

THE EDUCATIONAL EXPANSION IN TEACHER EDUCATION CONTINUUM

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ABSTRACT

Besides examining the key question on how to prepare a reflective teacher, this contribution makes a critical analysis of the challenges that confront teacher education today and suggests, among other things, the need for setting up of professional development centres in each district to conduct continuing in-service programmes for teachers round the year through face-to-face as well as distance modes

Key words: - continuing education, professional development, Inservice training programme, quality teacher education

INTRODUCTION

“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.”

-Rabindra Nath Tagore

Teacher education programme is consists of the facts, theories, principles, methods, techniques, philosophy etc. concerning the teaching profession. It aims at providing knowledge of theories, principles, law, facts and others regarding teaching activity to the prospective teachers who enter into the field and apply the given knowledge in their real professional life. but after a period of time ,their knowledge lags behind as knowledge in the field of teacher education is increasing day-by-day. One finds changes in society, its values, norms, etc. The field of technology is increasing day-by-day. Again after a period of time, the teacher forgets whatever was taught him during his training period. Thus teacher Education is a life long process. Life long learning should be the motto of every teacher. if he stops learning, he degenerates. In this context **H.G. Wells** has rightly remarked, **“Teacher is a maker of history. The history of a nation is written in its schools and the schools can not be very different from the quality of their teachers”** Continuous learning is essential in order to improve the quality of teachers and educational system, as **“the strength of an educational system must largely depend upon the quality of its teachers. However, enlightened the aims,**

however up-to-date and generous the equipment however efficient the administration, value of the children is determined by the teachers.” . The teacher who has come to the end of his subject, who has no living traffic with his knowledge, 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.

Kothari’s symbolic classrooms embrace all sites of learning for children. *The gravitational centre in these classrooms, despite all kinds of technological developments ,remains to be the teacher who ,unlike an ordinary worker, acts as a master craftsman, an artists, a strategist and a powerful motivator.* The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skillful and dedicated teacher. It is he who shapes the destiny of the country. Such a teacher only can successfully inculcate among children values that strengthen the ideals of social justice, equity, secularism and pluralism. we may enumerates many such attributes of such a teacher. However, defining what makes one good teacher is difficult. Knowing how to prepare a good teacher is the subject of much debate. Different models of teacher preparation and development exist. from the point of knowledgebase and nature of teacher preparation and his practice, teaching is now commonly accepted as a profession and teacher as professional. by its very definition, a professional, including a teacher, is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he keeps learning and developing throughout his professional life. this is precisely the responsibility of teacher education system which is more than a mere combination of two of its major componenets,

ie., initial teacher preparation and inservice education. professional preparation and professional development of teachers is a continuous process. *it begins with the selection of an aspirant teacher and includes his initial preparation, induction into the profession and his continuous development throughout his teaching career*

Continuing Education in the context of teacher education programme

Continuing education in the context of teacher education programme includes all those activities of a teacher training institute or university which are designed to meet the academic and professional needs of teaching community in modern society besides the formal teacher training programmes. one of the basic aspects of continuing education for teachers is that it does not terminate at the end of their formal teacher training where they are taken by the hand and guided towards a fixed goal by the system. it covers all those organised and non-formal means whereby teachers of all ages are encouraged to learn from one another and from the society around them. there are many consideration underlying the need for continuing education for teachers and teacher educators.

Phases of teacher education continuum

First, during the last three decades there has been the explosion of knowledge in all the fields of teacher education. the growth of science and technology has mostly contributed to the development of new knowledge ,particularly in the fixing of teaching points, methods of teaching and evaluation. teachers at all levels and of all ages must go on learning continuously if they are to remain effective and up-to-date in their profession .in the field of teaching, the price of ignorance in the context of human development is too high. An obvious

result of the knowledge explosion is that the changes in the volume and content of teacher education programme are so fast that the terminal concept of teacher training becomes meaningless as the knowledge acquired by a teacher during his training period or any period of his professional tenure becomes incomplete and obsolete if it is not augmented and revised continuously.

Second, in modern times, political ideas, social and economic values are undergoing such rapid changes that if the teachers as adults have to live purposefully and effectively, they have to strive continuously for new knowledge. In a democratic country like india .it is essential that the teachers should know enough about the political system of the country as well as about the social consequences of scientific discoveries and technological developments so as to create an intelligent public opinion.

Third, formal teacher education programmes in our country like other excolonial countries,do not provide cultural valuational orientation. consequently, these programmes keep teachers ignorant of the philosophical and cultural contents of our national tradition. thus, the teachers need a system of continous education that compensates for the failure of the formal teacher training programmes so as to provide a harmonious cultural valuational orientation.

In the view of these consideration, the scope of teacher education programme will have to be enlarged in content and made continuous in order to promote the optimum functioning of teachers so that they realise their full potential and also contribute effectively to society characterised by complexity and rapid social change. since teachers are imparting instruction to the children who are the future citizens of a democratic country, the continuing education should develop decision making and leadership skills among the teachers.

furthermore, for the fruitful and effective use of leisure time during active service and after retirement, the teachers need education programmes comprehensive in content and enlarged in variety.

The scope of continuing education for teachers education is very broad and comprehensive. it refers to the education a teacher receives after he has entered the teaching profession and after he has had his education in a teacher training institution. The continuing education is also called inservice education. it includes all the programmes, educational and social, in which the teacher takes active part ,and all the extra education which he receives at different institution in the form of enriched and refresher professional courses. this education is not aimed merely filling in the gaps in tranning already received. it is,in fact, aimed at the professional growth and stimulation of all teachers in schools including both those with adequate as well as those with inadequate professional training and education.

Differential needs of continuing education for teachers and teacher educators

Continuing education for the academic and professional growth is equally important for teachers working in schools and training institutions. however, the needs of continuing education for teacher working in the training institutions may be specific and different from those who are working as teachers in the schools. the former are teacher educators who are in charge of providing training to student-teachers for discharging their duties meaningfully and effectively in the schools at the elementary and secondary levels. The J.B.T. and B.Ed training programmes generally consists of two parts, namely, theory and practice in teaching .in the theory part, courses related to educational psychology, philosophical and sociological foundations of

education, principles of teaching and evaluation, school administration, current problems in education, mental hygiene and the like are included. In addition to these, a student teacher studies courses on methodology of teaching school subjects which he selects for his teaching practice. Since the existing curricula of teacher education are static and rigid in the context of new national goals, these provide the teacher educator as well as the student teacher very little awareness of the role that education can play in transforming the present Indian society into the truly democratic, socialist and secular society that we wish to build up in this country. The Education Commission (1964-66) has pointed out that vitality and realism are lacking in the teacher education curricula, and programmes of work continue to be largely traditional. Even in methods of teaching, the teacher educator fails to impress upon student teachers about their usefulness and applicability, as he himself is not quite aware of their efficacy and utility. Set patterns of lesson planning and rigid techniques of teaching are taught and followed in practice teaching, regardless of nature of the course content and the objectives to be achieved in terms of behaviour changes. In view of this, the teacher educators in J.B.T and B.Ed training institutions need comprehensive continuing enriched courses in theory and practice of teaching so that they will be able to develop the necessary competence and skills in student teachers.

NEED FOR INSERVICE EDUCATION

- ❑ **Education of the educator-** It continues throughout his professional career in a planned manner
- ❑ **Educational Extension-** It contributes to the qualitative improvement of Education.
- ❑ **The preservice training provided to the teacher-** It is not adequate for the rest of his

professional career for discharging his duties efficiently.

- ❑ **Changing areas of human endeavour-** These changes demand corresponding changes in education and the educator. All these new developments, innovations and changes necessitate corresponding changes to be brought about in educational objectives, curricula, textual content, teaching methods, instructional materials without delay so that education remains dynamic, up-to-date and responsive. Educational extension prepares inservice teachers and other educators for bringing these required changes in education.
- ❑ **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 aptitudes as an essential means of improving education.
- ❑ **Need of change-** In addition to mass 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 helping these individuals or groups in meeting their academic needs and in solving their academic problems.

Implication for induction training

Time has come to give serious thought and a shape to induction training of newly recruited teachers for which a space though with a different connotation already exists in the system. At present in this space new teachers learn to adapt the ways of the profession at their own by informally learning from the cultures and norms of the schools and that too in an environment of uncertainty and insecurity. There is a need to identify senior colleagues in each school to designate them as mentor teachers and orient them through a

well drafted programme for the need, content and process of mentoring. The administrative probation period that generally preludes to the teachers's appointment as a regular employee and is treated as a trial period for the new entrant into the profession may be redefined as induction period and the new teacher's be supported, guided and helped by mentors and school administrators in adapting to and learning their roles and taking full responsibility in the schools. during this period principals and educational supervisors would provide feedback, guidance and on-the-job training to inducted teachers and would also arrange classroom visitation of good teachers, team teaching ,etc. for new teachers.

In-service programme and continued teacher support

- ❑ The redesigned in-service programme offered by DIETs, CTEs and IASEs need to be linked to the redesigned initial teacher preparation programme of these institutions. For instance, the regular teachers of schools where diploma or B.Ed students undergo their internship should participate in 'in-service training' as a matter of priority. All teachers of the chosen schools should undergo 'in-service training collectively' to make a deeper impact. However, besides this level of school-wide training, the need for organizing subject-specific need, specific in-service training of a particular teacher or a sub-group of them in every school would continue to be addressed.
- ❑ All training content and approaches should be based on the classroom and student learning needs of the teachers, may it be content enrichment, which may include orientation, the nature and structure of different needed skills and strategies in classroom organization and management learning facilitation, learning sites and situations organization, understanding children's learning strategies, error analysis, children assessment etc.
- ❑ Short-term as well as need-specific bridge courses could be designed for the professional development of teachers in service on the lines of courses designed by IGNOU in primary mathematics teaching.
- ❑ The language proficiency of the teachers should be enhanced through specifically designed training modules and programme offered on the job.
- ❑ At the regional level or in as small cluster of districts or even in one large district, dedicated teacher professional development centres should be established like the chain of Academic Staff Colleges set up for teachers in higher education, which could act as centres of systematic and regular professional development of teachers. Evaluation status done on academic staff college performance should help in better designing of these centres. programme in these centres have to be organized as per a laid down policy of professional development. prefecture professional development centres for teachers set up in each district in japan may further provide a good model to be adapted in Indian condition.
- ❑ The SSA funds can be utilised for training of teacher educators by the IASEs and for redesigning the in-service training of teachers to make it more classroom based.
- ❑ Resource centres set up by preservice student teachers during school internship programmes could become the hub of professional development of regular teachers.
- ❑ Following the establishment of appropriate IASE- based programmes in elementary education, academic support should be provided to teacher educators in the SCERT-DIET system for re-conceptualizing in-service training of teachers. the objective should be to develop professional development programmes that are rooted in classroom realities and directly address teacher's needs.
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- ❑ Established mechanisms for teacher support such as BRCs and CRCs could be strengthened in skills of pedagogy and teacher support by SCERT-DIETs using the proposed new process framework. coordinators of BRCs and CRCs be trained by SCERT-DIET to assess teachers needs for support to function as reflective practitioners. All CRCs and ward resource centres should become regular teacher resource centres with additional inputs to be provided to them for this purpose.
- ❑ Teacher education institutions need to formulate extensive range of in-service programme and short term professional development courses.

In-service education should link training colleges, schools, self-learning teacher's group and resource persons

- ❑ In-service training programmes need to be linked to schools.
- ❑ In-service training programmes for school teachers need not be organized at one stretch. split-up model could be followed for organizing in-service training of school teachers since it has a lot of potential to improve upon the drawbacks of existing in-service programmes. The split -up model may consist of short period training followed by application of knowledge and skills gained during the training in their own school situation and a follow-up training and interaction session, where in the teachers could share their experiences through reflective and open discussions. during these reflective discussions, link between theory and practice and integration of different elements like learning materials, TV programme, reading materials, child-centered

joyful learning approaches, remedial instructions, enrichment lessons, continuous and comprehensive evaluation, etc. with content-cum-methodology approach could be highlighted. Thus, the in-service training model may include self-study, theoretical discussion in training college, practical application in schools, sharing of experiences in training college followed by a feedback.

Networking for in-service training may include IASE/DIET/BRC, self-learning teachers group, schools and resource persons. Teachers incentives, appreciation and recognition would come a long way in enhancing the quality of in-service programmes.

TYPES OF ACTIVITIES

In-service training could comprise a variety of activities in addition to contact lectures and discussions during face-to-face interactions and may include practice in schools, projects and other assignments for the teachers in their classrooms. Teachers training and teachers day-to-day classroom works need to be integrated.

Short-term courses

Teacher education institutions could plan short term courses for teachers/teacher educator for 4/5 weeks adopting multi-model approach which includes face-to-face contact programme, home-based self-study and teleconferencing utilizing **EDUSAT**. Necessary technical staff needs to be provided for the purpose. These short term courses should be developed for different areas where training opportunities are limited such as strategies to handle multi-grade situation, use of ICT in teachers training, guidance and counselling ,yoga, peace education, art and music education, aesthetics education ,physical education, research methodology, etc.

Transaction of in-service and continuing education programmes

The in-service training transaction methodology should focus on activity based training approaches, constructivist approach, andragogic approaches and ICT/ET integration in training transactions. Adult learners are autonomous and self-directed, have a vast amount of life experiences and knowledge and would respond better if learning is problem/life/task oriented. The transaction of training for teacher educators should also focus on teacher/audio/video demonstration of skills/competencies/interventions/strategies followed by group discussion, group reflection, seminar reading, panel discussion, brainstorming sessions, reflective discussion on operationalization of interventions/strategies, practical work on development of evaluation tools/diagnostic tools, development of materials guidelines, activity sheets, interventions, teaching aids through participatory/activity based group work, undertaking case studies, dissemination of success stories/innovations, library work-cum-self-study, methodologies of individualized instruction, working in small groups, cooperative learning, teaching large sized classes, multi-level teaching, and visits to schools and analysis of problems following action research approach. There is a need for social sensitivity to socio-cultural, economic and political issues confronting the Indian society.

Implications for continuous professional development

Continuous self-directed learning also needs attention as intermittently arranged in-service programmes cannot always keep the working teachers completely abreast with developments taking place in their respective areas of teaching specialisation. Reading and

self-study habits need to be promoted among teachers through regular discussion forums, reflection meetings, sharing of ideas and action research results on continuing basis at teacher resource centres, BRCs and CRCs. Habit of spending at least some personal resources on purchase of books and maintaining a small personal library need be inculcated. The relevance and importance of such a library as a resource and a unique place to spend leisure time fruitfully need be highlighted in all pre-service and in-service training programmes. personal computers with internet connectivity may also become a great source of continuous self-directed learning for working teachers. Teachers and teacher educators should also be encouraged to organize and participate in seminars, workshops, conferences, discussions, dialogues, talks, action research projects individually and jointly on voluntary basis and contribute to periodicals, newspaper etc. It is necessary that suitable avenues, guidance and support for such participation are also provided. Teacher resource centres, IASEs, DIETs as well as SCERTs can become hubs of such activities which should be organized more frequently and thoughtfully than what is done now in DIETs etc

The challenges to confront

As stated earlier, part implementation of the teacher education continuum, i.e., initial preparation and in-service education phases and that too in a fragmented and discrete manner have resulted in a number of difficulties and obstacles.

- The success of the first phase of the continuum entirely depends on the quality of the existing schools and the quality of teachers working there. The biggest challenge lies in the quality of education offered in these schools. according to the current quality discourse, quality education fundamentally depends on classroom process or pedagogy used in the

course of curriculum transaction which demands that schools must have qualified, trained and continuously upgraded and committed teachers to teach. In many states at the elementary and secondary stages, governments as well as private players are inducting under-qualified and untrained teachers. In the Oslo conference on Elementary Education held in 2008 it was reported that almost 10% of the untrained elementary school teachers in the world are located in Indian schools. situation is no better at the secondary level. The untrained teachers do not use relevant and effective pedagogy and ICT and multi-media and fail to enthuse desired interest in their students in learning. Quality of education acquired by these students is poor or at best mediocre. Students taught by such teachers are rarely exposed to variety of teaching-learning methods and are generally conditioned by the traditional rote learning methods. When such students becomes a stumbling block in orienting them to new methods of teaching. yet another challenge is that many faculty members in teacher education institutions are not capable and also unwilling to sue non-traditional pedagogy and androgogic approaches in the process of training of students.

- Initial teacher preparation system in the country, which is dominated by self-financed private stand-alone teacher training institutions, operates in isolation and hardly has any link with the school education system or institutions of higher education. The curriculum of these institutions, the study materials and the facilities offered by the most of them are not regularly improved and refurbished. The faculty in such institutions is again of mediocre quality. Most of them have no prior exposure to school teaching and so are unaware of the nuances of school level teaching. They are hardly exposed to regular professional development activities except for some such programme discretely attended by them.
- Another challenge is posed by those who come to join teacher training programme as an option of the last resort. Academically mediocre, lacking aptitude and motivation, a majority of them when subjected to training by mediocre teacher educators leaves much to be desired in terms of expected impact on their teaching competencies and attitude towards teaching. Attempts to screen entrants to teacher preparation programmes on the basis of their aptitude for teaching and knowledge of subject content are either made incomprehensively and reluctantly or are sometimes intercepted and made in fructuous by the vested interests.
- The issue of attracting talented students to teaching profession has become more serious due to more competing and rewarding avenues of employment emerging in the society. In Japan, though teacher are Paid 11% more salary than those of their counterparts appointed in other services, still the country faces the problem of attracting talented pass-outs to teaching profession. The same challenge is being faced in India also. Moreover, even if talent is attracted to teaching profession through up scaling the reward system and ensuring better status of teachers, it is difficult to say whether it will help to improve teaching-learning in schools in view of the weakness existing in teacher preparation curricula and its transaction.
- Induction training phase faces with the challenges of mindset of educational planners, administrators as well as the working teachers who refuse to appreciate its need, significance and desirability even though it does not cost much in economic terms. An administrative initiative and some academic preparation can begin to create a favourable environment for this phase to become an experience and a worthwhile active part of the continuum.
- It has been more than two decades since we began to take large scale initiative to create conditions for continuous in-service teacher education of school teachers in the country.

In this regard, a centrally sponsored scheme for the strengthening of teacher education system was launched by the government in 1987 and institutional structures for this purpose were created across the country in cooperation with state Governments. However, even after a lapse of such a long period, this step has remained an appendage to the teacher education system and has failed to become its integral part. Many envisioned activities for these institutions have either gradually weakened or disappeared due to poor State Government to these institutions. A large number of them suffer from heavy shortage of faculty, lack of cadre-based teachers and inadequate facilities. They have failed to provide leadership to the rest of the teacher education institutions in the country.

- ❑ On the other hand, private self-financed teacher training institutions have mushroomed, most of them with a profit motive, leading to unbalanced expansion and commercialization of teacher education, with some parts of the country facing severe shortage of such institutions while some other areas are having excess number of these institutions.
- ❑ In many states, the governments for saving their resources and for other reasons have resorted to recruitment of untrained school teachers with lower salaries and poor service conditions which has serious implications for quality of school education.
- ❑ The state of the art model teacher education institutions, i.e., RIEs were set up in four regions of the country with the object to experiment and evolve new models of teacher preparation. The four years integrated courses still remain confined to RIE and have not been replicated by other institutions. In four year integrated courses, there is hardly any interaction between education and subject content faculty and the courses have failed to initiate experiments for content-pedagogy integration.
- ❑ The in-service teacher education system seems to be unprepared as yet to provide

continuing in-service education at regular intervals to the army of 6.5 million teachers. Schemes of in-service teacher education are not regular in nature and state govts. Avoid to shoulder enough responsibility for arranging regular in-service training programmes for their school teachers. A majority of teacher education institutions being in the self-financed private sector have remained out of the ambit of shouldering any responsibility for in-service teacher education. Existing IASEs, CTEs, DIETs and SCERTs as funded by the centre and states are not fully equipped to cater the need of in-service teacher education. The existing in-service teacher education programmes lack direction and continuity which are supposed to spread over the entire career path of working teachers.

- ❑ The concept of self directed professional development among school teachers and even among teacher educators has not gained any ground. self-study culture among them is yet to take roots. The absence of any licensing and license renewal concept for teachers has eventually set in a state of complacency in them. Despite claiming to be engaged in teaching profession, most of them are found suffering from the disease of 'ASTERIOSCLEROSIS' (long set habits) and 'no desire for change' which does not allow them to innovate, adapt, grow and improve.
- ❑ Wading through these changes the continuum of teacher education has to assert its worth and fully establish its position. it would just not be possible without the sincere appreciation of its worth and relevance for quality education by state as well as by the private players and without their concerted indulgence in terms of articulating a clear long term teacher education policy and required generous financial support for the implementation of this policy. Simultaneously, meeting of the challenge would require teacher educators and teachers to dispose themselves as professionals and not as floor level workers and willingly subscribe

to the principle of accountability inherent in the profession besides responding to other calls of the profession.

Looking at the future

- ❑ The teacher training structures such as IASEs, CTEs/B.Ed. colleges, DIETs and SCERTs need to function both for pre-service and in-service training programmes. These structures need to experiment with all the stages and modes of teacher training so that teacher education could function as a continuum.
- ❑ Production of quality teachers should be identified as the goals and focus of teacher education programmes. Quality teachers are described as having some combination of the following attributes:
 - ❑ Content knowledge of a subject area;
 - ❑ Pedagogical knowledge;
 - ❑ Skills and attitudes necessary for effective teaching;
 - ❑ Strong sense of ethics;
 - ❑ Language and communication skills;
 - ❑ Capacity for renewal and on-going learning; and
 - ❑ Emphasis on practice, observation, role modelling, reflection.

While developing syllabus of teacher education programmes, the above attributes and the methodology of developing the above attributes need to be emphasized;

- ❑ For developing quality teachers, there is a need to develop performance standards for teachers relevant to all subject areas, all stages, which in turn also demands development of performance standards for teacher educators. There is also an urgent need about setting standards for admission into teacher education courses even at the State level, teacher education curriculum and standard for in-service and continuing education of teachers.
- ❑ For evolving performance standards for teachers, the interface of all the modes of

teacher training/education is necessary. The word 'performance' means 'what the teacher is doing', while 'standard' has been understood as 'a reference point or a basis for comparison and evaluation'. Performance standards for teachers should be developed in cognitive, affective/social, physical/environmental and organizational dimensions.

- ❑ In order to link initial preparation and in-service training there should be greater focus on experiential learning, constructivist training, and making training observation-based, field practice based and practical experience based.
- ❑ For socialization of students and for developing continuing self-directed learning, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs. critical pedagogy provides an opportunity both to teachers and the students to reflect critically on issues in terms of their political, social, economic and moral aspects. further, both the 'local knowledge and 'hegemonic knowledge' are mediated by critical pedagogy. Radical critical pedagogy believes that everyday knowledge of the child about the local context is a valid knowledge and it needs to be used as a school knowledge.
- ❑ It is also asserted that a valid teaching method is always based on action research. this highlights the importance of field interaction in modifying theoretical knowledge. In addition to observation based and field practice based experiences, the training institutions need to provide laboratory type of experiences through specially organized demonstrations, use of new technological devices/systematically designed presentations under controlled conditions etc. which can help them to view both initial preparation and in-service training situations as mutually exclusive yet interlinked and unseparated parts of the continuum. Both training institutions and schools need to come very close and view pedagogy as a process which is large and varied in epistemological sense.

- ❑ There is a need for field experience/internship of teaching of longer duration which may include guided and mentored school experiences, multi-cultural placement, guided field observations, substitute teaching opportunities to reflect on their school experiences, analyzing and synthesizing events during internship, skill training and application, preparation of learning materials, use of ICT, action research/case study, reflective critical analysis during post-internship and contextual transaction of content. During internship of teaching, the focus on pedagogy could be on development of critical thinking, problem solving, reflection and meaning making.
- ❑ At here is a need for setting up professional development centres for the teachers. The professional development centres will be responsible for organization of in-service and continuing professional development programmes round the year. at least one professional development centre could be set up in each district preferably attached to DIETs/CTEs/IASEs, etc. These professional development centres will take care of in-service and continuing education of the teachers through face-to-face and distance mode. in-service programme will be school based and regular feedback will be given on the basis of teachers experience and action research.

RESEARCH NEEDS IN CONTINUING EDUCATION FOR TEACHER EDUCATORS AND TEACHERS

In view of the demand for continuing education for teacher educators and teachers, there is an imperative need for under taking research into various problems pertaining to its different dimensions. The role, functions and objectives of continuing education should be determined in the light of the needs of specific groups of teacher educators and school teachers. The means for improving the

efficiency of the continuing and inservice education programmes need to be explored. The teacher educators and teachers under the programmes of continuing/in-service education are introduced to a number of innovative techniques and methods like micro teaching, team teaching, mastery learning strategies, the use of software like programmed texts and study guides, and of hardware like motion pictures, tape recorders, radio, television, projectors and computers in the teaching learning process. The study of the effectiveness of these techniques in developing the professional competence of teacher educators and inservice teachers can be fruitful topics for investigation. Some programmes in the form of summer institutes, refresher course, seminars and workshops are undertaken for the orientation of teacher educators and teachers. Follow up research is needed to study and evaluate the impact of such programmes on these groups of teachers. Studies for evolving diagnostic and prognostic techniques for the evaluation of continuing education programmes need to be undertaken. There is also a need for economic evaluation, in terms of expenditure, of various, educational programmes undertaken by the State and Central Governments for the benefit of Inservice teachers.

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