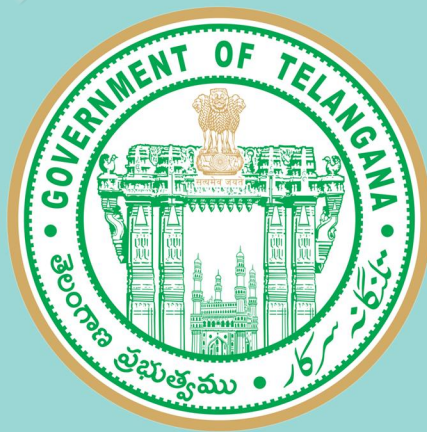


State Curriculum Framework-2011

Position Paper

on

Teacher Education



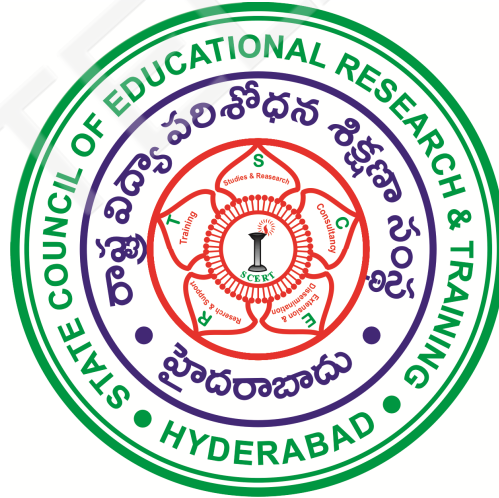
**School Education Department
Telangana, Hyderabad.**



**State Council of Educational Research & Training
Telangana, Hyderabad.**

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Vision of the State

The vision of the State is that ALL children should receive high quality education and become responsible citizens with an acute sense of the other. They should be aware of their environment and think about it critically. They should listen carefully and speak fearlessly. They should be able to understand what they hear and read; but they should also be able to question it. Teachers should promote these skills, provide meaningful teaching learning processes in natural and friendly environment that enable children to express themselves freely and ask questions. Teachers are collaborative learners and reflective practitioners. Parents and community should have a sense of ownership and participate in the life of the school. In a world which is becoming increasingly instrumental, materialistic and competitive, school should become a space for reflection, cooperation and promotion of human and ethical values.

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Executive Summary

For close to a decade now, since the introduction of NCF 2005, efforts are on to bring about changes as per the idea of quality school education. The biggest learning in all these processes is that these efforts cannot be independent of teacher education and professional development and any reform at the school level needs to be mirrored in teachers' preparation and training. While syllabus reform and textbook development have, too a certain extent, kept pace with the curricular reforms, changes in teacher education curriculum have not been forthcoming. As a result, the quality of our teachers is proving to be a major bottleneck in improving the classroom processes.

While acknowledging that the quality of the teachers needs improvement, the onus of this exercise should not be left to them and the State has to play a leading role. Teacher education and development includes the interlinked strands of pre-service and in-service teacher preparation, and teacher professional development. But for too long programmes for these have been conceptualized in isolation. Teacher education policies need to be formulated as a whole. The curriculum, structures, programmes and institutions involved need to be re-looked at and opportunities developed for linkages between them.

Teachers require a space where they can meet their peers and teacher educators on an equal footing to critically examine their view point, alter their view of education, children and realign their understandings of what a good classroom must be. The idea of an ideal classroom and a good teacher undergoes modifications from time to time. The teacher preparation and development programmes should enable teachers to examine these ideas and if they appear sound, to willingly change themselves accordingly. Many teachers have seen a shift in their lifetime from the point where they were the sole source and deliverer of knowledge to now where they have to facilitate the construction of knowledge by the child. Teachers need help in what to them may appear as making a leap of faith. This requires breaking the isolation of the teacher providing opportunities to learn beyond standard trainings.

The position paper serves to highlight the various concerns associated with the status of teacher education in Andhra Pradesh and also suggests some recommendations for the future. It seeks to answer the question of sustaining the teachers' and teacher educators' motivation, issues of accountability of the teacher, linking the current

educational thinking to practice in the schools, addressing the challenges posed by RTE 2009. Specifically, it emphasizes the following:

In Pre- service teacher education

- △ Restructuring of teacher education curriculum towards orienting teachers for implementation of SCF-2011. Flexibility in the curriculum to ensure that it can be modified according to the context while following certain broad guidelines.
- △ Nature of guidelines:
 - The curriculum should redefine its theoretical component to inculcate in the student-teachers the habit of analysis, argumentation and synthesis of their experiences. **Practice of theory and field based understanding** should be given top priority.
 - The curriculum should address the mind sets, assumption and beliefs of the student-teachers regarding the nature of the child and her potential, about learning, subjects, and the teaching learning process.
 - The nature of school experience programme (SEP) and regular teacher learning process at teacher education institutions should be revised.
- △ A 4 year duration degree course i.e Bachelor of **Elementary Education** can be started similar to the Delhi University initiative. Similarly, at post-graduate level, MA(Elementary Education) may be introduced.
- △ A diploma course for ECCE may be started in the state in all DIETS.

In-service teacher education

- △ Curriculum for the in-service teacher education should address the needs of the teachers based on whether they have had any pre-service preparation or not. The existing academic status and performance of the schools should also be incorporated.
- △ To meet the demands raised by the implementation of RTE 2009, it is fairly obvious that trainings will have to be decentralized. Further, they cannot be limited to face to face mode and alternatives such as teleconferences, group discussions, distance mode and field interactions should be developed to provide an experience that is at par with in class training.
- △ The mechanical mode of conducting trainings on the same content on the same days for all the teachers at same time should be discarded. Training content should be announced well in advance and freedom should be given to the teachers to select and attend the training as per their needs.

- ^ To overcome the shortage of good trainers, trainer's identification and development programme should be taken up. At state and District levels subject wise trainers should be developed.
- ^ To promote work culture and professionalism in the teachers, self appraisal mechanisms may be developed.
- ^ Trainings should serve as grounds for teachers to refresh their knowledge and motivate them to take up diploma courses offered by institutes such as IGNOU.
- ^ Efforts should be made to impart some form of training to private school teachers who have so far not been included in any initiative.

While these recommendations have been listed separately for in-service and pre-service programmes, it should be understood that the two processes are not mutually exclusive.

Some recommendations at the structural level include:

- ^ Strengthening of teacher education institutions in terms of physical, financial and human resources.
- ^ Addressing the problem of vacancies in the teacher education institutions by either utilizing experienced, in-service teachers or by out-sourcing.
- ^ Development of lab schools to be run solely by teacher educators and no additional teacher to be appointed. To empower the teacher educators with a perspective building of their profession through regular classroom transaction in their lab School or attached school.
- ^ Change in the recruitment policy of the teacher educators. Less emphasis on M.Ed and providing multiple entry points into the system. For example, primary teachers or those who are having five years of primary school experience may be promoted to the DIETs, and the Upper primary/Secondary school experience teachers to CTEs and B. Ed colleges. Those who are appointed as direct recruits must undergo at least six months school experience programme.
- ^ In all teacher education institutions, Educational **Resource Center** can be established for the development of textbooks, materials, work books, self learning material for the teachers and the children, for conducting researches and external evaluation programmes, developing children literature, and magazines etc.
- ^ **Capacity building** exercise of teacher educators every year should be mandatory. Study leave and sabbaticals may be granted as part of professional development programmes.
- ^ The teacher educators should be encouraged to conduct and publish a minimum of 2 action researches in an academic year.

1. INTRODUCTION

The expectations from a teacher, after the drafting of NCF 2005, NCFTE 2009 and the implementation of RTE 2009, have changed markedly. The teacher education and development programmes need to be renewed in the same spirit if any of the changes envisioned in these documents are to materialize at ground level. The exercise of drafting the State Curricular Framework for Andhra Pradesh provides an opportunity to revisit the vision of teacher education programmes and articulate the requirements from them to bring about a sustainable change in the education system.

Teachers cannot be held solely responsible for failing to implement the vision of changed classrooms as seen in these documents or for the poor learning levels of children. While acknowledging the excessive school syllabus on paper, very little has been done to reduce it in reality. No teacher preparation programme frees the teacher from the burden of completing the syllabus which still caters to the above average child. Nor is she prepared for moving beyond the textbook as the infallible source of all knowledge. It is an undisputable fact that the performance of teachers and their limitations are within the context of the education system as a whole. Thus, the concepts of 'child-centred classroom', 'self-learning' and group learning remain mere words.

While teacher education programmes, however flawed, exist the idea of teacher professional development is still an emerging area. The issues of accountability in work, avenues of progression, motivation, benefits and incentives are some of the key aspects. These are not as well defined in teaching as in other professions. Constitutional commitments and changing demands of the society have changed the expectation from the teachers while reiterating their centrality. This has led to a changed and divided understanding about not only the role of the teacher but also to how to manage and educate her to utilise her energies for children. The Indian teacher suffers from a low social status and self esteem that hinders her growth as well as her work with children. The Sixth pay commission has taken the teacher salary to three to four times the average per capita income for many states but it does not compensate for the low social status of teachers.

As was pointed out in the Report of Teacher Development and Management conference, Udaipur 2009, "The challenge is to develop a holistic teacher education

and development program that attracts, develops, empowers and retains teachers throughout their careers. This process begins with pre-service teacher education, which must not only provide sound basic training in subject-matter knowledge, pedagogy related to subjects, and general pedagogical knowledge; it also needs to develop the skills for reflective practice and research/development on-the job.”

While focusing on the needs of the teacher, we cannot afford to neglect the teacher educators. Effective teacher educators who can support and motivate the teachers are essential for an evolved education system. The vision of a school as seen by teachers is most influenced by their trainers and educators. Therefore, to bring about any change in the system it is necessary to conceptualize a development model for teacher educators along with the teachers. Teacher educators require exposure to the school and its work conditions to gain an understanding of the needs of the teacher. Career growth opportunities and support for teacher educators are as vital as they are for teachers.

This position paper analyses in the light of the NCF 2005, the NCFTE 2009 and other consultations at the national level the context of teacher education and professional development in Andhra Pradesh. This includes an overview of the pre-service and in-service preparation and the key features of the same. It then examines in some detail the current scenario of teacher education and the way forward for professional development of teacher educators and teachers in Andhra Pradesh.

2. KEY IDEAS IN TEACHER EDUCATION - A BRIEF OVERVIEW OF PRE-SERVICE AND IN-SERVICE PROGRAMMES

Introduction

Teacher education and professional development are increasingly becoming issues of concern in India. Our country is passing through a phase where it requires trained elementary teachers in large numbers. The standards expected from teachers are more well-defined and stringent than what they used to be. The teacher preparation programmes need to be improved to meet the numbers and quality standards. In the last three decades, there have been concerted attempts to facilitate the learning process of the teacher while she is in the school. Both the Central govt and the state Govt through various projects, schemes as well as regular exercises have made an effort to improve the quality of, streamline and revitalize teacher preparation and support. These state and centre sponsored programmes have led to encouragement at all levels towards better teacher profile and performance.

2.1 Pre-Service Teacher Education

2.1.1 Programmes of pre-service teacher preparation: Aspiring school teachers can undertake one of the two pre-service programmes offered in the state depending on their educational qualifications. The first is the two year Diploma in education or D.Ed., which is offered to those who are at least senior secondary school graduates. It prepares teachers for the primary (in some cases elementary classes) but does not offer specialization in any subject discipline. The second course, Bachelor in Education (B.Ed) is for those who are at least graduates and is of one year duration. B.Ed teachers have subject specializations and typically teach in secondary classes.

The D.Ed programme is conducted by state institutions such as the DIETS as well as private colleges who have been given a No objection certificate by the state government. The B Ed program is run by the CTEs and IASEs as well as several private colleges affiliated to universities. The NCTE was set up to regulate the growth of colleges that offer pre-service programmes. Yet, the programmes are not delivering on their promise. The NCTE has suggested reforms in teacher education curriculum as well as laid guidelines for the institutions housing such courses and the faculty that would teach them. The NCF 2005 and the NCFTE 2009 suggest some critical elements for the entire program of pre-service preparation of elementary as well as

secondary school teachers. These guidelines and recommendations have to be considered in the context of Andhra Pradesh and in relation to the Central schemes to promote renewal in teacher development in the states.

Since NCTE is centrally placed, it is necessary that the institute at the state level, the SCERT, lead the way in improving the pre-service programmes. Strengthening of SCERT is required if it is to play a leadership role.

2.1.2 Teacher Educators preparation: Teacher educators preparing teachers are required to have an M.Ed. Degree or an equivalent MA (Education) degree. They are trained in the main institutions for teacher education in the state. The MA(Ed) in Andhra Pradesh is considered equivalent to M Ed as it has the required school practice and attachment program. The IASEs, CTEs and a few other private colleges offer the M Ed program under affiliation to seven universities.

2.2 In-service Teacher Education – A brief Overview

In-service teacher education programmes are critical for teachers to sustain their motivation and refresh their knowledge. The District Primary Education Programme (DPEP-1995-2003) instituted resource centers at the block and cluster level across the country with the explicit mandate to provide in-service training to primary school teachers in child-centered pedagogic methods and to provide onsite support to teachers. The attempt was to shift away from the idea of subject inspectors and inspectors of school towards an academic resource for the continuing professional development of teachers.

Since then, the SSA has also placed emphasis on continuous in-service teacher education requiring each teacher to receive 20 days of training every year. Teachers' involvement in textbook preparation and in the preparation of training modules has grown over the years. Teachers themselves have opportunities to work as to contribute to training as resource persons. Several important initiatives like MELAs , children literature, AMC meetings, Pillala prathibha pata potilu (children talent competitions), children Magazine in every district, subject forums, Mobile science labs etc., have taken place. All these initiatives contributed towards professional development of teachers.

On the whole, the SSA has concentrated on in-service and induction training - pre-service training is not included in its mandate. It has had to deal with a wide diversity in the teaching community - regular cadre of teachers, para-teachers and contract teachers. Training provisions under the SSA provide a 20 day in-service training, 30 days induction training and 60 day training for untrained teachers. Trainings under SSA, though conducted at the block level, in most cases are executed via a standardized package developed at the state level.

To what extent these packages are sensitive to local conditions in which teachers actually work, such as multigrade situations, diverse entry levels and diverse language backgrounds, has not been investigated. There is therefore a need to take a critical look at the teacher training programmes, including their content, duration, frequency method of delivery and linkage with real classroom transactions and provision for hands on experience. There is a growing concern that issues of quality and equity, teacher perceptions and attitudes towards children from diverse communities need to be addressed clearly in teacher training modules and programmes.

3. TEACHER EDUCATION CURRICULUM

3.1 Pre-Service Programmes

3.1.1 The curriculum and pedagogy currently in practise: Although it has been more than 2 years since the drafting of NCFTE 2009, pre-service training programmes are yet to fully implement its suggestions. About the B.Ed programme the NCFTE 2009 says: *The one year Bachelor's degree (B.Ed.) model seems to have outlived its relevance.*

The NCF 2005 visualizes the teacher as a facilitator who will promote self-learning among students. But the pre-service programmes continue to impart teaching methods focusing on *telling the students*. Further, the B.Ed and D.Ed classrooms fail to reflect the methods they expect the student-teachers to apply in their classrooms. Curriculum design, syllabus and textbook development are considered the domain of experts and the programmes do not prepare the student-teachers to either participate in the development process or become capable of critically analysing the finished product.

The school experience programme (SEP) is the practical component of the pre-service programmes, introduced with the idea of providing prospective teachers hands-on experience of the school situation they would be facing in the near future. But it is disjointed from the school functioning and consists of teaching of a specified number of isolated lessons. This does not give the student-teachers an opportunity to overcome their biases about the education process or gain an insight about the learning processes of children. The school authorities are not involved in the evaluation of SEP and there are no provisions which could capture the efforts being made by student teachers to engage children and construct knowledge. There is no inbuilt process of internal assessment which could bring about the various skills and capacities required from a student –teacher in the course of teaching and map the development of her ability to engage students. Experiences in the practice of teacher education indicate that apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in teachers. The present evaluation protocol has no place for evaluating these aspects.

The B.Ed./D.Ed students' assessment still relies heavily on reproduction of memorized information rather than test of knowledge, skills and application. Written examinations are used for assessment which is not integrated with the regular course-work and thus lacks comprehensiveness.

The recent pertinent documents in school education, namely the NCF 2005 and the RTE 2009 lay down the expectations from the school and teachers. The position paper of Andhra Pradesh has put them down in its own context. The principles include:

- Conformity with the values enshrined in the constitution.
- All round development of the child.
- Building up child's knowledge, potentiality and talent.
- Development of physical and mental abilities to the fullest extent.
- Learning through activities, discovery and exploration in a child friendly and child-centered manner.
- Medium of instruction shall, as far as practicable, be in child's mother tongue.
- Making the child free of fear, trauma and anxiety and helping the child to express views freely.
- Comprehensive and continuous evaluation of child's understanding and knowledge and his or her ability to apply the same.

These areas are particularly significant to the professional development of teachers at all stages, both in their initial and in-service training. It is clear that there is a need for teachers to be equipped to do what would help and persuade children to enter and remain in the school.

3.1.2 Conceptualization of a new curriculum for pre-service programmes

From the report of the International Seminar on pre-service elementary teacher education, NCERT 2010:

“While some argue that the current curriculum is heavily theoretical, this area should actually be strengthened and updated as it has little connection with academic knowledge and concepts, let alone ground realities. The theory should help student-teachers understand education and be able to relate it to their current situation and the

background of children. Moreover, the curriculum should focus on applying theoretical knowledge so that student-teachers are able to make appropriate choices and create new strategies as well as directions.”

From the same report:

“In order to help children move away from rote learning, teachers will need to be prepared to give children the opportunity to derive meaning from what they read, see, hear and experience. This is possible only when teachers are able to play an active role in the design of learning material, and have the knowledge and skills to organize meaningful learning experiences and to use evaluation as a means to improve their own performance and children’s learning. For this to happen, the teachers needs several support mechanisms, including a pool of learning resources to choose from the skills to identify developmentally appropriate text materials, a critical and analytic mind and the opportunity to engage children with learning resources outside the classroom. They also need to have experience of learning through similar processes and participate in constructing their own knowledge.”

It is clear that the design of the curriculum of teacher preparation should embrace the following ideas:

- Build in opportunities to critically examine different curriculum, syllabi and textbooks
- Provide the means to enhance the language proficiency of the teacher
- Provide scope for student teachers to reflect on their experiences.
- Give an understanding of the nature and pedagogy of subjects
- The new curriculum should help develop certain attitudes, dispositions, habits and interests in teachers.
- Increase the duration of SEP and moving away from lesson planning and transaction to give the student-teachers an opportunity to understand the child’s learning process and background.
- The teaching of theory should move beyond reproduction of information and should focus on helping to develop analytical skills needed for constructing arguments and building knowledge.

- Encouraging student-teachers to consult a number of reference books rather than one text-book. Access to books that are in vernacular language, relevant and interesting and available as a part of the classroom library would be needed.
- Involve teachers from SEP schools in student-teacher assessment.
- Make the student-teachers aware that education is not an individual's responsibility but that of a group and therefore it is essential to involve the community.

Some component of evaluation in pre-service programmes should be internal so that, weightage can be given to participation in class activities, project works, and presentation of same. How much the student teachers are able to incorporate theory into classroom practice should form an essential basis of assessment as it gives a practical demonstration of their understanding. The curriculum of the pre-service programme should be such that it prepares teachers who are willing to question themselves and others and also willing to change if convinced of the need. They need to move away from transaction of textbooks to design of curriculum that is relevant to the context of their children and incorporates the goals of education.

Specific Administrative Reforms in the context of Andhra Pradesh:

- A procedural change in the selection of prospective student-teachers/trainees. The entrance and recruitment tests, instead of merely testing the content knowledge, should also test interest and aptitude towards the teaching profession.
- It should be mandatory for all teacher education institutions to have model schools within their campus to provide space for the student-teachers to gain the necessary experience of actual school functioning.
- Where the above is not possible, the teacher Preparation Colleges (CTE / IAS) and DIETs need to be institutionally linked to schools, where the teacher educators can teach and connect theory to practice.
- SCERT should be the apex body at state level to monitor and Supervise Teacher Education Programmes being organized by Govt DIETs and private D. Ed Colleges. Similarly, the DIET can be the apex body at the district level and work closely with the MRCs, school complexes and CRCs.
- Teacher education courses should be given professional status.
- It is advisable to link the private D. Ed Colleges to their local DIET to maintain academic standards and end the isolation of these institutes.
- The pre-service curriculum (Primary) being implemented by DIETs and private D. Ed Colleges, should be structurally and academically supported by different agencies such as NCERT, NCTE, SCERT, MRC, School complexes, School, Resource organizations etc.

There have been recommendations that the D Ed and B Ed programme durations should be increased as they do not adequately prepare the teachers. The D. Ed program should be modified to a four year integrated course leading to B.El.Ed and/or B.A./B.Sc (Ed) after intermediate. Similarly the B Ed course can be extended by a year. It should however be recognized that simply increasing the duration will not prove a worthwhile exercise unless efforts are made to move away from the current mode and incorporate the ideas mentioned above.

Specific Suggestions for Pre-service programmes

- The Language Pandit course is meant to prepare elementary teachers who can be considered experts in teaching language. Gradual modification of the existing model is suggested to incorporate the current pedagogical ideas.
- Candidates who have studied Telugu / Urdu / Hindi as one of the optional subject at degree level to be treated as eligible for single subject B.Ed (language) course which is a basic qualification for school assistant or a grade-I pundit.
- A separate integrated course can be designed for in basic subjects like mathematics / EVS / English etc apart from the existing languages training. This course may be named as “Integrated Diploma in Education” and can be of 2 years duration. The I year for understanding basic subjects and II year for methodology of language and basic subjects. This course can then be equated to D.Ed and graduates eligible for SGT posts / Grade II pundits.

3.2 In-Service Teacher Education

In-service teacher education in Andhra Pradesh in the last two decades has seen concerted efforts designed to improve the classroom processes. The key ideas towards children enjoying an engaging learning experience have been tried to be incorporated in the trainings.

The present practice of in-service education for teachers is largely characterized by a ‘top down’ model, driven more by the availability of funds rather than the needs of the teacher. Many of the inducted teachers in recent years have inadequate pre-service preparation and there is an additional pressure to compensate for it during in-service trainings. Andhra Pradesh has invested substantial resources for in-service teacher training in recent years. Currently in-service programmes are organized and managed by various providers both at the state level and district levels. While RVM (SSA), SCERT conduct teacher training programmes at the State Level, DIETs, IASEs, CTEs, MRCs and CRCs provide in-service training programmes at the local level. A number of these programmes are conducted in a cascade model.

3.2.1 Learnings from the experience of in-service trainings. The following learnings have emerged from the experience and analysis of conferences, seminars, workshops and in-service training programmes:

1. Lack of success of teacher trainings to bring about changes in the classroom can be attributed in part to over training, routine and superficial training. Long trainings without a sharp focus or agenda result in training fatigue and cynicism about their utility.
2. The teacher is expected to facilitate group work, peer-learning and self-learning in the classroom. Therefore trainings should create the same experience for them which would give them a chance to reflect and plan their own classroom.
3. Trainings should aim to give teachers an overarching view of the aims of education. They should create awareness about issues of marginalization, diversity, values, as well as promote creativity, self-reflection, self-esteem, critical enquiry, professionalism and problem solving skills.

3.2.2 Curriculum of In-service Teacher Education. The most frequent complaint about in-service trainings is that they fail to address the needs of the teacher and their content does not take into account the prior knowledge of teachers. Some guidelines are suggested while designing the curriculum of in-service trainings:

- Contextualization – the training modules are developed at the state level but the curriculum should be such that it uses the context of teachers as basis for teaching and learning.
- It should provide teachers opportunities and material to read as many of them lack the ability to read with understanding.
- It should be pitched at the actual level of the teachers and not an idealized, expected level. The school curriculum should be kept in mind while designing the trainings.
- Curriculum should focus on giving teachers the capacity to:
 - Use the local resources to develop TLM and engage with the community to utilize their potential in the school system.

- Recognize and correct the inherent problem in the design of content and pedagogy wherever a dichotomy is created between fluency with accuracy and understanding.
- Help learning become meaningful for the children and using that build a demand for the school within the community.

Curriculum for primary teachers' training should instill in them a respect for the child and her knowledge and acknowledge that errors are vital for learning. Further, they should be encouraged to play with children and engage in their activities.

The upper primary teachers need to learn to deal with concepts that are abstract and cannot be taught with concrete objects. Their own understanding of these concepts should also be challenged. Teachers need to learn to deal with issues associated with the child moving into the adolescent stage.

3.2.3 Designing In-service Programmes: The mode of in-service programmes is dependent on the diverse needs of the teachers which also determine the objectives of each programme. The NCFTE 2009 has suggested some basic guidelines which are presented below:

- Programmes must build on the principle of creating 'spaces' for sharing of experiences of communities of teachers among themselves, to build stronger shared professional basis of individual experiences and ideas giving teachers a space to develop and hear their own voice is of utmost importance.
- Programmes must be designed with a clear sense of their aims and how the strategies of the programme are going to achieve these aims. This alone can ensure that programmes should be on track and alive rather than routine when they are implemented. This may also require then, that every group of trainees either directly participate in the design of the programme, keeping in mind a specific group of teachers, or adapts a given programme to a specific group of teachers. Programmes also need to include a plan for post programme support and include training orientation of support faculty in the same.
- All programmes must find acceptance of their aims with the teachers group concerned, regarding whether they need such a programme and why they are to

attend it. The principle of choice of programme to attend, based on teachers own assessment of what he/she needs or is advised based on some valid assessment of professional requirement, would provide a sound basis for in-service programmes, especially those that are of a long duration and which seek to impart practice. One size can't fit all.

- The content of programmes must be such that teachers can relate to it from their own experience and also find opportunities to reflect on these experiences.
- The approach of motivating for change must not put the burden on individual development alone but must also recognize and respond to the structural issues that affect teacher's day-to-day practice. Equally, structures and people in supervisory positions must be educated to support and provide space to encourage teachers to plan and practice autonomously.
- Programmes that should be useful to develop or alter basic practice need to be planned towards extensive interactions with the same resource group.

4. ***ECOLOGY OF TEACHER EDUCATION AND PROFESSIONAL DEVELOPEMNT***

Teacher education programmes, whether conducted before entering the profession (pre-service) or after (in-service) are perceived as important milestones in empowerment and preparation of teachers. They are the one of the means of achieving quality in the school education system. The success of any strategy of teacher professional development is affected by various interlinked issues. For example, the mode of any teacher training, improvement of the training centers are some issues related to teacher training that require long term effort and planning. Trainings need to encourage sharing of experiences and creativity among teachers. Similarly to address the needs of teachers in the schools, strengthening of the teacher support systems, creation of subject forums and networking systems between educationists, educational institutes and teachers is required. Developing a culture of accountability, defining the role of teachers' union, finding ways to cope with the challenges posed by RTE 2009, are some of the vital, interlinked aspects of teacher development

4.1 **Present Status**

The three decades after the drafting of 1986 national education policy have seen several proposals being noted out in teacher education. Andhra Pradesh primary educational programs (APPEP), District primary educational programs (DPEP), Operation BlackBoard(OBB), Sarvasiksha Abhiyaan(SSA) [Rajiv Vidhya Mission (RVM)] are some of the programmes that have been implemented with financial assistance extended by the central government. The efforts that targeted children are enrolment of school age children in schools, surveying the progress of children, the Children's Language Improvement programme (CLIP), Children Learning Acceleration programme for Sustainability (CLAPS), and Learning Enhancement Program (LEP). Improvement of school infrastructural facilities, supply of teaching equipment or tools, formation of school centers and school complexes were part of the school level strategies. Finally, establishing *mandal* resource centers as a support system to school, conducting professional trainings,for teachers and undertaking researches were meant as some steps required in imparting quality education.

Implementation of these programmes has led to the following noticeable changes:

- Sensitivity and concern among the teachers towards children, their competence and their learning methods.
- Awareness of the need to provide quality education in government schools for retention of children and to develop society's faith in them
- The feeling that society has a role to play in school education
- Development of a work culture through collective rather than through individual effort.
- Increase in educational leadership among teachers - teachers are developing as subject experts, trainers, researchers, the authors of textbooks and programme designers.

Implementation of the programmes and trainings, however, has not led to:

- awareness of what all is entailed in quality education
- accountability of the teachers towards their students
- complete implementation of all that was envisioned in the programme or projects
- understanding among teachers of the terminology used in the programmes or its application in the classroom
- Improvement in the style of functioning in the teachers and the teacher trainers
- Increased cohesion between pre-service and in-service programmes which are designed and continue to function separately
- Change in classroom processes or the process of student assessment

There are many factors that can account for this lack of success. Although sufficient funds and resources are available, their proper and desirable utilization remains a big question mark. Teacher support systems have been established but their activities tend to be mechanical. Lacks of monitoring, non-availability of professional help and cooperation have led to this lack in inspiration and the increase in mechanical attitude.

The role of the community is restricted to collection of donations, ensuring attendance and for providing facilities. Teachers' unions have an enormous and sometimes undesirable influence on teachers. The implementation of multiple programmes with no clear visible changes has led to a lack of faith. The teacher trainers are unable to inspire teachers in effectively implementing the changes in school. A research oriented approach is needed to study, analyze and improve the teacher education system.

4.2 Challenges and Proposals arising from RTE, 2009

RTE 2009 talks about ensuring the admission of all children between 6 and 14 years into classes according to their age and providing them instruction without any discrimination on a par with other children. Teachers are expected to assess each child's learning and plan the classroom accordingly. Parameters for pupil-teacher ratio, what is meant by quality education and continuous comprehensive evaluation while teaching, are described.

Teachers thus face the challenge of teaching children at markedly different levels even under so called monograde classes. Implementation of the recommended pupil to teacher ratio will imply that teachers would be facing multigrade classrooms. They will also need to move away from an evaluation system based on monthly tests. Many teachers are unwilling and uncertain as to how to adapt to these changed conditions.

Change in the style of functioning of teachers is one of the direct implications of RTE 2009. Accordingly, the teacher trainings and programmes also need to change to prepare the teachers for the increased expectations. However, these will not be enough to bring about the desired change in the required timeframe. Multipurpose and multilevel programmes and strategies need to be implemented. The government machinery by itself may not be able to deal with the situation and who can partner the government in this effort needs to be debated.

Formation of teacher support systems, planning the role of teachers' unions, setting up of subject forums, developing networking systems and working out social partnerships with different organizations in the state and outside are suggested.

4.3 Teacher Support Systems

The existing teacher education systems such as the school complexes, *mandal* resource centers, DIETs, and the SCERT need to be rejuvenated to provide teachers

the support they require. Several recommendations have been made regarding the optimal infrastructure, material and human resources and these should be implemented. Although their work area is same, there is a lack of synergy between the various organizations. Networking between the organizations and shared planning at all levels, from school to block to state, is required. At the same time, decentralization of the various education bodies is also needed.

Subject Forums

The practise of forming subject teachers' union has been observed in many countries. To ensure a planned and oriented style of working, the state of Andhra Pradesh too can form forums for organizing activities around subjects under the supervision of Sarwasiksha Abhiyaan. These forums can identify and work on issues related to teaching, learning, evaluation, work culture the progress of schools and extend their help and cooperation in solving problems. The following steps can be taken as part of the initiative:

- Subject forums should be formed in different subjects from *mandal* level to state level. The programmes relating to subject forums should be fixed, implemented and adequate resources should be provided for this purpose.
- Decentralization, confidence, self-reliance should be identified as key factors.
- The government should extend their help and cooperation for arranging programmes, visits, tours, seminars for the development of the competence of the members of the subject forums.
- Research can be undertaken under these forums.
- Subject forums can play a key role in the preparation of subject-wise magazines, pamphlets and equipment.

A pool of subject experts should be identified and used to answer the queries of teachers and provide them subject content support. For the teachers to become more self-reliant, they require a variety of support including libraries, access to internet and other material. They also need to be involved in the preparation of the annual school development plan.

These support systems can be involved in ensuring teacher accountability. They need to prepare parameters that would not be limited to attendance. However, at no pint should they be regarded simply as monitoring and enforcing agencies but should work so that the teachers regard them as partners and share their concerns freely. They should serve as space where the teachers can access various facilities and should ensure that teachers are kept up to date with innovations and new thoughts. The use of

these centres by the teachers will serve as a measurement of their usefulness and functioning.

4.4 Teacher Unions

There is a strong teachers' union in the state of Andhra Pradesh which holds a great influence on the teachers. This should be seen as an advantage and utilized as such. In the past, they have inspired participation and involvement of teachers in the anti-arrack movement, in literacy programmes, adult education programs, enrolment of child labour in schools and community development programs, all of which cannot be ignored.

Usually the formation of teachers' unions is according to the needs of the teachers and the social and political conditions. They are also involved in teacher welfare and their service programs. Some of the teachers' unions in Andhra Pradesh are conducting professional development programs for teachers, and seminars and workshops for strengthening of the school education system. These activities are creating an atmosphere conducive for teacher education programs and the following are suggested for evolving the role of teachers' unions in teacher professional development:

- Involve teachers' unions in the preparation of teacher education programmes and lesson planning equipment.
- Entrusting responsibility to teachers' unions for conducting seminar, symposia, and workshops for teacher professional development.
- Utilization of the services of the representatives of various organizations and considering their representation in identifying teacher service needs and other needs.
- Involving the teachers' unions or entrusting responsibilities to them in the activities such as the evaluation program, conducting surveys, estimating ground realities, teacher's work culture, the style of functioning of the schools and the children's progress.
- Utilization of teachers' unions as a bridge between the teachers and the society

4.5 Networking Systems

Gradually ICT is coming within the reach of even the most remote regions. The power of ICT needs to be harnessed to provide the teachers information, the possibilities of its exchange with others, and interaction about different subjects. Ways and means should be thought of to use ICT to help in extending the scope of teacher's knowledge and practice to make them reflective practitioners. Networking whether between national and international organizations or between individuals and teachers is necessary for establishing relations. For this purpose, the following measures can be initiated:

- Computers and the facility of internet should be provided in all schools and school complexes.
- Formation of teacher networking systems should be undertaken by the district level bodies. Teachers need help in becoming familiar with using the internet.
- For continuous support and follow-up after trainings, some of the training component can be made on-line.
- Information of various programs in the state to be displayed on the website and feedback from the teachers also recorded.
- Opening of subject-wise websites and updating them from time to time under the guidance of subject experts and teachers.

4.6 Social Participation

For the teachers to work effectively, to improve their professional skills and get feedback on their work, the cooperation of the local community and society is essential. The teacher cannot afford to remain ignorant of the existing social conditions, needs, resources and different backgrounds of the child. Partnership between the school (teacher) and society can be conceptualized at the following levels:

- While preparation of lesson plans and during the framing of the syllabus, the local community resources, needs and skills should be utilized. This could be in the form of the utilization of the skills of various artisans of society in school education.

- Improving education and commitment among the teachers towards their profession through social partners.
- Monitoring and critical observation of society over the style of functioning schools and teachers.
- Teachers are an integral part of society. So it is necessary for them to respond to day-to-day developments and incidents in society.
- Teachers need to become an integral part in all the social development related programs. RTE – 2009 desires the school development through school management committees. For this purpose, the school should prepare development programs. As a part of this activity, it is inevitable that teachers should work together with the members of society in an atmosphere of mutual cooperation.

4.8 Systems and structures of Teacher Education

Several institutions are involved in teacher education at various levels. Some of them such as the Block and Cluster resource centres were designed to provide direct support at the school level. CRC / MRC / DIETs need to take on Education Leadership Role in the field for Teacher Development. These structures need to be decentralized, granted reasonable autonomy to develop their own plan and given adequate resources to strengthen them. As of now, the personnel in these centres are responsible for logistics and arrangements of trainings and of meetings that are focused on administrative issues. They require support to develop their capabilities to gradually become more involved in academic decision making. There should be a move towards mutually agreed, school based / teacher based target setting and performance evaluation. While national and state level structures can conceptualize ideas and design materials, structures closer to the school are needed to modify and contextualize them to local needs.

The state education system works in a top-down manner with the SCERT at the apex. The District Institute of Educational Training (DIET) are answerable to the SCERT and implement its mandate. They need to move closer to to Mandal Resource Center (MRC) / Cluster Resource Center (CRC) and take them into consideration while planning. The DIETs have seven departments that are not very well coordinated. No department has people of the same disciplines, making, sharing and thinking together difficult. In order to work with elementary schools there must be two-three lecturers

of each discipline in the DIET.

DIET needs dedicated academic support structures at the sub-district level. MRC and CRC do not meet this requirement as they have to conduct surveys, collect data and fulfill programme implementation and monitoring responsibilities. The CRC and MRC usually have teachers temporarily deployed at various posts and not all of them are exceptionally suitable for being teacher trainers.

Apart from faculty and personnel, DIETs also need infrastructural inputs. They are currently ill-equipped to conduct residential training like. But more than all this, they need a leadership that has the vision and the drive to fulfill the role expected of them. Institutions in the non-governmental sector can be involved to supplement the capabilities of state institutions with a higher level of motivation and focused capacities. Faculty from universities and colleges along with experienced NGOs should conduct teacher development programmes. The same organizations' who deliver the training should be responsible for some follow-up and hand-holding for one year, so that teachers are enabled to actually put the training to use.

5. PROFESSIONAL DEVELOPMENT

Professional development throughout the career span is important for a professional in any field and it is equally important for teachers and teacher educators. To qualify as a professional requires certain standards, both from the system and the practitioner. In case of teaching, it is expected that the system gives the teacher autonomy, responsibility, freedom and power - in the classroom as well as in a more holistic sense. A transparent governance system demands that the teacher be motivated and while empowering her to lead the school and the community. Monetary benefits cannot be the sole criterion for defining a professional.

Teacher education and professional development involve life-long growth and continuous learning. They are needed to consolidate learning but are also required for keeping motivation alive and for adapting to changes. While talking of the needs of and expectations from the teachers we should not ignore the teacher educators. The same, if not higher, level of professionalism is demanded from teacher educators. At the same time, it should not be forgotten that teacher educators too need resources and

avenues for their professional development if they are to remain motivated and up to date with the innovations in the field.

Professional Development of School Teachers

School teachers in India, especially those teaching the elementary grades, have not often been treated as professionals and do not enjoy the same social status as those in other, financially more lucrative fields. As a result not many aspire to enter the teaching profession. There is a wide-spread perception that teaching as a profession does not pay well even though the teachers' salaries after the implementation of the Sixth pay commission would be three to four times the average per capita for any State. (TDM, Udaipur, 2009). The high teacher salaries have resulted in people entering the profession with a sense of obtaining a secure, high-paying government job but have not done anything to enhance the social image of the teacher.

The expectations from the teacher under NCF 2005 and NCFTE 2009 are high and the implementation of RTE 2009 have increased them further. Terms such as child-friendly classrooms, activity-based learning, continuous comprehensive evaluation, inclusive education etc. are widely used. The ground reality is that more than five years after NCF 2005 was drafted, the teachers are far from even understanding what is expected let alone being ready to implement these suggestions. The state of Andhra Pradesh therefore needs to work out a comprehensive plan of teacher professional development that will help the teacher fulfill the current needs of the children and be ready to face future challenges. Both pre-service and in-service programmes need to be redesigned for this purpose.

Teacher education, teacher support, motivation, incentives and teacher accountability are the different aspects of professional development of teachers. Mechanisms and Policy for all three must be designed in an integrated fashion.

The Teacher education institutions can model themselves on universities and IGNOU and should design and conduct various short term courses in which the teachers can join and build their capacities as per their interest. Introductory courses on ICT, ET, Inclusive education, evaluation techniques, Guidance and counselling or subject refresher courses can help in career advancement of teachers.

Teacher Support can include many possible forms including discussion forums, libraries, resource centre, activity clubs, access to ICT and networking of various

kinds apart from regular trainings and seminars. Many of them can be jointly housed in the teacher education structures.

Accountability to fellow teachers and to children as well as their parents and community can help in ensuring continuity of capacity building. The accountability mechanisms have to be transparent, simple, and participative (both in goal setting and goal tracking). Portfolios containing the work of the teachers, trainings and courses attended, activities designed etc can be used. These mechanisms can only work if the teachers have some autonomy to act and some flexibility to teach they way they want and analyse their own performance through supportive reflection. Unless the system trusts teachers and respects them as professionals their self image would not grow and nor would their sense of ownership and responsibility grow. It is desirable that the teachers have the opportunity to develop professionally by going in to courses of higher learning as well as roles that are more responsible in terms of expectations, challenges and responsibilities.

Professional Development – Teacher Educators

The role of teacher educators is crucial in preparing and moulding the teachers who can grapple with the changing ideas of quality education and be capable of transforming them into reality. Teacher educators at all levels, whether master trainers or DIET lecturers, are the primary source of motivation for teachers and for creating awareness of new ideas among them. Therefore they are required to be aware of any new development in the field of education research, and have at least a rudimentary knowledge of the sociology, philosophy and psychology associated with education. Needless to say, they are expected to read books, attend faculty and student seminars and write simple materials for teachers and parents.

Teacher educators need as many avenues of professional development and growth to sustain their own motivation and that of the teachers they work with.

The following measures can be taken for the professional development of teacher educators:

- Networking systems should be established between institutes at the same level and across levels. For example a forum for neighbouring MRC personnel can be set up for sharing. A forum where CRC, BRC And DIET personnel can network can be another forum.

- In teacher training and preparation institutes such as the DIETs, intra departmental relationships need to be established. Opportunities for collaboration and sharing of ideas between the departments of psychology, Maths, science, languages should be encouraged. Besides this networks between teacher training colleges, universities, state level, national and international research institutions should be developed. They should actively participate in educational seminars, symposia, debates, discussions, workshops and present papers.
- The institutions should have access to National, international journals, reference books and technological aids including ICT networking for exploring ideas in education.
- Teacher trainers too need career growth possibilities and opportunities. Performance indicators have to be evolved to recognise and encourage quality performance and excellence. They also must have options to enhance their capabilities and qualifications. Emphasis should be given to working with school children to gain experience and insights. This can be through teaching or by conducting reflective studies and small researches on their own, with their student-teachers and with teachers of nearby schools.

7. Recommendations

The process of teacher education reform needs to be initiated to accelerate the rate of change in the school education system. Some recommendations that can serve as the starting point are:

- Development of a comprehensive State Policy on Teacher education and professional development keeping in mind the views expressed in NCF 2005, NCFTE 2009, RTE 2009 and the state curricular framework. At the same time, any policy towards quality education must be based on sound research and not centred on assumptions.
- Ending the isolation of the institutions involved in teacher education by encouraging linkages and networking. This can be between:

- Teacher Preparation Institutions: Peer interaction among DIETs/IASEs and private colleges, aimed at sharing experiences towards programme improvement, via capacity building courses, theme based seminars, programme review groups, and small joint studies facilitated by an academic resource organization directly interacting with faculty and students.
- Interactions should not be limited to the education department but should also be with Subject Department Programmes and Courses.
- Networking of teacher education institutions at the sub district level such as the MRCs, CRCs and have convergence with schools and various departments working with children.
- SCERT should be declared as deemed university and make responsible for the improved teacher education system in the state and should duly network with universities and departments.

Setting up of such linkages and forms will make responsible dialogue possible among professional at all levels in the system. It will build a feed back and response mechanism that can place alternative view points for the system.

- Overhauling the current Teacher Education programmes in terms of content and transaction to ensure continuing relevance:
 - Theoretical orientation leading to ability to form arguments and analyze; emphasis on self learning and independent thinking; practical teaching to provide opportunity for self analysis, self evaluation, adaptability, creativity, innovations.
 - Focusing on complex nature of teaching profession, i.e., equity concerns, social justice and develops teachers as caring, competent and qualified teachers.
 - Transform raw graduates into professionals through perspective building and a strong 6 months to one year induction course with field based practices in DIETs, CTEs and schools
- Institutionalization of trainings being organized under SSA, RMSA and through other state and, central sponsored projects. Institution building of DIETs, CTEs, IASEs, SCERT through human resource, budget resource and academic support.

- Increasing the number and quality of distance mode programmes:
 - Organizing D.Ed. Distance Education course through SCERT for untrained teachers to meet RTE standards. Also Starting D.Ed. elementary one year courses in existing DIETs.
 - DIETs, IASEs, to organize short time certificate, diploma courses in distance mode.
 - Professional development of in-service teachers via distance mode programmes that emphasize project work based on the teachers' field experiences..
 - Harnessing the potential of ICT
- There is crisis of numbers as well as quality of teacher educators.
 - This can be overcome in part by inducting elementary or high school teachers with suitable educational qualifications and experience in DIETs/CTEs and IASEs. A small orientation process can follow the selection to ease transition into their new role.
 - Teacher educators for elementary classes should have experience of teaching in an elementary school. So periodic teaching in the elementary school should be made an essential requirement for becoming and continuing as a teacher educator in DIETs
 - Similarly, teacher educators for secondary classes should have experience of teaching in a high school. So periodic teaching in the High school should be made an essential requirement for becoming and continuing as a teacher educator in CTEs and IASEs.
- Develop accountability and performance indicators, and monitoring mechanisms for teachers, teacher educators, and structures at all levels
 - Evolve systems to monitor the functional aspects of teacher education institutions and professional development programmes.
 - Providing autonomy to the institutions to develop and implement innovations/reforms.
 - Obtaining an independent, external professional perspective on trainings, learning achievements etc through studies and research

- Institute teacher appraisal mechanism and link it to professional development and
- carrier upliftment.

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CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, *having solemnly resolved to constitute India into a*

SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC, REPUBLIC *and to secure to all its citizens*

JUSTICE, *social economic and political*

LIBERTY *of thought, expression, belief, faith and worship*

EQUALITY *of status and opportunity and to promote among them all*

FRATERNITY *assuring the dignity of the individual and the unity and integrity of the nation.*

IN OUR CONSTITUENT ASSEMBLY this twenty –sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.