

## Colleges of Teacher Education (CTEs)

### Background:-

The Colleges of Teacher Education (CTEs) were established during the VII plan period under the Centrally Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education (1987) in which it was proposed that *about 250 existing Secondary Teacher Education Institutes (STEIs) of an adequate standard and good reputation* be financially assisted, on a project basis, towards becoming leading and innovative institutes in the field of teacher education. The CTEs were meant to work in the field of secondary teacher education – both pre-service and in-service. In addition, they also had the responsibility of carrying out research, innovations, material development and provide extension support to schools and other professional bodies.

The NCERT Report on evaluation of the Scheme has given some significant findings regarding the functioning of CTEs which are summarized as under.

- a) Large variations in infrastructure facility; inadequate infrastructure for staff room, library, laboratories, lecture and seminar halls, hostel facilities in several of the CTEs
- b) Most CTEs have less than 50% of requisite strength of academic and technical staff
- c) No provision for direct recruitment of academic posts; Little attention to staff strengthening after upgradation
- d) Several CTEs have not availed of Central assistance; Delays in utilization of grants
- e) Large inter-state and intra-state variations in conduct of in-service programs
- f) Very few CTEs have undertaken research projects
- g) Only 40% of sampled CTEs have undertaken curriculum material development
- h) Faculty development limited to some CTEs and restricted to participation of some in-service training programs

In order to do this, it is important to reflect on the following:

- a) existing scenario of pre-service teacher education;
- b) conceptual and operational profile of the envisioned teacher; and
- c) Need for change and road map for transforming the quality of teacher education.

#### **a. Existing scenario of pre-service teacher education;**

An adequate analysis of the existing scenario of teacher education needs also to be based on a close scrutiny of the quality of *entrants* to the profession of teaching and related issues; the quality of *curriculum content*; the quality of the *mode of teacher preparation*, in particular its structural aspects; the quality of *teacher educators*, curriculum transaction and *pedagogical aspects* and the quality of teacher *assessment*.

The teacher education system in India has traditionally been organized on the assumption that lower academic qualifications are acceptable for teaching at the elementary stages of school education. It is because of this assumption that higher secondary is prescribed as the eligibility qualification for undertaking a pre-primary or primary teacher training program, while undergraduate degree in science or arts is the minimum qualification for joining a secondary teacher education program. The view that for teaching children at the elementary stage of school education more qualified and mature teachers are required is only gradually emerging.

### **Purpose of CTE Workshop:-**

- a) All the staff in the CTE to be trained and teach them basic etiquettes for using technology in their daily business.
- b) To improve the requisite strength of academic and technical skills in CTEs.
- c) To locate and use ICT for enrichment and effective functioning.
- d) To emphasis on using a wide variety of free and open source educational applications to co construct digital learning resources.
- e) To integrate ICT tools for effective teaching-learning and in education administration.
- f) To widespread the program of capacity building for teacher educators is required on ICT.

### ***Preparation of Teacher Educators***

The existing institutional capacity for preparing teacher educators is abysmally low. The number of institutions across the country that offer a Master's program in education is extremely disproportionate to the needs of specific states. M.Ed. programs are also known to be generalist in nature and do not prepare curriculum developers and pedagogues in areas of sciences, social sciences, languages and mathematics. Current M.Ed. programs also do not enable specialization at different levels of school education. The MEd program in its current form cannot meet the requirements of elementary teacher education as it is designed primarily on the requirements of secondary education. The preparation of teacher educators for the elementary stage needs the inclusion of a variety of scholarship from the sciences, social sciences, mathematics and the languages. The difficulty is exacerbated by the absence of degree and post-degree program in primary/elementary teacher education.

It is, therefore, important to look at the specialization profile required for teacher educators in view of the fact that a variety of foundational and school subject disciplines need to be represented. For example, for the teaching of foundation courses (an example of such a course is in the curricular area of 'contemporary studies' suggested in the NCFTE, 2009), a strong grounding in the social sciences is essential. However, the current institutional norm for the recruitment of teacher educators as per NCTE norms stipulates a Master's Degree (M.Ed.) in education as the essential qualification. This has led to the proliferation of a generalist approach to the study of foundational disciplines of sociology of education, psychology of education, economic and philosophical basis of education. As a consequence, school teachers' preparation remains bereft of a deep engagement with socio-cultural, political and economic contexts of school education.

While a vast amount of international research literature questions the authenticity of behavioristic and other positivist approaches to assessment adopted in schools, there exists, in comparison, precious little reflection on evaluation procedures adopted for assessing the developing teacher in teacher education programs. Apart from conceptual and pedagogical aspects, a pre-service teacher education program needs to develop and further enhance certain attitudes, dispositions, habits and discerning capacities in a developing teacher. A teacher's attitude towards children, their needs and problems, dispositions of tolerance, ability to listen with empathy, habits of punctuality, a seeking mind, habits of reading and independent learning, a self-questioning and critical mind are particularly important in making a reflective practitioner.

The present evaluation protocol has very little space for evaluating qualitative dimensions such as attitudes, values, dispositions, habits and a repertoire of communication skills. The conceptual and pedagogical aspects are also not adequately assessed as most internal and external evaluation is based on information-based paper pencil tests.

### **Professional Development of Teacher Educators in CTEs**

For undertaking the various in-service and pre-service activities, it is necessary that the CTE academic staff undergoes capacity building. This requires:

- a) Regular sharing meetings between principals and senior faculty members for planning and sharing of experience, of practices, problems materials, should be organized.
- b) The CTE should develop its annual work plan, planning together for its key work areas and distributing work.
- c) Participation of faculty in subject based workshops
- d) Participation of faculty in workshops on research methods
- e) A series of workshops on research methodology for CTE faculty by national or State level government or private bodies which have experience and expertise in educational research.
- f) Collaboration with IASE: an important work area for the IASE is the capacity building of the CTE and enhancing capacity in CTEs to handle academic disciplines and building capacity for research will be important.
- g) Capacity building in the use of ICT: A widespread program of capacity building for teacher educators is required on ICT. A separate provision has been made in the revised CSS for setting up of computer labs and purchase of equipment.
- h) CTEs capacities to use ICTs to create demand based pre-service and in service teacher professional development models, need to be developed. This includes creating the required ICT infrastructure, including for support and maintenance, building faculty capabilities to use variety of digital tools and methods for designing and offering programs to teachers. Such programs would include developing teachers communities of practice as a method of teacher networking and development, as well as the collaborative co-construction and reviewing of digital learning resources and publishing it to create a resource rich learning environment.
- i) It is essential to learn to use ICT tools like radio, video tools, computers etc. as well as methods such as information access, review, classification, communication and networking. This needs to cover both hardware (parts of computers, radio and A-V educational devices and assembling them) and software (to integrate ICT tools for effective teaching-learning and in education administration) skills. There should be an emphasis on using a wide variety of free and open source educational applications to co construct digital learning resources. This is in line with the emphasis on constructivist approaches in NCF and also supports creation of a local and decentralized resource rich learning environment.

### **Pre-service programs for secondary school teachers**

It is essential that all CTEs conduct B. Ed programs and this should remain a vital component of their annual work-plan. Pre-service teacher education programs of CTEs are part of the

university system that governs all matters relating to curriculum, admissions and assessment. CTEs should be enabled to pilot innovations in the B. Ed program– at the level of content, classroom transactions as well as assessment. All CTEs should become the focal institution for transacting revised curriculum of the B. Ed program, based on the principles laid down in the NCFTE, 2009.