

CHAPTER – I

INTRODUCTION

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1.0 Introduction

Education is a process of equipping people with knowledge and skills. It is the process of developing the faculties and powers of a person by teaching, instructing or schooling. It is a systematic training and instruction, especially of the young in order to prepare them for life by enabling them to pick up required information, skills, values and attitudes. Education has fundamental role to play in personal and social development to foster a deeper and more harmonious form of human development thereby to reduce poverty, exclusion, ignorance oppression and conflict. As Kabir (1961) defines, education is the process by which individuals and communities enrich their own experiences by drawing upon the experiences of others in present and past generations. As Mahatma Gandhi (cited in Kabir 1961 P 201) notes, the aim of education is the total development of the human personality. Gandhiji further notes, the Principal idea is to impart the whole education of the body, mind and the soul through the handicraft. The purpose of education is to draw out all that is in the child. As Plato notes (cited in Lodge 1947, P.11), education is understood as socially controlled experience. This experience, he continues to note, is imparted for the all round development of the child and this is done under the guidance of the teacher. Here comes the importance of the teacher as the giver of information and experiences in order to make the child a different person. Education plays a key role in shaping the personality of the child, his physical mental and spiritual growth. Plato (cited in Sharma 1992, PP 3) defined education as a life long process

starting from the first years of childhood and lasting to the very end of the life. He used the term education in a very wide sense, "which makes a man eagerly pursue the ideal perfection in citizenship and teaches him how rightly to rule and how to obey." For Plato, education not only provides knowledge and skills but also inculcates values, training of instincts, fostering right attitudes and habits. In the Republic, (cited in Sharma 1992) Plato points out, "True education, whatever that may be, will have the greatest tendency to civilize and humanize them in their relation to one another and to those who are under their protection." Swami Vivekananda (cited in Sharma 1992 PP 5) said, "Religion is the innermost core of education." For Sri Aurobindo (cited in Sharma 1992), "The child's education ought to be an out bringing of all that is best, most powerful, most intimate and living in his nature, the mould into which the man's action and development ought to run is that of his innate quality and power. He must acquire new things but he will acquire them best, most wholly on the basis of his own developed type and inborn force." The teacher has to play different roles in the classroom. He is not only giver of information, but also facilitator, initiator, manager, guide, counsellor, philosopher, researcher, co-communicator, patient-listener and a co-participant. The teacher tries to know the students and will create a tension-free atmosphere in the classroom. He never comes in the way of the students' learning; he provides congenial atmosphere for their learning. He facilitates the students learning by establishing proper rapport with them. If the teacher realizes his/her various roles and acts accordingly, the real purpose of education could be realized in a meaningful way.

1.1 Education from the Historical Perspective

The education system in India over the past few thousand years changed from time to time because of the socio-political changes. It cannot be denied that the Indian educational system contributed a lot to various branches of knowledge and culture. However, in the ancient times education was limited to a comparatively limited number of people, particularly to the upper-caste and the well-to-do. Those were the days of the Gurukul System of education. In that system there was a close relationship between the Guru and the Shishya or the disciple and the relationship was symbiotic. The Shishya had to fully depend on the Guru for acquiring knowledge and skills. The Shishya had to go in search of the Guru who usually lived in an ashram away from the usual living places. It was to the guru to reject or accept the Shishya, the seeker of knowledge and skills. The Shishya was expected to live with the guru, be a part of his household and learn as much from the Guru's ways of life as through actual instruction and practices. The Guru was, of course, a highly learned person, but he never had any specialized training as we have in the modern times. There was no practical training for gurus, teachers as in the present. The major mode of instruction in that system was the word-of-the-mouth that is face-to-face instruction in which the needs of the learners were taken care of.

With the passage of time, the pastoral society (for example Upanishads, Brahmanas are the product of pastoral society) transformed to what came to be known as the feudal society. The great seats of learning like those of the Nalanda and Takshashila could be associated with the feudal society. Those educational institutions were considered seats of higher learning. Students travelled long distances to get admission to higher studies and admissions to these institutions were regulated with

entrance tests given by dwarpals (literally a dwarpal is a gatekeeper). The essential characteristic of this system of education was also learner-motivation as in the case of 'Gurukul' system. By that time, the number of learners aspiring for higher education had increased and as a result education got institutionalized. The learners were highly motivated since education provided a lot of scope for social mobility. Those who completed their courses successfully got opportunities to work in courts and other establishments. Another characteristic of this system was that those who joined the seats of higher learning started getting some financial support from parents and community.

By the time the Muslims arrived in India most of these ancient institutions began to disappear. However, some institutions continued to function in southern India. During this time there was a lot of religious influence on education.

With the advent of the Muslims, two parallel streams of education, namely, the Pathshala and the Madrassa came into existence. In the Pathshala Sanskrit and in the Madrasas Perso-Arabic played major roles. In both the streams some of the disciplines, for example, ethics, philosophy, astronomy, astrology, linguistics, languages, etc. were common. However, the medium of instruction and the religious orientation were different in these streams. During this period too the learners were highly motivated because of their strong desire for social mobility.

With the arrival of the British in 1600 A.D. the systems of education underwent a major change. The western system of schools etc. was introduced in our country to educate the Indians on the lines of western type of education. The British brought their language, English along

with their rule and English was made the medium of instruction. The teacher became a paid servant of the government, private agencies or Voluntary organizations. The learners' aim of joining educational institutions was to get a certificate on the completion of a prescribed course. During this period English education was considered as a status symbol and the rich and the well-to-do were only in a position to send their children to schools and colleges situated in towns and cities away from villages. However, educational opportunities were open to all those who could afford. This period gave way to the master of certain skills, for getting jobs. Rigorous standard of education was expected. In that sense universalisation of education started in India during the colonial days. This was possible because of the involvement of private agencies and voluntary missionary organizations. The Sergeant Committee (1944), recommended that a system of universal, compulsory, and free education for all boys and girls between the ages of six and fourteen be implemented and that the medium of instruction be the mother tongue of the pupils. The committee also recommended the need for training teachers and recommended the starting of new training colleges; it also suggested refresher courses for all teachers, particularly for those in remote rural areas.

The first expression of the educational aspirations of independent India could be discernible in the Radhakrishnan Commission Report (1948-49): The commission conceived of the role of university education in broad, universalist terms, emphasizing goals like the awakening of the innate ability of men and women to live the life of the soul by developing wisdom, training for self-development and the development of values like fearlessness of mind, strength of conscience and integrity of purpose. The basic principle of the educational policy of independent

India is 'Universalisation' of education and equal opportunities for all. This policy decision has made definite change in the age-old system of education. Now it was the state that took over the responsibility of educating each and every citizen of India, irrespective of his/her caste or creed, social or economic status, motivation or aptitude. Due to this change in policy, a large number of students started joining schools and colleges. Schools and colleges had no choice but to admit all sorts of students even if they did not have proper basic knowledge and aptitude for joining a particular course. This resulted in mushrooming of educational institutions and falling of educational standards. But democratization and universalisation of education did not imply that we could sacrifice quality. It is the prime duty of all the responsible people who are associated with education to maintain the quality as we try to make education accessible to the masses.

1.2 Need for Maintaining Quality in Instruction

Education is generally deemed as preparation for life and instruction is the tool with which this preparation on the whole is being carried out. How well we prepare our students for life, therefore, depends upon the type of instruction that we provide in our schools and colleges. As Hudgins (1971) (Cited in Joseph 2003 p. 324) puts, teaching, like any other practical art, may be performed dexterously or awkwardly, professionally or amateurishly, competently or ineffectively, intelligently or stupidly. If we are to prepare our pupils effectively, we need to have recourse on quality instruction. It is necessary to change our system of instruction to suit the needs and aspirations of the students and to keep abreast of the changing times. It should be remembered that we live in a highly competitive world and in order to stand par with other nations it is necessary to change the traditional

ways of instruction. We need to deliberate on ways that can bring in quality instruction so that the youngsters that come out of the system of education would be in a position to stand the competition and challenges that they face.

➤ ***What does Quality Instruction Mean?***

Teaching as Arend (1994) (Cited in Joseph 2003, P 325) notes, is a process of attempting to promote change in students. Teaching would result when the teacher indulges in any activity with the intention that pupils would learn something as a consequence of it. For example, in the classroom students learn from directly through the teacher's face-to-face interaction or indirectly from the books, files or instructional programmes. Normally, when we think of teaching, what comes to our mind first is the interactive teaching where the teacher and students are in teaching encounters. As compared with teaching, instruction is a much broader term. Instruction entails both teaching and management. They coordinate well. As Hudgins (1971) puts it, the two are so inextricably intertwined that it is difficult to tell one from the other. A question that the teacher puts across the class is an act of teaching while restricting its answer to a single individual and avoiding confusion is a part of management. Similarly, recognizing pupil attention behaviour, gaining maximum pupil involvement, managing deviant behaviours, recognizing pupils needs, displaying enthusiasm, etc. that go along with teaching, are all part of management process while teaching. Quality instruction, therefore, involves efficient and effective use of both management techniques and teaching methods.

Quality is something that is decided by the customers. Quality of a product depends on how well the customers are satisfied with it.

Webster's collegiate Dictionary (1993) defines quality as a 'degree of excellence.' Deming (1991) defines quality as meeting and exceeding the customers' needs and expectations and then continuing to improve. To Johnson and Winchell (1990) quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs. Downey, Frase and Peters (1994) define quality as meeting, exceeding and delighting customers' needs and expectations with the recognition that these needs and expectations will change over time.

From the above definitions it could be understood that quality is something that is defined by the consumers and not the producers, our product is learning and our responsibility is to enhance students' capacity to learn. As Downey et al (1994) note, we are a service organization and the service we provide is the opportunity to learn. The opportunity provided must be according to the needs of the learners. As the learners' needs and expectations keep changing as time passes, our modalities of instruction also should keep pace with their requirements. We should always be on the look out for better ways of serving our customer needs. Quality instruction lies in instruction that leads to learner satisfaction and learner empowerment. As Everard and Morris (1990) note, there is need for effective instruction that meets the needs of tomorrow's citizens. If we are to do this, we need to have recourse to quality instruction which would equip our students with the needed life skills and other problem solving skills so that they become empowered to meet the challenges they confront in their day-to-day life. In order to provide quality instruction to learners, teachers should acquire certain qualities of effective instruction. Sherman et al (1986) surveyed some of the recent research studies on instruction found consistent evidence

of five overlapping and interrelated components of effective instruction. They are (i) enthusiasm (ii) preparation and organization, (iii) ability to stimulate student thought and interest, (iv) clarity, (v) knowledge and love of content. When teachers learn to internalize and incorporate these aspects into their instructional repertoire, slowly and steadily they will be able to impart quality education. The above mentioned aspects cannot be achieved within a day or two, but it can be achieved by consistent and continuous effort. For this purpose teacher training is necessary.

1.3 Need for Training

Modern teacher is quite different from a traditional teacher. He has to perform a number of roles in addition to his basic role, i.e., dispenser of knowledge or information. In order to carry out different roles he needs specialized training. Basically there are two aspects to the teacher's role in the classroom, i.e., the teacher performs two functions in the classroom. Firstly, the instructional function i.e., teacher imparts knowledge or skills to the learners. Secondly the management function, i.e., the teacher creates the conditions in the classroom whereby the learners can learn (Practice Teaching Block I, PGCTE, CIEFL, P 24). The instructional function deals with the task – related aspect of the teacher's role, i.e. what the teacher does in the classroom. This aspect of the role takes into account the ways of dissemination of information to the learners. The management function, on the other hand, focuses on the interpersonal aspect of the role, i.e., the ways in which the teacher organizes the process of learning and the human resources in the classroom. These two aspects of the role really complement each other.

The instructional role of the teacher would involve the teacher in taking decisions about modes of teaching, (lecture method, discussion, pair work or group work), the learning materials and resources to be used, and the quantum of information to be given to the student in each session. The managerial role of the teacher would involve the teacher in creating conditions for learning. These three main aspects in managing learning, and they are, motivating learners, organizing the learning group in a way suited to the needs of the learning task, and maintaining control and discipline in order to achieve the desired results.

Motivating learners means creating right learning atmosphere or the readiness to learn and also ensuring the learners' sustained interest in the subject. This is the primary function of the teacher when giving activity to the learners. Motivating and sustaining learners' motivation to a great extent, depend on the teacher's personality and attitude to learners. The teacher can adopt a positive attitude to the learners and this can be conveyed to them by taking interest in them and the various activities and tasks and by involving them actively in the learning process. The teacher can also ensure better motivation by adopting specific styles of teaching and through experience and observation one can change the teaching styles to suit the needs of the learners.

When organizing the learning group, the teacher needs to make decisions regarding the patterns of interaction in the classroom. The teacher should decide, whether the activities will involve the teacher interacting with the learners as a whole group, as small groups or individually or what type of interaction is required. The teacher should also decide whether the task should be individual, pair or group. The organization of the learning group is closely tied up with the instructional role of the teacher.

There are two aspects to the nature of control the teacher wishes to exercise and the nature of disciplines s\he wishes to impose. The first deals with the control of the social behaviour of the class and the second with the nature of the control the teacher exercises over the class. As regards social behaviour, the teacher takes decision about the nature of learner interaction, the nature and amount of learner talk. If the class is teacher – centred the teacher dominates and he does most of the talking, learners are given less opportunities. In the learner centred-class, on the other hand the learners are given opportunities to talk, to take their own decisions. In short, as mentioned above the instructional aspect of the teacher's role focuses on the teacher as the source of knowledge in terms of the subject and appropriate methodology for teaching the subject. The managerial aspect of the role focuses on the teacher as the organizer of classroom activities to suit the instructional purpose. This would involve planning and sequencing of activities to achieve the learning goal.

In addition to the role of instructor and manager of learning, the teacher assumes a new role namely that of facilitator of learning. This would require the teacher to take decisions regarding the instruction and management of learning, keeping in mind the learners' needs, and in selecting methodology suitable to the needs of the learners. If the teacher wants to play the role of facilitator he should establish proper rapport with his learners, interact with them frequently, and to reduce the social distance between him and the learners. The teacher need to play various functions as facilitator of learning. These functions are:

- (a) Analysis of learners needs in terms of an analysis not only of their capacity to contribute to the learning. This would perhaps require an understanding of the learners' level of maturity, their

attitudes to their own roles as learners, and their capacity and responsibility for learning.

- (b) Preparing learners for their new roles in the classrooms. The teacher should prepare them to take up greater responsibilities. He should also help them develop self-awareness regarding their language abilities, learning goals and the learning options available to them.
- (c) Selecting methodology appropriate to the learning styles of each specific group of learners and appropriate to the learning goals. When the teacher selects different approaches he should keep in mind the learners' contribution for making the approach successful and meaningful.

Teacher training is necessary to create an intellectual climate in the classroom. For playing the various above mentioned roles the teacher needs training. Teacher training is necessary to give the teacher adequate personal and professional skills to manage the affairs of a classroom in an effective and efficient manner. Training is generally considered as a systematic development of the attitude, knowledge skill or behaviour patterns required by an individual to perform adequately a given task. Training is required not only for 'novices' or people being initiated into the art or practice of teaching but also for practicing teachers. Training is required for all categories of teachers, teachers of content based subjects like History, Geography, Science and skill-based subject like English. It is all the more difficult to train teachers of English since they need to acquire various skills of using the language in life situations.

➤ ***Differences between Teaching Content Subjects and Skill-Subjects***

As far as the teaching of content subjects is concerned, the main aim is as Hill and Dobbyn (1979) note, to learn a lot of facts or opinions which can later be used in answers to examination questions, but skill subjects such as English, the aim is to learn how to do something efficiently, so that one can later practice the skill in real situations. The purpose of learning a language is to take part in meaningful communication with other people. Learning a language such as English means, learning the basic skills, i.e., listening, speaking, reading and writing for receptive and productive purposes. It means acquiring several skills, the skill of understanding what is heard spoken at normal speed, the skill of expressing oneself fluently and accurately in speech, the skill of understanding what is read rapidly and the skill of expressing oneself accurately and rapidly in writing. Of the four skills, listening and reading are the receptive skills; speaking and writing are the productive skills. These skills are learned by practice. Listening is acquired by listening to speech, speaking, by taking part in conversation, reading by reading texts and writing by writing sentences, paragraphs, etc. These skills cannot be simply acquired by learning rules, they are to be used. The use of English for various purposes is necessary in the present context. Its importance as a global language and its status in our country cannot be neglected.

1.3.1 Importance of English : English as a global language

The English language has made the world a global village by giving it a global language for communication. Salman Rushdie, (cited in Krishnaswamy 2003) the renowned novelist notes that “the English

language ceased to be the sole possession of the English some time ago and it grows from many roots” No one community can claim sole ownership over the English language, which has gone genuinely global. Its use is not restricted to one country or continent; it is used in all the five continents of the world. It is estimated that a quarter of the world’s population knows English, i.e., is fluent or reasonably competent in the use of English. This will mean about 1.5 billion people use or know English. Out of 1.5 billion people who ‘know’ English, about 337 million use English as their first language (L1); about 350 millions use it as second language (L2); in countries like India, Pakistan, Singapore, Malaysia, the Philippines, Nigeria, etc. In addition, there may be about 100-1000 million people who are actively learning and trying to use English with reasonable competence in countries like China, Japan, Russia and in other countries of Europe and South America as per David Crystal (1997). Even the European common market has resolved to use what they call ‘Euro-English’ as the common language for communication. Within the last fifty years or so, English has spread around the world extensively. As a result of this, even the USA, the largest English speaking nation has only about 20% of the world’s English users and the UK, may be about 5%.

1.3.2 *English in India: English Education during the British Colonial period*

English is one of the things that the British brought to India. According to some estimates there are more speakers of English in India than Britain and they speak with different accents. The speakers of English in India outnumber the speakers of some Indian languages like Assamese or Punjabi. English undoubtedly is a blessing which Indians received as a result of the colonial rule. Before 1800, the East India

Company (EIC) imparted English education only to the children of the company and of Anglo-Indians. Only by the end of the eighteenth century, the British were able to bring the sub-continent, except the EIC paid very little attention to education.

Charles Grant (cited in Krishnaswamy 2003 PP78), who is sometimes referred to as the father of modern education in India suggested the following in 1792.

The true cure of darkness is the introduction of light. The Hindus err, because they are ignorant, and their errors have never fairly been laid before them. The communication of light and knowledge to them would prove the best remedy for their disorders, and this remedy is proposed from a full conviction that, if judiciously and patiently applied it would have great and happy effects upon them, efforts honourable and advantages for us. By planting our language, our knowledge, our opinions and our religions, our Asiatic territories, we shall put a great work beyond the reach of contingencies; we shall probably have wedded the inhabitants of those territories to this country. Charles Grant (cited in Krishnaswamy 2003) recommended the dissemination of European Literature and science among the people of India through the medium of English. He had correctly visualized the eagerness of Indian people to learn the English language and predicted that a large number of young people would flock to the English schools and that Indians themselves would in course of time be teachers of English. Grants suggestion was accepted later by the government of William Bentinck, whose mouth piece was Thomas Macaulay. It was the famous Macaulay's minutes on Education (1835) became the blueprint for education in India.

“We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect; to that class we may leave it to refine the vernacular dialects to the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population.”

History tells us that the conquerors always make their language and literature central to their cultural enterprise and it is only through their language cultural colonialism is established.

1.3.3 The role of English during the struggle for Independence

During the struggle for independence, the enlightened natives made use of English Education and their command of English to subvert the British Empire, English and English Education ultimately endangered the position of the rulers. People like Swami Vivekananda (cited in Krishnaswamy 2003) presented India and its spiritualism to the world outside; Most of the national leaders projected India, its culture and values, its sensibilities and its identity in English. Sri Aurobindo projected Indian spirituality in English, Radhakrishnan presented Indian Philosophy in English. Mahatma Gandhi explained his philosophy of non-violence in English. Nehru discovered India in English so that the world outside could also discover it. Tilak, Gokhale, Subhash Chandra Bose, Sardar Patel, Rajendra Prasad, Sarojini Naidu, Tagore and a host of others projected our aspirations and identity in English. Rajaji presented the Indian epics, the Ramayana and Mahabharata in English. Creative writers like R.K.Narayan, Raja Rao, Mulk Raj Anand and

many others expressed their literary creativity in English. Thus India – its heritage, its aspirations and dreams, and its strength were effectively presented in English, were presented to the outside world by our thinkers, scholars and leaders during the struggle for political freedom.

1.3.4 *English in post-independent India*

India is a multi-lingual country, it has twenty two officially recognized languages. India never had a common language since it was not a politically unified country before the British colonial rule. Sanskrit was a common language of the subcontinent but it was the language of the learned class and not of the common people. English today, like Sanskrit in the past, had become a lingua franca or a set of link language, but again restricted to the English-educated urban class and not of the rural masses. English has become the official associate, additional language Jawaharlal Nehru said in 1959 (cited in Krishnaswamy 2003) - for an indefinite period - I do not know how long – I should have, I would have English as an associate, additional language which can be used not because of facilities and all that, but because I do not wish the people of non-Hindi areas to feel that certain doors of advance are closed to them because they are forced to correspond - the government I mean – in the Hindi Language. They can correspond in English. So, I would have it as an alternative language as long as people require it and the decision for that, I would leave not to Hindi-knowing people, but to non-Hindi knowing people”.

English continues as the language of administration, judiciary, civil aviation and it is the medium of instruction in many universities and schools in our country. It is taught as a compulsory second language in our schools and the craze for learning English is growing day by day.

Mushrooms of English-medium school are coming up in our states. In post-independent India, there has been no clarity regarding the goals of education or educational planning, in general and English education and English teaching in particular. Education is in the concurrent list, making it the responsibility of both the central and state government. We don't have a clear cut policy on the teaching of English.

Many committees and commissions were appointed by the government of India and they came out with many recommendations. The university Education commission (1950) notes that English has become so much a part of our national habit but in the same breath it points out that the use of English has divided the people into two nations the few who govern and many who are governed, the one unable to talk the language of the other, and mutually uncomprehending, which is a negation of democracy.

The commission however recommended that English should continue to be studied in high schools and universities in order that we may keep in touch with the living stream of ever growing knowledge.

The Kothari Commission (1964-66) reiterated the three language formula recommended by the conference of chief ministers held in 1961. This meant (a) the regional language or the mother tongue where it is different from the regional language. (b) Hindi or any other Indian language in Hindi speaking areas and (c) English, or any other European language. The Kothari Commission said that English should continue as a library language and as a channel of international communication and that a reasonable degree of proficiency in English was to be stipulated as essential for the award of a degree. With regard to the study of English the Commission made two important points: (a)

English should be the medium of instruction in all major universities and (b) special units should be set up for teaching English as a language skill, as distinct from teaching it as literature.

From the above discussion it can be understood that English enjoys a prominent place as a global and national language. It is imperative to learn this language. In order to help a large number of people learn this important language, it is necessary to have trained teachers of English.

1.4 Teacher Education, A Historical Perspective

In India, teaching has been a recognized and revered profession since the dawn of history. The teacher was expected not only to impart information and skills, but also to lead and guide his students to supreme knowledge. Hence, the qualities laid down for teachers were very high. The teacher was not one who passed on only “inert ideas”. He should have proper ability to explain, expound, expand; re-interpret ancient knowledge in the light of his own experiences. This was constantly tested in open parishads. Though there was no formal course of training nor any degree awarded, the teacher was under almost life long examination. Students went to only those teachers who had both intellectual ability and moral integrity, when they did not find such qualities they left such teachers in search of other good teachers.

One of the ways of recruiting teachers was through the famous monitorial system. In Jataka period, we hear of preceptors asking senior pupils to take charge of younger pupils. If they proved competent, they were permitted to stay on for longer periods, to gain deeper knowledge. When their maturity and knowledge had been proved, they became teachers in their own right. Thus, in ancient times teacher was chosen

by the students on the basis of the reputation he enjoyed. This reputation itself was based on the knowledge he gained and the ability he picked up to communicate. Knowledge or gyan was not then interpreted in the narrow sense of mere academic or intellectual information as in modern days. A gyani or scholar was not only well-versed in scriptures or skilful in their exposition; he was one whose knowledge had been integrated with his total personality, one who had high moral qualities and deep spiritual experiences.

With passage of time and the rigidity of caste structure, teaching became a hereditary vocation, confined to the Brahmana caste. This monopoly led to deterioration in quality. The teachers now taught only because they were lucky enough to be born in a certain family. They failed to keep the high professional standards required of teachers. Thus, memorization began to take the place of exposition and interpretation. The original practice of meditating upon and internalizing what is learnt, was given up as the volume of commentaries increased in bulk and had them to be committed to memory. Thus education began to be less and less creative and more and more mechanical as centuries went by.

During medieval times also teachers were a respectable class. The Ulamas, who devoted their entire life for learning and teaching, were not hard to come by. Such Ulamas were called Ulama-e-akharat. But there was one distinctive feature of the Muslim learned class, that it was not hereditary.

1.4.1 *The Beginning of the Modern System*

Teacher training institutions were first established in India by Danish missionaries in collaboration with the English missionaries. The

Portuguese missionaries also established a few seminars to train candidates for the priesthood. The Danish missionaries started the first normal school at Serampore in West Bengal in 1787. Later educational societies in Bombay, Madras and Calcutta established some centres for this purpose. Dr. Andrew Bell had come across the monitorial system and he began to employ it in Madras between 1789 and 1799. The Bell-Lancaster System, as it came to be called, was to become the cornerstone of teacher-training schemes for many a day to come. A training class for teachers was organized by the Calcutta Ladies Society in the central school for girls. In 1826, a central school for the professional education of teachers was established in Madras. The first Secondary training college, the Government Normal school was established in 1856 in Madras. Before 1857 similar normal schools were established in three other provinces. The growth and development of secondary teacher-training institutions thereafter was slow all throughout the British rule. In the next 50 years after 1856 only 5 training colleges were established. When the Hunter commission made its report in 1882, there were two training colleges in the whole country – one in Madras and the other at Lahore. There were 106 normal schools, mainly meant for teachers of vernacular schools. The 1882 commission re-emphasized the importance of teacher-training. It stressed that there should be adequate inspection and proper training. It laid down that an examination in the principles and practice of teaching be instituted.

By 1886, the Madras Normal school was reorganized as Teachers' college, affiliated to the Madras University, preparing candidates for the Diploma of Licentiate in Teaching (LT). This indeed was a big step forward, as it laid the foundation for further development of teacher education as part of University education. In 1883, an Elementary

Normal school was opened at Rajahmundry, which became a training college before the turn of the twentieth century. By 1892, there were 116 training institutions for men and 15 for women throughout India.

At the dawn of the twentieth century, there were 6 training colleges in India which were at Saidapet, Rajahmundry, Kurseong, Allahabad, Lahore and Jabalpur. There were also 50 secondary teachers' schools and 54 primary teachers' schools. Bombay was the only province where primary was still equated to vernacular and secondary to English Education. By 1907 all universities except Bombay began to award degrees in teaching. Bengal and the united Provinces had L.T for non-graduates and Bachelor of Training (B.T) for graduates after one year's professional training. Punjab gave B.T. to graduates, who had undergone two year training course. Madras still awarded L.T. though not affiliated to the University; Bombay established its secondary training college in 1906 with its own S.T.C. Diploma.

The Calcutta University commission (1919) recommended the need for taking up research work in addition to training teachers for classroom teaching. Because of this recommendation some of the Universities in India started creating Departments of Education. By 1939, thirteen out of the existing eighteen universities set up Faculties of Education. In New Delhi, Lady Irwin College was established by the All India Women's conference on Educational Reform. The college started a three year course for those who wished to qualify as high school teachers of Home Science.

A new degree-Bachelor of Education (B.Ed) was started by Andhra University in 1932 later on the university renamed their degree as B.Ed. Bombay University was the first to start a post-graduate degree in

education M.Ed. in 1936, the degree was offered by papers and research.

In 1947, towards the end of the British rule, the number of Secondary teacher-training institutions had gone up to 41 with a total intake capacity of 3262. By 1951 the number had gone up to 53. After the attainment of independence the facilities for teacher education began to expand. By 1964, the number of secondary teachers' colleges rose to 243 and by 1965 the number has risen to 256. By the end of the Third Five year plan period, 1965 the number of training colleges had gone up to 275 with a total intake capacity of 3500. As mentioned above M.Ed. degree programme was started by the Bombay University and by 1949 M.Ed. was available in at least 16 universities of our country. By 1966 there were 31 universities which conducted the B.Ed. and Doctorial programmes. During this time M.Ed. programme was available in 144 institutions which included university Departments and constituent colleges. The M.Ed. Course is a one year full-time course. Earlier some university departments and constituent colleges conducted part-time M.Ed. programmes and now such courses are banned by the National Council of Teacher Education.

The establishment of the National Council of Educational Research and Training (NCERT) in 1961 was a significant event in the field of education. The council set up a National Institute of Education as a national organization to offer high level programmes in education and suggest solutions to them. In 1964 a Department of Teacher Education was also set up. Its main objectives were to examine evaluate and coordinate programmes of teacher education conducted by the universities and to take all such measures for the improvement of teacher education for the elementary and secondary levels of school. In

1966 this department started a full-time 9 month diploma course in Elementary Teacher Education for teacher educators on an all India level. A chain of state institutes of Education was also established in 1964 in all the states with assistance of the union Government. In 1963 and 1964 four regional colleges of Education were established. These colleges offered a four-year course to train teachers in English, Science and technical subjects like agriculture and engineering. These colleges run summer as well as correspondence courses in order to train all those who require training. Now they have done away with such courses as per NCTE's directives.

Teacher training colleges preparing teachers for secondary schools offer a one-year B.Ed. course after university graduation. Some institutions offer specialization in some subjects. For example, H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar offers a special B.Ed. programme, B.Ed. (Eng) for Graduates, post-graduates of English literature major. B.Ed. (Eng.) is offered by the Institute of Language Teaching Jamnagar, Saurashtra University and the Central Institute of English and Foreign Language, Hyderabad.

Gujarat Vidyapeeth, a Deemed university offers a two year B.Ed Degree programme for graduates of any discipline. Similarly, Regional Institutes of Education under the National Council of Education Research and Training (NCERT) offers a full-time two year B.Ed. programme. Indira Gandhi National Open University offers a two year B.Ed. programme through distance mode for those who have at least two years' teaching experience in a primary or a secondary school. Some state universities offer B.Ed through distance mode for those who teach within a particular state. However, most of the B.Ed. programmes through distance mode have been banned by National Council of

Teacher Education. B.Ed. through distance mode attracted a large number of people since they encouraged enrolling many. Most of such programmes were nothing but postal tuitions. The Institutes which conducted such programmes did not give proper importance to practice Teaching and the quality was not maintained.

The usual pattern of teacher training at the secondary level is to have graduates in Arts and Science or Commerce for one year training in the secondary training colleges. After one year stay the trainee gets B.Ed. degree. The one year course of B.Ed. has been divided into two broad sections Part I, Theory and Part II Practical Skill in Teaching. It is felt that the present duration of the B.Ed. training courses for teachers is not sufficient for giving proper orientation to the trainees towards proper professional philosophy and technique. However, it is also felt that it may not be possible under the present circumstances to increase the duration of the course to two years. The training college should make best use of the time available to make the trainee aware of the theoretical as well as practical aspects.

Every trainee should be provided opportunities to put into practice the theoretical knowledge into practice. All the practical lessons should be given under the guidance of teachers and as far as possible no lesson should go unsupervised. The trainee should be given proper feedback then and there and this will certainly help them make improvements.

The training of teachers of English is not treated different from the training of teachers of other subjects. In many teacher training Institutes even today the English method masters are not people with M.A. in English. How can such people impart training to teachers of English? The syllabus of English methodology has not been revised for many

years and it lists age-old methods and approaches, namely, the grammar-translation method, structural approach, etc. However, some university syllabus may have modern approaches like the communicative or the Humanistic approach but the teachers do not have proper training to deal with such syllabus items. They may just give some theoretical lectures without understanding the basic concepts. In such circumstances ideas remain on paper. The learners may not get any practice in the use of experiential techniques like the role-play, simulation; etc. This will deprive the trainee of acquiring learner-centred activities and techniques for helping their students communicate. Since the age-old method and practices are followed, English language use gets neglected. Present training methods namely teaching some theory papers and giving some practical lessons may not equip the trainee to make their students real users of English. The trainee is not motivated to employ modern techniques and strategies for training purposes. The trainee manages things by attending some lecture sessions and completing forty lessons. There is no correlation between the theory and practice. The present duration of the teacher training programme of eight to nine months is not adequate to acquire all the necessary teaching standards. So it is better to go for innovative ways of training.

1.4.2 *The Present Scenario in Teacher Training*

At present the teacher training programmes have two main components, namely, theory and practice. The theory components normally comprises of papers like Teacher in the Emerging India, Education Psychology, School Administration, Methods of teaching different school subjects, Computer Technology for Education and special fields like Counselling Library Services and Information Sciences, etc. The

second component of practice consists of micro-teaching and macro-teaching.

➤ ***Practice Teaching – Practice in India***

The Training of student – teachers is carried out at present under two heads (NCERT 1978), i.e., Practice teaching and internship. As far as practice teaching is concerned some institutions follow microteaching, simulated teaching and block teaching. Under micro-teaching the trainee may give 5-6 micro-lessons and this will be followed by the block-teaching. Some institutions divide block teaching into two blocks, one of one week or so for initial practice in the fourth or fifth month after admissions and other block of practice teaching of about a month. Most of the other institutions do not make this distinction of the initial and the block practice. Instead they send the trainees to schools for one or two blocks of time each spreading over two or three weeks at a time. Some institutions send their trainees twice or three times a week for practice. Another method is that school experience is organized on half days continuously for four or five months. The individual trainee teaches for two or three blocks of time during the block. In other words, the trainee teaches one subject during one block and the second subject during the other. In this practice teaching, the trainee gives his lesson under the guidance and supervision of the training institution, tutor.

The other kind of teaching practice is internship. Internship is a practice common in the preparation of medical practitioners. In the internship programme a group of five to six trainees are attached with a school and they give lessons under the guidance and supervision of the subject teacher from that school. The tutor from the college may not supervise the lessons. The main purpose of the internship programme is to make

the trainee independent and self-reliant whatever be the type of teaching practice, each lesson given by the trainee is supervised with the help of some checklist and it will be evaluated.

Some Teacher-Training colleges arrange three types of programmes for purposes of practice teaching namely, stage teaching or peer teaching, block teaching and off-campus. Stage teaching is similar to micro-teaching where the situation is simulated. In this programmes each trainee deals with one of the stages of a lesson, namely motivation, presentation, practice, communicative practice or home task. After the stage lessons the trainees will go for first block teaching for a period of two weeks. During this phase each trainee may give five to six lessons and each lesson will be observed and evaluated by a tutor from the Institute. During the second semester the trainees will again go for second block teaching for two weeks and this will be followed by off-campus in the month of December. In the off-campus programme we prefer nearby schools. In addition to the completion of 40 lessons the trainees will undertake a number of extra-curricular activities during the period when they are in the school. During the second block teaching and the off-campus programmes the tutors from the institute seek the help of teachers of English for observing some of the lessons of the trainees. As far as possible the tutors try to supervise all the lessons, however some lessons go unsupervised. In the case of supervised lessons, the tutor may not be in a position to watch the whole lessons since there may be a number of lessons going on simultaneously. In such cases the tutor may write some comments for feedback. There may not be any comment in the case of unsupervised lessons if the trainee will not get any feedback there may not be any scope for improvement. Under such circumstances what is useful and practical is reflective

teaching. The trainee can be given training to reflect on his own experiences in the class. In order to reflect on the lessons completed by the trainee, reflective tools like journal writing, lesson report, Action Research, Lesson observation, Audio-Video recording etc. could be used.

1.5 Need for Training Teachers of English

Training would help the trainee not only to learn some of the basic theoretical aspects of learning but also the necessary techniques and methods for teaching the language. The trainee would build up awareness as to how children learn languages. Trainees would be exposed to behaviourism, cognitivism, etc. For behaviourists learning is a matter of imitation and repetition and for cognitivists learning is a matter of perception and insight formation. Learning of such theories of learning would enable the trainees apply these principles while teaching English in the classroom. The trainees would use substitution tables for drilling structures and this will give the learners practice in the use of language. Similarly for fixing words and pronunciation, drilling may be used. Similarly the trainee may use cognitive principles by setting tasks and problems for the students. The trainee will develop error tolerance while dealing with errors in the classroom.

Training would also help the trainee get exposure to various methods of teaching English. Exposure to various methods will provide the trainee with theoretical as well as practical background. It is desirable to expose the trainee to various methods like grammar-translation direct method the structural approach, the communicative, the Humanistic, etc. This means that the trainee will learn the main principles of these approaches, the procedures adopted, the various classroom techniques

used, the appropriate types of tasks, materials used and the interaction patterns used. The main features of some of the methods, approaches are discussed in the following sections.

1.6 The Grammar Translation Method

Howatt (1984) notes that it began in Prussia in Germany at the end of the eighteenth century. Karl Plotz was the father of Grammar Translation Method. Richards and Rodgers (1986) mentions the main principles of Grammar Translation method.

- 1) The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. As Stern (1983) notes, "The first language is maintained as the reference system in the acquisition of the second language".
- 2) Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.
- 3) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study and memorization.

- 4) The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method.
- 5) Accuracy is emphasized. Students are expected to attain high standards in translation, because of “the high priority attached to meticulous standards of accuracy which; as well as having an intrinsic moral value, was a pre-requisite for passing the increasing number of formal, written examinations that grew up during the century.
- 6) Grammar is taught deductively – that is, by presentation and study of grammar rules, which are then practiced through translation exercises.
- 7) The students’ native language is the medium of instruction.

Grammar-Translation method had a number of elements. It neglected listening and speaking and as a result students failed to use language for communication. There was too much focus on the teaching of rules and that defeated the spirit of learning a language and there was a move to develop a better method.

1.6.1 *The Direct Method*

After the Grammar – Translation method there evolved the Reform Movement and the Direct Method. According to Richards and Rogers (1986) Direct Method has the following principles:

- 1) Classroom instruction was conducted exclusively in the target language.
- 2) Only everyday vocabulary and sentences were taught

- 3) Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- 4) Grammar was taught inductively.
- 5) New teaching points were introduced orally.
- 6) Concrete vocabulary was taught through demonstration, objects and pictures, abstract vocabulary was taught by association of ideas.
- 7) Both speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasized.
- 9) The mother tongues of the learners were completely banned.

This was a difficult method to be used by all types of teachers. It made great demand on the teacher. Teachers with good command of language were able to use this approach. It was difficult to teach English through English without using the mother tongue. Efforts were made to evolve a more viable practical method and this resulted in the development of the structural approach.

1.6.2 The Structural Approach and the Audio-Lingual Approach

The structural Approach (cited in Krishnaswamy 2003) advocated a more planned or structured approach to all planning in language teaching. The syllabus, the teaching and testing materials, and the classroom teaching were all planned carefully on the basis of frequency counts of words and structures, using the principles of selection, gradation, and presentation in a systematic manner. Since the lexical and structural items were to be presented through situations, the approach was also called the structural – oral – situational approach. This approach came to India in the 1950s (Krishnaswamy 2003). The

most important version of the structural approach was called the audio-lingual method. The following are its principles.

- 1) Language is speech, not writing
- 2) A language is what the native speakers speak, not someone think they ought to speak.
- 3) Languages are different; they have similarities and differences, which can be systematically studied.
- 4) Language is behaviour and behaviour is a matter of habit. So in the teaching of a language, the teacher should follow the stimulus – response – reinforcement pattern and in language teaching there should be controlled spaced repetition.
- 5) Every language has four basic skills – listening, speaking, reading and writing. These skills are to be taught in this order.
- 6) Language is a set of habits and in order to give the learners proper habits, practice should be given. Practice is given through drilling. Drill is the watchword of the teacher.
- 7) Every language has a set of unique structures and these structures are to be selected, sequenced, and presented. The structures are to be presented using inductive approach, using examples.

Structural approach is a form based approach and it helps the learner acquire only the form, that is, some sounds, words and sentence patterns. There is heavy focus on accuracy, grammatical correctness and as a result fluency is neglected. The learners acquire some basic English patterns and they do not get opportunities to use language. In this approach the learner is trained just as a parrot is trained since the learner repeats the patterns using rote memory. As Widdowson (1978) puts it, the structural approach leaves the learner to realize his linguistic competence as communicative behaviour whenever an occasion arises.

The learner fails miserably to use language when he is called upon to use it. The learner acquires only the textbook language. This approach was very popular till the 1970's and in the 1970's there was strong opposition to this approach and a new approach, a meaning based approach was evolved. The new approach was the communicative approach.

1.6.3 *The Communicative Language Teaching*

The work of the Council of Europe, the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British Applied linguists, etc., contributed to the development of the communicative approach to language teaching. The terms notional – functional Approach and functional approach are also sometimes used. (Richards & Rogers, 1984). Finocchiaro & Brumfit (1983) give some Characteristics of the Functional – notional approach.

- 1) Meaning is paramount.
- 2) Dialogues, if used, circle around communicative functions and are not normally memorized.
- 3) Contextualization is basic premise.
- 4) Language learning is learning to communicate.
- 5) Effective communication is sought.
- 6) Drilling may occur, but peripherally.
- 7) Comprehensible pronunciation is sought.
- 8) Any device which helps the learners is accepted –varying according to their age, interest, etc.
- 9) Attempts to communicate may be encouraged from the very beginning.

- 10) Communicative competence is the desired goal (i.e. ability to use the linguistic system effectively and appropriately).
- 11) The target linguistic system will be learned best through the process of struggling, to communicate.
- 12) Reading and writing can start from the first day, if desired.
- 13) Students are expected to interact with people, either in the flesh, through pair work and group work, or in their writing, etc. etc.

The Communicative Approach is a meaning based approach. It deals with real discourse, i.e. a coherent piece of language. It takes care of both accuracy and fluency. Its main focus is to develop communication. It tries to develop linguistic abilities and communicative abilities from the beginning of language learning. This approach helps the learners to use language for various communicative purposes. It recognizes learner investment and autonomy. It is a learner-centred approach, which gives a lot of importance to the learner. As a result of this, learners get better motivation in the class and they participate actively in the learning process. This approach is welcomed by both teachers and learners. Even though the communicative approach got popularity in the 1970's, there was a feeling for giving much more importance to the affective factors like emotions, feelings, etc. of the learners. As a result of this thinking there evolved psychological approaches or the whole person approaches. Some of the features of those approaches are discussed in the following paragraphs

1.6.4 *Humanistic Approaches*

The decade of the 1970s was a chaotic but exceedingly fruitful era during which second language research not only came into its own, but also began to inspire innovative methods for language teaching. As we

increasingly recognized the importance of the affective domain, some of these innovative methods took on a distinctly affective nature. Community language learning became the classic example of an affectively based method (Brown 1987). Several humanistic approaches like Caleb Gattegno's silent way (1972), which helps learners develop their inner criteria, Georgi Lozanov's suggestopedia (1978), which advocates a childlike role for learners to make them feel secure and less inhibited so that they can be more spontaneous and Asher's Total physical Response Approach (1982) are some of the innovative and effective approaches (Krishnaswamy 2003).

Each of the approaches discussed above has some merits and demerits. All of these cannot be used in a given situation. It is necessary to evolve an eclectic approach in order to meet the requirements of the classroom. An eclectic approach can be evolved by accepting all the relevant points of different methods.

From the above discussion it can be understood that there cannot be any single method, it is necessary to adopt and adapt the methods to suit the needs of the learners.

1.7 Planning Daily Lessons and Unit plans.

Training is necessary so that the trainees could learn how to plan their yearly, monthly, daily lesson plans.

Training helps them plan the course year wise, month wise and daily wise. Dangerfield (1985) notes the advantages of lesson planning. He notes the effectiveness of a teacher in the classroom can be decisively influenced by the preparation which has gone into a lesson. Beyond the collection or production of appropriate materials and aids, planning can

involve anything from a sense of mental notes to a detailed, written procedure for the lesson. Planning will enable the trainee to visualize the whole classroom situation. Planning a lesson or unit also enables the trainee to include appropriate teaching aims and objectives, objectives stage or phase wise, appropriate examples, appropriate learner activities, appropriate teaching aids, classroom techniques, interaction patterns, etc. Planning can also help the trainee to think about anticipated problems that students are likely to have during the course of the lesson and thus build in means of tackling them in advance, rather than coming to the problems unprepared. Planning can help the trainee to be fully prepared for the lesson and this can help to have proper time management and to be within the tracks. Planning also gives the trainee confidence in facing the class.

1.7.1 Types of planning

Planning can be of different kinds, namely yearly, monthly, unit wise or daily. Planning can be long-range or short range; planning can be year long, month long; it can be unit-planning and daily lesson planning. Planning of any kind involves the specifications of goals or objectives in terms of learner outcomes; it means stating objectives in terms of the competencies and skills students should acquire.

Year-long planning involves breaking down the entire units in the course and setting the time required for the completion of various units or lessons. Yearly planning would include details regarding the completion of lessons or units term-wise. This kind of planning gives an overall picture about the number of lessons to be completed within 3 months, 6 months, 9 months, etc, the internal examination details, annual examination details, the materials to be used and various

activities to be included. Yearly planning can serve as a general guide for monthly planning, unit planning and daily planning.

Monthly planning is a part of yearly planning. Monthly plans include units or lesson that could be completed within 30 days. If proper planning is done month-wise then courses may not be hurried through.

Another kind of planning is unit planning. A unit is generally a series of lessons around a theme or a particular context; the theme may be letter-writing, shopping, daily activities etc. The unit in English can be a textbook lesson. Such a unit might contain three or four lessons, namely, a grammar lesson, a vocabulary lesson, one or two reading comprehension lessons and a composition lesson. A unit could be completed within a week or ten days depending upon the length of the lesson. A unit plan includes a set of four to five lessons.

A unit plan may serve as a guide for planning daily lesson. Daily lesson plans include overall aims and specific aims of a particular teaching point, previous knowledge assumed, various stages of a lesson, stage-wise specific objectives, stage wise learner activities, stage wise sample of materials to be used, stage wise techniques and teaching aids to be used and the interaction patterns. This kind of daily planning helps the trainee to have proper time-management for the completion of the lessons. Daily planning is useful for inclusion of appropriate learner activities, teaching activities appropriate classroom techniques, appropriate teaching aids and proper interaction patterns. Planning helps the trainee to face the class with preparation and this helps in confidence building. In order to carry out various kinds of planning proper training is to be imparted.

Training doesn't mean simply prescribing a set of skills/techniques for a teacher to use. The function of training is not to prescribe a method or approach but to sensitize a teacher to interplay of various factors that constitute a teaching/learning setting. Every teaching situation involves the interaction between a given teaching method, the students and the wider socio-cultural context in which the learning takes place. Learning will not be effective if the interaction among these three is not good. Training can help the trainee choose appropriate methods, approaches, techniques in order to have proper interaction between the above mentioned three factors. Training helps the trainee watch demonstration lessons; listen to lectures as to how to teach, practice what they have seen and heard. Trainees can get both theoretical as well as practical knowledge and this can help to play different roles effectively in and outside the classroom. The trainee also learns how to motivate the class, how to ask questions, how to distribute them, how to deal with errors of learners, how to give the learners feedback, how to group the learners for doing tasks, activities etc. Due to training, he may become a good or exemplary teacher.

A good teacher (cited in CIEFL PGCTE Practice Teaching Block 1) has both personal attributes and professional expertise. The former includes personality traits and attitudes and the latter, professional skills and knowledge. Personality traits of a teacher means confident and calm, hardworking, sincere, witty and have a sense of humour, humane, sensitive and sympathetic. Attitudes means patient and encouraging, tolerant of errors, learns from his students and can take criticism. Professional skills mean knowledge of techniques and teaching skills. A teacher who has adequate professional skill will allow his student to work at their own pace, relate his teaching to everyday situations, build

up a good rapport with his students and manage the class efficiently. A good teacher will have adequate knowledge of the subject he teaches and of the psychology of learning. This also means that a teacher who has knowledge will build up students' confidence and correct students' mistakes without hurting them. As Collinson (1996) notes, a good teacher or an exemplary teacher should have a triad of knowledge that is professional knowledge, interpersonal and intra-personal knowledge. Professional knowledge, according to Collinson, means knowledge about the subject matter, curriculum and pedagogy. Such professional knowledge is fundamental to good teaching. Interpersonal knowledge means human relationship with students, colleagues, educational community and local community. Intrapersonal knowledge refers to teachers' dispositions, ethics and to their capacity for reflection. A good teacher should have a disposition to continuous learning. He should have ethics of caring and work ethics. A good teacher should have sympathy and compassion towards his students and should have devotion to duty, perseverance in mastering useful skills and should consider his profession a noble one. He should also develop the habit of reflecting on his own experiences in the class. In order to become a good or an exemplary teacher it is necessary to undergo training. The teacher gets training through Teacher Education. It is desirable to study the various patterns of Teacher Education in our country.

1.8 Need for Innovative ways of Teaching

Some teachers have the ability to transfer knowledge or skills to their learners effectively, but some others cannot. Some may have good knowledge of the subject but they fail miserably in making the learners understand. There are some others who may not be so highly qualified, but who are sensitive to feedback from their students and are ready to

adapt their teaching to the abilities and needs of their students. Teacher training can help all categories of teachers to do their job efficiently. As Hill and Dobbyn (1979) suggest that English as a Foreign language teacher trainees needs are, watching good teaching, being told how to teach and practicing what they have seen and heard. In order to expose him to the above mentioned aspects of training, practice teaching could include both micro and macro-teaching. Microteaching, as Wallace (1991) defines, is a training context in which a teacher's situation has been reduced in scope or simplified in some systematic way.

It is a scaled down teaching since the teacher's task may be simplified and made very specific. The length of the lesson may be shortened and the size of the class may be reduced. This model was originally developed at Stanford University, the USA. Microteaching has the following cycles, namely plan, teach, critique (feedback) and re-teach. Microteaching is a training technique, rather than a teaching technique and the trainee teaches his own friends or peers or real students. In this kind of teaching usually the teacher is asked to practice one teaching skill like questioning, or illustrating with examples and become proficient in the use of such teaching skills. Microteaching provides various kinds of exposures which will develop their personality. Gurrey (1967, cited in Desai 71) suggested five ways of developing the personality of student-teachers and they are (a) giving them learning experiences in shouldering responsibility and participation in the decision making process in all those matters that concern them, (b) building in them a good understanding and a knowledge base about all principles, processes, techniques and tools of learning (development of knowledge), (c) providing them breadth and depth of experience beyond the study of text books, (d) developing in them sensitivity and

ability to express and appreciate, and (e) inculcating in them values of recognition as a basic human psychological need and competence of making critical and constructive criticism.

The other type of practice teaching is macro-teaching. As Hill and Dobbyn (1979) note the macro-teaching can follow the same pattern as that of micro-teaching though here genuine practice teaching classes of pupils should be used. They further note that the sequence could be namely, demonstration by a trainer, presentation of theory by the same person, practice teaching of the same item by the trainees, criticism by the trainer and peers and if possible re-teaching of the same item to another class.

Macro-teaching is teaching a full-fledged lesson of 35-40 minutes which will have different stages like motivation, presentation, practice, evaluation and home task. A macro-lesson in English at H. M. Patel Institute of English, Training and Research, Vallabh Vidyanagar has, however, one more stage, i.e. Communicative Practice stage. In the communicative practice stage the students will do tasks/activities in pairs or groups. Macro-lessons are given during block-teaching, internship or off campus. In block teaching a group of trainees work in a school nearby and they give their lessons under the guidance and supervision of their tutors. In the Internship programme a smaller group of 5-6 students may be allotted a school and their lesson may be watched by the teachers of that practicing school. During the off-campus programmes the trainees normally go to a far off place for lesson giving. They stay in the place where the school is situated and get involved in the daily activities of the school. This will provide opportunities to get a clear cut picture of the working of a school. Different types of teaching provides the trainee adequate professional

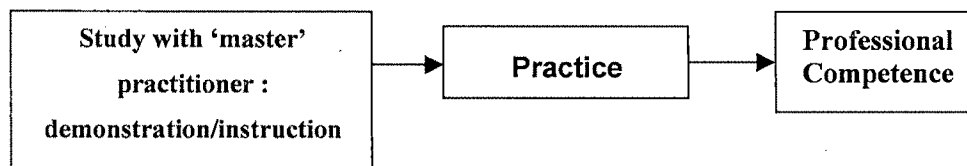
training. It is desirable to get exposure to various models of professional training. The following are some models.

➤ ***Different Models of Professional Education***

Wallace (1991) discusses three models of professional education, namely the craft model, the applied science model and the reflective model.

1.8.1 *The Craft Model*

In this Model, the wisdom of the profession lies with an experienced professional practitioner, someone who is expert in the practice of the craft. The trainee learns by imitating the expert's techniques, and by following the expert's instructions and advice. The expertise in the craft is passed on to generation to generation. This is a very simple model and may be represented as follows:



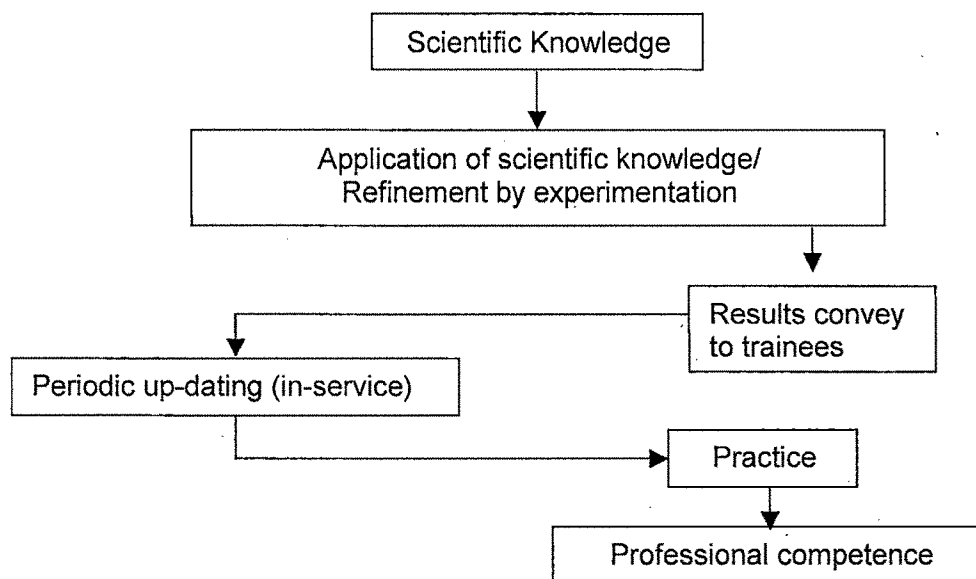
According to Stones and Morris (1972: 7 cited in Wallace 1991), this was how teaching practice was traditionally organized until about the end of the Second World War in 1945. The master teacher told the students what to do, showed them how to do it and the students imitated the master. Stones and Morris categorize this method of professional training as being identical to the system whereby new workers on an assembly line in a factory learned to do routine tasks. This training procedure was called 'sitting with Nellie', Nellie being an experienced worker, who had been doing these routine tasks for years. Stones and Morris point out that this technique is basically conservative and

depends on an essentially static society. In a contemporary society, on the other hand, changes take place rapidly. Schools today exist in a dynamic society, geared to change. In the new context of new methodologies and new syllabuses the concept of the old master teacher giving model demonstration lessons may not work since the students in the class may be more dynamic and better informed. Stones and Morris rejected the Craft Model in favour of a more scientific approach.

1.8.2 *The Applied Science Model*

The applied science model is the traditional and probably still the most prevalent model underlying most training or education programmes for the professions like medicine, architecture, teaching; etc. This model derives its authority from the achievements of empirical science particularly in the nineteenth and twentieth centuries. In this model practical knowledge is very important since it is clearly related with the objectives of achieving the means. This model is superior to Craft model since this gives a lot of importance to theory and practice and it follows a more scientific approach. This model can be represented as follows:

The Applied Science Model



This model does not have any room for self-reflection, which is necessary for one's own development. This factor is taken care of in the reflective model.

1.8.3 *The Reflective Model*

Dewey (1933) defines reflective action as “that which involves active, persistent and careful consideration of any belief or practice in the light of the reasons that support it and the further consequences to which it leads.” Reflection involves intuition, emotion and passion for it is more than a logical and rational problem-solving process. For Dewey integral to reflective action are attitudes of open-mindedness, responsibility and whole-heartedness, which lead teachers to explore, examine, and question their own and others' beliefs and practices under the light of different prisms. What Dewey proposed was “.....a balance between reflection and routine, between thought and action.” Schon (1983) defines reflective teaching as the process of learning from one's own experience. For Schon a reflective practitioner is one who can think in action and can respond to the uncertainty, uniqueness and conflict involved in the situation in which s/he works. Schon (1987), Cruickshank (1987) view reflection as an ability to analyse one's own practice, once it is completed. For Giroux (1988) reflective teaching is about using the wealth of opportunities a teacher has on a daily basis to systematically explore question, frame, reframe, challenge herself and her own teaching under a holistic view in order to make well-grounded interpretation. Cruickshank (cited in Richards and Nunan 1990, P 202) defines the term reflective teaching as the teacher's thinking about what happens in classroom lessons and thinking about alternative means of achieving goals or aims. Cruickshank sees reflection as a means to provide students with an opportunity to consider the teaching event

thoughtfully, analytically and objectively. Pennington (1992:47) defines reflective teaching as “deliberating on experience, and that of mirroring experience.” She also extends this idea to reflective learning. Pennington (1992:47) relates development to reflection where “reflection is viewed as the input for development while also reflection is viewed as the output of development.” Pennington further proposes a reflective / developmental orientation “as a means for (1) improving classroom processes and outcomes, and (2) developing confident, self-motivated teachers and learners.” Richards (1990:5) sees reflection as a key component of teacher development. He says that self-inquiry and critical thinking can “help teachers move from a level where they may be guided largely by impulse, intuition or routine, to a level where their actions are guided by reflection and critical thinking.” For Richards “Critical reflection refers to an activity or process in which experience is recalled, considered and evaluated, usually in relation to a broader purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision making as a source for planning and action.” According to Zeichner and Liston (1987:34) reflective action “entails the active, persistent and careful consideration of any belief or supposed form of knowledge. Routine action is guided primarily by tradition, external authority and circumstances.”

From the above definitions it can be understood that reflective teaching is about using the wealth of opportunities a teacher has on a daily basis to systematically explore question, frame, reframe, challenge herself and her own teaching under a holistic view in order to make well grounded interpretation and then be able to make informed choices. Giroux says, “Change without interpretation is blind.”

1.9 Reflective Teaching – its history

The notion of reflection is not new. Many generations of teachers had known and practised this concept intuitively. But Dewey (1933) crystallized this concept. As time passed there evolved different approaches to the study of reflective practice. The first type of reflection, technical rationality, examines teaching behaviours and skills after an event such as class. In this case the focus of reflection is an effective application of skills and technical knowledge in the classroom. It also focuses on cognitive aspects of teaching. According to Schon (1983, 1987) the second notion of reflective practice is called reflection-in-action. If this is to happen, the teacher has to have a kind of knowing-in-action. Knowing-in-action is analogous to seeing and recognizing a face in a crowd without 'listing' and piecing together separate features. For Schon Reflection-in-action is concerned with thinking about what we are doing in the classroom. The third notion of reflection is called reflection-on-action. Reflection-on-action deals with thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected action. This includes reflecting on our reflecting-in-action or thinking about the way we think but it is different from reflecting-in-action. The fourth notion of reflection is called reflection-for-action. Reflection-for-action is different from the previous notions of reflection in that it is proactive in nature. The fifth notion of reflection is connected to action research. Action research is the investigation of these craft-knowledge values of teaching that hold in place our habits when we are teaching. It concerns the transformation of research into action.

Many experts make use of the above mentioned notions of reflection and conduct research studies. Research studies show that a number of research works has been carried out in this area in foreign countries. But in our country we have just started to undertake some research work. It is a fact that no major breakthrough has been achieved in our country. However, it is becoming increasingly popular in some parts of our country.

1.9.1 *Advantages of the reflective model*

The reflective model of teaching can benefit teachers in many ways. This model has mainly four benefits. Firstly, reflective teaching helps to be free from impulse and routine behaviour. It helps teachers behave in a different way. Secondly, reflective teaching allows teachers to act in a deliberate, intentional manner and avoid the “I don’t know what I will do today syndrome”. Teachers will be equipped to deal with any classroom situation. Thirdly, reflective teaching distinguishes teachers as educated human beings since it is one of the signs of intelligent action. Teachers tend to behave in a mature, intelligent manner. Fourthly, as a result of reflective teaching teachers gain experience in the company of professional educators and this will be beneficial for survival even outside the classroom. Teachers will be in a position to function effectively even outside the classroom. On the whole it gives the teachers opportunity to examine their relations with students, their values, their abilities, and their successes and failures in a realistic context. In short reflective practice will help the teacher become an expert.

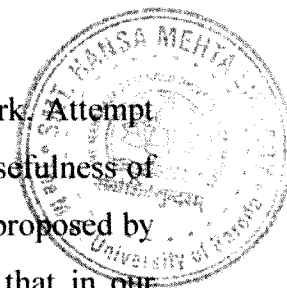
The present study is an attempt to help the teacher-trainees use the reflective model and to grow professionally to become an expert to

handle any situation. Reflection is a good way to self awareness it is a better technique in getting to know about our own strong and weak points. Once the trainees pick up the skill of reflection, it can be their perpetual comrade. It will give them company by night or day. It will be at their beck and call at all times. As has been discussed earlier, the reflective approach to training of teachers as compared with traditional approaches to training has several advantages. Therefore it is quite imperative that a strategy involving reflective approach to training if designed and administered for this purpose would bring in many an advantage for the trainees so the present study is an attempt in this direction.

1.10 Rationale for the Study

It is a known fact that teachers need to undergo training in order to function effectively in the class. In ancient times there were no teacher-training institutions and students used to go to the teacher for acquiring the basic skills for teaching. There were not any specific approaches for training teachers. As time passed, situation started changing and teacher-training institutions came into being. The institutes followed specific syllabuses and approaches for training teachers. As discussed earlier, some models like the Craft model, Applied Science model, etc. were used for professional training. These models were not found effective for training teachers. Attempts were on for evolving new approaches to training. As a result of this, way back in 1933 John Dewey came out with Reflective Teaching. Even though this approach was in existence for the last many years, a majority of people who are in the field of teacher training are not aware of this concept and a microscopic section of the educationalists started practicing this approach for teacher-training purposes. Even though some of them

started using it, a vast majority of them remained in the dark. Attempt was made towards building some sort of awareness of the usefulness of this approach. Further, there is a tendency to adopt an idea proposed by someone elsewhere without finding out the usefulness of that in our own situation. Thus it was imperative that the usefulness or feasibility of the concept of Reflective Training to Teaching needed to be tested or probed.



As mentioned earlier, 'Reflective Approach' is not a new concept. Even though it is not a new concept, there are not any effective training strategies for training Secondary School Teachers of English. Hence there was a need to develop a Reflective Training Strategy that could be used by both the teacher trainers and the trainees.

It was not enough to develop a Reflective Training Strategy and leave it there; the task would be complete only if the effectiveness of the strategy was found out through reliable means. In the present study deliberate attempts were made to find out the effectiveness of the 'Reflective Training Strategy' in terms of the teacher-trainees' personal attributes and professional expertise.

It is a known fact that traditional teacher-training programmes have mainly two components, teaching of theory and giving a specific number of lessons. The trainees would be busy in learning some theory and completing the lessons. Trainees do not get proper awareness about the qualities of a good teacher and as a result less attention would be paid to develop personal attributes and professional expertise. Many of the trainees would not know the components of personal attributes and professional expertise. It was necessary that the trainee should know

that personal attributes entail personality traits and attitudes. They should have a clear picture that personality traits entail features like confident and calm, hardworking, sincere, witty and has a sense of humour, humane, sensitive and sympathetic and attitudes entail qualities like patient and encouraging, tolerant of errors, learns from her students and can take criticism. Similarly the trainees should know that Professional Expertise entails components like professional skills and knowledge of the subject and the knowledge of the psychology of learning. They should also know the features of each of these components. It is necessary for the trainees to know that professional skills entail classroom techniques and skills, which has sub-components, namely allowing students to work at their own pace, good classroom manager, relates his/her teaching to everyday situations, building up a good rapport with his/her class. Trainer should also know that professional knowledge entails knowledge of the subject and the knowledge of the psychology of learning.

The trainees needed to be made aware of the qualities of a good teacher. Thus deliberate attempts were needed to develop the trainees' personal attributes and professional expertise.

Any new approach should be used to ascertain whether it would be better than the present methodology being practiced. In order to find out this one of the reliable means was to measure the performance of the students. There could be positive correlation between the method used and the learners' performance. Therefore some attempts towards this were to be made.

It was desirable to adopt new methods and strategies for training purposes. But these new strategies might not be liked or accepted by all,

there might be differences of opinion. These differences might be due to various factors, namely, opposition to change or innovative ideas, fear of not getting success, etc. Hence it was thought important to get the opinion of the teacher trainees about the strategy.

The teacher-trainees generally give their lessons under supervision. It would be difficult to supervise all the lessons of all the trainees by the supervisor. The supervisor may involve some regular teachers of English from the school for that purpose. In that case these cooperating teachers were to be apprised of the details of Reflective Training and get them watch the lessons of the trainees. It would be imperative to study the opinion of the cooperating teachers regarding the feasibility of this approach.

As far as pre-service training is concerned the trainees get practice in lesson giving during practice teaching sessions. As per the norms of the National Council for Teacher Education, every trainee has to give forty lessons in order to qualify for the award of B.Ed. degree. These forty lessons were given under the guidance and supervision of method master or cooperating teachers from practice teaching schools. Giving lesson in English is difficult as compared with other subjects. English is a skill-based subject and the trainee has to get training in the use of language. Due to practical problems the tutors may not observe all these forty lessons completely. Some of these lessons are observed partially and in that case the trainee does not get full guidance from the tutors. Even the tutor comments which appear on the lesson plans may not be constructive or positive. Under such circumstances the trainees do not get complete feedback and this may result in poor performance. In such situation what was reliable and useful was reflective teaching. The trainee could reflect on the lessons given and for this a number of

questions about the sessions, students taught and one's own competence could be asked by doing reflective practices and can become good teachers, especially for dealing with learner-centred curricula.

Moreover from the review of related literature it was noticed that a lot of literature is available in the area, particularly in foreign countries (Thomas 1998, Gore 1987, Schon 1983, Giroux 1988, to cite a few). Some research work was also been undertaken in other countries. But in India, no systematic work has been done so far. This clearly showed the need for undertaking a study. The present study may help researchers, classroom practitioners in various ways.

1.11 Statement of the Problem

Impact of Reflective Approach to Training on the Pre-service Secondary School Teachers of English.

1.12 Objectives of the Study

The main objectives of the study were as follows:

1. To develop a reflective training strategy for pre-service secondary school Teachers of English.
2. To study the effectiveness of the Strategy in term of :
 - a. teacher – trainees' personal attributes
 - b. teacher – trainees' professional expertise
 - c. the students' performance in English
 - d. teacher trainees' liking for the Strategy
 - e. the opinion of the co-operating teachers regarding the feasibility of the strategy

1.13 Definition of the terms in operational terms

➤ ***Reflective Approach to training***

It means one specific way of training in which the trainees will teach, they will sit back and reflect on their strong and weak points, they will further plan their future lessons incorporating necessary changes. This process will continue till the end of the completion of the teaching sessions.

➤ **Impact**

The effect or influence of reflective approach to training in terms of the trainees' personal attributes such as confident and calm, hardworking, witty and has a sense of humour, patient and encouraging, tolerant of errors, learn from his/her students etc. and professional expertise such as allowing students to work at their own pace, good classroom manager, building up students confidence, good knowledge of his/her subjects etc. This also means the impact on the students use of English, teacher – trainees' liking for strategy and the opinions of the cooperating teachers regarding the feasibility of the strategy.

1.14 De-limitation of the Study

The study was confined to a group of 13 pre-service teachers of English only (B.Ed. (Eng) Students of H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar).

1.15 Chapterization Scheme

This thesis has been presented under two volumes. The first volume has five chapters and the second volume has eleven units which constitute the intervention programme.

The first chapter is an introductory chapter giving details regarding the place of education and defining the scope of the study.

The second chapter deals with the review of the related literature and its impact on the present study.

The third chapter includes the methodology followed in the study i.e., selection of sample, sources of data and their collection, methods and techniques used for data analysis, etc.

The fourth chapter deals with validation of the strategy with reference to the objectives of study and their interpretation.

The fifth chapter presents the summary and the major findings of the study. It also includes suggestions for further research in the area.