

CHAPTER I

CONCEPTUAL FRAMEWORK

CHAPTER I

CONCEPTUAL FRAMEWORK

1.1.0 INTRODUCTION

Our former president, Dr. A.P.J. Abdul Kalam and Rajan (1998), in their book : *“India 2020: A Vision for the New Millennium”* stated that “If you are a teacher in whatever capacity you have a very special role to play because more than anybody else you are shaping generations”. This statement is quite true for our education system. The progress of any country is dependent on its educational system and the education system will be able to discharge its set functions only when accomplished by right kind of teaching staff. It is the teachers that translate all educational theories into practice making the students learn. The teachers therefore have the most powerful influence in any system of education. Teaching is the only field where students are being molded to become better citizens of next generation. Teachers are responsible to provide needed skills and positive attitude for the future citizens for which they are called as the nation builders. In this context Education Commission (1964-66) can be remembered, as the commission started its report with the statement “the destiny of India is now being shaped in her classrooms. This, we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges, will depend our success in the great enterprise of national reconstruction, the principal objective of which is to raise the standard of living of our people”. Hence, the destiny of nation is shaped by teachers as teaching is a profession, which lays the foundation for preparing the individuals for all other professions. Therefore, the success of an educational system largely depends upon the quality of teachers available to it and again the quality of teachers depends upon the quality of teacher education programme that moulds them. Thus, it is the teacher education which prepares the teachers among those who want to join this profession through the process of discovering, analyzing, and synthesizing educative experiences. Venkataiah (2009) rightly observes that “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 teachers”. So teacher is the backbone of the educational system, maker of mankind and architect of the society.

Teachers are the torchbearers in creating social cohesion, national integration and a learning society. They are capable of generating and imparting knowledge as per the demands and expectation of the society and such teachers are prepared or trained in the teacher training institutes either through face-to-face mode or through distance mode. The concept that teachers are born and not made has been completely changed because the teacher education has proved that teachers can also be made.

‘Teacher education’ refers to the methods and procedures designed to equip teachers with knowledge, favorable attitude, behaviors and skills that are required to perform their tasks effectively in the school and classroom. It fosters the idea that student-teachers are required to have positive attitude towards teaching profession, teaching aptitude, interest towards teaching-learning environment, knowledge of the theory and practices of education and the skills of teaching, so that they can perform their roles effectively. The studies conducted by Sharma (2006), Prasad (2007), Augustine (2010) and Seetharaman (2015) also revealed that teaching aptitude of the pupil teachers was significantly correlated with their general teaching competency. In addition to that Kaur (2007) also concluded that B.Ed. programme enhanced teaching aptitude of prospective teachers. As teachers are the key factors in education system, their subject knowledge and academic achievement has an influence on students’ learning in the classroom settings. Patil (2012) revealed that student-teachers’ attitude increases with increase in their academic achievement and they can be used as predictors of academic achievement of prospective teachers. In addition to this, teachers’ personality and behavior are also the significant contributors to the teaching and learning process of any discipline. Studies carried out by Buch (1959), Mehrotra (1973), GCPI (1976), Kaul (1977), Verma (1979), Kaur (2007), Kavita (2011) and Gunjal (2014) revealed that training had favourable effect on the attitude of teacher trainees towards teaching profession and teachers’ attitudes towards teaching have an effect on their classroom performance. It not only affects their teaching practice but also their students’ behaviour. That’s why they have a crucial role in making students with high or low attitude towards their subjects.

In the 21st century, a teacher is expected to prepare children wholistically, that is, taking into consideration not only the cognitive aspect but also the affective and psychomotor aspects of children and this is possible only if teachers have entered their profession of teaching by

choice and not by chance. Teachers can perform their role better if they have adequate knowledge of child's psychology, classroom management, various evaluation techniques, and favorable attitude and aptitude towards teaching profession, interest in teaching, sufficient teaching skills, etc. Teacher training institutions play a vital role in the acquisition of these skills and concepts through the organization of various teacher education programmes. But the issue is whether they already possess the skills and required knowledge in education to teach effectively or learn it during the B.Ed. programme. To what extent different types of teacher training institutions are able to achieve their objectives and influence their attitude towards teaching, teaching aptitude, interest towards teaching profession, teaching skills, etc. Whether B.Ed. through regular mode and B.Ed. through distance mode have the same impact on student teachers? What changes are being brought about in their teaching competence due to these different types of teacher training programmes? These are some of the questions the investigator is curious to find out. The concept of teacher education is discussed in the following subsections.

1.2.0 CONCEPT OF TEACHER EDUCATION

Teacher education means a programme of education, research and/or training through face to face and distance mode, to teach at different levels of education like pre-primary, primary, secondary, senior secondary stages of school education, higher education and non-formal/adult education. It is the professional preparation, in pedagogy, of those who want to enter the profession of teaching. It is a professional program which aims at the development of teacher as a person and as an agent of social change.

The main focus of teacher education is to assist student-teachers to take decisions regarding application of basic educational principles to the existing school situations without overlooking the characteristics of the learners. Thus, the professional education of secondary teachers must relate to pedagogy and the way instructional materials can be put to a judicious use. So, the emphasis in the teacher education programme at the secondary level is to help student teachers to acquire necessary insights and skills to enable them to become effective teachers of young learners. Teacher education programme at the secondary stage, include theory, practice teaching in schools and practical work in the light of context, concerns,

expected profile of teachers and general and specific objectives of secondary teacher education programmes. The following are the three major components as spelt out in the revised NCTE draft National Curriculum Framework for Teacher Education (2009):

- a) Foundation of Education
- b) Curriculum and pedagogy
- c) School Internship Stage

India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges; open universities are also engaged in teacher education. As per Programme of Action (1986) there were more than 1200 institutions for teacher education at primary level and more than 360 institutions for secondary level in India. There were about 1300 teacher education institutions for elementary education and more than 700 colleges of education/university departments preparing teachers for secondary and higher secondary schools as per NCTE (1998). By the year 2007 there were 3429 secondary teacher training institutions in India NCTE (2007) and the number goes on increasing every year. It shows the real quantitative expansion of secondary teacher training institutes in the country. But it is quite difficult to say about the quantitative development of the teacher training institutions looking at the considerable mushrooming growth of teacher training institutions in India, which is one of the reasons that attracts the researcher to undertake a study on the teacher education and to know the essential inputs required for a person to be a teacher such as, teaching aptitude, interest towards teaching profession, knowledge in education, teaching skills etc. The researcher is also interested to compare the presence of those components with the student teachers of different category like, in-service students and pre-service students. The need and importance of the teacher education programme is described here with as follow.

1.3.0 NEED AND IMPORTANCE OF TEACHER EDUCATION

In teaching profession, a teacher has to perform multiple activities, like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities, participating in community programs, diagnose and provide remedial measures to students' problems etc. together with activities which are intrinsic to teaching and learning. Perfection

in academic and professional preparation of teacher is necessary. So the need and importance of teacher education to prepare such competent teachers, as highlighted by Mangla (2010) is:

1. To educate teachers in organizing learning and effective teaching strategies.
2. To educate them to evaluate the outcomes of learning by planning and conducting continuous and comprehensive evaluation of the teaching learning process through appropriate tools and techniques.
3. To make them competent to cater to the special needs of disabled and gifted children.
4. To prepare them to organize, participate in and contribute to compensatory educational programs, parallel and complementary educational service system, co-curricular activities and programs of community service and development.
5. To make them proficient to develop in students, the qualities of democratic citizenship like tolerance, concern for others, cooperation, responsibility, commitment to social justice.
6. To make them sufficient to promote environmental consciousness, secular outlook, scientific temper, and cultural pursuit in the students and community.

Though these needs have been included in the teacher education system, a lot more has to be done to make the student-teachers efficient. To achieve this there are certain objectives to be accomplished in a stipulated time frame of the teacher education programme.

1.4.0 OBJECTIVES OF TEACHER EDUCATION PROGRAMMES

Teachers have a sacred responsibility for the total development of the children in all aspects professing democratic, secular and socialistic values in them. Therefore it is not enough that a student teacher is only equipped to meet the varied needs of pupils at school, what is required is that along with theoretical knowledge there should be greater emphasis on the practical aspects of the various components of teacher education so that it can be linked to the needs of the community and national development. In other words, in addition to acquiring the professional skills teacher trainees should also acquire necessary knowledge, skills and attitudes. For this NCTE (1996-97) has given following general objectives as derived from the context, concerns and scope and applicable to various stages/ levels:

1. To develop a critical awareness among the teachers and teacher educators regarding the realities of Indian life.
2. To promote such capabilities in them as may be necessary for the realization of national values and goals as enshrined in the Constitution of India.
3. To enable them to act as agents of modernization, social change and development and transmittance of the national and cultural heritage.
4. To cultivate rational thinking and scientific temper.
5. To promote among them the managerial and organizational skills as required in the contemporary Indian educational context.
6. To develop among them the capabilities needed for performing their role in a dynamic society in order to meet the challenges of continuity and change.
7. To make them aware of the environmental and ecological problems and enable them to find out their suitable solutions.
8. To develop interest/ capacity for involvement in community life and draw its resources for the welfare of the school for meaningful education.
9. To develop competencies and skills needed for becoming an effective teacher.
10. To enable them to impart knowledge and reconstruct experiences.
11. To inculcate positive attitudes towards students.
12. To develop the capacities to organize supplementary educational activities.
13. To develop interest and skills for undertaking action research/ research.
14. To inculcate among the teachers a sense of value judgment, value commitment and value transmission.
15. To enable teachers to develop aesthetic sense among students.
16. To foster their interest in in-service education/ life-long learning.
17. To sensitize pupil teachers towards the promotion of patriotic feelings, national integration, world peace and protection of human rights.
18. To plan and organize for capacity building with a view to enabling them to look into the student's needs in physical education and helping them in this regard.

Mostly these objectives are applicable to pre-service teacher education. NCTE has also stated the objectives of in-service B.Ed. programme separately as follow.

1.5.0 OBJECTIVES OF IN-SERVICE B.Ed. PROGRAMME THROUGH DISTANCE MODE, NCTE (1996-97)

1. To provide knowledge and expertise to those who are deprived of taking advantage of the formal system.
2. To develop among them the habit of life-long learning.
3. To prepare them for new roles.
4. To provide knowledge and skills relating to curriculum/changes, i.e., content, process and evaluation of curriculum.
5. To train for contemporary thematic issues, like, minimum levels of learning, operation blackboard scheme, teaching students of deprived groups, meeting educational needs of children with learning problems, training and developing inquiry skills, use of mass media in education, community participation for educational development, etc.

These objectives are applicable to the In-service B.Ed. Programme organized through distance mode by various Colleges of Education and Universities. As IGNOU was the major player in the distance mode of B.Ed. programme, following were the objectives of In-service B.Ed. Programme, as per IGNOU (2013).

1. To develop an understanding of context of education in contemporary Indian society.
2. To appreciate the role of context and socio-political realities about learners in facilitating learning in inclusive settings.
3. To create sensitivity about language diversity in classroom and its role in teaching-learning process.
4. To develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
5. To identify, challenge and overcome gender inequalities in school, classroom, curricula, textbook, social institutions etc.
6. To enable student-teachers to acquire necessary competencies for organizing learning experiences.
7. To develop competencies among student-teachers to select and use appropriate assessment strategies for facilitating learning.

8. To engage student-teachers with self, child, community and school to establish close connections between different curricular areas.
9. To enable student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management.
10. To systematize experiences and strengthen the professional competencies of student-teachers, and
11. To provide first-hand experience of all the school activities through engaging student-teachers as interns in secondary/senior secondary schools.

Objectives of this In-service B.Ed. programme can be achieved with the help of a sound programme in distance mode with some face-to-face components like, counseling, workshops and practice teaching. These objectives of teacher education programs vary in degrees at all levels. In addition to this, for each level and type of teacher education program, it has its own specific objectives. As the focus of the study is on secondary teacher education programmes therefore the objectives of secondary and senior secondary teacher education programme as stated by NCTE as follow.

1.6.0 OBJECTIVES OF TEACHER EDUCATION AT SECONDARY AND SENIOR SECONDARY STAGE

At present there exists a common program for the education of teachers for the secondary and senior secondary schools. It is undifferentiated and generalized. Its objectives given by NCTE (1996-97) are:

1. To enable the prospective teachers to understand the nature, purpose and philosophy of secondary and senior secondary education.
2. To develop among teachers an understanding of the psychology of their pupils.
3. To enable them to understand the process of socialization.
4. To equip them acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
5. To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
6. To develop skills for guidance and counseling.

7. To enable them to foster creative thinking among pupils for reconstruction of knowledge.
8. To acquaint them with educational needs of special groups of pupils.
9. To enable them to utilize community resources as educational inputs.
10. To develop communication skills and use the modern information technology.
11. To develop aesthetic sensibilities.
12. To acquaint them with research in education including action research.
13. To enable them to foster among their students the desire to achieve high productive skills and competencies.
14. To empower them to induce their students for self-employment.
15. To develop insight among the students to transfer their vocational skills from one area to another.
16. To make them able to develop the spirit of self-reliance and self-confidence among the students.
17. To enable them to organize on-the-job training and apprenticeship programmes for students.

These objectives are achieved, mainly through the organization of B.Ed. programmes and though the mode of transaction of pre-service B.Ed. programme is different from in-service B.Ed. programme, but the aim of both the B.Ed. programmes are same.

1.7.0 TEACHER EDUCATION IN INDIA

Education is one of the most important building blocks for a nation, serving as an instrument of economic and social development. Teacher Education is an integral component of the educational system. Teacher Education is a complete professional function that takes place in pre-service education, induction programme, in-service programme, staff development and continuing education. Goal of teacher education largely depends on national goal of development set for the country. This field has been accorded special emphasis on the face of recent social, economic, political and technological advances, particularly the challenges posed by information and communication technology and the growing rate of knowledge. So, the task of a teacher is a highly respected and specialized, whether it is teaching in kindergarten, elementary school, high school, college or post-graduate courses. The teachers

are required in all sectors of education and in order to be competent teachers, they need to be educated by experts in their desired fields. Teacher Education is a diverse field, covering numerous subjects and various methods of teaching. Teaching in any field is demanding and is a challenging task. Teacher Education is offered at three stages: (1) Preparation of teachers at primary level, (2) Preparation of teachers at secondary level and (3) Preparation of teachers at college level. At primary level, teachers undergo their D.Ed. course in District Institutes of Education and Training (DIETs) or Primary Teachers' Training Institutions (PTTIs). At Secondary level, teachers undergo their training (B.Ed.) in Colleges of Education (CEs) or Colleges of Teacher Education (CTEs) or Institute of Advanced Studies in Education (IASEs). Teachers at college level especially to work in the B.Ed. colleges, undergo their training (M.Ed.) in post-graduate departments of education.

The Government of India realized the importance of teacher education as a result of which many reforms were brought out. Many committees and commissions were set up for strengthening the system of teacher education. The University Education Commission (1948-49) recommended that theory and practice of pre-service teacher education must support each other. The Secondary Education Commission (1952-53) listed various points on improvement of teaching personnel and for that, the commission recommended there should be only two types of institutions for teacher training: (i) two year training for those who have taken the School Leaving Certificate or Higher Secondary School Leaving Certificate, and (ii) one year programme for the graduates. In 1958, the National Committee on Women's Education under the chairmanship of Shrimati Durga Bai Deshmukh recommended that the state governments should take rigorous measures to increase the output of women teachers at primary and secondary levels, including opening of additional training institutes for women in places where there was a shortage of teachers. The Study Group on the Training of Elementary Teachers in India (1961) recommended high priority for teacher education programme in the Third Five Year Plan, and of the development of special measures for training of untrained primary and middle school teachers during the Fourth Five Year Plan. For this, correspondence courses were recommended. The Planning Commission appointed a Study Team under the chairmanship of Shri B.M. Jha, in 1961 for looking into selected educational schemes. The Jha Committee maintained that every teacher should have a deep knowledge and understanding of children and the skill to apply that knowledge and understanding. The

Education Commission (1964-66) dealt with the status of teachers and recommended a raise in the economic, social and professional status of teachers.

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 programmes of in-service education and training of teachers and other educational personnel concerned with primary education. The National Commission on Teachers (1985) recommended a two-year training course for elementary teachers after class XII. The National Policy of Education (NPE, 1986) recognized teacher education as a continuous process and its pre-service and in-service components as inseparable. For this purpose District Institutes of Education and Training (DIETs) were established with the capacity to organize pre-service and in-service courses for elementary school teachers. The Programme of Action (POA, 1992) called for the overhaul of teacher education as the first step towards educational reorganizations and the radical transformation of the present system of elementary teacher education. It also stressed that teacher training should be provided to eligible candidates in the teaching profession and suggested that the service conditions and salaries of teachers should be improved.

With the prime objective to achieve planned and coordinated development of Teacher Education system throughout the country, regulation and proper maintenance of norms and standards in teacher education system and the matters connected therewith, the National Council for Teacher Education (NCTE) was established as a statutory body in 1993 by an Act of Parliament. In 1998, the NCTE brought out the Curriculum Framework for Quality Teacher Education, which provides guidelines for the organization 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. The National Curriculum Framework (NCF, 2005) recommended that teacher education programmes be recast to reflect professionalism in the process of training and teaching. Two significant developments particularly, the National Curriculum Framework, 2005 and the Right of Children to Free and Compulsory Education Act, 2009 as well as the fundamental tenets enshrined in the constitution of India have guided the development of the National Curriculum Framework for Teacher Education (NCFTE) in 2009.

In the last two decades, there has been gigantic expansion of teacher education institutions. As per recent National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, total of 1116 Government TEIs and 14946 Private TEIs were recognized by NCTE till 2013 with an intake capacity of 78017 (Government TEIs) and 1217784 (Private TEIs) respectively and a total of 15 different types of degree programmes are in voyage, those courses are imparted in institutions such as 7292 D.El.Ed. (764 Government and 6528 Private), 6848 B.Ed. (226 Government and 6622 Private), 909 M.Ed. (72 government and 837 Private), 1013 other institutions like D.P.Ed. / B.P.Ed./ M.P.Ed. (54 Government and 959 Private) institutions.

The MHRD also sanctioned 648 Districts Institutes of Education and Training (DIETs) / District Resource centres (DRCs), 122 College of Teacher Education (CTEs), 39 Institution of Advance Study in Education (IASEs) and 122 Basic Institution of Teacher Education (BITEs) for bringing quality in Primary and secondary Teachers. Out of these sanctioned institutions 614 DIETs/DRCs, 120 CTEs, 31 IASEs and 25 BITEs are functioning (MHRD, 2015).

From the aforesaid data it is clear that the numbers of TEIs are quite big. Also at the same, quite a large number of courses are also provided at those institutes. Absolutely, there is quantitative growth in TEIs since independence and the scope of NCTE is becoming wider and expanded a lot. So, successive refinements in all these years until now were not sufficient.

Now, it is crystal clear that proliferation of teacher education institutions made remarkable impact on quantitative aspect. The need is to find the way out to bring quality in teacher education. Indian teacher education system has tried to strengthen itself during the past couple of years. The NCTE Regulation 2007 were revisited and modified by the NCTE and notified in 2009. The Elementary School Teachers' qualifications were worked out and notified in August 2010. The Teachers' Eligibility Test (TET) inclusion in qualifications has been widely appreciated, wherein, it was provided that even after obtaining the necessary qualifications the teacher will have to obtain at least 60% marks in TET. Norms and Standards for Two Year Diploma in Performing and non-performing Art Education were worked out by the Council and notified in August 2009. Teacher Education New Curriculum Framework was designed and released during March 2010. The Study of Demand and supply of trained teachers in States and Union Territories at primary, upper primary and secondary levels was completed

by the Council in 2010 and was published in 30 volumes. The recognition of sizable number of below standard Teacher Education institutions was withdrawn. A large number of Teacher Education institutions have shifted to their own premises. Online applications and self-disclosure drives were introduced. Persons of integrity and competence were included in the Visiting Team Panels. A manual has been designed on the structure and functioning of the laboratories. A volume has been published by the NCTE (2009), namely, Teacher Education, which contains Reflections towards Policy Formulation. As per recent NCTE (Recognition Norms and Procedure) Regulations, 2014, the duration of the regular face-to-face mode B.Ed. programme has been amended to two years from the earlier practice of one year. It has also brought amendment in the eligibility of the candidate for entering into the B.Ed. programme organized in distance mode by including the required criteria of D.Ed. along with the requirement of possession of degree, minimum teaching experience of two years and serving teachers in schools. This has resulted in low enrolment in B.Ed. programme in both face-to-face and distance mode. Enormous efforts have been made by the NCTE but Teacher Education is still struggling for its identity. It is true that after relentless struggle there is noticeable improvement, but, still there is no end to perfection.

1.8.0 RECENT CHANGES IN TEACHER EDUCATION PROGRAMMES IN INDIA

In 2014, to ensure quality teacher training, the National Council for Teacher Education (NCTE) made some sweeping changes by increasing the duration of the Bachelor of Education programme from one year to two years with major changes in the curriculum. Total curriculum framework was reset with literary inputs all over the country, which was not an easy task to do. With this change, aspirants had to study for five years to become a teacher (3 years of graduation+2 years for B.Ed.). It was assumed that this will be the final model of teacher education along with the 4-years integrated teacher training course after class XII. However, the number of takers for the 2-year course after graduation were always much higher than the number opting for the integrated course.

According to experts, this change from one-year duration to a two-year model was done to give a professional edge to the aspirants like any other professional courses like B.E. (four years), M.B.B.S. (five-and-a-half years), C.A. (five- years) etc. The same reason is being cited now for scrapping the option for the 2-year B.Ed. course. The government is planning to drop

the two- year course in Bachelor of Education and allow only a four- year integrated teacher training programme, abandoning a model it had rolled out three years ago. The government had changed the one-year B.Ed. course for a two- year alternative in the year 2015-16. The four-years integrated B.A.-B.Ed. and B.Sc.-B.Ed. course will have a revamped syllabus and the National Council for Teacher Education (NCTE) has been asked to start work on the same by the Human Resources and Development Ministry. This means the two- year B.Ed. course is to be abandoned without any study on its effect on teacher training and there is no mention of commerce subject. This will directly affect the student-teachers who will be the ultimate sufferers.

Finance Minister Arun Jaitley had already made announcements to this effect for an integrated B.Ed. programme in his Budget 2018 speech on February 1. Stressing on the need to improve the quality of education imparted to the students, Finance minister while presenting the Union Budget 2018, has said an integrated B.Ed. programme will be initiated. He raised concerns over the education quality. The finance minister said, “We have managed to get children to School but the quality of education is still a cause of serious concern,” An integrated B.Ed. programme is a combination of degree in arts, science, and education course. This programme requires collaboration between the Faculty/School of Science, Arts and that of Education, to ensure that the teacher not only can work in an educational institution but also in an industrial area related to science and arts. The course if properly implemented can boost the educational sectors and will also help in job creation in the country. He added that the training of teachers during service is extremely critical. Notably, the Right to Education Act has also been amended to enable more than 13 lakh untrained teachers to get trained. Why is the government making this change? The ministry wants the teacher training course to be like the B.Tech. and M.B.B.S. programmes. NCTE officials said that this move was being carried out to ensure that only serious students opt for the teacher's training programme. Students who have cleared their Class XII board exams would be eligible for admission to the four- years integrated teacher training programme.

Is the change coming too soon? Popular opinion on this probable change as seen on public platforms and social media says that such a major overhaul in the B.Ed. programme might be coming too soon since the last time in 2014, especially since no proper study has been done to check whether the last change made any difference in teacher training and in the quality of

teachers produced. Proper feedback needs to be taken from trainee teachers to understand the effects of the change in the B.Ed. pattern produced on the quality of teachers.

Professor Poonam Batra, a former NCTE council member who teaches at Delhi University, said it was "too early to institute another major change" in teacher education. " It is important to give time to the new two- year B.Ed. curriculum ... based on the recommendations of the Justice J. S. Verma Commission, constituted by the Supreme Court of India. In fact, any change at this point is likely to violate the recommendations." In November 2014, the NCTE had unveiled new models for teacher training courses, including the two- year B.Ed. after graduation and the four-year integrated course after Class XII. As of March 2016, 15 lakh students were pursuing teacher training courses. Of them, only few were pursuing the integrated programme.

These sudden and abrupt changes in the teacher education programmes from one-year B.Ed. to two-year B.Ed. to four-year integrated B.Ed. by the government shows the lack of foresightedness and vision for the teacher education in the country. How it's going to enhance the teacher education programme? There is no research base for this. No commission has ever said that all the B.Ed. programmes should be of four-years. It shows that in the pace of changing time and political ideology the teacher education programme is being tested from time to time to enhance its quality.

1.9.0 TEACHER EDUCATION IN GUJARAT

In Gujarat, the university departments of education and affiliated colleges provide the secondary pre-service teacher training through public funding institutions, private and self-financed institutions. Open universities are also engaged in in-service teacher education in the state. Though most of the teacher education programmes are nearly identical in terms of prescribed syllabus and norms, their standard varies across institutions and universities. Further with a demand of a large number of trained teachers in the schools of Gujarat, the numbers of secondary teacher training institutions in the State are increasing from time to time. As a result, one can see a good number of secondary teacher training institutions in Gujarat, every year adding few new colleges in the existing list.

In Gujarat there are in all 11 Universities and autonomous institutes including Saurashtra University, Bhavanagar University, The M. S. University of Baroda, Sardar Patel University, South Gujarat University, Gujarat University, North Gujarat University, Kadi Sarvavidyalaya, Ganpat University and Kutch University. It is divided into four groups, that is government English medium institutes, government vernacular (Gujarati and Hindi) medium institutes, self-finance English medium institutes and self- finance vernacular (Gujarati and Hindi) medium institutes. A total of 213 secondary teacher education institutes were working in Gujarat in as per NCTE (2013).

In the in-service segment, IGNOU is the major player in imparting secondary teacher training to the teachers working in schools. Earlier there were nine IGNOU study centres for B.Ed. in Gujarat with a capacity of 100 students to each of the nine centres, with a two year distance education programme having total capacity of 900 students per year. Now from the year 2017-18, there is only one IGNOU study centre which is operational in Gujarat established at Department of Education, CASE, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda but there is no enrolment of students since last two years. Apart from IGNOU, the state open university i.e. Ambedkar Open University was also offering B.Ed. in-service programme in the state which is not operational since last 3-4 years. The university is also given the responsibility to start B.Ed. special education programme.

1.10.0 TYPES OF TEACHER EDUCATION (B.Ed.) PROGRAMMES

Teacher education (B.Ed.) programme is often divided into two viz. pre-service teacher education programme and in-service teacher education programme (through distance mode). Former for those, who after graduation or post graduation decide to enter into this profession and later for those, who are already teaching but have not done B.Ed. before joining the teaching profession.

1.10.1 PRE-SERVICE B.Ed. PROGRAMME THROUGH FACE-TO-FACE MODE

Pre-service teacher education programmes are the programmes for professional preparation of teachers. Accordingly they are provided with a comprehensive coverage of professional knowledge, understanding, attitudes, interests, values and skills along with functional orientations. It is an induction and initiation process with open ended design fostering

initiative for further growth and equipping the trainee with the needed skills of self directed learning through projects, individually tailored assignments, practical works and practice teaching etc. It was generally of one year duration till 2014-15, except few exceptions like, integrated B.Ed. and two years B.Ed. programme. Now the one year B.Ed. programme is converted to two years duration throughout India.

1.10.2 IN-SERVICE B.Ed. PROGRAMME THROUGH DISTANCE MODE

In-service B.Ed. programme can be explained as the form of study of education which is not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nonetheless, benefit from the planning guidance and tuition of an organization based on distance mode of delivery of instruction. It is an important tool for teacher training at the in-service education stage and also for further up-gradation of qualifications of the serving teachers. Teachers and students are separated in terms of place but there is a planning of educational “personal contact programmes” and learning materials with the help of educational technology and multimedia. Those students, who cannot enter the regular face-to-face mode of teacher training, take support of this mode. It is generally of two years duration having the similar credits (60 to 70 credits) like for pre-service B.Ed. programme.

1.11.0 DIFFERENCE BETWEEN PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION PROGRAMMES

As per the ongoing discussion on teacher education programmes, it becomes imperative to differentiate between the pre-service and in-service teacher education programmes. Therefore, the difference between Pre-service and In-service Teacher Education Programmes in terms of admission process, teaching-learning process and evaluation process are as follow.

Table 1.1 Difference between Pre-service and In-service B.Ed. Programmes in terms of admission process, teaching-learning process and evaluation process

	Pre-service B.Ed. Programme	In- Service B.Ed. Programme
Admission Process	<ul style="list-style-type: none"> Admission is based on previous academic degree, 	<ul style="list-style-type: none"> Admission is based on merit in qualifying

	<p>either a general or honours, in a subject of their choice.</p> <ul style="list-style-type: none"> Admission is given before or after the student-teachers has undertaken any teaching. 	<p>examination.</p> <ul style="list-style-type: none"> Admission is given only to regular teachers serving in schools and possessing at least graduation degree and a minimum two years of teaching experience. After the year 2014-15, NCTE added one more eligibility criteria for admission in B.Ed. programme i.e. trained in-service teachers in elementary education and having completed NCTE recognized teacher education programme through face to face mode.
Teaching-learning Process	<ul style="list-style-type: none"> Teaching-learning is done through regular teaching in face-to-face mode and student-teachers are expected to have 80% attendance. 	<ul style="list-style-type: none"> Teaching-learning is done through personal contact programmes-counseling sessions and tutorials.
Evaluation Process	<ul style="list-style-type: none"> Continuous and comprehensive evaluation is done through assignments, periodical tests and semester-end examinations. Some institutes have only term-end annual examinations. 	<ul style="list-style-type: none"> Continuous and comprehensive evaluation is done through assignments and term-end examinations, respectively.

1.12.0 VARIOUS DIMENSIONS OF SECONDARY TEACHER EDUCATION PROGRAMMES

Various Commissions and Committees appointed by the Central and State Government in recent decades have all emphasized the need for quality teacher education suited to the needs of the educational system. NCFTE (2010) has also mentioned that “Teachers are concerned, in an important way, with the total development of human beings – physical, intellectual, emotional, social, moral and spiritual. While the dimensions of teaching other than the informational and cognitive may have suffered neglect in modern times due to a variety of factors, one cannot deny that they constitute an integral part of the teachers’ role and functions. The implication of this is to give due emphasis to developing reflective teachers with positive attitudes, values and perspective, along with skills for the craft of teaching.” National Policy on Education (1986) was followed by a Programme of Action (1992) which provided details about the needed transformation of policy into action. Its emphasis was on the enrichment of both in-service and the pre-service teacher education programs, introduction of computer education and finding alternative models of teacher preparation. As a statutory body responsible for the coordination and maintenance of standards in Teacher Education, NCTE issued a Curriculum Framework for Quality Teacher Education in 1998. One of its salient features was to develop professionalism, commitment, competencies and performance skills among teacher educators.

Teacher education institutes in India play vital role in development of student-teachers in order to fit them in the career as teachers. Today’s teacher has to have teaching proficiency including content mastery and essential teaching skills and also many other skills which are proved to be ‘must have’ in the present era of technology and rigorous competition. There are various dimensions of Teacher education programmes, which are the focus of the present study.

1. **Admission process:** Candidates seeking admission to the Bachelor of Education Programme must have a bachelor’s degree with a minimum of 50% marks in aggregate or a master’s degree. The admission process considers the following aspects of the students entering into teacher education programmes, i.e. percentage of marks in graduation or post-graduation, age-limit, intake capacity, teaching experience etc.

2. **Teaching-learning process:** The teacher education programmes focus on both theories as well as practical aspect of teaching and learning. It has theory courses like Educational psychology, Educational evaluation, Curriculum and instruction, Educational technology, Methodology of Teaching and Education in Emerging Indian Society/ Education and Society. Practical aspect is practice teaching. In 2015, the nomenclature of these theory courses have been changed and few more have been added, these are Human Development and Learning, Contemporary India in Education, Language across Curriculum, Assessment for Learning, Understanding Discipline and Subjects, Critical understanding of ICT, School Organization and Management, Pedagogy of School Subjects, knowledge and Curriculum, Drama and Arts in Education, School Internship, Gender school and Society, Yoga, Reading and Reflecting on Texts, Action Research.
3. **Evaluation process:** The B.Ed. programme has continuous and comprehensive evaluation system in the form of assignments, projects, periodical tests and term-end examinations. Student-teachers are assessed and evaluated throughout the duration of the course. Some of the teacher training institutes have only term-end annual examinations in the B.Ed. programme.
4. **Professional attributes of teacher trainees:** Those aspects of teacher's personality which are related to the investigator's study have been explained below.

- **Attitude towards Teaching Profession**

From the review of related literature, the investigator came across the study done by Patil (1984), who found that positive attitude and interest of the B.Ed. students contribute to their achievement in compulsory subjects. Therefore, it is an important aspect of teacher trainees. According to Kannan and Subramanian (2004), "attitude is sum total of man's imagination and feelings, prejudice or bias, preconceived notions, ideas, threats and conceptions about a specific topic. It is admittedly a subjective and professional affair." Attitude towards teaching profession affects perception, judgment and other cognitive process of a teacher to do well in his/her profession. A positive attitude towards teaching profession will make a teacher to be a professional having the capabilities like, innovative, risk taking, hard working and having mastery in the content.

- **Interest towards Teaching Profession**

It can be considered as one of the prime requirement to be a teacher. As the study done by Prasad (2007) came to the inference that interest in teaching profession does predict their teaching ability. Interest is the significant inbuilt motivational force with which one is emotionally involved and becomes committed to his/her work. It is the 'inbuilt' innate power which enables a person to crave for excellence in work. A teacher must have interest in teaching then only he/she can perform his/her task effectively. The in-service student-teachers who are already into the teaching profession might have entered the profession of teaching due to their interest in teaching and the pre-service student-teachers who take admission into the B.Ed. programme might be interested in teaching that's why they do the course to become proficient teachers.

- **Teaching Skills**

The study done by Jangira et al (1981) found that training in teaching skills brings significant improvement in teaching skill competence and general teaching competence; therefore it's a vital trait of a teacher. A skill is a cluster or set of behavior which may be developed through practice and which manifest or show refinement in performing a task. The cluster of such behavior or skills that a teacher uses in carrying out instructions are instructional skills and they can be acquired through practice. In the teaching profession certain skills like, skill of introducing a lesson, skill of explanation, skill of illustration with examples, skill of using A.V. Aids, skill of writing black board, skill of stimulus variation, skill of silence and non-verbal cues, skill of probing, skill of reinforcement, techno-pedagogy skills etc. are very important. It is assumed that a teacher with a mastery over these skills can do well in his/her teaching activities. Every teacher training institute doesn't focus on all these skills collectively, some of the institutes have major five to six skills and some of them have comprehensive of eleven to twelve skills, there can be overlap but minimum of these skills are required for making a competent teacher.

- **Teaching Aptitude**

Studies done by Prasad (2007) and Panda & Pradhan (2009) found that teaching aptitude of teachers does predict their teaching ability and it has a significant positive relationship with classroom teaching performance. It is considered to be one of the very important qualities of a teacher to become a proficient teacher. Aptitude is the special abilities or traits which are indicative of the future success of an individual in a particular field. Here, teaching aptitude refers to the special ability of a person to do well in the teaching profession. A person having proper teaching aptitude is assumed to do justice in the teaching learning environment.

- **Knowledge in Education**

According to Oxford Advanced Learner's Dictionary (2005), "knowledge is the information, understanding and skills that a person gain through education or experiences." A teacher must possess the knowledge in the field of education like, philosophical and sociological aspects of education, child's psychology, evaluation and measurement techniques, curriculum, methods of teaching, ICT in education etc. It is also assumed that having a sound knowledge in education, a person will be able to understand and carry on his/her teaching learning activities in a better way as supported by the study done by Prasad (2007) who concluded that knowledge does predict a teacher's ability and competence to teach.

It is assumed in the teaching profession that having these said attributes a teacher can be a better professional which is the major focus of the present study where the researcher is making an attempt to study these attributes of in-service and pre-service student-teachers and to understand the may be underlying reasons for it.

1.13.0 RATIONALE OF THE STUDY

Pre-service and In-service teacher education programmes are the programmes for professional preparation of secondary teachers. Accordingly, they should be provided with a comprehensive coverage of professional knowledge, understanding, attitudes, interests, values and skills along with functional orientation as per the changing needs of the society. Time and again the responsibility of Teacher Education programme in preparing the teachers to face the increasing challenges in the profession has been emphasized. The National Curriculum Framework (2005) has also emphasized "the need for bringing change in Teacher Education

curriculum for developing professional identity of teachers and to make Teacher Education more relevant in school education.” During different times, various demands and expectations are placed on the teachers, which need to be addressed both by pre-service and in-service B.Ed. programmes. Both pre-service and in-service teacher education programmes are designed to achieve the same purpose of preparing competent teachers for schools considering the need and requirements of different aspirants. The content coverage of both the programmes in terms of theory and practical are very similar considering the curriculum framework prepared by the NCTE. Pre-service B.Ed. programme was of generally one year duration till 2014-15(now it is of two years duration), whereas, the in-service B.Ed. programme is of two years duration having more or less equal credits (60 to 70 credits). Only the difference is the mode of transaction of the programmes. The mode of transaction of the pre-service B.Ed. programme is in face to face having very powerful component of teacher educators’ live teaching and guidance continuously during a period of one year. Unlikely, the mode of transaction of the in-service B.Ed. programme through distance learning having few very powerful components like, well designed study materials developed by well known teacher educators for all the subjects, face-to face counseling sessions by teacher educators, workshops in face to face mode, practice teaching by experienced teachers and the teacher educators, use of distance learning communication technology and a self study environment. Whether the difference in the mode of transaction creates different teachers in terms of their knowledge (both theory and practical), skills, interest, attitude towards teaching and aptitude, is the research interest of the investigator that formulated the present study. Studying and comparing the process of admission, teaching learning, evaluation, professional attributes and observing the transforming process of teacher trainees in both the in-service and pre-service modes may help the researcher through the present study to come out of certain findings that may help both the modes in improving themselves by learning from each other and strengthening both in-service and pre-service teacher training programme.

There was a time during 1990’s when there was mushrooming of teacher training institutes in distance mode. One may find teacher education centres in distance mode in every state university having thousands of intake capacity without proper control of any apex bodies. During this time it was perceived that the distance mode is responsible for deteriorating the standard and quality of teacher training. During this time NCTE doubted the quality of

teacher training institutes providing B.Ed. degree through distance mode and made few steps to derecognize the entire B.Ed. programme through distance mode and also succeeded in this endeavour. It argued that their quality is poor as there is no face to face component in these programmes which is very essential for learning teaching skills. Due to the demand for In-service mode of teacher training from these untrained teachers working in the schools, IGNOU started B.Ed. programme through distance mode in 1999 for those needy teachers having atleast 2 years of teaching experiences adding few face to face components such as workshops, practice teaching and counseling sessions following the guidelines of NCTE. These programmes were started at special study centres in the existing teacher education institutes having sufficient staff. As per the NCTE norms, the IGNOU B.Ed. programme through distance mode was meant to clear the back logs of untrained teachers working in different schools and till to-day it is continuing and most probably it would continue as a parallel structure of the pre-service B.Ed. programme. There was conflict between IGNOU and NCTE from time to time in terms of teacher education programmes in distance mode. Now IGNOU has become a major player in distance mode education for B.Ed. and NCTE does not permit many state universities to start B. Ed. Due to these ups and downs of the distance mode in teacher training, many appointing bodies (private and government) are doubting the quality of B.Ed. completers in distance mode and they consider it inferior to the pre-service mode. This is also a question in the mind of the researcher to compare pre-service and in-service student teachers in terms of few vital aspects like knowledge in education, teaching skills, attitude towards teaching profession, teaching aptitude and interest towards teaching profession and hence the proposed study.

The review of the related literature reveals that the study conducted by Jangira, Singh & Mattoo (1981) came out with the inference that training in teaching skills brings significant improvement in teaching skill competence and general teaching competence. Study conducted by Prasad (2007) figured out that teaching aptitude, interest in profession, professional knowledge and attitude of teachers does predict their ability and competence to teach. Study carried out by Panda and Pradhan (2009) concluded that the teaching aptitude had a significant positive relationship with classroom teaching performance for the pupil-teachers who had exposure to two years and four years B.Ed. training programme than those who had the experience of only one year B.Ed. course. All these studies indicate that teachers' attitude

towards teaching, teaching aptitude, interest in teaching, knowledge in education and teaching skills affect their teaching ability and competence to teach effectively. Therefore, it becomes imperative to find out and compare the in-service and pre-service student teachers' attitude towards teaching, teaching aptitude, interest towards teaching profession, knowledge in education and teaching skills. To discern to what extent these variables influence their teaching proficiency. Whether there is any disparity between both the modes with respect to all these variables?

Due to norms amendment by NCTE in 2014 more focus has shifted to face to face mode and specifically to integrated mode of B.Ed. programme and they are least emphasizing on In-service B.Ed. programme. The duration of pre-service B.Ed. programme through face-to-face mode has been increased from one year to two years and in in-service B.Ed. programme through distance mode one more eligibility criteria of trained in-service teachers in elementary education and NCTE recognized teacher education programme through face-to-face mode has been added along with the requirement of possession of degree, minimum teaching experience of two years and serving teachers in schools. What is the purpose of this? Whether the changes are research based? Teacher education through distance mode is considered by many as inferior in comparison to pre-service B.Ed. Programme. Do the teachers, who have acquired degree through distance mode, really lack teaching competency? Why their quality is being questioned? Whether they really have low aptitude, attitude, interest, knowledge and skills? Are they really bad in their proficiency as a teacher? This is also one of the reasons for taking the present study for investigation.

NCTE is continuously making attempts to improve the quality of teacher education institutes. But, many questions have been raised over a period of time, whether teachers can be trained as effectively through distance mode as is done through face to face mode? How both the modes of training can be utilized in a best possible way for teacher training? Do both the modes of training have equal impact on would be teachers? The investigator is curious to know how the different modes of teacher education programmes bring about the changes in their teaching and to what extent it can make their teaching effective. What is their level of interest, attitude and aptitude towards the teaching profession? These questions lead the investigator to carry out this research to study how the different modes of teacher education

programme, having the same goal brings changes in them and to what extent? Therefore, the present study is an attempt in this direction and to get the answer to these questions.

1.14.0 STATEMENT OF THE PROBLEM

A Comparative Study of Secondary Teacher Education Programmes

1.15.0 OBJECTIVES OF THE STUDY

The study was designed with the following objectives:

1. To compare the admission process of pre-service and in-service secondary teacher education programmes.
2. To compare the teaching-learning process of Pre-service and In-service secondary teacher education programmes.
3. To compare the evaluation process of Pre-service and In-service secondary teacher education programmes.
4. To compare the personal attributes of students of Pre-service and In-service secondary teacher education programmes in terms of teaching aptitude, interest towards teaching profession, attitude towards teaching profession, knowledge in teaching and teaching skill.

1.16.0 HYPOTHESES

Following null hypotheses were tested at 0.05 level of significance, for the study done.

1. There will be no significant difference in the teaching aptitude of Pre-service and In-service student-teachers.
2. There will be no significant difference in the interest of Pre-service and In-service student-teachers towards teaching profession.
3. There will be no significant difference in the attitude of Pre-service and In-service student-teachers towards teaching profession.

4. There will be no significant difference in the knowledge in education of Pre-service and In-service student-teachers.
5. There will be no significant difference in the teaching skills of Pre-service and In-service student-teachers.

1.17.0 OPERATIONAL DEFINITION OF THE TERMS

Attitude towards teaching Profession: For the present study, Attitude towards teaching profession was the scores secured by the student-teachers on a readymade attitude scale prepared by Biswal in 2005.

Interest in Teaching: Interest in teaching profession for the proposed study was the total secured scores by the student-teachers on the Interest Inventory prepared by the investigator.

Teaching Aptitude: Teaching aptitude of the pre-service and in-service student-teachers for the proposed study was the total score secured in the Teaching Aptitude Test developed by Dr. Renu Mishra in 1993.

Knowledge in Education: For the present study, Knowledge in Education was the total scores secured by the pre-service and in-service student-teachers in the knowledge test prepared by the investigator.

Teaching Skills: For the present study, Education skills were the total scores secured by the pre-service and in-service student-teachers in the observation schedule (teaching skill scale), prepared by the investigator.

1.18.0 EXPLANATION OF THE TERMS

Pre-service student-teachers: Those student-teachers after the completion of their graduation or post graduation course enter the teacher training program of one year duration, which is organized through face to face mode.

In-service student-teachers: Those serving teachers after the completion of their graduation or post graduation course start teaching in schools and enter the teacher training program of two years duration, which is organized through distance mode, only when they have two years experience of teaching.

1.19.0 DELIMITATION OF THE STUDY

The study was conducted with the following delimitations:

- In the present study, teacher education was delimited to the B.Ed. programme only in both the modes.
- In-service student-teachers were delimited to the students of IGNOU, having study centres in Gujarat and English as the medium of instruction at B. Ed. Programme.
- Pre-Service student-teachers were delimited to the English medium students of the Colleges of Education in Gujarat.

1.20.0 SCHEME OF CHAPTERS

The purpose of this research was to compare the secondary teacher education programmes. Admission, teaching-learning and evaluation process of pre-service and in-service student-teachers was compared and analyzed. They were also compared with respect to teaching aptitude, interest towards teaching profession, attitude towards teaching profession, knowledge in education and teaching skills.

This Thesis is organized with the following chapters for denoting the proposed method and its verification of personified expression.

The first chapter deals with the backdrop of this study outlining the rationale, objectives, and delimitations of the study along with the statement of the problem and hypotheses for the present study.

The second chapter gives an overview of studies done in the field of teacher education with respect to admission process, teaching-learning process, evaluation process, teaching aptitude, interest towards teaching profession, teaching attitude, knowledge in education and teaching skill of pre-service and in-service student teachers as well as teachers; confirming the standpoint and perspective of this research.

The third chapter is devoted to description of the research design, methods used, the sample selection, thorough description of the procedure used to conduct the research and description of the tools used for data collection.

The fourth chapter presents the results of the study through analysis and interpretation of the collected data.

The fifth chapter concludes the Thesis with the discussion of findings, implications of the study, suggestions for further research, conclusion drawn from the present study and the summary of the present study.