Details of Module and its structure

Module Detail	
Subject Name	Education
Paper Name	Perspectives and Issues and Research in Teacher Education
Module Name/Title	Teacher Education in India: Issues and Concerns
Module Id	e-PGEDN 10.17
Pre-requisites	Basic understanding of teacher education in India at various levels
Objectives	After going through this topic the learners will be able to: • discuss various issues of teacher education in India to the prospective teacher educators and their various concerns.
Keywords	Institutional inertia, brand inequity, quality crisis, overgrowing establishment, alienated and incompatible notes in education, domain pedagogy

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1. Introduction

Indian Teacher Education has been strengthened a lot during the past couple of years. The National Council for Teacher Education (NCTE) Regulation 2007 were revisited and modified by the NCTE and notified in 2009. The Elementary School Teachers' qualifications were worked out and notified in August 2010. The Teacher Eligibility Test (TET) inclusion in qualifications has been widely appreciated, wherein, it was provided that even after obtaining the necessary qualifications, the teacher will have to obtain at least 60% marks in TET. Norms and Standards for Two Year Diploma in Performing and non-performing Art Education were worked out by the Council and notified in August 2009. Teacher Education New Curriculum Framework was designed and released during March 2010. The Study of Demand and Supply of trained teachers in States and Union Territories at primary, upper primary and secondary levels was completed by the Council in 2010 and was published in 30 volumes.

The recognition of sizable number of below standard Teacher Education institutions was withdrawn. A large number of Teacher Education institutions have shifted to their own premises. Bridge courses have been introduced to strengthen the areas in Teacher Education, where found wanting. Online applications and self-disclosure drives were introduced. Persons of integrity and competence were included in the Visiting Team Panels. A manual has been designed on the structure & functioning of the labs. A volume has been published by the NCTE (2009), namely, Teacher Education, which contains Reflections towards Policy Formulation. The efforts made by the NCTE are indeed appreciable. The Teacher Education has been struggling to strengthen its identity. Struggle does not mean degeneration of values and degeneration of institutions. It is true that after persistent struggle there is evident improvement, but, still there is no end to perfection. Every establishment has noise. There are issues and resolves, problems and solutions, puzzles and pathways. Here are the reflections on some of the issues concerning Teacher Education in India.

2. Institutional Inertia

Due to divergence of State, Society, Judiciary and Education there is institutional inertia. Who is accountable? The State? The Society? The Judiciary? The Education? or all of them? Incubation, innovation, creation and construction are the products of Peace, patience and perseverance. Annihilation, deletion and destruction can be done within seconds. Education has its own identity. Nobody should try to superimpose and dictate education. Earlier the Society was governing the Society, then the State started governing the Society, now the Economy is overarching, both the State and Society. The private and corporate sector has more of commercial motive. Education has been largely commercialized. Return on investment is being estimated in terms of material profit rather than in terms of all round development.

3. Brand Inequity

There is Public Private Dichotomy in Teacher Education. There is a pathetic indifference in Public Sector institutions and rampant commercialization in Private Sector. The Teacher Education Degrees conferred by the various universities and institutions are non-comparable. Are TETs, SETs and NETs the solutions. If the input and process norms are grossly wanting, then how can the quality be ensured? What could be greater loss than the Educational Institutions questioning the legitimacy of their own products? There is evident variation at all levels input, process and output. The study conducted by Madhavi R.L. (2009) reveals that Research Aptitude, Educational Management Aptitude, Adjustment Capacity and Teacher Education Disciplinary Profile have been found to be significant predictors of Teacher Education Proficiency in the Western Region of India. Research Aptitude, Adjustment Capacity and Teacher Education Disciplinary Profile have been found to be predicting positively significantly, whereas, Educational Management Aptitude negatively. Living competencies and Techno-pedagogic Competencies have not been found to be significant predictors. There is a need to find out how the Teacher Education has failed to correlate significantly with these variables. Also, there is a need to find out as to how the Educational Management Aptitude has been found contributing inversely. None of the six variables has been found to be significant

predictor of Teacher Education Proficiency in the Northern, Eastern and the Southern regions of India. Enrollment in Teacher Education Programs varies from region to region. There are some areas in India where the enrollment in Teacher Education is near full, but, the physical presence in the Face to Face mode is just nil. These are exclusively commercial centers than Educational ones. There should be an immediate ban on these institutions, whether, these institutions are under the purview of the NCTE or not. There are well specified Teacher Education Curricula by the NCTE. Even then in significant number of institutions there is a wide gap. The quality of product and placement criteria for Teacher Education program varies from university to university. There is evident disregard with respect to the NCTE Norms and Regulations. The question is whether to revise the norms or the parameters or both.

4. Quality Crisis

There are problems of quality perception, quality scaling and quality differentiation in Teacher Education. There is a significant variance between expected and actual quality and this gap is widening. This is exemplified by the successive entrance tests for higher level, be it at Graduate, Post-Graduate or Doctoral Level. There has to be adequate focus on all the systemic parameters- input, process and output. The degeneration of quality of Teacher Education can be attributed more to the Private Sector. Unless the Teacher Education norms are observed sincerely by the society, nobody can help.

5. Overgrowing Establishment

Establishment has overgrown enrollment in most of the Teacher Education Programs. But, at the same time, there is uneven distribution of the Teacher Education Institutions. Teacher Education Regulations, Norms and Standards though latest visited during 2009, have further scope for perfection. There is a need to have demand and supply estimates. Blanket "NO" and even Blanket "YES" can be grossly harmful in the Public Interest. The States need to justify, substantially, case-wise their stand for objection or no objection with due respect to the establishment of Teacher Education institutions. There is a need to find out teacher education institutions required countrywide, Program-wise and State-

wise, at present, and in future. Surveys need to be conducted to find out the present status and their requirement. These projections ought to be in tune with the growth of School Education. Also, futurological studies need to be conducted to make forecasts of Teacher Education.

6. Rare Humane & Professional Teachers

Teacher Education for preparing humane and professional teachers needs to be wholistic. Along with content and methodology there is a need to integrate emotional competencies, such as, self-awareness and self-management, social sensitivity and social management. There is a need to integrate life skills, such as, self-awareness, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress. There is a need to integrate info-savvy skills, such as asking, accessing, analyzing, applying and assessing. There is a need to integrate techno-pedagogic skills, such as, media-message compatibility, media designing, integration of message media and modes, realizing proximity of message forms, media language proficiency, media choice, message authenticity and media credibility, media automation, media integration and media acculturation. There is a need to integrate human development climate through trust, risk taking, openness, reward, responsibilities, support, feedback, team spirit and collaboration. There is a need to integrate spiritual intelligence dimensions, such as, spirituality, soul or inner being, self awareness, quest for life values, convention, commitment and character, happiness and distress, brotherhood, equality of caste, creed, color and gender, inter-personal relations, acceptance and empathy, love and compassion, flexibility, leadership, life and death.

The Teacher Education programs need to integrate innumerous skills and competencies. Environmental Education courses run by Teacher Education institutions have been found to enhance environmental awareness, but, not developed environmental ethics. Political Science Education Programs have been found to multiply the number of professional politicians and not humanistic statesmen. Law Education is not ensuring lawfulness.

Even after Science Education the actions are not scientific. The convocations without invocation are useless and painful. Merit is destroyed due to mismatches between Teacher Educators and Teacher Trainees. Quality teachers can be developed through skilled and competent Teacher Education professionals who have passion for profession. There should be no compromise with the standards and norms.

7. Poor Integration of Skills

The term Skill has become a misnomer, particularly, in Education. All the skills, such as Life Skills, techno-pedagogic skills, techno-savvy skills, Info-Savvy skills, Emotional Skills, Human Development skills, Spiritual Skills need to be integrated with Teacher Education. The study conducted by Helaiya S. (2009) very well presents how the Life Skills can be developed in the pre-service Teachers and integrated with the Teacher Education Programs. The study insists that all the life skills need to be integrated in the Teacher Education Programs. There should be simultaneously focus on creative thinking and critical thinking, as well as, self - management and social management. The present century teachers ought to be highly skilled in management of stress and emotions.

The study conducted by Madhavi R.L. (2009) has tried to scale the Techno-pedagogic Skills amongst the M.Ed. students. The study reveals that Living competencies and Techno-pedagogic competencies have not been found to be the significant predictors of Teacher Education Proficiency in India. The Study by Dhodi N. (2011) on the development of info-savvy skills in Secondary Student-Teachers demonstrates very well how the info-savvy skills of Asking, Accessing, Analyzing, Applying and Assessing were developed in the Pre-service Teachers of India through surfing on Cultural Heritage of India, Buddhist Heritage of India and on the domains of their respective discipline methods. It is a joyful experience to travel through her research volume experiencing various surfing skills, viz., skimming, scanning, authenticating, hyper-linking, switching, skipping culminating into educational immersion for seeking solutions.

The intervention program by Dutta A. (2009) was an attempt to provide student-teachers with varied exposure and experience which helped them to enhance various emotional skills and so emotional maturity. Rao G. Kamesh (2009) conducted a study on the Human Resource Development Climate in the DIETs of Rajasthan, India. The HRD Climate in the DIETs of Rajasthan was found to present a mixed scenario. The HRD climate of Bikaner Zone was found to be most healthy, whereas, that of Ajmer zone the least healthy. The HRD climate of the DIETs has been found to be healthy with respect to Responsibilities, Top Support, Team Spirit and Collaboration. Next in the series are Risk Taking Behavior, Openness versus Communication and Reward. The Supportive HRD Climate and Trust have not been found to be that conducive. The various skills need to be properly integrated in Teacher Education. Teacher Education is starving and striving for competent and proficient teacher educators.

8. Alienated & Incompatible Modes of Education

There is little parity amongst various modes of education, such as, distance mode, e-mode, and face to face mode. Distance mode is diluted, e-mode is in infancy, whereas, the face to face mode is stagnant. There is no network amongst the various modes of Teacher Education. These are functioning more or less in isolation.

9. Little contribution to Higher Education

Teacher Education has not been in a position to come out of School Education. It has made very little contribution to Higher Education. Educationists have been over obsessed with the School Education intensively for complexity, enormity, and the large number of the schools and students, but this is at the cost of neglecting higher education.

10. Week & Meek Philosophical & Historical Foundations

A number of studies were conducted on Educational Implications of the Sikh Guru Bani (Jasbir Kaur, 1998, Guru Nanak Dev University, Amritsar; Gurpal Singh, 1999, Punjabi University, Patiala), Bhagvad Geeta(Subhash Chandra Panda, 2004, Berhampur University, Berhampur; Sunita Singh, 2006, Dr. Ram Manohar Lohiya, University,

Faizabad), Gram Geeta, (Shobhna Purushottam Saoji, 2006, Sant Gadge Baba Amravati Vidyapeeth, Amravat), and Hermann Hesse's Philosophy (Alka Mecwan, 2008, S.P. University, Vallabh Vidyanagar) and other Philosophers. Doctoral studies have been conducted in India on Sankhay Philosophy, Life and Work of Dr. Babasaheb Ambedkar, Sakhi of Saint Kabir, Educational Ideas of Pandit Deen Dayal Upadhyaya and Madan Mohan Malviya, Philosophy of Mahatama Gandhi, Dev Atma, Gurudev Tagore, Teachings of Bhisma in Mahabharta, Gautam Buddha, Shri Panduranga Shashtri, Upanishad, OSHO of Rajnish, Sir Sayed Ahmed Khan, Yoga Vashishtha, Dr. S. Radhakrishnan, Shri Pandurang Athavle, Swami Vivekanand and Shri Aurobindo Ghosh, Ramakrishna Mission, Vinobabhave, Mahatama Jyotirao Phule, Chatrapati Sahu Maharaj of Kolhapur, Motibhai Amin, Maganbhai P. Desai, Guru Nanakdev Ji and Martin and Vedantic Model of Swami Rama Tirtha. Guru Arjun Dev advocated Guru as the pivot who can lead his/her disciples on the path of reality. His educational thoughts are deeply rooted in Indian Tradition to acquire self realization and self manifestation. Truth, love, beauty and bliss are the four doors of the building of spiritual education. He advocated absolute purity, absolute love, honesty and absolute unselfishness as the four pillars of the building of international understanding. Guruji advocated that evaluation is not the monopoly of the teacher alone.

The children evaluate their work themselves. Basically the Sikh Gurus were idealists and their philosophy comes under the terminology of idealism. But their understanding of the problems and their solutions were realistic and practical. They always worked out solutions in the context of their social, cultural, ethical, moral, political and economic nature. Sikhism is basically a relationship of Guru (Teacher) and Sikh (Shish). Thus their philosophy of life has great relevance with respect to philosophy of education. The concepts put forth by Sikh Gurus with special reference to aims of education, curriculum, pedagogy, teacher, pupil, discipline, and teacher-pupil relationship are not merely theories but involve practical wisdom. The axiology of Sikh Gurus emphasizes value oriented education, which is the main construct of individual's character. The trio of their value system is 'Nam Japna', 'Vand Chakna' and Kirt Karni'.The metaphysics of Sikh

Gurus involves the root of reality. What is true is real and what is real is true. They suggest a honest life with complete faith in Him. Sikh Gurus being great moral and spiritual teachers emphasized the cultivation of intellectual, aesthetic, moral and spiritual values in life. In the views of Sikh Gurus, it is essential that there should be overall development of man from mental, intellectual, moral and spiritual horizon.

For a self realized soul, the entire cosmos is a manifestation of God. There is nothing more purifying on earth than knowledge. The mundane man should go through Bhagvata Gita to liberate the self from Maya. Humanism is one of the important virtues of divine life. The platonic love is real love between soul to soul. Various educational and philosophical implications of Bhagvadgita are- The status of Guru is more than that of God. .A teacher with sound personality and super character is the only ideal. The teacher is a Jyot and Jyotsana which enlightens the little ones. Guru Vedvyas provided divine power of sight to Sanjay. It flags a message that a teacher should provide insight to his pupils to awaken their conscience, so that, they are in a position to discriminate between Sin and Punya, Good and Evil. Every teacher should be a Friend, Philosopher and Guide for his learners as Gita depicts through the association of Lord Krishna and Arjuna.

The objectives of Education and Learning environment need to be designed in the light of Prigrah and Nigrah. Lord Krishna led the war not for the realization of his selfish objectives, but, for public welfare. The Shiksha of Gita is not for Arjuna only, but for, all times and all generations. Gita gives a shiksha of control of senses also. One can liberate oneself of Maya or illusion. Strong determination and faith are the keys to success. Karma with Bhagti has wonderful returns. Scientific Attitude, Gender Equity, National Integrity, Respect for all religions, Cleanliness, Humbleness, Sensitivity, Punctuality, Dignity of Labour, Patriotism are some of the values identified and confirmed from preaching of Gram Geetha. The text of the National Saint Tukdoji Maharaj in the form of Gramgeeta is its own testimony, for example, "Aggyananech Duravtey Pragati", "Dhan He Gribanche Rakt", "Shram Hi Gavachi Daulat", " Desh Dukhi Jnu Mazhechi Shareer".

Hermann Hesse's Philosophy focuses on be, becoming, being and then de-becoming. The eclectic philosophy of all the Philosophers should be the foundation of Education.

How Philosophical foundations can be strengthened? We observed 11th of November as "National Education Day" for celebrating the Birth Anniversary of Maulana Abul Kalam Azad. Let all of us ask a basic question to our own self that to what extent we have been in a position to emancipate/Azad ourselves from caste, creed, religion, region, relation in our secular State of India. To what extent we have been in a position to have democratic socialistic dialogues? To what extent we have been in a position to integrate naturalism of Gurudev Rabindranath Tagore to realize the liberty of learner? Where does the Viveka of Swami Vivekanada flow through our Education? Where are the Statesmen, and Educational Philosopher of the class of Dr. S. Radhakrishnan to enlighten us? Let us Search & Re-Search. No Philosophy is of eternal value because each idea is propounded within the limitation of time and space. Since the interplay of space, time and matter changes, it calls for development of new set of theories, which should be identified by examining the fusion of old with the new or discerning a new direction which defies the known patterns. In either the case, a new theory is called for to provide guidance to the new developments. Old theories and old philosophies, particularly, in Social Sciences are going obsolete. There is a need to build problem specific instantaneous theory.

From "Escola Normal" during the Portuguese Goa (1841-1961) to the proposal for e-Teacher Education (2008), India is a witness to variety of Teacher Education. The credibility of classical Teacher Education is fully established. The land area, location, institutional plant, environment, objectives, curricula, learning resources, modes of transaction, evaluation modes and mechanisms, placement, renewal are talked of even today. But, there are question marks on the Present Day Teacher Education.

Many Educationists have think that Distance education has done the harm to Teacher Education, being most deployed and diluted and least professional. Commercialization is a big threat to most of the traditional Teacher Education Colleges. None of the

innovations in Teacher Education, such as, longer period Teacher Education, Integrated Teacher Education, Personalized Teacher Education, Specialized Teacher Education could be institutionalized further. Either these have faded or are limited to the places wherefrom these originated. There are rare Research Studies on the Historical foundations of Teacher Education. The benefits of decentralization and autonomy were well demonstrated by Escola Normal (Richard Cabral, 2007, Pune University, Pune). A study has been reported on the origin and development of Ancient India Universities (Amar Singh, 2008, Dr. R.M.L. Avadh University). The ancient Indian Universities, namely, Takshshila, Nalanda, Vikramshila, Vallabhi, Odantpuri, Jagdalpur, Kashi, Kashmir, Mithila, Nadia, Dhara, and Kannauj have a lot to offer regarding the Profiles of Acharyas, attributes and dedication of Learners, Curricula, Modes of Transaction, Examination and Evaluation. The Autonomy of Education and Decentralization of Management were remarkable. The expertise and character of each Acharya was a focus of attention for students from far and wide. The profiles of the Dwar-Pandits and Top Administrators of the Universities are still on Records. Each Ancient Indian University was unique in specialization. It was an Honor to be the Scholars of these universities. Each word spoken by the scholars was establishing the testimony of the text. Let us excavate the History. Even the remains have a lot to offer to the present Teacher Education.

Studies have been reported in the Progress of Primary Education in Amritsar District after NPE 1986, and Aligarh District post-independence, development of post-basic education in Gujarat, development of Higher Education in Manipur and UP post-independence, History of Pre-Service Training of Secondary Teachers in Maharashtra State, and In-service Teacher Education in Punjab from 1947-1990, History and Development of Nair Service Society as a voluntary Educational Agency in Kerala, and Educational Thoughts of Maharaja Chatur Singh of Mewar (1880-1929). The Philosophers appear but their philosophies find rare expression in our Education. Element less Elementary Education, Direction-less Secondary Education and Irrational Higher

Education will lead us nowhere. Mechanistic Academic Performance Indicators (APIs) are the latest jock of Education.

11. Domain Pedagogy Mismatches

There are mismatches between the subject and pedagogy. There are mismatches amongst the profiles of the learners and their education. Every subject has its own structure and functions. Each subject has its own ethos and discipline. Every Education level has itsown tenderness. Inspite of the presence of all the global and regional attempts we have not been in a position to even sustain the identity of Elementary Education. When is the Education said to be universalized? Every moment there are slogans and predicaments to universalize education. Has the Education really been universalized? Has the Right to Education ensured Education? Have we really been strong enough to provide differentiated differential inputs? Subject specific differential pedagogy demands scientific bases. We ought to make sincere and exhaustive attempts to realize the matches.

12. Identity Crisis

Every teacher Education institution ought to have valid identity. Valid identity means valid institutional land and plant, valid setting with inputs, processes and products. Each and every Teacher and Teacher Educator ought to have a Unique Identification Number. The Self- Disclosure exercise being done by the Teacher Education Institutions helps in realizing identity. The National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (Dec. 2009) is with high hopes. Also, Teacher Education: Reflections towards Policy Formulation (2009) is quite promising. Teacher Education will have to revive and build its identity.

13. Rare Innovations

Where the ideas spring, feelings flow, motor creates, nature blooms, self with environ resonates, the spirit reins, there, we innovate, construct and create. The soul of a gardener resides in the seeds, the soul of philosopher resides in the mind, the soul of piper resides

in the pipe, the soul of a singer resides in the voice, the soul of a dancer resides in each and everybody cell, the soul of a poet wanders in the nature, the soul of a sculpturist resides in the stone, the soul of a teacher wanders with the learners. Dancing crops, flowing wisdom, enchanting music, touching songs, resonating dance, immersing verses, speaking sculptures, and enlightened learners are the wonderful springs of nature. Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. Innovations in Teacher Education are very rare. It may be attributed to various factors. Novel ideas do not incubate because of the adverse external conditions. There are wide gaps between the visionaries and actors. So, very often the innovations have short life and die down in the institutions, where these originate. Sometimes, the most innovative programs fail in the formal system, because, these are beyond the view and purview of the apex bodies. Four year Integrated Secondary Teacher Education Programs need excellent Teacher Educators who are Philosophers of basic Disciplines, as well as, Education. Such a combination is rarely found. In addition to this, these need to have scope for vertical mobility. Activity based, Personalized Teacher Education Programs though originated with zeal, yet need to struggle to sustain themselves in the forms envisaged. Novel ideas die because of non-incubation. Personalized Teacher Education, Wholistic Teacher Education, Specialized Teacher Education, and even Integrated Teacher Education are rarely found because we don't have the capacity to tolerate repeated failures arising out of experimentation. One shot success is a fairy tale and not the reality of life. The society and its institutions must have the capacity to tolerate genuine mistakes committed inadvertently during the course of innovation.

14. Stake Holders Non-alignment

Different parties to education champion their cause by becoming the so called stake holders without having regard to the needs, urges and aspirations of other stake holders. Consequently, the system is unduly stressed, instead of making it resilient enough to deliver man making education. State indifference and displeasure, judicial concern and

activism, Privatization and commercialization, Public hope and failure, disregard and disrespect for Education are fully evident.

15. Inadequate Technology Infusion

Teacher Education Programs are largely traditional. Pace of modernization is very slow. We have not yet been in a position to infuse the technological innovations for transacting the education. There is more of knowledge deepening than knowledge construction. We have rare patents in Educational Technology. A sizable number of studies on effectiveness of Computer Aided/Assisted Instruction (CAI) developed through various computer languages employing either pre-experimental design or quasi experimental design reveal significant mean score gain from pre-test to post-test. Studies on the effectiveness of CAI reveal favorable reactions of students and teachers towards the CAI. (Prabhakr 1989; Himani 1990, Mahapatra 1991, and Adhikari 1992, DAVV, Indore; Khiwadkar 1999, Zyoud 1999, Yadav 2000, Goel Khirwadkar Tomar Das & Joshi, 2000, Macwana 2004, Sharma 2005, Barot 2005, Pradesi 2005, and Rathod 2005, MSU; Suwanna 2004, SGU; Upadhyaya 1999, MJP Rohilkhand University, Bareily; Sanjana 2001, MDU and Pandian 2004, DU) There have been found rare studies on the pedagogic/techno-pedagogic analysis of the computer based educational instructional programs. These studies reveal that there should be added focus on production variables, pedagogic principles and spatial and temporal contiguity of various message forms (Patel, 2001, MSU; Chaudhari, 2005, MSU). Computer as a medium has been found to have the potential of addressing the heterogeneity in terms of variables, namely, IQ, Interest, Motivation, Language level (Zyoud, 1999, MSU). There are rare studies on effectiveness of CALM in various modes, namely, text, graphics, text & graphics, text, graphics & music. It has been found that the composite modes may not always ensure higher level of language learning (Das, 1998, MSU). Very few studies have been conducted on the relative effectiveness of CAI with peer interaction in mono, diad and triad (Pardesi, 2005, MSU). Attempts have been made for designing, developing and implementing computer based Learning Resources Management System (LRMS). The automated LRMS has been found definitely more effective than the manual LRMS (Beryah, 1995, DAVV). A few

studies have been conducted on the relative productivity of various variables with respect to the criterion variable, namely, Educational Proficiency (Mishra, 1993, DAVV; Goel, 2003, MSU). A study conducted on Time Space Personnel Management System revealed that the computer based TSPM system was found relatively more acceptable and better functional than the manual TSPMS (Biswal, 1995, DAVV). Though studies have been conducted on the automation of examination system, yet these studies find rare expression at the functional level. Teacher Education Institutions need to promote Choice Based Credit System and on demand examination (Mahajan, 1993, DAVV; Joseph, 1993, DAVV; Shinde, 1993, DAVV; Goel, 1997, MSU). A sizeable number of teacher education institutions in India have initiated into ICT in Education either as a core course or as optional course. Inspite of the impeding factors, namely, limited staff, inadequate laboratories with maintenance problems, sizeable classes, the courses have been found to realize their objectives reasonably (Goel, Das, and Shelat, 2003, MSU). A sizeable number of teacher education institutions have been found lacking facilities, such as, Internet, MS Publisher, Acrobat Reader Goel, 2005, MSU). A few studies conducted on the use of Internet in Teacher Education Institutions revealed that the student teachers largely lack in info-savvy skills and techno-pedagogic skills (Joshi, 1999, MSU; Dhodi, 2005, MSU). Some of the teacher trainees make use of Internet for surfing, e-mail, research, core courses, special areas. But, the Internet is rarely used for web designing, reflective dialogue and outsourcing. Measures of Internet safety are rarely employed. There is a need to develop Net-Savvy Skills in Teacher Educator Trainees (Goel, 2006, MSU). Some Studies have been conducted on bridging the gaps between teaching styles and learning styles. The studies are appreciable but there is a need to conduct many more studies Rathod, 2005, MSU). Studies conducted on language instruction through Power Point Presentations on realizing communicative and functional languages have been found to go a great way in establishing the effectiveness of learning various languages (Yadav, 2005, MSU; Rathod, 2005, MSU). There have been rare studies on developing language learning strategies and learner autonomy through weblogs. Blogs not only provide teachers with an exciting new way to approach communicative language learning, these also give students a new reason to enjoy reading and writing. Educational

Technology and ICT in Education have demonstrated their values. But, Technology in Education is not yet fully integrated. Technology in Education is still underutilized. There is Technological revolution in Teacher Education. There is a shift from Bachelor of Teaching to Bachelor of learning, that too, Bachelor of e-Learning. There is a shift from e-Learning 1.0 (Online learning) to e-Learning 2.0 (Twitters, Face-book) to e-Learning 3.0 (Semantic Web) , that is, from content to community to Artificial Intelligence. There is a quick shift from web-1 to web-2 to web-3. We have initiated into Open Education, Open Course Ware, Open Source Software, Open Content and Open Research. There are proposals for e-Teacher Education. Smart Classrooms are emerging, where in, we have e-learning and e-testing. Terms like Wi-Fi, I Pad, e-Book, e-Reader, e-News Letter, Webinar are widely used. Digital Lesson Designs and e-Portfolios have become common features. There are compendiums of e-abstracts and Surveys of Educational Research in India on the World Wide Web. The NCTE is expediting Teacher Education on e-Technologies through an MOU with the Intel. There is wide scope for transformation of Teacher Education through Technology.

16. Little Choice Base

Options are not substitutes for Choice Based Education. Choice by whom- Students, Teachers, or by both? The issues involved relate to the systemic correction, as well as, developing the right attitudes to make it a success. Though we have introduced optional areas in Teacher Education, but the choice is very limited. There is a need to employ Choice Based Credit System (CBCS) in Teacher Education, which can be realized through e-platforms, and amalgamation of various modes, such as, F2F, Distance and Electronic. Choice base demands plenty of resources.

17. Poor Research Scenario

Research in Education is replicate and repetitive devoid of freshness, either of problem or of approach or of methodology. The national agenda for Research needs to be developed in alignment with the developmental objectives. A prospective plan for research and innovations should be framed with regional and national developmental priorities. The

Research Methodology must be compatible with the local problems. There is a need to be innovative. There are mismatches between research trends and problems. Regulatory mechanism to tone up the Research Quality needs to be evolved. There is a need to evolve Research Quality indicators and to evolve social sciences compatible indigenous Research Methodology. Philosophical and Historical Studies are very rare. There is more of Quantitative Research than Qualitative. There is more of descriptive and evaluative research than suggestive. There is more of borrowed methodology than indigenous. Taxonomy of Research needs to be evolved. There are more of quantitative studies than qualitative. The studies are scattered and unlinked. There is lack of continuity, cumulativeness and synthesis. Most of the studies are descriptive rather than preventive and ameliorative. Culture for incubation of ideas is grossly lacking, what to talk of inculcation. Statistics and Psychometrics are superimposing reality. There is a mixed scenario of Research in Education. Some of the observations are as follows:

- A large number of surveys have been conducted in Education. But, the principles of objectivity, transparency, equivalence and generality have not been adequately observed.

- In experimental research, largely the scholars move from induction to deduction to thesis to analogy to facts to theories. But inconsistent scattered researches lead us nowhere. Social laboratory is a myth and figment of imagination. It has become essential to sustain social life that the social scientists evolve their own methods.

- In case study research diagnosis of a case is as important as prognosis of its disposition. A large majority of us have become excellent in describing the problems and cases, but prognosis is lacking. Here the presage, process and product variables, all, need to be treated very carefully.

- Naturalistic enquiry which phenomenology demands needs to be conducted in an open, naturalistic, parametric setting. Because more and more are the controls in a social science laboratory, lesser and lesser is the generalization.

- Qualitative research cannot be conducted through a-priori samples only. Sampling goes on throughout research, through various sampling techniques, such as,

typical case sampling, intensity sampling, critical case sampling, sensitive case sampling, convenience sampling, primary selection and secondary selection. Qualitative Research cannot be conducted through static tools and techniques, because very often the researcher employing qualitative research methodology does not have a sound theoretical base related to the reality. Theory in fact is the product of enquiry. Qualitative Research is affected by a wonderful interaction of subject and object. The object needs to be perceived as objectively and comprehensively as feasible.

- One of the basic tenets of qualitative research is awareness of one's own biases. There is a need to address diversity issues, such as, gender, race, religion, ability, sexual orientation, and socio-economic status. The pursuit of knowledge should be conducted with sincerity and care.

- Critical theory takes as a central concern the issue of power in the knowledge context. It focuses on how and in whose interest knowledge is produced and passed on. Where are the funds floated? What is the interest? What is the return on investment?

18. Vision & Mission Mismatches

University of Teacher Education has come up at Chennai. Indian Institute of Teacher Education (IITE) is being established in Gujarat Many Integrated Teacher Education Programs are proposed. Private Teacher Education Universities are also coming up. But, there are evident mismatches amongst Vision, Establishment, and Mission.

19. Non-Scientific Manpower Planning

The 21st Century is highly complex. The return on investment, be it public sector or corporate is measured in terms of material returns than in terms of human development. Human beings are most neglected. There is more of focus on GNP than on HDI. In this ICT and digital age machines are most respected, whereas, men are most neglected. What to talk of the knowledge poor, even in the knowledge rich societies, gross injustice is rampant. Environmental Awareness does not ensure Environmental ethics. Law

graduation does not ensure lawfulness. Political Scientists may become Professional Politicians, but not necessarily Humanistic Practical Politicians and Statesmen. There are demand and supply imbalances in Teacher Education. Appreciable attempts have been made for manpower planning. But, the manpower planning still needs to be done more scientifically. It is expected of the various States that these play active role in manpower planning.

20. Illusive Laboratories

The various laboratories of the Teacher Education institutions, namely, Science Lab, Psychology Lab, Guidance and Counseling Lab, Educational Technology Lab, Computer Lab, and Language Lab are either not there or are mostly in very bad states. The field reality is still verse. All the laboratories ought to be fully functional and innovative to address the field problems.

21. Over Activism of Distance/Open Universities

Some of the distance and open universities have become over activists in the context of Teacher Education. These have a notion that they can open their Teacher Education Extension Centers anywhere. To give birth to infinite is their Right. But, who will rear their babies. Such distance and open universities have resulted into the dilution of Teacher Education.

22. Invalid Recognition & Accreditation

There are questions on Recognition of Teacher Education institutions. There are questions on inputs & processes of Teacher Education. There are questions even on Accreditation of Teacher Education institutions. Escola Normal of Goa was much better established during Portuguese Period than the most recent Modern Teacher Education institutions in India. Nalanda was having a much better profile and grade than the Highest Graded Modern Universities.

23. No Teacher Education Policy

There is no Teacher Education Policy in India. But, who will formulate Teacher Education Policy? To preserve the identity and sanctity of Education, it is high time that we introduce Indian Educational Services. It is unfortunate that the Education is not even considered as an entity. Irrespective of geographical and cultural context, education is needed for all and therefore, it should be a national priority instead of leaving the subject in the domain of States. For this education should be shifted to the central list of the constitution from the concurrent list. In order to make it locally relevant, the financial and administrative arrangement be jointly shared, both, by the Centre and States. This would hopefully loose the chains of political interference in the University system.

24. Fault finding Tendency with Teacher Education

Every fault of Teacher Education is attributed to the National Council of Teacher Education. Rather than finding faults let us try to meet the gaps between our Policies and Programs, Vision and Mission, Wish and Will.

25. Concerns

- There is no Teacher Education Policy in India. The chaos present in Teacher Education in India demands well formulated Teacher Education Policy.
- Regulations and Norms of Teacher Education in India are more Idealistic than Realistic. These need to be realistic.
- Surveys need to be conducted to estimate the teacher education institutions required, countrywide, State-wise and Program-wise. Every State should be asked by the NCTE to conduct surveys and submit the estimates within stipulated time.
- There should be added focus of Research on Historical, Economic and Philosophical Foundations of Education. There is a need to develop Human Resource in all these relatively neglected areas.
- The effectiveness of Research in Educational Technology and ICT is reasonably established. But, the researchers have failed to feed back the

system. There should be Research on Info-Savvy Skills and Techno-pedagogic Skills.

- There should be due focus on learner centered activities. Constructivists Approach should be employed both With Information Given and Beyond Information Given. There is a need to move from Behaviorist Model to Communication Model to Interactive Models. Also, there is a need to move from Cognitive Approach to Socio-Cognitive Approach. Rather than going by monolingual models we need to evolve multilingual models. There is a need to develop programs to realize the above objectives. The effectiveness and efficacy of all these programs needs to be studied.

- There should be more of Studies on Human Rights Education, Health & Hygiene, Life Skills Education, and Environmental Education.

- The qualitative research methodology needs to be employed more rigorously. Rather than re-coursing to the old theories there should be added focus on grounded theories. Participatory research with service motive needs to be strengthened.

- There should be due scope for Self Evaluation, Peer Evaluation, Group Evaluation, Teacher Evaluation, School Evaluation and Community Evaluation in Teacher Education Programs. There should be research on the related factors contributing to comprehensive evaluation.

- Teacher Education co-operatively should seek the resources of all sectors- Public and Private. Unless and until all cooperate Teacher Education programs and courses cannot be offered. Courses, such as, Environmental Education, Guidance and Counseling, Health and Yoga Education, ICT in Education definitely demand the services of corporate Sector. The Market Forces should emerge as Educational Forces. There should be research on the relative contribution of these sectors for the realization of the objectives of Teacher Education.

- Teacher Education Institutions cannot afford to function in isolation, both within and among. Inter-disciplinarily and multi-disciplinarily should be

practiced by the Teacher Education Institutions. The inter-disciplinary and multi-disciplinary research should be promoted in the Teacher education institutions.

- There should be suitable programs for the renewal of In-Service Teachers and Teacher Educators.

- Innovative Teacher Education Programs, such as, Personalized Teacher Education need to be institutionalized for the realization of Wholistic Teacher Education through flexible time management, variety of modes of learning, Diversified and Participatory Evaluation, Personalized Environment, Learner Freedom, Teacher as Facilitator, Organizer and Inspirer and Field Linkages.

- There should be differentiated, differential integral Teacher Education. There should be suitable inputs corresponding the IQ, Learning Styles, Languages, Interests, Abilities, Cultures, Maturity and other conditions of the learners.

- Teacher education is more content based than competence based. Further there is a wide gap between the Teaching Competencies Expected and Practiced. In addition to knowledge base, the Teacher Education should have adequate focus on inculcation of values, development of desirable attitudes, and enhancement of a variety of Skills- Life Skills, Human Development Skills, Info-Savvy Skills, Digital Skills, Techno-pedagogic Skills, Emotional Maturity Skills, Spiritual Development Skills, Yogic Skills, and Management Skills.

- The Teacher Education laboratories in a large number of Teacher Education Institutions are not proper. All the Laboratories in Teacher Education institutions should be well equipped and fully functional.

- The Teacher Education in India should be governed by the Experts in Teacher Education. It is Education and Education only which can purify the souls, resonate the hearts, bewitch the minds, and empower the motor-muscles to live with peace and harmony and Lead with determinism.

- Teacher Education should revive and enhance its identity.

- There should be adequate convergence amongst the State, Society, Judiciary and Education in resolving any issue.

26. Concluding Remarks

The foregoing analysis highlights the malaise plaguing the Indian Teacher Education System. It calls for revolutionary changes. There should be open forums and public debates on Teacher Education Policy, rather than leaving it to some selected committees, and commissions.