack of innovative practices- our teacher educator's still practice obsolete methods of teaching. They are not innovative in their ideas, thoughts and approaches. Need of the hour is to incorporate latest technology in teaching learning process
- Less opportunities for professional development- to produce the quality teachers we must focus upon their maximum professional development. Every teacher must take the opportunity to continue his/her professional development throughout his/her career. Teachers should be open to ideas, to refine decisions making skills and to become more effective in integrating theory and practice.
- Mushrooming of teacher education institutions- the last decade has evidenced the mushrooming growth of teacher education institutes leading to a very unhealthy suicidal trend that is commercialization. Education has come into control of people who do not have any concern with quality of teacher education. For them colleges are money making machines. This growth has created a new category of students popularly known as non attending. So there should be a check on opening of such institutions.
- Problem of infrastructure- although we have a long list of teacher education colleges but majority of them lacks the required infrastructure to carry out teaching learning activities. Facilities are there but only in papers. Infrastructure is made available only at the time of inspection. As soon as the team leaves the college, there is nothing. This disease can be curbed only with the proper interventions from the bodies governing the teacher education programme.

So these are some of issues or challenges that our teacher's education is facing. There is need to come forward and take some concrete steps. More attention must be paid to defining and assessing global competence in teaching and learning. Training teachers for the global age also requires that teacher educators who are preparing future teachers in our colleges need to develop the capacities as well as the knowledge, skills and dispositions to help pupil teacher acquire them. Only way out for this is securing international collaboration.



The Teacher Education programs need to integrate innumerable skills and competencies. It is necessary to shift to more powerful learning paradigms, such as, linear to hypermedia learning, instruction to discovery and construction, teacher centered to learner centered education, absorbing material to learning how to navigate and learn, learning as taxing to learning as fun, teacher as transmitter to teacher as facilitator. We need to bridge the gaps between to have and to be. There is a need to bridge the gaps between Teaching Styles and Learning Styles providing differentiated differential learning experiences to learners of all the learning styles- audio, video and kinesthetic; cognitivist, behaviouristic and constructivist; accommodators, divergers, convergers and assimilators. Education should be value added. Character building should be one of the primary aims of education. Every teacher Education institution ought to have valid identity. Valid identity means valid institutional land & plant, valid setting, valid inputs, valid processes and valid products.

In view of the above ground realities and inline with the laid out priorities the National Assessment and Accreditation Council (NAAC) in collaboration with the Commonwealth of Learning (COL), set out to develop quality indicators for teacher education. The indicators are the outcome of the recommendations of senior teacher educators and experts in education from eleven Commonwealth countries. Experts from Australia, Bangladesh, Botswana, India, Kenya, Mauritius, Namibia, Nigeria, Sri Lanka, Singapore and United Kingdom (U.K.), participated in the initial workshop and subsequent development using these indicators, which are introspective, the institution can create internal quality structures for the appraisal of the quality provisions of the system, which in turn would lead to continuous monitoring and improvement. The main objective in developing these indicators is to provide a tool for continuous quality improvement and to energize and sustain the institutions quality enhancement efforts. This document contains twenty five quality aspects and seventy five quality indicators spread under the six key areas of functioning of a teacher education institutions.

The Key Areas (KAs) represent six dimensions of a teacher education institutions functioning encompassing all its academic as well as administrative and management activities In developing the quality indicators the NAAC – COL team took into account the functioning of



several pioneering teacher education institutions across the Commonwealth countries which have developed and put to use mechanisms for quality training provision and effective functioning of their institutions. Within each identified key area specified functional aspects have been detailed as Quality Aspects (QAs).

- Criterion I : Curricular Aspects
- Criterion II : Teaching-Learning and Evaluation
- Criterion III: Research, Consultancy and Extension
- Criterion IV: Infrastructure and Learning Resources

**Social Issues:-** There are various social problems issues that today our nation is confronting. These are population explosion, unemployment, diversity and communal tension. Teacher can safeguard students against these social problems of they are sensitive towards these issues.

### **Structure of Teacher-Education Programme –**

A lot of stress is given on teacher education course in India, unfortunately still there are several loopholes in the system. Several loopholes are following: - 88 Dr. Balbir Singh Jamwal

**a) Curriculum** - Curriculum of teacher education programme in India has been criticized much. Some educationists fee that it does not fully address the need of contemporary Indian Schools and society and it does not contain relevant contents for teachers who are to impart quality education in schools.

**b) Quality Concern** - Quality in education relates to the quality of the work undertaken by a teacher, which has significantly effect upon his or her pupils. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issues related to teaching methods, content, organizations etc. more knowledge of theoretical principles is emphasized and teachers are not able to these principles in actual classroom situations.

Remedies –

1. Value education should be given to teachers, so that they could educate young minds in the right direction.
2. Curriculum of teacher education programme should be revised from time to time according to changing needs of society.



3. The quality of teacher education programme should be up graded.
4. Teacher education programme should be raised to a university level and that the duration and rigour of programme should be appropriately enhanced.
5. Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students and provisions of good infrastructure etc.
6. Institutions working should be examined from time to time and strict action should be taken of they fail to come up to expected level.
7. Teachers should train about stress management mechanism so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition.
8. Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
9. Teacher education programmes should enables the teachers to develop there life skills among students.
10. Techniques used in teaching should develop habit of self learning and reduce dependence on teachers. It will help them to reflect on their own and doing something new. Doing something new is creativeness.
11. Teachers should encourage student's capacity to construct knowledge.
12. Constitutional goals of justice, liberty, equality and fraternity can be realized Teacher Education: Issues and their Remedies 89 through proper teacher education.
13. Teachers are to make positive contribution to the realization of the constitutional goals.
14. Teachers must understand the importance of the constitution in its true prospective in the light of Indian Culture ethos and integrate it with the philosophy of education.
15. Teachers should prepare to own responsibility towards society and work to build a better world, commitment to justice and zeal for social reconstruction.



16. The impact of science and technology and ICT on society and education should be fully discussed in teacher educations institution.

17. Scientific temper should be developed and its application for the solution of problems of life should be encouraged.

18. New knowledge and new experiences should be incorporated in the curriculum and there should be a scope for teachers for reflection of knowledge.

## CONCLUSIONS

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. No doubt a lot of stress is given on teacher-education course in India. Unfortunately still there are several loopholes in the system. After the deep study and healthy discussion with educationist , I came to this conclusion that Centre and States Governments should join the hands to bring the quality and improvement in the teacher education, then bright future of teacher education is possible.

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## CONCERN AND CHALLENGES OF TEACHER EDUCATION, A CRITICAL VIEW

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The importance of Professional preparation of teachers has been universally recognised since long. The Indian constitution recommended that an a sound Programme of professional education of teachers is essential for the qualitative improvement of education. It also observed that investment in teacher education can yield rich dividends in pursuance of the recommendations of the commission of teacher education. Accordingly ,several international experiments in education relevant for the ctountry were assessed and screamed for this being useful. This has undoubtedly helped the system but the colonial hangover still persists in some form or the other for which a complete revamp of the system is called for.

The NCTE has been established by an act of parliament with a view to improve the quality of education at that school level in general and teacher education in particular. In order to reconcile the same a mandate was given to NCTE i.c., acheiving planned and cordinated development of teacher education throughout the country and for regulation and maintenance of norms and standards.

Education of teachers is not only responsible for the improvement of school education by preparing competent, committed head and professionally well qualified teachers who can meet the demand of the system, but is also the joining link between the school and higher education. It has to meet twin demands. The challenges of the education system including the higher education and the ever changing demands of social systems. It's role in the process of nation building is universally recognised. But teacher education theoretically conscious of it's role, for reasons beyond it's control became merely confined to schools. A weak program of teacher education is a national calamity. The status of teachers reflect the socio cultural ethos of a



society. It is sad that no people can raise above the level of its teachers. It is with the objective of raising the professional status of teachers and to produce among them commitment to society, students and profession, increase their competency, performance, skills, and empower them to face new challenges, the NCTE made several attempts to prepare a curriculum framework for teacher education in different time intervals so as to suggest the academic institutions imparting teacher education programs to move in the direction of facing the socio cultural economic and technological demands.

The preparation of curriculum framework is an exhaustive exercise involving the stalwarts in teacher education with vast experience who not only understands the past and present trends in the society as well in teacher education who are capable of predicting the demands of the future society accordingly teacher education programmes may be tailor made.

#### **Scenario of teacher education:**

India possesses one of the largest systems of teacher education. Besides the university department of education and their affiliated colleges, government and aided institutions, private and self-financing colleges and open universities are also engaged in this venture. The programmes are almost identical but the standards vary. In certain institutions, they are being run with motives other than educational. In certain areas, the supply of teachers far exceeds the demand while in others, there is an acute shortage and unqualified teachers are working under different names. The manpower planning is practically absent in teacher education. The institution at the elementary level in certain states is comparable to international standards where DIET'S, CTE'S and IASE'S are making a tangible impact on pre-service and in-service teacher education programmes. But the same cannot be said about the preparation of secondary vocational and pre-school teachers.

The programme of teacher education is basically institution-based. The students (teachers training) are not exposed to the realities of the school and community. Internship, practice of teaching, project activities and supplementary educational activities are not paid proper attention. The curriculum, pedagogy and evaluation of teacher education need improvement and radical transformation.



For preparing teacher educators, the most popular programme is M.Ed. Though certain universities have started M.A(education) which is yet to get credibility M.Ed programme is of general nature incapable of producing specialists in different areas. The same course meet the requirements of the schools teachers colleges and administration where the differentiation is very little. The condition of research, whether at the M.Phil,Ph.D or at project level is equally not good in condition. Researches are conducted for obtaining degrees, not for the purpose of scholarship. They are the copies of other researches, repetitive, unrealistic and not capable of improving theory or practice of education. The system of teacher education has to demonstrate its sensitivity to its educational as well as social contexts and concerns.

### **Teacher education and challenges:**

The problems in teacher education can be divided into two broad categories. i)Problems of education as a whole with special reference to school education and ii)Problems of teacher education itself i.e., its general as well as those caused by the curriculum of school education which puts the responsibility of its implementary on teachers, specially school teachers.

Despite attempts to emancipate Indian education from the prison of colonisation full success is yet to be achieved. It is an unsuccessful transplantation which needs proper adaptation and assimilation. Though the system is yet to liberate itself from the clothes of traditional colonialism it has changed its quality, nature and character. In the present world policy of liberisation, privatisation and globalisation, education has become a commodity of open market and competition. If it is not checked properly india will become a slave of cultural, educational, technological, scientific and economic colonialism.

The country has to fulfill its constitutional commitment of providing universal elementary education to all and removing illiteracy which is a national or cause. To achieve these targets the country needs well qualified properly trained, competent and committed teachers. Therefore the system has to prepare them and educate the alternative and unqualified teachers academically and professionally. It has to consider to improve the quality of literate people and develop the power of thinking intently of what to take and what not i.e., the discriminate power among them.



The teacher education institutions are islands in the system of education itself and also in the community they serve. They are isolated from each other, from the universities and from the community, and pursuing goals independently and practically ignorant of what is happening around them. There is a need to transform teacher educators from one type of institution to another and to other academic department.(Internal eledice/external eledice)

Educational complexities should be developed around the training colleges to undertake experimentation, adopt innovative practices. Comprehensive colleges and schools of education or institutes have to be established for achieving cooperation in teaching and research. Community linked teacher education and extension programmes need to be undertaken. The experts from the community if available may be invited by the teachers colleges and teachers, their teacher educators may be encouraged to participate in community functions viceversa.

### **Recent introventions in teacher education:**

The history of teacher education in our country go parallel with that of education system as such. Even in ancient Indian education 'Guru' played a vital role in shaping 'shishages' along with facilitating them versatile with Vedas which are considered to be the treasure house of knowledge. Even british raj the teacher education though it is the back seat still served commissions in the education emphasised the need for quality teachers. In the post independence period due to accepting democracy as a system of governance, the expansion of education access to school education there is a felt need for qualified and trained teachers across the country. Taking this as an opportunity many universities in the country expanded teacher education. Particularly during the last decades of 20<sup>th</sup> century in view of the tremendous demand for the trained teachers at different levels of schooling. Universities in the country while increasing the enrolment, manifold in the face to face mode started offering teacher education through correspondence/ distant mode. These initiatives by the universities resulted in turning out thousands of trained teachers without equatising them with the basic skills of classroom teaching process. The nation realised intending dangerous with such ill equipped teachers. Keeping in view the intending impact of such teachers not only on the quality of schooling but Iso its impending impact on



different social systems. In such a perplexing situation the parliament made an act for the establishment of 'NCTE' in 1993 with a clear mandate . After the creation of NCTE the number of institutions imparting teacher education get multiplied by several times. Further due to 'LPG' and its consequential policies of the successive governments private participation in teacher education reached its optimum level. Further the virus of commercialization planned the entire system of teacher education in the country. Unfortunately 'NCTE' has become a helpless adjunct agreed by such unwanted trends in teacher education the apex court (Supreme Court) expressed its displeasure about the happenings in teacher education. In order to put the teacher education system on track the, Supreme Court directed the MHRD to constitute a committee nominating the former chief justice of india, justice verma as its chairperson to suggest measures along with revamping NCTE. The committee under the chairmanship of justice verma made several recommendations to strengthen NCTE and teacher education in the country.

In view of the recommendations made by the justice verma committee NCTE reversed norms and standards on 1<sup>st</sup> dec 2014 with immediate effect. The 2014 norms took altogether different approach to teacher education in the country. For instance throughout the history in our country teacher education programmes are imparted in exclusive training colleges or colleges of education but the 2014 norms suggest that the teacher education programme are to be offered only in the liberal arts, science, commerce colleges which is not only against our tradition but also contrary to that of the kotari commission recommendations of comprehensive colleges of education.

Another important regulation in an extending the duration of different teacher education programmes. The extended duration for different teacher education programmes is a long felt need, but unfortunately NCTE made a regulation without considering the institutional preparedness, the human resource required and the infrastructure facilities etc., are one hand and on the other NCTE has not suggested the academic activities to be included due to the extended duration. Because of lack of preparation on the part of NCTE and the institutions, the extended duration created a chaos than enabling then enhancing the teacher education to move towards quality assurance. Another regulation of 2014 over emphasised the role of distance



education in teacher education. Distance education ODL is globally recognised as a better means for professional enhancement lasted in our country .We are using it as a degree awarding purpose. It is the concreted opinion of the teacher educators across the nation that no first degree or diploma in teacher education should be offered through distance mode. But in the recent norms NCTE made a regulation which facilitate the institutions even to offer D.EL.Ed through distance mode and teacher education programs are made available through private study, such a regulation by the NCTE will be suicidal to the teacher education.

In addition to the above changes there are few more regulations created confusion and a sort of pessimism among the stake holders of teacher education. Therefore there is an urgent need to review the 2014 norms and necessary amendments are to be made inorder to put the teacher education in the country on the track without further delay.

### **Conclusion:**

A critical view of existing policies and practices of in teacher education though theoretically looks to be very comprehensive but when it comes to practice they are from the expectations. There is a need to have a clear image of a teacher whom we want to prepare for our school system should be the guiding principle for the developing different education programmes.



## TEACHER EDUCATION IN INDIA AND IN WESTERN COUNTRIES: A COMPARISON.

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### Abstract

Good teachers are thinkers and problem solvers. They know when children aren't learning and can adjust instruction appropriately; they know how to design and use a variety of assessment techniques—not just paper-and-pencil tests; they know how to work with parents to bring out the best in a child; they know that teams of professional educators can transform schools and expect to go about doing it. (Imig, 1996, p. 14A)

Comparison in teacher training in different countries help in understanding the similarities and differences in teacher training of different countries and the contexts in which they arise. Comparative studies in all walks of life particularly in teacher education in different countries help in understanding the factors, which may be called unifying factors, in bringing together nations, and thus, developing a common approach to problems effecting them. The unique feature of the twenty first century is the knowledge generation and its dissemination. Comparative teacher education studies give insight into the working this relationship.

This paper throws light on comparison of Teacher Training in India to the Teacher Training in Western countries like United Kingdom, the United States of America, Japan and China regarding the duration of the course, minimum qualification to join the course, rules and regulations, methodologies, black teaching, curriculum, use of technology, managements, apex bodies, status of the teachers in the society, placements and packages. In UK there is increased emphasis on knowledge acquisition on one hand and resort to skills-based apprenticeship models on the other. In the U.S teacher training for both primary and secondary teacher is of four years duration. Specialised non-instructional personnel must also be certified in most



U.S states. Japanese culture views the school as a moral community and a basic training ground for becoming a good citizen, teachers have broad responsibility for moral education and character development. Teachers in China is the largest teaching force in the world.

### **Conclusion:**

Teacher education in India emphasis methodology whereas the Western system of teacher education give importance to the innovative teaching practices like team teaching, programmed instruction, models of teaching, language laboratory and computer aided instructions. Western societies confer high social status and economic rewards to teachers than Indian society.

**Keywords:** Comparison, Duration, Apex bodies, Methodology.

### **Introduction**

Teacher education refers to the policies, procedures and provision designed to equip and teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Those professionals who engage in this activity are called Teacher educators or teacher trainers.

Comparison of Teacher Education tends to lay stress on descriptive information about nations and societies and their Teacher Education systems and structures. This help to tap the collective experience and attempt to draw lessons and principles from it so as to and apply in different situations. Globalization brought a revolution in information and knowledge explosion and dissemination. It resulted a rapid advancement in technology and especially by Information Technology, there is so much interdependence between countries that any event happened in one part of the globe has it's ramifications in other parts. Comparison quenches the thirst for curiosity to know about other countries and compare their achievements with those of one's own country. Generally the developed regions such as Europe and U.S.A., could be said to representing the center of knowledge and developing regions like Africa, Asia and South America representing periphery of knowledge. The knowledge generated at the center travels to the periphery and the peripheral countries are the recipients of the knowledge which they adopt/adapt (D.C.Upreti)



## TEACHER EDUCATION IN INDIA

The important committees in Indian Education system are Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country. In India two types of teacher trainings are available. (a) Pre service teacher training and (b) in-service teacher training. For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions a (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

For in-service training, the country has a large network of government-owned teacher training institutions (TTIs), which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies. At the state level, the State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts specialised courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and



Training (DIETs). The Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also imparted with active role of the civil society, unaided schools and other establishments.

For pre-service training, the central, the state government and government-aided teacher education institutions financially support the schemes sponsored by the government and institutions including the DIETs, CTEs and the IASEs. For in-service training, financial support is largely provided by the Central Government under the Sarva Shiksha Abhiyan (SSA), which is the main vehicle for implementation of the RTE Act. Under the SSA, 20 days in-service training is provided to school teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits. Central assistance for in-service training is also provided to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) under the Centrally Sponsored Scheme on Teacher Education. State Governments also financially support in-service programmes. Several NGOs, including multi-lateral organizations, support various interventions, including in-service training activities. Implications on Teacher Education of the Right of Children to Free and Compulsory Education Act, 2009. This act emphasis on quality in teacher trainings do continuing teacher training. The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. The importance was given to Reflective practice, self-learning, assimilation, articulation of new ideas, self-directed learning and ability to think, be critical and to work in groups. To enhance the excellence in teacher training program various quality control mechanisms have been developed, including re-composition of the Visiting Teams, periodical monitoring of the teacher education institutions and de-recognition of institutions not conforming to the Norms and Standards prescribed by the NCTE.

There are two levels in teacher training in India. The two years training program for primary teachers through DIETs on +2 qualification and one year Bachelor of Education (B.Ed.) program on degree qualification for secondary school teachers under government as



well as private organization. When compared to teachers in western countries Indian teachers get lower salaries, minimum hike for every five years, low status in society, least facilities and over burden of work, most of it is not related to teaching and learning like census data collection, conducting elections, canvassing various schemes scheduled by the government etc. Even though there is a tough competition to get the job due to severe unemployment problem in India.

### **TEACHER EDUCATION IN UNITED KINGDOM**

In UK before the 1944 Act of Education, teacher training was organised on a voluntary basis by the church or other religious organizations. After this act, teacher training came into the hands of the Local Education Authority and education department in the Universities or higher education institutions. The Ministry of Education lays down the minimum qualifications for teachers at various levels of school education. To assist the Ministry, a National Advisory Council of Education is now in place. It looks after all the issues from admissions to placement of the teachers. There are two types of training institutions that are run by the Local Education Authority and run by voluntary organizations. All the institutions partially get grants from Ministry of Education.

In UK there being two main graduate routes into becoming a qualified teacher – either to follow a four-year Bachelor of Education programme (BEd), or for those holding an undergraduate degree, to complete a one-year post-graduate programme leading to a Postgraduate Certificate of Education (PGCE) following a degree. In this period, they were encouraged to regard themselves as simultaneously teachers and practitioner researchers and to collaborate with each other on action research projects designed to enhance their practical teaching and students' learning. In UK there is currently talk of linking pay to performance usually judged by examination result. There is increased emphasis on knowledge acquisition on one hand and resort to skills-based apprenticeship models on the other hand.

Primary teachers are trained by Teacher Training Colleges. Entry qualification is General Certificate of Education, 'A' level. The age of entry is 18 years. They provide three-year course leading to non-graduate certificate in education. These are now being phased out. Department of education or institutions of education provide three or



four year courses leading to the degree of Bachelor of Education. The entry qualification is General Certificate of Education, 'A' level. For those who have already gained a first degree, there is a one year postgraduate course. One of the survey found 98% of teachers are under increasing stress and 82% say their workload is unmanageable; 43% of state teachers in England plan to leave because of the bureaucratic systems to record pupil progress and staff performance, plus a heavier burden of written marking to please the inspectors, relentless exam and curriculum changes, are taking a toll on the health of the school workforce and prompting more to escape to schools in the independent sector or overseas. Complaints about unmanageable workloads are remarkably consistent across state schools in England – primary and secondary, academy, local authority and faith schools. However, teachers in Scotland, not as affected by the changes set in train by the Westminster government.

## **TEACHER EDUCATION IN THE UNITED STATES OF AMERICA**

In the U.S teacher training for both primary and secondary teacher is of four years duration in 41 states and in other 9 states 5 years duration. These degrees must be obtained from an accredited teaching college or university as defined by the NCATE or TEAC. During this training both general and professional education is given. In some states general education and professional training is spread over all the four years while in some others general courses are provided in the first two years while the remaining two years are devoted to professional training. The courses taught in the first two years are the study of liberal arts, such as national language, foreign languages, Literature, Mathematics, Science, Economics, Sociology etc., Under professional training, Health Education, Education for Mental Hygiene, Child and Adolescent Psychology, Educational Psychology, Education for International Understanding, Educational Sociology, School Management and History of Education are included. Teaching methods are integrated with the content at the primary and secondary stage depending upon the stage for which teachers are being prepared. There is a provision for in- service training of teachers and the curriculum for these short-term courses are designed according to the needs of the teachers.



Requirements for education and certification (licensure) of early childhood (nursery, kindergarten, preschool) and elementary (primary) teachers are set by state governments which require multiple exams (subject matter, etc.) prior to entering teacher education and again following completion of teacher education but prior to certification. Elementary teachers are bound by continuing education requirements that encourage professional development beyond their existing degree. Either way, elementary teachers must always foster an organized and inspirational atmosphere for learning and maintain an open line of communications between teachers, parents and administrators. The basic pre-certification requirements for secondary teachers are the same as for elementary school teachers. A major difference is that secondary school teachers are certified as competent in one or more academic or vocational subjects and spend their careers concentrating on these subjects, whereas elementary school teachers - especially for the lower grades - may be comprehensively certified to teach the full primary course or may specialize, particularly if teaching in the more differentiated upper elementary/middle school grades. All States certify teachers according to subject specializations as well as grade levels/ranges. Advances in technology have provided an impetus for innovation in teacher training programs. Innovative teaching methods, such as team-teaching, programmed instruction, models of teaching, language laboratories and computer aided instructions are used.

The difference with training of elementary teachers is that of secondary school teachers have to concentrate in the academic subjects they plan to teach at the secondary level. Specialised non-instructional personnel must also be certified in most U.S. States; they include school administrators, school counsellors, school health personnel (psychologists, nurses), school librarians, supervisory teachers and curriculum specialists. The median salary of an elementary school teacher is \$ 54,890 per annum with 6% job growth. Specialised non-instructional personnel must also be certified in most U.S states. The median salary of an elementary school teacher is \$ 54,890 per annum with 6% job growth. And the median salary of an elementary school teacher is \$ 54,890 per annum with 6% job growth. Teachers in U.S apparently spend more time meeting with parents.



## TEACHER EDUCATION IN JAPAN

Japanese culture views the school as a moral community and a basic training ground for becoming a good citizen, teachers have broad responsibility for moral education and character development. Teachers are expected to infuse cultural values throughout school activities and to be concerned about students' lives both in and out of school. All current Japanese teachers must, under the Educational Personnel Certification Law of 1949, hold relevant teaching certificates and in high schools these certificates apply to specific subject areas. There are three classes of teaching certificate: advanced, first and second. There are two routes into teaching: the first is by a 2-year course at a junior college, and the second is by a 4-year course at a university. The Japanese elementary and secondary teaching force is more experienced than its American counterpart.

Japanese follow the approach of "open system," meaning that faculties or departments in universities other than colleges of education, and institutions without colleges of education, even junior colleges, can develop and offer teacher preparation programs. Appointment examinations are given in two stages. The first consists of written tests in general education and specialized fields and skill tests in such areas as physical education, music, and art. All applicants for lower secondary teaching jobs are required to take a test in physical fitness. The second stage consists of interviews. Age is an important consideration. In-service training is offered for public school teachers at all levels and at various career stages. In-school training; Informal in-service training carried out by teachers themselves in district-wide study groups; Training given at the local (prefectural or municipal-equivalent) education center (see below); Training given to principals, vice-principals, and curriculum consultants by the Ministry of Education at a national training Centre. Two-year training given to a few hundred teachers annually at three nationally funded institutions established since 1978 for the purpose of providing graduate professional education for experienced teachers. These teachers are selected from all over the country. Much of the 20 days of in-service training required of new teachers takes place in the schools where they teach and is carried out under the supervision of shido shuji, expert experienced teachers on leave of absence from their schools to serve as the functional equivalent of what American education would call a



master teacher, curriculum consultant, or teaching supervisor. Teachers, including novices, also participate in citywide study group meetings organized to discuss a variety of concerns including teaching methods and curriculum. One common training method is for teachers to conduct demonstration classes before their colleagues and a shido shuji, followed by feedback sessions. A major source of in-service training is the local education center. The Hiroshima Center offered 159 separate training programs in 21 different categories.

Regarding social status elementary principals and teachers ranked 9th and 18th in public esteem, out of 82 occupations. Principals' prestige was higher than that of department heads of large corporations, public accountants, and authors. Elementary teachers enjoyed higher prestige than civil and mechanical engineers, white collar employees in large firms, and municipal department heads. University professors were ranked third, below court judges and presidents of large companies, but above physicians. To be sure, the economic status of Japanese teachers is comparatively high, and they provide a strong incentive to pursue a teaching career. The salary structure for public school teachers is established by the Japanese National Personnel Authority. The salaries of Japanese teachers were substantially higher than those of U. S. The Japanese teacher works a longer school year than the American teacher. Teachers in Japan also have a wider range of functions than teachers in the other countries. Japanese society entrusts major responsibilities to teachers and expects much from them. It confers high social status and economic rewards but also subjects teachers to constant public scrutiny. The pupil-teacher ratios and class size are considerably larger in Japan than in the United States and UK and smaller

## **TEACHER EDUCATION IN CHINA**

Teachers in China is the largest teaching force in the world. In 1985's, reform document it was pointed that "building of a mighty contingent of qualified and dedicated teachers is a fundamental guarantee for the success of compulsory education and for better elementary education".

China has established on the whole a teacher education system that meets the needs of basic education of different types and at different levels. Teacher education in China is composed by two parts



that is pre-service education and in-service training. Four-year teacher training institutions including normal universities and colleges, three-year teacher training colleges and secondary teacher training schools primarily conduct pre-service education. They train respectively teachers for senior and junior secondary schools and primary schools kindergartens and special education institutions. In-service training is conducted respectively by education institutes and in service teacher training schools for teachers of secondary and primary school (kindergartens). The education of teachers is directly supervised by the State Education Commission. The Teacher Education Bureau is one of the 23 bureaus in the SEC and is immediately responsible for formulating policies on teacher education and supervising the development of the teacher training system, including the goals of teacher education, curriculum structure, recruitment of teacher trainees, and accreditation criteria.

The in-service teacher education is designed to provide unqualified teachers with appropriate training and education credentials. It is organized into four levels: provincial college of education; county or City College or teachers' Advancement College; county teachers' school; and town and village teachers' supervisory center. Every level has specific target trainees. Provincial colleges are responsible for training senior high school teachers; county or city colleges for junior high school teachers; county teachers' school for primary and kindergarten teachers; and town and village teachers' center for teachers for their own geographic areas. The in-service courses are offered on a part-time basis and are more flexible in length and format. They also tend to accommodate the needs of individual groups of teachers. Sometimes, in-service institutions also organize research to address local problems. Along with core subjects the curriculum includes a foreign language, music, art, specialised courses, military training, four weeks of productive labour activity, participation in social survey of eight weeks' duration and practice teaching of six weeks duration. The Chinese Communist Party seeks to reaffirm the political and ideological orientation of teacher education, which is "to cultivate cultured persons as teachers with lofty ideals, high morality, strong discipline, and a sense of mission as educators, the engineers of the human soul and the gardeners of the nation's flowers" (Leung and Hui 2000).



There are two main categories of teachers in China, distinguished according to the source and structure of their pay. The first category is the gongban (state-paid) teachers who are regarded as state employees and earn a regular monthly salary comparable to other civil servants or workers in state-owned enterprises. The second category is the minban (community-paid) teachers who are paid by the local community. Their monthly income depends on the economic conditions of the local community. In the mid-and-late 1980s, the government tried to directly reshape the teaching force through a system of teacher examinations and credentials. The examinations are standardized for secondary teachers by the central government, while examinations for elementary teachers are the responsibility of each province. The state-paid teachers are categorized into grades according to their years of service and their standard of performance. In 1980, the Chinese government introduced a five-grade system. The highest grade is the super-grade teachers, who occupy 5 percent of the teaching force. The other grades, in descending order, are the senior, first, second, and third grade teachers. The lack of qualified teachers has been a serious problem in China since economic reforms started in the 1980s. In 1995, the average annual income of state-paid occupations was 2,563 yuan, but the annual salary of the teaching profession averaged only 2,257 yuan and it ranked among the bottom third of the twelve major categories of occupations. Furthermore, it was not uncommon to see the delayed payment of teachers in the countryside and poor areas. The unique aspect of China's teacher training system is the rigid regulation of teacher education by the state and the Communist Party within the context of an economy and labor market that is experiencing a rapid reduction in the degree of state control. Because education remains a state-run business there has been a subtle change in terms of people's perception of teaching profession since the end of the twentieth century. Now the teaching profession is gradually climbing up the occupational ladder. In 1987 the Chinese government established a national Teachers' Day on September 10th to honor the teaching profession.

## CONCLUSION

Comparatively duration of the teacher education in India is less than the western countries like U.K, the United States of America, Japan and China. Provision for pre- service and in- service teacher



training is a common feature for all countries. But western countries give more importance to in- service teacher training with update methods and practices than India. Technology plays an important role in the teacher education in western countries especially U.S, in which India is a bit behind in using it. Regarding the status in society U.K, the U.S and Japan are in the best position than India and China. Teachers in Japan are enjoying the highest social status, salaries and monetary rewards than any other teachers in the world. Teacher education in Japan gives emphasis on moral values, cultural aspects and character development which is to be considered as a role model to the other countries. Special education is also a significant feature in teacher education in Japan as no disabled student is without a suitable educator, depending upon his/her disability. Teacher education in India emphasis methodology whereas the Western system of teacher education give importance to the innovative teaching practices like team teaching, programmed instruction, models of teaching, language laboratory and Computer aided instructions. Western societies confer high social status and economic rewards to teachers than Indian society.

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