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CHAPTER I
INTRODUCTION

1.1 Higher Education in India

India, a country of vast resources and rich culture, varied in nature, has become a land of impoverishment and ignorance due to historical reasons. After a long struggle the country obtained political freedom and the people have determined themselves to build a new and prosperous India. In this context the duties and functions of the centres of Higher education become more important and critical. The universities must develop new technology for the industrial development which will bring in economic development. At the same time they should critically examine the traditional culture and should provide leadership for bringing up cultural renaissance. This means that higher education should facilitate social, political and cultural revolutions in the country.

After Independence there was a sudden growth in the field of education. This became necessary because we needed large number of people to work in the various fields of socio economic development. People began to consider education as a tool for social mobility. So there was a greater demand for higher education. Apart from the above, we wanted to provide educational opportunities for all. All these have resulted in a rapid increase in the number of colleges and universities. The number of universities now in India is more than five times the number of that at the time of independence. This growth has taken place within a short period of five decades.

Higher education has received a lot of attention in India over the past few years. There are four reasons for this recent focus. First, country’s weak higher education system is being blamed for skill shortages in several sectors of economy. Second, reservation quotas in higher education institutions, particularly the more reputed ones that provide access to high status and best-paid jobs became a highly divisive issue, central to the policy of inclusive growth and distributive justice, and hence politically very important. Third, in the backdrop of the first two developments, it began to be argued that the country would not be able to sustain its growth
momentum and maintain competitiveness unless problems with higher education are fixed. Last, demand for higher education continues to outpace the supply due to growing population of young people, gains in school education, the growing middle class and their rising aspirations.

It is widely believed that technological advances and a shift in demography provide India with a window of opportunity to productively engage its huge pool of human resources, and become a leader in both the rapidly expanding sectors of services and highly skilled manufacturing. This would, however, require revamping the higher education sector. Hence many steps have been taken to augment supply, improve quality and fix many of the problems faced by higher education. The National Knowledge Commission (NKC) that was set up to examine the higher education sector (amongst other things) made several useful and important recommendations. The Government of India has increased funding significantly during the Eleventh Five Year Plan. Many new institutions have been planned and some of them are already operational. There are many good ideas in the plan document. All these efforts, however, appear to be somewhat disconnected. Some even appear to be at cross-purposes with each other. Several suggestions appear to be merely impressionistic views of individuals, rather than being supported by data and research. Overall, these efforts do not give a sense of an integrated reform agenda for Indian higher education and in the absence of credible data and good analysis, the media continues to perpetuate and exacerbate certain fallacies and inconsistencies.

1.2 Statutory bodies of Indian Higher Education

The HRD Ministry proposes the draft bill on creation of National Commission for Higher Education and Research (NCHER) will replace existing statutory bodies like University Grants Commission (UGC), All India Council of Technical Education (AICTE) and National Council of Teacher Education (NCTE).

1.2.1 National Commission for Higher Education and Research

The Central Government shall, by notification, establish a Commission to be called the “National Commission for Higher Education and Research” in 2010. The Commission shall be a body corporate by the name aforesaid, having perpetual succession and a common seal, with power, subject to the provisions of this Act, to
acquire, hold and dispose of property, both movable and immovable, and to contract, and shall, by the said name, sue or be sued. The headquarters of the Commission shall be in the National Capital Region, and it may establish offices in such other locations as it may deem fit.

The Commission shall be responsible for comprehensive, holistic evolution of HE sector. It strategizes and steers the expansion of higher education. NCHER ensures autonomy of the universities and shields them from interference by external agencies. It acts as a catalyst and also as a conduit to encourage joint/cross disciplinary programs between and amongst Universities and Institutes. The commission promotes greater engagement and enhances resources to State universities with an aim to bridge the divide between the State and Central universities.

1.2.2 National Knowledge Commission

Higher education in India refers to education beyond school (class 12). The medium term macro objective with regard to higher education would be to increase the gross enrolment ratio to at least 15% by 2015. This would imply more than doubling the scale of higher education within the next few years. Further the system needs to be expanded without diluting quality and in fact by raising the standard of education imparted and making higher education more relevant to the needs and opportunities of a knowledge society. There is also a widespread recognition of the need to make higher education more accessible to all sections of the society.

The NKC recommendations on higher education were submitted to the Prime Minister on 29th November 2006. The report focused on the need for excellence in the system, expansion of the higher education sector in the country, and providing access to higher education for larger number of students. Some of the issues that have been highlighted by the National Knowledge Commission in its report to the Prime Minister are systematic issues like quantity and quality of higher education, regulatory framework, governance and administration and content in terms of curriculum and examinations.
1.2.3 District Institute of Education and Training

DIET is an organisation conceived in the National Policy on Education 1986 for ensuring quality education mostly at the primary level within the district in which it is established. They can assist the SCERT for organising programmes for teachers belonging to other levels also, if they are called upon to do so. DIETs conduct pre-service and in-service training to primary school teachers. Their functions are manifold. The main functions of DIET are identified in the background of achieving UEE. They are training, resource support, research and monitoring, evaluation, coordination etc. The DIET faculty, in order to fulfil the roles and responsibilities assigned and to be able to meet future demands, need to develop certain competencies with self-effort/ involvement and through following the directions of State/National agencies.

1.2.4 National Council of Education Research and Training (NCERT)

NCERT is an organisation that looks after various programmes meant for imparting quality education at national level which was established in 1961. In-service education of teachers is one of the important functions taken up by the Council. In this regard the Council gives training to teacher educators and other experts from various states develop handbooks and other instructional materials and media for teachers, concerning various aspects of education such as curriculum, instructional strategies, educational technology, evaluation etc. They take up research programmes with a view to solving the problems encountered in the field of education.

1.2.5 State Council of Educational Research and Training (SCERT)

SCERT is the parallel organisation to the NCERT that looks after the quality of education at the state level, for which they receive the guidelines of the NCERT. The SCERT Kerala (1994) is directly concerned with the in-service programmes for secondary school teachers. It is also directly and indirectly connected with the in-service training of Primary and Pre-primary teachers by giving administrative and managerial leadership to the activities of the DIETs. The council designs programmes for updating knowledge and skills in various aspects of education for Secondary school teachers and teacher educators in the TTIs and provide guidelines for the programmes to be organised by the DIETs. It also prepares handbooks and other
instructional materials for teachers, helpful for making instruction modern and technology oriented. They also conduct research studies, the findings of which are transmitted to teacher for making their work dynamic.

1.2.6 University Grants Commission (UGC)

According to the recommendation of the University Education Commission, the Government of India established University Grants Commission in 1953. Later it was made a statutory body under the University Grants Commission Act of 1956. UGC prescribes standards for infrastructural facilities, curricula, and qualification of teachers, salary of teachers and other factors required for maintaining the quality of higher education. The commission inspects universities with a view to evaluate the above aspects and give recognition to the deserving institutions. UGC provides financial assistance to the recognised universities in the form of grants and conducts periodical evaluation to ensure that standards are maintained without lapse.

1.2.7 National Curriculum Framework for School Education, 2005

In spite of the recommendations of the NPE, 1986 to identify competencies and values to be nurtured at different stages, school education came to be driven more and more by high stake examinations based on information loaded textbooks. Despite the review of the Curriculum Framework in 2000, the vexed issues of curriculum load and the tyranny of examinations remained unresolved. The current review exercise takes into cognizance both positive and negative developments in the field and attempts to address the future requirements of school education at the turn of the century. In this endeavour, several interrelated dimensions have been kept in mind, namely the aims of education, the social milieu of children, the nature of knowledge in its broader sense, the nature of human development, and the process of human learning.

Guiding principles

- Connecting knowledge to life outside of the school
- Ensuring that learning is shifted away from rote methods
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric
• Making examinations more flexible and integrated into classroom life and
• Nurturing an overriding identity informed by caring concerns within the
democratic polity of the country.

Schools, therefore, have a responsibility of providing a flexible curriculum
that is accessible to all students. The curriculum must provide appropriate challenges
and create enabling opportunities for students to experience success in learning and
achievement to the best of their potential. Teaching and learning processes in the
classroom should be planned to respond to the diverse needs of the students. Teachers
can explore positive strategies for providing education to all children, including those
perceived as having disabilities. This can be achieved in collaboration with fellow
teachers or with organisations outside the school.

1.2.8 National Council for Teacher Education

Since 1973, the National Council for Teacher Education was an advisory body
for the Central and State Governments on all matters pertaining to teacher education,
with its Secretariat in the Department of Teacher Education of the National Council of
Educational Research and Training (NCERT). Despite its commendable work in the
academic fields, it could not perform essential regulatory functions, to ensure
maintenance of standards in teacher education and preventing rise of substandard
teacher education institutions. The National Policy on Education (NPE), 1986 and the
Programme of Action there under, envisaged a National Council for Teacher
Education with statutory status and necessary resources as a first step for overhauling
the system of teacher education. The National Council for Teacher Education as a
statutory body came into existence in pursuance of the National Council for Teacher

NCTE has its headquarters at New Delhi and four Regional Committees at
Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities.
In order to enable the NCTE to perform and assign functions including planned and
co-ordinated development and initiating innovations in teacher education, the NCTE in
Delhi as well as its four Regional Committees have administrative and academic
wings to deal respectively with finance, establishment and legal matters and with
research, policy planning, monitoring, curriculum, innovations, co-ordination, library
and documentation, in service programmes. The NCTE Headquarters is headed by the Chairperson, while each Regional Committee is headed by the Regional Director.

**Functions of the NCTE**

The NCTE performs functions that are regulatory and also concerned with academic development of teacher education. Its functions are wide ranging and include among others planning, programming, advising, and formulations of norms for different teacher education courses. In addition the NCTE is teacher education and for institutional development. It undertakes surveys and studies relating to various aspects of teacher education and publishes the results. NCTE makes recommendations to the Central and State Governments, Universities, and recognised institutions in the matter of preparation of suitable plans and programs in the field of teacher education. It coordinates and monitors teacher education and its development in the country. NCTE lays down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions and it also promotes and conducts innovation and research in various areas of teacher education and disseminate the results.

1.3 **Teacher Education**

Teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of teacher. This shows the importance of teacher. One can realize how important education is which makes one a teacher. Teacher education is looked after by a systematic operation of various agencies involved in it. In our country, no system is free from problems; teacher education in not an exception to it.

Various education commissions and a number of expert committees have discussed the aims of teacher education in India. Unfortunately, barring a few exceptions, our universities and institutions of higher learning have largely not been able to live up to these great expectations. On the contrary, they have just become bodies for conducting stereotyped examinations and degree- awarding centres. The quality and reliability of such exams and degrees is also sometimes questionable. One of the main reasons is the inadequate academic, professional and pedagogic preparation and insufficient level of knowledge and the skills of the faculty. Besides
this, traditional versus modern methods of teaching, out-dated knowledge and information and lack of skills, teachers attitude, aptitude and authenticity of their sources of knowledge are some of the other core issues. Owing to knowledge explosion and tremendously fast changing ICT, the teachers sometimes find it rather difficult to cope with the new intellectual challenges being thrown up by the changed global and local context. Therefore, they need to acquire new knowledge, and reliable and authentic information.

In present scenario, teachers need to help their students in how to learn, how to grow in future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate and assess information and also how to question and then dismantle unauthentic structure of knowledge and cognition if need be. This is necessary if the teachers really want to survive in the ICT savvy world of education. All these expectations may be met only through need-based, goal-oriented and meaningful in-house discussion, conferences, symposia, workshops, refresher and orientation courses, crash courses, capsule courses and subject-base courses, interdisciplinary and holistic approaches to education and quality research and by enriching the existing libraries and making use of the user-friendly ICT with contextually appropriate and firm pedagogical scaffolding. The teacher educators and individual teacher ought to sincerely and persistently work hard towards this goal.

According to Verma (2010), a teacher plays a significant role not only in class teaching learning situation but in social engineering too. Society gives a respectable place to teachers who are really perspective empowered. This empowerment is not in terms of physical perspective. It is in academic, intellectual, social, and national perspectives.

1.3.1 Significance of Teacher Education

The contention that teachers are born, not made, can be true only in a few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. Proper education of the teacher enables him to have knowledge of how children grow, develop and learn how their inner potentialities can be brought out and developed. Teacher education is needed to kindle
the imagination of the teacher and to remove the evils of the ‘hit and miss’ process, to accord a professional status to the teaching profession and above all to make the optimum use of the time and energy of the teacher and the taught.

It has been aptly remarked, “If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community”.

1.3.2 Objectives of Teacher Education

According to Curriculum Framework for Quality Teacher Education proposed by NCTE, Teacher Education programme at the secondary stage, like all other stages, will include the theory, practice teaching in schools, and practical work in the light of contexts, concerns, profile of teachers and objectives. Some of the objectives proposed by NCTE are

- to equip the teacher trainees to acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation
- to enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage
- to enable them to foster creative thinking among pupils for reconstruction of knowledge
- to develop communication skills and use the modern information technology

1.3.3 Drawbacks in Teacher Education/Training

Several committees and commissions notably the Education Commission 1964-66 and the National Commissions on Teachers 1983-85, and Challenge of Education (1985), have by and large pointed some drawbacks in teacher education. Some of them are faulty method of selection because of political, social and personal influences, inadequacy of one year B Ed courses, lop sided curriculum, obsolete and irrelevant methodology of teaching, neglect the study of education as a discipline and inadequate training in practical skills. The other serious issues are insufficient time and attention paid to the actual practice teaching, isolation between the Colleges of Education and the schools, insufficient training in the art of communicating with the community and dearth of new technology of teaching. Some other problems faced by teacher education are meagre training in the art of organising co-curricular activities,
ineffective supervision of the teaching practice by the supervisors, faulty methods of assessment of trainee’s work, under qualified teacher educators, lack of physical facilities and shorter working hours.

1.3.4 Research and Innovation

One of the major inputs towards enhancing the quality of teaching and learning in schools as well as the teacher education institutions would be the extent to which research outputs and the outcomes of innovations are utilized by the system. Researches on teacher education have been and are being conducted in universities, national level institutions and other establishments but their utility for the teacher educator or the classroom teacher remains rather low. Majority of the researches are undertaken to obtain a degree and hence the focus on its possible utility and relevance gets misplaced. The situation is compounded by non-availability of appropriate dissemination mechanisms, like journals, publication of findings in different forms and opportunities to the target group to get an access to these. Institutional capabilities and resources need to be augmented, enabling them to undertake relevant researches.

There is a definite requirement of bringing in research methods and methodologies in appropriate form in teacher education at pre service and in service programmes. To an extent, it finds a place in master level courses in education though in some universities the same is not insisted upon. The structure and design of future courses and programmes need to take this aspect into account. Preparation of teacher educators can no longer be completed without adequate grounding in various aspects of research. Researches must respond to policy issues, curriculum issues, evaluative procedures and practices, training strategies, classroom practices etc. The areas of teacher preparation for children with special needs, gifted children and children from groups with specific cultural, social and economic needs can no longer be ignored. Surveys and studies also need to be encouraged. These may be exploratory or diagnostic in nature. The new initiatives and innovations need to be encouraged and studied. Wherever considered appropriate, these could be brought into the system of teacher education for wider and gainful use.
The concept of field interaction and laboratory area approach in the context of establishment of DIETs is indeed timely. Researches, innovations and surveys must become an integral part of the training programmes of teacher education institutions irrespective of the stages. The trainees need to be familiarised with innovations in general and innovative practices in teacher education in particular.

1.3.5 Role of a teacher in the present scenario

Teaching is an honourable profession. Plato, Aristotle, Socrates etc. are famous teachers of the past. The impact of a conscientious teacher makes and the influence he wields on the young minds, hearts, spirits and lives of those whom he educates is immense. That is why the world still remembers the above great teachers who lived centuries ago.

Teachers have a significant role to play in any system of education. Education is a systematic discipline which brings about the development of an integrated personality. The raw material for education is the mind of the young with its immense potentialities. The interaction between the two personalities - the teacher's personality and the students' personality - moulds the students' personality into a desirable pattern. Thus the teacher is instrumental to the child's happiness and social progress. Teachers are to guard vigilantly the minds of the young against the inroads of corrupt ideologies and help them to grow into noble specimens of useful and effective citizens.

The child comes to the world about which it knows nothing. He is curious and interested to know many things about the world and life. An ideal teacher is one who takes education as a vocation. He aims at the all-round development of the child and prepares him for life. He is a gardener in the garden of young life. He looks after, guides and moulds the young with patience, perseverance, kindness and love. He teaches the children to love their surroundings, the world and themselves and to play his role effectively in the development of the child. The teacher must be morally and spiritually a model for the students and must have practical ideas and convictions which he puts into action regardless of consequences. He should take interest in each child. He should be considerate, understanding and approachable.
A teacher having the above qualities will stimulate his students' thinking, set fire on their imagination, challenge their powers of observation and lead them to true learning. In other words he will develop the all-round personality of the children under his care. He is a socialiser, leader and organiser. This is the basic role of all teachers. Besides, teachers have to play other roles also. A school teacher has to play the role of headmaster, subject teacher, or teacher of a particular subject like physical education, craft, arts etc. This is the specific role of the teacher. To play his role effectively he must be an expert in the subject of his specialisation and a master of modern methods of teaching. Teachers have to play another important role namely professional role. There are professional organisations of teachers which are concerned with the welfare of teachers. It is the duty of the teachers to play their roles in this organisation to improve their academic and social positions. Finally teachers have to play an informal role to make the smooth running of the school. He has to give information about the courses, discipline, finance etc. to the public to enlist their co-operation for the betterment of the school.

Teachers will have to play different roles in future. They have to be agents of social change, innovators and organisers. They should be reformers of society and education. They will have to exploit the new discoveries and inventions of science and technology to the best advantage of society. They are to play the role of social engineers.

1.4 Importance of Language

Language is a ‘species-specific’ and ‘species-uniform’ possession of man. It is God’s special gift to mankind. Without language human civilization would have remained impossibility. Language is ubiquitous. It is present everywhere- in our thoughts and dreams, prayers and meditations, and relations and communications. Besides being a means of communication, and storehouse of knowledge, it is an instrument of thinking as well as a source of delight. Without language man would have remained a dumb animal. It is our ability to communicate through words that makes us different from animals. Because of its omnipresence language is often taken for granted.
1.4.1 Importance of English Language

Of all the languages in the world today English deserves to be regarded as a world language. It is the first language of the United Kingdom, the United States of America, Canada and Australia. In addition it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese, and South Americans as a second language. It is widely known in India, Pakistan, Burma, and Ceylon, almost every country of the world and is the common means of communication between the people of different nations. One person out of every four on earth can be reached through English. Randolph Quirk points out, “There are now something like 250 million people for whom English is the mother tongue of first language”. If we added to this number of people who have a working knowledge of English as a second language the figure becomes 350 million.

If we look at the media we find that over 50% of world’s newspapers, over 50% of world’s scientific and technical periodicals and more than 60% of world’s radio stations use English as a medium of communication.

From the above facts it can be easily concluded that English is an international language. English is an international language in the sense that it helps in interlinking the people in other countries of the world.

1.4.2 Role of English Language in India

In India, English continues to be the medium of instructions in Colleges and Universities and is also the language of administration. Emphasising the role of English, one of the Education Commissions has emphatically asserted, “For a successful completion of the first degree course, as student should possess an adequate command of English, be able to express himself with reasonable ease and felicity, understand lectures in it and avail himself of its literature. Therefore adequate emphasis will have to be laid on its study as a language right from the school stage. English should be most useful ‘library language’ in higher education and our most significant window on the world.”
For over a century and a half Indian intellectuals have been studying English and now it has entered the fabric of India’s culture. It plays an important role in various fields.

(i) English is an official language of administration; the status of Associate Official Language of the Union for an indefinite period has been granted by an act of Parliament in 1963.

(ii) English is the court language.

(iii) English is the language of international trade and industry.

(iv) Important role in social life; the highly educated and sophisticated sections of our society find it more convenient to talk in English.

(v) English is considered to be the window on the modern World.

(vi) English is the link language. It is the only language which is understood in all Indian States. In addition to being a unifying force in our country it also links us with other countries of the world.

(vii) It is a library language.

From the above it may be easily concluded that English plays an important role in our national life. English was of great importance in the British India. It is more important today than it used to be in British period in India.

1.4.3 English Language Teaching

Due to research in various techniques in the field of language learning and teaching some classroom techniques as methods or approaches were adopted to teach English. Due to changing form and status of English, many methods and approaches have been adopted to teach this language. The shortcomings of one method or approach gave birth to another method or approach. To achieve the objectives of English teaching, the teacher must adopt the adequate method or approach. For this a sound knowledge of various methods and approaches in teaching English is inevitable.

The methods of teaching a language differ according to the aims for which it is taught. The method of teaching a foreign language like English is determined by the aims of teaching the language. While formulating aims it should also be considered which method will help to achieve a specific aim.

The methods used to teach English can be divided into two:
1. Old methods

2. New methods

The most commonly used methods that come under the old method are

(i) Grammar Translation Method
(ii) Direct Method

The new methods are

(i) Dr West’s New Method
(ii) Bilingual Method

The above methods are given in detail in Chapter 3.

1.4.4 Aims and Objectives of Teaching English in India

Aims of teaching English in India

Nowadays English has a special and predominant role in the communicative sphere of the world. It has also a special identity in the field of education. A language is a medium of communication and interacting verbally in our day-today life situation in family and society. But in India, English is a foreign language. It is different from mother tongue. The teaching of English is highly desirable for an English teacher. Before starting his teaching, it requires for the teacher to fix up his aims and objectives. It makes him efficient.

In India English now exists as a second language and it should be taught as a language and not at literature. The aim of teaching English in India is to help students to acquire practical command of English i.e. students should be able to understand spoken English, speak English, read English and write English. Thus these are the four basic aims of teaching English.

According to Thompson and Wyatt the four specific aims of teaching English at school stage are:

(i) To understand spoken English
(ii) To speak English
(iii) To understand written English
(iv) To write English
Objectives of Teaching English

(A) The objective of teaching English has two main aspects:

(i) Language aspect: Words, sentences, pronunciation, spelling and grammar.

(ii) Literature aspect: Words, sentences, expressing ideas, feelings and experiences.

(B) The English language teaching has four objectives to develop four skills:

(i) Listening (ii) Speaking (iii) Reading and (iv) Writing

(C) The English teaching also has two objectives: Skill objectives and Cognitive objectives

(I) Skill objectives include:

• To develop the skill of listening,
• To develop the skill of speaking,
• To develop the skill of reading,
• To develop the skill of writing,
• To enable the students for the use of grammar correctly,
• To enable the students to analyse the element of language and establish the appropriate relationship among linguistic components.

(II) Cognitive objectives include:

• To acquire knowledge,
• To diagnose the weakness of speaking and writing English,
• To compare and illustrate linguistic components,
• To classify the elements of English language,
• To understand the meaning of prose, poetry, story and drama by reading.

In order to teach English correctly and properly English teacher must know the aims and objectives of teaching English.
1.4.5 Language acquisition Versus Language learning

There is an important distinction made by linguists between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn’t correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of “on the job” practice. They readily acquire the language to communicate with classmates.

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of the language. And it certainly is not an age appropriate activity for young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

1.4.6 Fourfold language skills

Listening

It is generally considered a passive skill whereas speaking is considered an active skill. However listening is not totally passive and it is also an active skill because it involves decoding a message and understanding it. Moreover, the listener has also to indicate by his response if he has/ or has not understood the message. The skill of listening can be developed through systematic teaching.

Speaking

Practice in listening should precede practice in speaking. The practice in speaking may be started by the teacher with dialogues. For such a practice dialogues on simple, contextualized situations may be tried between pair of students. In this the teacher should play the role of a guide and must not curb the freedom of expression. In this way enough opportunities are provided to the students to practice certain phonological, grammatical and lexical items. For the development of the skill of
speaking in English in his students it is desirable for an English teacher to speak English correctly and he should ensure that his own spoken English is good.

**Reading**

Like listening, reading is a decoding process. But it is a very complex process and involves many physical, intellectual and often emotional reactions. Further it entails the ability to recognize graphic symbols and their corresponding vocal sounds. Thus reading skill consists of three important components viz (i) recognition of the graphic marks, (ii) the correlation of these formal linguistic elements, (iii) and the correlation of these with meaning. Dr West after an extensive study on Indian pupils suggested that reading should be given the key place in the total scheme of teaching English as a foreign language.

**Writing**

Writing is different from speaking in that it aims at compactness and precision in expression as well as grammatical idiomatic and orthographic accuracy and in that conventions of writing tend to be less flexible than those of speech. Learning to write is learning to use grammar with ease and facts in some sequential order as tools. Composition or writing involves both accuracy and fluency. We should expect our students to master the elementary mechanics of written work viz handwriting, spelling, capitalisation, punctuation, word order and word division, and sentence structure and constructions before they are given a free hand to develop ease and fluency in writing.

The main aim of writing course is to train the student in expressing himself effectively in good English. He should be able to take up business communication, write a friendly letter, and write a report to the teacher or an article for publication. Writing is of immense importance. According to Bacon “Reading maketh a full man, conference a ready man and writing an exact man”.

**1.4.7 Importance of writing skill**

Most ESL students want to learn English to be able to speak the language, not write it. However, learning writing skills is an important aspect of learning English as students could be called upon to write in English for professional or formal reasons.
Those who wish to live in an English speaking country will most definitely need to be able to write in English in order to fill out forms and other administrative papers concerning their everyday lives.

**Examples of ESL Writing Tasks and Activities**

There are endless opportunities to teach and practice writing skills in the ESL classroom. Some may be immediately relevant and applicable to everyday life in an English-speaking country and others may be simply an enjoyable and interesting way to teach English writing skills. Some ideas include:

- describing someone the student knows well
- writing a letter for a job application
- writing an answer to a letter of complaint
- writing a book review
- writing an instruction sheet for something the student knows how to do
- describing a view
- writing a news report on something current
- writing a menu for an imaginary restaurant
- designing posters for a party, play or concert
- writing e-mails to pen pals around the world
- writing invitations to an imaginary event

A lot of these writing tasks can be done at various levels of proficiency and can be fairly short and informal. Others may require that letter layout techniques and formalities be taught first and are more formal. A lot of them are creative, require some imagination and are fun to do.

**1.4.8 Information Communication Technology and Language teachers**

A nation’s development potential depends upon its ability to continuously educate its population and create armies of skilled manpower. In particular, use of IT
in acquiring knowledge and skill has become an essential element in education and training. These IT elements in the educational process have magical effects.

Higher education without the support of IT makes the lives of learners and teachers equally difficult. A nation’s intellectual strength depends on IT support. The use of computing and communication technology to enhance the efficacy of transaction and productivity is the driving force in this new era of social and economic transformation in the new society called Information society.

The present century is rightly called the “Technological century”. No area is left untouched by Information technology. Teaching in higher education mostly concentrates on giving information, which is not the sole objective of higher education. The objectives are multi-dimensional in nature. To achieve these, the appropriate methods should be used in an integrated fashion. At present IT may be of some help. It is a well-accepted fact that today a single teacher is not capable of giving up to date and complete information in his own subject. IT can fill this important gap because it can provide access to different sources of information. It will provide information correctly, as comprehensively as possible in different formats with different examples. IT provides variety in the presentation of contents, which helps learners in concentration and better understanding and long retention of information, which is not possible otherwise. IT and multimedia have changed the pattern of teaching where the learner uses technology through critical thinking, to manipulate and query data in newer ways instead of just lecturing or reading activity. In this IT era, we have moved from old practice of memorizing facts to discovering data and information and synthesizing them for problem solving.

The role of interactive multimedia is a perspective where learning is part of schooling, working or just living. ICT also includes web TVs, Net PCs, and Web-Based Education that offers accessibility, flexibility and innovativeness in teaching and learning. ICT integrated teacher education is more important to Indian education system that is committed to maintain global partnership as well as leadership in knowledge-based society.

Prof Ram Takwle (2003) says about IT driven education: "They are changing the methods of content generation, content storage, content packaging and content
delivery and hence offer a new paradigm of education." These multimedia programs and packages are also intended to supplement the real classroom activities and help their easy assimilation. ICT especially in the 21st century context of teacher education fulfils the following objectives.

- It envisages excitement to the learner's eyes, ears, and more importantly the head.
- ICT fulfils the needs of learners by providing items and packages of higher standard and interest.
- It helps in transforming the definition of literacy, learning and knowledge; a definition that increasingly includes multimedia digitized literacy.
- Multimedia provides a kind of control over the learning environment to the pupil teachers and they experience learning from their failures.
- ICT facilitates the learner to have control on lesson, pace the sequence, content, feedback, which in turn enhances the efficiency of learning.
- Unlike books, it is interactive in nature and creates motivation and interest among the learners, in turn meeting the individual unique needs effectively and efficiently.
- Develops the ability of self-learning and interacting individually, as the learner attains vast experiences effectively, efficiently and expeditiously.
- ICT-empowered simulated situation minimizes dangers in the real world e.g. practical in science, pilot training driving etc.
- ICT is a powerful new development with ambitious role in teacher education, Digital and Internet.-based multimedia transforms the present trend in the field. It takes just a computer to play multitude of media enabled programs and packages.

The teacher education system empowered by ICT driven infrastructure can have a great opportunity to come up to the centre stage and ensure academic excellence, quality instruction and leadership in a knowledge-based society. ICT has revolutionized the entire concept of education, learning and research by offering new opportunities and challenges in creation and dissemination of information by way of Web TV's, Net PC's and Web-based education independent of time, pace and place. It is really a challenging task to strengthen ICT in teacher education because a large
majority of the teacher education institutions are unequipped or under-equipped in the terms of digitized and high-tech infrastructure.

1.4.9 Development of writing skill through ICT

Pupils of the Secondary stage should be able to write independently. The curriculum should be organised in such a way that it should give enough opportunities for the pupil to write on various topics of their own rather than mugging up the answers in the examination paper by mere rote memory. It is equally important that pupils should get immediate feedback too. The teacher trainees (B Ed) of Secondary school should also be equipped with the ability to write without committing mistakes and correct students’ works. So to make the work easier and convenient, the investigator designed an **Electronic Portfolio** to develop the writing skill of teacher trainees.

A portfolio is a purposeful collection of students’ works that demonstrates achievement in one or more areas over a period of time. People make use of the term ‘paper pencil portfolio’. Paper pencil portfolio has got a lot of disadvantages. It is bulky and so is not portable. With traditional portfolios, files, boxes, and or binders holding papers, cassettes, pictures, and drawings would take up lots of space. It cannot hold a great deal of information. Moreover it is not easily accessible too.

Electronic portfolio also known as E portfolio or digital portfolio is a collection of electronic evidences assembled and managed by the user usually on the web. Such evidences may include inputted text, files, images, sounds, hyperlinks etc. It has got a lot of advantages over paper pencil portfolio.

Professor Koper (2002) says in his speech about information and communication technology that, in the future, institutions of higher education must focus on offering electronic learning environments. This does not involve using some type of “dead” digital learning environment; rather, Koper (2002) is referring to advanced, flexible, social systems supported with information and communication technologies. Institutions of higher education should provide new technology for educational purposes to give students cutting edge experiences (Foster, 2001)
With an electronic portfolio, information can be easily stored in computer hard drive, floppy disc, CD or other devices. This would take up very little physical space and would be accessed with minimal effort. Electronic portfolios not only take up little physical space, but can hold a great deal of information. Pictures, art work and writing samples can be all be scanned in and saved. Reading samples could be recorded. Work samples from previous school year could also be included. Another important addition, would be collaborative student work that otherwise would not be able to be included in each participating students portfolio. Once the student’s work is organised, electronic portfolios can be enhanced by the addition of sound, music, pictures, graphics and even video, thus making it easier and more appealing to the student, parent and teacher.

Electronic portfolios also serve to enhance computer and technology skills. The teacher and student would gain experience by creating, selecting, organizing, editing and evaluating the portfolios. Students would feel a sense of accomplishment and empowerment by displaying, sharing and presenting their electronic portfolios to teachers, fellow classmates and parents.

1.5 Conclusion

The investigator sensitized the existing issue, gaps in writing competency among teacher trainees and therefore titled her research as, “Effectiveness of Electronic Portfolio on Developing Writing Skills among English Teacher Trainees”. This study makes use of teacher trainees as sample. Here in this chapter the researcher gave a detailed discussion on Higher Education and its statutory bodies, Teacher Education and English Language Learning. In the earlier part of this chapter, it has been mentioned, in detail, about the statutory bodies of India’s Higher Education, such as NCHER, NKC, DIET, NCERT, SCERT, UGC NCTE, NCFSE etc.

In the second half, 1) Teacher Education 2) Objectives of Teacher Education, Limitations of Teacher Education and ICT and Language Teachers are highlighted.
In the last paragraph, there was an indication of English Language skills with specific emphasis on writing skill and a special mention of Electronic Portfolio and its advantages. The aforesaid Electronic Portfolio has been implemented in various fields. The studies and research gaps, pertaining to the said Electronic Portfolio are detailed in the second chapter.