1.1 INTRODUCTION

Teachers constitute the largest population of professionals in many nations including developing as well as developed nations. Teaching is a broad classification of activities. It is the only profession, which is closely related with the whole community. There is a deep relationship between the work of teachers and the attitude, values, beliefs and even behaviour of the beneficiaries of the efforts made by teachers in general.

“People in this country has been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession”. This concern expressed in the University Education Commission (1948-49) Report is alive in its relevance today. The Education commission (1964-66) professed, “the destiny of India is now being shaped in her class rooms”. So did the National Policy on Education 1986 emphasize: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Such exhortations are indeed an expression of the important role played by the teachers as transmitters, inspirers and promoters of man’s eternal quest
for knowledge. It is obvious that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. The quality of pedagogical inputs in teacher education programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators.

The need and importance of professionally trained teacher educators has been underscored in statements on educational policy and there is a considerable shortage of properly qualified and professionally trained teacher educators at all stages of education. The shortage refers to the inadequacy of required number, as well as to mismatch in the qualifications, of teacher educators and their job requirements.

In the present scenario of Globalization intellectual property is valued the most. And the increased need of human resources caused by globalization-necessitated privatization of higher education. This resulted in mushrooming of teacher training institutions and colleges of teacher education. Quality cannot be maintained in such institutions. So to cope with the effects of globalization and privatization of teacher education the system of teacher education and teacher educator preparation has to be reoriented and restructured. Revamping of teacher education and teacher
educator preparation is necessary to upgrade, enrich and maintain proper balance between quality and quantity of teacher education.

Besides this teacher education programmes at post graduate level as well as under graduate level are under criticism for being theory ridden and for quality degeneration. Despite the criticism, however, there does not seem to have visible research evidences to understand the system of teacher educator preparation in the country.

1.2 THE PRESENT SCENARIO OF TEACHER EDUCATION.

Teacher education has now assumed a great social importance and has there for been the target of severe criticism. It is being reviewed and reorganized in every state with the help of an enriched curriculum, better techniques of teaching and evaluation and even addition of several new courses of social significance like population education, national integration, community services, rural development, moral and religious education etc.

With all these efforts, the present teacher education still remains to be isolated and incomplete, it is isolated from society and its aspirations. Kothari Commission points out that the teacher education suffers from three types of isolation:-
• Isolation from University life,
• Isolation from Schools,
• Isolation from one another.

But worse than that is the fact that it suffers from the isolation from society. This isolation makes teacher education incomplete, valueless and worthless in our developing country. The result is that an average trained teacher seeks immediate and short term goal of a job and employment but does not think of his real career and contribution to the community.

1.3 TEACHER EDUCATION BEING CRITICIZED: THE CAUSE.

This is due to the serious lacunae in terms of values which are missing in teacher education. In the age of scientific materialism, teacher education has also adopted more and more scientific and analytical concepts and has ignored the holistic human values that make a total man. This is the influence of western scientific progress which is based on value free postulates. Teacher education prepares individuals for taking job of engaging students at schools instead of equipping them with the competency to lead the younger generation to face the challenges of the present world. The result is that education like any other social science has become ethically neutral discipline. Doubts, disbeliefs and academic
discussions have become the way of life in a school or college classroom so much so that student finds no purpose or true meaning of life through education.

To remedy this the present teacher education system should be reoriented so that the prospective teachers, instead of preparing for a job at schools, would take the responsibility of equipping the younger generation with the competencies required to face the challenges of the present world without damaging human values. This necessitates competent teacher educators who see themselves as the most responsible individuals to develop and transact educational ideals, which can foster national integration and global harmony, to the younger generation.

1.4 TEACHER EDUCATOR PREPARTION

It is obvious that the education and training of prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. The quality of pedagogical inputs in teacher educator programmes and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators.
1.5 M.ED. AS A PROGRAMME FOR TEACHER EDUCATOR PREPARATION

The National Curriculum Framework (NCF) argues that M.Ed. is the dominant post-graduate programme in education offered by Indian universities. The entrants to this programme are already initiated into rudiments of educational theories, institutions, processes and practices. The course draws a large variety of clientele: fresh graduates from different disciplines with B.Ed., experienced teachers and education functionaries in different government departments. Due to the heterogeneous clientele and shifting demands of jobs related to education, the course has to cater to a wide range of academic and professional needs. The products are employed by the Boards of School Education, Directorates and Inspectorates of Education, schools, SCERTs, teacher training colleges and institutes as teachers, teacher educators, curriculum experts, evaluation experts and population education experts. The assumption seems to be that the omnibus M.Ed. can create a professional capable of contributing meaningfully to the varied role expectations which is not a well-founded assumption.
1.6 NEED FOR REVAMPING TEACHER EDUCATOR PREPARATION

Isolation of education as a discipline from the system of higher education is identified as one main cause for the continued low status of educational studies. Several suggestions have been made to deal with this issue. One proposal is to diversify specializations into areas of curriculum and pedagogic studies in mathematics, languages, social sciences and sciences and encourage students to pursue post-graduate studies in a chosen discipline along with the option of specializing in a select curriculum and pedagogic study course. It is also suggested that undergraduate students be provided with a variety of routes to pursue studies in education like four-year integrated courses in elementary and secondary education, electives in educational studies in undergraduate programmes of general education, followed by a range of post-graduate studies in education, social sciences, sciences, humanities, mathematics, language studies and the liberal arts. Such diverse routes are likely to tap talented and motivated young people to enter into education and pursue options such as teacher education, research, curriculum and pedagogy.

What is needed is a comprehensive and enduring arrangement for the professional development of teacher educators and enhancement of the
status of education as a discipline. It is heartening that the Working Group for Teacher Education of the XI Plan has addressed the issue in all its aspects and has come out with a range of recommendations covering institutions, structures, programmes, activities and incentives. All these throw light on the need for revamping teacher educator preparation.

1.7 ENRICHING TEACHER EDUCATOR PREPARATION (M.ED.) CURRICULUM.

Several proposals have been made to improve the design and impart greater rigour and professionalism to the M.Ed. Programme. Efforts have tried to align M.Ed. to teacher education, elementary or secondary. The NPE Review made a specific recommendation to organize a specially designed training programme to fit all the desired attributes of a teacher educator.

In this context it has to be taken into account the competences of teacher educators responsible for moulding student teachers into full-fledged teachers and teacher educators. In the process of producing quality teacher, quality teacher educators and even quality citizens, what is important is to inculcate the factors determining quality in young peoples. Teacher educators and educationists are primarily responsible for equipping the young generation with those qualities. For this teacher educators and
educationists are to be produced in such a way that the factors determining quality should be an inseparable part of them. It is only then they can develop those fundamental factors determining quality on student teacher educators and student teachers so that the young generation, seeking success in various fields of life will be benefited. Considering the importance of the area where very few researches have been done, the investigator wanted to work on it.

1.8 NEED FOR THE STUDY

- Researches based on empirically established need for professionally equipped Teacher Educators are practically nil.
- There are no studies on Teacher Educator Preparation Course.
- Studies for enriching Teacher Educator Preparation Curriculum are nil.

1.9 SCOPE OF THE STUDY

- The study was restricted to the analysis of the curriculum for M.Ed. Programme prescribed by Indian Universities.
- Curricula of 37 universities were analyzed to find out the gaps and bridge them by enriching the curriculum.
- The study was restricted to the regulations and other components excluding the theoretical part of the curricula.
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- The experimental part of the study was restricted to the M.Ed. students of Farook Training College affiliated to the University of Calicut.
- The duration of the experiment was 48 hours extending the whole academic year.

1.10 STATEMENT OF THE PROBLEM

The present study is entitled “Enriching Teacher Educator Preparation Curriculum and Testing its Effectiveness”

1.11 DEFINITIONS OF KEY EXPRESSIONS IN THE TITLE

**Enriching**

This refers to updating the existing M.Ed. curriculum by adding new inputs based on analysis of the curriculum prescribed for M.Ed. by Indian Universities and also on the expressed needs of teacher educators, M.Ed. students and Heads of colleges and University Departments of Education.

**Teacher Educator Preparation Curriculum**

‘Teacher Educator Preparation Curriculum’ in the title means the M.Ed. Programme offered in affiliated colleges and Departments of Education of various universities in the country. It further refers to the totality of aspects
and dimensions of the curriculum offered to reach its academic aspects to student teacher educators.

1.12 ASSUMPTIONS

1. The existing M.Ed. curriculum needs to be enriched.

2. It is possible to identify the gaps in the existing M.Ed. curriculum in order to enrich it.

3. M.Ed. students, teacher educators of colleges and University departments of Education feel the need to improve the curriculum.

4. The enriched curricular units will enhance the competencies of M.Ed. students.

5. The enriched curricular units selected and implemented by the investigator will enhance the action research guidance competency and micro teaching training competency of M.Ed. students.

1.13 HYPOTHESES OF THE STUDY

- The enriched M.Ed. curriculum will significantly enhance the research guidance competency of M.Ed. students.

- The enriched M.Ed. curriculum will significantly enhance the micro teaching training competency of M.Ed. students.
1.14 RESEARCH QUESTIONS

➢ What are the different aspects of M.Ed. curriculum?

➢ What are the different dimensions of each of the aspects of M.Ed. curriculum?

➢ What are the most common aspects and dimensions found in M.Ed. curricula of different universities in the country?

➢ What new aspects and dimensions are to be added to prepare an enriched M.Ed. curriculum?

➢ Will the enriched M.Ed. curriculum be effective in enhancing any competency of M.Ed. students?

➢ How can the effectiveness of enriched M.Ed. curriculum be tested?

1.15 MAJOR OBJECTIVES OF THE STUDY

➢ To identify the stated competencies of M.Ed. programme through content analysis.

➢ To enrich the existing M.Ed. Curriculum based on content analysis.

➢ To enhance the competencies of M.Ed. students through the enriched M.Ed. curriculum.
1.16 ADDITIONAL OBJECTIVES OF THE STUDY

- To identify the gaps in the existing M.Ed. curriculum.
- To fill the gaps in the existing M.Ed. Curriculum by enriching with additional inputs.
- To enhance the action research guidance competency of M.Ed. students through implementing enriched curriculum.
- To enhance the micro teaching training competency of M.Ed. students through enriched curriculum.

1.17 CONCLUSION

Teacher educator preparation refers to the overall process of equipping M.Ed. students with necessary competencies to train student teachers to become effective teachers and to mould student trainers to become competent teacher educators. It comprises both qualitative and quantitative enhancement of M.Ed. students’ creative potentials.