

Chapter 1

Introduction

Relative Predictivity of Some Selected Variables for Admission into M.Ed. Programme

1.0 Introduction

Right from obtaining independence it is the cherished goal of the Indian government to provide equal opportunities for education. Several steps were taken in this endeavour and one of such steps is providing quality teacher education programme. Various education committees and commissions have focused on this aspect and stressed on the need to strengthen the teacher education programmes from all aspects to give out quality output that could take care of the social goals of Indian education. A teacher with clear understanding of the changing expectations of the society towards educational opportunities is the need of the hour.

Teacher education is an important aspect of the entire educational system. It has to represent the aspirations of the nation in all its aspects. Curriculum has to represent the national values and social goals of our country and all the cultural, social, traditional aspects of the Indian society are to be made known to the teacher. Recent changes in science and technology, information and communication technology inventions leading to knowledge explosion, several issues like population explosion, environmental concerns, human rights abuse has brought in different areas of interest into teacher education scenario. But time and again various commissions and committees have expressed their dismay for not achieving the goal of representing the social context in its education programme that ultimately is affecting the quality of output.

Universalization of elementary education emphasized on universal enrollment, universal access and universal retention as its goals. The present ambitious project 'Sarva Siksha Abhiyan' is proceeding with full strength to achieve the universalization of elementary education by the end of 2010. Once this aspect is achieved there is pressure on secondary education to take care of the further educational needs of the students coming with success from elementary level. 'Rising societal expectations, sky rocketing parental aspirations and rapid changes in life have put tremendous pressure on contemporary school education. Under the impact of this pressure the content and process of school education is in a state of flux. Obviously in such a fluid situation the system of teacher education too cannot remain static or

untouched. Even students coming out of teacher education colleges themselves often fail to glorify the significance and utility of their teacher training in their day to day teaching-learning in respective schools. According to them, it is a matter of routine and they are compelled to discard everything learnt in a training college once inside the gates of the schools. This is because, in their view inside the school it is a different world wherein idealistic, philosophical and sociological values learnt during training get misplaced since in the realistic framework one is compelled to do what he/she is instructed to do. 'The teachers so trained soon forget the pedagogy taught and the need for using variety of methodologies as per needs of the content and the students. Slowly but surely they get moulded in the same traditional groove of chalk, talk and stick with the exception of only a few. So, the degree remains a mere license to enter the profession.' (Gupta, 2007) This comment gives teacher education programs to consider the validity of the process of education in the teacher training institutes at all levels.

The basics that make a teacher education profession are –

- Who wants to become a teacher? Define teaching (The pre-entrance tests that we administer currently must show the kind of prospective teacher we are looking for. Analyze its contents first and improve them if considered necessary)
- Examine too the tools of assessment whether or not they are assessing according to their purported claims.
- What does society expect of a teacher? How should s/he perform to meet that expectation? (conduct a nationwide survey)
- How to select one for the profession? (Examine closely the interview procedure and change it because a teacher should be judged by her/his actual teaching in the classroom)
- What courses to offer for preparing better class of teachers? (Determine these courses of study on the basis of what a teacher does in the classroom. Examine all aspects of teacher behaviour and professional requirements. Detail them, relate them to the items in the courses of study)
- How to evaluate the desirable teacher traits vis-à-vis classroom requirements? (Find them out. List them. Prepare several models for adoption because no single model would be appropriate for all. For example, a clear distinction

ought to be made between the teachers who would prefer to teach in urban/rural areas)

- Examine why must the courses of study remain the same at both B.Ed. and M.Ed. levels, consider the validity of the claims of one being higher than the other?
- Placement of a teacher is equally important. (Regulate this area. Disallow those that have little or no respect for the teacher and wish to devalue her/his competencies and skills)
- In-service training program must be both skill and content based. (Define skill/competencies)
- Compare the distance mode with the face-to-face system and if necessary promote them on sound, internationally comparable benchmarks. (Examine the validity of the claims made by IGNOU. Compare the face-to-face with the Distance mode) (Singh, 2007)

The above requirements pronounced are indicating the care that should be taken during admission, teaching and evaluating student teacher during the training process. Effective teaching – meaningful syllabus – commitment to profession are the three terms that must define teacher education in India. Can Indian Teacher Education System have ever taken care of this aspect? Lack of quality in teacher is the biggest problem of education system at present. (Singh, 2007) This is the pressure on the teacher education programme, to train teachers to the required extent. To train up teachers with a proper attitude towards social goals of education, there is a need to train teacher educator with a proper focus towards this teacher education and its present needs.

1.1 Development of Teacher Education System in India after Independence

The government of India recognized the importance of strengthening the teacher education program for upliftment of entire education system in the country and took several measures in this direction. Several committees and commissions were set up to provide suggestions. The University Education Commission (1948) recommended that theory and practice of pre-service teacher education must support each other. The teacher should also be kept alive and fresh through in-service education. The secondary education commission (1952-53) recommended for establishment of two

types of training institutions – i.e. two years training for those who have taken the school leaving certificate and ii) One year training for the graduates. Education Commission (1966) recommended that quality of training institution and of teacher education programme should be implemented. Isolation of teacher training colleges from the mainstream on national life, from academic life of the universities, from the schools, from other teacher training colleges and from the very community which they are supposed to serve should be removed. (Yadav, 2006)

Establishment of NCERT in sixties has been done with an aim to provide quality teachers for the multipurpose schools with a focus on science, technology, arts, language and commerce and improving the quality of secondary teachers by adapting to four year integrated courses of general and professional education after higher secondary education. For improving nationwide coverage and to provide for regional specificity in the programmes of in-service education and training of teacher and other educational personal concerned with primary education, State Institute of Education (SIE) were set up in 1964. In 1973 National Council of Teacher Education (NCTE) was constituted by Government of India to act as a National Advisory Body on all matters relating to teacher education and review the progress plan scheme to ensure adequate standards in teacher education.

National Policy on Education (NPE), 1986, made three recommendations: a) teacher education as a continuous process and its pre-service and in-service components are inseparable; b) the need for new programmes of teacher education to meet the thrusts envisaged in policy and c) the need for creating new structures and strengthening institutions to concretize the vision of NPE. In the light of these recommendations a centrally sponsored scheme of restructuring and reorganization of teacher education was taken in 1987, to create a viable institutional infrastructure, academic and technical resource base for continuous up-gradation of knowledge, competence and pedagogical skills in school teachers by organizing orientation and training programme. In 1990 Acharya Ramamurti Committee suggested that the training programme should be competency based and there should be integration of theory and practice. A strong distance education system of in-service education system should be developed using television, radio and print media, which can be further strengthened by occasional contact programmes.

In 1993 NCTE was established as a statutory body by an Act of Parliament for maintaining norms and standards in the country. In 1998, NCTE brought out Curriculum Framework for Quality Teacher Education which provides guidelines for the organization of curriculum for different stages of teacher education. The curriculum reflects the realities of the national life, strives to realize the interdisciplinary goal of education, attempts to establish a viable integration of theory and practice of education and provides varied educational experiences needed by a teacher in his work place. It has also suggested two years duration for all levels of teacher education courses. It has emphasized in service education to upgrade professional competencies of teachers, prepare teachers for new roles, and provide knowledge and skills to emerging curriculum change. UGC initiated revision of curriculum framework of teacher education in 1990 at secondary stage, and in 2001 developed a model curriculum. The NCERT has also brought in National Curriculum Framework in 2000, 2005 and 2009. Teacher education programs must prepare teachers for the roles of being an – encouraging, supportive and human facilitator in teaching-learning situations to enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to function as responsible citizens; and active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs of learners. (Yadav, 2006)

1.2 Problems with Teacher Education Programmes

In spite of implementing many measures to improve quality of teacher education system, many issues and concerns arose regarding admission criteria, process and employment procedures. Teacher education has long been considered weak among higher education degree programs, one that lacks high standards and strong contacts with the field. Unlike the professional higher education courses meant for doctors, engineers, lawyers, the professional education course for teachers is often found to be not only less in duration, but also very limited in exposing the teacher trainees to the practical realities of classroom teaching in varied school contexts. In this regard, critics point out that the Teacher Education course lacks both academic rigour and professionalism that is often seen in other professions such as medical, engineering or

legal. They further argue that unlike a doctor who is allowed to operate until he or she specializes in surgery and acquires sufficient competence and skills, a teacher on the contrary becomes eligible to handle classroom teaching barely after an year or two of training, which in most cases, doesn't equip the trainee to deal with grassroot realities of school education in the Indian context. As a result, the quality of teaching in school suffers.

'Besides, in the present context of knowledge-intensive and information-driven society, it becomes even more important for teachers to become facilitators of learning in diverse learning situations rather than merely performing teaching role in a face-to-face situation. It is in this context that there is an imperative need to provide a substantially stronger academic foundation as well as a rigorous professional training for teachers. On deeper analysis of the context and background of Teacher Education system, it is noticed that both economic and social factors have been responsible for shaping and determining the quality of Teacher Education System in many countries. Additionally, the colonial legacy has also imposed certain rigid conditions, which has made many developing countries difficult to overhaul the Teacher Education system to suit the current socio-economic demands and challenges. Obviously, Teacher Education system is found to receive low priority in the process of educational reform in such countries. Thus there seems to be considerable variation in the way Teacher Education Programme has been organized and structured for different stages of education across countries in the world depending on their respective level of development.

Traditionally teacher education is identified with training of teachers for classroom teaching in a face-to-face situation. Besides, textbooks and examinations play key roles in classroom teaching. As such planning and delivery of lessons revolve round the prescribed textbooks. There is very little scope for the teacher or the teacher trainee to be creative and original in making classroom experience an exciting experience for the learners. The focus of the classroom teaching is geared towards passing on textbook information for the purpose of qualifying in the year-end examination. Essentially, what and how much of information has to be passed on to the students by the teacher within the prescribed time slot is given more emphasis by the teacher than what competencies and skill have to be developed among the

students. Eventually, the focus is more on teaching rather on making students learn. The Teacher Education system in India, which evolved during the early periods of independence continue to flourish in its traditional and conservative mold with very little changes in its structure, content and practice despite the change in the perception and practice of teaching and the need for education to respond to the emerging socio-economic and political challenges. A peep into the survey of educational researches in India over the years reveals several shortcomings in the existing Teacher Education system. Some of them are: mismatch between teacher education and teacher practice; it fails to equip the trainees with necessary practical skills for a variety of situations; that it is mechanistic, ritualistic and stereotyped; that there is inadequate monitoring and mentor support to the trainees during practical training; that it lacks professional rigour etc.,

The existing teacher education model has been inherited from the British system of Education. The system in totality and its various components such as structure, design, and curriculum require detailed and critical study. The system has, by and large, proved inadequate to ensure modification in programme duration, transactional strategies, preparation of teacher education curriculum, selection of student teachers and overall approaches to teacher preparation. The system still prepares teachers who do not necessarily become professionally competent and committed. The knowledge, skill and methodologies propagated by the system remain alien and never get assimilated into the school system. In fact, teacher education system has suffered due to its inability to keep pace with time and to ensure necessary modifications in concept based theory and practice. One way to improve the situation is to absorb the innovations in the field of teacher education because modernization of education depends to an extent on the modernization of the teachers.’ (Das, 2008)

1.3 Educational Reforms in India

The main aim of bringing in reforms in education system of India after independence is to focus on social and economic development. At that time, the country was suffering with problems of illiteracy, social backwardness, and economic dependence on other nations. To develop a strong nation it is necessary to spread awareness in people about these facts. Compulsory and free primary education and education of marginalized sections is the main aim. Through this government wanted to develop a

strong working force according to the scientific, technical and economic needs of the country. As a first step constitutional measures were taken such as, free and compulsory education to all children between the age group of 6 to 14; abolishment of untouchability; educational rights of minorities, women.

From university education commission in 1948 to present national curriculum framework in 2005 Indian government tried to emphasize on reforms aiming at improving formal education system from all fronts. In its reform implementation, the vast system of Indian education system aimed at universalization of elementary education, vocationalization of secondary education and rationalization of higher education system. 86th amendment of constitution made free and compulsory education to 6 to 14 years age group a fundamental right. Sarva Siksha Abhiyan is the national programme being implemented to achieve this objective. Recently by parliament endorsement education is made a fundamental right. Reforms are aimed at improving situations at all sectors of education i.e. elementary, secondary, higher; girls, women and adult; technical and vocational. In five year plans special emphasis has been given to improve situations at all these sectors with special focus on upcoming and neglected areas.

With planned constitutional efforts several measures to improve the spread of education system in India has resulted in rapid expansion of the system at quantity level. Still quality education at all levels is a question. The present views coming about implementing active ways of learning, involving children in the process, joyful learning, relating learning to child's context, constructivist learning paradigms are focusing on quality aspect along with all round development of the children. Lack of resources, lack of trained teachers, and low level of commitment to achieve goals are hampering the achievement of reform implementation to the expected level. There is improvement in the spread of education but not in the desired direction.

1.4 Importance of Teacher in Sustaining Reforms in Present Education System

An interested teacher is the pivot in bringing in reforms from plan and policy to implementation grounds, thought to practice and from school to university level education. A clear comprehension of changing needs and the way to empower one

self professionally to fulfill these needs are the required qualities in today's teacher. Accordingly the objectives of present day teacher training could be –

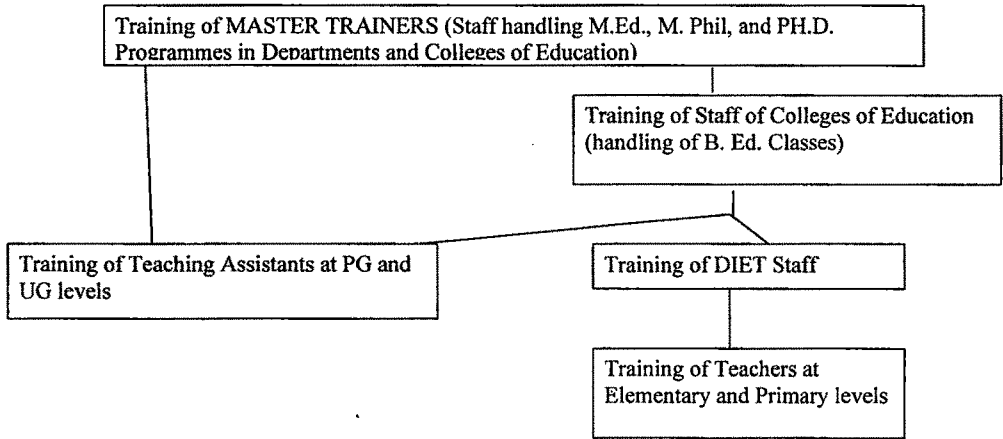
- i. To make the teacher trainees capable of transferring the acquired knowledge effectively to their students in the midst of rapid obsolescence of knowledge and knowledge explosion
- ii. To enrich teacher trainees with adequate information so that they can solve any problem by using their professional skills.
- iii. To promote social consciousness, accountability and human values in them.
- iv. To attract good students to be good teachers of future.
- v. To make the trainee teachers capable of using modern technology for improvement of infrastructure.
- vi. To make teaching-learning process more attractive and interesting by conservation and enrichment of information bank and bringing changes in the delivery system.
- vii. To introduce dynamic approach in curriculum development and curriculum transaction in place of traditional system.
- viii. To make teacher trainees capable of crossing subject boundaries, empower them with new knowledge and also train them to act as skilled teachers during transfer of the new knowledge amongst their students.
- ix. To make the teacher trainees capable of leading multi directional teaching programmes and workshops.
- x. To make the teacher trainees capable of facing the challenges of globalization in the education sector. (Chatterjee, 2006)

These objectives are detailing the way teacher education programmes have to revamp and redesign in order to develop a new teacher. 'Education is being recognized as an essential and potent instrument for social change and economic development. Liberalized and competitive market economy requires global workforce, which should be knowledgeable, trainable and flexible in approach, and who have achievement motivation and an urge to compete and succeed. In spite of the advent of virtual classrooms and computer aided instructions everybody seems to agree that any inanimate machine howsoever versatile it may be cannot replace the living teacher.

Her presence, influence and inspiration are must for the development of a humane individual. Also equally correct is the assertion that no change or novelty can be brought about into the system unless the teacher is convinced and transformed in favour of the desired changes. Creating intellectually strong, creatively inclined and versatile workforce would require a sea change in the traditional concept of teaching. Hi-tech mind-matter interaction and global information and communication prospects combined with modern management techniques in the booming service sector present many hitherto unknown challenges. These and many emerging concerns can be effectively managed only by a specially oriented teacher who is adequately and intensively trained by the university system to be able to motivate, guide, activate and engineer the learner towards self learning, self discovery and innovative problem solving with an eye on the trends, needs and specific requirements of the knowledge society.’ (Gupta, 2007) A teacher cannot be replaced by any other machine or human being, the other thing or being are only for enhancing the role of the teacher. No one can underestimate the influence of teacher even in these modern days, students and parents still expect valuable inputs from teacher to survive in society.

1.5 Role of Teacher Educator in Developing Teachers for the Present Educational Needs

Looking into the structuring of Indian teacher education programme; it is clear that teacher preparation is following a hierarchical design. Since teacher preparation follows a top-down approach, maintaining quality in the teachers’ performance depends on the professional preparation of teacher educators. Teacher educators, in turn, need quality training from master trainers. The filtering down of the training programme can be diagrammatically represented thus: (Prema, 2004)



A master trainer is handling all levels of teaching in teacher education. To ensure change in the behaviour of student teacher getting trained at different levels as shown in the diagram, the training of master trainer i.e. student teacher educator is of utmost important. Whatever change we are expecting is percolating down from this level. Learning is the change in behaviour of a child in desired direction. Teaching is a process required to ensure this change. All the required intellectual skills, soft skills, technical skills to survive are provided through this process. A receptive delivery on the part of the teacher is important in order to achieve proper learning. To develop a teacher according to this thinking is the duty of a teacher educator. Broadly speaking teacher educator is a person providing training to teachers at pre-service and in-service levels. To produce quality teachers required for different reasons described above, the education and training of teacher educators is also important. As a key person involved with developing awareness, skills in student teachers regarding the changing aspirations and situations of our society the role of teacher educator in the teacher education programme assumed prime importance.

Teacher educator is not only concerned with teaching but also with designing materials for conducting different programmes during training period. They have to design various programmes innovatively and provide a supportive environment for student teachers to achieve the goals of teaching. They have to involve actively in the research to find ways to improve upon the present situation and to move into a prosperous future. They have to interact with different related people from surrounding community for this. They have to make student teachers to interact with their surroundings so as to grasp the reality and reflect it in their teaching. In a way, a teacher educator needs to be aware of all the things that are needed to be developed in a student teacher. They have to be aware of their social environment, school situations and problems and should actively involve with authorities to provide help in improving the situation. They have to inculcate all these qualities in their students to provide quality education at school level.

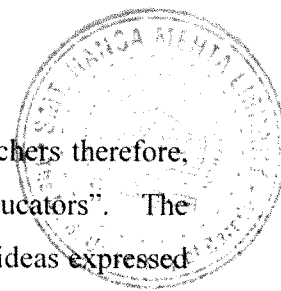
Curriculum Framework for Quality Teacher Education, 1996 has set the following objectives for teacher educator training programme as -

- To develop competencies and skills needed for preparation of teachers and teacher educators

- To enable them to organize competency-based and commitment oriented professional programmes
- To enable them to develop pedagogy relevant to the education of teacher educators
- To acquire an understanding of the needs and problems of teacher educators and teacher education institutions
- To develop skills related to management of teacher education institutions
- To develop competencies of curriculum development and preparation of learning and evaluation materials
- To enable teacher educators to acquire capabilities to organize in-service continuing education programmes
- To enable them to organize need-based and commitment oriented on the job training
- To develop competencies for evaluating educational programmes and teaching learning materials
- To develop the capacity of examination, analysis, interpretation, elaboration and communication of educational ideas
- To relate education and the national needs and develop critical awareness about Indian realities
- To enable them to understand the relationship between Indian ethos, modern technology and education
- To promote the global perspective of educational development with special reference to the developing countries
- To enable them to undertake meaningful educational research
- To develop the capacities to reinterpret Indian heritage, culture and values to meet the requirements of the present-day Indian society.
- To develop the capabilities for self-directed and life-long learning
- To enable them to appreciate and adopt emerging communication technology and innovative practices in Indian context.

It further commented, “With the policy focus changing to quality and relevance of education; it is necessary that only those, who are professionally competent, committed and willing, are charged with the responsibility of preparing teachers for the nation. Teachers for various stages, levels and categories are prepared

professionally by teacher educators. The quality and character of teachers therefore, would largely depend on the professional education of teacher educators". The objectives enunciated by curriculum framework are very close to the ideas expressed in previous pages about the quality of the teacher relevant for present day society.



1.6 Present Scenario of M.Ed. Programme

At present the programme that is concerned with training of teacher educators in teacher education programme is M.Ed. Preparation of teacher educator at this level to train future teachers at various teacher education institutions is not conducted uniformly.

Entrance into this programme is generally based on the merit obtained in B. Ed. which is considered as a secondary teacher education programme. But we need teacher educators to prepare teachers at various levels starting from primary or even pre-primary to higher secondary. How to judge the ability of the candidate to prepare teachers at various levels with a training process that is not in tune with different levels teacher education programme is a question.

There is no uniform curriculum (theory and practical) and its transaction for this program all over the country. This is resulting in different quality outputs at the end of the training period. Programmes run by different institutions are not giving equal importance to teaching and research training. A programme without proper emphasis on conducting dissertation work, seminars etc. is going to give out teacher educators without proper knowledge about research. When the system is expecting a teacher educator with proper understanding of the problems of education system and ability to search for solutions for those problems, programmes of the above kind result in severe lack in the quality. Absence of proper emphasis on practical aspects of the training, not strengthening curriculum according to present needs and absence of proper recruitment process are some of the issues affecting the quality of the programme adversely.

The teacher educator training programme needs to be more professional in tune with the different teacher education programmes for various levels of education like PTC, B. Ed. etc., When programmes are designed and offered focusing on a particular level (for e.g. M.Ed. (Primary Education) offered by RIEs) recruitment preferences are to

be maintained accordingly. The quality of teacher preparation is closely related to the quality of teacher educators. So, there is a constant need for specialized professional development courses in terms of content, process, research and evaluation in relation to both school and Teacher Education. (Yadav, 2003)

As indicated above, various agencies of admission following different procedures and modalities while admitting candidates to the program under different modes. This situation is providing confusion in assessing a candidate's capacity to perform according to specified needs. Therefore, a thought is given to design a centralized admission test with sufficient emphasis on various factors to select a proper candidate. With a centralized admission test as an admission modality, thinking is also given to decide on certain factors that need to be assessed in the candidate before giving admission into the course.

Although issues surrounding the programme are many, the present study focuses on some important factors that could be considered for testing a candidate's ability during the admission time. The very focus on admission process is to select a candidate with adequate potential for the training programme. Once the abilities of the candidates are known, it is easier for institutions to admit genuine candidates and design the process to enhance the performance further. With this view a discussion on admission modalities of different types of M.Ed. programs are given here under. From this the discussion led to importance of entrance examination as a modality for giving admission into professional courses in order to maintain quality and other related aspects.

1.7 Admission Modalities of M.Ed. Programme

‘The development of education has been very haphazard and it has not picked up an appropriate form which is in consonance with the objectives laid down in the Indian constitution. Further, programmes of teacher education have also not kept pace with the development of education. After independence, the extant education system was accepted as it was not easy to effect changes over night. During the last five decades, efforts have been made to indigenize the system. There has been a tremendous pressure on preparing professionally competent teachers to perform their roles effectively as per needs of the society. Despite this, an increase in sub-standard

institutions of teacher education could not be curbed and there are numerous reports of gross mal-practices prevalent.

Teacher education programmes through distance mode were introduced with a view to meet the shortage of teachers in different states. Before the establishment of NCTE these institutions have been producing teachers in keeping with the assessed requirement in different states. But gradually these programmes became sources of revenue generation. These programmes were intended to cater to the professional needs of in-service training programmes rather than being the instruments for pre-service education of teachers. The council had also taken decision that pre-service teacher education for the first degree / diploma should be only through face to face mode at least for one year duration. The fact today is that whereas there are teachers in surplus in certain regions, there is shortage in other states – which is due to lack of mobility of teachers from one state to the other and lack of proficiency in regional languages and faulty state recruitment policies.

There have been variations in the criteria of state admission policies. The practice had been that the states had been following different percentage of marks as admission criteria for admission to various courses.

In the norms and standards prescribed by NCTE, it has, inter alia, been stipulated that admission shall be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the university or state govt., while in respect of some of the courses, the affiliating universities have instituted the system of common entrance tests and allotment of seats on the basis of rank obtained with CET. As per existing NCTE norms and standards, the eligibility criteria prescribed for M.Ed. programme is as follows:

1.7.1 Master of Education Programme (M.Ed.):

- i. Candidates, who have obtained at least 55% in the B. Ed. Degree, are eligible for admission to the M.Ed. programme of one year duration. Admission shall be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the university/state government, as per the policy of the state government/university, to which the institution is affiliated. There shall be

reservation of seats for SC/ST/OBC, Handicapped, Women, etc., as per the rules of the State/Central Government as the case may be.

- ii. The Master of Education (M.Ed.) programme, which may be general or specialized, is meant for candidates desirous of pursuing postgraduate programme in teacher education, on full-time basis, and for preparing a professional cadre of teacher educators. Only university departments or institutions running B. Ed. programme are eligible to offer M.Ed. course.

1.7.2 M.Ed. (Open and Distance Education Learning System):

- i. Eligibility for admission to the course of two years' duration shall be B.Ed. or equivalent degree with 55% marks. The university shall develop a suitable procedure for selection of the candidates. There shall be reservation of seats for SC/ST/OBC/Handicapped/Women etc. as per the rules of the State/Central Government.
- ii. The aim of the M.Ed. programme through Open and Distance learning system is to provide an opportunity, preferably to serving teacher/teacher educators and educational administrators to pursue M.Ed. course for professional development. The course will be offered only by the Open Universities or Directorates of Distance/Correspondence Education of the Universities. Jurisdiction for the course shall be determined as per the provisions contained in the University Act. Considering the non-availability of qualified teacher educators in the North-Eastern States and Sikkim the universities in this region intending to offer M.Ed. (Distance Education Mode) course may enroll students from all the North Eastern States and Sikkim.

1.7.3 Master of Education Programme (M.Ed.) - Part Time:

- i. Teachers and educational administrators in service, with at least two years of teaching/administrative experience, and having at least 55% marks in B. Ed. Degree are eligible for admission to this two years' duration programme.
- ii. Master of Education (M.Ed.) (Part Time) is an in-service professional programme open to teachers and educational administrators, for strengthening the cadre of teacher educators. Only University

Departments of Education and Institutes of Advanced Studies in Education (IASEs) which run M.Ed. programme are eligible to offer M.Ed. (Part time) programme subject to the provision that such a course is instituted by the concerned affiliating university.’ (Shardindu, 2004)

Most of the times the entrance test, tests a candidate’s language ability (writing and communication skills in English), mental ability, logical thinking ability, research aptitude, and even content awareness as different selection criteria. However, there is no agreement among different test conducting agencies about different factors important for testing the ability of the candidate for giving admission into the course. On the whole there is no centralized process of admission to this course all over the country. Different admission procedures giving emphasis to different aspects are leading to different quality outputs. In spite of many disagreements, agencies are relying on entrance examinations to admit better candidates into professional courses, including teacher education.

1.8 Relevance of Entrance Examinations for Admission into Professional Programs - An Over View

‘Entrance examinations for admission to professional institutions have become very topical, important and controversial affecting the multitude of students, parents and administrators. From inception IITs introduced the All India Joint Entrance Examinations (JEE) for admission to all IITs. This was considered a normalizing procedure as varied marks of different school boards could not be used to create a common merit list. Same argument was later extended by states that started entrance test for admission in respective states. Gradually entrance examination became a necessary step to get entrance into any professional course, including teacher training.’ (Murthy, 2004)

‘Like all other fields, today the educational institutions have to compete at international level. Therefore, in the field of professional education one cannot talk any longer about regional or state level standards. Everything has to be at the national level, though some concessions can be given to correct the regional imbalances. In addition to the huge financial implication there are many other lacunae in the present admission system. Let us have a look at them.

- There are different types of quotas (in addition to the reservation for SC/STs) which make the system quite complicated. This quota problem is more serious in the test conducted at the state level.
- In case of university affiliated institutions the admission criteria are decided by the respective state authorities who are all the time contested by the institutions and secondly, the criteria are different in different states.
- The quota system has completely killed the element of merit in admissions and this is used by some of the institutions to extract money from the students. The problem of donations is mainly because of this quota system.
- In case of certain categories of institutions (including affiliated institutes in some cases) there is no pressure on them to admit the students of high caliber; therefore, paying capacity of the students becomes the sole criterion for admission.
- The admission process in majority of the cases is not monitored properly which leaves a scope for the institutions to admit students at their own. This is grossly misused by them.
- The admission criteria in some states are extremely lax. In Maharashtra, for example, any student who secures a non-zero score in GET becomes eligible for admission. Thus a huge compromise with the quality.
- Except unrecognized institutions all other categories of institutions are regulated by different government legislations. For this simple reason the admission rules across the country are not uniform. This creates a very dangerous heterogeneity in the level, standard and quality of students admitted by various institutions, throughout the country, offering similar programmes.
- The admission procedure controlled by the state authorities in many states is very inefficient in terms of time schedule. As a result the academic session never begins on time.

As has been said earlier, today when the education is crossing the national boundaries and has become global the kind of heterogeneity which exist in India is not at all in the interest of our education system. The system of admissions should be uniform for all the categories of institutions (government and private) in the country. However, this is possible only if the institutions are given an assurance that their autonomy will be protected. Within this common system when the detailed rules are framed, some

adjustments can be made to take care of the regional peculiarities. This will give equal opportunities to all the institutions to compete with each other and strive to bring up their own standard.’ (Harsolekar, 2005) keeping aside all the issues and controversies pertaining to different aspects of this programme, the present study focused on testing the relative predictivity of some important variables that can measure the quality of candidate seeking admission into the programme.

1.9 Variables Relevant in Selection of Candidates into Teacher Educator Training Programme

Role of the teacher is changing very rapidly in the present days of LPG model. Emphasis on providing quality education to children is main concern now. On one hand there is emphasis on active learning, experiential learning process and on the other the fast changing working environments, employment scenario, selection procedures are pointing towards importance of developing creative thinking, critical thinking, decision making, awareness about problems and solutions and values – ethics of working environment in children from school days itself.

Development of all these aspects in child in school is the primary responsibility of the teacher. For this teacher also needs training through pre-service and in-service programmes. There is a need to design proper curriculum and related transaction procedures according to the present needs. At this juncture, the role of the teacher educator is important. Because being the trainer of future teachers, one can expect from teacher educator a capacity to design proper training programme in tune with the needs of the present day schools. To attain this capacity teacher educator also needs good training with proper emphasis on quality teaching and research.

The discussion so far carried above is hinting on certain factors to be inherent in teacher educator (as expected from the objectives enunciated in the curriculum framework for teacher education of NCTE) like proper research aptitude, awareness about changing educational management practices, knowledge of technology and its use in teaching learning environment, competency in life skills, professional management, adjustment capacities in working environment - in addition to content mastery and teaching abilities related to the field. A discussion on these factors is given below.

1.9.1 Research Aptitude

Research aptitude is the natural inclination of a person towards research. Particular to this context it is the ability to think in different ways to find solutions to educational problems. A general understanding about this concept includes a person's capacity to identify a problem and to find solutions suitable to the situation of that problem and possessing skills to express and explain a problem, defend questions raised logically, analytically and ability to present the findings before learned persons. Research is needed to improve upon the present situations so that a proper future context could be created. Research is a continuous process always aiming at achieving better results than the previous attempts. So this aspect of education needs to be included in the curriculum at graduation level itself, so that students will be able to develop proper aptitude, attitude and interest in the problems related to their respective field.

Particular to teacher education, research must be conducted in all aspects like, school situations and problems; policy and administrative issues; classroom issues like management; evaluation procedures; examination reforms and future aspects. Proper research related to all the issues of education system will enhance the awareness of people and helps in finding different innovative practices to overcome the problems. So there is a need to inculcate the researching ability in students of teacher education at least from the master's level programme. There is a need to expose students towards practical aspects of conducting researches using different research methods, techniques to develop proper awareness. If the natural inclination of students towards this aspect is measured from admission level itself, it could be honed to proper levels through practical exposure during training programme.

1.9.1.1 Research Trends in Teacher Education in India

Some analyses on research trends in teacher education area in India have revealed the following dimensions.

- 'The post-independence period in India is marked with a substantial increase in teacher education researches. Investigators have tried to attack a variety of problems covering a large canvas of issues and concerns in the area of teacher education. However, instead of evolving its own priorities and agenda for

research, the Indian researches have blindly followed the research pattern of developed countries.

- Almost all the studies on teaching view it as consisting of trainable skills shows that Indian researchers have tended to consider teaching only from the behaviourist angle. Not a single research study has attempted to analyse classroom teaching from a cognitive perspective, nor with an ethnographic approach. This narrow theoretical position adopted by researchers has painted a fragmented picture of teaching as only an ensemble of otherwise independent skills. Even studies carried out within the behaviourist paradigm seem to suffer from a major limitation. Viewing teaching as a composite of skills in a meaningful way demands the identification and development of a comprehensive set of teaching skills, which together form a composite whole. Unfortunately, none of the studies experimenting with the development of teaching competence through micro-teaching has dealt with such a comprehensive set.
- Another salient feature reflected from the studies reported in various surveys of educational research leads to the conclusion that research remains an academic exercise pursued essentially to obtain a research degree.
- Policy makers hardly bother about research support for any decision. Most decisions, crucial to the developments in teacher education, are often made by a handful of decision makers and seldom is it felt necessary to conduct follow-up research studies.
- From a methodological point of view, substantial gains have been made during the last five decades. Whereas researches in earlier decades were more developmental in nature, more complex statistical techniques were used later on.
- Consequently, qualitative, ethnographic researches and case studies remained neglected, and quantitative methods heavily loaded with rigorous statistical procedures continued to dominate the teacher education researches. An integration of quantitative and qualitative methods of research may, therefore, help in arriving at more meaningful results.
- One of the most debated issues during recent years has been the duration of teacher education programmes. It has always been felt that one year is too

short a time to convert a student teacher into a professional. The NCTE Teacher Education Curriculum Framework (1998) suggested the need for having two-year secondary teacher education programmes. However, very little empirical support is available for this view. A study on the relationship between duration of training and training effectiveness may therefore be the need of the hour.

- Similarly, selection of content for teacher education programmes may be another area of research. At present, with slight variation, most teacher education programmes provide students with a mixture of foundation courses, knowledge of child development and teaching methods. The relative contribution of each of these types of content to the outcome of the programme is yet to be explored by research studies.
- Pre-primary education is the foundation stone for education in later stages, yet it has failed to attract the attention of researchers, as systematic efforts have not been made in this crucial area.
- Recent changes globally have broadened the role of teachers. A teacher's role now is not limited to classroom interaction only and in fact; it has spread beyond the boundaries of the school. Teacher–student interaction should, therefore, be defined from wider social and psychological perspectives. Teachers need also be prepared for their social obligations. Therefore, research on role expectations of teachers may provide useful information for developing new types of teacher education to test them in preparing teachers for the new social order.
- The formal teacher education programmes continue to follow a top-down approach, and are mostly devised and funded at the State or even National level, following the internationally dominant 'skills- and knowledge-based' approach (Hargreaves & Fullan, 1992, p. 2; NCTE, 1998c). Such processes of teacher development are profoundly undemocratic, since they overlook the possibility of involving teachers as equals in programme development, even though they are central to the success of the proposed change—a curious phenomenon that persists in many educational systems.
- There is equally little evidence in India of teacher educators being involved in programme design or policy processes. The lack of teacher and teacher

- educator voices in decision-making processes in India is an important factor in a striking gap between the expectations of and about teachers articulated in policy discourses (e.g. the National Policy on Education [NPE] 1986/92), and situations on the ground in the schools (cf. PROBE, 1999; Dyer, 1999, 2000).
- In the *Third Survey of Research in Education* (1979), Rai (1982), comparing the problems of teacher training colleges with regard to the practising schools in Uttar Pradesh and Gujarat, found a wide discrepancy in the perceptions of colleges of education and the practising schools. While the former complained about lack of cooperation, the latter lamented that student teaching disturbed the routine activities of schools, affecting the whole school programme.
 - Very little educational research in India adopts a qualitative methodology (Choksi & Dyer, 1997): the positivist paradigm continues to dominate although there are signs of change as universities' faculties of education and social sciences begin to teach qualitative methods (e.g. Delhi University and the Maharaja Sayaji Rao University in Vadodara, Gujarat).
 - Raina (2001), analysing contributions to the *Indian Educational Review (IER)*, one of India's leading educational journals, of which he was editor at the time of writing, notes that over the last three decades, survey, experimental methods and content analysis have constituted 85% of all studies, and that 'the preferred investigative methods have been those grounded in a quantitative, positivistic paradigm' (Raina, 2001, p. 120).
 - The research community remains predominantly male: only 24% of the researchers in his sample were female (Raina, 2001, p. 124). He also comments that 'educational research in India is still greatly influenced by the study of various psychological processes [...] the fact remains that the exploration of issues relating to educational research in its socio-cultural, economic and historical contexts has remained comparatively unattempted' (Raina, 2001, p. 118).
 - Carasco *et al.* (2001) suggest: 'By seeing one another as potential creators and users of knowledge, researchers, policy makers, and practitioners may penetrate traditional barriers—status, language, and class differences—to communication. This presents a more participatory view in which everyone in

the system has much to learn about reaching the ambitious goals for student learning' (p. 258)

- Zeichner, Ken and Ndimande, Bekisizwe (2008) concluded that when teachers are actively involved and empowered in the reform of their own schools, curriculum, pedagogy, and classrooms, even those with minimal levels of education and training are capable of dramatically changing their teaching behaviour, the classroom environment, and improving the achievement of their students. Conversely, when teachers are ignored or when reforms come from above or are not connected to the daily realities of the classroom, and local environment, even the most expensive and well-designed interventions are almost sure to fail. (in Pandey, Saroj (2004) 'Teacher education researches in developing countries: a review of Indian studies', *Journal of Education for Teaching*, 30:3,205 — 223)' (in Zeichner et. al (2008), Pandey (2004), Caroline et. al., (2002))

These situations are pinpointing the need to involve in serious research activity in all aspects of teacher education. It further focuses on the need to develop proper research aptitude in the prospective candidate in order to enhance the situations.

1.9.2 Educational Management Aptitude

Management is an important aspect of any system to work efficiently and effectively. Education as a sub system of society needs efficient and effective management practices to achieve its goals. Traditional views of management are associated with looking for a leader at top level of hierarchy giving commands and leading a group of persons at different lower levels. In educational scenario also this holds true, with principal taking the lead in all matters related to school functioning. For the last two decades researches in educational management area have been giving serious thought about decentralized management practice through sharing leadership. It is providing leadership training to people involved at various levels of functioning in a school. This facilitates effective functioning with decision making process being divided among a group thus avoiding burden and accountability on one person and leading to co-operative and coordinating working environments. Principal is identified as the key person at school to promote this leadership among various levels of the system. In Indian situation, provision for decentralized management practices through

constitutional amendments to strengthen grass root level panchayat raj administration, made people think about providing some decision making roles to teachers in school's functioning, to achieve the goals of UEE. Globalization and information explosion, scientific inventions have brought rapid changes in the functioning of the system, on employment scenario, job requirements and changing roles of teacher in the present day multicultural class rooms.

World wide this concept of shared leadership is still evolving. Many barriers like bureaucracy, rigid attitude of administration at higher level, policy decisions, and resistance to change on part of participants due to burdens involved in the process are adversely affecting the process of bringing in suitable methods of training to develop this concept in teachers. To maintain in this complex scenario, teacher needs a capacity to lead oneself successfully in different situations by taking lead sometimes and sharing leadership at other times. Even though the present Indian education system is not giving serious thought to these aspects of teacher leadership, there is a need to inculcate these qualities, values in student teachers keeping in view the fast changing world scenario. 'The educational leader must strive to improve human conditions through reflective study of human development, learning and diversity; employ appropriate curricular decisions to provide effective instruction; design, delivery, evaluate and refine instruction; serve as an example of a reflective teacher, scholar, and communicator and advocate serving the interests of students and society.' (Muthusubramnian, 2006)

'The higher education system has been experimenting with management approaches to deal with challenges arising from internal factors, such as changes in academic disciplines and new instructional methods, and external factors such as population growth, diverse clienteles and changing labour market requirements. Non-university institutions and establishment of open universities and distance learning system have been particularly important initiatives. Involvement in decision making by all key stakeholders of higher education institutions is recognized as imperative. To this end, a large measure of autonomy is being stimulated in the system to encourage freedom to select staff and students, determine curriculum and degree standards and to allocate funds; while at the same time being accountable to the system. Higher education in India is coordinated by several agencies. While UGC coordinates the university system, various professional bodies like AICTE, MCI, and ICAR coordinate various

professional institutions. Resources, work culture, job satisfaction, performance appraisal and difference in expected and actual evaluation made it necessary to maintain and manage human and non-human resources at a strategic point in successful achievement of the institution. In the job scenario universities have to compete with the non-academic institutions offering more emoluments for the job. So there is a need to maintain human resources properly. The information revolution, to reduce moving out of skilled scholars to outside work environments, to improve upon funding, to bring changes in bureaucratic management of the system human resource management is necessary. Education is a key factor in the all round development of any nation. Universities being the higher educational institutions are responsible for developing a suitable system for developing the nation. In the present days of globalization and privatization foreign universities are coming into the system and are offering better pay packages and better environment to work. It is high time for our universities to introspect and improve in the key areas of management.' (Tripathi, 2006) changing expectations from the system is pointing towards changing the process of management from traditional to modern in order to achieve goals. However, the ways of management still in an evolving position and how the stakeholders are conceptualizing their roles for the needs of new management is still a question.

'Knowledge management serves as a tool to connect institution with its outside environment. The benefits of this process include better clarity of the facts, precision in planning – product development and implementation. Information is the key strategic resource for an organization. Continuous changes in working environment make it necessary to enhance or create new knowledge. It is base on which the competitive nature of the organization depends. For today's organizations continuous learning is a reality.' (Kumai, 2006) In 2009, major reforms in education area could be visualized as - scrapping of CBSE's Class X board exam and enacting of a law to make education a fundamental right of every child. The CBSE also initiated a "continuous, comprehensive evaluation" which will assess the students' performance on a continuous basis. The landmark Act of education as a fundamental right provides for free and compulsory education as a fundamental right of children in the 6-14 age groups.

Viewing through all these expressions, it is imperative that management of education ranges from teachers, administrators, institutions to decision making bodies. Coordination needs to be there among these structural components in order to achieve the goals. Concerning the development of teacher educator, which is the focus of the study, an understanding of a person's relationship to various structural components of management system of education is to be developed to enhance performance at individual level.

1.9.3 Techno-Pedagogic Competencies

Tremendous improvements in science and technological fields have brought in the ICT aspects into education field. Invention of PC, Internet and World Wide Web has brought in revolutions in knowledge management, access and possession areas. The field of education has been witnessing the impact of these effects through use of computers in teaching and other purposes. Integration of technology into teaching, training, access and empowerment to users at various levels in the system, knowledge about technical subject matter, teaching principles and technological aspects are some points related to this concept. A person's awareness about these points and ability to find ways to tackle different issues related to ICT integration decides his/her competency in using ICT in education. With explosion of gadgets and improved access to knowledge and information, due exposure given to students, the teaching learning process is no more limited to traditional way of giving and taking knowledge. Teacher has to be a facilitator, guide in making students find different ways to acquire knowledge on their own. For this teacher has to be aware of different situations, software/hardware available and useful in teaching, availability of infrastructure, proper integration of technology and teaching to make students become techno savvy.

'The term educational technology (ET) has been interpreted in two ways: Technology in Education and Technology of Education (TETE). The former is the means, while the latter refers to the core of what the ends should be – learning: how it occurs and how technology may be deployed to enhance learning. It is firmly believed by many educators that the full potential offered by educational technology media and devices is yet to be realized. In ET and TETE the role of the teacher will be different. In the latter the teacher is the author, playwright, actor and director, with the actor's role assuming the major significance; while in the former, he will be more of a director

and a coach/facilitator. One of the principal distinctive features of the new ET/TETE systems will be opportunities provided for individualized, self-paced learning, which caters to the individual abilities and aptitudes of the individual learners, and the possibility of one-to-one interaction with the teachers. This will also offer better opportunities to provide feedback and permit effective assessment of learning.'

(Natarajan, 2004)

'Teaching pedagogy in a technical environment is not easy to imagine. There is no single answer to this question. It depends on how the teacher perceived his own role. It definitely changes the role of teacher from authoritative to facilitator and a change in the perception of teaching learning in a traditional way. One important aspect of the information society is an explosion of information available, and an increased access to a variety of rich information sources. Another aspect is the increased possibility of presenting, editing, organizing and manipulating information, e.g. in multimedia format. The changes that a teacher will be able to compete with the entertainment industry concerning the presentation of information should not be overestimated. Loads of information given in the form of hyper-linking text may not be grasped easily as with that of a text book. Which way is the best one cannot say. But it is better if teacher and student will design together the way to apprehend and construct structure and meaning. Lecture and textbook are not sufficient for today's classroom. The teachers and learners will have to produce their own "textbooks" and presentations, as part of their articulation of the world, built from a wider range of sources. Communication and collaboration processes are quite different in a distributed environment compared with the corresponding processes in the classroom. Virtual training can be differentiated into tutor lead virtual classroom, supported self-learning and collaborative learning that needs different types of teaching learning according to the environment.'

(Rabindra Kumar, 2007)

Giving convocational address at IIT, Kanpur, Shri Madhavan Nair said, "in the quest for knowledge, sharing of information and working together as a team are important pre-requisites. In a recent study on the value of openness in scientific problem, it is said that broadcasting or systematically opening up a problem across the disciplines could successfully solve nearly one-third of the previously unsolved problems. It is said that innovations often happen at the intersection of disciplines. You should share problems and work together for obtaining cost-effective and unique solutions for the

good of the society. Only when we learn to solve the problems together, learn to share the knowledge, learn to respect the cultural heritages and ethnic differences, it will be possible to realize the establishment of a genuine global village that enables sustainable livelihood for all. But at the same time, we should remember that our future could continue to be constrained by the self-interests of nations that control technology. We should recognize that in a highly technology-based economic competitive scenario of the future, the advancement of science and technology only could take us to a leadership position. (Nair, 2007)

Above discussion focused on different aspects of technology use in education. Still there is no clarity on definition of techno-pedagogy, even though the general view is integrating technology and pedagogy in teaching learning. How a teacher has to change when technology is being used in classroom situations? Is there a need to get rid of traditional teaching? Is teacher of no importance in such techno-savvy classrooms? By using technology are we aiming at group learning or self-learning? Are we going to merge with a global whole? Or are we forming a unique part of a new system formed of merging of different parts? Many questions need to be answered in order to develop techno-pedagogy as a skill in student teacher. But one thing that can be said with clarity is technology is now an inseparable part of teaching learning.

1.9.4 Living Competencies

Democratic ideas emerging after Second World War led to the development of liberal education aspects where education is provided to all irrespective of caste, creed, and gender. It is not the privilege of few as in past. Social goals of Indian education system reflect this aspect by taking up the challenge of universalization of education as one of its goals. This has brought in diversity in many respects to classrooms that resulted in development of conflicts of many kinds. This necessitates on part of teachers and students to develop adjustment capacity to deal with the situation effectively. Rapidly changing social order due to liberalization, privatization and globalization is bringing in conflicts of many kinds into day to day situations. This needs awareness and understanding of the situation and acting accordingly using one's thinking ability which is nothing but life skills that are needed to survive amicably in the times of conflict. Prevalence of dreaded diseases like HIV/AIDS in

younger generation, human abuse and trafficking mostly affecting younger generation also compel formal education system to think of adopting 'life skills education programmes' for students to be aware of the situation. Not only life skills, there is a need to make students understand various values, ethics to be practiced related to their day to day life situations. In the times of life long and continuous learning practices, one needs to be aware of the professional aspects related to their working environment. A discussion on these aspects and constitutionally provided rights and responsibilities of teachers as professionals is presented in subsequent sections.

'Buddha's Dhammapad says, 'We are What We think'. (Sharma, 2007) So the person who wishes to take up the role of a teacher must visualize the role from all perspectives. What roles and characteristics necessary to perform the role of a good teacher must be possessed by the teacher and need to be reflected in their behaviour? If one wants to be a good teacher one has to have a great sense of moral values. But simply to possess a sense of that kind would not be enough. One needs to play that role too sincerely. One must be implicit with moral values. If you want to improve the quality of life, it is imperative that you must be honest with yourself every time- every moment. According to Jiddu Krishnamurti, three things are important for a teacher to possess freedom of mind and to be objective in life, they are – *comparison, condemnation and identification*. It is also required for a teacher to be intellectually sound but it is absolutely imperative to possess humility also with intellectuality.' (Sharma, 2007) A general description of professional duties and rights of teachers gives us better ideas to follow discussion in this area further.

1.9.4.1 Responsibilities:

- Practice what they preach in terms of philosophy, sociology, psychology, methodology treatments, professional conduct and duties etc. and set a good 'model';
- Demonstrate at the institute level and the school level the various strategies, methods, tactics, techniques etc. (including multi-media communication) advised;
- Effectively dove-tail and integrate selected theories and practices, at both levels;

- Employ a variety of productive training techniques like demonstration-cum-discussion, guided practice, supervision and feedback, microteaching, stimulating, role-playing;
- Establish and exploit effective working relationship-rather partnership-with the field/cooperating schools;
- Plan for, organize, coordinate a wide range of field experiences and activities, including a lot of responsible teaching and other tasks and comprehensive internship/apprenticeship;
- Eliminate absurdities and artificialities, reduce rigidities and rituals (in training), engender meaningful freedom, flexibility, and variation, and promote initiative imagination, innovativeness, resourcefulness and creativity;
- Make it a comprehensive, intensive and substantial introduction-cum-initiation, and motivation dynamism and continued growth toward professional self-actualization and peaking.

1.9.4.2 Rights:

- A reasonable sense of security (of job/position) that makes for neither anxiety nor complacency;
- Reasonable opportunity to defend oneself against allegation, penalties etc.
- Reasonable scales to pay and remuneration, including perks, at least equivalent to those of workers with comparable qualifications, workload, responsibility, seniority/experience, etc. in public service;
- Reasonable avenues and opportunities for career advancement, again comparable to those in other fields;
- Reasonable increments, raise and other prospects of better benefits, possibly subject to periodical may even be frequent – performance assessment; also limited additional remuneration/returns for extra/special services;
- Incentives awards, other forms of recognition for excellent performance, outstanding achievements, unique services;
- Adequate support and encouragement for professional growth efforts and career advancement, including further/higher qualifications/ courses of relevance, studies, projects, experimentation, visit etc.

- Reasonable freedom of choice/decisions on matters relevant to the performance of the varied professional tasks and responsibilities, within the frame-work of the broad philosophy, goals, policies and operational principles of the system;
- Freedom and protection from illegitimate demands and undue pressure, as well as coercion to do wrong things, and possible threats, insults etc.
- Opportunities for meaningful variations, improvements and innovations in professional practices;
- Affection, gratitude and respect from the students, in particular and parents and the public in general (but these have to be earned through quality service rather than demanded);
- Cooperation, support, appreciation etc. from colleagues, superiors, management, parents, society, in all good endeavors and efforts;
- Opportunities to take initiative offer constructive criticism and suggestions and play leadership roles;
- Eligibility and permission for membership of relevant professional organizations, and / or participation in their activities;
- Mutual confidence and trust in dealings, wherever necessary. (Dimple, 2008)

A good conduct to perform duties and a well defined sense of security in working are the needs of the hour. To feel this need a proper sense of living competencies needs to be there, which is nothing but a combination of possession of life skills, ethics, values and attitudes and also a sense to apply these competencies in the context. A general discussion of these aspects is provided here for better comprehension.

‘The oxford English dictionary defines ethics as the science of morals or moral principles. Values, norms, standards, morality like expressions are also considered synonyms to this expression and recently ‘social responsibility’ has also been used. It has something to do with the sense of right or wrong –what is permissible and what is done. Ethics has serial attributes, some of which are universalistic in nature, while others are also bound by time and place. It may, thus, be specific to a particular task, situation, profession or area of responsibility. Certain things are expected from everyone while there may be a few specific things expected according to the nature of groups or responsibilities. Ethics is something related to a state of mind, a way of

looking at things which may develop into a pattern of behaviours or way of life and social conduct.’ (Sharma, 2007)

“‘Ethics’ is a semantically loaded word. It is, in general, concerned with concepts of right and wrong. A majority of people believe that any act or event can be measured against some absolute standard, with a complete determination of its intrinsic rightness or wrongness. More experienced people often are not so sure! Some ethical questions have religious connotations. However, it is not necessary to include religious aspects in order to accept the social desirability of ethical rules. Ethics constitute the basic code of civilized behaviour. Such roles constitute the basic constraints each of us agrees to practice in our relationship with others. We consent to these constraints so that our own existence may be free of confrontation, quarrel, tension, stress etc. When we say a person has values, we imply that he has certain fundamental beliefs about what is desirable or good, and that he attempts to use these in directing his life. For beliefs of this kind to be called values, two conditions are generally held to apply: values are formed as a result of reflection and judgement; thus they are different from desires; a person’s values are beliefs which he sees as applicable not only to himself, but also to others; essential to the idea of value is the function of commanding. (Natarajan, 2003)

‘One’s values may indicate or reveal ones’ preferences, what norms identify social prescriptions or obligations which have a regulatory significance. Ethics cannot be shaped and sustained in isolation. The heuristic process requires a supportive environment in which public opinion plays a significant part. In every field of activity, the component of ethical behaviours has to be identified and its dynamics worked out and appreciated. Efficiency, economy, effectiveness, equity and equality of treatment, and excellence, among others, are deemed to be commonly the ingredients essential to the conduct of public life and harmonious social relationship. Thus, an entire culture or value system of ethical conduct is built up.

O. Gelen Sthal, who did a pioneer work in the area observed:” The problem of ethical conduct for public officials arises by virtue of the power and influence that he commands and the commitment that he undertakes of loyal and disinterested service to the public.” Even Chaster I. Barnard has characterized moral behaviour or ethical conduct as governed by belief or feelings of what is right or wrong regardless of self-

interest or immediate consequence of a decision to do or not to do specific things under particular condition. Ethical behaviour is partly a matter of civilized legacy, family inheritance fallout of personal philosophy but, is certainly a social imperative if the society is to have equilibrium conducive to social cohesiveness and good life. Only, thus, public vigilance and public awareness of its role and responsibility provide a safeguard to the sustenance of ethical conduct of public affair less of teachers in classrooms and schools. On the other hand 'value' in terms is worth of something in use and worth in exchange – in economics, and something possessing transcendental dignity – as meant by neo-Fitchean philosophers, has expanded enormously so as to anything good, right, beautiful, sacred, just, and to denote happiness, wellbeing, end, virtue, any object that is useful, any state of being that is satisfying and ultimate reality. It is also used as verb in the sense - **a.** to prize, to like, to cherish etc. and **b.** to appraise, estimate, and evaluate the worth of something. *Ishta purushartha, mulya* etc. have been recognized as Indian equivalents.

Every meaning of value overtly or covertly has a theory of value behind it but which is not the issue at hand. If any change in an individual is expected, attitudes and values are important. It is the attitudes and values of individuals to themselves to their fellows and to their surroundings, which determine the decisions they take and the activities they perform. Of course, religion has changed today in spite of all the surge of saffron. It has begun to substitute comfort, hope and promise in the place of the training needed to look hard and critically at ourselves and shake ourselves out of the stupor in which we customarily live. Even when we do penance because of our religious convictions or values, we rarely do this steadily every day, but prefer to go at it, hammer and tongs, once or twice a year so that this kind of prayer, and penance, all in one huge heap, does not make us more aware or more knowing but less, more benumbed and jibbering at the end of the orgy than when we began. As an educator Pirisg's credentials on matters of this nature were impeccable for he is a gifted teacher, trained to reach at once to the phoney and the false. He had discovered over the years of his teaching that schools merely taught children to imitate.

An educational system interlinked with our cultural heritage on one hand and economic and scientific development on the other is the only viable medium to take us successfully ahead in this century. Value education has a particular role to play in all educational schemes and strategies, instructional program and practices. In other

words, education in India must be inspired by Indian culture. Civilization, ethics, norms, morals, values, and not based on foreign model, whose only objective is to raise the standards of livings. The generations born after 1947 are unaware of the supreme sacrifices made by our elders during the freedom struggle. We have failed in passing to the younger generation values that we once cherished – the spirit of sacrifice for the motherland, the restlessness to alleviate the miseries of our poverty stricken masses, and the urge to build a strong India, restoring to it the pride of place in the community of nations. We have failed to inculcate in them love for our cultural values based on the concept of sacrifice and service – not only to our fellow countrymen but humanity as a whole. The religious and cultural bonds which kept Indian society together in the past have weakened for want of ethics and values and there is no effective program either to replace them with a new sense of social responsibility. Consequently, signs of social disintegration are evident everywhere and are continually on the increase. It is in this context that education needs to be redefined. Education should aim at integrated development in the students – physical, mental, moral and spiritual, besides imparting knowledge in various disciplines. It should strive to make him/her ideal citizens capable of shouldering responsibilities of national reconstruction. Dr. Abdul Kalam, in his speech at the national conference on revisit education: vision 2020 – challenge ahead, said that when the students come out of the educational institutions certain capacities are required to be built in them to deal with the real world, particularly to grow in their professional career and participate in the national development. The ingredients for capacity building must be embedded right from the beginning of the student's life from primary to higher education. A good educational model is the need of the hour to ensure that the students developed as enlightened citizens and also participate in national development missions.' (Sharma, 2007)

'This is not to say that only the best of Hindu culture and religion should be taught. The best teaching of other major religions could also be included but the former, in that it symbolizes ancient Indian culture, would constitute the dominant part of the curricula. There is no stress on moral values and character building in today's education. The youth of today is increasingly under the influence of western culture being promoted by the electronic media with its accent on quick acquisition of position and wealth by fair or foul means. The dogma-free religious education for

promoting ethics and values in our students would go a long way in building the character of our youth and helping them engage in various tasks of emotional reconstruction and those who care enough for their children to train them think for themselves and transcend the pettiness in which they themselves have grown, we owe such men a salute i.e., the teachers and teacher educators of today. Thus, there is an inseparable link between education and values in the nature and aims of education.

The primary task of education is the creative extension of knowledge, but it is not the total task. The educator's task is a wholistic task, and one cannot say to the students that he will take care only of their minds. Young people at their school and university should be given an understanding of moral and spiritual values on a level with the rest of their education, so that it does not become a case of intelligent verses unintelligent religion. If life has meanings beyond the simple expedient of earning money for physical necessities and luxuries then an understanding of those meanings is essential equipment for a fully human life. If it is the business of education to impart an integrated view of life, if education has a relationship with the meaning of life, then a proper value oriented education becomes imperative, and whatever the teacher does, will surely be noticed by the pupils and leave its impact upon them. In value education the personality of the teacher counts, for everybody carries about with him a philosophy of life, whether or not he has defined it to himself. In terms of NPE that in our culturally plural society the values that to be fostered through education should have universal appeal, and should be oriented towards the unity and integration of people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, a value education has a profound positive content based on our heritage national and universal goals and perceptions. It should lay emphasis primarily on this aspect. To meet with all these objectives, NPE has laid thrust on teacher education in its pre-service and in-service components that it should be overhauled through DIETS, SCERT, NCERT and the NCTE to provide necessary resources, guidance regarding curriculum and methods. Networking arrangements must be created between institutions of Teacher Education and University Departments of Education so received priority of instilling ethical values both in students, society and teacher. 'In our culturally plural society education should foster universal and eternal values, oriented towards the unity and integrity of our people. Prospective teachers have to

be made aware of and consciously exposed to such values. In an economically and technologically driven age, the teacher education needs to awaken humanistic, ethical and spiritual values in order to encourage peace, justice, freedom, equality and fraternity among the would be teachers.’ (Gafoor, 2004)

‘Ethics and value system evolved in human society over millions of years. Various societies have adopted various ethical standards, but over time they converged. It may be strange to note that competition between groups led to increase in morality and standard of thinking. To fight against adverse forces of nature, man felt that many societies should come together. So, new rules were created to work in groups. These rules are ‘ethics.’ The ethics is a question of balancing between conflict in needs and expectations. For societies orderly growth it needs control. This control is through the ethical behaviour of various people. Ethics is not against wealth but against misuse of wealth and wrong means of acquiring wealth. Ethics includes value system and the values change from time to time. In ‘arthashastra’ kautilya explained the three dimensions of value as *artha – physical, kama – psychological and the dharama – socio-ethical.*’ (Sivaswaroop, 2004)

‘The World Education Forum, Dakar, Senegal, 2000 took the clear position that education geared to tapping each individual’s talents and potential, and developing learners’ personalities in order to improve their lives and transform societies needs to emphasize the acquisition of skills. By specifically including the acquisition of “life skills” in two of its six goals, the resulting Dakar Framework for Action stresses the need for not only psychomotor or practical skills, but also those psychosocial abilities – life skills- that will enable us to learn and use knowledge, to develop reasoning and analytical strengths, to manage emotions and to live with and relate to others. Practical skills for basic survival and livelihood also have to be considered along with the basic needs in order to achieve long term results and to break poverty cycle. Education needs a new family of skills, the psychosocial abilities or life skills, to bridge the gap between the practical know how and the ability to do things regularly and over time through the development of reasoning, the enhancement of agency and building potential through social capital, in order to understand the consequences of behaviour, feel responsible and have the ability to solve problems and take decisions that don’t compromise the choices of future generations. An education needs to accommodate both the dimensions of practical and psychosocial skills. Action on

personal characteristics and influencing individual abilities, life skills education can be seen as a bridge between basic functioning and capabilities.’ (Lakshmi, 2009) Discussion done so far reveals that to lead life ideally one needs a knowledge of morals, ethics, values and responsibilities. They may be based on religion or emerge from contextual society, but they help the person to lead to life in an acceptable manner in line with the expectations of the society. Because of their importance in leading life here we called them as living competencies.

1.9.5 Adjustment Capacity

The complexities of present day life on human existence led to the serious thought on adjustment capacity of an individual. To sustain life in the social context where there is confluence of different cultures, traditions, regions and languages, a person has to possess adjustment mentality to lead peaceful life with prosperity. This adjustment is with surroundings, profession, persons in contact for various reasons. If education helps a person to develop this capacity through providing experiential learning, it would be of more practical nature. Higher education system is working in the form of a huge network in the present days of globalization. There is improvement in strengthening in the form higher education system in the areas of improved student access, strengthened research and academic programmes, representation of different social groups, change in curricula, adaptation of new teaching methods, use of technology and enhanced management practices through planned development of the system. This situation necessitates for adjustment among human resources coming to work and assimilate in the system.

Regarding teacher educator as the focus of the study, the point that needs mention regarding the maladjustment of teacher in the system is the professional status given to teacher in the present context. ‘The National Classification of Occupations recognizes teaching as a profession. Teachers themselves think that they are not rated by society as high as other professional like bureaucrats (IAS) or doctors, engineers or lawyers. Moreover, it is commonly agreed that teaching is a peculiar type of profession. The professional impact of a teacher does not end merely with the examination passed by the student. The professional role of a teacher is not analogous to that of a lawyer or doctor because the former’s influence endures and is reflected in minds sharpened (not sharpened), personalities shaped or not shaped and

characters molded or not molded.’ (Maheshwari, 2007) Moreover survival in the society is not entirely dependant on possession of literacy, knowledge and skills acquired from a formal system. Many persons in the present context have proved this concept true by achieving highest social status with a meager level of education. So it is always remained a question in the society to believe the fact that survival and success in the society is only due to training in the formal system. So automatically the role of teacher is also under scanning. And it is also true that the role of teacher is not only limited to teaching but also influencing the life of student beyond that. This is leading to the confusion in the professionals of the field at all levels and is the first seed of maladjustment and dissatisfaction leading to chaos in the system. The following discussion shows the reality of the context.

‘Teaching is not recognized as a profession in the true sense of the term by our government like other professions such as engineering, medicine and law. No non-professional can be posted as chairman or director of any professional institution of public nature except teaching. The government just picks up anybody irrespective of his seniority and caliber and places him on the highest position in the field of education. The organizations of teachers such as AIFUCTO have no significant role in policy matters. They only fight for higher pay scales and other monetary benefits for teachers at time when such decisions are taken by the Government of India. A study conducted on teachers working at different stages of education concluded university teachers rated themselves high social status than secondary and elementary schools teachers; college teachers rated all the school teachers as belonging to middle class category. The secondary school teachers rated themselves as having upper middle social status and associated elementary school teachers to middle class social status. Elementary school teachers also gave similar ratings. The school teachers rated college and university teachers as having high social status. The secondary school teachers were clubbed with such vocational groups as bank officers, goldsmiths, contractors, police inspectors and medical representatives, while elementary school teachers were rated as being equivalent to shopkeepers, salesmen, nurses, tailors, and mechanics. Even university teachers were rated lower in social status than IAS officers and doctors.

Irrespective of low social status, teaching profession is one of the largest employing sectors of Indian economy. In terms of numbers also teachers constitute the large

chunk of tax payers, especially at higher education level. The social prestige of teacher cannot be improved by raising their salaries or providing them with other material benefits, rather, something more than this is desirable. Teaching is a noble profession; it provides the individual an opportunity to render a great service to mankind. All teachers may not be respected, but good teachers are always respected by the society. Acharya Ramamurti (1990) has rightly pointed out - Economic benefits, job security and freedom of work are generally perceived as necessary conditions for improvement in the social status of teachers. However, increase in material benefits is not sufficient. Cultivation of professional competence, capacity to inspire and motivate students, devotion to duty, good scholarship and academic record, and quest for knowledge and excellence are all equally significant. Unless the level of professional competence rises along with betterment of material conditions the status of teacher will not improve.' (Chauhan, 2008) These kinds of general attitudes towards teaching profession raise questions about the personality of the professionals in delivering duties to the required extent. Lack of proper adjustment of self to profession, to institution and to context may be one reason.

1.9.6 Teacher Education Disciplinary Profile

A person coming to the post graduate level programme in teacher education is coming with a preliminary understanding of the various issues related to the system. The level of comprehension in a person decides the inclination of the person towards the programme and his/her achievement levels in the programme to some extent. Main components of teacher educator training programmes deals with different foundational aspects like philosophy, sociology, psychology and history, basing on which education system of a particular society is decided. Not only this with changing times many new subjects, issues and problems arise related to social and other aspects that need to be properly represented in the curriculum to maintain quality. A primary understanding is provided in lower levels about all these aspects, by checking this level we can test the candidate's suitability to the programme.

The objectives enunciated by NCTE Curriculum Framework, 1996 mentioned that teacher educator needs to be a curriculum developer and curriculum transacting person. To transact curriculum sound knowledge of methods, media and approaches and other related things useful in teaching learning environment is necessary. Content

knowledge is the base to teach. To develop curriculum – knowledge of philosophical, sociological, psychological and historical aspects of education is necessary. It helps to evolve curriculum to the societal needs and expectations. Day by day new knowledge and information is being added and changes are witnessed in the process of transaction of knowledge and information. Employment expectations are also different. To accommodate these new situations a sound knowledge base is necessary. Awareness about facts is important and exposure to working situations gradually develops expertise. A big question regarding this awareness development is – integration of subjects and interdisciplinary nature of subjects. This is still evolving situation that needs a careful consideration. But possession of sound knowledge base of related content by prospective candidate is the primary consideration for entry into the profession.

Various views expressed by Teacher Education Curriculum Framework (1996) about teacher educators suggest that teacher educator be a person with proper content and research knowledge for problem solution and disseminating the research findings through teaching and other methods. Checking for the above mentioned aspects at the entrance level itself will help in providing quality input to the programme. To find out which group of above factors are effective in finding the ability of the teacher educator, relative predictivity study was conducted with respect to overall competency of the candidate in the training programme, by employing regression analysis techniques. Basing on the results one can design proper selection procedures for the candidates.

1.10 Rationale of the Study

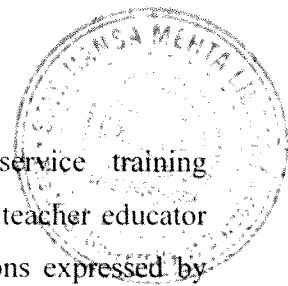
The present century is marked by several changes in social, cultural, traditional values and life styles of the people. These changes need to be represented in the educational system to accommodate people to them. This has definite repercussions on the teacher education programmes at all levels including teacher educator training programme. Democratic views of providing equal opportunities to all for education, LPG model prevailing in the changing world order, emphasis on quality output, research on psychology of learning, importance given to learners in teaching learning process, changing roles of teachers, interdisciplinary content, active learning approaches being given importance, emphasis on human rights, secularism in

education, new emerging content areas like HIV/AIDS, disaster management, human rights education, life skills and value education etc. are some of the emerging areas that teacher education programme needs to internalize at all levels of its training.

These expectations are emphasizing on developing certain qualities in people aspiring for teacher education. Because parents still expect formal education system and teachers to develop the future citizens of the society with required talents to survive peacefully, amicably in the changing world order. Globalization, science & technological inventions have changed the life styles of the people and social fabric of the Indian society. Explosion of knowledge due to rapid inventions and expansions in information and communication technology have brought in new insights for teaching learning process. Changing employment situations, working environments, job requirements emphasizing on developing new qualities in students like adjustment, time management etc. Teacher should be aware of all these changes and their affects on peoples' life so that they can train students accordingly. Ultimately it is the duty of teacher educators to take care of training needs of teachers so that they can work according to the changing situations of the school.

Decentralizing management practices adopted in educational organizations to achieve the goals of universalization of education have also brought in changes in roles of teachers as curriculum planners, transactors of curriculum, decision makers etc. To deal effectively with these situations teachers need training. Changes are expected to be brought at grass root levels now. So there is emphasis on bottom up model of development from administrative point of view. To achieve the goals of continuous and life long learning non formal education sector is being given importance. All these aspects need inputs in teacher education programmes.

In this age of democratization and humanization under the universal declaration of human rights, education is one of the human rights. India has been making efforts for Sarva Siksha Abhiyan for realizing education for all. We need many teachers. For teacher education, corresponding teacher education institutions are required. Now the question is how to produce the human resource? How to supply the manpower needs of teacher education institutions? How to induct genuine candidates into the M.Ed. programme? What should be the criteria? and their relative weightage for admission into the M.Ed. programme.



All the above mentioned needs have implications for pre-service training programmes. To develop teachers with desired qualities, a quality teacher educator training programme is also needed. In this connection, the opinions expressed by National Curriculum Framework on Teacher Education are more relevant. Various opinions expressed in the discussion so far put questions - on suitability of teacher education programmes to societal needs, absence of similar admission procedures across the country, quality of teacher in delivering expectations. There is a need felt to strengthen the process of teacher education from beginning to end i.e. from admission to evaluation and also there is a need to streamline the employment and recruitment procedures.

The present study focused on one such aspects, to study certain factors as a group in determining the quality of candidates seeking admission into M.Ed. program. Six factors were selected taking into consideration some present needs of the programme, namely, *Research Aptitude, Educational Management Aptitude, Techno-Pedagogic Competencies, Living Competencies, Adjustment Capacity, And Teacher Education Disciplinary Profile*. The intention of the study was to find out which combination of factors was important in judging the quality and ability of a student for admission into M.Ed. programme. In addition to the several factors that were considered for testing at present in various admission tests for the programme, these factors when tested in desired combination would improve the relevance of the tests for admission and help in selecting a right candidate with proper attitude of the present needs, was the expectation of the researcher.

1.11 Statement of the Problem

Relative Predictivity of Some Selected Variables for Admission into M.Ed. Programme

1.12 Operational Definitions of the Terms used

Research Aptitude: Research Aptitude is the present natural ability for conducting research, which ensures research proficiency on experience under suitable conditions.

Educational Management Aptitude: Educational Management Aptitude constituted of the present innate abilities for educational management, which can be developed as higher abilities for educational management.

Techno-Pedagogic Competencies: Techno-pedagogic Competencies were the competencies on principles of technology and principles of teaching and that of their integration contextually.

Living Competencies: Living Competencies comprised of life skills, values, ethics and professionalism.

Adjustment Capacity: Adjustment Capacity in the context of the present study is the capacity of educational adjustment, health adjustment, social adjustment, home adjustment and emotional adjustment.

Teacher Education Disciplinary Profile: Teacher Educational Disciplinary Profile was the profile related to the teacher education program at the first level of graduation cutting across core courses, special areas, practical work and teaching proficiency.

Teacher Education Proficiency: The overall score obtained in the M.Ed. Programme cutting across core courses, special areas, seminar and dissertation by a M.Ed. Student would be a measure of Teacher Education proficiency.

1.13 Delimitation of the Present Study

Different variables considered for the study are delimited to, Research Aptitude, Educational Management Aptitude, Techno-Pedagogic Competencies, Living Competencies, Adjustment Capacity and Teacher Education Disciplinary Profile.

1.14 Objectives

1. To construct tests on
 - i. Research Aptitude,
 - ii. Educational Management Aptitude,
 - iii. Techno-Pedagogic Competencies,
 - iv. Living Competencies,
 - v. Teacher Education Disciplinary Profile and
 - vi. Adjustment Capacity.
2. To study the relative predictivity of
 - Research aptitude,

- Educational Management Aptitude,
- Techno-Pedagogic Competencies,
- Living Competencies
- Teacher Education Disciplinary Profile and
- Adjustment Capacity

with respect to Teacher Education Proficiency.