CHAPTER – I

Introduction and Conceptual Framework
# CHAPTER - I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

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CHAPTER - 1
INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1. INTRODUCTION

Teaching is the noblest of all professions. Teachers play a vital role in any educational programme. The status of the teachers reflects the socio-cultural ethics of the society. Traditionally, teachers have enjoyed a very high position in India. Teachers, in ancient India, were considered to be the spiritual fathers of their disciples. At present also in the modern computer era, the regard and respect for the teachers have not diminished. To become a teacher now one has to undergo the teacher education programme, which is expected to engage itself in all endeavors of social and national reconstruction and regeneration, address itself to the social and educational problems, fulfill the expectations of the people, accelerate the process of nation building and assist in the realization of constitutional goals.

Almost all the commissions on education of pre-independent and post-independent India have laid stress on teacher education. They made specific recommendations for teacher-training programmes. Since it is an integral part of educational system, in India it is to be responsible to socio-cultural ethos and national development. It does not consist of institution-based activities only. Its scope has broadened and its objectives have become more focused during the last forty years.

Nowadays teacher education is a continuous process with pre-service for building up necessary competence to get into the teaching profession, and the in-service to help the working teachers keep informed of the latest development in education. Before giving pre-service training one must be tested for his aptitude. A person who loves children and takes interest in teaching can be a good teacher, if he is given a professional training. Those who have no aptitude for teaching cannot be good teachers by training.

1.2. TEACHER TRAINING IN THE INDIAN CONTEXT

A thorough look into the various reports on teacher education shows that the quality of teacher is an important factor determining the quality of any educational system. The best-formulated educational policies can be successful only in the hands of properly trained teachers.
A) Commission Recommendations for Teacher Education

The onset of teacher training in Indian Context can be attributed to Wood's Despatch (1854) which emphasized the need for training teachers. It was suggested that teacher training programmes similar to the one in England should be organized for Indian teachers also. To encourage them to undergo this training programme, they must be given scholarship (Quoted by Aggarwal, J.C., 2004, P. 13).

Hartog Committee (1929) pointed out that no system of education is successful without dedicated teachers. The committee felt that the condition of teachers was deplorable. Their salary was low, there was no job security, no proper training for them, their social status was not desirable and most of them were not qualified. Without doing something, it was not possible to improve secondary education. So, the committee recommended to train teachers, their salary and service conditions should be improved; steps should be taken to improve their social status and so on (Quoted by Aggarwal, J.C., 2004, P. 18).

According to Abbot-wood Report (1937), there was specific recommendation regarding the training of teachers. The training programme for primary and middle schools should consist of two stages. The first is the pre-employment stage. This was for a period of three year after middle school. The second stage was for those who were in-service (Quoted by Aggarwal, J.C., 2004, P. 25).

The Sargent Report (1944) made specific recommendations for the training of teachers of pre-primary, basic and high school levels. Refresher courses for all teachers were also recommended. The report maintained that teachers should be paid good salaries so that the best might be attracted to the teaching profession (Quoted by Aggarwal, J.C., 2004, P. 34).

Secondary Education Commission Report (1953) concentrated on proper attention to teachers and teaching methods. According to the Commission, the teacher is "the most important factor in the contemplated educational reconstruction. His personal qualities, his educational qualification, his professional training and the place he occupies in the school and in the community etc., will have a definite impact on the educative process" (Quoted by Aggarwal, J.C., 2004, P. 48). This report also pointed out the importance of teachers. Teachers are the pivot of the whole educational system. So, their academic,
professional, social and economic condition should be improved. They recommended that high school teachers must be trained graduates. Teachers must be given special privileges so that their social status will be improved. The method of teaching must also undergo reformation. The method of instruction should be based on activity method and project method. The method of instruction should be helpful to develop in the students desirable values.

The Education Commission (1966) pointed out that "all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly most significant". According to this report, teacher plays a crucial role in any educational programme. The Commission recommended that a ‘State Board of Teacher’s Education’ should be established in each state to take care of teacher’s education. The training period for teachers depend on the type of general education they have received. Those who have passed the secondary school must undergo two years training and those who have passed degree must undergo one year training. They must be given practice in teaching in selected schools under proper guidance during the training period. Teacher in Training Colleges should be post-graduate with a degree in education. UGC should take the responsibility of maintaining the standard of teacher education. It has also been recommended that the curriculum of teacher education should be re-organized so that the teachers would be more practical and theoretical. Teacher trainees should receive free education. Loans and scholarships must be made available to them. Teacher training programmes must be expanded to fulfill the requirements of the large number of teachers in schools.

B) Origin and Growth

The education of teacher is of recent origin in India. The first institution to train secondary teachers was the Government Normal School in Madras opened in 1856 and later called the Teacher’s College. A similar institution was also established in Lahore in 1880. Thus, there were only two training centres for secondary teachers in existence when the education commission was appointed in 1881.

This number rose to six by 1920. Later, new training colleges came into existence, such as secondary training colleges in Bombay in 1906 and David Hare Training College in Calcutta in 1908. In 1913, the Government declared that no teacher should be allowed
to teach without a certificate of qualification as a teacher. By 1922, the number of training colleges increased to thirteen. The Hartog Committee in 1929 expressed general appreciation of the work done in secondary teacher’s training in the preceding years, but pointed out the great disparity in the nature of instructions given in the training colleges of different provinces. The position in 1937 was that the number of training colleges figured to fifteen with 1488 students including 147 women students, studying in them. In 1947, India got independence. A very good thinking and trend developed since independence, i.e., to improve the teacher’s training qualitatively and quantitatively. At the secondary level, hardly 51% teachers were trained out of 88,000 teachers and the number of secondary training colleges all over the country was forty-seven with an intake capacity of three thousand teachers. The planning started in India in 1951. Greater emphasis and facilities were provided during the first three Five Year Plan Periods (1951-65) on education and training of teachers.

According to the Fourth All India Educational Survey conducted by NCERT in 1978, there were 8,38,279 teachers working in the secondary and higher secondary schools. Among the teachers working in secondary and higher secondary schools, 87.50% are trained. Here, Kerala and Tamilnadu have more than 90% trained teachers. As regards the progress in the position of colleges of education, according to a survey conducted by DTE and NCERT, there were 494 colleges of education upto 1979-80, out of them 373 colleges having only B.Ed. course. But astonishingly at present each southern state is having around 300 Colleges of Education and around 400 Teacher Training Institutes.

1.3. NEED FOR TEACHER EDUCATION

In improving the quality of teachers, proper training is of great importance. The impact of teacher training on the quality of instruction in schools should be obvious, as it will depend on the quality of teacher training. The ultimate aim of teacher education is to prepare effective teachers who are capable of bringing desired behavioural changes in pupils.

Kothari Commission (1966) has very aptly stated that "Destiny of India is being shaped in her classrooms". The sole responsibility of it is on teachers who are in-charge of the classrooms. Their individual qualities, their devotion and dedication to the profession and their commitment determine the classroom climate. It is recognized today that
education is an essential process of social progress and national development and formal education can be imparted only by teachers. But at the same time teacher should see himself not as a prime source of knowledge but as an organizer of learning and learning experiences. This calls for a change in the concept of teacher education and consequent reorientation of the teacher education programme, both for enhancing the teacher’s educability and his contribution to the overall development. Teacher education will have to find an entirely different focal point in planning and implementing the various components of its programmes. It may be emphasized that for linking teacher education to the problems of national development, the changes in the teacher education programmes have to be such as would yield immediate dividends rather than provide long-term answers (Quoted by Abdul Mannan Bagulia, 2004, P. 22).

After the establishment of NCTE as a statutory body in 1995, it prepared the curriculum framework for Quality Teacher Education (1998) to provide a broad frame of reference for regional initiative to design curricula for teacher education, which are relevant in the area at specific contexts. An important contribution that the framework makes is the preparation of teachers for alternative systems like non-formal education, adult education, distance education, general education up to higher secondary stage and vocational programmes (Quoted by Abdul Mannan Bagulia, 2004, P. 68).

A close scrutiny of all the attempts made at the national level leaves one with the impression that a lot has been achieved and lot more has to be achieved in the field of teacher education. The efforts were made at the national level for enhancing the efficiency of Elementary Teacher Education and Secondary Teacher Education Programmes. But the B.Ed. programme has not been changed substantially either in terms of curricula or the modes of curricular transaction.

The Indian society demands that a teacher will

a) be above ordinary in his competence and in his behaviour.
b) have capacity to guide and lead the community.
c) maintain a high standard of quality in personal and professional life.
d) have a sense of responsibility.
e) encourage, guide and lead pupils through their interest and occupation.

To meet these demands teacher-training institutions are organized with the assumption that these institutions will be able to turnout good teachers with impersonal
identities from persons with average competence and general education. Proper teacher training programmes can help both groups, who are born teachers and those who are not.

Emphasizing the need for producing the right type of teachers, National Council for Teacher Education (NCTE) states: "Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torchbearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also, create and generate new knowledge. They are responsible for acculturating the role of education" (Curriculum Framework for Quality Teacher Education, 1998 by NCTE).

To turn out teachers of such virtues, values and characteristics as needed for the modern society the present teacher education programme should be revamped and energised to keep pace with future orientedness.

1.4. TEACHER EDUCATION CURRICULUM

During the last few decades, teacher education curricula have come under severe criticism and their weaknesses have been highlighted. Some educationists feel that they do not fully address the needs of contemporary Indian schools and society and they do not prepare teachers who can impart quality education in schools. The principals of some public schools hold the view that there is hardly any difference between the performance of trained and untrained teachers because of outdated teacher education curricula. These charges may appear to be exaggerated but some of them compel us to rethink about the curricula and their transaction.

A) Professionalism and Teacher Education

Professionalism requires knowledge, authority, skills, commitment, competency, mission and ability to provide the exclusive expert service and adherence to a professional ethical code. In the present curricula, a large number of activities - theoretical and practical, have to be carried out and assiduously practised by prospective teachers for enhancing their professional competencies and commitments. Teacher education associations need to prescribe a professional code, the violation of which may de-bar a teacher from serving in school. It need not be emphasized that without increasing the duration of teacher education programmes, these targets cannot be achieved. Academic
and professional skills are not independent of each other. Teacher education curricula have to integrate and blend them into a composite whole. The revamping of teacher education curricula has, thus, become a pressing need of the hour. The slant has to be towards a visible shift from information-based to experience-based and from the traditional instruction domination to newer constructiveness orientation.

Frequently criticized as being theoretical in its nature, the curriculum of teacher education is information loaded which are disconnected from each other. Information do not promote habit of thoughts and quality of mind, for disconnected information can neither be converted into ‘theory’ nor can they form mind. Utmost they can produce inert ideas, which cannot be transformed into action and wisdom. There is the burning need to integrate and synthesise them for giving a disciplinary shape and change into well connected segment of knowledge, with its own specific area of serious study with an impendent methodology. Only when such an amalgamation is achieved in teacher education programmes, the targets can be realised in respect of education in social contexts.

B) Factors Influencing Teacher Education Curriculum

Teacher education has to be responsive to the challenges faced by educational system in general and the school education in particular. Besides, teacher education is essentially a context-sensitive activity. It has to respond to various changes in its social, political, economic as well as cultural contexts. Developments in science and technology during the last two decades have transformed human life and the world. New technologies related to storage and communication of information have influenced the instructional process, given rise to e-learning and redefined the concept of library and library service. Education that does not review and rethink its content and processes soon loses its relevance. These concerns give rise to educational challenges i.e. challenges from within the educational system.

Scientific and technological revolution, specially in transport and communication, medicine and surgery, information and communication technology, cybernetics, genetics, bio-technology and life sciences like bio-physics and bio-chemistry, nuclear science and quantum mechanics has opened new vistas for man. Science and technology have transformed everything. The world has become interdependent and is turning gradually into a global village. Now one has to think globally and act locally. The economy of
scarcity has been transformed into economy of plenty, but even then poverty has not been eradicated. The traditional concepts of matter and energy, relationship between man and nature, theological beliefs and practices, superstition and obscurantist practices have changed. Machines are replacing men. The process of production is no longer arduous and tiresome. Material comforts and amenities of life are made available to all who can pay for them. But man has become spiritually poorer and his privacy has shrunk. Scientific and technological education, specially in the information and communication technology has become necessary if India is to march with the world and make progress in every sphere. Educational programmes for teachers have not made full use of these developments. But there is an other side of the picture also. Science and superstition are simultaneously flourishing in Indian society because adequate emphasis is not being laid on the development of scientific attitude and scientific temper of mind. Its application to anachronistic social and cultural contents is not being given due consideration. Teacher education has to take serious note of the situation and evolve effective measures; otherwise the gains achieved so far may be neutralized or even negative.

The effects of science and technology and advances in allied disciplines are not proving wholly beneficial to man and society. Society has become interdependent but family and other primary groups have lost their importance. Man has become a prisoner of market forces let out by advertisements. His capacity to choose has diminished. His freedom has been curtailed. Possibilities of regimentation and standardization of thought and indoctrination have tremendously increased. The cultural gap between scientists and non-scientists has been widened. The harmony between man and nature has received a setback. Morality and values have become its worst casualty. Material culture is weakening spiritual culture. All these require reconsideration of scientific policy. If the human civilization is to survive and quality of life is to be assured, modern science needs to re-think itself and re-frame its priorities.

The impact of science and technology, information and communication technology and genetic engineering on society needs to be fully discussed in teacher education institutions. Scientific temper has to be developed and its application for the solution of problems of life has to be encouraged. Its potentialities for making a humane social order need to be emphasized. Its teaching can promote values like impartiality, integrity, intellectual honesty, optimism, fellow-feeling, tolerance and humanitarianism. All these should figure prominently as valued goals and objectives of teacher education.
Teacher education has to support the efforts for the solution of problems of education of the country. The country has to fulfill its constitutional commitment of providing universal elementary education to all and achieve the obliteration of illiteracy. Education is a fundamental right. To meet this obligation many programmes have been initiated. For achieving the target, the country needs well-qualified and properly trained teachers. The system has to prepare them and also train under-qualified teachers professionally.

The education system now faces challenges from neo-colonialism, which is not the same as its traditional counterpart. It is economic, ideological and cultural. If not checked, it will lead to further ‘educational divide’. Teacher education has to be responsible to this. It has to understand its many dimensional consequences and take appropriate safeguards against it.

Increase in the population of school going children, rising aspirations of the people and their greater desire for more useful knowledge, complete with explosion of knowledge and techniques for imparting knowledge have emerged as new challenges to teacher education. The possibility of acquiring knowledge from sources other than the teacher, books and from outside educational institutions has increased tremendously. The educational system has to respond in full measure to this development. To impart more knowledge within a shorter period entails proper structuring of knowledge and use of new transactional strategies including ICT resources. Students should be encouraged to pursue independent learning and make use of the skills of ‘learning to learn’. In this new paradigm, students will approach teachers for getting information about the sources of knowledge rather than knowledge itself. In the emerging context, the possibility of teachers and educators becoming outdated and professionally less effective has increased. Constant re-education and in-service programmes for teachers and their educators have become the need of the day.

1.5. TEACHER EDUCATION IN KERALA

University of Kerala

The University of Travancore which eventually became the University of Kerala was established in 1937 by a promulgation of the Maharaja of Travancore, Sri Chithira Thirunal Balarama Varma who was also the first Chancellor of the University. Sir C.P. Ramaswamy Ayyar, the then Diwan of the State, was the first Vice-Chancellor. It
was the sixteenth University to be set up in India and ten Colleges within the State of Travancore which were affiliated to the Madras University became the affiliated colleges of the University of Travancore.

In 1957, the Kerala University Act, Act 14 of 1957, was brought into force and the University of Travancore was renamed University of Kerala. The University had three campuses located in three different parts of the State viz. Thiruvananthapuram, Ernakulam and Kozhikode. In 1968, the University Centre at Kozhikode became a full fledged University covering the Colleges and Departments located in Thrissur, Palakkad, Kozhikode and Kannur Districts of Kerala. The Cochin University of Science and Technology and the Kerala Agricultural University were set up in 1971 and in 1983, the Mahatma Gandhi University was established. With the establishment of these Universities, the area of the jurisdiction of the University of Kerala has been limited to Thiruvananthapuram, Kollam, Alappuzha Districts and some parts of Pathanamthitta District.

At present, the University has sixteen faculties and 41 departments of teaching and research. There are 157 affiliated colleges. Of these, 46 are aided Arts and Science colleges and 14 are unaided. There are two Law colleges, 17 Engineering colleges (of which 14 are unaided), four Medical Colleges (two are self financing) seven aided Teachers' Training colleges, 30 unaided Teachers Training Colleges, four Ayurveda colleges, two Homeopathy colleges, one Sidha Medical College, two Fine Arts Colleges, one Music College, three Dental colleges (of which two are unaided), four unaided Pharmacy colleges and one college of Physical Education. Besides these, there are four affiliated institutions conducting two-year full time MBA course, five colleges offering MCA and ten Nursing colleges, all in the unaided sector. The University’s Engineering College in Kariavattom campus offers courses like Information Technology, Computer Science and Engineering, Electronics and Communication etc.

The University Departments offer a wide range of teaching and research at postgraduate, M.Phil. and Ph.D. levels. The courses in the Departments are conducted in the Credit and Semester System. The University has also extended the Semester System to all the Post Graduate courses from 2001. At present, about 32 colleges offer postgraduate teaching programmes. Some of the affiliated colleges offer M. Phil. courses and some colleges have been recognised as research centres. The University has also recognised a number of other institutions as research centres. All these institutions conform to the aims
and objectives of the University and its programme of teaching and research. The eight University Institutes of Technology offer courses like Computer Science, Electronics, Business Administration etc., two centres conduct M.Sc. Computer Science and one UIT offers MBA.

The Institute of Distance Education caters to the needs of thousands who wish to enroll for different courses. In addition to the traditional degree and postgraduate courses, the Institute now runs degree courses like Computer Science and Computer Application. With the abolition of Private Registration in the post-graduate level, the Institute of Distance Education now offers all the PG courses which were once offered privately. As a result, the enrolment in the institute has grown threefold.

In addition to the Departments of teaching, the University also has several centres for studies and research in special areas. The International Centre for Kerala Studies, the Centre for Canadian Studies, the Centre for Australian Studies, the Centre for Comparative Literature, Sree Narayana Study Centre, Centre for English Language Teaching, Centre for Vedanta Studies, V.K. Krishna Menon Study Centre, Christian Study Centre for Cultural and Social Change and Centre for Gandhian Studies are functioning under the University. It has also been decided to start an Ambedkar Study Centre. The Academic Staff College set up with UGC aid, offers orientation and refresher courses to the teachers in affiliated colleges. It has been rated as the best in the country.

The Oriental Research Institute and Manuscripts Library, which has an invaluable collection of rare and precious manuscripts, has been made the State Nodal Agency for the preservation and documentation of manuscripts. A Digital Heritage Archiving Centre also functions in the Library.

The Department of Publications, one of the oldest Departments of the University, has brought out a series of glossaries in science subjects, popular science books and translations of classics. The five volume Kerala Sahitya Charithram written by Mahakavi Ulloor S. Parameswara Ayyar and the series Sahithya Nayakanmar (Men of Letters) are some of the most prestigious publications of the Department. The Chitra Ramayana, based on palm-leaf manuscripts, is another notable publication. The University has also published the first ever-complete English translation of Hortus Malabaricus, the classical treatise on the plant wealth of Asia and the tropics, in 2003.
The seven volumes of the proposed eleven-volume Malayalam Lexicon have been released. The University has been publishing since 1946 the Journal of Indian History, a significant publication on historical studies and research. A quarterly newsletter entitled The University Herald is also published. The Observatory, founded by Maharaja Swathi Thirunal in 1837, opens a world of celestial wonders to the students, through the computer-aided lectures and the facilities for star-gazing. The University of Kerala has the honour of being the first University in India to ensure participation of students in the University Syndicate. The Academic Council and the Senate also have student members.

University Study Centres have been set up with UGC assistance, at Kollam, Alappuzha and Pandalam. These Centres cater to the needs of the students outside Thiruvananthapuram. Besides these, there are 13 Taluk Information Centres. The University also supplies information to students through the Helpdesks in affiliated colleges.

The Coordinator of the N.S.S programme and the Director of the Student Services organize youth welfare activities at the University level with the active co-operation of the University Students’ Union. The University Students’ Union has been very active since 1939 and has taken the initiative to offer to the students many community based and popular co-curricular activities. The University bagged the Indira Gandhi National Award for the best NSS activities in 2005.

Department of Physical Education has gifted to the country outstanding sportsmen and women. The University is now planning to renovate the synthetic track of the University Stadium with Governmental assistance. The establishment of the Lakshmibai National College of Physical Education at Kariavattom, managed by the Government of India, is another landmark in the history of the University. Another significant development is the starting of several short-term courses like TV News reading, Functional English etc. in the Centre for Adult Continuing Education and Extension. This has enabled the University to realise the dream of ‘further education of the educated’. The CACEE received the UNESCO- NLM award for literacy in 2005. During 1997, the University celebrated its Diamond Jubilee. The celebration involved the starting of new teaching Departments and setting up of new buildings like the International Youth Hostel at Thiruvananthapuram.
On 28th December 2000, the University conferred the Honorary Degree of D.Litt. on Nobel Laureate Prof. Amartya Sen. The other scholars honoured recently through the conferment of D.Litt. are Dr. K.J. Yesudas and Dr. Laurie Baker (2003). The University’s Web site www.keraluniversity.edu launched in January 2000, offers several services like downloadable application forms, question papers of past examinations, free resource links, subject gateway, etc. The daily press releases and results of examinations are published on the site. The University also issues Degree Certificates with Hologram and over 112 security features. The Interactive Voice Response System helps students to get information over telephone.

The University of Kerala has widened its horizons by entering into academic cooperation with some foreign Universities like Valladolid of Spain and Claremont of the United States of America. The UGC has identified the University as one of the 26 institutions selected for promotion of India Studies by foreign students. The National Assessment and Accreditation Committee has placed the University at the B++ grade.

The University’s colleges of Teacher Education (launched in 1990-91), offer B.Ed. with an intake of 180 students in each of the ten centres.

**Training Colleges affiliated to University of Kerala**

**Government College**

1. College of Teacher Education, Thycaud, Thiruvananthapuram

**Aided Colleges**

1. Sree Narayana Training College, Nedumganda, Varkala, Thiruvananthapuram
2. Mar Theophilus Training College, Bethany Hills, Thiruvananthapuram
3. Karmela Rani Training College, Kollam
4. Mount Tabor Training College, Pathanapuram
5. NSS Training College, Pandalam
6. Peet Memorial Training College, Mavelikara, Alappuzha

**Kerala University Centres of Teacher Education**

1. KUTEC, Thiruvananthapuram
2. KUTEC, Nedumangad
3. KUTEC, Kaniapuram
4. KUTEC, Kollam
5. KUTEC, Anchel
6. KUTEC, Kulakkada
7. KUTEC, Alappuzha
8. KUTEC, Kunnam, Mavelikkara
9. KUTEC, Kayamkulam
10. KUTEC, Adoor

Self-financing Colleges

1. National Training College for Women, Pazhakutty, Nedumangad
2. Fathima Memorial Training College, Vadakkevila, Kollam
3. CSI College of Education, Parassala, Thiruvananthapuram
4. Baselious Marthoma Mathews Training College, Kottarakara
5. Mannam Memorial Training College, Vilakudy, Kollam
6. Sobha College of Teacher Education, Mararikulam, Alappuzha
7. KNMKNMS Training College, Vellavada, Thiruvananthapuram
8. BNV College of Teacher Education, Thiruvallam, Thiruvananthapuram
9. KTCT College of Teacher Education, Kallambalam
10. New B Ed College, Nellimoodu, Thiruvananthapuram
11. H.H. Marthoma Mathews II Training College, Adoor
12. Jameela Beevi Memorial Centre for Teacher Education, Kayamkulam
13. St. Thomas Training College, Mukkolakkal
14. MAET Training College, Nettayam
15. St. Jacob’s Training College, Kazhakuttam
16. Emmanuel College of B.Ed Training, Vazhichal
17. Christ Nagar College of Education, Thiruvallam
18. R.V. Training College, Kottarakara
19. Buddha College of Teacher Education, Muthukulam
20. Mannam Foundation Centre for Education Technology, Poruvazhy
21. Manjappara Educational and Charitable Trust B.Ed Centre, Manjapara
22. Sree Narayana Training College, Sreekandeswaram
23. Fathima Memorial Training College, Mylapor
24. College of Teacher Education, Ayoor, Kollam
25. Victory College of Teacher Education, Olathanni
The University of Kerala prescribes the following structure for the conduct of B.Ed. degree course in the affiliated colleges and in the university centres. B.Ed. course of study is a one year programme offered through two semesters. The programme comprises three distinct parts. Part - A consists of theory papers - core subjects, Part - B consists of theory papers - optional subjects, and Part - C - Practicals. The details of the programme are given below:

**SEMESTER – I**

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<tr>
<th>Subjects &amp; Practicals</th>
<th>House/Days of Study</th>
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<tbody>
<tr>
<td><strong>A. Core Subjects</strong></td>
<td></td>
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<tr>
<td>1. Theoretical Base of Education</td>
<td>80 hours</td>
</tr>
<tr>
<td>Philosophical and Sociological</td>
<td></td>
</tr>
<tr>
<td>2. Psychological Base of Education</td>
<td>80 hours</td>
</tr>
<tr>
<td>3. Associate Subjects:</td>
<td></td>
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<tr>
<td>Educational Technology and Educational Evaluation</td>
<td>80 hours</td>
</tr>
<tr>
<td><strong>B. Optional Subjects</strong></td>
<td></td>
</tr>
<tr>
<td>1. Theoretical Base of Teaching</td>
<td>80 hours</td>
</tr>
<tr>
<td>2. Principles of Pedagogical Analysis</td>
<td>80 hours</td>
</tr>
<tr>
<td><strong>C. Practicals</strong></td>
<td></td>
</tr>
<tr>
<td>1. Teaching Practice (Phase – I)</td>
<td>10 days</td>
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<tr>
<td>2. Health and Physical Education</td>
<td>32 hours</td>
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<tr>
<td>3. Practicum – Problem-based Learning of Core and Optional Subjects</td>
<td>48 hours</td>
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<tr>
<td>4. Work in laboratories, Work experience and Cultural programmes</td>
<td>480 hours + 10 days</td>
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Total 80 Teaching days + 10 Teaching practice days = 90 working days
### SEMESTER – II

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<tr>
<th>Subjects &amp; Practicals</th>
<th>House/Days of Study</th>
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<tbody>
<tr>
<td><strong>A. Core Subjects</strong></td>
<td></td>
</tr>
<tr>
<td>1. Theoretical Base of Education – National</td>
<td>80 hours</td>
</tr>
<tr>
<td>2. Theories of Learning</td>
<td>80 hours</td>
</tr>
<tr>
<td>3. Associate Subjects:</td>
<td></td>
</tr>
<tr>
<td>Educational Management and Environmental Education</td>
<td>80 hours</td>
</tr>
<tr>
<td><strong>B. Optional Subjects</strong></td>
<td></td>
</tr>
<tr>
<td>1. Modern Instructional Strategies</td>
<td>80 hours</td>
</tr>
<tr>
<td>2. Pedagogical Analysis of Syllabus in</td>
<td>80 hours</td>
</tr>
<tr>
<td><strong>C. Practicals</strong></td>
<td></td>
</tr>
<tr>
<td>1. Teaching Practice (Phase – II)</td>
<td>20 days</td>
</tr>
<tr>
<td>2. Sports and Games</td>
<td>32 hours</td>
</tr>
<tr>
<td>3. Practicum – Problem-based Learning</td>
<td></td>
</tr>
<tr>
<td>4. Work in laboratories, Work experience and Cultural programmes</td>
<td>48 hours</td>
</tr>
<tr>
<td></td>
<td>480 hours + 20 days</td>
</tr>
<tr>
<td><strong>Total 80 Teaching days + 20 Teaching practice days = 100 working days</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D. Internship in Schools</strong></td>
<td>60 working days</td>
</tr>
<tr>
<td>Total of Semester I &amp; II</td>
<td>60 Teaching days</td>
</tr>
<tr>
<td></td>
<td>+ 30 Teaching practice days</td>
</tr>
<tr>
<td></td>
<td>+ 60 days of Internship</td>
</tr>
<tr>
<td></td>
<td>250 working days</td>
</tr>
</tbody>
</table>

**1.7. INPUT SESSIONS**

The premier objective of teacher education, as already stated, is to prepare teachers of good teacher behaviour to handle classes at the school level. Therefore, to build up a good teacher behaviour, the colleges of education structure different input sessions, each one lasting from three days to thirty days and introduce them one by one during the course of study, following the broad guidelines provided by the University.

As the students of B.Ed. degree course are just from arts and science colleges with UG or PG degree in a school subject, they are quite ignorant of teaching and the teaching process. The initial contact with the teaching is to be made first with a theoretical exposition of who is a teacher and what is teaching. After analysing the nature of the task - teaching, the teacher educators introduces one by one the varied methods of teaching to be adopted in different circumstances for teaching the subjects they have specialised. Hence, the first input session happens to be a theoretical *discussion on methods and techniques*. 
Further, taking the students deeper into the concept of teaching, the teacher educator needs to provide a strong base to the teacher trainees, to enable them to link the objectives of teaching the content with that of the teaching process. Here comes the question of identifying the objectives of teaching in a particular content. These objectives marked as general instructional objectives are broken into smaller and smaller specific instructional objectives to be realised one after another during the course of teaching that particular content in a duration of 45 minutes. Moreover, the process of teaching is to be planned on the basis of the stated objectives. Therefore, the teacher trainees are to be familiar with the scheme of teaching prepared in the form of lesson plan prior to classroom teaching. To achieve the necessary knowledge and skills related to this aspect, the teacher educator needs to organise an input session on *Writing Instructional Objectives and Lesson Plan.*

Having learnt the skill of writing instructional objectives and preparing lesson plans, a systematic teaching is to be executed in the real classroom. However, the teacher trainees should not develop the thinking that the process of teaching could be contained in a small framework of lesson plan. The limited exposure to which the teacher trainees have been exposed so far may give them the impression, that the classroom situation can be managed with the help of what they have had so far. Therefore, it becomes obligatory on the part of the teacher educator to organize external observation classes for the teacher trainees to observe the teaching of other senior teachers. Hence, an input session on *observing senior teachers’ classes* becomes an essential one.

Though most of the teacher trainees have a proper aptitude for teaching, the task of achieving teaching competence seems to be laborious and troublesome. Since most of them are shy of facing the class, they suffer a lot to overcome the initial problems. Even those, who may be bold enough to teach may feel confused in presenting the subject matter clearly for want of certain basic teaching skills. Hence, a well organised input session on *microteaching* is considered to be a must.

To promote the students in a phased manner in the acquisition of teaching competence, the teacher educators of the concerned subjects have to act as expert teachers of those subjects. The theories of learning, the process of teaching, the task of evaluating the performance of students etc., are to be demonstrated in real classroom situations for the teacher trainees to observe and concretise the concept of teaching. Therefore, the teacher educator has to practice what are theoretically explained to give a solid
understanding of teaching to the teacher trainees. Because of this, an input session on demonstration classes by teacher educators becomes imperative.

After forming a good idea of the right way of teaching, the teacher trainees need to widen the thinking of teaching. The broad outlook with regard to teaching may become possible only when the teacher trainees are exposed to variety in teaching. To achieve this end, the teacher educator has to organize demonstration classes by outside experts.

Having thus formed necessary teaching competence, the teacher trainees are required to possess skills useful for preparing necessary teaching aids. A teacher who is conversant with the skill of improvising apparatus and appliances could realize his creative thinking while performing the task of teaching. Hence, an input session on preparation and demonstration of AV aids is advised.

The classrooms in a College of Education are sure to be treated as a sophisticated laboratories to experiment on teaching and teaching components. In fact, everyday, every period is intended for linking the content with skills and skills related activities. It is possible only when the teacher trainees act as students of different standards. Hence, an input session on organising simulated classroom teaching is very much recommended.

The perfection in any skill development is possible when there is variety of exposure and successive constructive criticisms. This is possible in the case of developing teaching skills also. When the teacher trainees are given the provision to observe their peers’ teaching, each one will get adequate opportunity to observe teaching of different style, different competence and different nature. Moreover, on encouraging active discussions on every teaching observed, each one will stand strengthened dropping the unwanted and ambiguous occurrences in the course of teaching. Therefore, an input session on observing peer group teaching is considered to be a highly desirable part of training.

Apart from teaching the subject, the teacher is meant for many more things in the classroom. His/her interaction with the students is responsible for the success or failure of all those intended classroom activities. In fact, the morale of the class is decided by the communicative competence of the teacher. Therefore, to equip the teacher trainees with essential communicative skills, an input session on using videos on classroom communication is a highly advantageous one.
The knowledge of the teacher trainees may get enriched with regard to classroom teaching when they are exposed to different models of teaching. A theoretical understanding of the important models of teaching as prescribed in the university syllabus will enable the teacher trainees to vary their mode of teaching according to the focus and principles envisaged. Such a knowledge is sure to provide a global understanding of what and how of teaching. That is why, series of input sessions on suggested models of teaching are advocated by the experts.

After preparing the teacher trainees in almost all aspects of teaching, the teacher educators arrange long-term teaching in identified model schools to evolve a wholesome teacher behaviour in teacher trainees. As the teacher trainees act as full-time teachers under the guidance of senior teachers participating in all school activities, they are able to make use of all the techniques and strategies learnt so far for discharging all those responsibilities in the allotted schools. The isolated skills get knitted together, whereas, the bits of knowledge get clustered so as to form a desirable teacher behaviour. Hence, the university prescribes long-term sessions for practice teaching, which is considered to be the major input for forming a conducive teacher behaviour in teacher trainees.

1.8. TEACHER BEHAVIOUR

Teaching is one of the oldest professions. Teaching is an art, a science and a skill. Joyce and Weil (1972) define teaching, as a process by which teacher and students create a shared environment including sets of values and beliefs which in turn colour their view of reality (P. 197).

According to G.N. Prakash Srivastava and Anju Bhargava (1984), teaching is a series of events wherein teacher attempts to change the behaviour of students along the intended direction (P. 103).

It may be understood from this the aim of teaching is to bring in change in the behaviour of the learner. In teacher education, the teaching of the teacher educator is intended to form teacher behaviour in teacher trainees. A casual look into the various activities that are being carried out in the teacher education programme gives the impression that a conducive teacher behaviour expected of a teacher trainee may be a cluster of behavioural aspects such as proper knowledge, proper competence and proper mental makeup. Only when a teacher trainee manifests adequate knowledge about
teaching, reasonable level of teaching competence and optimum level of self-esteem, he/she could prove to be a teacher with good teacher behaviour.

Therefore, the hitherto discussions on teacher education, the university prescribed structure for teacher education programme (B.Ed.) and the university suggested input sessions for instilling proper teacher behaviour in teacher trainees aptly lead to the conclusion that all planned activities offered during the B.Ed. course of study are only intended for developing proper knowledge about teaching, and necessary competence to teach along with the inherent moulding of self-image. Hence, the investigator has conceptualised that the success or failure of the input sessions will have a definite bearing on the growth of knowledge, achievement of teaching competence and moulding of self-image. The problem slatted for investigation is the nature of input sessions being offered in Government College of Education, University Centres, Government Aided and Self-financing Colleges of Education affiliated to the University of Kerala with a focus on the teacher behaviour comprising acquisition of knowledge related to teaching, teaching competence and self-esteem of the teacher trainees during the B.Ed. degree course.

1.9. REFERENCES

2. Ibid, P. 18.
4. Ibid, P. 34.
8. Ibid, P. 68.
10. www.keralauniversity.edu