NETAJI SUBHAS OPEN UNIVERSITY

STUDY MATERIAL

M. Ed. Special Education
(Hearing Impairment / Intellectual Disability) - ODL

A 6

**PERSPECTIVES IN TEACHER
EDUCATION-IN-SERVICE
AND PRE- SERVICE**

M. Ed. Spl. Ed. (H.I. / I.D.) ODLL Programme

AREA - A

A 6 : PERSPECTIVES IN TEACHER EDUCATION: IN- SERVICE AND PRE- SERVICE

A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA

AREA - A
DISABILITY SPECIALIZATION
COURSE CODE - A 6
PERSPECTIVES IN TEACHER EDUCATION: IN- SERVICE AND PRE- SERVICE

Chairman	**Prof. Subha Sankar Sarkar,** Vice Chancellor, Netaji Subhas Open University, Kolkata-700 064
Convenor	**Prof. Atindranath Dey,** Director, School of Education, Netaji Subhas Open University, Kolkata-700 064

RCI Expert Committee

Dr. Jayanthi Narayan	Former Deputy Director, NIMH, Secunderabad.
Dr. Varsha Gathoo	Head and Reader, Department of Education, AYJNISHD (D), Mumbai.
Dr. Sanjay Kumar	Assistant Professor, DSMNRU, Lucknow,
Shri Ashok Chakraborty	Ex- Chairperson, ZCC, RCI & Secretary, SHELTER.
Dr. Hemant Singh Keshwal	Assistant Prof. of Special Education and Centre In- Charge, NIEPID- RC, Kolkata.
Shri Suman Kumar	Assistant Professor of Speech & Hearing, AYJNISHD- RC, Kolkata.
Professor A. N. Dey	Director, School of Education, NSOU.
Smt. Antara Choudhury	Assistant Professor of Special Education, School of Education, NSOU.

NSOU Expert Committee [Board of Studies (BoS)]

Professor A. N. Dey	Director, School of Education, NSOU.
Professor Dulal Mukhopadhyay	Professor of Education (Retd), NSOU.
Shri Ashok Chakraborty	Ex- Chairperson, ZCC, RCI & Secretary, SHELTER,
Professor Debasri Banerjee	Professor of Education, Department of Education, University of Calcutta
Dr. Hemant Singh Keshwal	Assistant Prof. of Spl. Education and Centre In- Charge, NIEPID-RC, Kolkata.
Shri Suman Kumar	Assistant Professor of Speech & Hearing, AYJNISHD- RC, Kolkata.
Professor Swapan Kr. Sarkar	Head, SoE, NSOU
Prof. Sanat Kumar Ghosh	Professor of Education, SoE, NSOU.
Professor Sumanta Chattaraj	Professor of Education, SoE, NSOU.
Smt. Swapna Deb	Consultant, SoE, NSOU.
Smt. Antara Choudhury	Assistant Professor of Special Education, School of Education, NSOU.
Dr. Abhedananda Panigrahi	Coordinator, B. Ed., SoE, NSOU.
Shri Prabir Naskar	Assistant Professor of Special Education, SoE, NSOU.

Title : Perspectives in Teacher Education: in- Service and Pre- Service

Unit	Name of the Unit Writer	Name of the Editor
Unit-1	Ms. Moumita Biswas, Lecturer in Spl. Education, NIEPID, RC- Kolkata.	Professor Dulal Mukhopadhyay
Unit-2	Sri Arup Mitra, Asst. Prof., Society for Mental Health Care, Katwa , W.B.	Professor of Education (Retd), SoE, NSOU
Unit-3	Ms. Moumita Biswas, Lecturer in Spl. Education, NIEPID, RC- Kolkata.	
Unit-4	Dr. Rajiba Lachon Mohapatra. Asst. Prof. of Edu., Burdwan University.	
Unit-5	Dr. Neetu Chettri, Asst. Prof., Govt. General Degree College, Kalna, W.B	
General and Format Editing		Smt. Swapna Deb, Consultant, SoE, NSOU. and Smt. Mandira Chakraborty, Academic Consultant SoE, NSOU
Programme Coordinator		Smt. Antara Choudhury, Assistant Professor of Special Education, School of Education, NSOU.

The Self Instructional Material (SIM) is prepared keeping conformity with the M.Ed.Spl. Edn.(HI/ID) Programme as prepared and circulated by the Rehabilitation Council of India, New Delhi and adopted by NSOU on and from the 2020-2022 academic session.

Mohan Kumar Chattopadhyay

Registrar

Prologue

I am delighted to write this foreword for the Self Learning Materials (SLM) of M Ed in Special Education (ODL). The M Ed in Special Education in ODL mode is a new academic program to be introduced at this University as per NOC issued by the Rehabilitation Council of India, New Delhi and subject to approval of the program by the DEB-UGC.

I must admire the emulation taken by the colleagues from School of Education (SoE) of NSOU for developing the Course Structure, Unit wise details of contents, identifying the Content Writers, distribution of job of content writing, editing of the contents by the senior subject experts, making DTP work and also developing E-SLMs of all the 16 Papers of the M Ed program. I also extend my sincere thanks to each of the Content Writers and Editors for making it possible to prepare all the SLMs as necessary for the program. All of them helped the University enormously. My colleagues in SoE fulfilled a tremendous task of doing all the activities related to preparation of M Ed in Spl Edn SLMs in war footing within the given time line.

The conceptual gamut of Education and Special Education has been extended to a broad spectrum. Helen Keller has rightly discerned that *"Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding line, and no way of knowing how near the harbour was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour."* So education is the only tool to empower people to encounter his/her challenges and come over being champion. Thus the professional Teacher Education program in Special Education can only groom the personnel as required to run such academic institutions which cater to the needs of the discipline.

I am hopeful that the SLMs as developed by the eminent subject experts, from the national as well as local pools, will be of much help to the learners. Hope that the learners of the M Ed Spl Edn program will take advantage of using the SLMs and make most out of it to fulfil their academic goal. However, any suggestion for further improvement of the SLMs is most welcome.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

First Edition : December, 2019

AREA - A

A 6 : PERSPECTIVES IN TEACHER EDUCATION- IN- SERVICE AND PRE- SERVICE

Unit 1: Understanding Teacher Education (TE)
1.1 Concept, Aims and Objectives of TE
1.2 Significance of TE in India
1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional
1.4 Structure of TE in India and Organizations/Agencies involved
1.5 Factors influencing the practices in TE and quality

Unit 2: TE and Education of Children with Disabilities
2.1 Early Initiatives in preparing teachers for children with disabilities in India
2.2 Establishment of various national institutes and development of TE in special education
2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education
2.4 Changes in School Education for Children with Disabilities and its Impact on TE
2.5 Paradigm shift from Segregation to Inclusion Impacting TE

Unit 3: Pre-service TE in Education of Children with Disabilities
3.1 Changing scenario of teacher education curriculum and evolving priorities
3.2 Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum
3.3 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation
3.4 Various components of TE curriculum and their transactional modalities
3.5 Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

Unit 4: Continued Teacher Development Program
4.1 Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations

4.2   Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts

4.3   Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE

4.4   Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)

4.5   Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines

Unit 5: Issues and Challenges in TE for Education of Children with Disabilities

5.1   Teacher motivation and working conditions; opportunities for professional development

5.2   Organizing TE: Conventional versus ODL

5.3   Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI

5.4   Single disability versus cross disability approach in TE and addressing disability issues in general   education curriculum

5.5   ICT and TE

A 6 ◘ PERSPECTIVES IN TEACHER EDUCATION- IN- SERVICE AND PRE- SERVICE

Unit - 1 ◻ Understanding Teacher Education (TE)

Structure

1.0 Introduction

As stated by NCTE, 1998 in quality concerns in secondary teacher education, the teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage." The Education Commission (1964 -66) professed, "The destiny of India is now being shaped in her classrooms". The National Policy on Education 1986 emphasize: "The status of the teacher reflects the socio-cultural ethos of the

9

society; it is said that no people can rise above the level of its teachers". The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. Teaching has been one of the oldest and respected professions in the world. The role, functions, competence and preparation of teachers have undergone a dramatic change from time to time but the need for teachers has been imperative for all times. This shows that it is necessary to invest in the teacher preparation programme so that future of a nation is secure.

1.1 Objectives

After going through this unit the learner will be able to

- Assess the meaning , significance, objectives of teacher education

- Analyse the development of teacher education

- Evaluate the aims and objectives of teacher education at primary, secondary and higer education level.

- Explain the various agencies of teacher education

- Under the factors influencing the quality of teacher education

1.2 Concept, Aims and Objectives of TE

Concept:

Meaning of teacher education: it is believed that the quality and extent of learner achievement are determined primarily by teacher competence , sensitivity and teacher motivation.

The national council for teacher education has defined teacher education as, a programme of education, research and training of persons to teach from pre-primary to higher education level.

Teacher education is basically a training programme which enables the teacher to be efficient and competent to meet the requirement of the profession and face the challenges related with it.

Good's dictionary of Education defines Teacher Education as "All formal and informal activities and experiences that help to qualify to a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively".

Rabindra Nath Tagore said, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."

So teacher education encompasses teaching skills, sound pedagogical theory, motivation for teaching, creativity in developing teaching aids, enthusiasm in managing classroom and sensitivity towards contemporary issues and related problems.

History of teacher education:

Teaching is one of the oldest and most respected professions in the world. The noble task of shaping the future citizens is entrusted in the hands of teachers. The nature of this task is determined by the expectations of society. The history of teacher education in India is as old as the history of Indian education itself. India has one of the largest systems of teacher Education in the world. Education of teachers must have been born in India in 2500 B.C.

The history of Indian teacher education may be divided into five parts:

1. Ancient and Medieval Period (2500 B.C. to 500 B.C.)

2. Buddhist Period (500 B.C. to 1200 A.D.)

3. Muslim Period (1200 A.D. to 1700 A.D.)

4. British Period (1700 A.D. to 1947 A.D.)

5. Teacher education in independent India (1947 up to this date).

Ancient and Medieval Period (2500 B.C. to 500 B.C.):

In ancient India, the teacher was well versed in temporal as well as spiritual knowledge, and the aim of education was to equip the learner with the worldly as well as spiritual knowledge and prompt him for self-realisation. In the medieval ages, the task of the teacher was to impart knowledge to his pupils. But a twenty first century teacher has to act as 'interpreter of knowledge'. In tune with the changes in the role and task of the teacher, the pattern of teacher education is also varied from time to time. In ancient India, the education was centered mainly on the Vedas (Rig, Yagur, Sama and Atharva) and Vedangas (Siksha, Chhandas, Vyakarana, Nirukta, Kalpa and Jyothisha). 'Gurukula' system prevailed at that time in which an intimate relationship between the 'Guru'-teacher and 'Sishya'-pupil existed, and 'individualisation of instruction' was a salient feature of the system. The duty of the teacher was not only to teach pupils but also to practice what is taught, in real life. In the Vedic period knowledge was transmitted orally. The students memorized

the spoken lessons from the teacher, by repeating them orally. Since no other ways of 'reference' was possible, the teacher remained the fund of knowledge. Various methods were employed by the teachers to transfer the knowledge to disciples. Parables from nature and stories were used to explicate philosophical concepts. These methods of the 'Gurus' were adopted by the disciples and transferred to the next generations of teachers. Thus the transmission of methods of teaching through imitation and repetition facilitated the transformation of scholars into teachers. The monitorial system of inducting senior pupils to the position of teachers can be considered as a contribution of the ancient educational system (Dash, 2004).

Buddhist Period (500 B.C. to 1200 A.D.):

During this period formal techer training like system emerged though no formal teacher education centre was there. As the importance of teacher education was recognized it got an expansion. The development of knowledge in various fields and disciplines necessitated the teachers to attain mastery in special branches of knowledge. The curriculum was not only limited to the religious studies but also the secular subjects was also included. There were centres for higher education like Nalanda and Takshasila, during the Buddhist period and many students from all over india used to come and get an education under a guru from there. Teachers employed various methods like discussion, debate, question-answer, exposition etc. in addition to oral recitation making the teaching process more systematic and interactive which was also necessary for higher education. Gaining subject knowledge and techniques of teaching were the ways to become a teacher.

Muslim Period (1200 A.D. to 1700 A.D.):

During the medieval period Muslim rulers established several educational institutions at different levels. In the holy Koran, education is urged as a duty and in Muslim countries, education was held in high esteem. Mohammed Ghori started several primary schools called Maktabs with an intention to spread the Islamic principles and culture. Most of the time this maktabs were attached with a masjid. Madrasahs were used to provide higher education institutions at that time. Study of Quran and Arabic was compulsory. In young age recite, reading, writing and arithmetic used to be taught. Grammar, arithmetic, logic, science and philosophy were taught in higher stages. Learning by rote was encouraged in the medieval period. Verses from Koran were taught by group-drill method. In higher stages some sort of debates and discussions were employed in education. In maktabs moulavis used to teach but in madrasas scholar persons served as a teacher. Teachers were respected

by the society and students. Mostly the used lecture method for teaching but also conducted practicals in subject like medicine. At this period also the method of teacher preparation was mostly imitation of what the old teachers practiced. Experienced teachers used to appoint talented students to teach their juniors. In this way they used to prepare future teacher.

British Period (1700 A.D. to 1947 A.D.):

With the advent of western power in India but before the arrival of the Britishers in India the European Missionaries started schools for teaching English in various parts of India where native children were also admitted. Due to huge requirement of teachers they also started teacher training institutions. The Danish Missionaries established a normal school for the training of teachers at Serampur near Calcutta. In Madras Dr. Andrew Bell started the experiment of Monitorial System which formed the basis of teacher training programme for the time being. It was used in England and known as Bell-Lancaster system.

Sir Munro, in his report dated 13 December 1823, gave same ideas for the improvement of the education of teachers. He suggested to increase the allowance and different types of syllabi for Hindu and Muslim teachers.

The first normal school was started under the management and with the finances of the British government in Madras In June 1826 . Initially, it' prepared teachers for the district schools. Later, this normal school developed into the Presidency College. In 1847, Bombay started a normal school in the Elphinstone Institution and in 1849, Calcutta too had a normal school.

Wood's Despatch, 1854

The Wood's Dispatch, an important educational document was released on 19 July, 1854. It gave some very valuable suggestions for the improvement of the education of teachers. It suggested that allowances be given to persons who possess and aptness for teaching and who are willing to devote themselves to the profession of school master.

The Dispatch introduced pupil teacher system (as prevailed in England) in India and an award/ stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme they were to be gjven certificates and employment.

Lord Stanley's Dispatch, 1859

In 1959, Lord Stanley, Secretary of State for India, in his Dispatch very emphatically stated that the administration should desist from procuring teachers from England and that teachers for vernacular schools should be made available locally.

The Indian Education Commission 1882

The Indian Education Commission 1882 (The Hunter Commission) recommended that an examination in the principles and practice of teaching be instituted, success in which should hereafter be a condition of permanent employment as a teacher in any Secondary School, Government or Aided. This also led to the opening of new teacher training institutions and by 1882 there were 116 training institutions for men and 15 for women.

Government of India Resolution on Education Policy, 1904

It made some very vital suggestions for the improvement of the teacher-training Programme. These were:

(a) Training Colleges:

It said that if Secondary Education was to be improved then the teachers should be trained in the art of teaching. There were five teacher training colleges in all at places like Madras, Kurseong, Allahabad, Lahore and Jubbulpur. Intermediates or Graduates could seek admission to these Colleges.

The general principles to develop training institutions were,

(i) To enlist more men of ability and experience in the work of higher training,

(ii) To equip the training colleges well,

(iii) To make the duration of the training programmes two years and for graduates, one year.

(iv) The course would culminate in a university degree or diploma,

(v) There should be a close link between theory and practice and practicing schools should be attached to each college.

(b) Training Schools:

The Resolution recommended opening of more training schools, particularly in Bengal. It also recommended a minimum course of two years and teachers should receive general education along with method of teaching and practicals. It mentioned courses of training specially suited for teachers of rural schools.

The Government of India Resolution on Education Policy, 1913

The second resolution on educational policy suggested many useful measures with regard to improvement of Primary education. It suggested periodical repetition and improvement courses for teachers. The resolution emphasized that no teacher should be allowed to teach without a certificate and that there should be a constant exchange of ideas amongst the training college staff members and that they should visit different colleges.

Calcutta University Commission, 1917

It is also known as the Sadler Commission. It made some valuable recommendations in 1919. It pointed out the less number of training institutions and the poor quality of training provided in them. It suggested that the training programme should not only make the trainee a competent class-room teacher but also a good administrator.

The Hartog Committee, 1929

The work initiated by the Sadler Commission was further carried on by the Hartog Committee. It rightly observed that the success of education depended on the quality of the training, the status and the pay of teachers. It suggested that teachers for rural areas should be from local rural society. It also added that the period of training was too short, the curriculum too narrow and the teaching staff inadequately qualified.

It suggested that journals for teacher in the vernacular, refresher courses, conferences and meetings of teacher association can be fruitful for the teachers and improve their work.

Based on the recommendations of the Sadler Commission 13 out of 18 universities set-up faculties of education. The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936.

Some other important changes in the field of education also took place in the thirties. The Central Advisory Board of Education was revived. Basic Education was started by Mahatma Gandhi in 1937, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938.

The Abbott-Wood Report

This report of 1937 is a landmark in the field of education. It primarily analyzed the position of vocational education but also made valuable suggestions about

teacher education. According to the report to enable the pupil to continue with general education along with professional training the duration of training should be 3 years. It further suggested a refresher course for the teacher so that he could get a wider experience.

Although there was improvement in the percentage of trained teachers from 56.8% in 1937 to 61.3% in 1942. Yet there was much still to be done for achieving qualitative improvement. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. These schools provided one or two years' training. There were 25 training colleges for graduates which were inadequate to meet the needs of the time. In -1941, the Vidya Bhawan teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay took the lead in starting a doctorate degree in education the same year.

The Sergeant Report, 1944

In 1944, the Central Advisory Board of Education (CABE) presented a scheme of education "Post-war Educational Development in India", mostly known as the "Sergeant Plan". It made some practical suggestions for teacher's training programme.

It recommended that suitable boys and girls should be inducted into the teaching profession after High School; Practical training should be provided, refresher courses be planned and research facilities be provided.

It suggested a two-year course for pre-primary and junior Basic schools (after high school) and a three year course for the senior basic schools. In the first year of the two years training students should study the general and professional subjects. It should be supported by school visits, discussions and other experiences to kindle the trainee's interest in education. It proposed revised pay scales for all categories of teachers, to attract better teachers.

In 1947, there were 41 seconndary teachers training colleges in India.

TEACHER EDUCATION IN POST INDEPENDENCE INDIA :

After independence many social reformers, educationist and political leaders of India like, Swami Vivekananda, Annie besant, Mahatma Gandhi, Rabindranath tagore, Dr. radha krishanan, Vinova bhave stressed on the need for proper education for the good of the nation, therefore The Government of India set-up different Committees and Commissions for addressing to the specific issues of education in general and Teacher Education (TE) in particular.

THE UNIVERSITY EDUCATION COMMISSION (1948-49)

Just after Independence the University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. After critical scanning of the teacher education programme, they reported" our main criticism of the courses(but we repeat that it does not applyto them all) is that too little time is given to school practice, too little weight is given to school practice in assessing the students performance and conditions of school, practice are often unsatisfactory, sometimes quite grossly unsatisfactory.In some places a student is required to give only 5 lessons during the whole of his course."

Prescribing a remedy for this, the commission stated "we consider that in a year's course not less than 12 weeks should be spent by the students in supervised school practice."

So in summary it can be said that the course can be remodelled and school practice must be given more importance, suitable school must be chosen for practice teaching, theory part can be flexible and adaptable to local circumstances.

THE SECONDARY EDUCATION COMMISSION, (1952-53):

It analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. So the Commission made recommendations on all these aspects and found three types of teacher training institutions viz., (a) Primary (Basic) Teacher Training, (b) Secondary Teacher Training Institution and Training Colleges.

The commission made the following observations " During this one year of training the graduate teachers should be trained in methods of teaching at least two subjects…. The practical training should not consist only of practice in teaching, observation, demonstration and criticismof lessons, but should include such subjects as construction and administration of scholastic tests, organisation of supervised study and student's societies, conducting library periods and maintenance of cumulative records. We feel that the scope of teacher training particularly in practical aspects, should be broadened to include some of its activities that a student teacher will be expected to perform when he becomes a full-fledged teacher."

The Second Five Year Plan was launched in 1955-56 and it was contemplated that 68 per cent of teachers would be trained by 1960. An amount of Rs. 17 crore was apportioned for increasing training facilities.

All India Council of Secondary Education Established an Examination Reform Unit in 1951. The Directorate of Extension Programme for secondary education was set-up in 1959 to co-ordinate and run the extension programmes. In the same year the Central Institute of English was established at Hyderabad to train teachers in English and to conduct research in the field.

THE SIXTIES

In October 1969 first National Seminar on the Education of Primary Teachers was held . The findings of the seminar reflected a sad state of affairs. The institutions were poorly staffed and equipped and that every teacher should be trained and the State Government should plan a phased programme to attain the targets. It recommended selection of some training institutions as models for developing primary teacher education on the right lines.

During 1962-63 Extension Training Centres in Primary Teacher Education Institutions started functioning. The State Institutes of Education were established by 1964 and a Department of Teacher Education was established at the National Institute of Education.

During this period National Council of Educational Research and Training (NCERT) was establishment in 1961. It was intended to improve school education to training, research, publication and co-ordination. The NCERT established four Regional Colleges of Education, one each at Ajmer, Bhubaneswar, Bhopal and Mysore.

The Committee on Plan Projects (COPP) set-up a study team for selected educational schemes in 1961 which submitted its report on Teacher Training in 1964. The findings of the Committed were that teacher training institutions contributed only marginally to educational thinking, the training colleges had inadequate laboratory facilities and teaching equipment; there was practically no room for experimentation and innovation in the teacher education programme.

THE KOTHARI COMMISSION, (1964-66)

In 1964 an Education Commission was set-up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational set-up. The commission remarked : "A sound programme of professional education of teachers is essential for the qualitative improvement of education…. In the absence of other influences , a teacher tries to teach in the way in which he himself was taught by his favourite teachers and thus tends to perpetuate the traditional methods of teaching." The commission observed that the essence of teacher education is its quality, but

18

if the quality is poor then it is totally a financial waste and educational standard will be deteriorate.

The commission asked for reorientation of the subject knowledge of the trainees and improvement of quality which can be done through content modification, upgradation, integrated courses, improved methods of teaching, improved practice teaching, refresher courses.

THE SEVENTIES

In 1973, the Government 'of India set-up the National Council for Teacher Education (NCTE) which was to work as a national advisory body for teacher education. The NCTE drafted a curriculum for preparing' teachers for the new 10+2 pattern. The new curriculum was a task-oriented. The framework envisaged that the teacher should play the role of the leader' inside and outside the classroom, initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development. The functions of NCTE regarding teacher education:

• Accreditation/disaccreditation of institutions of teacher eduactuion

• Laying down the standards and norms for the same

• Development of curriculum and methods of teacher education.

Preparation of teaching learning materials, orientation of senior teacher educators etc, may be performed by the NCERT, SCERTs in collaboration with NCTE.

THE EIGHTIES

National Commission on Teachers- I (for school teachers) of 1983-85 suggested a 4 year training course after senior secondary, or preferably a 5 year course leading to graduation and training. For elementary teachers it suggested a two year training course after Class XII. It recommended that an integrated 4 year curriculum of a degree in education should consist of general education and professional preparation. Training curriculum for elementary teachers should emphasize on mastering of language and communication skills.

The teacher educators in colleges of education should be from disciplines of various school subjects like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be PG degree in the subject and a B.Ed., preferably a M.Ed. degree. The minimum qualification for a teacher educator for the elementary training institutes should be a PG degree with B.Ed. training. This commission

also suggested that the practice teaching should be replaced by the word „Internship‟.

The National Policy of Education (NPE) in 1986 recommended that teacher education is a continuous process and its pre-service and in-service components are inseparable.

NPE 1986 and its Programme of Action 1992 advocated for improving the quality of teacher education as it was the prerequisite to improve the quality of school education. As result, some training schools were upgraded to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

Acharya Ramamurti Committee (1990) observed that an internship model for teacher training should be adopted because "…the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time."

Yashpal Committee (1993) noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school. Therefore, the B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four years after higher secondary. The contents of the programme should be restructured and be relevant to the changing needs of school education. The emphasis should be on enabling the trainees to acquire the ability for self-learning and independent thinking.

The statutory NCTE prescribed a Curriculum Framework (1998) to provide guidelines for the content and methodology of teacher education. As a result, many universities and state governments revised the courses of teacher education.

The National Curriculum Framework (NCF) 2005 for school education made recommendations about curriculum, school, exams and many more. It stated that teacher quality is an outcome of several factors: teacher s status, remuneration and conditions of work, besides teacher s academic and professional education.

National Knowledge Commission (2007) suggested that there should be adequate monitoring of the teacher education programmes by private institutes, the budgetary allocations should be increased, and the state level training system along with DIETs should be revamped.

National Curriculum Framework for Teacher Education (NCFTE) 2010 highlighted that the education and training of a prospective teacher will be effective enough be delivered by competent and professionally qualified teacher educators. To improve the quality of teacher education, the National Council for Teacher Education

(NCTE) took up several initiatives jointly with National Assessment and Accreditation Council (NAAC) to bring quality.

Teacher Education in different Five Year Plans–Fourth and Fifth 5 year plans provided correspondence courses to thousands of elementary and secondary teachers as in-service programmes. B.Ed. course was started as correspondence mode by Himachal Pradesh University, Jaipur University and several South Indian universities with assistance of NCERT. NCERT Regional Colleges were started at Ajmer, Mysore, Bhubaneswar and Bhopal. NCTE Act was passes in 1993 by the Parliament and NCTE was given the responsibility to look after the Teacher Education of the country.

The Eleventh plan was a boost for education sector. It focussed on-

- Strengthening Teacher Education by

- Augmentinsg teacher education capacity in SC/ST and minority areas.

- Professional development of teacher through training programmes.

- Professional development of teacher educators through Refresher Courses and Fellowship programmes.

- Technology in teacher education.

- Integrating elementary teacher education with higher education.

In the Twelfth 5 year plan, the thrust area is to integrate technology in teacher education to promote openness for adaptability to new technology for developing professionalism.

1.2.2 Aims

The general aims of teacher education are as follow:

1. To enable the teachers to solve the contemporary issues and problems related with students.

2. To familiarizes the teachers with the latest knowledge to fulfil the existing need of the society.

S

3. To give knowledge about the broad objectives of teaching such as knowledge, understanding, application etc.

4. To develop fundamental skills in the teachers.

5. To prepare the teachers for elementary as well as higher education in science, engineering etc.

6. To develop the habit of concentration, self-confidence, self-reliance and discovery.

7. To develop scientific and realistic attitude towards life.

8. To bring an all-round and harmonious development in the personality of the teachers.

9. To develop the skills to use the modern devices like computer etc.

10. To develop the abilities of analysis, synthesis, reasoning, computation etc.

11. To develop interest in teaching.

1.2.3 Objectives of teacher education in India:

Just after independence the government of India appointed University Education Commission 1948- 49 under the chairmanship of Dr Radhakrishnan to strengthen the Indian educational system. University Education Commission mentioned that the objective of teacher education should be formulated, keeping in view the following task of the teacher: "the right kind of teacher is one who possesses a vivid Awareness of his mission. He, not only love his subject, but he loves also those whom he teaches. His success will be measured not in terms of percentage of passes alone, not even by the quantity of original contribution to knowledge- important as they are, but equally through the quality of life and character of men and women who he taught"

Committee on plan projects 1963

After studying the issues and problems of teacher education the committee on plan projects (COPP) of the planning commission, stated in their draught report, Modern Education aims at the education of the whole person. So every teacher should have a deep knowledge and understanding of children and skill applying that knowledge and understanding. these cannot be acquired by the rule of the thumb and very often an untrained teacher has to learn the job by an arduous and long practice during which it is not impossible that young children might be exposed to is repairable harm, because the teacher has not used the skills and knowledge which he should have. To argue that a few teachers are born and not

made, would have its counter argument that one swallow does not make a summer and the overwhelming majority of the men and women can only become good teachers if their training program is built on a sound foundation of the theoretical knowledge and supervised practical work. This is what a training institution is designed to provide but admittedly, like all academic institution is of the same kind, no teacher training institute can produce teachers towards cent percent efficiency."

Objectives of teacher education

The committee recommended that decide the knowledge of content of the subject, teacher education should attempt to inculcate following aspects as well:

1. Skills and technique: to enable the trainees to acquire the skills and techniques needed to teach young children, with the help of modern knowledge of Child Psychology and methods of teaching.

2. Ideals and behaviour patterns: to inculcate in the education the ideals and accepted behaviour patterns of the society in which we live and whose purposes we serve.

3. Attitudes, values and interest: to develop in the teacher trainees certain attitudes, values and interest in conformity with the ideals of democracy and our developing economy.

Education Commission (1964- 66)

Popularly known as Kothari Commission, the commission devoted 1 complete chapter on teacher education detail in various recommendations for the improvement of its quality. It emphasize that the essence of teacher education is 'quality'. in its absence, teacher education becomes a financial waste and resource of overall deterioration in educational standards. Objectives of teacher education should be formulated on the basis of the following board principles

1. Reorientation of subject knowledge.

2. Vitalization of Professional Studies.

3. Improvement in methods of teaching and evaluation.

4. Improvement of student teaching.

5. Development of special courses and programs.

6. Revision and improvement of curriculum.

Objectives of teacher education:

1. Developing Gandhian values of education such as non-violence, truthfulness, self-discipline, self-Reliance and dignity of labour

2. Acting as a liason between the school and the community and employ suitable ways and means for integrating community life and resources with school work.

3. Perceiving his role as an agent of social change in the community.

4. Perceiving his role not only as a leader of the children but also that of a guide to the community.

5. Helping in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.

6. Possessing a warm and positive attitude towards children and their academic, social emotional and personal problems, and must have the skills to guide and counsel them.

7. Developing understanding, interest, attitude and skills which will enable the teacher to Foster the all-round growth and development of the children under his/ her care.

8. Developing an understanding of the objectives of student teaching in the Indian context and awareness of the role played by the school in achieving the goals of developing a democratic, secular and socialist society.

9. Developing competency for teaching on the basis of accepted principles of learning and teaching.

10. Keeping track with the latest trends in the knowledge of the subject the teacher teaches and the techniques of teaching.

11. Developing communication, psychomotor skills and abilities conducive for human relations which will enable him/ her to promote learning inside and outside the classroom.

12. Undertaking various investigations and action research projects to improve the teaching and solving the issues which occur during teaching and learning processes.

NCERT

National Council of educational research and training, Government of India have lissted following stage- wise objectives of teacher education after through discussion and reviewing the debates in seminars, meetings and workshops.

Pre primary teacher education

The objectives of Pre - primary teacher education is based on the objectives of pre - primary education.

Objectives of Pre- primary education

"The First eight years play a key role in a child's life as they begin to absorb the world around them and develop. These experiences that children have early in their lives affect their physical, cognitive, emotional and social development. Research indicates that bran connections multiply exponentially in their first three years of life, and the potential for ensuring optimal development is very high up to eight years. This development is influenced by not only the nutritional and health status of the child's but also the psycho social experiences and environment the child is exposed to during these early years. Children who participate in quality early childhood education programme demonstrate considerable gains in social, educational and intellectual spheres, distinctively different from those who do not participate in ECCE programmes. It is an indispensable foundation for lifelong development and learning, and has lasting impact on children's development."

The objective is to promote the all-round development of the child in the age group 2.5 years to 5 or 6 years By giving them the proper environment, learning opportunities and guidance. Each child must be considered as an individual and they must be given opportunity to grow and develop at their own pace. promoting all round development of the child will fulfil the following aspects:

1. To ensure child friendly environment where each child is valued, respected, feels safe and secure and develops a positive self-concept.

2. To enable a sound foundation for good health, wellbeing, nutrition, healthy habits and hygiene. To enable children to become effective communicators and foster both receptive and expressive language.

3. To help children become involved learners, think critically, be creative, collaborate, communicate and connect with their immediate environment.

4. To enable a smooth transition of children from preschool to primary schools.

5. To work as partners with parents and community to enable each child to flourish.

Objectives of Pre - primary teacher education:

On the basis of the above objectives of pre-primary education, the NCERT have listed out following concrete and specific objectives for pre-primary teacher education.

1. Philosophy and sociology: The teacher must be acquainted with the philosophy and sociology of preschool education so that he can understand and implement the basic principles of preschool education and through it realise the needs, values and aspirations of the society.

2. Principles and processes of growth and development: the teacher must understand the various aspects of children's growth and development principles and processes.

3. Health nutrition and welfare: the teacher should understand the importance of of health nutrition and welfare services for the child and must have proper information to implement the appropriate measures when required.

4. Command over language: teacher must use mother tongue of the child during teaching which will help the child to understand the physical and social phenomena around him and he will be able to make a meaningful interpretation of the world.

5. Creative self-expression: teacher must have creativity in art and craft activity for guiding children in co-curricular activities.

6. Methods, practices, equipment and principles: a teacher must have good knowledge about the methods, practices, equipment and principles of preschool education so that he can use them effectively during teaching.

7. Role of parents and community : teacher must have an awareness about the importance of role of parents and community in the education of preschool children and will be able to develop an amicable Home School relationship for mutual benefit.

8. Professional obligations and rights: the teacher must develop a positive attitude and understand his responsibilities towards his profession.

9. Professional growth : Continuous professional growth Is very important 82 keep the tracks with the changing trends in the field of education.

OBJECTIVES OF TEACHER EDUCATION AT PRIMARY LEVEL:

Elementary education, which makes a significant contribution to national development, occupies a crucial position in the system of education. It admits mainly the children coming after completing pre-school education, children from educated families, the first generation learners and from the neglected and oppressed sections of the society. It is the nursery of citizenship, value inculcation, development of appropriate behaviour and life skills. The impressions acquired during this stage often continue throughout the life.

Objectives :

1. Possessing competence in the first and second language, mathematics, and in the topics of natural and Social Sciences related to environmental studies.

2. Developing skills in identification, selection and Organisation Of learning experiences for teaching the above subjects in formal and non-formal situations.

3. Must possess sufficient theoretical and practical knowledge about health, about physical and recreational activities, work experience, Art and music and skills for conducting these activities.

4. Teacher should develop an understanding of the psychological principles underlying the growth and development of the children of the age group 6 + to 14 +.

5. Should acquire theoretical and practical knowledge about childhood education, in inclusive education.

6. Developing basic knowledge and understanding about major learning principles which help in promoting cognitive, psychomotor and attitudinal learning.

7. Mast understand the role of home community and the peer group in shaping the personality of the child and develop and amicable homeschool relationship for mutual benefit.

8. Conducting simple action research For solving classroom problems and relevant issues.

9. Developing among student teachers skills of continuous, comprehensive and diagnostic evaluation and organising remedial teaching.

10. Develop an understanding about the role of school and teacher in changing the society.

Secondary stage

Objectives of teacher education for the secondary stage:

1. To maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage,

2. Possessing competence to teach subjects on the basis of accepted principles of learning and teaching in the context of the new school curriculum

3. Teacher must have understanding, interest and attitude to foster all-round growth and development of the children in his classroom.

4. To help them to grasp the main thrust of the curriculum and develop appropriate transactional and evaluation strategies for the same.

5. To enable them to integrate yogic, health, physical, aesthetic and inclusive education with other educational activities.

6. To develop among them the capacity for undertaking action research for improving the quality of education, for the solution of its problems and to evolve the culture specific and community oriented pedagogy.

7. To help them evolve happy and healthy school and community relationship and promote interest in lifelong learning,

8. To acquaint them with Indian nation's distinctive character of unity of diversity and adopt curriculum development practices to strengthen them.

9. Develop skills in guiding and counselling the children in solving their personal as well as academic problems

10. understand the role of the school in changing the society

11. To train them in the use of ICT, its advantages, disadvantages and safeguards,

12. Undertaking investigatory projects and action research.

OBJECTIVES OF TEACHER EDUCATION AT THE HIGHER SECONDARY STAGE AS RECOMMENDED BY NCTE

1. To develop among teachers an acceptable desired perspective about academic stream and understanding of its nature, purpose and philosophy,

2. To make them aware of the philosophy, purpose and teaching learning strategies of the subjects they have to teach,

3. To empower them to make in-depth pedagogical analysis of the subjects they have to teach and understand their relevance to tertiary education.

4. To empower prospective teachers to comprehend the characteristics of students for making suitable educational provisions for them.

5. To enable them to guide learners and prepare them for self – study, independent learning, to develop reference skills, undertake group learning, critical thinking, conceptualization, self – evaluation of their own performance and derive knowledge / information from ICT, mass media and MCLS,

6. To develop among them the competencies to communicate abstract and complex ideas and concepts in simple terms,

7. To make them understand the objectives, transactional strategies, evaluation techniques and curriculum designing in different areas of study at this stage,

8. To empower the prospective student teachers to understand the regional specifies and educational demands and establish correlation with the main stream of national life and to suggest suitable solutions there off.

9. To develop among them the skills for promoting patriotic feeling national consciousness, social cohesion, communal harmony and universal brotherhood.

10. To enable the perspective teachers to evolve need based and culture specific pedagogy,

11. To make them aware of national problems, environmental crisis and Indian cultural ethos and

12. To enable them to orient and sensitize the students about HIV / AIDS, preventive education and to bring attitudinal change in understanding numeriuos problems relating to healthy life, life skill development, stigma and discrimination etc.

Teacher competencies:

A competent teacher is expected to possess following qualities:

1. He should be educated in the literal spirit of learning so that he may make his contribution as an individual and also a citizen.

2. He should be competent to represent his profession and his subject in the school and in the community.

3. He should be able to use a variety of effective teaching learning strategies.

4. He should have thorough knowledge in the theory and practice of his subject matter and skills necessary for teaching theory and practice in an integrated manner.

5. Should be able to organise, supervise and participate in co-curricular activities

6. Should have capabilities to select and organise subject matter for instructional purposes.

7. Should be efficient to develop and use instructional materials including audio visual aids.

8. Must have knowledge to use a variety of evaluation method to understand the progress of the student and the effectiveness of his own teaching.

9. Should be able to function effectively as a teacher in actual classroom situation.

10. Should be interested and enthusiastic in participating professional associations, community activities in in-service education, research and experiment to continue the growth of knowledge as professional .

11. Should be able to work effectively as an educational guide and counsellor.

1.3 Significance of TE in India

Significance of teacher education in India:

SIGNIFICANCE OF TEACHER EDUCATION:

It is already acknowledged thas0t formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct, To conclude, any effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom.

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

In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated that : ¯Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training".

The roles of teachers towards the development of any nation can never be overemphasized. Teachers build up good ethical principles and obedience in pupils and students, they help to shape and re-shape the characters of children under them, motivates and inculcate skills/ knowledge and build up personalities in a country both psychologically, bodily, expressively, publicly and very importantly spiritually following the primary objectives, principles, norms, way of life, plans, strategies rules/regulations guiding the country.

The following items look at why it is so important for all teachers to have effective teacher training programs. The sad truth is that not all programs are created equal. To provide new teachers with the greatest chance of success, they need to have completed a teacher preparation program that provides them with knowledge, experience, and guidance. When this does not happen, we not only risk teachers leaving the profession quickly, but more importantly, we risk the education of entire classes of students. The significance of teacher education are as follows:

1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are;

• The length of academic preparation,

• The level and quality of subject matter knowledge,

• The repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations,

• The degree of commitment to the profession,

• Sensitivity to contemporary issues and problems and

• The level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).

4) The National Academy of Education Committee's Report (Darling-Hammond and Bransford, 2005) wrote that :

⁻On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning .

In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgements about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

5) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

6) The Ministry of Education document ⁻Challenge of Education: A Policy Perspective (1985) has mentioned, ⁻Teacher performance is the most crucial input in the field of education.

Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development.

The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

1.4 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional

1.4.1 Pre Service Teacher Education

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. Teacher education program in India serve the varying needs of the diploma /degree level of teacher education and prepare teachers from Pre-primary level to Institution/University level. In context to Indian contemporary education system different areas like, subject related pedagogical theory and practical components, community work, practice teaching, internship, etc are being covered under teacher education programs. Teacher education in India prepares teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. In the coming paragraphs various stages of pre-service teacher education are discussed along with innovations in various stages of pre-service teacher education.

Pre service teacher education refers to academic terms of study in a university level institution with a period of 0ne or two year of education. It consists of combined or alternative studies and the theory and practice of teaching with elements of psychology.

Educational philosophy and sociology of education and some helpful instruction about teaching of certain specific subjects are being taught in this phase of training. It exposes the teacher to psychological, sociological, philosophical and technological aspects and the principles related to education. It also develops a basic insight into the professional and some key skills required for various teaching-learning tasks. These courses are provided by the college where the student is introduced to the knowledge and skills needed to do a professional job in teaching.

In this phase the trainees are introduced to principles underlying teaching such as the aims of education, curriculum, nature and characteristics of child development, methods of teaching and learning and resources on which pupils and teachers can draw for the purpose of teaching and learning.

The main objectives of pre-service training are:

(i)   To provide proper understanding regarding the aims and objectives of education.

(ii) To promote a proper understanding of the basic principles of child growth, development and process by which pupils learn in prospective teachers.

(iii) To enable them to plan and present subject- matter in a manner which will promote the interest, sense of purpose and an understanding process of pupil's growth.

(iv) To develop communication and psychomotor skills and abilities conductive to human relations for interacting with children in order to promote learning in them both inside and outside the classroom.

(v)   To develop understanding, interests, attitudes and skills which would enable him to promote all-round development among students.

Induction Phase:

The induction phase of training is designed to make newly appointed teachers familiar with the practices and activities of the institution where they are to be appointed. It is usually identified with the period of problem. It is the preparation required to equip a new member of the staff for the duties and responsibilities of his/her specific inlay assignment.

 With a systematic manner, it can serve several purposes. This is the only activity provide; new teacher with the required knowledge, understanding and skill necessary to begin and helpful to develop right values towards the school and his job. Proper induction benefits schools as it paves the way for proper and full utilization of the teacher's abilities.

The induction phase usually attempts:

i.   To acquaint a new teacher with school organization and its policy.

(ii) To acquaint him with general and specific duties and responsibilities.

(iii) To inform him about "equipment, materials and facilities available in the institution.

(iv) To provide him help in the conduct of various recreational and social activities.

Organizational Structure and Administration of Pre service Teacher Education

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, NCF, 2009 and NEP, 2019 which became have important implications for teacher education in the country.

Legal and Institutional Framework

Within the federal structure of the country, while broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to (a) prepare teachers for the school system (pre-service training); and (b) improve capacity of existing school teachers (in-service training). For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

Financing of programmes and activities

For pre-service training, the government and government-aided teacher education institutions are financially supported by the respective State Governments. Further, under the Centrally

Sponsored Scheme on Teacher Education, the Central Government also supports over 650 institutions, including the DIETs, CTEs and the IASEs.

National Curriculum Framework on Teacher Education

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

• Reflective practice to be the central aim of teacher education;

• Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;

• Developing capacities for self-directed learning and ability to think, be critical and to work in groups.

• Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

The Framework has highlighted the focus, specific objectives, broad areas of study in terms of theoretical and practical learnings, and curricular transaction and assessment strategies for the various initial teacher education programmes. The draft also outlines the basic issues that should guide formulation of all programmes of these courses. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework. As a natural corollary to the NCFTE, the NCTE has also developed 'model' syllabi for various teacher education courses. In India the pre service organizational structure is headed by Govt. Of India under which Ministry of Human resource development is there which apex unit of the teacher education. Under MHRD National council of Teacher Education

(NCTE), National Council of Educational Research and Training (NCERT), Centrally sponsored schemes for restructuring and reorganization schemes, University Grants Commission works for teacher education. Under NCTE regional committees followed by 13867 teacher education institution training 1.1 million teachers annually. Similarly

under NCERT five Regional Institute of Education provide teacher education throughout the country. In the country 29 SCERTs and 555 District Institute of Education and Training cater the need of teacher education in collaboration with Centrally sponsored schemes for restructuring and reorganization schemes. University Grants Commission at state level linked with National University of Educational Planning and Administration, 32 Institute of Advanced Studies in Education and 98 schools of Education followed by 104 college of Teacher Education that conducts teacher educational programmes.

Pre-Service Teacher Education Institutions:-

The following are the types of teachers training institute for various levels of education.

1. Teachers Training for Pre-primary or Nursery schools- Catering to the needs of teachers for Kindergarten, Bal Vihars, Montessori School. Minimum qualification for admission to this course is Matriculation.

2. Teachers Training for Primary Schools- The duration of the course is two years and the minimum qualification is higher secondary.

3. Training Colleges or Colleges of Education- These colleges provide teachers for secondary and senior secondary schools. Normally it is two year course leading to B.Ed. degree and the minimum qualification is graduation.

4. Training College for Special Subjects- These are special college for preparing teachers in certain subjects like physical education, home science, craft , language etc.

5. Institute of Advanced Study in Education- These provides M.A.,M.Ed, and Ph.D. in education.

6. Training Colleges for Special Education- Theses prepare for teaching children with special needs including intellectual disabilities, visual impairment, autism, multiple disabilities deaf and dumb child etc..

7. Regional College of Education- These four regional college at Ajmer, Bhubaneswar, Mysore and Bhopal provides bachelors degree programmes in science, technology, commerce, agriculture and English.

8. Comprehensive Colleges of Education- Such college are to be meant for preparing teachers for several stages of education and have all teacher education courses i.e. – pre-primary teachers training class,D.Ed.,B.Ed.,M.Ed. etc. on one campus.

1.4.2 In - Service teacher education:

 In the words of HG Wells "teacher is the maker of history. The history of a nation is written in its schools and the schools cannot be very different from the quality of their teachers."

Rabindranath Tagore has rightly remarked: "a teacher can never truly teach unless he is still learning himself. Lamp can never light another alarm unless it continues to burn its own flame. Subject, who has no living traffic with his knowledge, but merely repeats his lesson to his students, can only load their minds. I cannot Quicken them. Truth not only must inform but also must inspire."

It is now well established that education is a lifelong process. lifelong learning should be the motto of every teacher. If a Teacher stops learning, he degenerates into a bad teacher. Education is a very broad comprehensive activity commencing from the moment, the child comes to the world and terminating with his death(from cradle to grave). it is therefore, a force which exerts continuous influence on the growth of the individuals. there are sound reasons for considering education as a lifelong process. A few of them are as under:

1. knowledge growth

2. social and cultural changes

3. political expectations

4. preparation for future challenges

 So continuous learning is essential in order to improve the quality of teacher and educational system. The teacher education programme aims at providing knowledge, understanding of theories, principles, law, facts and other regarding teaching activity to the prospective teachers. pledge is increasing day by day in each and every field so as in the field of teaching profession also. hence there is a need of some sort of provision which may make the teacher up-to-date with respect to the knowledge of a subject of teaching, methods and techniques, innovative ideas in each sphere of is academic life.

Definition of in-service training: M.B BUCH "in-service education is thus a programme of activities aiming at the continuing growth of teachers and educational personal in service." It is the sponsoring and pursuing of activities which bring new Insight, growth, understanding and cooperative practices to the members of teaching profession and allows them to action to improve themselves in every

possible Manner. it include all activities and experiences participated in by the educational personnel in education during their services. These activities are planned and organised by various Agencies to help the educator's to improve as persons and to mature as professionals.

Importance of in-service education for teachers:

The university Education Commission report 1949: it said, "it is extraordinary that our school teachers learn all of whatever subject teach before reaching the age of 24 or 25 and then all their father education is left to experiences which is another name for stagnation. we must realise that experiment before reaching its fullness and the Teachers to keep alive and fresh become a learner from time to time."

The Secondary Education Commission report: however, excellent the program of teacher training maybe, it does not by itself produce an excellent teacher. it can only e anger the knowledge, skill to and Attitudes which will enable the teacher to begin his task with reasonable degree of confidence and with the minimum amount of experience."

J.P Leonard in his article " learning is lifelong" edited by I.J PATEL and M.B BUCH and M.N PALSARE In the book readings in in-service education indicated following reasons for the need of in-service education program:

1. Education is a lifelong process and no formal training in an institution can fully prepare a person for professional services.

2. In the area of teaching, new investigations are constantly revising our ideas of how and what to teach.

3. all individuals have a tendency to repeat experiences and teacher specially have a tendency to teach as they were taught.

4. in many areas of India special in villages and small towns are there is short supply of books, research findings, demonstration of a successful experiences and instructional aids, which are needed by a teacher to keep himself up to date in his profession.

Jay. E. Green : describes following factors requiring increase attention to the inservice education of teachers in a school:

1. There has been a rapid increase in dream interpretation of knowledge, making obsolete March of what teachers were taught during their training period.

2. There is a large number of poorly and dissimilarity educated teachers throughout the country

3. Many new techniques and tactics of instruction have been developed of which Mini educator's are unaware.

4. New and recently developed instructional media, language Labs, teaching machines, computers and TVS required new ways of viewing the teaching and learning in school setting.

5. As a result of research work on teacher behaviour in the classroom new insight into the nature of teaching is being generated

6. day to day problems encountered by teachers in the classroom situations are related to the discipline and motivating the children

7. Changing social environment, norms, value etc. also force a teacher to adopt new methods and techniques of teaching and evaluation.

8 . Teacher has to play different roles of which is requires different kind of knowledge, attitudes, skills etc.

9. After a period of time a teacher generally forget whatever he is taught in his pre service training.

10. The enthusiasm and moral of a teacher generally decreases as the time passes.

Need for in-service education:

1. Education of the educator: it continues throughout his professional career in a planned manner.

2. Educational extension: it contributes to the qualitative improvement of education.

3. The pre service training provided to the teacher: it is not adequate for the rest of his professional career for discharging his duties efficiently.

4. Changing areas of human Endeavour: this change is demand corresponding changes in education and the educator. all these new developments, innovations and changes associate corresponding changes to be brought about in educational objectives, curriculam, textual content, teaching methods, instructional materials without delay so that education remains dynamic,   up to date and responsive.

5. Improvement of competence: in order to bring about changes in education, corresponding to the changes in other related areas, it is necessary to improve

the competence of the teacher in terms of his knowledge skills, interests and attitudes as an essential means of improving education.

6. Need of change: Addition to Mar scale changes to be brought about in education from time to time, individual teachers and small groups of school may feel the need of bringing about certain changes and Aspire to solve certain specific academic problems. educational extension is capable of of helping these individuals are groups in meeting their academic needs and in solving their academic problems.

Objectives of in-service education for teachers:

• To provide incentive to the teachers to function more efficiently.

• to help teachers to know their problems and to solve them by pulling their resources and wisdom.

• to help teachers to employ more effective methods of teaching.

• to help teacher to get acquainted with modern techniques in education.

• to broaden the mental outlook of teachers.

• to upgrade the teachers knowledge and understanding of the contents.

• to increase the professional efficiency of the teacher.

According to national education associate research division, USA the in-service program for teachers aims at:

• eliminating deficiencies in teacher preparation.

• assisting those who are new in a school and those who undertaking a new level on field of work and,

• Promoting the continuous improvement of teachers and training.

Types of In-Service Education

As a matter of fact, most teachers found in our classrooms today have nothing to offer to students by ways of professional training. Such teachers need in-service training to update their knowledge, skills and competence.

In-service education programmes can be categorized into different forms. According to Asaya (1991),there are eight varieties of in-service education as follows:

1. Institutes (a series of lectures designed to give participants as much information as possible in a short time, usually two or three days).

2. Conferences (give participants an opportunity to question others and discuss ideas presented)

3. Workshops (usually a moderate size group, where each person has a problem to solve that is closely related to his field (A skilled consultant work with each group)

4. Staff meetings (may perform a useful in-service function but generally used to acquaint teachers with administrative proceeds users and policies)

5. Committee (five or several members work on a problem that could be impossible for a whole staff to tackle).

6. Professional reading (with the aid of a professional library' study groups)

7. Individual conferences (dependent of feelings of mutual understanding and support existing between teacher and supervisor).

8. Visits and demonstrations (opportunity to observe actual teaching techniques).

In the same vein, Maduabum (1992) summarized the different forms of in-service education as follows:

1. **Regular courses:** These are the full time courses undertaken during the normal academic session. The period of the programme depends on the type of course e.g B.A (ed), B.Sc (Ed), postgraduate Diploma in Education (P.G.D.E.), M.Ed & Ph.D.

2. **Conferences:** these are academic gathering in which certain speaker come prepared, often by invitation or for a fee, to open discussion on some reasonably interesting or controversial theme. Generally, conference attenders come to listen, question the main speakers, make additional prepared or spontaneous contributions to their own, evaluate opinions and points of view, and discuss formally and informally among themselves.

3. **Workshops**: Just like conferences, workshops can be regarded as academic gatherings but in this case aimed primarily at providing within the intellectual horizons of participants, selected functional experiences that will enhance their performance on the job. Workshops are characterized by individual or group role assignments. Resources persons are usually invited who come prepared and provide working procedures to participants.

4. **Seminars**: A seminar is an academic forum whose major purpose centres on a reflection or discussion of problems. It is piloted by a coordinator who has

a written responsibility of putting down precise or brief summary of the views expressed by each member of the discussion panel. At the end of the session, the coordinator presents the highlights of the views expressed and invites questions, comments, observations or contributions from the audience to encourage total participation.

5. **Correspondence Courses**: In this type of in-service training, there is no physical contact between the teacher and the student. Communication between the teachers and students is through post, hence the name correspondence education.

6. **Exhibitions**: These can be regarded as physical displays of scientific interest intended to enlighten a wider scientific community. They could be of classroom application or in a broader context geared towards solving societal problems e.g. making of soap or dyes from local resources.

Institutions or Agencies for in-service education:

- State Institute of Education
- State Institute of Science
- State Institute of English
- Extensions services departments
- Correspondence courses for teachers
- Evening courses for teachers
- Summer institute for teachers
- Distance mode education
- NCERT
- UGC
- Regional colleges of education
- Professional organisation of teachers

Problems related to in-service education:

- Lack of incentives
- Lack of motivation
- Lack of interest
- In appropriate methods and techniques

- Inadequate evaluation techniques

- Inappropriate curriculum and courses

- Inadequate facilities or resources problems

- Inadequate training of teacher educator

- Administrative problems

- Organisational problems

- Financial problems

- Lack of specification in objectives

- Lack of follow up program

- Lack of relationship between the needs of Institutions and the type of inservice education programs

- The time factor is a major constraint as contact hours for lectures and examinations are inadequate.

- Therefore, the effectiveness and scope of instruction is in doubt.

- There are a lot of discrepancies in the approaches and techniques adopted by the different institutions involved in in-service education programmes which imply lack of uniformity in course content and methodology.

- There is the problem of poor planning and organization whereby available activities for participants are impersonal and unrelated to their job settings in the classroom.

- There is the problems of inadequate facilities in terms of classrooms, laboratories and boarding facilities to accommodate the size of enrolment.

Conclusion and Recommendations

In view of the apparent problems confronting in-service teacher education, the following recommendations are made:

1. There is need to have a well planned in-service education programme with clearly defined objectives growth and improvement of instruction and leadership skills.

2. In-service education should be recognized as part of institutional or organizational activities designed by government for staff development and motivation.

3. Organizers of in-service education should focus on job related tasks that are real, practical oriented and relevant to the participants.

4. Efforts should be directed to assist the participants to work in small groups and learn from each other rather than focusing on information dissemination that is not applicable in practical classroom setting or environment.

5. There is need for the government to set up a slandering committee to regulate the conduct of in-service training for teachers to ensure uniformity of standard in course content, methodology and evaluation.

6. Government should encourage participants in in-service training through adequate funding to cater for some areas of their needs such as tuition fees, cost of textbooks and handouts, transport and boarding facilities.

7. Deliberate efforts should be made by the various institutions to provide adequate tables and chairs, classrooms, laboratories and boarding facilities for participants to facilitate effective instruction.

8. Qualified resource persons

9. Follow up programmes

10. Incentive to teachers

Conclusion :-

With a view to effectively implementing the NPE,1986 and the recommendations of the POA (1986) in regard to teacher education, it is felt imperative that the central Government have to play a leadership role and provide liberal funds in centrally sponsored sector for setting up new institutions, renovation and strength having the national as well as state level organizations being involved and going to be involved more and more over the years. The Teacher education has to be considered a national priority area for which the Govt. of India should assume a special responsibility. All efforts should be made in right earnest to implement the above suggestions for improving teacher education through upgrading curricula, providing in service education, utilizing modern educational technology encouraging, experimentation, innovation and above all, improving service conditions of teachers as well as teacher educators at various levels. Teacher education institutions have to be provided with adequate and appropriate resources- human physical and academic for meeting successfully the new challenges of the emerging society. The revised NPE, 1992 and the POA for its implementation have reiterated and reinforced the provisions for improvement of teacher education. But in actual situations, many

things are yet to be done for achieving the desired objectives. In many cases the structure has changed, but the spirit has not changed and names have changed, but programmes have not changed as envisaged by the Government at the national and state levels. The teacher education system has not yet been Streamlined and geared to meet the emerging needs and challenges of the present times.

1.4.3 Continued development of Teacher as a Professional

Kothari Commission (1964-66) has said, "The destiny of India is being shaped in its classrooms." So the development or future of nation depends upon the quality of education that is provided to learners in its schools & the schools cannot be very different from the quality of their teachers. A good teacher is one who is still learning by himself as Dr. Rabindra Nath Tagore has remarked "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." The teacher who has come to the end of his subject but merely repeats his lessons to his students, can only load their minds. He can not quicken them. Truth not only must inform but also must inspire. So to keep a teacher an enlightened lamp his continuing professional development is necessary.

Mudaliyar Commission (1952-53, p. 139) having identified the weaknesses of pre-service teacher education programmes has unconsciously laid emphasis on the need of CPD by saying that "However excellent the programme of teacher-training may be, it does not by itself produce an excellent teacher. It can only engender the knowledge skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience. Increased efficiency will come through experience critically analyzed and through individual and group efforts at improvement."

Kothari commission (1964-66, p.138) which was the first policy document to stress the need for continuous professional development of the teacher and inservice support and training has said: "In all professions there is a need to provide further training and special courses of study, on a continuing basis, after initial professional preparation. The need is most urgent in the teaching profession because of the rapid advance in all fields of knowledge and continuing evolution of pedagogical theory and practice."

The National Curriculum Framework 2005 (NCF, 2005) followed by the Right to Education (RTE, 2009) have created a new environment for school education. As a result the vision of education is substantially different from the traditional one,

entailing changes in curricular goals, pedagogy and assessment. These changes reflect a renewed commitment to universal education, to a democratic ethos and to a constructivist pedagogy based on a better understanding of how children learn. The National Knowledge Commission (NKC, 2007) observing that the teacher is the key agent in this transition to this vision of education, has stressed the need to substantially enhance teachers' professional capabilities, standing and commitment to education. In recognition of this need, the importance of continuing professional development becomes an understood phenomena. Besides the above written statements and facts the importance of CPD can be made clear with the redefined meaning of teacher as observed by Padwad & Dixit (2013, p.13). What it means to be a teacher is being redefined under the impact of radical changes in the socio- economic situation in India, the changing nature of education and the learner and the increasing penetration of information technology. The conventional view of the teacher as an expert transmitting knowledge to students is gradually becoming redundant. The very nature of the teaching profession is undergoing unprecedented changes.

New roles and responsibilities are being constantly fixed and re-fixed for teachers. The new roles for teachers include being a facilitator of learning rather than a transmitter of knowledge, a counsellor, a coach, a subject expert, an IT trainer, a manager, etc. The teacher is now called upon not only to gain new professional knowledge and skills, but also to be inclusive and socially more responsible. The profiles of the learner and the classroom have also radically changed. On a more concrete level, new education policies, curricula and materials keep bringing regular changes and challenges in teachers' lives and work.

Discussing the professional role of teachers in the 21st century, Hargreaves (2000, p. 166) observes

that 'The fate of teacher professionalism in this era is by no means fixed, but is being and will be argued about, struggled over and pulled in different directions in different places at different times. One possible outcome of these processes is a new, postmodern professionalism that is broader, more flexible and more democratically inclusive of groups outside teaching and their concerns, than its predecessors.' So CPD is the demand of rapidly changing needs of the society and the nature of teacher's job.

NCFTE (2009, pp. 44-45) has suggested the following aims of CPD for providing teachers an avenue for their self-development:

• To explore, reflect on and develop one's own practice.

- To deepen one's knowledge of, and update oneself about one's academic discipline or other areas of school curriculum.

- To research on and reflect on children and their education.

- To understand and update oneself on education and social issues.

- To prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counselling etc.

- To break out of one's isolation and share ones experiences and insights with others in the field, both teachers, academics working in the area of one's discipline, as well as intellectuals in the immediate and wider society.

- Education and curriculum planners also seek to provide avenues for the professional development of teachers as a part of curriculum reform and strengthening.

- To enable teachers to work towards prioritised goals in education such as universalization and inclusion.

- To influence social attitudes and generate greater commitment to constitutional values and overcoming discrimination in the classroom.

- To transform existing practices towards more child friendly methods and methods suited to strengthening conceptual learning and understanding rather than rote learning.

- To enable teachers to implement and achieve specific targeted aspects in the curriculum, such as the use of a type of technology, or the addition of topics such as AIDS, or population education.

NCFTE (2009) has suggested a number of ways that could prove quite helpful in improving the existing condition of CPD in India. Some of them are as follows:

Short and Long term Courses: some short term courses for a period of 4-5 days & other long term courses for 1-4 months could be developed and offered to teachers to take over the year to enable teachers to develop a specific core area in which they need to strengthen their knowledge-base and professional skills with pre announced schedule & content. Some of these courses may be designed as continuous periods, while others may be designed with gaps in between, during which teachers could practice and come back to share experiences. Such courses could award certificates.

Use of Distance Media: Distance media can be effectively used to keep teachers in touch with other professionals in the field and to give access to professionals in education as well as in pure academic disciplines (within universities). This would go a long way in breaking the isolation of teachers while promoting a 'culture' of seeking academic support and providing the necessary platform for the same.

Sabbatical for Study and Research: Teachers could be provided with the option of taking a year off (paid or unpaid), in order to pursue a course or spend time at another school, university or NGO, in order to learn and study the result of which could be tied to a report or even a publication for wider dissemination that is produced at the end. Small research projects through which teachers can reflect on, share and develop their practice must be encouraged.

Professional Conferences and Meetings: NCEFTE (2009) has also suggested meetings and conferences connected to the profession, e.g. on one's subject areas, etc. & to permit duty leave of 3 to 4 days a year to attend such meetings could also be helpful. Some funding support to travel to and attend such meetings could also be provided.

Professional Forum, Resource Rooms and Materials: Providing professional forum such as meeting in the school and in the cluster to discuss and review one's practice as well as to discuss with colleagues, the school academic head and resource persons resources in the form of reference materials, access to internet resources and to resource persons may be quite helpful.

Teachers could also be encouraged to form subject groups at the block level, which could be provided with support to plan for the development of the teaching of the subject in the block.

Faculty Exchange, Visits and Fellowships: A few exchange teacher fellowships could be provided for each district, to enable selected teachers to go for a period of three months to one academic year to a school in another state within the country, or even outside the country, to teach and learn there.

Similarly, schools could play host to such visiting teachers and plan how best to utilize their services during the period of their stay. Teachers could also be provided with short term fellowships and funding support (based on proposals) to either come to the DIET or carry out specific activities for the school children and teachers in their own district.

Besides, NCFTE (2009) has also suggested that University and college faculties of sciences, humanities and social sciences could include extension services for school teachers, opening up their labs and libraries to teachers and sharing with them advances and new ideas. Schools, under the leadership of interested principals and able to support additional adjunct faculty, could, themselves could develop into resource centers for neighbouring schools. These could also include schools run by NGOs and other private agencies, interested in contributing to the development of all schools in the neighbourhood, both government and private, and affiliated to any board.

Conclusion

In India continuous professional development of teacher is still equated with in-service teacher training programmes. Due to this teachers are still far behind their stipulated position of enlightened lamp. Although a few attempts are being implemented to improve the existing situation, but these are also insufficient. NCFTE (2009) has set out a number of ways in which the current position of CPD can be improved. A number of researchers have also tried to remove the haphazard situation of teachers' on-going professional development. But there is still much more work to be done in the field of teachers' continuing professional development. There is a need to fulfil the basic assumptions of CPD that are collaborative efforts on the part of all stakeholders of education and feeling of sharing & initiatives on the part of teachers to manage programmes for their own professional development. So lots of studies are needed to conduct in the field of continuous professional development of teachers to suggest the appropriate ways for bringing about the required provisions for teachers' continuing professional development.

1.5 Structure of TE in India and Organizations/Agencies involved

Introduction :

Due to explosion of knowledge, there is a spread of education not only in India, but all over the world. Due to this change, social needs are changed accordingly. A teacher is expected to face the new changes by undergoing through training for new trends in education. Such training needs are satisfied by different agencies at different levels. In this unit we will discuss the role of different agencies and their functions towards teacher education at state, national and international level.

1.5.1 Structure of teacher education in India:

The structure of teacher education means the logical arrangement of the components of teacher education which includes teaching skills perpetuates objectives related

to individual and social development and also to generate teaching culture does teaching skills teaching objectives and teaching culture from an outline of the structure of teacher education.

Stages of structure of teacher education

1. Teacher education at pre primary, primary, junior secondary and college stages

2. M.Ed i.e teacher education for those who have completed B.Ed course

3. M.Phil i.e. teacher education for those who have passed M.Ed course

4. After completion of M Phil course students are expected to select some educational problems and present it in the form of a thesis for PHD.

1. Pre-primary teacher education

In India pre-primary teacher education exist in name only. No appropriate attention has been paid to it very few teacher training institutes at present in India. There must be at least one pre-primary teacher education centre in each district full stop the qualification of a teacher trainee should be high school. The duration of the training should be 1 year. The structure should be as follows:

Teaching skills: reciting poems, storytelling, play games and art and craft activity should be used as teaching methodology.

Teaching objectives: growth and development of children, joyful learning.

2. Primary teacher education

Primary level teacher education schools are called Normal schools. These are controlled by State Government and minimum qualification of teacher training should be higher secondary pass. The duration of the training should be of 2 years. The structure of the education should be as follows:

Teaching skills: physical education, recreational activities, health education, music and games, telling stories and reciting poems and specific teaching methodology.

Teaching objectives: languages (mother tongue and English) natural and Social Sciences and maths, Child Psychology.

Teaching culture: knowledge about the role of the school and about the teacher in changing society and having a deep faith in the process of democratization.

Secondary or Higher Secondary teacher education: in this stage the qualification of the teacher trainee should be graduation the duration of the course should be 2

years. The curriculum is divided into two parts theory and practical as well as school internship. B.Sc, B.Ed and B.A, B.Ed four year integrated teacher education courses are also available. Structure of curriculum should be as follows:

Teaching skills:

- methodology of training,

- one subject specialisation

- micro teaching

- knowledge of health physical education games recreational activities and work experience

- understanding of human behaviour at work

- practice teaching in general School

Teaching objectives:

- guidance and counselling

- measurement and evaluation theory

- action research

- Educational Philosophy

- educational psychology and educational technology

Teaching culture: values the process of democratization, have defect in National as well as emotional integration and international peace and inclination to develop personal professional and social qualities.

College level teacher education

The college lecturers appointed to teach teacher education should be well qualified cultured and having professional qualities.

MEd course: In this course theory topics such as philosophy, psychology, guidance and counselling, methodology of teaching and dissertation is included.

M.Phil: After passing M.Ed course, M Phil can be done. Course structure should be as follows:

Teaching skills: deep knowledge about behaviour modification, capability of identifying problems, analysing and solving skills.

Teaching objectives: learn some vital topics such as teacher education, research and tools, educational organisation and educational administration, designing the curriculum and specialisation in any field of education.

Teaching culture: it may include creativity, social understanding, inculcation of leadership skills, progressive attitude and Faith in teaching job.

PhD stage: Scholars can select some significant problem and present the Solution after collecting data and interpreting it statistically. Scholars who have passed M A in education can be enrolled in PhD afterwards.

1.5.2 National Level Agencies of Teacher Education Programme :

University Grants Commission (UGC) :

Established on 28th December, 1953, at New Delhi. UGC was given autonomy by govt. of India in 1956.

Functions :

- It provides financial assistance to universities and colleges to meet their requirement.

- It extends the financial aid for the development of Universities and maintenance

- It provides a guide-line to Center and State Govt. for giving grant to a University.

- It provides the grants for five years to establish as new University in the state.

- It provides the grants for five years to start new department or any academic programme in the University but now state concurrence is essential.

- It encourages higher level research work and teaching activities by providing financial assistance.

- It provides the grants for higher education and new programmes in the Universities and colleges.

- It provides the fellowship for teachers and project work for University and college teachers.

Teacher Education Committees :

- To upgrade the standard of education Teacher-education committees were formed consisting of seven members for two years duration.

- It provides awareness of new innovations and research in teacher-education.

- The national fellowship and teacher fellowship are granted for encouraging research and teaching work.

- UGC provides travel grants to the university lecturers for attending international conferences and seminars.

- Visiting professors are appointed from among the University professors for inter change programmes and delivering lectures.

- Residential facilities for university and college teachers are also provided.

- Research associates are appointed for post doctor work.

Research :

UGC is giving substantial grants to University teachers for conducting their own researches. In 1953-54, Ministry of Education initiated a scheme providing grants to teachers, colleges and departments of education in the Universities in order to enable them to carry out research on educational problems selected by them and approved by the central ministry.

The main purpose of the scheme is to provide facilities for research which, in many instances, has been held up owing to dearth of funds. It is to be carried on by the staff of the training colleges assisted by some research fellows assigned to them and some financial facilities. Equipment is provided to facilitate the completion of the projects.

Centre for Advanced Studies (CASE) :

For the improvement of standards of teaching and research inIndia. UGC has set up CASE in different branches of knowledge. It selected the faculty of Education and Psychology, Baroda as the CASE in Education which functions on an all India basis and aims at raising standards of teaching and research in education. It has built up its programme in collaboration with research workers from outside

National Institute of Educational Planning and Administration: (NUEPA/ NIEPA) :

Functions :

- As the highest organization of educational planning and Administration- has the following functions to perform:

- Providing training of educational planning and administration to develop the abilities and competencies in the educational administration as the in-service program.

54

- Providing training facilities in educational planning and administration at state level and regional level to develop efficiency at their level.

- Integrating educational studies and researches under the area of educational planning and administration and make coordinations in these activities.

- Encouraging the teachers to solve the problems of educational planning and administration by organizing seminars and workshops.

- Arranging extension programs for new developments and innovations in the area of planning and administration.

- Establishing contact with other countries to understand the developments and innovations of the developed countries.

- Providing guidance at National and State levels in the area of planning and administration.

- Multi –dimensional activities- under extension programs– journal on educational planning and administration and other books are published

- Review of educational planning and administration of other countries- used to develop our educational system and solve educational problems.

- Orientation programs for educational administrators- provide awareness of new developments in this area.

- Educational research reports are published. The publication unit established the coordination between theory and practice.

- Seminars and workshops are organized and their discussions and results are published.

- Training Institutions for special fields for school and colleges-these provide elementary in special fields like- computers, educational technology and fine arts.

Language Institutions :

- Kendriya Hindi Sanasthan.

- Central Institute of English, Hyderabad,

- Central Institute of Indian Languages, Mysore. Language training is given.

National Council of Teacher Education (NCTE) :

Kothari commission Report (1964-66) criticized Teacher Education Programme being conventional, rigid and away from reality. Therefore it expressed the need of establishing National council of Teacher Education in order to improve the standard of Teacher Education. In September 1972, Central Advisory Board in Education accepted the said proposal which was supported by fifth National plan. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993.

Objectives :

- To work especially towards planned and coordinated development of teacher-education.

- To improve the standard and functioning of teacher-educators.

According to the Act 1993, NCTE performs the following functions:

Undertake survey and studies relating to various aspects of teacher-education and publish the results.

- Making recommendations to the center and State government Universities, the U.G.C and other institutions in the preparation of plans and programmme's in the field of teacher education.

- Coordinating and monitoring teacher education and its development in the country.

- Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher- educators at different levels.

- Developing norms for any specified category of courses or training in teacher-education, including minimum eligibility criterion for admission.

- Preparing a guideline and specified requirements for starting new courses and programmes under teacher education.

- Developing a guideline for general teacher-education programme.

- To advise central government on matters like teacher - education(in building pre-service / in-service training), evaluation of the curricula for teacher — education and periodical review with respect to revision of curricula.

- To advise state governments on any matter of their concern.

- To review the progress of plan of teacher- education, submitted by central / state governments.

- To advise the government on ensuring adequate standards in teacher - education.

- To give approval to teacher - education institutions.

- To lay down norms for maintaining standards of teachers -education.

- Promoting innovations and research studies and organize them periodically or annually.

- Supervising the teacher education programmes and providing financial assistance.

- Enforcing accountability of teacher development programmes in the country.

- Preparing a programme for in-service teacher education for orienting teachers for latest development.

NCTE functions through the following standing committees :

◻ Pre – Primary, primary teachers' education committee.

◻ Secondary college - teacher education committee.

◻ Special education - teacher education committee.

◻ In-service - teacher - education committee.

Activities of NCTE are with respect to :

- Research - Extension services.

- Development programmes.

- Training.

- Evaluations.

NCERT - National Council of Educational Research and Training : Establishment :

Ministry of Education of Indian Government established NCERT in 1961. NCERT is an autonomous - organization, workingas an academic wing of the Ministry of Education. It assists the saidministry in the formulation and implementation of its policies and programmes in the field of Education. It is expected to encouragestudent teachers and teacher educators to conduct educationalresearch. In order to fulfill these main objectives, it has established National Institute of Education (NIE) at Delhi and 4 regionalcolleges of education at Ajmer, Bhopal, Bhubaneswar and

Mysore.It also works in collaboration with the departments in the states, theuniversities and institutes, following objectives of school education.It also maintains close-contact with similar national and international institutions throughout the world. It communicates results of itsresearches to a common man by publishing books and journals.

Objectives :

◻ To launch, organize and strengthen research works in various aspects of education

◻ To arrange for pre-service and in-service training at the higher level.

◻ To publish necessary textbooks, journals and other literature for achieving the objectives.

◻ To organize extension centers in training institutes with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.

◻ To establish a National Institute of Education and manage for the development of research and higher training for educational administrators and teachers.

◻ To provide guidance and counselling services on a large scale.

Major function of NCERT are as under/ Role of NCERT :

• To monitor the administration of NIE /Regional colleges of Education.

• To undertake aid, promote and co-ordinate research in all branches of education for improving school-education.

• To organize pre-service and in-service education programmes for teachers

• To prepare and publish study material for students and related teacher's handbooks.

• To search talented students for the award of scholarship in science, Technology and social sciences.

• To undertake functions assigned by the Ministry of education (Now HRD) for improving school –education It is quite interesting to know how following constituent institutes works.

National Institute of Education (NIE)

In order to fulfill the objectives of NCERT, NIE Functions through 9 departments, 7 units and 2 cells as Under :

Departments of NIE :

- Academic Depts.

- Production Department.

- Dept of Maths Education

- Dept of Teacher education

- Dept of Teaching Aids

- Dept of Educational Psychology Publication Department.

- Dept of Educational Psychology Workshop Department

- Dept of Text - books.

Units of NIE National Talent Search unit Primary Curriculum

- Survey and Data processing Unit Journals cell

- Policy, planning and Evaluation Unit

- Library and Documentation Unit

- Vocationalisation of Education Unit

- Examination Reform unit

- Examination Research unit

Cells of NIE

Primary Curriculum

Journals cell

Central institute of Educational Technology (CIET):

Functions of CIET are as under:

- To encourage the use of Educational technology in the spread of education.

- To organize training programmes in connection with school- broadcasting and Educational Television.

- To develop learning aids based on Educational technology.

C) Regional Institutes of Education (RIE):

NCERT established Institutes of Education as model institutes indifferent regions of the country.

Besides Teacher Education programme (4 years integrated B.Ed Course), these college conduct programme with respect to in-service - training, extension services and Research.

They run 4 years B.Ed. course with a view that Education is a professional subject like engineering, medicine and B.Ed. student should be trained in the content and methodology simultaneously.

This course offers B.Sc. B.Ed. (Science) and BA, B.Ed(languages) degree.

These colleges conduct one-year B.Ed. course especially inscience, agriculture, commerce and languages. They also run M.Ed course. These Colleges are situated at Ajmer, Bhopal, Bhubaneswar and Mysore as centers of excellence for the four regions of India.

The role of NCERT in Indian Education :

•   NCERT organizes / conducts various programmes with respect to Research, Development, Training, Extension-services, publishing study - material, and evaluation.

•   It aims at qualitative improvement of school - education.

•   It aims at qualitative improvement of school - education rather than quantitative expansion.

•   It wants to make our education relevant to national objectives and social needs.

•   Besides researches conducted at NIE, NCERT offers financial aid to research projects of the teachers.

It also organizes summer Institutes to school teachers and teacher- educators for attaining their professional growth. Through these measures NCERT wants to achieve qualitative improvement in Education.

1.5.3 State Board of teacher education (SBTE)

Kothari Commission 1966 recommended for establishing State Board of teacher education whose main function was to develop teacher education in the state to be administered by the board. State boards were established in MP in 1967 and Maharashtra Jammu Kashmir and Tamil Nadu in 1973.

The ministry of education forced the states to establish state institution in the light of suggestions of NCERT. Such boards were established almost in all the states.

Functions of State Board of teacher education:

1. Determining the standard of teacher education institution

2. Modifying and improving the curriculum, textbooks and the system of teacher education of the state.

3. Developing the criteria for the recognition of teacher education institutions

4. Organising the guidance facility of teacher education institutions

5. Developing the criteria for admission in teacher education and evaluating the teacher efficiency of people teachers.

6. Preparing the plan for the qualitative and quantitative development of teacher education.

7. Providing guidance to the Universities and state institutes for improving and modifying curriculum, text books and examination system of teacher education.

8. Determining the educational and physical conditions for the teacher education Institutions for affiliations.

9. Organising teacher education facility for each level of teacher with provision of the grains and financial assistance.

10. Developing the sense of cooperation among University departments and other training institutions.

11. Developing educational organisation and administration at all levels of teacher education Institutions and providing facilities and suggestions for the development of state teacher educators.

University Department of teacher education (UDTE)

At present education is considered an independent field of study, the agency provides the Grand Tour University Department of teacher education. high level training is essential for Teachers for the development. the department of education provide training for educational administrator and curriculum specialist to improve evaluation procedure as well as examination system.

The university departments organised the M.ED, B.ED AND M.PHILClasses as well as research work for PhD and D.LITT. degree in education. in 1917 first education department was started at Calcutta University. at present their departments of teacher education in all the in Indian universities for B.Ed M.Ed and PhD degrees in education.

Functions of University departments of teacher education:

1. Developing the post graduate studies and research work

2. Organising training for school teachers

3. Providing solid programs for teacher education and development research work

4. Starting and organising some programs for post graduate teachers which are not organised on other centres.

5. Developing language laboratory, preparing instructional material and use new innovations and practices in teacher training

6. Encouraging the interdisciplinary courses and interdisciplinary Research studies so that the requirements of other departments can be fulfilled.

7. Organising extension lectures and programs to encourage the teachers and Research workers to contribute in the discipline of education.

8. Providing Awareness of new methodology and technology to upgrade the standard of teacher education.

9. Developing the effective procedure of evaluation of theory and practicals in education.

Centres of continuing education for teachers(CCET)

The NCERT has established and extension Service Department for establishing centres of continuing education for inservice teachers. it has stepped up centres in States.   summer institutes of education are organised to provide the knowledge of science subjects and new teaching methodology.

Such centres are needed for primary and secondary inservice teachers for making them up to date for the latest knowledge of the content and teaching techniques. there should be coordination between preservice and inservice teacher education programs.

Following points may be taken into consideration:

1. Awareness of in-service programs should be given for Pre Service teachers along with the objectives.

2. provision should be made for encouraging inservice teachers to participate in such programs.

3. program should be organised during summer and winter vacations and holidays so that their schoolwork may not suffer.

4. in view of local needs of the school and the students program should be organised at regional level.

5. by organising seminar and workshop of new practices methods and techniques of teaching the centres to provide the knowledge and practice.

6. the in service teacher should be encouraged and should not be forced for attending such programs.

7. the following program should be organised by the centres for evaluating the workability of these programs.

Correspondence courses for distance education for Teacher education:

Correspondence courses for teachers were initially started for inservice Teachers for cleaning the backlog of untrained teachers. Several University started B.Ed and M.Ed correspondence courses for distance education.

Features of in-service B.Ed correspondence:

1. Providing the Awareness of pedagogy of theory of education and methodology of teaching

2. Encouraging the students for self learning

3. Giving orientation to experts and specialist of the areas

4. Organising contact programs to remove the difficulties and provide the guidance for the study

5. Sending theory lesson by post along with the assignments to be completed and sent to the study centres.

6. Establishing study centres for the candidates.

A large number of teachers are admitted in such programs and heavy amount of fee is taken from them. It has adversely affected the standard teacher education.

Summer Institute of Education (SIE)

Meeting of Indian Association of college teachers was held at Shimla in June 1965 to train the inservice and trend teachers. as there was a large number of untrained teachers in Secondary Schools it was resolved that the government should be asked to make some provision of training teachers by the summer institutes. this should avoid pressure on B.Ed institutes.

Main features:

1. Duration of Summer institute for B.Ed course is of 14 months

2. There would be 2 summer institutes for theory courses and teaching practice. super supervision would be done in remaining 10 months.

3. The summer institute for theory courses is organised for 2 months

4. The summer institutes are organised by the regional colleges at Ajmer Bhopal Mysore and Bhubaneswar.

5. Institutes are organised for in service untrained in service teachers

6. Some amount of scholarship used to be given to each teacher for the months of theory courses.

7. Untrained teachers have to attend the classes for 2 months during summer vacation.

8. The summer classes are organised 16 weeks and 480 periods of theory courses.

Colleges of teacher education (CTE)

Education is directly related to our lives and its development. The education process should be dynamic. Education should pace with our social life. Colleges of education organise the teachers training to both in service and pre service teacher and prepare effective teachers.

Functions of college education:

1. Gifted and talented students are identified and trained by developing teaching skills and competences.

2. Planning of such programs for in service secondary teachers so that teaching competence can be developed.

3. Organising for work experience so that they would take interest in National social service.

4. Activities are managed for developing the sense cooperation among teachers.

5. Modification and improvement in teaching methodology and techniques to new practices and innovations.

6. Organisation of seminars and workshops for evaluating teaching practices objectively.

7. Using new devices such as micro teaching simulated Social Skill training interaction analysis technique and action research for student teaching.

Some suggestions for changes:

1. There should be a comprehensive program for student teaching- teaching aid should be developed, unit plan should be prepared, evaluation techniques should be evolved. Techniques of guidance should be developed. There should be provision for remedial teaching and tutorial classes. Some techniques of self-learning are to be designed.

2. There should be experimental schools for practicing schools for student teaching. The Co-operative schools should try to assess the workability of new techniques of new techniques of teaching and instructions.

3. There should be coordination among colleges of education and secondary schools. the theory courses should be carried over to the classroom teaching. Now these responsibilities are being shared by NCTE.

1.6 Factors influencing the practices in TE and quality

Kothari Commission remarked the Destiny of India is being shaped in its classroom. Education plays a very significant role in nation's development and it is true that the quality of education is greatly determined by the quality of teachers. Therefore we need to make effort to improve the quality of teacher education to improve the education of future generation. In present scenario we find many issues and problems which are affecting the teacher education system and thus quality is deteriorating so we need to analyse those issues and find out solutions to improve the quality of teacher education.

Issues concerning teacher education:

Problem of selection: To improve the quality of teacher we need to select very carefully the student teachers who want to be enrolled in teacher education program. Following are some suggestions to improve the selection procedure:

1. Candidate should be interviewed through structured interview.

2. Test of general knowledge

3. Test in school subjects may be conducted to judge competence in various fields of study

4. Language test should be used

5. Intelligence test

6. Aptitude interest and attitude inventory should be administered

7. Candidates who wish to join our teachers College should be able to analyse themselves, and determine as objectively as possible their own suitability for the teaching job

8. A well-directed guidance service should be provided in teachers College to give scientific advisor to the prospective candidates.

Short duration of teacher training program:

Previously the duration of teacher training program was only one year which was not enough to achieve the main purpose of teacher education programme. Developing healthy attitude, broad-based interest and values consistent with the dignity of training profession and thereafter developing a personality was not possible in this short duration of training program.

Incompetency of student teachers:

In existing training program trainee teachers do not get adequate opportunity to face the various type of situation which they need to learn to become a real life teacher. The teacher training Institutions are not well aware about the existing problems of the schools as they are not in direct contact with schools. due to this gap between the school and the training Institution the growth of content stagnates, still and contact with academic discipline becomes weak.

Defects concerning papers: teacher should know the meaning of education is objective the social cultural and political economic background various Agencies that influence education the principles that guide construction of Curriculum etc. It is felt that curriculum framework is not always suitable or good enough to give them in-depth knowledge about concept of education.

Problems of practice teaching: It is seen that most of the teacher training institute give more emphasis on the theory paper rather than practical aspect. But teaching practice plays a very significant role in B.Ed program it helps the trainee teachers to acquire the power of observation attention imagination and the sense of time. One learns how to prepare his lessons independently and how to take classes. It is seen that student teachers and non-serious about the task of practice teaching, deficient in sense of Duty, Irresponsible, aimless, indifferent to children, lacking

innovative measures in teaching and all these things are great obstacles in the development of pedagogical skills. Adequate internship practices should be exercised rather than only attending the theory classes.

Problem of supervision of student teaching: Supervision is done in two ways to improve the practice teaching skill among trainee teachers.

Supervision before classroom teaching: the teacher trainer will check the lesson plans, teaching learning materials, teaching objectives, knowledge in content, revaluation scale, confidence level, personality, attitude towards teaching etc. and guide the student trainee to face the classroom.

Supervision during the classroom teaching: it is generally done by the teachers of Training College and also teacher from the concerned School. Both can observe the teaching and supervise the trainee teacher to improve the skill, efficiency and presentation during teaching.

At present the lesson plans are checked superficially and no discussion is made by the subject method specialist.

Lack of subject knowledge: The B.Ed programme does not emphasize the knowledge of the basic subject. Some common questions are repeated during the examination and based on that students prepare themselves. There is no provision to increase and strengthen the knowledge of the particular subject of the student teacher. The whole teaching practice remains in different with regard to the subject knowledge of the student teacher.

Lack of realism: The trainee teacher does not get chance to face the real problems of classroom teaching. Due to short duration many of the time it is very difficult to complete the whole syllabus and understand and develop the main objective of teacher education programme.

Faulty methods of teaching: In India student teacher use the traditional method of teaching like lecturing and dictating off notes. They are not well aware about the modern classroom communication devices, technological instrument and the innovative teaching techniques. Student teachers study about the new methods but do not get chance to teach based on that.

Absence of professional attitude: In India the entire teacher education programme is lacking in professional attitude. in some States the teacher education programme has been commercialized. Optimum saving is made through the revenue raised by such departments. this has resulted into substandard facilities in the colleges.

67

Recruitment of teacher educator is also not suitable thus all over teacher education system has been degraded. Many malpractices are also seen in these type of Institutions.

Isolation of teacher education department: Teacher training Institutions are totally isolated from the schools, they are not interconnected. The schools considered the teacher education department as an alien Institution and not a necessary for the professional development of school teacher. The teacher education department only observe the formality of finishing the prescribed number of lessons not carrying for the soundness of pedagogy involved in the procedure.

Poor academic background of student teachers: Proper admission procedures are not present in most of the Institution. Students who apply for admission to teacher education department do not have the requisite motivation and academic background for a well-deserved entry in the teaching profession. Therefore they remain indifferent to work and studies.

Lack of proper facilities: in India the teacher education program is being given a step motherly treatment. Good library, proper classrooms, lab and other equipment are necessary for a good teacher education department.

Lack of regulation in demand and supply: Teacher training institutions are very less in number rather than demand and the state department have no data regarding this.

Lack of interaction with the main academic stream:

As the teacher education departments are isolated from the main academic stream they do not get any help or support from other sections. Other University Department Street the teacher training section as something inferior and they do not collaborate with them in any program.

Inadequate empirical research: research in the field of education is not adequate. Quality research is very less in number and the teacher education programs and the issues and the remedies have not been properly studied in any systematic research.

Lack of facilities for professional development:

There is lack of facilities for the professional growth of the teacher educators. Refresher courses which are being conducted in a routine Unimaginative and lacks quality.

Insufficient financial grants:

In most of the state's teacher education is still being run by the fee collected from student teachers. Government does not provide enough grant to standardise those institutions. so most of them are in a bad shape of a substandard nature.

Some suggestions to remedy the problems of teacher education:

Teacher education institutions should be put under strict control of this regulatory body (NCTE) and RCI for the selection of teacher, students and provisions of good infrastructure etc.

◻ Working of Teacher education institutions should be examined from time to time and strict action should be taken if they fail to come up to expected level.

◻ Affiliation condition should be made strict.

◻ There should be a planning unit in each State Education Department. The function of this unit should be to regulate the demand and supply of teachers at various levels of schools. This unit can also be given the responsibility of projecting future requirements of teachers in various categories.

◻ Educational institution should be equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities, which promote democratic spirit of mutual appreciation and fellow feeling.

◻ The practicing schools have to be taken into confidence. For this the members of the staff of teachers colleges should be closely associated with the schools. The course of studies and the practical work and practice teaching can be easily moderated in such a way that they will have useful implications for improving school practices.

◻ Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.

◻ Educational institutions should be graded according to the standards of the institution and admission should be allowed according to standard of the institutions.

◻ Teacher educators must be well qualified and experienced with language proficiency.

◻ Curriculum of teacher education programme should be revised from time to time according to changing needs of society.

- The quality of teacher education programme should be up graded. Teacher education programme should be raised to a university level and that the duration of programme should be appropriately enhanced.

- There should be a free exchange of scholars from one department to the other. This will improve the quality of teacher education programmes immensely.

- For professional growth of teacher educators there should be seminars, summer institutes and research symposia at more frequent intervals.

- Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and a rigorous manner of assessment.

- Teachers should be able to think critically make right decisions and maintain harmonious relations with others.

- Evaluation Teacher education, like technical education and higher education must be the responsibility of the central government.

- Among teacher education institutions uniformity must be ensured and maintained in terms of timings of the programme, curriculum and duration.

- Government should look after the financial requirements of the institutions.

- On practice teaching more emphasis should be given till mastery is reached with appropriate feedback.

- Refresher course should be organized for teacher educators frequently.

- Internship in teacher education should be objective, reliable and valid.

1.7 Let us sum up

It is believed that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The national council for teacher education has defined teacher education as, a programme of education, research and training of persons to teach from pre-primary to higher education level.

Teacher education is basically a training programme which enables the teacher to be efficient and competent to meet the requirement of the profession and face the challenges related with it.

Teaching is one of the oldest and most respected professions in the world. The noble task of shaping the future citizens is entrusted in the hands of teachers.

The history of Indian teacher education may be divided into five parts:

1. Ancient and Medieval Period (2500 B.C. to 500 B.C.)

2. Buddhist Period (500 B.C. to 1200 A.D.)

3. Muslim Period (1200 A.D. to 1700 A.D.)

4. British Period (1700 A.D. to 1947 A.D.)

5. Teacher education in independent India (1947 up to this date).

The general aims of teacher education are, to enable the teachers to solve the contemporary issues, familiarizes the teachers with the latest knowledge to fulfil the existing need of the society, knowledge about the broad objectives of teaching, developing fundamental skills, the habit of concentration, self-confidence, self-reliance and discovery, to develop the skills to use the modern devices like computer etc.

Objectives of teacher education are different at different levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential.

On significance of teacher education The American Commission on Teacher Education rightly observes, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher." So The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes. The pre service training is meant to provide a teacher with the licence required for taking up a job as a teacher. The induction helps him to get acclimatized to a specific teaching learning situation in an institution. The in service phase of training helps a teacher to acquire expertise and specialization needed for carrying out the new responsibilities. A number of modalities such as seminars, workshops, etc. are being used for the purpose of providing teachers with the required knowledge, competencies and attitudes needed for carrying out instruction in accordance with the changing needs of the time.

In India continuous professional development of teacher is still equated with in-service teacher training programmes. Due to this teachers are still far behind their stipulated position of enlightened lamp. Although a few attempts are being implemented

to improve the existing situation, but these are also insufficient. NCFTE (2009) has set out a number of ways in which the current position of CPD can be improved. A number of researchers have also tried to remove the haphazard situation of teachers' on-going professional development. But there is still much more work to be done in the field of teachers' continuing professional development.

There are various national and state level agencies like UGC, NCTE, NCERT, NIE, RIE, NUEPA, CASE and UDTE, SBTE,CCET, SIE, CTE etc. which are working towards planned and coordinated development of teacher-education to improve the standard and functioning of teacher-educators.

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

It is felt that Centre and States Governments should join the hands to bring the quality and improvement in the teacher education, then bright future of teacher education is possible.

1.8 Unit End Exercises

i.   Discuss the aims and objectives of teacher education.

ii. Explain the significance of teacher education in India.

iii. Write short note on the status of teacher education in India before 1947.

iv. Write briefly about secondary education commission and its recommendations for teacher education.

v.   What do you understand by in-service programme of teacher? Discuss its needs and significance.

vi. Describe the structure of teacher education.

vii. Suggest some remedial measures for solving the problems of teacher education programme.

1.9 References

Shashi prabha sharma, (2016) teacher education, New Delhi: kanishka publishers,

Mohanty Jagannath (2000) Teacher Education in India

Elahi, Nizam (1997) Teacher's Education in India New Delhi, APH Publishing Corporation

Misra, K.S. (1993) Teachers and Their Education Ambala Cantt., The Associated Publishers

Vashist SR. Professional Education of Teachers. Jaipur: Mangal Deep, 2003.

Aggarwal, JC (1996), Essentials of Educational Technology, Vikas Publishing House, New Delhi.

Mohanti, J.(1998) Modern Trend in Indian Education: Current Issues and Strategies in the context of NEP, New Delhi Deep and Deep

Ministry of Education (1966). "Education and National Development: Report of the Education Commission, 1964-66", (Kothari Commission Report), NCERT, New Delhi, Govt. of India.

◻ MHRD (1986), "National Policy on Education", New Delhi, Govt. Of India.

◻ Ministry of Education (1952-53): "Report of the Secondary Education Commission", New Delhi, Govt.Of India.

University Grant Commission, Towards New Education Management, New Delhi UGC, 1990.

NCERT, 2005 National curriculum Framework, New Delhi:NCERT

NCTE, 2009, National curriculum framework for quality teacher education, New Delhi: NCTE

Unit-2 : TE and Education of Children with Disabilities

Structure

2.1 Introduction :

All school going children, whether they are disabled or not, have right to education as they are the future citizen of the country. Some children with special needs may not benefit from regular classroom education due to various reasons including disability. In such case, it is only appropriate that they provided with education in some other meaningful way. This entails changes in curriculum decisions and classroom arrangements, provision of aids and appliances, arrangements for finances and above all, appropriate teacher preparation. The preparation of regular school teachers at primary and secondary levels is more or less streamlined in India, while the preparation of special teachers still faces problems related to the role of teachers in the different service programmes for people with

disabilities and the competency levels of teachers in terms of the ability to teach children with a single disability and those with multiple disabilities. These inclusive schools and special schools. According to National Policy on Education, 1992, the number of school going children with disabilities in India is reported to be about 12.59 million. It is in this context that this paper critically analyses the process of preparation of teachers for children with special needs.

2.2 Objectives :

- At the end of successful completion of the module students will be able to understand the following :

- Understand the early initiatives in preparing teachers for children with disabilities in India.

- Describe the establishment of various national institutes and development of TE in special eduction.

- Explain the establishment of RCI in standardizing and promoting TE in special education.

- Explain the establishment of RCI in standardizing and promoting TE in special education.

- Understand the changing in school education for children with disabilities its impact on TE.

- Explain paradigm shift from segregation to inclusion impacting TE.

2.3.1 Early Initiatives in preparing teachers for children with disabilities in India

The disability sector in India has been neglected for a long time. No serious effort was made by Government of India and other state governments for special education development for education and training for children with special needs. In fact, there were only few teacher training colleges/institutions for the disabled children and most of them were located in urban areas. Initially, these schools and vocational centres were opened for disabled by Christian missionary and other religious trusts. Prior to the independence, there was very little concern for systematic and scientific

effort for training of the teachers for the children with disabilities. Serious effort were made in this direction from the International Year for Disabled Persons in 1981.

Special education movement in India is relatively of recent origin. However, the institutions have come up for education, care and rehabilitation during last there decades in a significant number, if not proportion to the target clientele yet significant enough from near zero base.

In the present sub-limit a review of teacher training programmes institutes in the context of man power development will be described on the basis of available data, to give an insight into manpower planning and preparation in the field of education, training and rehabilitation.

● The nature and functioning of different organizations.

● The courses which are in operation in the field.

● The type of research undertaken.

● An overview of the teacher training programme in described in brief to create awareness among students and readers.

2.3.2. Teacher Education for children with intellectual disabilities.

Of all the areas of disabilities, the intellectual disabilities constitutes the largest segment but it is the most neglected field in India. There were very few institutions of teacher training in India prior to 1990 for training teachers of children with intellectual disabilities, which previously known as mental retardation. Teacher Training in special education, Mumbai, B.M. Institute of Mental Health, Ahmedabad, Kamayani School of the Mentally Retarded, Poone; Bal Bihar Training School Chennai; Alkendu Bodh Niketan, Kolkata; Karnataka Parents Association for M. R., Bangaluru; Jai Vakeel School for children in need of special care, Mumbai; Thakur Hariprasad Institute of Mentally handicapped, Hyderabad, YMCA, Nizamuddin East, Delhi, R. K. Mission Mahavidyalaya, Coimbatore, Banaras Hindu University, Jamia Milia Islamia, New Delhi who have undertaken the responsibilities of training teachers foro MR/ID in terms of certificate and Diploma courses in special education. Most of the courses are not recognised by any competent authority in early stages which was prior to formation of Rehabilitation Council of India. Number of students admitted in those institutions were quite limited. The curriculum pattern of those courses were not uniform. The curriculum included–method of teaching mentally retarded, behaviour therapy, psycho-educational assessment, medical care of disabled, occupational therapy, physical therapy, psychology of the disabled, speech

and language therapy etc., but most of the curriculums were not standard. That time the scarcity of competent faculty was also found.

2.3.3. Teacher Education for children with visually handicapped :

Upto 1980, there were four centres of the training of teachers of the blind or visually handicapped, one each in Chennai, Kolkata, Delhi and Mumbai. Each centre was providing specialized training for preparing teachers of blind and expenditure was met by the Central Government on 100 per cent basis. The annual intake of these centres was 50.

The Regional Training Centre for teachers of the Blind, Mumbai; National Institute of Visually Handicapped, Dehradun; Ramakrishna Mission Ashram Blind Boy's Academy, Narendrapur, West Bengal; Regional Training Centre of Blind, New Delhi were leading institutions in India which offered teacher training for the teachers of Blind. These courses vary from 60 days duration (in service) to one academic year (pre service) and a diploma is given on successful completion of the course.

The curriculum that is followed in these institutions included : Educational Psychology, Principles of Education, Education of Blind and Visually Impaired, Methods of Teaching, History of Education, Rehabilitation of the Blind, Anatomy and Physiology of the Eye and Exe Diseases and Braille Techniques.

These curriculum were almost identificial in all the training institutions and each institutions offered practical training and practical during the course.

National Policy of Education (1986) envisaged reorientation of teacher training programme to provide input relating to education of disabled children to all prospective teachers during pre service training, teacher educators also needed to be oriented.

2.3.4. Teacher Education for children with hearing and speech disability

The teacher training curriculum for the teachers of the Deaf were limited with some institutions like, Government Lady noyce Secondary School, Ferozshah; School of Deaf and Dumb, New Delhi; Training Institute of Stephen's High School the Deaf and Aphasics, Mumabi; The Centre for the Teachers of the Deaf, Lucknow; Education and Audiology Institute for Teachers of the Deaf, Pune; provide instructions for a period of one academic year and award a diploma or certificate which enables the graduate to enter into teaching profession. Clarks school of the deat, Chennai; Education Auditory and Research Society, Mumbai, Holly Cross

College, Trichi; K. L. Institute of the Deat, Bavnagar; Little Flower Convent Higher Secondary School for the Deat, Chennai; V. R. Raina Mook-badhir Vidyalaya, Pune; Training College for teachers of Deaf, Kolkata were most important teachers training institutions which started degree and Post Graduate level courses. All India Institute of Speech and Hearing, Mysore was established in 1965 managed by Government of India. it has exceptionally well qualified staff for importing therapeutic services as well as teacher training for the deaf. It started graduate and post graduate courses of teacher graining for the deaf. This institute is an ideal one for undertaking research and innovation in special education in the years to come.

The instruction included Audiology and learning aids, Psychology, Principles of Education and Class management, History of Education of Deaf, Curricular Studies, Phonetics, Method of teaching, Art and Craft etc.

2.3.5. Teacher Education for children with locomotory disabilities :

The Spastic Society of India, New Delhi; Spastic Society West Bengal (at present Indian Institute of Cerebral Palsy); Spastic Society of Bombay, Mumbai offered short term programmes of teacher training varying 12 weeks to 60 days. Courses included. Medical and therapeutics aspects of the child development, normal psychology and the psychology of handicap and educational aspects of normal and special children.

These short courses are in-service in nature since no special training is necessary for teaching the children with locomotory disability.

With the assistance of UNICEF since 1979-80 courses were organised for teacher training one by the spastic society of India and the other by the B.M. Institute for the teachers of Mentally Retarded children.

2.3.6. Efforts of NCERT on TE :

The National Council of Education Research and Training (NCERT) was established on 1st September, 1961 with its headquarters at New Delhi with a view to improving school education.

With reference to special education, NCERT has earlier a department of special education within teacher education and special education cell in all its four Regional Colleges of Education. It is pioneer in running six months Key/Resource Teacher Training at its headquarters and Multicategory Training of Teachers in the four Regional Institutes of Education. Besides, it has assisted in running one week course

teachers training of primary teachers, six weeks intensive course for selected teachers of PIED. Regional Institutes of Education also run B.Ed. and M.Ed courses with specialization in one area of special education.

At the centre several in-service programmes also being run for Principals of DIET, special education faculty of SCERT/SIE, PIED, Block supervisors at various times. The main contribution has been among others implementing of PIED project, development of instructional manuals, promotion of research and documentation, preparation of Handbooks: hearing impairment, Visual impairment, PIED etc. It has been also responsible for feeding information to data base for POA 1992, Policy Guide lines NPE, 1986 and NCTE committee on Special Education as well as to RCI.

2.4. Establishment of various national institutes and development of TE in special education

The Ministry of Welfare, (presently known as Ministry of Social Justice & Empowerment, Department of Empowerment of persons with Disabilities), Government of India is working and aiming for the empowerment of persons with disabilities since its commencement. This ministry is serving the disabled through its seven delivery models. These are conducting awareness, sensitization providing assisted devices and livelihood for persons with disabilities and Human Resource Development programmes with undertaking research and development. Teacher Education programme is most important component of HRD of this model. The United Nation declared decade for disabilities (1982-1992), which led to the advent of the most of the National Institutions. These Institutions started earlier, were working for the persons with Disabilities of different categories. These National Institute are conducting several certificate, diploma and graduate level teacher education programme and N.I.S also started the extensive research and development programmes besides the teacher education programmes. The Nation Institutes became nation resource centre for PWD in respective categories. Their curriculum for TE is much uniform and scientific to serve most of the persons with disabilities in all over the Country.

2.4.1. National Institute for Empowerment of Persons with Intellectual Disabilities (NIEPID)

NIEPID (formerly National Institute for the Mentally Handicapped) established in the year 1984 at Manovikasnagar, Secunderabad (Telengana State) is n autonomous body under the administrative control of Department of Empowerment of persons with Disabilities, Ministry of Social Justice & Empowerment, Government of India. NIEPID (Formerly NIMH) is dedicated to provide qualify services to persons with Intellectual Disabilities in the National interest.

NIEPID has three regional centres located at Noida/New Delhi, Kolkata & Mumbai, excel in building capacities to empower Persons with Intellectual Disabilities. Since the quality of life of every Persons with Intellectual Disabilities is equal to other citizens in the endeavours, Nation Institute for the Empowerment of Persons with Intellectual Disabilities empowers the PWID to access the state of the art rehabilitation intervention viz, education, therapeutic, vocational employment leisure and social activities, sports, cultural programmes and full participation. The objectives for which NIEPID works listed as under.

Human Resource Development including preparation of teachers for children with Intellectual Disabilities..

- Research and Development.

- Development of models of care and rehabilitation.

- Documentation and dissemination.

- Consultancy services to voluntary organization.

- Community Based Rehabilitation.

- Extension and out reach programmes.

To achieve optimum results the institute has developed results the innovative structural training courses like Early Intervention, Early Childhood Special Education, Vocational Education, Rehabilitation Psychology at diploma to masters level. The Institute conducts 5 certificate courses, 3 Diploma Courses, DEdSE(MR), DVR, DECSE, Further Graduate course B Ed Special Education (MR/ID), one P.G. diploma in Early Intervention (PGDIE), and one Master course MEd Special Education (MR/ID) and one M Phil Programme in Rehabilitation Psychology in affiliation with different university.

Initially NIEPID (formerly NIMH) conducted one year Diploma in Special Education Centres. NIMH/NIEPID extended financial support to several non

government organizations for conducting Diploma in Special Education (MR) and Diploma in Early Childhood Special Education (MR) courses. It has helpful to prepare appropriate teaching personnel for children with ID in all over the country. NIEPID is also conducting several in service short term courses in its Secunderabad H.Q. and regional centres. NIEPID established Karavalandban — a special school at Secunderabad and a model school at New Delhi which are designed for teaching practice of teacher education programme like DEd Spl Ed BEd, Spl Ed, MEd Spl Ed etc.

2.4.2. Ali Yavar Jang National Institute of Speech and Hearing Disabilities (AYJNISHD)

Ali Yavar Jang National Institute of Speech and Hearing Disabilities (Divyangjan) was established on 9th August 1983. It is an autonomous organisation under the Department of Empowerment of Persons with Disabilities, MSJ&E, Government of India. The Institute is located at Bandra (West), Mumbai, Regional Centres of the Institute have been established at Kolkata, New Delhi, Secunderabad and Bhubaneshwar. These are centres aimed at meeting the local and regional needs in term of manpower development and services.

Functions of AYJNISHD

● Manpower Development including preparation of teachers for children with speech & hearing disabilities.

● Research and Development.

● Educational Programmes.

● Service Facilities.

● Community Programme.

● Material Development

AYJNISHD has developed and introduced innovate structured training course like Audiology, Speech Pathology, Sign languages, Ear mold technology and Special Education at diploma to Masters Level. The training courses for teachers education are DEd (HI), BEd(HI), Diploma in Sign languages, Diploma in Teaching Young (Deaf & hand of hearing) and MEd Spl Education (HI) Courses. The Institute regularly conducts several in service short term training programme for teachers for children with speech and hearing disabilities. AYJNISHD(D) is also conducting the

diploma level courses of Rehabilitation council of India as a part of National Board of Examinations in Rehabilitation (NBER).

2.4.3. National Institute for the Visually Handicapped, Presently National Institute for the Empowerment of Persons with Visual Disabilities (NIEPVD)

National Institute for the Empowerment of Persons with Visual Disabilities owes its origin to St. Dunstan's Hostel with Visual Disabilities for the war Blinded established in 1943, which offered a basic set up rehabilitation services to the soldiers blinded in World War-II. In January 1950, the Ministry of Education, Government took over the St. Dunstan's Hostel and renamed it as Training Centre for the Adult Blind. In the same year, the Government established the Training Centre for the Adult Blind to ensure reintegration of blind soldiers including other persons in the world of work. In 1952, workshop for the manufacturing of Braille Appliances, in 1964. Sheltered workshop, in 1957, Training Centre for the Adult Blind Women and in 1959, Model School for Blind Children. In 1963, National Library for the Print Handicapped was established out of which National Talking Book Library was carved out in the year 1990. On integration of all the units in 1967, the Government established National Centre for the Blind (NCB). This Centre was further upgraded as National Institute for the Visually Handicapped on 2nd July, 1979 and finally in October 1982, it was registered under Societies Registration Act, 1980 and gained the status of an autonomous body.

NIEPVD has its Headquarters at 116, Rajpur Road, Dehradun Uttarkhand with one regional centre at Chennai established in 1988 and two regional chapters at Kolkata and Secunderabad established in the year 1997. The Institute also co-ordinates and supervises composite Regional Centre for the persons with disabilities, Sundernagar (Himachal Pradesh) established in the year 2001.

Teachers Training in Special Education and Research

Department of Special Education, NIEPVD conducts degree, diploma and certificate level courses in special education, orientation and mobility, refresher/ orientation courses for field functionaries, service providers, policy makers and parents of the visually impaired children. Some of these are being conducted and institute's Headquarter; Regional Centre, Chennai; Regional Chapters, Secunderabad and Kolkata; lastly CRC, Sundernagar (HP) while others are being conducted in collaboration with State Governments and reputed NGOs in the field of visual disability with full or partial fending.

The Institutes Department of Special Education is a shining example of academic excellence. Its alumni are rendering services to the visually impaired school children and trainee teachers across the length and breadth of the country. Many are serving in country's leading Universities and have been instrumental in promoting research relating to various aspects of education of children and youth with visual impairment. Since its inception (1980-81) the department has trained over 10,000 teachers and mobility instructors which comprise approximately 71% of the trained teachers for the blind available in the country.

Teachers Education Courses Offered

● Master of Education, Special Education (Visual Impairment) 2 year duration.

● Bachelor of Education, Special Education (Visual impairment) 2 year duration.

● Diploma in Education, Special Education (Visual impairment) 2 year duration.

● Post Graduate Diploma in Rehabilitation Psychology — 1 year duration.

NIEPVD also conducts the national level diploma examination of Rehabilitation Council of India as a part of National Board of Examination in Rehabilitation (NBER).

2.4.4. National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan)

The decade between 1993-2002 was declared as the Asia Pacific decade of the disabled persons. Further extended as extension of Asia Pacific decade for the disabled 2003-2013.

This decade led to the emergence of proposal of PWD (1995) Act and the National Trust (1999) Act in India. After the proposal of National Trust (1999) Act focus was to Persons with Multiple Disabilities and there were a need a start a national Institute exclusively for Empowerment of persons with Multiple Disabilities. To achieve the focus given above, National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) came into an existence in the year 2005 at Muttukadu, Chennai. Since the commencement in 2005 the services for Persons with Disabilities for single as well as Multiple Disabilities as NIEPMD has been given on an outpatient basis through a multidisciplinary team model, besides the cottage services and extension services.

NIEPMD conducts several diploma, certificate, degree and masters level course in

the field of multiple disabilities including Cerebral Palsy, Deaf-blind, Multiple Disabilities and Autism Spectrum Disorders. These courses are designed to met the different needs of children with Multiple Disabilities. The Research and Development unit in also well managed unit to formulate new strategies for those children and equipped the special teachers in relevant field.

Following courses are available at NIEPMD

● Diploma in Special Education (Multiple Disabilities)

● Diploma in Education (Cerebral Palsy)

● Diploma in Education Special Education (Autism Spectrum Disorders)

● Diploma in Special Education (Deaf blind)

● BEd Special Education (Multiple Disabilities)

● BEd Special Education (ASD)

● BEd Special Education (DB)

● MEd Special Education (Multiple, Disabilities)

● MEd Special Education (ASD)

● P. G. Diploma in Development Therapy : (MD, P&N)

● P. G. Diploma in Early Interventions (PGDEI)

● M.Phil (Clinical Psychology)

● Certificate Courses in Care giving (A, B level)

NIEPMD is also conducting various short term courses for in service personnel at its Headquarter and out reaches.

NIEPMD works as conductor of National level diploma / certificate examinations of Rehabilitation Council of India as a part of National Board of Examinations in Rehabilitation (NBER).

2.4.5. National Institute for Locomotory Disabilities (NILD) :

The Institute has been established in 1979 by the Government of India to :

● Conduct research on early intervention prevention, medical and physical rehabilitation of locomotory disabled children and adults.

● Conduct education and training of locomotory disabled children and adults,

training of teachers and

● Plan economic rehabilitation of locomary disabled.

The National Institute in collaboration with Spastic Society of West Bengal (Presently Indian Institute of Cerebral Palsy) have conducted a course to train special teachers. The NILD has taken up large number of research projects which are very beneficial for teacher education in the field of special education.

2.4.6. Swami Vivekananda National Institute of Rehabilitation, Training & Research (SVNIRTAR):

NIRTAR originally started as an adjacent unit of ALIMCO, Kanpur. NIRTAR was registered in 1984 under the Societies Registration Act 1860 as National Institute. The aims and objectives of the Institute of human resource development, implementation and service delivery programmes, research and out reach programmes. It helps to enhance the skill development of teachers in the field of special education and rehabilitation.
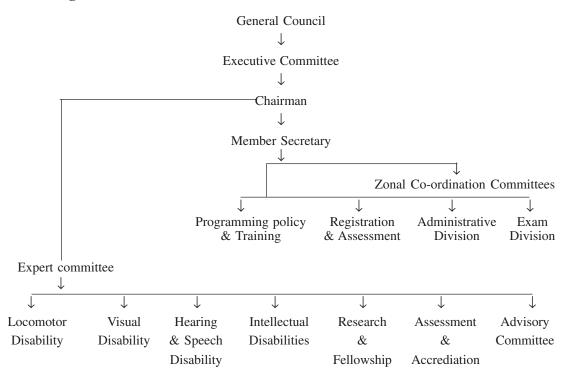
2.4.7. Pandit

IPH, New Delhi was set upon 12th November 1976. The major objective of the Institute is to develop trained manpower for rehabilitation of persons with locomotory disabilities including additional conditions of intellectual disability and others. It also provides and reach services and conducts short term in service training programmes.

2.5 Establishment of RCI as a statutory body in standardizing and promting TE in special education.

The year 1981 was declared as the International Year of the Disabled Persons (IYDP). Since then, the Government of India has paying full attention on the rehabilitation of the disabled. Because of the lack of trained personnel including teachers, providing rehabilitation services has been a tough job. Some institutions that were offering training programmes in this field were working in isolation and with no uniform syllabi and curriculum. Because of these and other reasons, The Government of India established the Rehabilitation Council of India on May 6, 1986 as a registered society under the Societies Registration Act, 1860, and through the RCI Act, 34 of 1992, it was given a statutory status which came into force with effect from June 22, 1993.

2.5.1. Organisational Structure of RCI

General Council
↓
Executive Committee
↓
Chairman
↓
Member Secretary
↓

Zonal Co-ordination Committees

↓ ↓ ↓ ↓

| Programming policy & Training | Registration & Assessment | Administrative Division | Exam Division |

Expert committee
↓

↓ ↓ ↓ ↓ ↓ ↓ ↓

| Locomotor Disability | Visual Disability | Hearing & Speech Disability | Intellectual Disabilities | Research & Fellowship | Assessment & Accreditation | Advisory Committee |

2.5.2. Role of RCI in the field of Rehabilitation & Teachers Education

The main aim and the ultimate goal of RCI are to promote the development of manpower needed in the field of rehabilitation. To achieve this goal, the RCI performs the following roles:

● RCI aims at regulating the training policies and programmes in rehabilitating people with disabilities.

● It brings about standardization of training courses for rehabilitation personnel and/or professionals who deal with disabled people.

● It fixed and prescribed minimum standard of education and training institutions in the field of rehabilitation uniformly throughout the country.

● It regulates these standards in all training institutions uniformly throughout the country.

● It provides recognition to the institutions and / or universities that run degree/ diploma. certificate courses in the field of rehabilitation of the disabled persons and withdraws recognition, Where-ever facilities or services are not satisfactory.

86

● It also provides recognition to foreign degree/diploma/certificate in the field of rehabilitation awarded by institutions/universities on the reciprocal basis.

● It also maintain Central Rehabilitation Register of persons who possess the recognized "rehabilitation qualifications". The registered personnel/professionals are authorized by RCI to practice any where in India.

● It also owns the responsibility of promoting research in rehabilitation and special education.

● It regularly collects information on education and training in the field of rehabilitation and training in the field of rehabilitation of disabled persons from institutions in India and abroad.

● It encourage continuing rehabilitation education by collaborating with organisations working in the field of rehabilitation of persons with disabilities.

It should be noted here that the RCI doesn't run any training programme/course on its own, rather it has several recognized institutions throughout the country which are imparting education and training to develop human resources and manpower. RCI regularly organizes work-shop/seminars/conference, etc. to upgrade the knowledge of rehabilitation personnel/professionals at national and international level.

2.5.3. Specialization of Teachers developed by Rehabilitation Council of India (RCI)

Visual Disabilities :
- MEd Special Education (Visual Impairment)
- BA, BEd (Visual Impairment)
- DEd Special Education (Visual Impairment)
- BEd Special Education (VI)
- DEd Special Education (Deaf blind)

Speech & Hearing Disabilities :
- MEd Special Education (Hearing Impairment)
- BEd Special Education (HI)
- DEd Special Education (HI)
- Diploma in Teaching Youngs (HI)

Intellectual Disabilities / Mental Retardation :
- MEd Special Education (MR/ID)
- BEd Special Education (MR/ID)

87

- DEd Special Education (MR/ID)
- Diploma in Early Childhood Special Education (Menta/Retardation/Intellectual Disabilities)
- Diploma Vocational Rehabilitation (MR/ID)

Learning Disability :
- MEd Special Education (Learning Disability)
- BEd Special Education (LD)

Locomotor and Cerebral Palsy :
- BEd Special Education (Locomor & Neurological Disorder)
- BEd Special Education (Multiple Disabilities)
- DEd Special Education (MD)
- DEd Special Education (Cerebral Palsy)

Autism Spectrum Disorder
- DEd Special Education (Autism Spectrum Disorder)
- BEd Special Education (ASD)
- MEd Special Education (ASD)

2.5.4 Linkages with various prepositional agencies :

In order to share the new programme developments and latest technologies, RCI regularly maintains linkages with various national and international agencies. it proves to be highly helpful in collaboration, upgrading knowledge, and exchange of literature. Some of its Intra-country and Inter-country linkages are the following Intra-Country Linkages:
- National Institutes in different areas of Disability.
- Universities.
- University Grants Commission.
- Notional Council of Educational Research and Training.
- Indira Gandhi National Open University.
- Poly techniques.
- National Council of Teachers' Education.
- Engineering Colleges.
- Several State Open Universities including Netaji Subhas Open University.
- Non-Government Organizations.

88

Inter-Country Linkage:

● Pittasburg University

2.5.5. Open and Distance Learning in TE

Developing human resource through distance and open learning (ODL), RCI in collaboration with M. P. Bhoj open University, has launched BEd Special Education in distance mode in 2002 for first time in India. INOU also conducted BEd and MEd Special Education courses by ODL mode, but now it has been postponed. Subsequently Netaji Subhas Open University and other state open universities conducted BEd Special Education course through ODL mode. These Universities and RCI selected various training institutions which are already conducting regular degree/diploma level training course in special education approved by RCI itself. RCI has approved for MEd Special Education Courses in Intellectual Disabilities and Hearing Impairment specialisation to Netaji Subhas open University.

RCI also developed Foundation Course for inclusive teachers through distance mode in collaboration with MPBOU & IGNOU.

2.5.6 Cross Disability Programme :

RCI has developed 6 months Advanced Certificate Course in Inclusive Education by approving several institutions throughout the India. It is cross disability course delivered by on-line and face to face (for practicum) modes.

2.6 Changes in School Education for Children with Disabilities and its Impact an TE.

2.6.1. Past situation of school education for children with disabilities.

Disability is seen a prominent developmental issue in any country, as the disabled group in a society is often become marginalised due to exclusion from the main stream society leading to proverty.

For school age children the traditional approach has been to place handicapped children in special schools and especially in special residential schools. This has tumbled to isolate the disabled child. This trend is probably one of the most important factors contributing to the prevailing prejudice against disabled people. Moreover, our resources is considerably greater than that in inclusive settings. It is imperative, therefore, that a wide range of programmes should be taken up to suit the deferring requirements of children with varying disabilities as well as in different

social, cultural and economic circumstances.

2.6.2. Inclusive Education for Children with Disabilities in School Level

Inclusive Education is an approach that aims to realize the goals stated in various conventions, as an approach that involves homes, schools, communities, employees and governments in ensuring that each and every child, regardless of his/her individual needs or social circumstances, has equal opportunity to get a mainstream education together with the children of other community. As the name implies inclusive education seeks to ensure that no child in excluded, marginalised or segregated, that school is such a community to which everyone belongs and that each child is learning what she/he is expected to learn.

Inclusion is a system in which all children from a given community learn together in the same local school setting including the children with learning difficulties, special needs or disabilities with certain changes in the education systems. Traditional systems of education tend to increase the gap between advantaged included students with disadvantaged excluded children. Middle and upper class children, who startout with more (in terms of opportunity, materials), are also given more in the traditional system, thus widening the gap in education and society between the haves and have not's. As for example, the marginalised children, who start with less, are generally provided less in terms of equal educational opportunities propagating the Vicions cycle property and lack of opportunists.

2.6.3. Teachers Training for Inclusive Education in School Education:

It is vital for trainee teachers to learn about inclusive education from day one of their training, so that focusing on quality and inclusive teaching and learning is seen as a natural part of every teacher's job. It is equally important for existing teachers to participate in ongoing professional development that helps them to constantly reflect on their altitudes and practices and strive to improve the indecisiveness of their schools.

Such professional development can include formal in-service training courses and ongoing learning opportunities, such as having access to relevant reading materials and being given the time for individual study, participating in action research initiatives and engaging in teacher discussion groups.

To ensure that every child has a teacher who is trained on inclusive education and acknowledges their responsibility to be inclusive, their needs to be :

● attention given to addressing inclusive education in pre-servce and in-service

teacher training and through continuing professional development activities.

● a mixture of (i) specific courses that focus on inclusive education and (ii) a concerted effort to 'embed' inclusive education principles into all teacher training courses and activities.

● a review and revision of teacher training courses, curricula and materials; with the review process involving training institutions and ministry of education personnel, as well as trainers, teachers and other education stakeholders from diverse sections of the community.

● advocacy to encourage teacher training institutions and ministries to undertake such changes, and to build the capacity of teachers and other education stakeholders to demand comprehensive improvements in teacher training and continuing professional development opportunities at all levels.

2.6.4. Manpower Development in Inclusive Education in School Settings

The manpower requirement for the Inclusive Education programmes for disabled children depends on the models of implementation. If this group children are to be developed as human resource, the personnel will have to acquire specific competencies at adequate level of functioning to develop these competencies, effective pre-service and in-service training programmes are indispensable. Effective use of manpower also requires convergence of roles of the personnel from different sectors, screening, identification, assessment, therapeutics interventions etc by multi disciplinary team of professionals and educational services from the general teacher duly supported by special teacher, wherever necessary, are to be co-ordinated. The personnel involved in education of disabled child and their training from the content are discussed as follows:

Resource Teacher

The common core role expectation is that the Resource Teacher provides assistance to the general teacher to adjust curriculum, instructional method and materials to the special children in his class. To perform his role will, the resource teacher needs special training. He needs to know about general education and developmental needs of the child. This is the foundation on which special education competencies are to be built up.

Heads of Institution :

The head of general school plays a vital role in the success of Inclusive Education (IE) programme. He/she is the key to resource mobilization and establish link with

other agencies. He/She is to sentitise general teachers to prepare the extended role to educate disabled child with other children. The heads of the institutions where inclusive education programmes are to be introduced, should receive an orientation in planning and management of education of children with special needs in school settings.

The General Teachers

The general teacher is to teach disabled child in general class along with other children. He/She needs to oriented to teach the disabled child.

The general teacher, first of all, should accept the children with disabilities in his/her class as a pupil just the other. He/She should assume responsibility for his education without any reservation. He/She should mobilize leading resources from the special teacher and other sources. He needs guidelines for adjustment of curriculum adaptation of instructional materials and methods to the needs of the disabled child in his/her class. He/She promotes a healthy social interaction and sharing of experiences among the peers. He/She requires short term in service courses like Foundation Course etc.

Teacher Educators

For effective teacher training programme, competent teacher educators are required. National Institutions and different universities have already started MEd level course in Special Education to provide good qualified teacher educators for BEd and DEd level courses in special education. The NPE Programme of Action 1986 has recommended that UGC should sponsor such programme.

2.6.5. Manpower Training - sharing of responsibilities :

The resource teachers require a degree or diploma course, while the heads of institutions, general teachers and other providing peripheral services require orientation and short term training programmes. As NPE 1986, S.S.A. and R.M.S.A. envisage reorientation of teacher training programme to provide input relating to education of disabled children to all prospective teachers during pre-service training, teacher educators also need to be oriented. NCERT and its Regional Colleges of Education, nearly created Departments of Special Education and Colleges of Education funded by the UGC have facilities for training. Orientation programmes of shorter duration for general teachers, heads of institutions, teacher educators have been organised by NCERT, SCERT and DIET.

National Institutes, Universities and several voluntary organisations provide full time degree and diploma viz DEd(SE), BEd(SE) and MEd(SE) for special teachers

and teacher educators for special education. Rehabilitation Council of India approved such courses some which are already been accredited by UGC also. NCTE has introduced a full paper on special education for BEd and D.EL.Ed courses.

2.7 Paradigm shift from Segregation to Inclusion and its Impact on TE

2.7.1. Changing Practice in Education of Children with Disabilities

Special school services in India were initiated by foreign missionaries. The concept including has been finding its reference in many documents of nationalist education movements in the post independent period. The provision of better services to persons with disabilities has been included in the Article 45 of the Indian Constitution. The Indian Education Commission (1964-66), had recommended placement of the disabled child as far as possible in ordinary school. The National Policy of Education (1986) included a full chapter on education of the disabled children and formulated guidelines for action. The NPE strongly emphasised in need for the expansion of 'integrated' education programmes. Integrated Education for Disabled Children (IEDC) programme was introduced in 1974 and later it was emphasised in the National Policy of Education (1986) as well as in the Programme of Action (1991). Therefore, efforts for inclusion were persistently made.

2.7.2. Segregation of Children with Disabilities

'Segreation' indicates that disabled children will only be treated separately in isolated manner. Segregated programmes are designed and staffed by professional including therapists that are trained to work with Child with Disability, which typically means they are better trained to teach special child. Children that are segregated do not always have the challenge of learning with their peers, which can sometimes facilitate better learning and skills. Also, children that are segregated are not learning how to function in the community in hopes of becoming integrated into society.

2.7.3. Integration of children with Disabilities

Integration is the beginning of inclusive education. Special schools were adopting partial integration for disabled children at the secondary level in the beginning of 20th century. However, full-fledged integration of CWSN emerged only in the be ginning of 1980's. The general education system started to accept CWSN in general schools. Integrated education emerged out of compulsion rather than as an option in

93

India.

2.7.4. Inclusion of children with Disabilities

The country has been striving hard to provide education for all children since 2002. The direct and simple approach to answer the question whether children with special needs are being adequately covered and have benefited from Education of All (EFA) would be to match the number of children in the related age group with that of children enrolled in schools including special schools, non-formal centres and/or open learning systems. Unfortunately, the data and information are neither collected in this manner nor the services made available presently at per with other children. Some of the related major acts are PWD Act, 1995, National Trust Act 1999, RCI Act 1992, RPWD Act 2016 and some national programmes like SSA, RMSA.

2.7.5. Needs of Trained Teachers for Inclusive Education

Much attention has not been paid towards the development of teachers for persons with disabilities in India so far. Initially, for teacher training colleges for blind and deaf & dumb were opened by Christian missionaries. Teachers in these schools were not trained. No planned efforts were made in this field for developing trained manpower that could help in rehabilitation of the persons with disabilities. Disability rehabilitation in India has a long past but a short scientific history. Groups and individuals initiated measures for betterment and improvement of the disabled persons but unfortunately these efforts were individualistic and perhaps unorganized and ad-hoc in nature through the condition of disabled persons. There was little concern for systematic and scientific efforts in this direction.

2.7.6. Strategies for Human Resource Development

While planning for teacher development for inclusive education, it is important to include all those who will be involved in and affected by whatever inclusion is planned like the quality teacher, the parents and specialist staff, etc. In compliance to UGC directive at least one state university in each state have a Department of Disability studies, which should address all issues relating to persons with disabilities — specially human rights, rehabilitation, education etc. Inclusion will entail a large scale system-wide planning and capacity building and also planning at the school level.

2.7.7. Current Status of T.E in India

At present, in India there are different institutions which are providing different types of courses at different levels. Post Graduate and Graduate Courses are offered

by the respective universities with due approval from Rehabilitation Council of India Diploma and Certificates level courses were conducted by National Institutes fund year back. For all level of courses curricula and content are approved by REI. As on 31st December 2016, about 690 institutions including universities, national apex level institutions, NGOs (70-75%) were conducting various courses relating to the disability rehabilitation. Most of the institutions are conducting more than one course with a total of 52 courses. An average 1000-1200 trained profession/personnel are passing every year, which majority is special teachers. About 50,000 people are registered with RCI currently (Feb 2010). Majority of institutions (59%) running the diploma level courses like DEd special Education and 39% institutions were running the graduate and post graduate courses like BEd Special Education and MEd Special Education in respective disabilities.

2.7.8 Challenges for Human Resource Development

Due to poor policies of government and its implementation, Human Resource Development particularly Teacher Education faces challenges that need to be take alternative action in order to improve the HRD condition in disability sector.

● Resources : This sector doesn't have adequate resources to develop infrastructure recruiting adequate and trained manpower providing latest teaching learning materials and maintaining other services.

● Acute Shortage of Manpower at Master Trainer Level : This is unique challenges in this sector that we have shortage of high skilled master trainer. In our country only few Doctorate are available in this sector.

● Career Prospects : There is no career path or equitable employment for people trained through courses. Thee is limited upward path in career.

● Poor corporate response : Privatization of education sector open the door for private firm, corporate and established institutional organization to come up in front and invest the substantial amount for HRD in disability sector.

● Research and Development : Research and development is essential for this field to grow at optimal level but this sector has performed very poor in this area. Sorrow state of research and development could be understood that there is no single reference book is available in Hindi or other regional languages.

● Poor quality of trained man power : There is no proper monitoring channel on training institutions and poor facility at RCI level.

● Poor demand for professionals : Despite of shortage of manpower, these are very poor demands of trained professional including special teachers and they are forced

to work on very minimum wages. Present scenario tells that there is sole employer of bulk special teachers in SSA. But since 2010 the recruitment of special teacher through SSA is almost stopped in most of states.

2.7.9. Recommendations:

● Ministry of HRD of Central Govt. and respective state govts. over see the HRD in Disability sector.

● National Institutes and other apex body involved in HRD, research and development may be brought under the administrative control of Ministry of HRD.

● To set minimum standards for training programmes and regulates standards of the implementing agencies and it should be accredited by NAAC like body.

● Government should come with some innovative scheme for corporate, high institutional houses or other stakeholders so that they invest money in HRD in disability sector.

● Curriculum of the all existing courses may be revised in accordance with Right to Persons with Disability Act, 2016 to make it globally at par.

● National institutes or universities should make collaboration with foreign universities or institutes of repute for developing the manpower at master trainer level.

● Disability rehabilitation is the matter of trans-disciplinary, therefore, HRD should involve all the discipline.

2.8 Let us sum up

Teacher Education is a basic requirement for expanding education of children with disabilities. Teacher training facilities in the areas of intellectual disabilities, speech & hearing disabilities, visual disabilities, locomotory disabilities and multiple disabilities exist in this country and are continued to several voluntary, government organisations and universities. Systematic break through have been taken place after the National Institutes and various Regional Centres, University departments of special education and Rehabilitation Council of India.

National Institutes includes NIEPID, NIEPVD, NIEPMD, AYJNISHD, SWNIRTAR, PDUIPH & NILD cover the manpower development including teacher education programmes of various diploma, degree and masters levels. All NIs are working as National Resource Centres for respective disabilities and took part in rehabilitation process for the persons with disability.

The responsibility of Rehabilitation Council of India is to monitor various manpower development programmes in various National Institutes, universities and voluntary organisation/NGOs. With the approval of RCI the training institutes had trained so far approximately more than 50,000 professionals/personnel in total 16 disciplines from certificate to Ph.D level courses. RCI has also approved the short term programmes like CRE, Seminar, Conferences etc.

Every teacher need to learn about inclusive education from day one of their training. This should be achieved by embedding inclusion rights and equality throughout all training in new situations.

Paradigm has been sifled from segregation to inclusion for the education of children with disabilities and its impact has been reflected in teacher education particularly the teacher education programme in inclusive education.

2.9 Unit End Exercise

1. Write early initiatives of teacher education in special education particularly in the field of intellectual, visual and speech & hearing disabilities in India.

2. Describe the role of various National Institutes in manpower development in education and rehabilitation for persons with disabilities.

3. Discuss the functions of Rehabilitation Council of India and list out the various training programmes.

4. Discuss about the manpower development programmes for inclusive education.

5. Write different challenges and recommendation for teacher education in special education in changing situation.

2.10 References

1. Das, J.P. (1968), "Mental Retardation in India, A review of care, Training, research and rehabilitation programme", In N.R. Ellis (ed.), International Review of Research in Mental Retardation, Vol. 3, New York : Academic Press.

2. Dash, M (2000) Education in India : Problems and Perspectives, New Delhi : Atlantic Publishers.

3. Goel, S. K. and Sen, A.K., (1985), Psycho-educational Research in Mental Retardation, Agra : National Psychological Corporation.

4. Jangira NK. Desirability and Feasibility of Integrated Education for Mentally Retarded Children. In P. Usha Rani and P.P. Reddy (Ed) Mental Retardation in India,

Hyderabad : Institute of Genetics, 1990.

5. Jangira, NK., Mani, M.NG., Integrated Education for Visually Handicapped, Management Perspective, Gurgaon : The Academic Press.

6. Mani, M.N.G., (1993), Report of PIED, SRK College of Education, Coimbatore, NCERT.

7. Narshimhan, M.C. and Mukherjee, A. K (1986), Disability : A Continued Challenge; Wiley Eastern, New Delhi.

8. Pandak. C., Education of Exceptional Children, New Delhi, Vikash Pub. House Pvt. Ltd.

9. Sharma, A. P. (1984), Contemporary Problems of Education, New Delhi : Vani Educational Books.

10. N.S.S.O. (2002) Draft Report No.485. Disabled Persons in India, July Dec-2002.

11. Natinal Policy of Education (1986), Ministry of HRD, Govt. of India, New Delhi.

Unit 3 ❏ Pre-service TE in Education of Children with Disabilities

Structure

3.0 Introduction

The Pre service Teacher Education programme in special education, under the purview of Rehabilitation Council of India (RCI) aims to develop a task force of special educators who can deliver the best in all settings, inclusive, special, open or home based and in all the roles; classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitator. To fulfil the global objective of 'Education For All', inclusion occupies central place in contemporary educational stage and hence the role of special and general teachers needs to be operationalized systematically. To give the Pre service Teacher Education degree program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious considerations, so that the opportunities for a separated general and special education would initiate more bilateral collaborations with each other. A student teacher would need skills to develop a basic understanding of Pedagogical Content Knowledge (PCK) as well as to act as a change agent, work in collaboration, communication and time management skills. Since cross disability expertise is more relevant within the framework of inclusion, a teacher would need to have a basic understanding of various disabilities.

3.1 Objectives

- Understanding the Changing scenario of teacher education curriculum and evolving priorities.

- Enable to describe the TE framework developed by RCI and its structure and organisation of different components.

- Assess curriculum and evaluation of pre-service teacher education

- Gain insight and understand the various components of TE curriculum, their transactional modalities and evaluation process.

3.2.1 Changing scenario of teacher education curriculum and evolving priorities

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education – the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009. This would increase the demand manifold for qualified elementary school teachers. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. At the same time, the demand for quality secondary education is steadily increasing. It is recommended that the aim should be to reach universal secondary education within a maximum of ten years. Given the problems of inadequate quality in most secondary schools due to poor infrastructure and insufficient and poorly equipped teachers, the need for addressing the professional education of secondary teachers acquires great importance.

The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be addressed both by initial and continuing teacher education. The importance of competent teachers to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classrooms and thereby pupil learning and the larger processes of social transformation. Teacher quality is a function of several factors: teachers' status, remuneration, conditions of work and their academic and professional education. The teacher education system through its initial and continuing professional development programmes is expected to ensure an adequate supply of professionally competent teachers to run the nation's schools. Initial teacher education especially, has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the calling and as such has tremendous potential to imbue the would-be teacher with the aspirations, knowledge-base, repertoire of pedagogic capacities and humane attitudes.

The Changing School Context and its Demands

A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society.

School education has seen significant development over the decades since independence. According to the Government of India estimates while 82 per cent of the 20 crore children of the 5-14 age group were in school as per enrolment figures , nearly 50 per cent of these children drop out before completing class VIII . One finds the situation on the ground ridden with difficulties. Regional, social, and gender disparities continue to pose new challenges. This reality increases the challenge of implementing the Right of Children to Free and Compulsory Education Act and, in particular, the role and place of the school teacher.

The teacher must be equipped not only to teach but also to understand the students and the community of parents so that children are regular in schools and learn. The Act mandates that the teacher should refrain from inflicting corporal punishment, complete the entire curriculum within the given time, assess students, hold parent's meetings and apprise them and as part of the school management committee, organise the overall running of the school.

In addition, the NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructor of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other.

Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners. Textbooks by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. For this

to happen, there is a need to connect knowledge to life outside the school and enrich the curriculum by making it less textbook-centered.

Present Teacher Education Scenario

The unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of panIndian primary education development programmes such as the SSA (2002) to achieve UEE, the Operation Blackboard (OB) 1986, and the District Primary Education Programme (DPEP) 1995, there was an increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. With the demand far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country. The escalating demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to a large scale mushrooming of teacher education institutions.

The number of courses offered at different stages – pre-primary, elementary and secondary – face-to-face and distance modes of teacher education; programmes of M.Ed, face-to-face and distance modes, B.Ed., B.P.Ed. and M.P. Ed. have increased from 3,489 courses in 3,199 institutions in March, 2004 to a whopping 14,428 courses in 11,861 institutions in March 2009. The student intake has likewise increased from 2,74,072 to 10,96,673 during this period. This expansion has taken a heavy toll on quality parameters of infrastructural provision, faculty qualification, learning resources and student profile.

To achieve coordinated development of teacher education, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance and with Distance Education Council (DEC) to ensure integrated development of in-service teacher education under the Open and Distance Learning (ODL) mode. It also entered into collaboration with the Rehabilitation Council of India in 2002 and in 2005 to develop curriculum on inclusive education and make it a part of the general teacher education programmes.

The training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed

in most states. Pre-service training needs to be improved and differently regulated both in public and private institutions, while systems for in-service training require expansion and major reform that allow for greater flexibility.

3.2.2 Systemic Concerns of Teacher Education

The proliferation of sub-standard private teacher education institutions and the current state of teacher education programmes are both serious impediments to fulfilling the objectives of the NCF and the Right to Free and Compulsory Education. The programmes have come under severe criticism for not addressing the needs of contemporary Indian schools and not preparing teachers who can impart quality education in schools. Their design/practice is based on certain assumptions which impede the progress of ideas and professional and personal growth of the teacher. They train teachers to adjust to a system in which education is seen as transmission of information. They take the school curriculum and textbooks as 'given' and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats and fulfilling the ritual of delivering the required number of lessons (NCERT, 2005). The NCF has described the current concerns of teacher education as follows:

- Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher.

- Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.

- Teacher education programmes provide little scope for student teachers to reflect on their experiences.

- Disciplinary knowledge is viewed as independent of professional training in pedagogy.

- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.

- It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.

- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.

- Theory courses have no clear link with practical work and ground realities.

- The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.

- Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher.

The present evaluation protocol has no place for evaluating these aspects. The above observations provide distinct pointers for addressing issues on the different aspects of teacher education curriculum reform.

3.3.3 Contemporary Context and Concerns that need to inform Teacher Education Reform (THE EVOLVING PRIORITIES)

Inclusive Education

We have seen two kinds of exclusion prevalent in schools largely because of an inadequate preparation of teachers to address diversity in the classroom. The first is the exclusion of the children with disabilities of different kinds and learning difficulties. Neither does the teacher understand their needs nor what s/he can do to make learning possible for them. The Persons with Disabilities (PWD) (Equal Opportunities, Protection and Full Participation) Act, 1996 provides for free and compulsory education up to the age of 18 years for all children with disabilities. To enable the implementation of this Act, teacher education institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive education. 13 The second and more insidious pattern of exclusion is the social exclusion of children who come from socially and economically deprived backgrounds Scheduled Castes (SCs), Scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs. There is a dire need to equip teachers to overcome their biases in this regard and to develop professional capacities to address these challenges. The education of socially and economically disadvantaged groups, especially the SCs/STs and minorities has remained a primary national concern of education for several years. Though the literacy percentage among the SCs and STs has increased manifold, it is still much lower than the general category students. Teachers will have to be equipped if social deprivation has to be overcome through education and Constitutional goals of social justice are to be achieved. Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. This is to ensure access to and conditions of success in education for everybody, including those in the margins, either with learning difficulties because of physical

or mental disabilities or because of their social position. The aim is to create an integrated school setting, providing equal opportunities to children with special abilities, varied social backgrounds and diverse learning needs. Teachers need to be quipped to sensitively bring and include girls in the classroom transaction. It is necessary that teachers who teach and manage the classroom are sensitized and made aware of the philosophy of inclusive education and oriented to the different kinds of adjustments that schools have to make in terms of infrastructure, curriculum, teaching methods and other school practices to relate teaching to the needs of all learners.

Perspectives for Equitable and Sustainable Development

In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, the perspectives that develop values for peace, respect the rights of all, and respect and value work. In the present ecological crisis, promoted by extremely commercialised and competitive lifestyles, teachers and children need to be educated to change their consumption patterns and the way they look at natural resources. There is also an increasing violence and polarisation, both within children and between them, being caused primarily by increasing stress in 14 society. Education has a crucial role to play in promoting values of peace based on equal respect of self and others. The NCF and subsequent development of syllabi and materials provide a direction in this regard. For this, teachers need to be equipped to understand these issues and incorporate them in their teaching. The new teacher education curriculum framework will need to integrate these perspectives in its formulation.

Role of Community Knowledge in Education

It is important for the development of concepts in children as well as the application of school knowledge in real life that formal school knowledge is linked with community knowledge8 . This increases the relevance of education as well as the quality of learning. In addition, the perspective that informs the NCF promotes the inclusion of locally relevant content in the curriculum as well as pedagogy. This puts an added responsibility on the teacher for which s/he needs to be equipped to select and organise subjectcontent and learning experiences from the community for the classroom. We need to develop the capacity of teachers in identifying entry points in the curriculum and textual materials which call for contextualization and development of appropriate teaching-learning sequences and episodes based on the identified local specifics. These specifics may include community knowledge about technology, local occupations both farm and non-farm, local folk culture including songs, festivals, fairs and games. As teachers develop curriculum materials and learning experiences, informed by the

perspectives enunciated above (gender, peace, sustainable development), they will also learn, through actual participation, the skills to identify and process the specifics for the purposes of meaningful curriculum transaction.

ICT in Schools and e-learning

With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school education. It has become more of a fashion statement to have computers or multimedia in schools, the result being that in spite of its potential to make learning liberating, its implementation is often not more than cosmetic. It is also often touted as a panacea for shortage of teachers. These are detrimental to the learning of the child. Teacher education needs to orient and sensitize the teacher to distinguish between critically useful, developmentally appropriate and the detrimental use of ICT. In a way, ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers.

Professionalization of Teacher Education

Teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. A profession is characterized by a sufficiently long period of academic training, an organized body of knowledge on which the undertaking is based, an appropriate duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that binds its members into a fraternity. These dimensions acquire critical importance in view of several factors. There is, first of all, the traditional idealism, the esteem and importance attached to the role of the school teachers and very high societal expectations from them. Teachers are concerned, in an important way, with the total development of human beings – physical, intellectual, emotional, social, moral and spiritual. While the dimensions of teaching other than the informational and cognitive may have suffered neglect in modern times due to a variety of factors, one cannot deny that they constitute an integral part of the teachers' role and functions. The implication of this is to give due emphasis to developing reflective teachers with positive attitudes, values and perspective, along with skills for the craft of teaching.

Preparing Teacher Educators

Teacher education, it may be seen, is a reflective undertaking that also issues forth in pedagogical prescriptions for carrying out teaching at the ground level. Being a meta-

activity, it deals in showing how things are done at school and classroom levels, explaining the 'reason why' of things and the basic theory and principles behind classroom practices. These call for capacities and understanding of a different kind, in addition to the skills required for actual school teaching. The NCF 2005 position paper on teacher education elaborated this point and referred to the need to focus on pedagogies appropriate for adult learners for the preparation of teachers. (The weakest aspect, perhaps, of teacher education is the absence of professional preparation of teacher educators, the details of which are discussed in Chapter 5).

Research and Innovation There is a need to increase research documents on educational practices reflectively and analytically – whether it is of programmes or of individual 16 classrooms – so that these can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research. In addition, there is a need to innovate with different models of teacher education. Institutional capacity and capability to innovate and create are pre-requisites for the pursuit of excellence. These are facilitated when the inputs to the institution are of high quality. In teacher education, the reality on the ground rarely reflects this. Curriculum innovation at the institutional level gets restricted to its transaction within the institution. At the state level, there is a trend of applying standard solutions and common strategies to many a problem of teacher education. The central admission procedure, common curriculum, centralized examination and evaluation system have stifled institutional initiatives in admission, curriculum design and evaluation and very little space is left for institutional self-expression. There is a need to facilitate a space for such innovations to take place so that the policy can draw from them.

In spite of these constraining conditions, there are and have been a number of initiatives that could be drawn from. A case in point is the four year integrated Bachelor of Elementary Education (B.El. Ed.) programme for the preparation of elementary school teachers offered by select affiliated colleges of the University of Delhi. NCERT's experiments with the four year integrated programme leading to the degree of B. Sc. Ed., two-year B. Ed. programme and integrated M.Sc. Ed. are other examples. Similar innovations are also being tried out in other institutions across the country. Several initiatives for providing academic support to in-service teachers include the setting up of resource centres. Programmes and activities of such centres include organization of workshops, provision of research fellowships and study sessions.

Open and Distance Learning (ODL) in Teacher Education

Open Education as a concept, coupled with modalities associated with Distance Education, does not stand as an exclusive transactional modality. There are several aspects of ODL which will get meaningfully translated only if the boundaries between direct human engagement and ODL tend to get diffused to the extent possible and perhaps, desirable. A modular approach to the development of teacher education curriculum along with a focus on independent study and on-line offering involving interactive modes of learning and the consequent modification in the approaches to assessment and evaluation has indeed a potential to make education reach the unreached. It is recognized that ODL can be strategically employed in continuing professional development of teachers, particularly with a view to overcoming the barriers of physical distance, especially making use of independent study material, on-line support and two-way audio-video communication. Of particular relevance are those elements of ODL which involve independent study. However, the primacy of direct human engagement and actual social interaction among student teachers as the core process of initial teacher preparation needs to be emphasized. ODL, as a strategy, can be a powerful instrument for providing continued professional support to the teacher practitioner.

Education of Teachers in Health and Physical Education Health, physical education and yoga constitute an important part of the core curriculum at the primary, secondary and senior secondary school levels. The area needs to be considered in the framework of the overall development of the child and the adolescent – physical, social, emotional and mental. The aim of health and physical education is not just to attain physical health but also sound psycho-social development. The subject covers personal health, physical and psycho-social development, movement concepts and motor skills, relationships with significant others and healthy communities and environments. The interdisciplinary nature of the area requires integration and cross-curriculum planning with other subjects and curricular areas. The major components of the school health programme – medical care, hygienic school environment, school lunch, health and physical education and emotional health – must be an integral part of health and physical education. In view of the crucial significance of this curricular area in the overall development of the child, it is very essential that teachers are adequately prepared. The preparation of teachers in this area has to be considered keeping in view the holistic definition of health and overall development of the individual. Currently, teacher education programmes in this area are offered at different levels – diploma courses (D.P.Ed.), degree (B.P.Ed.) and post degree (M.P.Ed.) programmes offered

in colleges and institutes of physical education and universities. There is a need to review the curriculum, syllabus and pedagogy of these programmes within the conceptual framework and objectives of health and physical education outlined above. Also, all teacher education courses must provide health, physical education and yoga as compulsory inputs. Issues involved in designing teacher education programmes in the said area merit separate consideration.

Education of Teachers for Vocational Stream

Vocationalization of education has remained an important concern for our educational system, the success of which is determined by the quality of teachers and the modality of their professional training. A significant attempt in this direction was made for the first time in the recommendations of the Secondary Education Commission (1952-53) which emphasized diversification of education after Class VIII as a part of implementing the 11-year higher secondary multipurpose scheme recommended by the Commission. Four Regional Colleges of Education (RCEs), now known as the Regional Institutes of Education (RIEs) of the NCERT were established at Ajmer, Bhopal, Bhubaneshwar and Mysore. These institutions offered a variety of programmes leading to teacher preparation in major areas of vocational education covered under technology, agriculture, commerce, home science, fine arts, etc. in the best established infrastructure created in the RCEs for the success of such programmes. The four-year B.Tech. Ed. and B.Com. Ed. courses, and one-year B.Ed. (Agriculture), B.Ed. (Home Science) and B.Ed. (Fine Arts) courses were designed and offered in different RCEs with varying degrees of success under the constraints connected with implementation of recommendations of the Commission. The multipurpose system could not be continued and the courses offered in the RCEs suffered discontinuance. This was further accentuated by the recommendation of the 10+2 pattern by the Education Commission (1964-66) which recommended diversification into academic and vocational streams at the end of Class X. Unfortunately, no teacher development programmes were developed in the RCEs in support of this. Because of this lackadaisical approach to a priority area of educational concern, it gave a set-back to the whole movement of teacher preparation for various vocational sectors as referred to above. No system can function in the absence of the availability of the right quality of teachers and it is natural that vocational teacher preparation programmes suffered a set-back in the past and, therefore, necessary course corrections in this regard must be worked out for its success in the future. The implementation of vocational teacher preparation would require serious thinking on the part of the institutions which may have to be identified to provide the needed quality instructional inputs in different vocational

areas. 19 The traditional colleges of education are perhaps not equipped both in terms of infrastructure and physical and human resources to offer programmes in vocational teacher preparation. A design will have to be worked out in consultation with professional institutions dealing with engineering and technology, agriculture, health and paramedical, and Technical Teacher Training Institututes (TTTIs) to undertake the responsibility not only of designing but also offering such courses, based on the pedagogy of vocational education. This would entail a separate exercise outside this Framework.

Vision of Teacher and Teacher Education

As we engage in the act of envisioning the role of the teacher and the shape of teacher education unfolding in the coming years, it would do us well to take note of the movement of ideas, globally, that have led to current thinking on teacher education. While the search for a philosophy of teacher education that satisfies the needs of our times continues, we seem to be converging on certain broad principles that should inform the enterprise. First, our thinking on teacher education is integrative and eclectic. It is free from the hold of 'schools' of philosophy and psychology. We also do not think of teacher education as a prescriptive endeavour; we want it to be open and flexible. Our emphasis is on changing contexts and our aim is to empower the teacher to relate himself/herself to them. Second, modern teacher education functions under a global canvas created by the concepts of 'learning society', 'learning to learn' and 'inclusive education'. The concern is to make teacher education liberal, humanistic and responsive to the demands of inclusive education. The emphasis in teaching is not on didactic communication but on non-didactic and dialogical explorations. Third, modern pedagogy derives its inspiration more from sociological and anthropological insights on education. There is increasing recognition of the worth and potential of social context as a source for rejuvenating teaching and learning. Multi-cultural education and teaching for diversity are the needs of contemporary times. Fourth, we acknowledge the existence of a diversity of learning spaces and curriculum sites (farm, workplace, home, community and media), apart from the classroom. We also appreciate the diversity of learning styles that children exhibit and learning contexts in which teachers have to function – oversized classrooms, language, ethnic and social diversities, children suffering disadvantages of different kinds. Lastly, we have realized the tentative and fluid nature of the so-called knowledge-base of teacher education. This makes reflective practice the central aim of teacher education. Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the

abilities to discern and judge in moments of uncertainty and fluidity, characteristic of teaching-learning environments.

Against this backdrop and keeping in view the vision of teacher education as articulated above, the following set of concluding statements relating to a teacher's role, and the philosophy, purpose and practice of teacher education can be made:

- Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.

- Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.

- Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.

- Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.

- Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question.

- Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.

- The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.

- The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.

- Teacher education programmes need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.

- Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.

- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.

- In view of the many-sided objectives of teacher education the evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.

3.3 Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum

3.3.1 Characteristics of TE framework

Large numbers of Children with Special Needs (CWSN) go to special schools, away from regular schools and mainstream education. However with advent of legal rights like Right to Education Act, 2012 and Rights of Persons with Disability Act, 2016 all students, irrespective of their impairments are provided an option of accommodation in regular schools and mainstream education. To put this very simply, children with visual impairment, low vision, hearing impairment, leprosy-cured, loco-motor disability, mental retardation, mental illness, autism, cerebral palsy and multiple disability have the right to study in a regular school environment till the age of 18 years. However legal rights do not ensure successful implementation. Though some schools practice inclusive education, large chunk of CWSN still await to see the light of formal education in regular classrooms. The successful implementation of inclusive education fails because there is conceptual lack of understanding that inclusive education doesn't refer only to CWSN but cater the needs of every individual child, irrespective of ability and disability. The problem also lies with the training of teachers in pre-service

teacher education programs, where general B.Ed. and B.P.Ed. student teachers are prepared to teach in regular classroom and are least prepared to undertake inclusive classroom. B.Ed. (Spl.Ed.) on the other hand prepares student teachers to teach CWSN exclusively in special schools and not in inclusive setup. As a result when these student teachers land up in inclusive classrooms they treat CWSN as a burden and passive participants in the classrooms. Lack of adequate support from the teachers, authorities and society; result in insufficient opportunities for CWSN and unsuccessful implementation of inclusion.

Keeping these issues in mind the curriculum frameworks developed by RCI in different level like D.Ed SE and B.Ed SE are analysed from the lens of inclusion in education for preparing teachers capable of working in inclusive classroom.

Law can only reinforce inclusion; it can only be put into practice if society thinks inclusive. These Guidelines were prepared with the thought to train student teachers to think inclusive and hence provide fair and equal educational opportunities for all. With enough exposure to differences and similarities even the children in the classroom will learn to embrace diversity.

In recent years, the appropriateness of separate system of education for Children with Disabilities (CwD), i.e., special education provided in special segregated settings is being challenged, both from a human rights perspective and from the perspective of effectiveness. As a result, special education practices were gradually moved into the mainstream through an approach known as "integration". Integration allowed CwD, limited interaction and classroom sharing with the non challenged/ non-disabled/ non special needs peers. The main challenge with integration was that the "mainstreaming" (another word commonly associated with integration) was not accompanied by changes in the organization of the regular school, its curriculum and teaching and learning strategies. The child with disabilities was expected to adjust as per the system (Sandip Kumar & Gopal Rana)1 . This created minimum demand on the teachers as the onus of learning and adjusting to school practices lies on the child him/her self. This lack of organizational and systemic change has cleared the path for the conception and implementation of inclusive education. Inclusive education suggests that merely letting the Child With Special Needs (CWSN) interact with the non-special needs peers in controlled environment will not serve the purpose, and serious attempts were required to make the CWSN feel included in the system and for that, the system would have to make some adjustments or changes in itself. This has led to a re-conceptualization of managing and addressing the "special needs", which implies that progress is more likely if we recognize that difficulties experienced

by pupils result from the ways in which schools are currently organized and also from rigid teaching learning practices (UNESCO Bangkok, 2013)2 . The schools need to reform and pedagogy needs to be improved in ways that will respond positively to pupil diversity. This requires seeing individual differences not as problems to be fixed, but as opportunities for enriching learning. Within the discourse of inclusion in education, the shift from physical access to right to learn is apparent. The move from mere physical inclusion to social and educational inclusion has begun. In India two apex organisations namely National Council of Teacher Education (NCTE) and Rehabilitation Council of India (RCI) are responsible for providing Guidelines, regulating and supervising the Teacher Education Programmes (TEP). The NCTE takes care of Teacher Education Programme at various levels whereas the RCI is responsible for addressing special needs through Teacher Education.

The teachers teaching in regular schools are seeing more and more CWSN in their classroom as a result of pro-inclusion initiatives by Government of India such as Right to Education Act 2009 which has made education up to elementary level not only completely free and compulsory but also made it a legal right of all children in the age group of 6 to 14 years (Right to Education)3 and up to 18 years for children with disabilities (Children Learn Better with Inclusive Education, DNA)4 ; adoption of zero rejection policy and attempt to provide education to CWD in multi-option mode i.e. regular schools, Home Based Education, support services under Sarva Shiksha Abhiyaan (SSA), the flagship program of Government to achieve Education for All (EFA)5 ; and the Rights for Person with Disability (RPWD) Act 2016 which has identified 21 conditions of disabilities deserving of educational provisions. According to the RPWD Act, 2016 a person with disability means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder his/her full and effective participation in society equally with others. The Act specifies the following disabilities: autism spectrum disorder; blindness; low vision; cerebral palsy; chronic neurological conditions, deaf blindness; haemophilia (bleeding disorder where blood does not clot normally); hearing impairment; intellectual disability; leprosy cured; loco motor disability; mental illness; muscular dystrophy(muscle diseases that weaken the musculoskeletal system and hamper locomotion); multiple sclerosis (affects nerve cells of brain and spinal cord); specific learning disability; speech and language disability, sickle cell disease, thalassemia (a blood disorder in which the body makes an abnormal form of haemoglobin); acid attack victims, Dwarfism and, multiple disability. It is important to understand that, apart from disabilities, the special needs may also arise due to social and economic

disadvantages and due to issues of gender. These require addressing in classrooms and schools via curriculum contextualization, multi-grade and multilingual teaching. The children belonging to Scheduled Castes (SC), scheduled tribe (ST) and minorities also 3 belong to the group of CWSN. Thus, the terms CWSN encompass all children having special educational needs arising out of disabilities, social and economic disadvantages. So preparation of special educators is very crucial and important to make the dream of UEE successful and there should be no child left behind.

Both, Indian society (and hence) the Indian school system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of our growing up and functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit (and pride) of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified by classroom teachers if not by theorists and experts – dealing with these will come only after acknowledging them systematically. Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due places in classroom activities. Similarly diversity of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

With this backdrop the current B. Ed. Special Education curriculum is revisited. After a lot of brainstorming this curriculum has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general with specific reference to NCTE Notification of December 2014. It intends to place teacher education preparation in special education in the rights- perspective of the larger picture.

The prime intention is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.

The program structure should be for the duration of two years so that a wide range of knowledge and skills can be inculcated in trainee teachers during the

program. Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers trained to collaborate to meet diverse needs in the classroom. The program structure readies them for embarking on a fulfilling professional journey spurred by refection and practices. Moving away from 'show and tell' to 'learning by doing', the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has from directprovider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers need to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfil the global objective of EDUCATION FOR ALL.

3.3.2 Structure and organisation of different components of TE Curriculum

B.Ed.Spl.Ed. programme

Objectives

The B.Ed.Spl.Ed. programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively

to children with disability as well as all other children and this being teachers for all children. After completing the B.Ed. (Special Education) programme the student-teachers will:

a.   Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.

b.   Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.

c.   Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.

d.   Enhance knowledge and skills for professional development.

The components of B.Ed.Spl.Ed. programme are divided into 6 parts. Which are mentioned under the following tables:

AREA A: CORE COURSES

A1	Human Growth & Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART I : Science (Special Reference to Disability)
	PART II: Mathematics (Special Reference to Disability)
	PART III: Social Studies (Special Reference to Disability)
A5	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART IV: Hindi / Regional Language (Special Reference to Disability)
	PART V: English (Special Reference to Disability)

AREA B: CROSS DISABILITY AND INCLUSION

Note:

a.   All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability *other than selected for Area C.*

b. Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide *other than specialization area* out of VI / HI / MR / LD / MR (ID) / ASD / MD.

c. *In case of student-teachers with disability; the choice of two optional courses from B-10 or B- 11 can be on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from B10 & B11).*

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B10	Skill Based Optional Course (Cross Disability and Inclusion)
B11	Skill Based Optional Course (Disability Specialization)

B10: Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE

A	Guidance and Counselling
B	Early Childhood Care & Education
C	Applied Behavioural Analysis
D	Community Based Rehabilitation
E	Application of ICT in Classroom
F	Gender and Disability
G	Braille and Assistive Devices

B11: Skill-based Optional Course (Disability Specialization) ANY ONE

A	Orientation & Mobility
B	Communication Options: Oralism
C	Communication Options: Manual (Indian Sign Language)
D	Augmentative and Alternative Communication
E	Management of Learning Disability
F	Vocational Rehabilitation & Transition to Job Placement

AREA C: DISABILITY SPECIALIZATION COURSES

Institutions/ O0rganizations offering B.Ed.Spl.Ed. are expected to decide on Specific Disability Area for Specialization out of ASD / HI / LD / MR(ID) / MD / VI

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D 19	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B) E2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1. Main disability special school (Related to Area C) F2. Other disability special school (Related to Area B) F3. Inclusive school (Related to Area B & C)

3.3.3 A detailed review of the existing Pre-Service Teacher Education (PSTE) curriculum components developed by RCI:

Department of Education of Groups with Special Needs (DEGSN), NCERT conducted a workshop in collaboration with various universities and regional institutes of educations by developing an expert committee and analysed NCTE latest curriculum framework for PSTE degree program (B.Ed & B.P.Ed)and RCI curriculum framework for B.ED. Spl. Ed. They also prepared guidelines titled "Responsive Teacher Education Programs: Guidelines Towards Inclusive Curriculum B.Ed., B.P.Ed. & B.Ed. (Spl. Ed.)". Here we will discuss about B.Ed. (Spl. Ed.) curriculum framework related guidelines and

review. Instead of providing the course wise suggestions for making PSTE in special education inclusive, the expert group decided to consider each point of the five point criterion devised by DEGSN NCERT for inclusive PSTE and discuss how the curriculum in special education is satisfying the criterion and in case if not then what more needs to be added. This was done under the assumption that the new curriculum framework has sufficient inputs to prepare the teachers for working in inclusive settings and to meet the demands of inclusion in education.

In the paragraphs below the text in bold + italics is added by the expert group to the document issued by NCTE.

Criterion Point 1**: a) Is the program preparing teacher to identify the learning needs of students arising due to disabilities, gender, social and economic disadvantages?**

The expert group found a number of courses from the curriculum framework of RCI for B. Ed. Special education, which is aiming to build the knowledge and skills desired by the criterion point 1, among the student teachers. The details are —

1. Course Code:A2 –CONTEMPORARY INDIA AND EDUCATION

· Unit – 1: comprises basic understanding about education.

· Unit-2: Comprises 'Understanding Diversity' in context to Gender, Linguistic, Cultural, socio-economic, and Disability, which addresses their diverse learning needs.

· Unit-3: Comprises 'Contemporary Issues and Concerns' focusing on quality and equity issues w. r. t. girl child, weaker sections, and disabled.

· Unit-4: Comprises 'Education Commissions and Policy' talks about provisions and policies w.r.t. general and special needs people.

· Unit-5: Comprises 'Issues and Trends in Education' focuses on Inclusive education, language issues and community participation.

· Practicum: includes activities based on Conflicts and Social movements in India: Women, Dalit and SC/ST, Tribal and Disabled; First Generation Learners; Children with disabilities; Linguistic and religious diversity; Human rights and Minority Rights; Special and Inclusive Schools.

2. **Course Code A3: LEARNING, TEACHING AND ASSESSMENT**

Focuses on PwD as learners and their special education need that teacher should address in diverse education settings.

· Practicum: Based on the activities such as reporting individual differences among learners.

3.   Course Code A4 and A5: PEDAGOGY OF TEACHING DIFFERENT SUBJECTS

Focuses on pedagogy, nature, and significance of various subjects which includes planning for instructions as well as learning resources w.r.t. to the CwD.

· Practicum: Include action research plan; multimedia presentations on teaching different subjects to CwD; adapting teaching learning materials for different disability groups.

4.   Course Code B6: INCLUSIVE EDUCATION

Emphasizes on marginalization/inclusion and changing practices in education for different disability group.

· Deals with the issues of access, equity, equality, relevance, participation, and empowerment and other diversity issues in the classroom i.e. learning styles, linguistics and socio-cultural multiplicity.

· Practicum: Visiting inclusive schools and preparing a Report.

5. Course Code B10(A): GUIDANCE AND COUNSELLING

Deals with role of teacher in counseling special needs children; current status of guidance and counseling with reference to inclusive set-up.

· Practicum: Selected cases with specific problems.

6. Course Code B10(B):EARLY CHILDHOOD CARE AND EDUCATION

Focuses on service delivery models and importance of Universal Design of Learning (UDL); Practices for inclusive early childhood care (ECE) program adaptations, engagements with typical children.

· Practicum: Creating teaching learning materials for children in inclusive ECE programmes.

Suggestion: The practicum should also include minimum five days observations in an ECE center and identifying the practices of inclusion and exclusion. The students should prepare report providing suggestions for modifying existing practices to make the center inclusive.

7. Course Code B10(C): APPLIED BEHAVIOUR ANALYSIS (ABA)

· Deals with managing challenging behavior

· Practicum: Developing of ABA programme for managing challenging behavior.

Suggestion: Prepare a list of various techniques, used for behavior modification of children with and without disabilities.

8. Course Code B10 (D):COMMUNITY BASED REHABILITATION(CBR)

· Provides scope for inclusion of CBR policies and programmes; Family counseling and family support groups; skill training for living within community.

· Practicum: Organising community awareness programmes; conducting focus groups discussions on selected disability issues with school/college students.

Suggestion: Identify the issues related to CBR of marginalized/disadvantaged members of the community and accordingly prepare the report

9. Course Code B10 (E): APPLICATION OF ICT IN CLASSROOM

· Intends to orient the learners to understand the scope and application of ICT for students with different learning needs.

· Practicum: Identifying and applying software for managing disability specific problems.

Suggestion: To prepare short videos, audios, work sheets using ICT for inclusive classrooms

10. Course Code B10(F): GENDER AND DISABILITY

· Explains the impact of gender and disability, personal and demographic perspective; understanding human rights approach; issues related to women and girl child with disability.

· Practicum: Includes studying the case of a woman with disability; review selected papers authored by a disabled woman: conduct a gender analysis of a selected disability Act or policy.

11. Course Code B11 (F): VOCATIONAL TRAINING, TRANSITION AND JOB PLACEMENT

· Deals with understanding of vocational education and its relevance for persons with disabilities; facilitates choice of vocational trades among persons with disabilities and also in transition from school to work site.

· Practicum: Developing curriculum on any vocational skill; Visiting any vocational institute.

Suggestion: Prepare a report on generic and specific need related to various vocations and to match them with the abilities/strengths of CWSN

Criterion point 2: b) Is the program preparing student teachers to modify the teaching learning activities based on the identified needs of the students?

The focus of B.Ed. Special Education programme is primarily on the learning and teaching CwD children with disability. Since disability is a cross cutting issue there is ample scope in the curriculum to deal with the issues of gender, social and economic disadvantages. Course A4 and A5 deal with pedagogical concerns of various subjects, the cross disability courses like B7, B8 and B9 emphasizes appropriate modifications in pedagogic practices for 35 addressing the needs of various categories of disabilities. Course wise analysis of the programme:

1) Course Code B7:INTRODUCTION TO SENSORY DISABILITIES

Emphasize issues and ways to address challenges in educating students with hearing loss, visual impairment and low vision

- Explains the impact of deaf blindness and practices for functional development

- Deals with the educational implications of various sensory disabilities.

- Practicum: Journal based on education of children with sensory disabilities;

- Developing checklist for screening children with sensory disabilities.

Suggestion: Prepare appropriate guidelines for adapting teaching learning practices in an inclusive classroom to address the needs of children with sensory disability

2) Course Code B8: INTODUCTION TO NEURO-DEVELOPMENTAL DISABILITIES

Emphasizes on identification, development and application of intervention strategies for functional academics, independent living, social skills, life skills, vocational training and career opportunities.

· Practicum: Develop teacher made assessment tools for learning disability, intellectually disability, and autism spectrum disorder (ASD); plan education programme on the basis of assessment report.

Suggestion: Prepare appropriate guidelines for adapting teaching learning practices in an inclusive classroom to address the needs of children with neuro-developmental disability

3) Course Code B9: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Emphasizes on planning effective educational programmes for creating awareness for the persons with loco motor and multiple disabilities.

- Deals with Planning of effective therapeutic programme and referral services for medical interventions

- Practicum: Intervention plan for multiple disabilities, Identifying cerebral palsy child, and planning daily living skills.

Suggestion: This course should prepare teachers for suggesting infrastructural and pedagogic modifications based on the identified needs of children with loco-motor disabilities.

4) **Course Code C: DISABILITY SPECIALIZATION COURSES**

5) Area C of the curriculum deals with the specialization papers for different disability groups i.e. ASD/LD/HI/MD/VI/ID. The student teachers are required to do an in-depth study in their area of specialization.

The area C is divided into following courses:

- Course Code C13: CURRICULUM DESIGNING, ADAPTATIONS AND EVALUATION

- Course Code C14: TEACHING APPROACHES AND STRATEGIES

- Course Code C15:TECHNOLOGY AND DISABILITY,

- Course Code C16:PSYCHOLOGICAL AND FAMILY ISSUES:

 The above four courses has various themes and activities which satisfies the demands of the criteria point 2, regarding modifying teaching learning strategies based on the identified needs.

The details are –:

- Emphasizes on process of developing curriculum for educational programme.

- Provides suitable content for curricular areas in special education.

- Apply the process of modification and accommodation for adapting general school curriculum

- Provides curriculum adaptations and strategies for teaching expanded curriculum for different disability groups.

- Practicum: Adapt curriculum for a child with a specific disability along with specific adaptations and modifications of teaching learning activity.

Criterion point 3 and 4 c) Is the program preparing teachers for teaching in inclusive classroom and making teaching learning and assessment activities accessible to all students?

- The content of courses A3, A4 and A5 elaborately deal with teaching learning and assessment activities for all students with special focus on CwD in special and inclusive classrooms.

- One dedicated paper 'Course Code B6: Inclusive Education' contains specific topics related to inclusive education which include inclusive academic instructions, adaptation, accommodation and modification required for inclusive classroom. Special needs for gifted children have also been dealt with.

- This course contains practicum part which is like preparing checklist for accessibility in mainstream schools for PwD, preparing lesson plans on school subject using inclusive academic instructional strategies.

- Course Code B10 (E) has ample scope for student teacher to learn the application of ICT for student with disabilities in various learning environments.

Criterion point 5 d) Is the program preparing teachers to work in collaboration with special educator/resource teacher/general teacher?

- Adequate emphasis has been laid down in Course CodeB6: 'Inclusive Education' including co-teaching, collaborative teaching, differentiated instructions, parallel teaching, station teaching.

- Support and collaboration from stakeholders and general teachers has been given due importance.

- Family support, community involvement for inclusion and resource mobilization for inclusive education has been given due weightage.

- To maximize inclusion in school, the student teacher need to work in collaboration with general, physical and special teacher in inclusive school where the student teacher will interact with the special teacher with regard to teaching learning material, aids, appliances, devices, technology, problems associated with the special needs child, for making an IEP, for functional assessment and going for case study.

Suggestion: School ethos should promote the culture of collaboration and corroboration among all the stake holders. It should lead to development of school practices which facilitates partnerships amongst subject teachers, physical education teachers, allied health professionals, special teachers etc.

Generic Recommendations

- A new Pre service teacher education program may be envisaged wherein the core curriculum remains same and students are offered choice of specializations like inclusive education, special education, physical education at different levels of schooling say primary, elementary and secondary

- Capacity building of student teachers to teach in inclusive classrooms can be attempted in all dimensions of PSTE programs by mandatory 5-6 lessons in inclusive classroom and modifying the class time table to address the needs of all students

- The focus of B.Ed. special should be on preparing teachers who can work in multicategory inclusive classroom, without pulling the child out of the classroom as far as possible. The sensitivities required to be developed towards issues like slow speed of writing, short attention span, first generation learners etc.

- Preparing experts for managing only one disability should be attempted at the post graduate level and not at PSTE level

- Physical education should be a significant part of all the PSTE program

- Special education student teacher should also be trained to identify and address the behavioural issues of children without disability using techniques like ABA.

- PSTE curriculum should be in harmony with the philosophy and ideology behind learning outcomes, learning indicators, comprehensive continuous evaluation and other such initiatives by NCERT, SCERT, CBSE, state Boards of examinations etc.

Concluding Remarks

The guidelines suggested above for making PSTE programs inclusive envisions a school settings where work culture promotes collaboration among teachers without any perceived hierarchies. The learning needs of all children with and without disabilities and disadvantages are identified and addressed by the teachers trained to work in inclusive education settings. The dream is to prepare teachers like the one who discovered Hellen Keller. What could be better than her own words, in praise for her teacher, to conclude the guidelines…

 "Once I knew only darkness and stillness … my life was without past or future … but a little word from the fingers of another fell into my hand that clutched at emptiness and my heart leaped to the rapture of living." – Helen Keller

3.4 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation

Teacher Education at different levels of Education

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education. The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

3.4.1 Overview of courses at different levels

A. **The B.Ed.Spl.Ed. programme** aims to develop Special Education teachers/ Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and this being teachers for all children. After completing the B.Ed. (Special Education) programme the student-teachers will:

e. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.

f. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.

g. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.

h. Enhance knowledge and skills for professional development.

GENERAL FRAMEWORK OF THE COURSE

The programme is planned on the Choice Based Credit System (CBCS). *According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or*

tutorial) or two hours of practical work/field work per week. RCI also recommends practical work for each theory course besides these contact hours including self study, assignments, etc. That may involve same number of hours as are the contact hours specified for each course.

The Programme structure has three sets of courses:

1. Core courses in every semester

2. Elective course which can be chosen from pool of papers in order to:

a. Support the discipline of study

b. Provide an expanded scope

c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)

d. Nurturing student proficiency/skills

3. Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC[2] as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

RCI as a Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under

the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

Duration

The programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Year 1- 16-18 weeks for two semesters + 2 weeks in summer

Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

PROGRAMME STRUCTURE

STRUCTURE FOR 2 YEARS

Code	Area	Courses	Credits
A	THEORY: Core courses	5	20
B	THEORY: Cross Disability & Inclusive Educationcourses (including optional courses)	6	12
C	THEORY: Disability Specialisation Courses	5	18
D	THEORY: Enhancing Professional Capacities (EPC) /Professional Development Courses	3	06
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
	Total	**24**	**80**

Each theory course (A, B, C, D) will have up to 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2 and F3) will have 2 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

Specialisation offered (with specific reference to Area C)

The B. Ed. Spl. Ed. programme is offered in following specializations:

I.   *Autism Spectrum Disorders (ASD)*

II.   *Hearing Impairment (HI)*

III. *Learning Disability (LD)*

IV.   *Mental Retardation/ Intellectual Disability (MR/ID)*

V.   *Multiple Disabilities (MD)*

VI.   *Visual Impairment (VI)*

SEMESTER-WISE STRUCTURE

SEMESTER – I

Course	Course title	Credits	Weightage / Marks
A1	Human Growth & Development	4	100
A2	Contemporary India and Education	4	100
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	50
B8	Introduction to Neuro Developmental Disabilities (LD, ID/ MR, ASD)	2	50
B9	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	2	50
C12	Assessment and Identification of Needs	4	100
E1	Practical: Cross Disability and Inclusion	2	50
	TOTAL	**20**	**500**

SEMESTER – II

Course	Course title	Credits	Weightage / Marks
A3	Learning, Teaching and Assessment	4	100
A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
A5	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
B6	Inclusive Education	2	50
C13	Curriculum Designing, Adaptation and Evaluation	4	100
E2	Practical: Disability specialization	2	50
	TOTAL	**20**	**500**

SEMESTER – III

Course	Course title	Credits	Weightage/ Marks
C14	Educational Intervention and TeachingStrategies	4	100
C15	Technology and Disability	4	100
C16	Psycho Social and Family Issues	2	50
E2	Practical: Disability Specialization	4	100
F1	Main disability special school (Relatedto Area C)	4	100
D17	Reading and Reflecting on Texts (EPC)	2	50
D18	Drama and Art in Education (EPC)	2	50
	TOTAL	**22**	**550**

SEMESTER – IV

Course	Course title	Credits	Weightage/ Marks
B10	Skill based Optional Course (Crossdisability and inclusion) ANY ONE	2	50
B11	Skill based Optional Course(specialization disability) ANY ONE	2	50
D19	Basic Research & Basic Statistic(EPC)	2	50
E1	Practical: Cross Disability andInclusion	4	100
F2	Other disability special school	4	100
F3	Inclusive school	4	100
	TOTAL	**18**	**450**

PRACTICUM: MR/ID

Semester - I

E 1: Cross disability & inclusion   Hours: 10 Credits: 02   Marks: 50

Disability Focus	Educational Setting	Hrs (60)	Tasks for the Student-teachers	Description
ID	Special school of PwID	40 hrs	Classroom Observation, Assessment and IEP a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational	Minimum 10 school Periods Develop IEP for 1 student with ID at ECSE and Pre-Primary level.
HI, VI, LV CP, ASD or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities	15 hrs (5 Hrs each in each disability)	Classroom Observation and Report	Minimum 30 school Periods 10 school Periods in each Special school
Any Disability	Inclusive School available in the neighbourhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods

Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).

Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusiveschool/ education/ services being provided in the Resource room/ Home based education or vice versa with other disability.

134

Semester - II

E 2: Disability Specialisation   Hours: 60   Credits: 02

Marks: 50

Sl. No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	IEP	ID	Special School	20	Develop IEP for 1 Student with ID at Primary level.
1.2	Lesson Planning and Teaching	ID	Special School	15	15 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	05	5 lessons (Demonstration of Micro teaching Skills
1.4	**Macro Teaching** A. Lesson planning and Teaching for subjects selected *a.* Languages *b.* Non Languages	General	General	10	10 lessons (5 in each Subject)
	B. Lesson planning and Teaching focussing on adaptation, evaluation *a.* Languages *b.* Non Languages	General	General	10	10 lessons (5 in each Subject)

Note: Schedule for practical for E-1 shall be included in the time table (minimum eleven working days may be allocated). Skill for micro teaching shall be selected with reference to Major Disability.

Semester - III

E 2: Disability Specialisation   Hours: 120   Credits: 04

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	Description
1.1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	20 lessons
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages	ID	Resource Room/Inclusive school	30 hrs	20 lessons
1.3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	--------
1.4	Observation of support services	Major Disability	Institute/ Clinic	10 hrs	Depending on the specialization

A suggestive framework is given below:

Areas	Disability Specialization (E-2)
Pedagogy Subject 1	Semester –III (8 days- 40 Hrs)
Pedagogy Subject 2	Semester-III (30 Hrs spread across 5 days)
School Sensitisation	Semester-III (2 days-10 Hrs)
Observation of support services	Semester-III (2 days-10 Hrs)

F1: Main Disability Special School   Hours: 120 Credits:04   Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching Across all class levels and Curricular Domains *Class Levels* *a. ECSE,* *b. Pre-Primary* *c. Primary* *d. Secondary* *e. Prevocational*	ID	Special schools for ID	Minimum 60 lessons (15 Personal/ Social, 25 – Functional Academics, 10-Occupational, 10- Recreational)

Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs – Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs – Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- II (24 days-120 Hrs)

Note: Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the college.

Semester - IV

E 1: Cross Disability & Inclusion Hours: 20   Credits: 04
Marks: 10

Sl. No.	Tasks for the Student-Teachers	Disability Focus	Educational Setting	Hrs	No. of Lessons
1.1	Classroom Observation	Other than ID	Special schools for other disabilities	05	Observation of all subjects at different level, minimum 10 school Periods
		Any Disability	Inclusive Schools	05	Observation of all subject at different level, minimum 10 school Periods
1.2	a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities/ Resource Room	30	20 lessons (10 Language & 10 Non-language)
			Inclusive Schools	30	20 lessons (10 Language & 10 Non-language)
1.3	a. Individualised Teaching lessons on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities	25	20 lessons (10 Language & 10 Non-language)
	b. Individualised Teaching lessons a. Languages b. Non Languages	Any Disability Other than ID	Resource Room /Inclusive Schools	25	20 lessons (10 Language & 10 Non-language)

F 2: Other Disability Special School   Hours: 18   Credits: 04

Marks: 100

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Set up Special schools	No. of Lessons Minimum
1	Classroom Teaching	Any Disability Other than ID	for other disabilities	30 Lessons

F 3: Inclusive School   Hours: 120   Credits: 04

Marks: 100

Sl.No.	Tasks for the Student-Teachers	Disability Focus	Set up Special schools	No. of Lessons Minimum
1	Classroom Teaching	Any Disability Other than ID	for other disabilities	30 Lessons

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability Specialisation and No. of Days
Classroom Observation	Semester –IV (2 days- 10Hrs)
Pedagogy Subject 1&2	Semester-IV (60 Hrs spread across 12 days)
Individualised Teaching Lessons	Semester-IV (50 hrs spread across 10 days)
Observation of support services	Semester-IV (2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)

ELIGIBILITY FOR ADMISSION

(a) Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities,

Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

ADMISSION

Admission Procedure: as per University norms.

PROGRAMME PATTERN

The programme has been developed on Semester basis. RCI has proposed 2000 marks in view of disability specific specialization.

PASSING MINIMUM

Minimum 50% marks are essential in all courses for passing in the programme (Grace Marks as per University norms).

NATURE OF EVALUATION

Internal & External as per University norms; RCI as Statutory body recommends that the (i) cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system, and (ii) Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India.

The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.

AWARD OF DEGREE

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialisation). The areas of specialisation provided are Autism Spectrum Disorders (ASD), Hearing Impairment (HI) , Learning Disability (LD), Mental Retardation/ Intellectual Disability (MR/ID), Multiple Disabilities (MD)

and Visual Impairment (VI). For example in the area of Hearing Impairment the degree awarded will be B.Ed.Spl.Ed. (HI). While issuing degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disability

B. B.Ed.Spl.Ed.(Open and Distance Learning)- B.Ed.Spl.Ed.(ODL)

The annual turnover of professional manpower trained through the regular institutions is unable to meet the demand of trained manpower in the area of special education and rehabilitation. The Rehabilitation Council of India opted for the Open and Distance Learning (ODL) mode of curriculum transaction to achieve its vision in rendering services to all the people with disabilities in India and providing them age and disability appropriate continuum of rehabilitation services. As a result, Need based and innovative Special Education Programmes through Distance Mode were initiated by the Council in 2001 in collaboration with MPBOU, Bhopal. The Council later on launched more such programmes in collaboration with 11 other universities through signing of Memorandum of Understanding (MoU) with them.

1. *Duration*

The duration of the programme shall be of 05 semesters (2½ years). However, students shall be permitted to complete the programme within a maximum period of five years.

1.1 Intake

The maximum intake for the B.Ed.Spl.Ed. (Disability Specialization) course per academic session shall be 500 students subject to the condition that one Study Centre shall not enrol more than 50 students in a given session. Eligibility

(a) Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

1.2 Registration as Professionals

RCI Certification is must to work as a Teacher in the field of Special Education
The successful candidates of the B.Ed.Spl.Ed.(Disability Specialization) programme which has been jointly offered by State Open/ Central Universities having MoU with RCI should obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work as ateacher in the field of special education u/s 13 of (3) of RCI Act-1992. For Registration with the Council students have to apply online to RCI directly.

Admission Procedure

The University shall develop a suitable procedure for the selection of candidates for admission to B.Ed.Spl.Ed. (Disability Specialization)-ODL.

Curriculum, Programme Implementation and Assessment

Curriculum

The curriculum of B.Ed.Spl.Ed.(Disability Specialization) offered through face-to-face mode.

Programme Implementation

The B.Ed.Spl.Ed.(Disability Specialization) programme aims to prepare teachers who are able to continuously asses and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with content and subject matter that they will be teaching. The students-teachers will also be familiarised with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all the learners in diverse and plural settings of secondary and senior secondary classrooms.

The University/ Institution shall develop curriculum based audio-video resources on its own or adapt such resources from other or Open Education Resources (OERs) and make those AV/ resources available at HQ and Study Centres (and, if possible, directly to the students). Teleconferencing facilities wherever available such as State Resource Centres, State Governments and open Universities may also be utilised.

142

The programme shall be developed in a blended mode by judiciously mixing the components of resource-based self learning, face-to-face counselling and workshops and technology- enabled interaction and learning.

(I) Self Learning Materials: The programme shall be conducted with full professional expertise. Self Learning materials both print and non print, must be based on the principles of instructional design and the pedagogy of self learning, and be duly approved by the appropriate mechanisms at the University/ DEC/ DEB and RCI.

(II) Contact Programme: Apart from the school based activities and practice teaching, in a programme of 05 semesters i.e. 2½ years duration, the personal contact programme shall cover counselling and workshops, seminar, presentations, report writing etc., and must be conducted at the headquarters and/or Study Centres convenient to the learners for a total period of six months. The personal contact programme shall be conducted as per details given below:

- **Academic Counselling**
- **Workshops**
- **School Based Activities**

Teaching practice: A learner enrolled in the B.Ed.Spl.Ed.(Disability Specialization). Programme shall go through a teaching practice for 03 months in the schools where he/she works, under supervision of senior teacher/academic counsellor.

Internal & External Examination

The University headquarter staff shall develop curriculum, self-learning materials, model lesson plans and multimedia learning process for use at the Study Centres. There shall be student assignment and at least 25% weigthage be given to assessment of assignments. At the end of first and second years, external examinations will be conducted by the respective State Open University. Study Centres shall conduct examination of practice teaching and work experience components by appointing internal and external examiners.

The course content of B.Ed.Spl.Ed.(ODL) will be same as B.Ed.Spl.Ed. Programme structure.

SEMESTER-WISE CURRICULUM FRAMEWORK FOR B.Ed.Spl.Ed.(ODL)

Course Code	Course Title	Weightage/ Marks
	Semester –I (July to December)	
A1	Human Growth and Development	100
A2	Contemporary India and Education	100
B7	Introduction to Sensory Disabilities	50
B8	Introduction to Sensory Disabilities	50
B9	Introduction to Locomotor and Multiple Disabilities	50
E1	Cross Disability and Inclusion	50
	Total	**400**
	Semester –II (January To June)	
A3	Learning Teaching & Assessment	100
A4	Pedagogy of Teaching Science/ Social Studies / Mathematics - any one	100
B6	Inclusive Education	50
C12	Assessment and Identification of Needs	100
E2	Disability Specialization	50
	Total	**400**
	Semester –III (July to December	
A5	Hindi/English/Regional Language- any one	100
C13	Curriculum Designing, Adaptation and Evaluation	100
C14	Intervention & Teaching Strategies	100
E2	Disability Specialization	100
	Total	**400**

	Semester –IV (January To June)	
B10	Skill base optional Course (Cross Disability & Inclusion)	50
C15	Technology & Disability	100
C16	Psycho Social and Family Issues	50
F1	Main Disability Special School (Related to Area C)	100
D17	Reading and Reflecting on Text	50
D18	Drama and Art in Education	50
	Total	**400**
	Semester –V (July to December)	
B11	Skill base optional Course (Disability Specialization)	50
D19	Basic Research and basic statistics	50
E1	Cross Disability and Inclusion	100
F2	Other Disability Practical: (Special School (Related to Area B)	100
F3	Inclusive School Practical (Related to Area B and C)	100
	Total	**400**
	Grand Total of Semester (I to V)	**2000**

C. M.Ed.Spl.Ed. programme

The aim of the M.Ed.Spl.Ed. programme is of preparing teachers as education leaders. The major thrust of the M.Ed.Spl.Ed. programme would be professional preparation of teacher educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, research methodology, curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities.

Objectives of the program

The M.Ed.Spl.Ed. program supports three shared philosophical stances underlying long- standing tradition of preparing teacher educators as education leaders. These

stances include teaching as inquiry, teaching as curriculum making and teaching for social justice. The objectives of the program are to:

- Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings

- Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design

- Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings.

GENERAL FRAMEWORK OF THE COURSE

The course is planned on the Choice Based Credit System (CBCS). *According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical works/field per week.* RCI also recommends practical work for each theory course besides these contact hours including self study, assignments etc. That may involve same number of hours as are the contact hours specified for each course.

The Course structure has three sets of courses

1. Core courses in every semester

2. Elective course which can be chosen from pool of papers in order to;

a. Support the discipline of study

b. Provide an expanded scope

c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)

d. Nurturing student proficiency/skills

3. Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC[1] as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Ou1tstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

RCI as a Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

Duration

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Year 1- 16-18 weeks for two semesters + 2 weeks in summer

Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

PROGRAMME STRUCTURE

STRUCTURE FOR 4 SEMESTERS (2 YEARS)

Code	Area	Courses	Credits
A	Core courses	7	28
B	Specialization Courses	4	16
C	Elective Courses	1	04
D	Dissertation	1	16
E	Practical I	2	08
F	Practical II	2	08
	Total	**17**	**80**

Each theory course (A, B, C, D) will have up to 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2 and F3) will have 2 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

Specialisation offered (with specific reference to Area B)

The M. Ed. Spl. Ed. programme is presently[2] being offered in following specializations:

I.   *Hearing Impairment (HI)*

II.   *Learning Disability(LD)*

III.   *Mental Retardation / Intellectual Disability[3] (MR/ID)*

IV.   *Visual Impairment (VI)*

[2]   *Course planning for other disability area will be initiated in 2016.*

[3]   *Mental Retardation/ Intellectual Disability is being suggested as per Draft RPWD Bill, 2014.*

AREA A - CORE COURSES

Course Code	Title	Credits	Marks
A1	Developments in Education and Special Education	4	100
A2	Psychology of Development and Learning	4	100
A3	Research Methodology and Statistics	4	100
A4	Curriculum Design & Development	4	100
A5	Inclusive Education	4	100
A6	Perspectives in Teacher Education - In-service & Pre-service	4	100
A7	Educational Evaluation	4	100
	Total	**28**	**700**

AREA B - SPECIALIZATION COURSES

Course Code	Title	Credit	Marks
B8	Identification, Assessment and Needs of Children with...*	4	100
B9	Curriculum And Teaching Strategies for Children with...*	4	100
B10	Adulthood and Family Issues	4	100
B11	Therapeutics and Assistive Devices**	4	100
	Total	**16**	**400**

AREA C - ELECTIVE COURSES

Note: Any one to be offered

Course Code	Title	Credit	Marks
C12	Educational Management	4	100
C13	Educational Technology	4	100
C14	Guidance and Counselling	4	100
	Total	**4**	**100**

AREA D - DISSERTATION

Course	Title	Credit	Marks
D	Dissertation	16	400

AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY

Course Code	Title	Credit	Marks
E1	Related to Specific Disability	4	100
E2		4	100

AREA F - PRACTICAL II

Course Code	Title	Credit	Marks
F1	Field Engagement/Internship as a Teacher Trainer	4	100
F2		4	100

SEMESTER-WISE STRUCTURE

SEMESTER I

Course code	Course Title	Credits marks	Internal marks	External marks	Total
A1	Developments in Educationand Special Education	4	20	80	100
A2	Psychology of Development and Learning	4	20	80	100
B8	Identification, Assessmentand Needs of Children with........	4	20	80	100
B9	Curriculum And Teaching Strategies for Childrenwith.......	4	20	80	100
E1	Practical related to disability	4	100	00	100
	TOTAL	20			500

Engagement with field as part of courses indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute
3	Assessment & Identification ofNeeds	B7 & B8 (Specific disabilities)	Clinic/School, etc

SEMESTER II

Course code	Course Title	Credits	Internal marks	External marks	Total marks
A3	Research Methodology andStatistics	4	20	80	100
A4	Curriculum Design &Development	4	20	80	100
A5	Inclusive Education	4	20	80	100
B11	Therapeutics and AssistiveDevices	4	20	80	100
E2	Practical related to disability	4	100	00	100
	TOTAL	**20**			**500**

SEMESTER III

Course code	Course Title	Credits	Internal marks	External marks	Total marks
A6	Perspectives in Teacher Education – In-service &Pre-service	4	20	80	100
A7	Educational Evaluation	4	20	80	100
B10	Adulthood and FamilyIssues	4	20	80	100
	ELECTIVE COURSES (Any one):	4	20	80	100
C12	Educational Management				
C13	Educational Technology				
C14	Guidance and Counselling				
D	Dissertation*	2			—
F1	Field Engagement/ Internship as a Teacher Educators	4	100	00	100
	TOTAL	**22**			**500**

Marks to be allocated in the fourth semester. Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work.

SEMESTER IV

Course Code	Course Title	Credits Marks	Int Marks	Ext Marks	Total Marks
D	Dissertation*	14	200	200	400
F2	Field Engagement/Internshipas a Teacher Trainer	4	50	50	100
	TOTAL	**18**			**500**

* Note: Suggestive/As per the University Regulations

- Complete a review of related research literature in accordance with the research problems.

- Explain and describe the methodology used to conduct the research problem.

- Explain the significance of the results obtained after conducting the research study.

- Summarize the results, explain the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice.

- Provide a list of references, other supportive documentation used for the study.

- Make an oral presentation on the completed work.

Area E- Practical Related to Disability

1. Elicit information from parents and professionals the relevant information about one child with Specific Disability.

2. Assess the child with Specific Disability, using formal and informal tools and identify the specific learning problems.

3. Write a comprehensive assessment report by analyzing and interpreting the data.

4. Develop an appropriate educational plan (current level, annual goals, short term objectives, methods and material and evaluation).

5. Collaborate with the class teachers and related professional to implement the IEP.

6. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes).

7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers.

8. Evaluate the child and write a report.

Area F- Field Engagement/ Internship as Teacher Educators

Each student trainee is expected to teach 10 lectures in Third & Fourth Semester to student trainees undergoing training in B.Ed.Spl.Ed. level in topics from the curriculum of B.Ed. Spl. Ed.

ADEQUACY OF THE SPECIAL EDUCATION SYLLABUS

The syllabus prescribed at the M.Ed.Spl.Ed. level is on the basis of minimum requirements and therefore, Universities and Colleges of Education/ Institutes implementing the

M.Ed.Spl.Ed. programme can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

ELIGIBILITY FOR ADMISSION

The admission for the degree of M.Ed. Spl.Ed. degree shall be open to:

a) A candidate who has successfully passed B.Ed Spl.Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B.Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.

b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.

Admission

Admission Procedure: as per University norms.

Programme Pattern

The programme has been developed on Semester basis. RCI has earmarked 2000 marks for M.Ed.Spl.Ed. programme in view of disability specific specialization.

Passing Minimum

Minimum 50 % marks or grade 'B' are essential in all courses for passing in the programme (Grace Marks as per University norms).

Nature of Evaluation

Internal & External As per University norms; RCI as Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

Certification As A Registered Professional

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India.

The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.

Award of Degree

The affiliating Universities will award degree in **Master of Education Special Education (Area of Specialisation)**. The areas of specialisation provided are Hearing Impairment (HI)/ Learning Disability (LD)/ Mental Retardation (MR)/ Visual Impairment (VI). For example in the area of hearing impairment the degree awarded will be *M.Ed.Spl.Ed. (HI)*. While issuing degree certificate, the Universities should clearly spell out the area of specialization

D. D.Ed.Spl.Ed. (MR)

The D.Ed.Spl.Ed. (MR) course aims to develop professionals for special education within a broad framework of education in the current millennium. The course will enable learners to acquire knowledge, develop competencies and practice skills to impart education to children with mental retardation.

155

The general objective of the course is to prepare special teachers at pre-primary (Nursery, Kindergarten etc.) and primary (I to IV – lower primary and V to VII – upper primary) levels to serve in the following settings:

i)   Special schools

ii. Integrated \ Inclusive setup

iii. Itinerant programmers

2.1 Knowledge Related Objectives

To build adequate knowledge in the following areas:

1) Various aspects of disability, its impact and management

2) Key aspects of education like goals, function, technology and emerging trends

3) Educational needs of the children with disability and their management

4) Details of planning and executing curricular and co-curricular activities

5) Methods and techniques of teaching school subjects

6) Various areas of child development and the relevant mental processes

7) To be able to see the above mentioned aspects in the light of Indian context

2.2 Skill Related Objectives

To develop skills and competencies in the following areas:

1) Personal, professional and social competencies and skills required in teachers

2) Subject teaching as per requirement

3) Development and adaptation of instructional materials

4) Evaluation of the students, teacher and the educational programme

5) Planning and executing lessons (individualized and group)

6) Classroom management techniques

7) Individual and group parent interaction

2.3 Attitude Related Objectives

To develop desirable attitudes towards following issues:

1) Role and need of education in the modern world

2) Teaching profession and role of teachers in changing society

3) Guiding children and solving their academic/behavior problems

3.0 General Framework of the Course

The diploma course consists of 4 core papers and additional papers pertaining to specific disability areas. Though the number of papers pertaining to disability specialization may vary, the core papers are common across the specialization areas. Each paper will have a total of 90 hours for curriculum transaction.

4.0 Duration of the Course

The duration of the course will be two years (four semesters) (220 days consisting of 1320 hrs. each year, thus having a total of 440 days consisting of 2640 hours for theory and practicum)

5.0 Eligibility

Students who have passed 10+2 or equivalent with 50% of marks in any stream are eligible for the course.

6.0 Medium of Instruction

The medium of instruction will be English / Hindi / Regional language

7.0 Methodology

The methodology of the course includes lectures, demonstration, project work, discussions, exposure visits to different schools / rehabilitation projects, participation in community meetings, medical camps and community development programmes, practice-teaching in the disability intervention programmes at grassroots level.

8.0 Course Pattern

The course will be offered through semester or any other pattern as directed by RCI from time to time.

10. Intake capacity

The intake for each year of the course will be 25 maximum.

11.0 Minimum Attendance

Eighty per cent minimum attendance is required both in theory and practical to be eligible to appear in the semester end examination.

12.0 Examination Scheme

As per RCI's Scheme of Examination.

13.0 Certification as Registered Personnel

It is mandatory for every rehabilitation professional / personnel to obtain a "Registered Personnel / Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge.

THEORY

Sl. No.	Mame of the Paper	Hours	Int Marks	Ext Marks	Total Marks
Semester –I					
I	Introduction to Disabilities (Common Paper)	90	30	45	75
II	Human growth development & life span approach	90	30	45	75
III	Educational assessment, Teaching strategies and Material Development		90	30	45 75
IV	Training adaptive skills and functional academics	90	30	45	75
	Total	**360**	**120**	**180**	**300**
Semester –II					
V	Educational Psychology (Common)	90	30	45	75
VI	Therapeutics	90	30	45	75
	Total	**180**	**60**	**90**	**150**
Semester –III					
VII	Education in the emerging Indian society and school administration (Common Paper)	90	30	45	75
VIII	Persons with mental retardation and associated disabilities	90	30	45	75
IX	Curricular strategies	90	30	45	75
X	Family and community	90	30	45	75
	Total	**360**	**120**	**180**	**300**

Semester –IV

XI	Inclusive Education for Children with Disabilities (Common Paper)	90	30	45	75
XII	Teaching Methodology Subjects	90	30	45	75
		180	60	90	150
	Total	**1080**	**360**	**540**	**900**

PRACTICAL

Sl. No.	Mame of the Paper	Hours	Int Marks	Ext Marks	Total Marks
D	Dissertation*	14	200	200	400

Semester –I

I (a)	Assessment and Individualized Educational Programme (1 IEP – mild case)	50	30	20	50
II (a)	Group Teaching Curricular Activities (8 lesson plans)	90	48	32	80
III (a)	Group Teaching Co-curricular Activities (8 lesson plans)	50	48	32	80
IV (a)	Therapeutics & Behaviour Modification (BM)	80	39	26	65
V (a)	Information and communication technology	30	30	20	50
	Total	**300**	**195**	**130**	**325**

Semester –II

I (b)	Assessment and Individualized Educational Programme (2 IEPs moderate and severe case)	100	60	40	100
II (b)	Group Teaching Curricular Activities (7 lesson plans)	80	42	28	70
III (b)	Group Teaching Co-curricular Activities (7 lesson plans)	50	42	28	70
IV (b)	Therapeutics (OT, PT & ST)	210	117	78	195
V (b)	Teaching Learning Material (TLM)	40	24	16	40
	Total	**480**	**285**	**190**	**475**

Semester –III

I (c)	Assessment and Individualized Educational Programme for associated disabilities				
	(Autistic & CP child – 2 IEPs)	100	60	40	100
II (c)	Work education and programming for transition	100	60	40	100
III (c)	Group Teaching curricular and co-curricular activities for associated disabilities				
	(11 lesson plans)	110	87	58	145
	Total	**310**	**207**	**138**	**345**

Semester –IV

I (d)	Assessment and Individualized Educational Programme for associated disabilities (Multi disabled child -1 IEP)	50	30	20	50
II (d)	Group Teaching of Social Science and Math (5 each on each subject.				
	total 10 lesson plans)	80	45	30	75
V(c)	Preparation of Project	250	150	100	250
VI	Group Teaching of Language (English/Hindi/ Regional Language) (10 lesson plans)	90	48	32	80
	Total	**470**	**273**	**182**	**455**

	Semester I			Semester II			Semester III			Semester IV			Grand total
	Theo	Prac	Tot.	Theo	Prac	Tot.	Theo	Prac	Tot.	Theo	Prac	Tot.	
Hours	360	300	660	180	480	660	360	310	670	180	470	650	2640
Marks	300	325	625	150	475	625	300	345	645	150	455	605	2500

3.5 Various components of TE curriculum and their transactional modalities

The most critical aspect of the proposed teacher education curriculum is its transaction. Teaching is a profession and teacher education a process of professional preparation

of teachers. A profession, as we all know, is characterized by an organized body of knowledge on which the undertaking is based (the knowledge base of teacher education), a reasonable duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that binds its members into a fraternity. Preparing one for a profession thus is an arduous task and involves action from multiple fronts and perspectives. It also calls for systematic evaluation of all facets of the professional training – knowledge and understanding of educational theory, practical field skills and competencies related to learning and teaching and professional attitudes and values.

Teaching the Adult Learner : Teacher education programmes are concerned with adult learners. They need to be based on an adequate understanding of how adults learn. Adult learners are autonomous and self-directed, have a vast amount of life experiences and knowledge, are pragmatic and goal-directed and respond better to problem solving and task-oriented learning. The emphasis, therefore, has to be on developing professional knowledge and capacities through a variety of self-directed tasks including case studies, projects, seminars and research activity.

Bringing the Learners' Own Experiences Center-stage An important feature distinguishing the proposed process-based teacher education from the conventional teacher education is that an engagement with theoretical concepts and frameworks takes place within the learner's experiential and larger social realities. The structural provision for such opportunity is to be made in the design of the teacher education programme structure and within each area of study in a manner that allows an easy flow of movement from experience to theory and theory to field experiences.

Engagement with Theoretical Concepts and Frameworks It is important to note that an engagement with theoretical concepts and frameworks is necessary, or else, there is the real danger of reducing all classroom discussions, including project work, to revolve merely around personal experiences. In such an event, there is little hope to lift the discourse from mere description of experiences to reflective analysis. This must be cautioned against, if we want to develop the student teachers' capacity to think, analyse, interpret and reflect. As regards teaching of theory, we may note that the knowledge component in teacher education is derived from the broader area of the discipline of education as well as foundation disciplines of philosophy, sociology, history, political science and psychology. It needs to be represented so. It is thus multi-disciplinary in nature within the context of education. In other words, conceptual inputs in teacher education need to be articulated in such a manner that they describe and explain educational phenomena – actions, tasks, efforts, processes, concepts,

161

events and so on. In doing so, concepts from various disciplines need to be integrated for arriving at a composite understanding of educational components and realities. The point of significance here is that while formulating knowledge components for teacher education, conscious efforts need to be made to represent explanations from the perspective of education as well as other social science disciplines. Attempts must be made to shift from the usual 'theory to practice' model to understanding theory in order to develop tools and frameworks of thinking and to theorize about field realities.

Training to be Reflective Practitioners Teacher education programmes at all stages should provide opportunities to the would-be teachers for understanding the self and others, develop sensibilities, the ability for self-analysis and the capacity to reflect. They should also provide ample opportunities to observe and engage with learners and learn to work collaboratively in groups. There needs to be adequate curricular space for critical content engagement and the development of professional capacities in pedagogy, observation, drama, craft, story-telling and reflective enquiry. Professional opportunities need to include reflection on their own experiences and assumptions as part of the course and classroom enquiry; critical observation and reflective analysis of the practice of teaching. Availability, quality, appropriateness and sufficiency of feedback are necessary for learning to be reflective practitioners.

Theory-practice Dialectic Theory courses must be designed and transacted such that they provide greater space to generate a deep understanding of linkages between knowledge, learner, learning and methods of teaching. The most effective way of ensuring such learning is to include opportunities to engage with theory as well as the field. Practicum courses that enable student teachers to engage with children and their contexts; schools and their contexts and themselves as persons aspiring to be teachers need to complement theoretical study. **Meaningful Internship and School Experience** Pre-service teacher education programmes should provide sustained engagement with learners in school situations, experiences of teaching learners and observing them and regular teachers in classrooms. While functioning as a regular teacher, the intern would get the opportunity to learn to set realistic goals in terms of learners' learning, curricula content and pedagogic practice. A sustained contact through internship would help teachers to choose, design, organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating students' learning for feedback into curriculum and pedagogic practice. The school would benefit from such an alliance in terms of witnessing possibilities of unconventional pedagogies.

162

In this process of internship, teacher trainees develop new materials for teaching-learning which can become valuable resource for the regular teachers of the school.

Internship experiences need to be organized in a way that is useful in evaluating teacher's ability, supports socialization within the profession, stimulates development of teaching-learning concepts, provides a protected field of experimentation, allows insight into new perspectives and enhances motivation to continue learning and reflecting.

The prime intention of pre service teacher education in special education field is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.

Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers must be trained to collaborate to meet diverse needs in the classroom. The program structure readies them for embarking on a fulfilling professional journey spurred by refection and practices. Moving away from 'show and tell' to 'learning by doing', the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers need to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would

163

initiate more bilateral collaborations with each other to fulfil the global objective of EDUCATION FOR ALL.

Transactional modalities of B.Ed spl ed Programme:

Course Code: A 1

HUMAN GROWTH & DEVELOPMENT

Transaction

Hands on Experience

·   Observe children in various settings and identify milestones achieved.

·   Seminar on human development

·   Writing Journal for reflection and case study

Course Code: A2

CONTEMPORARY INDIA AND EDUCATION

Lecture, debate, discussions, analysis etc.

Course Code: A 3

LEARNING, TEACHING AND ASSESSMENT

I.   Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts

II.   Preparation of Self study report on individual differences among learners

III. Prepare a leaflet for parents on better emotional management of children

IV.   Compilation of 5 CBM tools from web search in any one school subject

V.   Team presentation of case study on assessment outcome used for pedagogic decisions

VI.   Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the

suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

Course Code: A 4

PEDAGOGY OF TEACHING SCIENCE

PEDAGOGY OF TEACHING MATHEMATICS

Work Any one of the following

I.   Pedagogical analysis of a unit from school syllabus

II.   Preparation of a multimedia presentation on a topic keeping students with disabilities in view.

III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences and mathematics to students with disabilities to students with disabilities.

IV.   Construction of a diagnostic test for unit along with a remedial plan.

I.   Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas

II.   Curricular adaptations for students with disabilities.

III. Lecture cum demonstration, Workshops and Seminars

Course Code: A 4

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Transaction

The student-teachers should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

Course Work/ Practical/ Field Engagement

- Prepare a unit of social science content for a given child with disabilities

- Develop an Action Research Plan on a problem related to teaching and learning in Social Science

- Adapt teaching learning materials for a child with disabilities

- Develop questions and achievement tests in social science

- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

Course Code: A5

PEDAGOGY OF TEACHING LANGUAGE

Transaction

This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Students should be encouraged to use instructional material in their practice of teaching lessons. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/ Practical/ Field Engagement

- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in LANGUAGE
- Develop work sheet (interactive including language games)
- Prepare worksheets to enrich vocabulary among secondary students with disabilities
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

Course Code: B 6

INCLUSIVE EDUCATION

Transactions

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Course Code: B 7

INTRODUCTION TO SENSORY DISABILITIES

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities, Development of a checklist for screening children with disabilities.

Course Code: B 8

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Transaction

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children, interpretation of test reports and develop strategies for classroom intervention

Course Code: B 9

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Transaction

Case study, develop an intervention plan, lectures, discussion, demonstrations.

Course Code: B 10

GUIDANCE & COUNSELLING

Transaction

The transaction for this course should be done with a perspective to enhance in the student- teachers the ability to become a "People-helper". They should be able to appreciate the role of a guide and counsellor in the school setting.

EARLY CHILDHOOD CARE AND EDUCATION

Transactions

Visits, Observations & Workshops.

APPLIED BEHAVIOUR ANALYSIS

Transaction

The course consists of several concepts from behavioural theories. The concepts should be explained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behaviour and suggest suitable plan of action for dealing with behavioural deficits in children.

COMMUNITY BASED REHABILITATION

Transaction

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

APPLICATION OF ICT IN CLASSROOM

I.   Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

GENDER AND DISABILITY

Transaction

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

BRAILLE AND ASSISTIVE DEVICES

Transaction: Observation, presentation etc.

Course Code: B 11

A   Orientation & Mobility

B   Communication Options: Oralism

C   Communication Options: Manual (Indian Sign Language)

D   Augmentative and Alternative Communication

E   Management of Learning Disability

F   Vocational Rehabilitation & Transition to Job Placement

Transaction

Workshop, demonstration, presentation, orientation and mobility training, Role Play and Dramatization, Developing Learning Material, Visit and Observation in the various settings such as clinics, schools, resource centres etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

C. DISABILITY SPECIALIZATION COURSES

C12 Assessment and Identification of Needs

C13 Curriculum Designing, Adaptation and Evaluation

C14 Intervention and Teaching Strategies

C15 Technology and Disability

C16 Psycho Social and Family Issues

Transaction,

Lectures, Presentations, Project, Workshops / seminar, Development of educational profile, Project, Develop a low-tech assistive device for communication, Develop an individual transition plan, Develop a community based rehabilitation program, conduct awareness programs, organise workshop for parents teachers , siblings, exhibitions on subject TLMs related to maths, language, science, etc.,

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

D17 Reading and Reflecting on Texts

D18 Drama and Art in Education

D 19   Basic Research & Basic Statistic

Transaction: peer editing of independently written essays and discuss reflections, Write a self reflective essay, Observe an art period, Develop a teacher made test.

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B)

 E2. Disability specialization (Part of Area C)

Transaction: observation in special school and inclusive schools, development of IEP, group teaching in special school, micro teaching in simulated settings, general school teaching.

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1. Main disability special school (Related to Area C)

F2. Other disability special school (Related to Area B)

 F3. Inclusive school (Related to Area B & C)

Transaction: teaching in resource room, development of remedial programme for children with learning problem, sensitization programme in general school

Curriculum Transaction and Evaluation

There will be hardly any difference in the process of transaction and evaluation for the theoretical component of the curriculum. But the practice of teaching and practicum have to be more activity oriented in their nature and content, and demonstration and actual performance would be the main techniques of teaching.

- The teacher educator will actually conduct the demonstration.

- The prospective teachers will be asked to observe minutely and repeat the same in the presence of the teacher educator who will correct or improve upon the improper posture. Supervision will be made jointly by the teacher educator and school teacher.

- Detailed records of activities and exercises undertaken by the student-teachers will be maintained. Evaluation of theory component will be made on the line of other courses but practical training will be based on actual performance.

- External examiners may be invited and evaluation would be a joint responsibility of the school teacher, supervisor and external examiner.

- In place of marks grades should be awarded.

Curriculum Transaction

At the present moment, the responsibility of the curriculum transaction is on the teacher educators who by and large use lecture method for this purpose. Student-teachers of this stage are academically quite mature and can share the burden of their own study; therefore, the teacher educators should lay emphasis on non-conventional methods, self and independent study, group learning and discussion, field trips and excursion, problem solving and preparation of projects, Multi-channel learning system (MCLS). They have to learn to prepare tests and evaluation tools. Learning by community participation and observation, workshops and seminars are to be encouraged. In the teaching of methodology of science emphasis will be on laboratory techniques and observation.

3.6 Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

3.6.1 Evaluating the Developing Teacher
A glaring weakness of existing teacher education practices is the restricted scope of evaluation of student teachers and its excessively quantitative nature. It is confined

to measurement of mainly cognitive learning through annual/terminal tests; skill measurement is limited to a specified number of lessons. The qualitative dimensions of teacher education, other professional capacities, attitudes and values remain outside the purview of evaluation. Further, evaluation is not continuous as it should be; the teacher education process is characterized by a wide range and variety of curricular inputs spread over the entire duration of training according to a thought out sequence. These need to be evaluated at appropriate stages and feedback given to the trainees.

(a) **The Comprehensive Nature of Evaluation**: Evaluation in teacher education needs to be objective while giving value to subjective understanding of the developing teacher. It also needs to be comprehensive so as to cover the entire gamut of conceptual, pedagogical dimensions as well as attitudes, dispositions, habits and capacities in a teacher incorporating both the quantitative and qualitative dimensions of growth. These include: engagement with learners in their contexts; school curriculum and textbooks; process of learning and knowledge; psychological and professional development; understanding of institutional arrangements, policy perspective, pedagogy and curriculum. Assessment should cover an understanding of the process of child and adolescent development; societal context of education; nature of children's thinking – mathematics, language, natural and social phenomena; philosophical and sociological frameworks; the school as a system and the ways in which developing teachers demonstrate their changing dispositions, professional skills in organizing group learning and team work.

(b) **The Evaluation Protocol Qualitative indicators** specific to each area of assessment need to be drawn up and initial allotment of marks should lead eventually to grades. The bases and criteria for evaluation may include:

Observing earners for a specified duration in specific situations: Number of hours of observation, method used, detailed notes, recording formats, data coding, reports, analysis and interpretation.

Observational records maintained by the student teacher on a set of criteria relevant to the task and report writing: Field notes, classification schemes used to make sense of qualitative data. School contact practicum to relate and communicate with learner: Preparation, choice of activities, materials, developments that take place in the classroom, interaction with children, reflection on issues regarding students' learning, expressions, creativity, discipline, influence of varying contexts.

Planning for the school contact: Choice of theme, activities, materials, time, organization of material, communication skills, ability to engage learners, interaction, time management.

Post-contact discussions, report writing and group presentations: Quality of discussions, insights, analysis, reflections.

Psychological and professional development of the teacher: Courses, theory and practicum on the development of the self; personal growth can be assessed using the criteria of the capacity of participants to question and be critical of their own assumptions, thoughts, opinions and ideas, developing insight into one's own self: articulating one's own limitations and strengths, capacity to integrate thought and action, feeling and intellect, developing self confidence and questioning over-confidence, open-mindedness, ability to listen with empathy and attention, social sensitivity, ability to take initiative, developing positive attitudes and reflecting on negative attitudes. Self-evaluation of students would use the same criteria of personal growth.

Assessing a repertoire of skills: Regularity and nature of participation in workshops; skills of creating bulletin boards using relevant themes and stories, story-folders that make a collection of stories in terms of variety, context, social and cultural diversity and sensitivity, adequate reference to sources and acknowledgements, classification and retrieval system for the use of stories in classrooms and outside, capacity for evaluating 'sound' children's literature with substantive reflection on the why of such a criteria, skills of telling stories to children. In addition, skills of handling laboratory and audio-visual equipments, designing teaching-learning materials, use of library, organizing field visits, seminars and group discussions and exhibitions.

Understanding the learner, curricular and pedagogic issues: Practicum courses complementing theory learning with curriculum studies: observation of classroom teaching practices; visits to centres of innovation; curricular materials, document and text analysis; observation records; individual and group reports; reflections; material development etc.

Teacher as researcher: Teacher trainees are also given the opportunity to learn to keep observational records, to analyse their observations and interpret reality within varying theoretical and experiential frameworks. Such engagement through structured classroom-based research projects develops in them several skills to function as a researcher, thus equipping them to use mechanisms that enable reflective practice. Over the year, trainees undertake several such tasks, including analysis of school textbooks and alternative materials, analysis of learners' errors and observation of their learning styles and strategies.

Internship activities on which students may be assessed: Observing and reflecting on classroom practices, regular teaching, teaching-learning resources developed, records

of planned units of study and regular daily diary/journal of reflections, evaluation of learners: design of assessment of learning, type of questions in domain areas, viewing assessment as an aid to learning and not merely as an indicator of learning.

Reflective journal: Each intern would be expected to keep a reflective journal that would help him/her revisit his/her experiences in the classroom over the period of internship. The journal would include short descriptions of how the class was conducted, how learners responded, followed by analytical and reflective statements about his/her preparedness for the class, responses to learners' questions, capacity to include learners' sharing of their experiences, response towards their errors, difficulties in comprehending new ideas and concepts and issues of discipline, organization and management of the group, individual and whole class activities. Evaluation of the journal would mean looking at how the intern has been able to gradually move towards writing reflections rather than merely describing classroom events and processes.

(c) **Designing Instruments of Evaluation and Assessment** In order to evaluate the parameters listed above, suitable instruments that address both the quantitative and qualitative nature of the learnings are to be employed. These include: observational schedules and records, checklists, portfolio assessment, case study, project reports, participation in workshops, seminars, discussions, open-ended questionnaire and interviews, oral and written tests, cumulative records, profiles as well as formats for self-appraisal.

(d) **Preparation of a Scheme for Continuous and Comprehensive Evaluation** The evaluation of the student teacher should be spread over the entire duration of the teacher education programme covering all the parameters described above. Performance of students may be indicated in Grades.

3.6.2 Need and Importance of Evaluation in Teacher Education

Evaluation is an act or process that assigns 'value' to a measure. Verbally, evaluation means 'to find the value of or to judge the worth of'. In the process of evaluation, we are to make a judgment as to the suitability, desirability or value of a thing. In education, evaluation refers to the assessment of student's progress towards stated objectives, the efficiency of our teaching as well as the effectiveness of the curriculum.

Apart from classroom examination, evaluation also deals with the evaluation of cognitive, affective and psychomotor domains of the students. As J. M. Bradfield mentions, 'Evaluation is the assignment of symbols to phenomenon in order to characterize the worth or value of the phenomenon usually with reference of some social, cultural

and scientific standards.'. In the words of Hanna, evaluation is the process of gathering and interpreting evidences on change in the behaviour of all students as they progress through school.

A comprehensive, objective and transparent system of evaluation in teacher education has been emphasized by a number of committees and commissions in the past. Several plans and strategies have been recommended to reduce the usual emphasis on external examination and to encourage internal assessment pervading all activities and assignments involved in teacher education curriculum. But unfortunately, the mission of ensuring a justified evaluation scheme in teacher education still remains a challenge to its stakeholders.

NCTE feels that evaluation is a weak link in many in-service training programmes. In most cases, in-service programmes are evaluated on an ad hoc basis. Each in-service teacher education programme should have monitoring as an integral component so that effectiveness of a programme can be properly assessed and appraised. Programme evaluation should assess whether the required inputs were provided to the programme on time, the logistics properly looked after and coordinated, the reading materials provided to participants.

Another aspect of programme evaluation should be to assess the gains of each participant. The other subtle aspect is the impact evaluation to assess the impact of the programme at the grass root level and in the field situation.

3.6.3 Evaluation of Pre-Service Teacher Education in special education at Elementary Level

Evaluation of teacher education at elementary level has for long been a critical question. It is expedient to employ the formative evaluation for obtaining continuous feedback, motivating students and guiding their efforts. There is need to replace external examinations by continuous and comprehensive internal examination system. External system of evaluation needs to be carefully planned; testing tools should be validated and made more reliable. In different situations, evaluation of theoretical component may be based on essay questions, short answer type questions, objective type questions, objective-based questions, oral examinations, and participation in group activities.

Similarly, the evaluation of practice teaching also needs innovations to make it more judicious and objective. Gradual transition to continuous and comprehensive internal evaluation of practice teaching and assigning grades instead of marks would be a professionally sound step. Evaluation of practical work should be divided into more components to make it democratic and student-centered.

Evaluation of Pre-Service Teacher Education in special education at Secondary Level

Evaluation of Teacher Education Programme at secondary level is also, by and large, traditional and intuitive in nature. It can be easily understood through the following chart:

3.6.4 Existing Evaluation Scheme in Teacher Education

Scheme of Evaluation

1. Theory Papers   20 - 30% internal marks are assigned. But the mode of evaluation for this component is not standardized. Usually presentations, assignments files, Portfolios and Class-tests are used to evaluate this component.

The final examination for theory papers contains 2-3 Essay type questions, 4-5 Short answer questions and several Objective type questions. Evaluation of first two types of question remains subjective and autocratic.

Pedagogical Practices

- observation in special schools and inclusive set up and also in different disability sectors

- Individualized education programme planning for 4-5 cases for children with special needs (different age group and severity level) and behaviour modification programme planning and also individualised vocational training programme planning for adults with intellectual disabilities.

- Micro teaching /Simulated Teaching: Generally 10 such plans are executed in Training Colleges.

- Practice Teaching: group teaching in special schools. This activity involves preparation of 30-40 lesson plans and their execution in the practicing schools. Evaluation is not done on the spot. Comments and suggestions are given on the plans but these are not given worth at the time of final evaluation.

- Practice teaching in resource room and general school for 30-40 lesson plans from primary to secondary level in the local inclusive schools or resource room.

- Practical Work   : Art & Craft, Sports, Computer practical, Community Service, sensitization and awareness programme at community level are the major activities included in this head. Student-teachers are expected to prepare and present the record of all these activities.

175

- School Based Projects: Lesson Planning, Peer Observation, Case Study, behaviour modification programme planning are the common records to be maintained by the student- teachers.

3.6.5 Engagement with the Field and School Experience

The B.Ed. Spl. Ed. curriculum shall provide for sustained interaction with the child, school and community in varied settings for establishing close connections between different curricular areas and making teacher-trainee understand her/his role and function.

In the first year (First two semesters), there shall be work on the field amounting to **a minimum of 4 weeks**, spread over several days throughout the semester/ year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements. In the second year (Third and Fourth semesters), there shall be a minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments as per the courses and school internship in the field, under the broad curricular areas of Practical related to Disability and Field Engagement. **The weightage of internal assessment for Engagement with the Field shall be decided by the concerned university**.

a) Tasks and Assignments that run through all the courses

These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, forums for professional development of in-service school teachers, dialoguing with the School Management Committee, parents and the community. The community based engagement may also be related to the pedagogical subjects and/or concerns and challenges arising out of special needs of children.

b) School Internship/Attachment

Ø While First year prepares grounds for going to education settings and interacting and working with children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship.

- During the Internship, student-teachers shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher.

- Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.

- School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools.

- Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.

- Internship in schools is to be done for a minimum duration of 15 weeks. This should include observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty besides other settings.

- It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

- For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, to understand the dynamics of teaching at elementary and secondary levels, this period can be divided into two blocks; this will also be impacted by the type of schools (Special and Inclusive) being available.

- Internship should not be reduced to the 'delivery' of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in

school for practice teaching performing all tasks of a special teacher/ special educator and also being teacher for the school subjects opted as part of pedagogical courses; setting will be a mix of special school, inclusive school and resource and home-based teaching and support as may be required by the special needs of students.

NATURE OF EVALUATION for B.Ed. Spl. Ed. Curriculum

Internal & External as per University norms; RCI as Statutory body recommends that the (i) cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system, and (ii) Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable

Evaluation

Evaluation of student teachers at this stage, need to be comprehensive and continuous, using formative and summative approaches. Due weightage should be given to the opinions of supervisors and school teachers who should be required to maintain the record of the progress of student teachers. The capacity to organize thoughts and express them coherently, taking notes from reading materials and using teaching aids and ICT carefully at the appropriate moment need to be the items of evaluation. Latest evaluation techniques and traditional methods of description, discussion, criticism, relationship between cause and effect should be blended together. Comparison should be made between self-assessment, group assessment and teacher educators' opinion, and discrepancies between them should be fully explained. The annual examination should be replaced by continous evaluation. Evaluation should be made on the basis of grades and not on marks.

3.7 Let us sum up

The National Council for Teacher Education has defined teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level.

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

Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction, understand the concept of mainstreaming and inclusive education.

Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession.

Practical skills include working with children with special needs, teaching individually or in a group settings, prepare TLM, develop behaviour modification plan and IEP etc.

Teacher education also reaches special education and physical education. Consequently, where there are teachers, there would be teacher education.

The Indian pre-service teacher education system is chiefly divided into two categories, viz., Elementary Level Teacher Education programmes and Secondary Level Teacher Education programmes.

Curriculum is the totality of learning experiences provided to students so that they can attain knowledge, experience and skills through a variety of learning activities in classroom and schools.

The process of curriculum planning and development has undergone tremendous changes due to philosophical, technological and pedagogical changes in schools.

The curriculum for secondary level pre-service teacher education, more popularly known as Bachelor of Education or B.Ed., or B. Ed in spl. Ed, is more intensive and comprehensive.

Under teacher education curriculum developed by RCI 3 basic components are there: foundation course, pedagogical and curriculum part and practicum or school internship.

Like the curriculum of elementary teacher education, the curriculum of secondary level pre-service teacher education also is divided into three components, viz., theoretical subjects, pedagogical practices and practical work.

For curriculum transaction the teacher educators should lay emphasis on non-conventional methods, self and independent study, group learning and discussion, field trips and excursion, problem solving and preparation of projects, Multi-channel

179

learning system (MCLS). They have to learn to prepare tests and evaluation tools. Learning by community participation and observation, workshops and seminars are to be encouraged. In the teaching of methodology of science emphasis will be on laboratory techniques and observation.

Evaluation is an act or process that assigns 'value' to a measure. Verbally, evaluation means 'to find the value of or to judge the worth of'.

Apart from classroom examination, evaluation also deals with the evaluation of cognitive, affective and psychomotor domains of the students.

The Pre Service Teacher Education programs should enable the teacher trainee to work in special schools as well as in inclusive settings where work culture promotes collaboration among teachers without any perceived hierarchies. The learning needs of all children with and without disabilities and disadvantages are identified and addressed by the teachers trained to work in inclusive education settings. The dream is to prepare teachers like the one who discovered Hellen Keller. What could be better than her own words, in praise for her teacher, to conclude the guidelines…

"Once I knew only darkness and stillness … my life was without past or future … but a little word from the fingers of another fell into my hand that clutched at emptiness and my heart leaped to the rapture of living." – Helen Keller

3.8 Check your progress

I.   What are the various objectives of pre-service elementary teacher education?

II. Discuss about the Changing scenario of teacher education curriculum.

III. What are the evolving priorities in developing pre service teacher education curriculum?

IV. Describe the teacher education framework developed by RCI at secondary level.

V.   Discuss Various components of TE curriculum and their transactional modalities.

VI. Write briefly about evaluation of different components of TE curriculum.

VII. What is the Need and Importance of Evaluation in Teacher Education?

3.9 References

- Curriculum Framework Bachelor of Education - Special Education B.Ed.Spl.Ed., RCI, NEW DELHI

- Curriculum Framework Master of Education - Special Education M.Ed.Spl.Ed., RCI, NEW DELHI

- D.Ed. Special Education (Mental Retardation) Syllabus, RCI, NEW DELHI

- National Curriculum Framework for Teacher Education, 2009, National Council for Teacher Education New Delhi

- Responsive Teacher Programs: Guidelines Towards Inclusive Curriculum B.Ed., B.P.Ed. & B.Ed. (Spl.Ed.), Department of Education of Groups with Special Needs (DEGSN) National Council of Educational Research and Training (NCERT)

- National Education Policy 2019

- Sataprasuna Gayen , The Redesigned B.Ed. Curriculum -2014: A Critical Analysis

- K. Mohammed Basheer, Teacher Education in India: Innovative Strategies to Strengthen A Critical Analysis of NCFTE-2009

- Teacher education, Directorate of Distance Education Tripura university, Vikash publishing house pvt. Ltd, Noida, 2017

Unit-4 □ Continued Teacher Development Program

Structure

4.1 Introduction

Development is a lifetime phenomenon. Man's quest for knowing has no limit. But change in any field never comes automatically. Teaching as a profession needs continuous up-gradation of knowledge. As we all know, after joining their profession, teachers very often feel short-stock of knowledge. Every day, knowledge grows, so should be known by the teachers. But how do they up-date their knowledge? Continued professional development gives them an apt platform to keep them abreast of the latest developments in their field and on also other field as related to theirs. In today's knowledge explosive world the greatest sin of a teacher is limited and archaic knowledge. In this context, continued professional development gives them the best opportunity to come along with the day's trend.

4.2 Objectives

After learning this unit, learner will be able to:
➢   Decipher what Continuing Professional Development is; and can understand its modalities
➢   Know different organisation associated with in-service training of teachers
➢   Know and understand different modes and models of in-service training

182

➢ Develop clarity in thought about planning and organising an in-service training program

4.3 Need and Modalities for Continuing Professional Development of a Teacher

Continuing Professional Development (CPD) is a combination of approaches, ideas and techniques that will help you manage your own learning and growth. It refers to the process of tracking and documenting the skills, knowledge and experience that a teacher gains both formally and informally as s/he works, beyond any initial training. It's a record of what one experiences, learns and then apply.

Continuing Rehabilitation Education (CRE)

Continuing Rehabilitation Education (CRE) is an in-service education program lot under the aegis of RCI which is responsible for the development, standardization and monitoring of training programs in the field of disability rehabilitation and special education. CRE ensures that professionals in the field of special education update and upgrade their knowledge and skills on a continuing basis. In short, CRE is a form of Continuing Professional Development meant for special educators. It has the following objectives–

Objectives

➢ To upgrade the knowledge and skills of in-service and practicing rehabilitation professionals/ personnel, registered with the RCI u/s 19 of the RCI Act of 1992.

➢ To update professional knowledge and skills of master trainers working in the field of disability rehabilitation and special education.

4.3.1 Need

As we know, like any other profession, teaching has its own challenges. One of the major challenges that modern teachers face is rapid change in the knowledge domain. Therefore, how to cope? Continuing Professional Development gives them the opportunity to go for updating their knowledge. The following are some of the needs of CPD.

➢ CPD ensures a teacher's capabilities keeping pace with the current standards of others in the same field.

- CPD ensures the teacher to maintain and enhance the knowledge and skills that he needs to deliver to his students.

- CPD makes the knowledge relevant and up to date. The teacher becomes aware of the changing trends and directions in his profession. The pace of change is probably faster than it's ever been – and this is a feature of the new normal that we live and work in

- CPD helps the teacher to make a meaningful contribution to the team. He becomes more effective in the workplace. This assists him to advance in his career and move into new positions where he can lead, manage, influence, coach and mentor others.

- CPD helps the teacher to stay interested and interesting. Focused CPD opens up to new possibilities, new knowledge and new skill areas.

- CPD can deliver a deeper understanding of what it means to be a professional, along with a greater appreciation of the implications and impacts of one's work.

- CPD helps advance the body of knowledge and technology within one's profession.

- CPD can lead to increased public confidence in individual professionals and their profession as a whole.

- Depending on the profession – CPD contributes to improved protection and quality of life, the environment, sustainability, property and the economy.

NCFTE (2009) mentions the need of CPD as follows–

- To explore, reflect on and develop one's own practice.

- Deepen one's knowledge of and update oneself about one's academic discipline or other areas of school curriculum.

- One can research and reflect on learners and their education.

- To understand and update oneself on educational and social issues.

- Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counselling.

➢ Break out of intellectual isolation and share experiences and insights with others in the field, both teachers and academics working in the area of specific disciplines as well as intellectuals in the immediate and wider society.

Educational and curriculum planners also seek to provide avenues for the professional development of teachers as a part of implementing curricular reforms to:

➢ Enable teachers to work towards prioritized goals in education such as universalization and inclusion.

➢ Influence social attitudes and generate greater commitment to constitutional values and overcoming discrimination in the classroom.

➢ Transform existing practices towards more learner-friendly methods and methods suited to strengthening conceptual learning and understanding rather than rote learning.

➢ Enable teachers to implement and achieve specific targeted aspects in the curriculum, such as the use of a type of technology, or the addition of topics such as AIDS and adolescent education.

➢ Prepare teachers to play enhanced roles in the education system as resource persons, or head teachers, etc.

4.3.2 Modalities

Modality means ways and means. It means the way something happens or an action takes place. In-service teacher education which is otherwise known as Continuing Professional Development has its ways and means of functioning. How does CPD operate? It is given through various modes and models at different institutional hierarchy. There are also courses of different durations–short term courses and long term courses. The following modalities are maintained for CRE as per RCI (Rehabilitation Council of India) –2018.

Institutions planning to conduct CRE programme must have 5 years of experience in offering RCI approved Courses at Certificate/Diploma/ Bachelor/ Post Graduate level with valid RCI recognition. However, this condition may be relaxed in the case of the State of Jammu & Kashmir and the North Eastern states (Manipur, Meghalaya, Mizoram, Sikkim, Assam, Arunachal Pradesh, Nagaland and Tripura) where institution working

185

in the field of disability may organize CRE programs with the recommendation of National Institutes or Zonal Coordination Committee of RCI.

National level Professional Associations and/or any organization of national repute working for the empowerment of persons with disabilities having at least 10 years of experience with valid society registration are considered eligible for grant of CRE status to various Seminar/conference/workshop and other programmes provided proposal on the prescribed format should reach the Council at least 60 days before the proposed date of the programme.

 RCI approved institutions are eligible for financial assistance to conduct the CRE programme as per the norms, once in 2 years subject to availability of funds.

RCI approved institutions may conduct maximum of 03 CRE programs within a financial year provided report of the CRE programmes are submitted to the Council before commencement of the another programme.

 CRE programs to be planned in such manner so that regular activities of the institutions are not affected. However, maximum participation within the prescribed intake to be ensured.

Maximum number of participants in any CRE program shall not exceed 30. However, number of participants should not be less than 10 in any CRE program.

Topics on the latest development in the field of disability , various legislative provisions, like RPWD Act 2016 , RCI Act, 1992, National Trust Act 1999, RTE Act ,2007, UN Conventions, various schemes and programmes of the DEPwD , Accessible India Campaign (Sugmaya Bharat Abhiyaan) , SIPDA, ADIP, NHFDC etc. to be included for CRE topics. Protection of Children from Sexual Offenses Act (POCSO Act, 2012) can also be included to generate awareness in this matter.

RCI provides financial assistance to its approved institutions/ University departments for conduct of 3-days and 5-days CRE programs subject to the availability of budget. It can give a budget of Rs. 90000 for a 5-day CRE program and Rs. 54000 for a 3-day CRE program. However, grants from the Council will be limited to 60% of the total budget or the actual budget, whichever is less.

The following table will give an estimation of programs of different characters for CRE–

Sl. No.	Level of CRE Programme / Workshop/Seminar/Conference	Approved Intake (Max.)	Remarks
1	Local	30	
2	State	50	20% of the total participation must be from the districts of the concerned State
3	Zonal	75	Participation of candidates from all States under the concerned zone is compulsory
4	National	100	Representation of participants from minimum 5 States is compulsory
5	international	150	Representation of participants from minimum 3 Countries is compulsory

4.3.3 Workshop

"Workshop is defined as assembled group of ten to twenty five persons who share a common interest or problem. They meet together to improve their individual skill of a subject through intensive study, research, practice and discussion.The workshops are organized to develop the psychomotor aspects of the learner regarding practices of new innovations in area of education. Participants are expected to do some practical work to produce instructional teaching and testing material." (Maheshwari.2012).

The term workshop has been borrowed from engineering. Here, persons have to do some task with their hand to produce something. Question Bank Workshops are organized in education to prepare questions on the subject. The designers are given knowledge and training for preparing questions in the workshop.

According to Maheswari (2012), the following are objectives of workshop.

➢ To develop the proficiency for planning and organizing teaching and instructional activities.

➢ To develop the skills to perform a task independently.

➢ To determine and use of teaching strategies effectively.

➢ To train the persons for using different approaches of teaching.

Functions of workshop

"The workshop takes a closer look at the factors that influence the successful adaptation of teaching technique to create specific learning arrangements. The "context" created by the specific learning situation is seen as the defining influence of teaching method selection and adaptation. Workshop participants will use generically described teaching method for (supposed) application to a specific learning/teaching situation. The workshop will look at the triangle built by the three concepts teaching method, unit of learning, and context with the goal to determine the relevant elements that influence the (successful) adaptation of teaching methods to a specific context in order to create a unit of learning that is targeted towards a specific implementation. The workshop's goal is to work out a practitioner-oriented set of elements that make up the context of teaching methods as well as the barriers and uncertainties that arise when using generic teaching methods." (Maheswari, 2012). The functions can however be crystallised as follows–

1. The workshop method is used to seek, explore and identify the solutions to a problem; to permit the extensive study of a situation, its background and its social and philosophical implications.

2. It is used for teachers for giving awareness and training of new practices and innovation in Education.

3. It provides an opportunity to prepare specific professional, vocational or community, service functions. A high degree of individual participation is encouraged. It permits group determination of goal and method.

Examples of course content that can be transacted through Workshop

- New format of lesson planning.

- Writing objective in behavioural terms.

- Preparing objective type tests which are objective cantered.

- Action research projects for classroom problems.

- Preparing instructional material or teaching model.

- Workshop on Micro teaching.

- Workshop on Interaction analysis technique.

- Workshop on test construction.

- Workshop on preparing research synopsis or proposals.

- Workshop on non-formal education.

- Workshop on designing course for teacher education.

Advantages

➢ It can be used to realize the higher cognitive and psychomotor objectives. The workshop method enables the learner to explore or master relatively abstract ideas by first encountering them in concrete, physical embodiments, then as pictorial representations, and finally in symbolic (letter, number, sentence) form…

➢ It can be effectively used for developing understanding and proficiency for the approaches and practices in education. It is used for developing and improving professional efficiency. The teaching proficiency can be developed by using it.

➢ It provides the opportunities and situations to develop the individual capacities of a teacher.

➢ The workshop method enables instructors to function as the "guide on the side," rather than as a "sage on the stage." Those using the workshop method do not focus on telling students information. Instead, they essentially create learning experiences that guide, direct, and facilitate the acquisition of new knowledge by the learner

➢ It develops the feeling cooperation and group work or team work. . The workshop method helps the instructor create an environment in which the learner is more likely to be involved and motivated. The workshop method focuses on participatory, hands-on learning; small-group activity and problem solving; pair and small-group discussions; etc. As a result, because of the "active" rather than "passive" nature of the experience, larger numbers of learners are motivated to participate and learn.

➢ It provides the situation to study the vocational problems.

➢ It introduces new practices and innovations in Education.

Limitations

➢ Workshops in education are usually seminar cum workshop on any theme of problem.

➢ The teachers do not take interest to understand and use the new practices in their classrooms.

➢ The workshop cannot be organized for large groups. Therefore, we cannot train large number of persons.

- Participants do not take interest in practical work or to do something in productive form.

- Generally follow up are not organized in workshop technique.

- It requires a lot of time for participant and staff.

- A large number of staff members are needed to handle participation.

- It demands special facilities or materials.

4.3.4 Seminar

Seminar is a form of a class organization that utilizes a scientific approach for the analysis of a problem chosen for discussion.It is a discussion method of teaching where an informal group learners participate to solve problems in a scientific approach and through analysis.It is an organized, guided discussion with a focus on the discovery of new relationship by the participating individuals. Sharma(2007) defines seminar as an instructional technique of higher learning which involves paper reading on a theme and followed by the group discussion to clarify the complex aspect of the theme. The objective of the seminar is to give students opportunity to participate in methods of scientific analysis and research procedures.Students are expected to do considerable library search prior to the seminar.A seminar group is mainly concerned with academic matters rather than individual students and commonly involves the reading of an essay or paper by one group member followed by a discussion by the total group on the topic.The role of a teacher is to help students to select, formulate and resolve the most significant problems and suggest the available sources of information. As the seminar progresses, the students assume greater responsibility for addressing the problems and conducting discussion.

Procedure

"As an instructional technique seminar involves creating a situation for a group to have guided interaction among themselves on a theme which is generally presented to the group by one or more members. Relevant materials are selected and organised. The organised materials are put in the form of a paper, circulated among members in advance. Now, the paper focuses on issues and brings a platform for discussion." Sharma (2007).

During discussions, participants may:

- Seek clarification of the theme presented

- Make observation in the light of their knowledge and experience regarding the theme

- Raise issues relating to the theme for further analysis and evaluation

A seminar provides its members the scope for maximum interaction. Therefore, sufficient time should be allowed for discussion session. Stimulation, agreement and disagreement of ideas also take place.

Types of Seminar

a) Mini Seminar: a seminar organised to discuss a topic in a class is called a mini seminar. The purpose of this seminar is to train the students for organising the seminar and play different roles. Usually these seminars are organised before the main seminar.

b) Main Seminar: these seminars are organised departmentally and institutionally. Specific themes are selected for this kind of seminar.

c) National Seminar: a national seminar is organised by an association or organisation at national level. Experts are invited on the theme of the seminar.

d) International seminar: such seminars are organised by world bodies and also by big renowned institutions. The topic discussed here are of universal concern.

Advantages

➢ Student plays an active role; it pre supposes that the student has background knowledge.

➢ A properly conducted seminar has potentials to teach students the method of scientific analysis and technique or research Individual student and the group as a whole try to solve the problem.

➢ Exchange of facts and efforts to crystalize group opinion is a clear advantage in seminar method.

➢ The problem solving skills of the students are sharpened by participation in seminar.

➢ The students develop vocabulary, articulation, problem solving and critical thinking skills as they participate in the seminar.

➢ A seminar helps in self-learning and promotes independent thinking.

➢ Here the students' ability to see their own problems is increased. Because personal difficulties can be compared with those of the group.

➢ Skilfully directed seminar promotes group spirit and co- cooperativeness.

Limitations

➢ Seminar is a time consuming process.

➢ It cannot be applied to new students.

➢ Timid students may initially feel nervous.

➢ .If subject knowledge is poor, unnecessary discussions arise.

➢ The approach to problem solving extends to student's professional and personal activities.

4.3.5 Conferences

A conference is a meeting of large group, organised to discuss current problems and its specifics to provide a workable solution. Generally conferences are organised by organisations. An organisation has its members. They are periodically invited to delve into different problems pertaining to the organisation or of global character. The problems of a conference can be national or social or can be religious or any other relevant area. Every organisation can decide its problem as per its requirement. But what does a conference intend? It intends to:

➢ Develop analysis, synthesis and evaluation abilities of the participants.

➢ Develop reasoning and critical abilities

➢ Develop abilities of expressing one's own feeling and observation

➢ Develop tendency to study facts and concepts in broader perspective

➢ Respect and tolerate anti-ideas and criticism

➢ Develop the feeling of co-operation and freedom of thought

Procedure

Sharma (2007), says, a conference consists of twenty or thirty participants to thousand participants in one meeting. Generally these are arranged periodically or annually. Experts in the respective fields are generally invited in conferences. Papers on different aspects of the problem are invited and the dates, time and place are finalised beforehand.

Generally a conference has three parts–inaugural part, paper-reading and group discussion and valedictory session.

Advantages

➢ It is used to generate learning situations to develop the abilities of problem solving, analysis, synthesis etc.

- Ability of expressing ideas and feelings are developed by attending a conference.
- Capacity of tolerance of ideas of others is also developed.
- Democratic traditions and values are developed among the participants.

Limitations

- A conference is costly as it requires arrangements and accommodations.
- All topics cannot be discussed through conference.
- An evaluation of conference outcome is often difficult to determine unless participant observers or recorders are asked to evaluate it.
- Group discussions are generally dominated by good speakers and other members do not get enough opportunity of participation.

4.3.6 Projects

Project is a hands-on task to be performed by the students as a part of their academic assignment. It has evolved from the philosophy of pragmatism. It is experience-centred strategy related to life-situation. Any activity to be called project must possess four cardinal principles–Spontaneity, Purpose, Significance, and Interest or Motivation.According to Kilpatric, "A project is a whole-hearted purposeful activity proceeding in a social environment. Kilpatric has classified the project method into four types–

a) *Constructive*. Here learners have to construct some things related to social life. e.g. charts, models, maps, parcels etc.

b) *Artistic*. These projects are generally allotted in the aesthetic fields of life. e.g. in music, drawing, painting, art and culture.

c) *Problem-Solving*. These projects are given to solve the problems related to any life-situation or related to any subject e.g. how to operate bank accounts? Or how to send an email or letter. These general problems if solved, will make a child efficient for social-life.

d) *Group-Work*. A team of students is assigned a work to be performed. e.g. to develop a garden in the school.

Principles Involved in Project

This teaching strategy is based on the following principles–

a) *Principle of Utility*. Choose those projects which are closer to the social life.

193

b) *Principle of readiness*. Involve the learners in finding the solution of the problem with their active participation.

c) *Learning by Doing*. Learner performs certain tasks and experiences new things. This adds to his knowledge and results in learning.

d) *Socialization*. It develops the feeling of cooperation and group work.

e) *Inter-disciplinary Approach*. To involve the knowledge of different subjects in solving the social problems.

Assumptions for Project Method

➢ This teaching strategy should not be used as an independent teaching strategy but as a supplementary teaching technique.

➢ Teacher should try to utilize the inexperience and waste projects to prepare models etc.

➢ To avoid the problem of supervision, teacher may appoint a leader to each group of students.

➢ Teacher should fix a time limit for each project.

Advantages

➢ It helps in developing social norms and social values among the learners.

➢ It provides invaluable opportunities for correlation of various elements of the subject matter and for transfer of training or learning.

➢ It helps in growing knowledge very effectively as a results of their close cooperation on social participation in the spirit of democracy.

➢ As students get proper freedom to execute the project in accordance with their interest and abilities, because of which they get their psychological needs satisfied to considerable extent. b. This method is not only subject-centred, but due importance is being provided to the students also.

➢ Through this method, students are provided with various opportunities by which they can satisfy their interests and desires.

➢ Habit of critical thinking gets developed among the students through this method.

➢ With this method, students get the ample chances in which they can develop coordination among their body and mind.

- Through this method, teacher can lead a well-balanced development of the students.

- Through this method, science teaching can be done with considerable success, as science is a practical subject and this method is also scientific and practical in nature.

- This method helps in promoting social interaction and co-operation among the students, as they have to work in a group and have to interact with various persons for gathering information.

- As students gain knowledge directly through their own efforts, thus, they acquire permanent kind of information, which is retained by them since a long period of time.

- Mostly the projects are undertaken in classroom as classroom assignments, because of which load of home work from the students get reduced to considerable extent.

- It helps to widen the mental horizon of pupils.

- It sets up a challenge to solve a problem and this stimulates constructive and creative thinking.

Limitations

- This method takes a lot of time to plan and execute a single project.

- It is not possible to design different projects for different topics and it is also not possible to cover all the topics or content in a single project.

- For proper execution of a project, large number of financial resources are required.

- Such method can only be prove successful if the teacher is highly knowledgeable, alert and exceptionally gifted.

- Systematic and adequate learning is not provided by this method, as it is a method of incidental learning. Through this method, students learn only what is required by them in relation to the completion of the projects.

- Generally, it is found that teachers do not possess much information regarding the manner in which this method should be used as a result of which they hesitate from using this method, as a result of which, its utility remains more or less limited to negligible extent.

- Sometimes the projects may be too ambitious and beyond student's capacity to accomplish.

- The project cannot be planned for all subjects and whole subject matter cannot be taught by this strategy.

- It is not economical from the point of view of time and cost.

- It is very difficult for a teacher to plan or to execute the projects to the learners and supervise them.

4.3.7 Exchange Programmes

An exchange program is a wayof learning new concepts and skills while immersing oneself in a different culture.During this program a teachernot only discovers exciting new concepts, but also has the opportunity to form lasting friendships with others. In addition, one has the opportunity to expand one's horizons and develop valuable intercultural skills. In this program one has to stay away from the native institution for a period of time. Living away for a longer period of time will also challenge the way one looks at the world. It will teach him/her to respect the differences between countries and cultures as well as tolerating the beliefs of others. One will also develop skills like leadership, self-confidence and independence.

In the field of special education, Indian institutions suffer from dearth of both human and material resources. Exchange program would give these institutions and their teachers excellent opportunity for exchange of ideas and skills and experiences. This will greatly help them in enhancing their existing potential.

On exchange program, NCFTE-2009 says,

"A few exchange teacher fellowships could be provided for each district to enable selected teachers to go for a period of three months to one academic year to a school in another state within the country or even outside the country, to teach and learn there. Similarly, schools could play host to such visiting teachers and plan how best to utilize their services during the period of their stay. Teachers could also be provided short-term fellowships and funding support (based on proposals) to either come to the DIET, CTE, IASE and University Department or carry out specific activities for the school children and teachers in their own district. There could, for example, be a good story-teller, who either plans or conducts workshops for teachers on the art of story-telling, or to visit schools to conduct story-telling workshops. In the long term, in every DIET, CTE, IASE and University Department offering teacher education, some of the faculty positions may be converted into such fellowships for teachers from the district. Teacher fellowships could also be provided to enable them to spend one or two years in colleges of teacher education, as faculty of these colleges, involved in the preparation of teachers."

Advantages

Educational

➢ International learning and knowledge propels teacher-learners towards acceptance and understanding of an array of different cultural and community perspectives.

➢ Language acquisition is achieved through practical immersion.

➢ Awareness and adoption of alternative, multi-faceted approaches to learning takes place.

➢ Analysis and problem solving skills is developed.

➢ Enhanced interest in global issues as well as a broader general knowledge.

Personal

➢ Self-development and awareness leading to enhanced self-confidence and self-esteem.

➢ Maturity develops and social poise takes place so as to confront challenges outside a familiar support network and comfort zone.

➢ Integration into another family as well as the development of life-long friendships, fostering an appreciation of home and family.

➢ A tremendous sense of accomplishment upon completion encourages the teacher to develop independent opinions, make informed decisions and strive to attain fresh goals.

Long-term

➢ Prospective employers in almost every field look favourably upon experience gained while living overseas and knowledge obtained of another language and culture.

➢ Increased pressure to communicate and relate to others develops an awareness of group dynamics and personal sensitivity towards others.

➢ Successful program completion represents an excellent measure of personal flexibility encompassing an ability to reach, compromise, focus and succeed through challenging times.

Limitations

➢ Exchange programs are costly and therefore not always affordable

➢ In the field of special education, this is even more troublesome because the institutional distance (between the institutions of exchange) is sometimes too large.

➢ Exchange program in special education not only involves exchange of teachers, but of many other materials.

4.4 Structures and Models of in-service teacher education

4.4.1 Sub-district Level

Professional Conferences and Meetings

Attending meetings and conferences connected to the profession, e.g., on one's subject areas, could also be counted towards professional development and teachers could be permitted to avail of duty leave, 3 to 4 days a year, to attend such meetings. Some funding support to travel and to attend such meetings could also be provided.

Professional Fora

"Providing professional fora such as meetings in the school and in the cluster to discuss and review one's practice, to plan for annual work calendars, and on a weekly and monthly basis to plan for one's teaching as well as to discuss with colleagues, the school academic head and resource persons at the cluster or block level, is an essential aspect of the teaching profession. The school time-table needs to include the provision of time for enabling teachers to discuss classroom concerns and plan for teaching. At the cluster level, the availability of resources in the form of reference materials, access to internet resources and to resource persons is essential. Equally important and significant is the participation of teachers in teacher networks, school-based networks, school twinning partnerships and union networks. Participation in such activities should be encouraged as a valid form of in-service development of teachers."–NCFTE-2009.

Subject Group

According to NCFTE-2009, "Teachers could be encouraged to form subject groups at the block level, which could be provided with support to plan for development of teaching of the subject in the block through a variety of ways – seminars for teachers, trainings, 'melas' and children's clubs. These could be given an official status and space at the concerned block resource centre and have linkages with the DIETs, CTEs and IASEs. Such subject groups could be linked with the faculty of local colleges or universities in order to strengthen interactions between groups and provide for synergy between them. Each DIET, CTE and IASE could support a few university faculty fellowships to enable interested people from the university to come and spend up to 4 to 5 months, undertaking activities with teachers and children."

4.4.2 District Level

DIET

These institutes provide training to primary teachers. In every district there must be one DIET to give full-fledged training courses of all kinds at all times especially to primary teachers. NPE–1986 suggested for the establishment of DIET across the country. A DIET has three main roles:

a. Training

b. Resource support

c. Action research

The special target groups of DIET are–

a. Girls and women

b. Scheduled castes and tribes

c. Minorities

d. Handicapped

e. Other educationally disadvantaged group

A DIET has the functions to perform–

a. Training and orientation of elementary school teachers, head masters, supervisors and instructors of schools

b. Academic and resource support to elementary and adult education programs

c. Action research relating to specific problems in the district

4.4.3 State Level

University Departments of Education (UDE)

Being funded by UGC the Department of Education (DOE) provides training to the educational administrators and curriculum specialists to bring about improvements in the evaluation and the examination systems.

The following are the functions of department of education–

➢ To organize training for school teachers;

➢ To launch programs for teacher education and initiate research work;

➢ To launch and organize the programs for the post graduate teachers, which are not organized at other centres;

- To development instructional materials and methods in teacher education;
- To organize extension lectures and programs to encourage the teachers and the research workers to contribute towards the discipline of education;
- To generate awareness in terms of new methodology and technology .

State Institutes of Education

This is established in every state to impart in-service education to primary school teachers, teacher educators and educational supervisors. They disseminate new educational information through their publications. They also undertake research on different fields of education. The State Institute of Education focuses upon the training, preparation of teaching aids, and evaluation needs continuity to achieve quality education. At the initial stage, SIE took into consideration only primary education. At the later stage, its scope became widened to pre-primary, secondary and higher secondary education.

Extension service departments

Many colleges have extension service departments. The purposes of these department are to re-orient teachers through seminars, workshops and refresher courses.

Summer institutes for teachers

In collaboration with UGC, many universities have opened summer institutes for teachers especially in science subjects. Courses of six week duration takes place during summer vacation and teachers take benefit out of it.

SCERT

The main objectives of SCERT are, to enhance the quality of education by conducting various types of educational research, to improve teacher education, to enhance the quality of the educational institutions, to upgrade educational methodology and to make provision of publicity to educational innovations. Essentially it is concerned with planning, management, research, evaluation and training. Some of its functions are bringing about improvements in school education, continuing education, non-formal education and special education; to impart service training to the inspectors of pre-primary to higher secondary education; to impart in-service training to the teachers from pre-primary to higher secondary schools; to make available the extension services to the teacher education institutions and co-ordinate the same; to prepare teaching aids for educational institutions and to motivate the teachers to undertake research in terms of the content methodology.

State Board of Teacher Education (SBTE)

The Kothari Commission for the first time in 1966 recommended for the establishment of SBTE. The main function of this agency is to develop teacher education within the state. Many states like Madhya Pradesh, Maharashtra, Jammu & Kashmir and Tamil Nadu have these boards. Ministry of Education enforced the states to have SBTE suggestions. The following are its functions–

➢ to determine the standards of the teacher training (TE) institutions;

➢ to modify and improve the curriculum and the instruction systems;

to develop the criterion for the recognition of the TE institutions;

➢ to administer of the guidance facility of the TE institutions;

➢ to develop the criteria for admission in TE and evaluating the efficiency in teaching for the student teachers; preparing the plan for the qualitative and quantitative development of teacher education;

➢ to provide guidance to the universities and state institutions for bringing about improvements in the curriculum, textbooks and the examination system of teacher education;

➢ to determine the educational and the physical conditions of the teacher education institutions for affiliations;

➢ to develop a sense of co-operation among the university departments and other training institutions;

➢ to provide financial assistance and providing suggestions for the development of state-teacher educators.

SIET

State Institute of educational technology has been set up in six states such as Andhra Pradesh, Bihar, Gujarat, Maharashtra, Odisha and Uttar Pradesh in order to implement the INSAT education project effectively. These institutes are functioning under the administrative control of the SCERT in some states and under the Directorate of Education in other states.

The Ministry of Human Resource Development (MHRD) renders financial assistance of SIETs. The State Council of Education Research and Training (SCERTs) are mainly expected to implement the educational technology projects utilizing all kinds of modem media, methods and materials. SIET produces interactive multimedia learning objects

and disseminates audio, video and multi-media content to schools. The greatest positive aspect of SIET is its wide geographical coverage.

4.4.4 Regional Level

Regional Institutes of Education (RIEs)

Regional institutes of education are established by central government as a part of NCERT in four regions of India–Ajmer for western region, Mysore for southern region, Bhubaneswar for eastern region and Bhopal for northern region–to experiment in the field of teacher education in India. Later on another institute was set up at shilling to cater to the demand of north-eastern states. Some of its functions are:

➢ To provide training to school teachers

➢ To publish books, journals, newsletters; develop kits, multi-media materials for promising teachers

➢ To collaborate with other agencies at state and central level for better educational experimentation

4.4.5 National Level

IGNOU Institute of Professional Competency–Advancement of Teachers (IIPCAT)

This is established in 2009 to prepare competent teachers in for all stages of education–pre-school, primary, secondary, senior secondary and tertiary stages. Its mission is competency advancement of teachers at all level of education and in all aspects of teacher's function and responsibility. Providing in-service education to teachers is one of responsibilities besides other endeavours.

National University of Educational Planning and Administration (NUEPA)

The National University of Educational Planning and Administration is a central organisation that provides training for educational planning and administration with the main purpose of developing the skills and competencies in the educational administration as an in-service program. It provides training facilities in educational planning and administration at the state level and the regional level with the main purpose of developing the efficiency. It also publishes journals and books for promising teachers in this area.

National Council of Teacher Education (NCTE)

The Kothari Commission Report of 1964-66, suggested bringing improvements in teacher education and establishing the National Council of Teacher Education. In

September 1972, Central Advisory Board in Education accepted the stated proposal, which was supported by the fifth national plan. And on 21st May, 1973, the MHRD established NCTE which later on received an independent constitutional status in 1993. Its objectives are to work towards the co-ordinated and planned development of teacher education, and to bring about improvements in the standards and functioning of teacher education.

The major activities of NCTE are dedicated towards four important areas. These are research, development programs, training and evaluation.

NCTE functions through the standing committees. At present it has committees for pre-primary education, primary teacher's education committee, committee for secondary college, committee for special education, teacher education committee, and in-service teacher education committee.

NCERT

The NCERT was established by the MHRD in 1961. NCERT is an autonomous organization, working as an academic wing of the Ministry of Education. It provides assistance to the ministry in the formulation and implementation of the policies and programs in the field of education. It has established the National Institute of Education (NIE) at Delhi and five regional colleges of education at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. It collaborates with state departments, universities and institutions, following the objectives of school education and has contacts with the national and international institutions. It communicates the outcomes of the research to the individuals by publishing books and journals.

NCERT organizes and conducts various programs with respect to research, development, training, extension services, publishing material, study and evaluation. It also organizes summer institutes for the school teachers and the teacher educators that are primarily focusing upon their professional growth and development.

CIET

The Central Institute of Educational Technology is an institution under the NCERT and is located at New Delhi. Its main concern is the innovations using various media in school education. It comprises several units such as Programmed Learning, Educational Television, Innovations, Production and Evaluation. It has organises the training of teachers for the Satellite Instructional Television Experiment in different states. The Institute is concerned with education at all levels and in all its aspects. It aims at bringing improvement of education through the use of educational technologies.

Some of the functions of CIET are:

➢ Orientation of educational planners, administrators to the concept of educational technology.

➢ Training in specialized areas, radio, audio, television and video production and low-cost teaching aids.

➢ Production of audio-visual educational materials and other low-cost aids.

➢ Research and evaluation to test and improve systems, methods and materials.

4.4.6 Voluntary efforts

In India, there are various organisations at various capacities which provide in-service teacher education to the teachers. A large chunk of these institutions are government funded or established. But there are also private endeavours in these areas. Many private foundations are taking initiatives in this direction. SMILE foundation (2002) is such an example. It conducts teacher training and capacity building programs across India. The first programme for North India was held in New Delhi which included 37 teachers and instructors from 23 grassroots NGOs from Uttar Pradesh, Bihar, Madhya Pradesh, Jammu & Kashmir, Chandigarh & Punjab, Haryana, Rajasthan and Delhi NCR. The training programme for West India was held in Mumbai which included teachers from 23 NGOs from Maharashtra, Gujarat and Goa. In East, 43 teachers from 26 NGOs from Assam, Bihar, Chhattisgarh, Jharkhand, Odisha, Tripura and West Bengal and in South teachers and instructors from 18 NGOs from Andhra Pradesh, Karnataka and Tamil Nadu participated in the programme. Another voluntary organization known as Agasthya International Foundation provides training to the teachers. Teachers learn to incorporate experimental learning in to their lessons, to engage the curiosity of their students in ways that appeal to both their senses and their intellect. Teachers learn the value of using models and demonstrations, and are given practical training to successfully integrate these into their lessons.

4.5 Modes and Models

4.5.1 Modes

It is better that training to the teachers need to be provided through different modes. Gone are those days when only one mode of disseminating knowledge was possible. But now with the advancement of technology teachers can have multiple opportunity for availing other means of learning. Let's discuss some of these modes of transaction.

Face-to-Face Mode: This is the oldest mode of transaction. Here, the expert and the trainee meet at personal level and sort out problems. Knowledge is given to the trainees through traditional means of discussion, demonstration and lecture. Doubts are clarified personally. Most of our in-service programs are still conducted in this mode. This is because not all the teachers and even experts are techno-savvy. Moreover, all our educational institutions are not well-equipped with technology. Therefore, this becomes the only viable mode of interaction.

Distance Mode: Now-a-days this mode is becoming more prominent. There are teachers who cannot attend face-to- face training due to reasons multiple; for them distance mode would serve the purpose. In distance mode, the trainees may not have the scope of meeting the expert physically like the previous one, but can contact him/her telephonically. Modules and materials will be provided to them and they have to self-study those materials. There will be scope of interaction for the trainees when they can contact understand the subject matter. But by and large, the transaction is one way and self-study type.

On-line Mode: Very recently, this on-line mode is gaining popularity. With the use of modern technology, particularly ICT, our teachers who engage themselves in the field of special education can enlighten themselves. MOOC Portals are providing opportunity to our teachers to refresh their knowledge through on-line learning. In India SWAYAM is an example of success of this kind.

Mixed Mode: Here the trainee can use different modes of learning simultaneously or as needed by him/her. As per the requirement of the course, s/he can go for using either face-to-face mode of communication or on-line mode or a distance mode kind. In this context, NCFTE-2009 says, "Open Education as a concept, coupled with modalities associated with Distance Education, does not stand as an exclusive transactional modality. There are several aspects of ODL which will get meaningfully translated only if the boundaries between direct human engagement and ODL tend to get diffused to the extent possible and perhaps, desirable. A modular approach to the development of teacher education curriculum along with a focus on independent study and on-line offering involving interactive modes of learning and the consequent modification in the approaches to assessment and evaluation has indeed a potential to make education reach the unreached. It is recognized that ODL can be strategically employed in continuing professional development of teachers, particularly with a view to overcoming the barriers of physical distance, especially making use of independent study material, on-line support and two-way audio-video communication. Of particular relevance are those elements of ODL which involve independent study. However, the primacy of direct human

engagement and actual social interaction among student teachers as the core process of initial teacher preparation needs to be emphasized. ODL, as a strategy, can be a powerful instrument for providing continued professional support to the teacher practitioner."

4.5.2 Models

Models provide framework or design to an activity. They tell how a particular activity is to be performed. They also explain a concept scientifically. The following models can be used for in-service teacher education.

Induction Model

Induction programmes are fornewly recruited teachers. The period of induction can be of 12-14 days. Face to face or videoconferencing modes may be used for organising such induction programmes. In addition, self- instructional materials can also be given to help the new teacher. Organising induction programmes for the newly recruited teachers is a must because this gives an orientation about what they are supposed to do. Particularly, when there is the question of teaching special children, the necessity of induction is even more. It is because a novice teacher may have some amount of exposure about the general education, but not about the special education system.

One Shot Model

In this model, the training is given once at a stretch. Trainees are provided with knowledge and skills that can have utility for a pretty longer period. Generally basic and fundamental concepts relating to a field are disseminated through this model. Trainees use the knowledge for their whole life. These kind of training are therefore longer by period and require much concentration of tasks. Orientation program for college and university teachers is an example of this model.

Recurrent Model

In recurrent model trainings on the topics are provided periodically. Once teachers are exposed to certain knowledge domains or skill or proficiencies they continue it for some time and then discontinue. Or it may so happen that whatever learnt by them is no longer used because of the change in knowledge domain. Therefore, teachers have to continuously up-date their stock of knowledge. In recurring model, trainings are offered periodically so that teachers can make themselves abreast of the latest developments.

Cascade Model

NCERT describes this model as a centralised approach todisseminate information and skills among large chunk of teacher populations. This approach generally focuses on

the exploration of new concepts and the demonstration and modelling of skills. Here, a small group of teachers are selected to receive intensive trainingand then they provide training to their peers i.e., they serve as 'master teachers or champion teachers'. This model has tremendous potential particularly with regard tosupport provision at school level. In this model, the training is a one-time event and in one location without on-going support, it rarely results in effective changes for teaching learning. Cascade training flows down through levels of less experienced trainers until it reaches the target group and in the process, the important information tends to be lost.

Multi-site Model

Here the trainees have the freedom to choose training sites as per their convenience. As we go to multiplex we find the same movie in different theatres. Then we decide to enter into one theatre hall and watch the movie. Likewise, a particular course program can be transacted in different places of the same venue. The trainee can avail one particular venue as per his convenience.

School Based Model

In a given school there are many teachers. All need training. The school cannot send all teachers to training. This is not practically possible. If in a school a lot of teacher join at the same time and it is not possible to send them for training, the school can invite experts and organise training program in its campus. Beside training program, many other activities for teacher development can also be carried out.

Course Work Model

This is a kind of praxis based approach where the trainees learn basics of subject matter through hands-on training. Training involves both theory and practice. They have to listen their experts first, then they were given tasks to accomplish after which they are graded. Course work is an intense immersion in the subject matter for a relatively longer period of time. Generally, newer concepts that require skills to master are transacted through this model.

4.6 Planning an in-service TE programme

Unplanned work does not yield required output. Unplanned efforts are like misfired bullets. They hardly hit the target. Whereas planning makes an effort focussed, specific and time-bound. Better planning results in better output. Let's discuss the pros and cons of planning an in-service teacher education program.

4.6.1 Purpose

The success of any program depends on how better it is planned. Planning makes the work smooth and easy going. A better planning of in-service program helps in serving the following purposes.

➢ Planning helps to decipher every details of an activity in advance.

➢ Planning helps to arrange and organise activities sequentially and justly.

➢ Planning saves time, money and resource.

➢ Planning helps noticing discrepancies and mishaps in advance.

➢ Planning gives clarity and understanding of procedure.

4.6.2 Duration

As per NCFTE–2009, "Keeping in mind the aims of in-service programmes for professional development, there is a need to recognize the variety of types of in-service programmes and experiences that can contribute towards and sustain professional development…….If it is for the development and strengthening of overall practice of the teacher, then there is a need to recognize a variety of activities and interactions that could also contribute towards this objective."

"Courses of short and long duration designed to develop either specific skills or areas of interest could be developed and offered to teachers to attend over the year. For example, a DIET could design and offer courses in specific topics such as 'teaching fractions', 'developing secular attitudes among children' or 'AIDS education'. Some of these could be of a short duration, say 4 to 5 days, while others may even be for a longer period of time, from 1 to 3 months, to enable teachers to develop a specific core area in which they need to strengthen their knowledge-base and professional skills, e.g., using theatre in the classroom, organizing and managing group activities. If schedules for such courses along with their content areas are announced well in advance, teachers could sign up and take these courses as and when they wish to. Some of these courses may be designed as continuous periods while others may be designed with gaps in between, during which teachers could practice and come back to share experiences. Such courses could award certificates. Enrichment of content and acquaintance with newer pedagogical approaches will add to improving the performance level of teachers."

For teachers of special education the duration of the courses can be same or vary as per the need and modalities.

4.6.3 Size of group

Ideally, smaller groups receive better training. Because the trainer gets ample time to supervise each trainee personally. But smaller group size require more number of programs which in turn require more resource consumption. Therefore the group size must satisfy the requirements of both the organiser and the beneficiaries. Generally a group of thirty is standard group in Indian context. The number may vary as per requirements.

4.6.4 Activities

Peretti et al (1998) suggest the following activities to be included as a part of in-service teacher training besides the regular classroom interaction. These are:

➢ Visit to colleagues classes

➢ Education through meeting with colleagues from other school (exchange of experience, excursions, and joint events)

➢ Internal formation at school, organised for teacher teams by external instructors

➢ Team formation at school through work on specifically school-targeted projects

➢ Self-study

➢ Seminars, courses, visits

➢ Internal formation at school, organised by the staff

➢ Open formation at school for group of teachers, parents, and pupils (e,g. On perspectives, professional orientation, work methods, etc.)

Besides these said activities teachers can innovate many more activities relating to their work and include them as part of in-service training. Actually in-service training is nothing but an endeavour of the teacher to self-improve his/her stock of knowledge.

4.6.5 Budget

RCI provides the financial assistance to its approved institutions/ University departments for conduct of 3-days and 5-days CRE programs subject to the availability of budget. The Council approves a budget of Rs. 90000 for a 5-day CRE program and Rs. 54000 for a 3-day CRE program. However, grants from the Council will be limited to 60% of total budget or the actual budget, whichever is less. The following details can be taken as an example as suggested by the RCI.

a. Traveling expenses will be borne by the participants.

b. Local resource persons as well as faculty from outside the institute may be engaged. Faculty may be paid remuneration of Rs. 800/- per lecture and TA as per their entitlement. However, all these expenses have to be met within the prescribed budget.

c. A registration fee of Rs. 1200/ - per person can be charged by the institution conducting a CRE program of five days. However, registration fee shall be reduced proportionately at the rate of Rs. 240/- per day per participant for programs of less than 5 days.

d. Unutilized funds (from RCI grant + registration fee) will be refunded to RCI within 15 days from the completion of the CRE program.

e. Head-wise expenditure is to be clearly indicated while submitting income-expenditure statement and utilization certificate duly certified by a Chartered accountant. These documents can be certified by the accounts officer as well as the Director/Officer-in-charge in case of Government institutes.

4.7 Designing and organizing an in-service TE programme-

4.7.1 Assessment of training needs

To make an in-service program successful,needs and requirements are to be assessed properly. The following requirements would suffice the purpose.

Course Objectives: The first important criterion of an in-service program is its objective. What for is this program conducted? What intention needs to be realised? What outcomes are expected? Generally, the objectives of an in-service course are determined by a felt need of national or social or at-least local aspirations. And to fulfil these felt needs we want our teachers to go through course of awareness, skill and knowledge so that they can compensate the need.

Course Personnel: The second factor is identifying the personnel to whom trainings are to be given. The institution or organisation conducting in-service program has to decide who the expected beneficiaries are. How many of them can take the course? What will be their qualifications and experiences? What geographical area they are supposed to represent? And there are other subsidiary questions relating to this also. After all these questions are answered successfully, the course personnel are decided automatically.

Course Term: Now, we have to decide the term of the course–whether we want a long term course or a short one. A short term course can at least be 4-5 days duration or more while a long term course can be a three month course or even less. Courses of short and long duration are designed to develop either specific skills or areas of interest. As per NCFTE-2009, if schedules for such courses along with their content areas are announced well in advance, teachers could sign up and take these courses as and when they wish to. Some of these courses may be designed as continuous periods while others may be designed with gaps in between, during which teachers could practice and come back to share experiences. Such courses could award certificates. Enrichment of content and acquaintance with newer pedagogical approaches will add to improving the performance level of teachers.

Resource Room and Materials: To organise a program we need a lot of materials and equipments. In-service program for special educators require more equipments than general program. When we train our teachers, we need to train them about the use of different equipments and machines used for special children. These materials are to be handled carefully and are to be stored perfectly so that they can be brought and used as smoothly as possible.

Experts: To transact the business we require experts relating to special education. When we want to disseminate new knowledge, the subject experts, their areas of expertise, experience and exposure need to be taken into consideration. Their accommodation and honorarium are to be taken care of.

Use of Media and Advertisement: in modern world, to make any program successful, advertisement and media management takes a bigger role. Perfectly managed media and advertisement in advance would help the organisation in yielding positive outcomes.

Fund Management: Nothing can happen in an empty pocket. Many a times the fund needed by an organisation to arrange in-service programs need huge fund. The institution or organisation may not have sufficient fund to be disbursed. In that case, an institution can apply to different agencies (both government and private) who disburse fund for these kinds of activities. Besides RCI, many NGOs also promote CRE programs. It is the duty of the organisation to search for and contact such organisations who can help in funding the program.

NCFTE-2009 in addressing Teachers as Learners has the following recommendations–

"Teachers, as adults, have already formed a working professional identity and have experiences of teaching and associated beliefs about learners, themselves as teachers and of the teaching-learning process. Any in-service programme, whether it attempts to

211

seed new ideas, challenge existing notions and assumptions or simply provide content knowledge, needs to acknowledge and respect this professional identity and knowledge of the teacher and work with and from it.

Any effort to strengthen teachers' professional practice must equally respect them as professionals. This includes matters of training in content and approach, how trainings are announced and how they are implemented. Programmes must build on and strengthen the teacher's own identity as a professional teacher and in many cases also establish and nurture the linkage with the academic disciplines of their interest. Programmes that compromise on the professional identity of the teacher and his/her autonomy will be unsustainable in the long run, providing very little psychological motivation for teacher to internalize what they have been 'told' in their practice.

As adults and professionals, teachers are critical observers of the contents of in-service activities. The extent to which they learn from the training is a function of their assessment of its quality and the extent to which it relates to their needs.

The practice of a teacher cannot be developed through quick-fix strategies and activities, without the development of an accompanying framework/theory on the process of learning and the aims of education.

Over-training, routinized and superficial training leads to cynicism and training fatigue."

4.7.2 Identifying Essential Components

For any in-service training, before it takes place, we need to identify its essential components. If we analyse, we will find broadly two concepts–human resource and material resource. Identifying the particularities of these two leads to the success of a program. Let's examine these particularities.

Cane (1969) identified the following components for in-service program–

a) Professional knowledge

b) Skills

c) Attitude towards profession

d) Professional ethics

e) Professional skills (e, g. administrative skill, management skill, organising skill, leadership skill etc.)

f) Interest towards teaching profession

g) Courses–refers to the provision of such experiences based on sound pedagogical and empirical considerations as well as related to research findings

h) Activities–such as seminar, symposium, workshop, discussion, brain storming etc.

When an in-service teacher education program is conducted only one or two components out of the above is/are dealt with at a time.

4.7.3 Guidelines

National Curriculum Framework For Teacher Education(NCFTE)–2009 has suggested some guidelines for design of in-service teacher education program.

➢ 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 voices 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 remain on track and 'alive' rather than routine when they are implemented. This may also require then, that every group of trainers 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 programmes to attend, based on teacher's 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 impact practice. One size cannot fit all.

➢ Interactivity must not be compromised on any account. Large numbers and the use of electronic media in the place of human interaction compromise on the non-negotiable.

➢ 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 recognise 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 seek to develop or alter basic practice need to be planned towards extensive interactions over time with the same resource group.

4.8 Let us sum up

To sum up, in-service teacher education for special educators in India needs greater ramification. Many institutions of different capacity provide training program to the needy teachers. These are not sufficient. Many of them use traditional modes of delivery which needs to be revamped. More institutions, better process and increased frequency of this course will help achieve the target.

4.9 Unit End Exercises

1. Give your conceptual opinion about CRE.

2. Describe different modes of CPD briefly.

3. How is a workshop different from a project?

4. What are the benefits of an exchange program?

5. Give a comparison between induction model and cascade model?

6. Mention the activities that can be included as a part of in-service teacher education program.

7. While organising an in-service training program what basic factors are to be taken into consideration?

8. What are the major components of an in-service training program?

9. Mention the national organisations relating to in-service teacher education and briefly describe their roles.

10. Evaluate DIET and NCTE as organisations of teacher training.

4.10 References

https://continuingprofessionaldevelopment.org/why-is-cpd-important/

http://studylecturenotes.com/project-method-of-teaching-meaning-advantage-disadvantages/

http://www.vkmaheshwari.com/WP/?p=385

https://www.slideshare.net/maheswarijaikumar/seminar-method-of-teaching-92749722

https://www.slideshare.net/MandeepGill1/project-method-of-teaching

https://www.ef.edu/pg/student-exchange/

https://eca.state.gov/files/bureau/youth-exchange-and-study-yes-full-report-aug-2009.pdf

https://wep.org.au/student-exchange/benefits-of-student-exchange/

http://rehabcouncil.nic.in/forms/Sublink1.aspx?lid=1034

https://www.researchgate.net/publication/329528111_Agencies_of_Teacher_Education

https://www.educationforallinindia.com/page112.html

NCTE (2009).National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher, New Delhi.

Sharma, S.P. (2007). Teacher Education: Principles, Theories and Practices. Kanishka Publications:New Delhi.

Mohan, R. (2011). Teacher Education. PHI: New Delhi.

Verma, M. (2006). Teacher Education.Murari Lal and Sons: New Delhi.

Unit-5 ◻ Issues and Challenges in TE for Education of Children with Disabilities

Structure

5.1   Introduction

5.2   Objectives

5.3   Teacher motivation and working conditions; opportunities for professional development

5.4   Organizing TE : Conventional versus ODL

5.5   Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI

5.6   Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum

5.7   ICT and TE

5.8   Lets sum up

5.9   Unit End Exercise

5.10 References and Further Reading

5.1 Introduction

The concern to provide special education existed as early as the 1940s. With the Universal declaration of human rights coming into force in 1948, the realisation of Universal special education was the main agenda of the world conferences. (Bloom and Cohen, 2002). Free access to special education is a right in the Universal declaration of human rights. The 1989 Convention on Children's Rights which most countries signed to, voted on this right as legally binding. Emphasis has been put on universal primary education since the 1990s, and this has spread to many countries. Children

with physical disabilities make up one of the most socially neglected groups in society today (Helander, et al, 2011). They face different forms of exclusion which affect them in different ways due to factors such as the kind of disability they have, where they live and the culture or class to which they belong (UNICEF, 2013).The element of disability consists of people whose activities are limited by physical disabilities e.g. individuals with visual or hearing disabilities, chronic illness, mental health and communication disorders, intellectual disabilities, genetic disorders, disfigurement, and those with problems associated with aging or delay in achieving development/ cognitive capabilities (Combrinck, 2008). World Health Organization (1996) defines disability as "any restriction or lack of ability to perform in a manner or within a range considered normal for a human being" (WHO, 1996). Inclusion of children with disabilities is a step towards achieving the goal of children with disabilities in the education system. Children with special needs feel as members of the group or class in their school when they participate fully like any other member of the group or class. Education needs of children with disabilities can be achieved by restructuring the general education system through inclusive process. In this case, the teachers take responsibility for the education of all learners. In preparing the curriculum to suit all the learners, the physical structures must be tailored in a way that all the different groups are accommodated. While it is a fact that an individual can be born with disabilities, disability can be acquired at any point in a person's life. This therefore, should be a rallying point for those who have the responsibility of establishing an environment capable of dealing with any would-be cases of disability. Although inclusion provides enrichment for all involved, it is important not to overlook the challenges one is facing. A curriculum which suits the educational needs of children with disabilities should be designed together with the pedagogical way of teaching as well as the educational environment that will suit the learners. It's important to design a simple curriculum soas to make it easy for the participants to understand, achieve good outcomes, and prevent lack of participation from the student. To improve upon the capabilities of children with disabilities and children with special education needs, the choice of theright curriculum and pedagogical practice for training as well as education environmentis very important (Mcdermott, 1993), referring to a study in American society.

In education, the paradigm shift requires equipping teachers with the skills, knowledge and understanding to break from an old teacher-centred pedagogy and move to new forms of pedagogy that encompass reflective practice, collaborative practice, using pupil peer support and child-to-child methods. Pedagogies and methods that have proved effective for learners with special educational needs – such as: co-operative

group teaching; peer tutoring; a supportive classroom climate; social skills training; cognitive strategy instruction; self-regulated learning; memory strategies; phonological awareness and processing; behavioural approaches; functional behavioural assessment; direct instruction, review and practice; formative assessment and feedback; assistive technology; augmentative and alternative communication – have mostly been shown to be effective for all learners too (Mitchell, 2009).

5.2 Objectives

After going through this unit you will be able to

- Discuss about the teacher motivation its importance in their professional growth

- Discuss the challenges faced by teachers and of teacher education

- Explain the importance of different modes of learning

- Discuss about the role of /link amongst MHRD/NCTE MSJE/RCI

- State/understand the importance of ICT in teacher education

- Discuss about disability approach in teacher education

5.3 Teacher motivation and working conditions; opportunities for professional development

5.3.1 Motivation meaning and definition, teacher motivation

It has been stated motivation arouses interest, interest and attention in turn leads to learning. Motivation is an indispensable technique for learning. It energizes and accelerates the behavior of learner. Desirable changes in learners' behavior is only possible when a learner is properly motivated. It is said no learning is possible without motivation. Motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. The main features of motivation are a goal-oriented continuous process and a psychological phenomenon that converts abilities into performance.

The word "motivation" comes from the Latin word "movere", which means move.Motivation may be defined as the act of stimulating someone to take a desired course of action. Motivation is not a new concept. It has been practiced from time immemorial albeit, in a different manner. Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned

behavior will not occur unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. That is, are changes in behavior better explained by principles of environmental/ecological influences, perception, memory, cognitive development, emotion, explanatory style, or personality or are concepts unique to motivation more pertinent. Tremendous research has been conducted on motivation and a number of theoriesdefinitions have developed to explain it.

Definitions of Motivation:

According to B.F. Skinner, "Motivation in school learning involves arousing, persisting, sustaining and directing desirable behavior."

According to Woodworth, "Motivation is the state of the individual which disposes him to certain behavior for seeking goal."

According to H.W. Bernard, "Motivation is the stimulation of actions towards a particular objective where previously there was little or no attraction to the goal."

According to L.D. Crow and A. Crow, "Motivation is considered with arousal of the interest in learning and to that extent is basic to learning."

On the importance of motivation, researches have shown that employees with high job motivation show, greater commitment to their job; on the other hand workers who feel more commitment even when things are not moving forward according to the procedure , minimize the impact of this problem.

Teacher motivation: The teacher must be interested in what he/she is teaching and in the children whom he/she is teaching. If not motivating the class is questionable. Globally we need more well-trained and motivated teachers. Good teachers can help ensure that every child learns to their full potential from an early age and enters adult life well-equipped to be active citizens and support the development of their community and country. Special education teachers have a higher rate of burnout than is found in most other professions. The burnout rate is the result of a number of issues that often culminate in these teachers leaving their jobs. While a special education teacher may start their career with the intention of helping disabled students become productive members of society, they face several challenges that make the task extremely difficult. It is recommended to ensure that teachers have a voice in policy formation and implementation, as well as school-level decisions recognize teachers, for good performance and improvements ensure that teachers' basic needs are met. Provide quality support and professional development, especially for beginning teachers. Provide the 'right incentives to motivate teachers. Mobilize parents and community members to better support teachers

and schools. It's important to ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.

5.3.2 Factors that affect motivation and professional development of teachers'

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

There is a global shortage of teachers, especially teachers who are sufficiently trained and motivated to include children with disabilities (and children from other marginalized groups) in regular schools. Such inclusion is however vital for achieving Education for All goals and bringing the millions of currently excluded children into education. In order to develop the skills, experience and confidence to be inclusive of all children, teachers need to learn about and practice inclusive education during pre-service and in-service training. They need to be given opportunities for continuing professional development which is not limited to simply attending training courses throughout their careers. Governments and donors need to strengthen investments in educational improvement, and priority should be given on improving the educational opportunities of marginalized children and communities.Policy-makers and trainers responsible for developing and delivering teacher training and for recruiting teachers need to understand inclusive education and its importance for educational improvement. They need to grasp the concept of inclusive education as an approach which can improve boththe quality of education for all and also provide specialized support whereneeded for children with disabilities.

The National Policy in Education (NPE) 1986, while charting out the educational priorities for the nation has pointed out that Teachers are not given proper opportunities for professional and career development, and are not sufficiently oriented in techniques and values to carry out innovative and creative work to fulfill their roles and responsibilities effectively. In order to overcome these difficulties, it is proposed that specially designed Orientation and refresher courses be organized for teachers as in-service training and continuing education. Academic Staff Orientation Scheme, which was later on renamed as Academic Staff Colleges Scheme was initiated by the University Grants Commission in 1987 based on NPE recommendations.

Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills that would enable them to carry on the functions in the most efficient and effective manner.

5.3.3 Challenges faced by teachers' and challenges in teacher education

Professionally powerful teaching is very important and increasing in our contemporary society as a result of the steam of the dynamic initiatives of human development and evolution. Due to these standards of learning would be higher in the 21st century than it has been earlier. As a result teaches would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the present environment.

Every teacher needs to learn about inclusive education, from day one of their training. This should be achieved by embedding inclusion, rights and equality throughout all training and not simply covering these issues through standalone courses. Every teacher also needs opportunities for inclusive education practicum during their training, and to feel supported to continue trying new ideas throughout their employment. There needs to be an effective balance of theoretical and practical learning for teachers at pre-service and in-service stages. Inclusive education training and continuous professional development need to be designed and delivered with inputs from diverse stakeholders, in particular community members and professionals with disabilities, to give a stronger sense of reality to teachers' learning experiences.The teaching workforce needs to be more diverse, and targeted efforts are needed to ensure that people with disabilities can train as teachers, find work and be supported in their jobs. Some of the challenges faced by teachers:

a. Misperception that teaching is easy

Teaching is a uniquely difficult job, one that comes with a set of huge responsibilities; however, many people fail to recognize the teacher's role. The various disabilities of the students with whom special education teachers work multiplies the job's difficulty. These teachers are largely unrecognized and unsupported by the public.

b. Non-Instructional responsibilities

Many teachers are trained and willing to teach but find themselves burdened with responsibilities

that remove them from the classroom. Special education teachers often find themselves being required to go to meetings, conducting assessments and dealing with loads of paperwork.

c. Lack of support : At a time when many large school districts are experiencing high levels of growth, CWD teachers are being asked to do more with less. Salaries are being cut in many districts, and there is often very little in the way of technical assistance provided by school administrations.

d. Dealing with Multiple Disabilities

A special education teacher's classes may have students with various disabilities. Since each student is a unique case, the teacher must modify their lessons to suit each disabled learner by providing individualized education programs.

e. Handling Death

Among students in a special education classroom, there are often some with severe chronic illnesses that may result in death. Handling this is a challenge to which special education teachers will have to adapt.

f. Handling the Problems of an Inclusive Classroom

The concept of having classrooms that contain both CWD students and students who are developing typically is becoming popular. This type of education poses new challenges for a special education teacher. Teachers in these classes are charged with eliminating cruelty and insensitivity from among their students and ensuring that those with special needs are treated with respect.

g. Professional Isolation

The nature of a special education- teachers work is very different from that of traditional teachers; the result of this is that standard classroom teachers may not view them as colleagues. There may be a professional stigma attached to the work of teaching "slow" students. Special education teachers often work with smaller groups and may focus on skills rather than content, thereby leading to the perception that their work is easier or less important.

h. Lack of support from parents

Some parents of special needs children are disinterested in the welfare of their children and fail to provide them with adequate care. Alternatively, they may be overly protective. Both can be problematic for the child and for their teacher. Disinterested parents may have no involvement with their child's education or interaction with their teachers, whereas overprotective parents may have unrealistic expectations from the child and the child's teachers. Both attitudes can shape children in negative ways. Parental disinterest may make special needs students less motivated and parents who are overprotective often diminish their child's confidence and make it harder for them to learn.

i. The difficulty of discipline in a special needs classroom

Disabled children may have behavioral issues including restlessness and moodiness. They may also exhibit problems like a short attention span or an inability to understand what is being taught. Special education teachers have to learn how to deal with these problems as well as how to take appropriate disciplinary measures.

j. Budget problems

Across the nation, special education programs are facing increasing enrollment and decreasing budgets. The result is that there are fewer teacher assistants available, which results in a greater workload for special education teachers. They may also face shortages of essential resources and equipment for delivering effective lessons.

Any one of these challenges would make the work of a teacher incredibly difficult; as a group, they turn the job into a set of arduous tasks. Unfortunately, the result of the pressures placed on teachers is that the students suffer. Teachers need to be aware of and face these challenges, have the mental and emotional fortitude to overcome the challenges in order to improve the prospects of their students.

Challenges in teacher education:

Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprises of teacher education should be raised to a university level and that the duration and rigour of the programmes should be enhanced.

- Inclusive education

- Perspectives for equitable and sustainable development
- Role community knowledge in education
- ICT in schools and e-learning

5.4 Organizing TE: Conventional versus ODL

5.4.1 Meaning of conventional and ODL

Teachers are vital for education. Unless we can get more teachers, and better teachers, we will not reach the target of making quality education available for all. But there are still shortages of teachers, still large numbers of under qualified teachers, and still many who need further professional education and training as they work. Conventional approaches to teacher education have not met all the demands upon the profession and this has led to an interest in open and distance learning alternatives.Teacher education has to deal with a whole range of different jobs: to enable teachers to develop the potential of their pupils; to serve as role models; to help transform education and through it society; to encourage self-confidence and creativity. At the same time, many educators often hope that student teachers will develop appropriate, and where necessary changed, attitudes to their job. In order to meet these hopes, teacher education may include four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences.

The concept of open learning and distance education system focuses on open access to education and training to make the learners free from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners. Open and distance learning (ODL)is one of the most rapidly growing fields of education now a days and it has substantial impact on all education delivery systems. The new ODL system is growing fast because of the development of Internet-based information technologies, and in particular the World Wide Web. The concept of ODL education came from idea where the learners and the teachers cannot be in a class room and they should be separated by some geographical distance or may be they cannot come close to each other to make the entire education system flexible. The term open and distance learning reflects both the fact that all or most of the teaching is conducted by someone who is away from the learner, and that the mission aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum

224

or other elements of structure. Open and distance learning systems can usually be described as made up of a range of components such as: the mission or goal of a particular system, programs and curricula, teaching/learning strategies and techniques, learning material and resources, communication and interaction, support and delivery systems, students, tutors, staff and other experts, management, housing and equipment, and evaluation. The ODL system is used for school-age children and youth those who are unable to attend ordinary schools, or to support teaching in schools, both at primary and secondary

5.4.2 Conventional vs ODL

Conventional training method has been losing its importance due to the technological development, changing attitude of faculty, and innovative needs of curriculum. Hence, Conventional training method will not help to meet the requirements which are very essential to the teacher. Most of the Teacher in the higher education unable to update their subject knowledge and upgrade the modern methodologies due to time gabs between their study periods and job position. The field of special education has grown tremendously in the past few years, demanding frequent updates for the professionals. Periodic in-service training programmes for teaching professionals to keep them abreast of the developments world-wide and to equip them to face the challenges of changing trends is of paramount importance.

United Nations Educational, Scientific and Cultural Organization(UNESCO)'s initiatives in open and distance learning are based on its overall priority to ensure the right to education for all[1,2,3]. While the use of distance education was given early support by the Organization, new developments in information and communication technologies, in particular the Internet and the World Wide Web have radically increased the demand for lifelong education but also provided new means to meet the demand. Facing the educational challenges of the 21st century, UNESCO continues, through its support of open and distance learning, to contribute to the construction of knowledge societies in a lifelong learning context. Within its overall priority, UNESCO focuses on fostering basic education for all to meet the commitments of the Dakar World Education Forum, encouraging and supporting action in its Member States with special emphasis on co-operative efforts to develop open and distance learning systems and programmes to the benefit of those deprived of basic learning skills. Attention is given to open and distance learning to meet the educational needs of the adult population, with a view to providing new and alternative learning opportunities for those who were initially

deprived of them, or who, for one reason or another, did not make use of them. UNESCO continues to strengthen the role of ODL in the diversification of educational delivery systems, notably, for technical and vocational education, encouraging co-operation and partnership between enterprises, professional bodies and distance teaching institutions. Support is also given to ODL to meet the special needs of the disabled, migrants, cultural and linguistic minorities, refugees, populations in crisis situations, who cannot be efficiently reached by traditional delivery systems. Great importance is attached to ODL in teacher education, specially, for in-service teacher training and also for the training of teacher educators. The potential contribution of ODL to the development of higher education is fully recognized and supported by UNESCO. UNESCO gives great importance to international, interregional and regional co-operation for the promotion of open and distance learning.

Teacher education is an important area where distance education has been used extensively to provide pre-service teacher preparation, upgrading of academic qualifications, and in-service continuing professional development in particular subjects, content areas and instructional methods. The distance learning initiatives in countries such as Chile, China, India, Mongolia, Nigeria, to prepare new teachers or upgrade skills of the existing teaching force. The use of open and distance learning for teacher education is a crucial strategy when expansion or quality improvement is needed in the public education system. Distance education may play an increasingly important role during this decade in helping address the growing shortage of teachers, educational administrators and other educational professionals experienced in both developing and developed countries. Internet serves as the principle/ supplementary means of providing both pre-service and in-service teacher education. There is a growing number of high quality Web-based professional development resources available for educators globally. The Web also provides opportunities for online mentoring and support of novice teachers during their teaching and to develop online communities of practice. Virtual Web based environments for teachers now enable them to seek help from other teachers, locally, nationally, or globally in solving classroom problems, sharing lesson plans and materials, interacting with experts in particular fields, and in planning collaborative curriculum development projects. Distance education may also play a major role in upgrading the knowledge and skills of teacher educators both in higher education and educational agencies. The advantage of distance education is that it makes teacher preparation and professional development programs easily accessible to indigenous peoples and others located in remote, rural areas who

may not have convenient access to higher education institutions and where there is often a shortage of well-prepared teachers and other educational professionals.

Four major threats have been identified towards attainment of the education targets, a) shortages of teachers b) female teachers are in a minority c) untrained or under trained teachers d) new goals create new demands (e.g. gender parity, inclusive education, peace and social cohesion, multi-grade teaching etc.) (Perraton, 2003). The balance between these four elements is important. This leads to two distinct important areas of teacher education. First is the initial education & training of teachers and second is their continuing professional development. It is recognized that ODL can be strategically employed in continuing professional development of teachers, particularly with a view to overcoming the barriers of physical distance. However, the primacy of direct human engagement and actual social interaction among student-teachers as the core process of initial teacher preparation needs to be emphasized. ODL, as a strategy, can bepowerful instrument for providing continued professional support to the teacher practitioner.(NCTE, 2010). The ODL programs are not necessarily cost-effective all the time. The development and teaching of online programmes may cost as much or more than face-to-face equivalents, though the cost structure will be different from that of face-to-face teaching or other kinds of distance education. Since students will often need to bear some of the costs, this may affect their access. The advantages of information and communication technology lie in its potential for increased interaction with and between learners, speedier delivery and feedback on assignments. At the same time it also needs some technology inputs within the learners to access different information and communication technology. Poor institutional collaboration and co-ordination may lead to some problem in programme delivery. The experience of joint collaboration between institutions is also very limited. Educational sector faces chronic shortages of resources and personnel and hence the pressure felt by the distance education providers to expand access both in numbers and ingeographical coverage and the scarcity of resources (Nhavoto, 2005).Print plays an important role in ODL system, either as lead or supporting medium. It is convenient, low cost, familiarity and suitability for combining with a variety of other media.Still, there are certain areas in teacher education where printed materials are not much helpful. Programmes focusing on teaching methodology need face to face contact with instructor. However, no single medium can effectively provide the kinds of things teachers need to learn or see,especially when learning about teaching approaches and processes. Selection of appropriate medium of instruction is also a challenge for learner and institution as well.

Open and distance learning has been widely applied to teacher education and there is some record of success too. With differing emphasis on different parts of the programme it has been deployed for teachers at different stages of their careers, and in support of national programmes of development. By realizing importance of teacher education.

National Assessmentand Accreditation Council (NAAC, 2007) developed quality indicators in teacher education forassessment of teacher education progranmme offering through on campus mode or ODL mode.

They have six broad key areas representing six dimensions of a teacher education including its entireacademic as well as administrative activities. The six key areas are: a) Curriculum Design andPlanning, b) Curriculum Transaction and Evaluation, c) Research, Development and Extension,d) Infrastructure and Learning Resources, e) Student Support and Progression, and f)Organisation and Management

5.5 Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI

5.5.1 Role of MHRD/NCTE and MSJE/RCI in teacher education

The well-established tradition of teaching and learning in India has retained its inherent strength even under adverse circumstances. The post-independence period was characterized by major efforts being made to nurture and transform teacher education. The system of teacher preparation has come under considerable pressure as a result of the expansion and growth of school education, through efforts to universalize elementary education. Having inherited a foreign model of teacher preparation at the time of independence from Britain in 1946, major efforts have been made to adapt and up-date the teacher education curriculum to local needs, to make it more context based, responsive and dynamic with regard to best meeting the particular needs of India.

As reported by the MHRD, Government of India (Annual Report, 1999-2000, p.8)" One of the major achievements of NCTE during the short period of its existence has been the publication of monographs, reports and self learning modules for teacher educators and teachers during 1998-99. The publications brought out by NCTE provide a comprehensive view on several important aspects of teacher education."To be specific NCTE has brought out 66 publications and 6 CD ROMs by 2000-2001.Besides many seminars, conferences and workshops are being organized by NCTE in different parts of the country for improving the teachers competency,

upgradation of syllabi and b development of materials on teacher education. Besides academic activities, the NCTE has achieved some success in its regulatory functions by bringing a vast majority of teacher training institutions under its purview. Particularly, commercialization of Teacher Education has been controlled to a great extent at the cost of a large number of cases pending in the courts and a huge expenditure on account of this. A so called landmark decision taken by NCTE was "to make Information and Communication Technology (ICT) literacy a compulsory part of B.Ed. course, mainly to create general awareness amongst the teacher trainees about ICT and its use in teaching-learning." (NCTE Annual Report, 2000-2001 p.3). Unless qualified and competent teachers/teacher educators are in a position to utilize properly the hardware facilities supplied by various agencies, the purpose for doing the same may not be realized. A landmark achievement was the establishment of the National Assessment and Accreditation Council (NAAC) by the UGC for quality assurance and enhancement of higher education.

National Council of Teacher Education (NCTE) :Kothari commission Report (1964-66) criticized Teacher Education Programme being conventional, rigid and away from reality. It expressed the need of establishing National council of Teacher Education in order to improve the standard of Teacher Education. In September 1972, Central Advisory Board in Education accepted the said proposal which was supported by fifth National plan. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993.

Objectives :

To work especially towards planned and coordinated development of teacher-education.

To improve the standard and functioning of teacher-educators.

Functions :

According to the Act 1993, NCTE performs the following functions :

- Undertake survey and studies relating to various aspects of teacher-education and publish the results.

- Making recommendations to the center and State government Universities, the U.G.C and other institutions in the preparation of plans and programmme's in the field of teacher education.

- Coordinating and monitoring teacher education and its development in the country.

- Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher- educators at different levels.

- Developing norms for any specified category of courses or training in teacher-education, including minimum eligibility criterion for admission.

- Preparing a guideline and specified requirements for starting new courses and programmes under teacher education.

- Developing a guideline for general teacher-education programme.

- To advise central government on matters like teacher – education (in building pre-service / in-service training), evaluation of the curricula for teacher — education and periodical review with respect to revision of curricula.

- To advise state governments on any matter of their concern.

- To review the progress of plan of teacher- education, submitted by central / state governments.

- To advise the government on ensuring adequate standards in teacher - education.

- To give approval to teacher - education institutions.

- To lay down norms for maintaining standards of teachers - education.

- Promoting innovations and research studies and organize them periodically or annually.

- Supervising the teacher education programmes and providing financial assistance.

- Enforcing accountability of teacher development programmes in the country.

- Preparing a programme for in-service teacher education for orienting teachers for latest development.

- NCTE functions through the following standing committees :

- Pre – Primary, primary teachers' education committee.

- Secondary college - teacher education committee.

- Special education - teacher education committee.

- In-service - teacher - education committee.

- Activities of NCTE are with respect to : Research - Extension services; Development programmes;Training &Evaluations.

In India, majority of the teacher training programmes are one year diploma courses after high school education, run by non-governmental organisations. There are university level programmes in the country leading to the B.Ed. degree after graduation. In the past, great variations were noted in the content, process and evaluation of the teacher training programmes run by the non-governmental organizations in India. The constitution of the Rehabilitation Council of India (RCI) brought about some changes in these aspects of teacher training programmes. RCI is currently making efforts to streamline the teacher training programmes in terms of syllabus, infrastructure and staff pattern, to assure the quality of training. It is now essential that higher level programmes also have uniformity in content and process, according to the directives of RCI in collaboration with Department of Education, Ministry of Human Resource Development. The syllabus for university level programme (B.Ed. - Special Education) has been already standardised by RCI, while the M.Ed. syllabus is in the process of standardisation.The Rehabilitation Council of India(RCI) was set up as a registered society in 1986.On September,1992 the RCI Act was enacted by Parliament and it became a Statutory Body on 22 June 1993.The Act was amended by Paliament in 2000 to make it more broadbased.The mandate given to RCI is to regulate and monitor services given to persons with disability,to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education.The Act also prescribes punitive action against unqualified persons delivering services to persons with disability.

Objectives of RCI(Rehabilitation Council Of India):

- To regulate the training policies and programmes in the field of rehabilitation of persons with disabilities

- To bring about standardization of training courses for professionals dealing with persons with disabilities

- To prescribe minimum standards of education and training of various categories of professionals/ personnel dealing with people with disabilities

- To regulate these standards in all training institutions uniformly throughout the country

- To recognize institutions/ organizations/ universities running master's degree/ bachelor's degree/ P.G.Diploma/ Diploma/ Certificate courses in the field of rehabilitation of persons with disabilities

231

- To recognize degree/diploma/certificate awarded by foreign universities/ institutions on reciprocal basis

- To promote research in Rehabilitation and Special Education

- To maintain Central Rehabilitation Register for registration of professionals/ personnel

- To collect information on a regular basis on education and training in the field of rehabilitation of people with disabilities from institutions in India and abroad

- To encourage continuing education in the field of rehabilitation and special education by way of collaboration with organizations working in the field of disability.

- To recognize Vocational Rehabilitation Centres as manpower development centres

- To register vocational instructors and other personnel working in the Vocational Rehabilitation Centres

- To recognize the national institutes and apex institutions on disability as manpower development centres

- To register personnel working in national institutes and apex institutions on disability under the Ministry of Social Justice & Empowerment

5.6 Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum

5.6.1 Single disability versus cross disability

All school going children, whether they are disabled or not, have the right to education as they are the citizens of the country. Some children with special needs may not benefit from regular classroom education due to various reasons. In such a cases, it is only appropriate that they be provided with education in some other meaningful way. This entails changes in curricular decisions and classroom arrangements, provision of aids and appliances, arrangements for finances and , appropriate teacher preparation. The preparation of regular school teachers at primary and secondary levels is more or less streamlined in India, while the preparation of special teachers still faces problems related to the role of teachers in the different service programmes for people with

disabilities, and the competency levels of teachers in terms of the ability to teach children with a single disability and those with multiple disabilities.

Analysis of various government reports and policy documents clearly suggests that international mandates and policy frameworks have provided a significant impetus to efforts undertaken at the national level. The UN General Assembly's declaration of 1981 as the International Year of Disabled Persons; proclamation of 1983-1992 as the Decade of the Disabled by UN; followed by the UNESCAP Decade of the Disabled Persons from 1993-2002; and subsequently the World Conference on Special Needs Education in Salamanca in June 1994, have all played an important role in bringing the spotlight on to people with disabilities, especially on education as a vehicle for integration and empowerment. Not surprisingly, many of these mandates have shaped new national legislations and policies. Here the following four legislations have had a significant impact on the government and the NGO sector, of these the first three are specific to people with disabilities:

- Rehabilitation Council of India Act(1992): states that CWSN will be taught by a trained teacher.

- Persons with Disabilities Act(1995): educational entitlement for all CWSN up to 18 years in an appropriate environment.

- National Trust Act(1999): provide services and support to severely disabled children.

- The 86th Constitutional Amendment (2007): free and compulsory education to children, up to 14 years.

These legal mandates have also helped shape the comprehensive National Action Plan for Inclusion in Education of the Children and Persons with Disabilities (MHRD, 2005), and the National Policy for Persons with Disabilities in 2006 (an MSJE initiative). While some have argued that India has one of the most progressive disability policy frameworks amongst the developing economies, there remains a huge challenge in operationalising this vision, which is in itself marked by contradictory and conflicting messages. Therefore, there is a need to critically re-examine some of the assumptions that underline these frameworks.

Children with disabilities are disproportionately represented among those who are missing out on education. Research indicates that having a disability more than doubles the chance of never enrolling in school in some countries. Disability is often a more significant factor in relation to exclusion from education than gender or geographical

location. Coming from a poor family and having a parent with a disability also increases the likelihood of a child being out of school. The quality of education for those attending school is unsatisfactory. Millions of children are currently in school but are learning very little because of inefficient and inadequate education; children in poor countries cannot read a single word even after several years in school. As a consequence of these quality issues, children with disabilities who do access education often do not participate on equal terms with their non-disabled peers, or achieve to their full potential. This has enormous implications for their chances of finding decent work and playing an active role in their country's social, political and economic life.

The international community has committed itself to achieving universal basic education through the Millennium Development Goals and Education for All goals. Yet these frameworks pay insufficient attention to marginalised groups such as children with disabilities – which is a major reason why they continue to miss out on quality education.One important step that can be taken to this end is to pay greater attention to recruiting, training and supporting teachers to respond to the diverse needs of learners.

The pressure of making teacher preparation programs more accountable in meeting the needs of

individuals with disabilities in inclusive settings is increasing. Several trends in the education of students with significant disabilities have influenced the training of teachers, past and present.

In the1990s: several legislative decisions were enacted for the rights of people with disabilities. The Rehabilitation Council of India (RCI) Act was passed in 1992. The RCI Act provided standards for rehabilitation professionals; one type of rehabilitation professional being special education teachers. This act is important because it establishes consequences for teaching without a license. Later in 1995, the Peoples Disabilities Act (PDA) was another important legislation that was passed in India. Just before that in June 1994 representatives of 92 governments and 25 international organizations, and over 300 participants formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed a dynamic new Statement on the education of all children with disabilities, which called for inclusion to be the norm. In addition, the Conference adopted a new Framework for Action, the guiding principle of which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. All educational policies, says the Framework, should stipulate that

children with disabilities attend their neighbourhood school 'that would be attended if the child did not have a disability.' (Salamanca Statement, 1994)

The cross disability approach in other words – it is an approach which comprehensively takes in to account all different kinds of disabilities together and promote collective planning In this approach focusing on particular subgroup should be avoided whenever possible because distinction often leads the most vulnerable people to further stigmatization. This is about making policy decision collectively and gives equal wattage across all disabilities for the disabled people themselves. This approach seeks co-operation and network on various categories of disabled.

In 21st Century schools, it is crucial that teachers are prepared to welcome an increasingly diverse population of students in their inclusive classrooms. Teachers need to be ready to make curricular accommodations for students with varying abilities. The process of inclusion requires the general classroom teacher to have certain knowledge and understanding regarding the needs of diverse learners, pedagogical techniques and curriculum strategies. Hence, the task of initial teacher education is to prepare graduates who enter a profession which expects them to individually and collectively improve the learning and participation of all children. In this sense, the evolution of inclusive education is at the cross roads and raises the question, whether teacher preparation programs should focus on training inclusion specialist teachers. As part of their training, these inclusion specialists would know how to integrate a student with academic, physical and social developmental delays into the mainstream classroom. Evidence based research on teachers' training indicated five high priority focus areas that included: collaborative treaning and teaching, curricular and instructional modifications and accommodations, personal supports, assistive technology, and positive behavioral supports. Therefore the role of the special educator in an inclusive school would include working with the different general education teachers, teaching aides, therapists, social workers, etc. The role of the inclusive educator will include teaching in varied settings, working with teams, providing materials and problem-solving. Communication with various people within the school community would be another key responsibility.

The teacher's role in low income countries is commonly understood in a very traditional way as being about transmitting knowledge to the students (as opposed to facilitating learning). As such teachers often rely on teacher-centred 'chalk and talk' and rote learning approaches. Changing pedagogy and improving the quality of classroom interaction can be a cost-effective way of improving education and inclusion, particularly

in contexts where learning resources and teacher education are limited (Hardman and Abd-Kadir, 2010). However, most teacher education programmes struggle to challenge the dominant perceptions of teaching and the role of the teacher, in part because many teacher educators replicate the transmission of knowledge approach that they experienced as students (O'Sullivan, 2010). Strategies are being developed to break down traditional 'chalk-and-talk approaches. For instance, Hattie (2009) refers to the use of cross-age peer tutoring as an instructional strategy that has the potential to transform pedagogy in poorly resourced contexts, particularly in multi-grade classrooms. For earlier guidance to develop such strategies see Ainscow (1994 & 1999). For teaching in an inclusive classroom, a teacher needs to possess competencies that help her/him to plan and implement strategies that provide students wider access to regular curriculum. Research says that the teachers in an inclusive classroom should have the:

- ability to problem-solve, to be able to informally assess the skills a student needs (rather than relying solely on standardised curriculum);

- ability to take advantage of children's individual interests and use their internal motivation for developing required skills;

- ability to set high but alternative expectations that are suitable for the students. This means developing alternative assessments;

- ability to make appropriate expectations for each student, regardless of the student's capabilities. If teachers can do this, it allows all students to be included in a class and school; and ℺' ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills (Chadha, A. 2001)7. Also the teachers must be able to:

- recognise and respond to the diversity of students in their classrooms;

- accommodate to students' different learning styles and rates of learning by employing a range of teaching methods, including cooperative group learning, peer tutoring, team teaching and individualised instruction;

- be aware of the rights of students with education support needs

- locate appropriate material, equipment or specialists; and

- identify and overcome barriers to learn.

- consult with and develop partnerships with parents/caregivers and colleagues;

- use appropriate forms of assessment;

- adapt their instruction to the prior knowledge and beliefs of students; 7 Chadha, A. (2001). (T

- create an inclusive community that extends beyond the walls of the school; and

- seek to enhance the self-esteem of all students (Quinn, S. and Ryba, K. 2000)8 . Teaching Strategies The last section described some of the teaching competencies required to teach in an inclusive classroom. On one hand, the teacher in an inclusive classroom has to accommodate the different learning styles and rates of learning. On the other hand, s/he has to ensure that equitable educational opportunities are provided to all students. Therefore, the first step is to ensure that effective and inclusive teaching practices are in place. The following are the two major strategies that are commonly used in inclusive classrooms: (a) Cooperative Learning (b) Peer Tutoring

5.6.2 Disability issues in general education curriculum

Education is the core of equality and empowerment. Though the right to education and to equality of educational opportunities is guaranteed by the Constitution of India, it is disturbing to find that more than half of the population of children and youth with disability are denied these rights and do not receive adequate schooling in an appropriate environment. Most of these out of school children with disability are those who are refused admission in the neighbour hood schools where all other children of their village go to study. Usually, the major reasons for not granting admission to these children in mainstream schools are that they do not have enough resources for these children or they should be going to only special schools specially made for these type of children. The message from the school system is loud and clear. The society assumes that the future of children with disability is worth less than that of other children. Many parents of children with disability, not being aware of the developments in this field lose hope for the future of their children. They prefer to sit back and accept their fate without pushing matters any further. High quality education for all children is only possible if the system is able to provide meaningful curriculum, effective teaching by trained teachers and adequate support for each student. Too many children with disability have fallen victims to an education Equal access to education is a matter of right and not a privilege. 2/Meeting Special Needs in Schools system that is rigid and not able to meet their individual needs. If we firmly believe that all children can learn and most of them can be included in regular education, we need to create a regular class environment that nurtures acceptance of diversity and promotes friendships based on reciprocity and mutual respect.

The overall context in which teachers are working and education systems are operating has changed and become more complex. There are pressures to achieve EFA and the provision of free primary (and increasingly, secondary) education; plus calls to include children with disabilities and from linguistic minorities, street children, children living with or affected by HIV and AIDS, and previously excluded girls (or boys, depending on the context). Societies are becoming more diverse and the demands on teachers are more complex. Perhaps inevitably, therefore, inclusive education is often perceived as an additional burden for teachers, and for those tasked with preparing teachers (despite examples 36 illustrating how teachers can find that appropriate training and support around inclusion can actually make teaching more enjoyable and effective).

In any situation, an analysis of the people who have a stake in education, and in the process of making education more inclusive, is likely to reveal a complex web of individuals and organisations at all levels in society. EADSNE's (2010, p.20) extensive literature review led them to suggest "there is a need to recognise that legislation, funding, curriculum, assessment and accountability should be considered holistically if they are to support a move towards more inclusive practice in which teacher education plays a key role". The wide range of people involved in all of these aspects of work indicates the potential extent of stakeholder involvement that is needed. The literature supports a comprehensive approach in relation to the involvement of such stakeholders in inclusive education. Forlin (2012b, p.11) emphasises the importance of connections between schools, governments, policy-makers and training institutions. Various other reports stress the importance of stakeholder collaboration, for instance: "the importance of school learning communities and principals being agents of change, and collaborating with parents is emphasised" (Mirosevic, 2007, p.11). In Stubbs's (2008) experience, evaluations demonstrate repeatedly that connections between different stakeholders are essential for effective, sustainable and successful programmes. This is particularly true in relation to disability and inclusion, which are issues that permeate society and require engagement of multiple sectors and levels within society. Yet it is still rare to find examples where all the relevant stakeholders have been involved from inception and throughout the development of a programme. Teacher education for inclusion is no exception when it comes to this (poor) level of stakeholder involvement throughout the process.

The Constitution of India (26 November 1949) clearly states in the Preamble that everyone has the right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the right to work, to education and to public assistance in certain cases including disablement. Further, Article 45

238

commits to the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86th Amendment) Act, 2002, has been enacted by the Parliament making education a fundamental right of all children in the age group of 6-14 years. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with disability with other groups. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence". Integrated Education for Disabled Children (IEDC), In the 1970s, the government launched the Centrally Sponsored Scheme of IEDC. The scheme aimed to provide educational opportunities to learners with disability in regular schools and to facilitate their achievement and retention. Under the scheme, hundred per cent financial assistance is provided for setting up resource centres, surveys and assessment of children with disability, purchase and production of instruction materials and training and orientation of teachers. The scheme is currently being revised to reflect the paradigm shift towards inclusive education. The followings are some of the popular service delivery models of Integrated Education practiced in India: Resource Centre Model Self-contained Class Model Resource Room Model Itinerant Teacher Model INTEGRATED EDUCATION Conceptual Policy and Legal Frameworks/17 The right of every child to an education is proclaimed in the Universal Declaration of Human Rights and was strongly reaffirmed by the World Declaration on Education for All. The philosophy agreed upon at the Jometien World Declaration included the following statements: Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system. The Salamanca Statement and Framework for Action on Disability Education (1994) emerged as a result of deliberations held by more than 300 participants representing 92 governments including India and 25 international organisations in June 1994. For furthering the objectives of education for all, it considered the fundamental policy shifts required to promote inclusive education. It emphasises that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The term 'Special Educational Needs' refers to all those children and youth whose needs arise from disability or learning difficulties. The statement affirms, "Those with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs". Furthermore,

the Standard Rules on the Equalisation of Opportunities for Persons with Disability (1993) was an important resolution for improving the educational conditions of persons with disability. This had major implications for the Indian situation in the form of three legislative Acts – The Rehabilitation Council of India Act, 1992 (RCI,1992). The Persons with Disability (Equal Opportunities, Protections of Rights and Full Participation) Act, 1995 (PWD Act, 1995), and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999. While the RCI Act was solely concerned with manpower development for the rehabilitation of persons with disability, the National Trust Act aims to provide total care to persons with autism, mental Learn human rights... conquer human wrongs (NCF-2005) 18/Meeting Special Needs in Schools retardation and cerebral palsy and also manage the properties bequeathed to the Trust. The Persons with Disabilities (Equal Opportunities, Protections of Right and Full Participation) Act, 1995 stresses the need to provide free of cost education to all children in an appropriate environment till they are 18 years old and further emphasise their right to measures like : (a) Transport facilities to students with disability or alternative financial incentives to the parents or guardians to enable their children with disability to attend schools; (b) Removal of architectural barriers from schools, colleges or other institutions imparting vocational and professional training; (c) Supply of books, uniforms and other materials to students with disability attending school; (d) Grant of scholarship to the students with disability; (e) Setting up of appropriate fora for the redressal of grievances of parents regarding the placement of their children with disability; (f) Suitable modification in the examination system to eliminate purely mathematical questions for the benefit of blind students and students with low vision; (g) Restructuring of curriculum for the benefit of students with disability; and (h) Restructuring the curriculum for the benefit of students with hearing impairment to facilitate them to take only one language as part of their curriculum. The Tenth Five Year Plan (2002–2007) aimed to provide Universal Elementary Education by the end of the Plan. It also aimed to provide basic education for the un-reached segments and special Conceptual Policy and Legal Frameworks/19 groups. The special interventions and strategies like pedagogic improvement and adoption of child-centred practices are focused on groups like girls, Scheduled Castes and Scheduled Tribes, working children, children with disability, urban deprived children, children from minority groups, children below the poverty line, migratory children and in the hardest-to-reach groups. The Sarva Shiksha Abhiyan was launched to achieve the goal of Universalisation of Elementary Education. This adopts a ZERO rejection policy and uses an approach of converging various existing

schemes and programmes. It covers the following components under education for children with disability– Early detection and identification ;

Functional and formal assessment:

Educational placement ;

Aids and appliances ;

Support services ;

Teacher training ;

Resource support ;

Individual Educational Plan (IEP) ;

Parental training and community mobilisation ;

Planning and management ;

Strengthening of special schools ;

Removal of architectural barriers ;

Research;Monitoring and evaluation ;

Girls with disability.

Comprehensive Action Plan In order to provide education through mainstream schools to children with disabilities in accordance with the provisions of the Persons with Disabilities Act, 1995, a Comprehensive Action Plan for including children and youth with disabilities has been formulated. The different sectors to be covered in the plan are (1) Early Childhood Care and Education (2) Elementary Education (3) Secondary Education (4) Higher and Technical Education (5) Vocational Education. The Plan will be implemented through various departments at the Central and State level agencies, NGOs, Parents groups etc. The outputs of the plan would include: 1. Enrolment and retention of all children with disabilities in the mainstream education system. 2. Providing need based educational and other support in mainstream schools to children. 3. Support higher and vocational education. 4. Disability focused research and interventions in universities and educational institutions.Diversities in the classroom make learning interesting. It is important to emphasise a life skills curriculum at an earlier stage to help the students to succeed in the environments they encounter every day. The provision of a special educator intermittently may be important while developing classroom plans and learning strategies.

In India, specific learning difficulties are sometimes referred to as learning disabilities and include all types of learning difficulties children may experience in school. There is no typical profile associated with specific learning difficulties. The range and severity of special needs may vary from one student to another. The associated special needs are not easy to assess in the initial years as they are not visible and may go unnoticed. As the child grows older, a careful teacher, sensitive to the unique needs of different children in the class may be able to assess the level of these difficulties by constant observation in different settings. Most of these children study in regular mainstream schools. The provisions required would depend upon the nature of the special needs. By and large, students having learning difficulties may have a specific problems in learning to read, write and spell (dyslexia) or in manipulating numbers (dyscalculia) or have poor physicalcoordination (dyspraxia). The performance of these children may be below others in these particular areas. Sometimes, these children may exhibit problems in their short-term memory or in organisational skills. Students with specific learning difficulties may require resource support for meeting their individual needs. This support can be provided in their classroom after school hours or if possible, in another small room during school hours. The support can be provided on a one-to-one basis or in a small group. Some students may require resource support on a timetable basis. That is, in the school timetable such provisions need to be made for these students. In case, the school does not have expertise to take care of the special needs of these students, such expertise, if possible, can be mobilised from other sources like the nearby voluntary organisations. Provisions for meeting special needs of students with specific learning difficulties would include–making accommodations in the curriculum, providing adequate space in the classroom for keeping learning aids etc. In case the school can afford a computer for ICT, it would be beneficial for these students. The need for specialist support would depend upon the nature and severity of needs. The support requirements may also vary according to the different stages of school.

Early Intervention and Pre-school Years – Early assessment of needs and interventions would help in minimising the learning problems of children at risk for learning difficulties. Instead of just labelling children, it would be better for the Anganwadi or Balwadi workers or teachers to observe the child carefully and continuously so that any variations in the language pattern, specifically delays in receptive and expressive language, variations in attention patterns, auditory and spatial perception can be assessed and interventions planned with the support of a specialist before major academic difficulties emerge. The curriculum at the pre-school stage can be structred around areas like attending and listening, perception, language development, creative expression,

mathematics and physical education. Elementary Years – The specific learning difficulties of most children are easily identifiable at this stage. In an inclusive set up, these children experience the same curriculum as others with modifications and adaptations if necessary. The main focus should be on promoting success by making use of appropriate tasks that can be accomplished by these children. Examples of these accommodations are–providing a study guide for a subject like social studies, giving extra time for tests, taking shorter tests, learning spellings of different words than their peers. The students may require resource support in language, mathematics and for teaching them learning strategies on weekly basis. The skills of these children can improve significantly with appropriate interventions. Secondary School Years – During these years the emphasis is on learning content and the students facing learning difficulties may fall behind their peers in different subjects. These students can be assisted in developing cognitive strategies for negotiating different content areas. For this, they may need study guides, visual and graphic depiction of content areas for better understanding. mnemonic devices (memory aids) for better remembering of content.

Behavioural problems may manifest themselves in a number of ways. The child or youth may be destructive, show outbursts of temper, be abusive, obstinate, refuse to follow any directions, may lie, steal or else indulge in alcohol or drug abuse. Alternatively children and youth may also be emotionally disturbed if they are socially withdrawn, anxious, fearful or depressed like Sita. The special needs of these children can be classified in the following way: Individualised curricular and academic needs – Students may benefit from adaptations to the curriculum, alteration in the pace of delivery, improvements to the instructional and organisational ecology, by providing instructional feedback, continually assessing the students' learning and understanding, and instruction in learning and study skills. Social Needs – Children and youth having emotional and behavioural problems may sometimes exhibit problems in interpersonal behaviours that hamper their successful interaction with others. This may result in difficulties in their being socially accepted by other children. Training them in social skills, pairing them with other students and providing cooperative goals, opportunities for playing games, telling-stories, or singing songs together encourage interaction. Management of Behaviour – Effective strategies to support the development of effective behaviour may be required from time-totime. If a child throws tantrums and disrupts the class s/he needs to be exposed to opportunities for developing alternative behaviours. Counselling Needs – Some students may require professional support of a counsellor to overcome their behavioural and emotional problems. The assessment of the special

needs of a child with behavioural and emotional problems is the first step that needs to be taken. For this purpose information can be gathered from multiple sources like family members, neighbours and peers etc. The school may also engage services of a psychologist or a counsellor. In case the school does not have a counsellor on a regular basis, it may need to mobilise the services of a counsellor from some other institution. Many times services rendered by a social worker are also of great advantage.

There is no single agreed upon definition of disability. There are different conceptual models of disability that suggest significant changes in the way disability is understood and explained. These models, programmes, and the rights instruments reflect two primary approaches or discourses: disability as an individual pathology (defect) or a social pathology. In other words, these approaches can be expressed in a dialect of "medical model" versus "social model". The medical model views disability as a problem of the individual requiring medical care. This is to be provided to the individual as a treatment by professionals. In other words, it considers disability as an individual defect that needs to be corrected. The implication is that to be normal like others, persons with disability need to be cured by miracles or medicine. This has led people to believe that persons with disability are not capable, not educable and not fit to study especially in mainstream schools. They are to be kept safely away in special schools amongst their own kinds. This exclusion from the mainstream schools and from society on the basis of disability is a striking example of inequality. On the other hand, the social model of disability views disability, as a socially created problem. For example, if the child with disability is having problem in gaining access to the school and participate in the classroom it is not because of her disability but because of the school system. According to International Classification of Functioning, Disability stem that has failed to fulfil its obligation to be accessible to children with disability. and Health (ICF, 20015), disability under the social model is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment. Hence, the management of the problem requires social action, and it is the collective responsibility of the society at large to make environmental modifications necessary for the full participation of people with disability in all areas of social life. The issue is therefore an attitudinal or ideological one requiring social change, which at the political level becomes a question of human rights.

5.7 ICT and TE

5.7.1 Concept of ICT

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information.ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters (UNESCO, 2002). ICT stands for Information and Communication Technologies. It is a part of our lives for the last few decades affecting our society as well as individual life. ICT is now broadly used in educational world. Teacher, Student, administrator and every people related to education are popularly using ICT. Teachers use ICT for making teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching.In modern scientific and technological societies education demands more knowledge of teacher regarding ICT and skills to use ICT in teaching and learning process. In 1998, UNESCO World Education report refers about student and teachers must have sufficient access to improve digital technology and the internet in their classroom, schools, teacher educational institutions. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. The quality of professional development of teacher education depends on the extent of ICT integration in teacher education programme. ICT can lead to an improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts. Diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players and storage devices) and telephony (fixed or mobile, satellite, visio/video-conferencing, etc.).

245

Policy makers accepts that ICT in education can help the students to compete in the global economy by being part of a skilled workforce and facilitate social mobility by:

- Enhancing learning experiences and providing new sets of skills,

- Reaching more students with Massive Open Online Courses(MOOCs),

- Facilitating the training of faculties,

- Minimising costs and saving time associated with information delivery and automating regular day-to-day tasks,

- Improving the administration of institutions to enhance the quality and efficiency of service delivery.

The 1990s was the decade of computer communication and information access, particularly with the popularity and accessibility of internet based services such as electronic mail and worldwide web.

Education is of course, at the core of the knowledge economy and learning society. Correspondingly, the role of information and communication technology in schools is shifting dramatically. Thus with the advent of the internet, education has definitely benefited in more ways than can be mentioned and although it will not take over the traditional methods of education, it will continue to play a major part.

Technology, in various forms has always held forth the promise of improving education (Wenger, 1998). This is true whether one speaks of scholastic education or its relatives, corporate and commercial training programs. Computer assisted instruction (CAI), instructional television (ITV), and programme instruction (PI) can be counted as early examples of the application of information technology to education. The most recent and perhaps most visible cases are web-based training programs and degree-granting programs from institutions offered via what is known as "distance learning".

Globally, applications of information and communication technology (ICT) are making dramatic changes in economic and social development. These changes does not generally mean an increase in the number of computers appearing in homes, work places and schools but a change in the foundations of economic growth and its relationship to human capital. This economic and social change have been characterised by terms such as "knowledge economy" and "learning society", that conveys the notion that knowledge and learning are now at the core of economic productivity and social development. From these, it can be perceived that knowledge is both the engine and

product of economic and social development. Knowledge is dynamic, and the production of knowledge has more value than knowledge acquisition alone.

UNESCO's International Commission on Education for the 21st century makes it clear that learning is a treasure within and that there is the need to develop learning society, of which education has a key role to play in achieving this. With these many countries developed policies for utilizing the potential of information and communication technology in education. UNESCO concluded that all education system needs to change. There is a general feeling that the education system as we have known it over the past 20 years or more no longer adequately serves the needs of present day society. It focuses too much on learning processes which can be characterised as 'reproduction' and that there is little attention to the 'production' of knowledge and skills (such as problem solving), Delors (1996).However, learning process in most educational instructions is predominantly teacher oriented. Thus adjusting education to the needs of the future means that schools, colleges and universities have to enable learners to become more active and to make them more responsible for their own learning process. Thus learning will always be a process in which the learner needs support, in terms of well adapted subject matter, the organisation of learning activities by a teacher, adequate materials and technical infrastructure. Information and communication technology is considered to have the potential to enhance a more student-oriented approach to learning that not only prepares for, but also meets the demand of, the 21st century Maltha et al., (1999).

ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation. ICT helps to keep pace with the latest developments with the help of different technologies included in it.

The use of such technology in teaching training programmes the quality of teaching will increase effectively. A well-designed teacher training program is essential to meet the demand of today's teachers who want to learn how to use ICT effectively for their teaching. It is thus important for teacher trainers and policy makers to understand the factors affecting effectiveness and cost-effectiveness of different approaches to ICT use in teacher training so training strategies can be appropriately explored to make such changes viable to all.

5.7.2 How ICT aids in TE

The classroom is now changing its look from the traditional one i. e. from one way to two way communication. Now teachers as well as students participate in classroom discussion. Now education is based on child centric education. So the teacher should prepare to cope up with different technology for using them in the classroom for making teaching learning interested. For effective implementation of certain studentcentric methodologies such as project-based learning which puts the students in the role of active researches and technology becomes the appropriate tool. ICT has enabled better and swifter communication; presentation of ideas more effective and

relevant way. It is an effective tool for information acquiring-thus students are encouraged to look for information from multiple sources and they are now more informed then before. So for this reason ICT is very much necessary for Teacher Education.

Recent Trends in Teacher Education:-

Based on various changing needs of our society now emphasis is also given to the various educational theory and educational practices. According to these theories and practices changes are also undergo in teacher education also. It is natural that teacher education must include new technology. Teachers should also know the right attitudes values, besides being proficient in skills related to teaching. As we know the minimum requirement of any training programme is that it should help the trainee to acquire the basic skills and competencies of a good teacher.New trends in teacher education are Inter-disciplinary Approach, Correspondence courses, orientation courses etc. Simulated Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

Different Strategies for applying ICT in Teacher Education:-

i)   Providing adequate infrastructure and technical support.

ii)   Applying ICT in all subjects.

iii) Applying new Pre-service teacher Education curriculum.

iv)   By using application software, using multimedia, Internet e-mail,

communities, understanding system software.

Role of ICT in 21st Century's Teacher Education:-

- ICT helps teachers in both pre-service and in-Service teachers training.

- ICT helps teachers to interact with students.

- It helps them in preparation their teaching, provide feedback.

- ICT also helps teachers to access with institutions and Universities, NCERT,NAAC NCTE and UGC etc.

- It also helps in effective use of ICT software and hardware for teaching learning process.

- It helps in improve Teaching skill, helps in innovative Teaching.

- It helps in effectiveness of classroom.

- It also helps in improving professional Development and Educationalmanagement as well as enhances Active Learning of teacher Trainees.

- It is now replacing the ancient technology, students have competitive mind. So teacher must have the knowledge of thesubject. This can be done through ICT.

- ICT helps teachers in preparation for teaching. In order to introduce ICT inpre-service teacher education different methods and strategies are applied.

- Different tools are used such as word processing, Database, Spreadsheet etc.

- Various technology based plans are used to help the teachers for their practiceteaching.

- ICT prepares teacher for the use of their skills in the real classroom situationand also make students for their future occupation and social life.

- ICT used as an „assisting tool for example while making assignments,communicating, collecting data & documentation, and conducting research.

- Typically, ICT is used independently from the subject matter.

- ICT as a medium for teaching and learning. It is a tool for teaching andlearning itself, the medium through which teachers can teach and learners canlearn. It appears in many different forms, such as drill and practice exercises,in simulations and educational networks.

- ICT as a popular tool for organisation and management in Institutions. Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also learn

- It removes the traditional method of teaching and prepare teacher to apply modern method of teaching.

- ICT is plays an important role in student evaluation.

- ICT helps Teacher to communicate properly with their students. So ICT bridge the gap between teacher and students. ICT helps Teacher to pass information to students within a very little time. ICT helps Teacher to design educational environment. ICT helps Teacher to identify creative child in educational institute.

- ICT helps Teacher to motivate students and grow interest in learning.

- ICT helps Teacher for organizational preconditions (vision, policy and culture).

- It is also helps Teacher for their personnel support (knowledge, attitude, skills).

- ICT helpful for technical preconditions (infrastructure).

- ICT helpful for designed learning situations which are needed for both vocational education and the training of future teachers (in the teacher training institutes).

- Teacher training institutes can develop their curriculum using ICT.

- With the help of ICT Teacher training institutes can develop communication network. Teachers learn most from their own networks (learning from others) with the help of ICT.

5.8 Let us sum up

The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, ⁻The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level.

Children with disabilities face multiple forms of discrimination which leads to their exclusion from society and school. Attitudes toward children with disabilities, as well as a lack of resources to accommodate them, compound the challenges they face in accessing education. While lack of access to school is an issue, an equal concern is the inability of the education system to ensure quality education for children with disabilities.

While the Convention on the Rights of the Child and the Education For All framework aim to meet the learning needs of all children and youth, the Convention on the Rights of Persons with Disabilities recalls those obligations and further specifies that "States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children", and "ensure an inclusive education system at all levels and lifelong learning" (articles 7 and 24).

The overall context in which teachers are working and education systems are operating has changed and become more complex. There are pressures to achieve EFA and the provision of free primary (and increasingly, secondary) education; plus calls to include children with disabilities and from linguistic minorities, street children, children living with or affected by HIV and AIDS, and previously excluded girls (or boys, depending on the context). Societies are becoming more diverse and the demands on teachers are more complex. Perhaps inevitably, therefore, inclusive education is often perceived as an additional burden for teachers, and for those tasked with preparing teachers.In addition to pressures generated by EFA and increasingly diverse societies, the demands arising from the Millennium Development Goals to drastically increase enrolment, also require education systems to 'produce' millions more teachers in a short time. Such pressure leaves governments, etc, feeling there is little time for a thorough re-visioning of the whole structure, approach and content of teacher education. This is despite that fact that it would arguably make more sense to ensure the new wave of teachers receive, from the start, an improved training for work within a more inclusive system, rather than governments and NGOs playing an even bigger game of catch-up several years down the line by trying to deliver inclusive education in-service training to an even larger teaching population. In situations where government infrastructures break down, it is often civil society and NGOs who are most effective at creating and sustaining the necessary programmes and community relationships (Stubbs, 2000a).The providers of education for pre-service teachers around the world are still largely operating from a teacher-centred pedagogy and have little recent and relevant experience. They do not teach inclusive education principles. When children with disabilities are covered

it is in discrete courses based upon the old deficit medical model approach. Student teachers and their educators have little practical experience in inclusive settings. Teacher educators have low status and little scrutiny of what they are doing and how effective it is. There is a reticence amongst the more progressive academics to use categorical approaches to impairment for fear of regressing into segregative medical model approaches. A growing number of teacher educators are realising their courses must include regular encounters with disabled peoples' organisations and Disability Equality Studies (Section 3.5 and 3.6). Teachers in schools and other education settings Teachers are still fearful of having children with disabilities in their classes, often reflecting local traditional negative attitudes. When questioned, most think inclusion is a good idea in principle, but 128 Acknowledgement to UNESCO,(2005 a) Guidelines for Inclusion: Ensuring Access to Education For All, Paris, UNESCO, 2005, p. 24 137 complain of not getting frequent and relevant training on how to include children with disabilities. Governments in the global South have largely left in-service training to NGOs, who are not able to bring such programmes to scale and often leave the work once their funding finishes (DANIDA, 2005). (See Section 3 in general.) The current method of choice for in-service training is generally cascade training, which is perceived as reaching larger numbers of teachers. But this approach has been widely criticised as inadequate for achieving sustained attitude and practice changes among teachers (see Section 3.3.3). Classrooms and their teachers are still largely isolated and depend on the quality and dedication, or lack of it, of the classroom teacher. Teachers lack regular and effective whole-school professional development on inclusive education linked to career enhancement. As such they are extremely vulnerable to failure for children who present learning needs different from the norm. Throughout the majority world, teachers lack status commensurate with their valued position, lack decent pay and career structure, and professional organisation is very rudimentary or non-existent. There is a chronic lack of locally available specialist support, expertise and materials on impairment specific needs. School leaders have generally had inadequate support and professional development to lead theirschool staff and stakeholders in the process of developing inclusive education, developing impairment specific adjustments and challenging disabilist thinking (within the community and among pupils by challenging name calling and bullying, and insisting that an understanding of disability oppression is part of the learning of all pupils).

To ensure quality education for children with disabilities the following must be addressed:

- Promote accessible and inclusive learning spaces - Ensure physical accessibility for children with disabilities, including commuting and moving around in the school environment as well as having safe access to water and sanitation

facilities whilst at school. Likewise, learning materials need to be made available in accessible formats to suit the needs of children with different types of disabilities.

- Invest in teacher training for inclusive education - Where available, approaches to education for children with disabilities have changed over the years. While the initial emphasis was on 'special schools', there has been a shifting that indicates a preference towards inclusive education. Preparation and orientation of teachers for inclusion should happen through teacher training which, besides the child-centred pedagogy will also address attitudes towards children with disabilities, and how to prepare/support families for them to be encouraged to keep their children in school and informed about their children's potential.

- Take a multi-sectoral approach - Barriers that prevent children with disabilities to access education are located both within and outside the education system, for example transport, social services for assistive devices, health etc.

- Involve the community - The education of children with disabilities must include a strong involvement from community as well as from parents, being two key factors which determine the success of IE.

- Collect data for evidence building and progress monitoring - In order to have evidence to advocate for inclusion and create a baseline for monitoring progress in disability mainstreaming in the educational system, it is required to collect and disaggregate data on the patterns of enrolment, attendance, completion, attainment and drop out as a result of having a disability (in addition to gender, ethnicity, income level, geographical location etc.). Also other qualitative and quantitative studies, like one on Out Of School Children, provide important baselines and as such must become a regular component of monitoring education standards. Research findings are helping to define strategies to ensure specific target groups are reached.

Such teachers are needed to become advisors and itinerant teachers supporting and trainincg teachers in mainstream/regular schools in the impairment specific skills and knowledge to successfully include children with disabilities. Such expertise would include working with deaf-blind pupils, Braille and mobility training, Sign Language, augmented and facilitated communication,differentiation of materials and learning, spcialist use of ICTand use of physical aids and appliances. The most effective way to promote inclusion is for education personnel themselves to include representatives from marginalized groups at all levels. Teachers with disabilities should be encouraged

by positive action andrelaxing and removing 'medical fitness to teach criteria'. Therefore teacher education needsinclusive and accessible policies, environments, materials and ethos. The type of leadership needed for inclusion is different from the traditional, authoritarian role – leaders need to be role models, be creative, supportive,problem solvers, able to learn from mistakes and failures, and have high expectations from

everyone. Research demonstrates that teacher educators need to model good inclusive practice in the way they train teachers and become student/child centred. They also need to update their knowledge and skills and be able torecognise good practice. This often has more impact than the content. Suchmaterials promoting understanding of the inclusive education of children with disabilities,illustrated by examples drawn from a similar economic and cultural situation, need to explainthe main methods/ pedagogy of running an inclusive classroom and how to meet the range ofaccommodations and supports children with different impairments require.

5.9 Unit End Exercise

- What are the problems of teacher education?
- What are the problems faced in dealing with CWD?
- Suggest any measure to improve the teacher education facilitites in our country
- What the objective of RCI?
- Does ICT influence teaching learning?
- How would you apply ICT in your classroom teaching?
- Does disability act as a hurdle in receiving education?
- What is teacher education?
- What is the function of NCTE?
- What are the two aspects that motivate a teacher?
- What are the issues/challenges in inclusion?
- Suggest any measure for improvement of inservice teacher education
- What is single disability?
- What are the merits of ODL?
- What is the difference between ODL and conventional
- What are the factors that enhance professional growth of teachers?
- Can a collaborative approach to teacher education be inititiated?

254

- What are the problems of main streaming?

- What are the benefits of ICT in teaching learning?

5.10 References

[1]. Miller, G (1993) Distance education encounters new technologies. American Independent Study Newsletter, Fall 1993 [2]. UNESCO (1985): Final Report: The 4th World Conference on Adult Education, Paris: UNESCO [3]. UNESCO (2001d): Teacher Education through Distance Learning, Technology .Curriculum . Evaluation . Cost, Paris: UNESCO

Retrieved December 4, 2019, from www.iddcconsortium.net 5

Aggarwal, Y. (2008). Revitalisation of education statistics in India. Issues and strategies. Available at: http://www.dise.in/webpages/Edstat1.htm

Abberley, P. (1987). 'The concept of oppression and the development of a social theory of disability'. Disability, Handicap and Society, 2(1): 5-21.

Asian Development Bank (2010). Strengthening Inclusive Education. Mandalyong, Philippines: Asian Development Bank.

Agbenyega, J. (2007). 'Examining Teachers' Concerns and Attitudes to Inclusive Education in Ghana'. International Journal of Whole-schooling, 3: 41-56.

Ahmed Z.N.,(2006). Using the Child-to-Child Approach to Identify Pupils with Poor Eye-sight: An example from Pakistan. http://www.eenet.org.uk/resources/docs/ ctc_pakistan.php

Ahuja, A. (1996). Moving Towards Inclusive Education: An innovative teacher training experiment. Studies on Classroom Processes and School Effectiveness (India NCERT under the aegis of the DPEP, quoted in Singal 2005).

Ainscow, M. (1994/2004). Special Needs in the Classroom: A teacher education guide. Paris: UNESCO.

Ainscow, M. J. (1999). Understanding the Development of Inclusive Schools. New York: Routledge. Ainscow, M. (2008) 'Inclusive Education: The way of the future', International Conference on Education 48th session, Geneva, Switzerland, 25-28 November 2008: final report. Geneva: UNESCO International Bureau of Education. www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/ ICE_FINAL_REPORT_eng.pdf

Chauhan, S. S. (1992). Innovations in Teaching and Learning process. New Delhi: Vikas Publication House Pvt. Ltd.

255

Dash, K. M. (2009) ICT in Teacher Development, Neelkamal Publication Pvt. Ltd. Educational Publishers, New Delhi.

UNESCO (2002). Information and Communication Technologies in Teacher Education, A Planning Guide. Paris: UNESCO.

NCTE (2002). ICT initiatives of the NCTE Discussion Document. New Delhi : National Council For Teacher Education.

Dahiya, S. S. (2005). ICT-Enabled Teacher Educator, University News, 43 page 109-114 May 2-8. 6. Bharadwaj, A. P. (2005). "Assuring Quality in Teacher Education", University News, Vol. 43. No. 18.

National Policy on Education: Ministry of Human Resource Development, Government of India, New Delhi, 1992.

Review of the present situation in special needs education. UNESCO, Paris, 1995.

Legislation pertaining to special needs education. UNESCO, Paris, 1996.

Deetlefs L. The establishment of a CBR service and training programme in Alexandra, South Africa. Actionaid Disability News 1995; 6 (1): 16-17.

Myezwa H : The impact of community based rehabilitation service in Zimbabwe - The client point of view. Actionaid Disability News 1995; 6 (1):14-15.

Narayan J, Subbarao TA, Reddy OR. Efficacy of short term training in education of mentally retarded children to teachers of visually handicapped students. International Journal of Rehabilitation Research 1998; 22: 109-112.

National Policy on Education. Ministry of Human Resource Development, Government of India, 1986.

Gartner A, Lipskey DK. Beyond Special Education: Towards a quarterly system for all students. Harward Educational Review 1997; 5 (4): 367-395.

Jangira NK. Desirability and Feasibility of Integrated Education for Mentally Retarded Children. In P.Usha Rani and P.P.Reddy (Ed) Mental Retardation in India, Hyderabad: Institute of Genetics, 1990.

NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi

Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.

Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.

Maslow A.H., Motivation and Personality, Harper, 1954.

Ivan Robertson, Motivating the workforce, Harper Personnel Management Handbook, Gowar Publishing Company Ltd.

Robertson I.J., and Smith M., Motivation and Job Design: Theory, Research and practice, IPM, 1985. Steers R.M., and Porter L.W., Motivation and Work Behavior, McGraw Hill, 1979.

Ghosh, Saima & Nath, Joyshree & Agarwal, Shalabh & Nath, Asoke & Chaudhuri, A. (2012). Open and distance learning (odl) education system: past, present and future – a systematic study of an alternative education system. Journal of Global Research in Computer Science. 3. 53-57.

JULKA, A. 2006. A Review of Existing Instructional Adaptations (general and specific) being used in Integrated/Inclusive classrooms. NCERT, New Delhi, India.

JULKA, A. 2004. Strengthening Teacher Education Curriculum from the Perspective of Children with Special Educational Needs: Unpublished Report: NCERT.

Aggarwal, J. C. (1996), Essential of Educational Technology, Vikas Publishing House, New Delhi.

ICT in Education (2006). Information and communication technologies inteacher education:A planning guide.

Kirwadkar, A & karanam, P. (2010) : E-learning Methodology. Sarup Book Publishers Pvt Ltd.New Delhi.

Agarwal, J. P. (2013): Modern Educational Technology. Black Prints, Delhi.

Venkataiah, N. (1995) "Educational Technology" Atul Publishers, daryaGanj, New Delhi.

Goel, D. R. (2003), ICT in Education, Changes and Challenges in ICT in Education. M. S. University, Baroda.

Vanaja, M. & Rajasekhar, S. (2009), Educational Technology and Computer Education, Neelkamal Publications Pvt. Ltd., Hyderabad.

LYNCH, J. 1994. Provision for Children with Special Educational Needs in the Asia Region, The World Bank, Washington D.C.

Ministry of Law, Justice and Company Affairs (Legislative Department). The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. MOHIT, A., PILLAI, M and RUNGTA, P. 2006. Rights of the Disabled. National Human Rights Commission, New Delhi, India.

MURICKAN, J. and KAREPARAMPIL, G. 1995. Persons with Disabilities in Society: Kerala Federation of the Blind, Kerala, India.

National Human Rights Commission, 2005. Disability Manual, New Delhi. National Institute of Mentally Handicapped, 2002. Directory of Institutions for Persons with Mentally Handicapped in India, Secunderabad, India.

National Institute of Mentally Handicapped, 1994. Moving Forward: An Information Guide for Parents of Mentally Retardation, Secunderabad, India.

National Institute of Mentally Handicapped, 1991. Directory of Professionals in Mentally Handicapped, Secunderabad, India.

National Institute of Mentally Handicapped, 1989. Mental Retardation: A Manual for Psychologists, Secunderabad, India.

National Institute of Mentally Handicapped, 1988. Mental Retardation: A Manual for Guidance Counsellors, Secunderabad, India.

NCERT, 2005. National Curriculum Framework, New Delhi, India.

NCERT, 2001. Inclusive Education: Orientation Package for Teacher Educators. Unpublished manuscript, New Delhi, India.

NCERT, 2000. Assessment of Needs for Inclusive Education: Report of the First Regional Workshop for SAARC Countries, NCERT, New Delhi, India.

Rehabilitation Council of India, 2000. Status of Disability in India-2000. (Eds.) Kundan. C.L. New Delhi, India

Rehabilitation Council of India, 2000. Status of Disability in India,

New Delhi, India.

REYNOLDS, C.R. and JANZEN, F. E. (Eds.) Encyclopedia of Special

Education: A Reference for the Education of the Handicapped and

other Exceptional Children and Adults, Vol. No. 2. ed. USA, John

Wiley and Sons, Inc.

WALL, K. 2004. Special Needs and Early Years, A Practitioner's Guide,

Sage Publications, India.

World Heath Organisation. 2001. International Classification of

Functioning, Disability and Health, Geneva.

UNESCO, 2001. Open file on Inclusive Education, Support Materials

for Managers and administrators, Paris, UNESCO.

UNESCO, 1997. International Standard Classification of Education, Paris, UNESCO.

UNESCO, 1994. The Salamanca Statement and Framework for Action

on Special Needs Education. Paris: UNESCO.

মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

— রবীন্দ্রনাথ ঠাকুর

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিসাৎ করতে পারি।

— সুভাষচন্দ্র বসু

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

— *Subhas Chandra Bose*