

## CHAPTER - 1

### 1.0. Introduction

Education is universally acknowledged as one of the most potent tool for transforming societies. It lays the foundation for personal growth, economic progress and societal transformation by equipping individuals with the knowledge and skills to advance their quality of life. Education plays a pivotal role in addressing some of the world's most pressing challenges, from eradicating poverty to fostering innovation and cross-cultural understanding. It fosters critical thinking, positive community engagement and empowers individual to actively participate in the democratic processes. Furthermore, education cultivates values such as tolerance, empathy and global citizenship, which shapes attitudes and behaviors of individuals that are essential in today's interconnected world.

The agencies of education can be broadly classified into three categories: formal, non-formal and informal. The term "formal education" refers to the structured learning that takes place in schools, colleges and universities, guided by defined curriculum and leading to recognized certifications. Non-formal education refers to organized learning experiences that take place outside of official educational settings, including community education initiatives or vocational training. Informal education, on the other hand, refers to learning that happens organically as a result of everyday experiences, interactions and self-directed pursuits. While each of these forms of education are crucial in shaping individuals, formal education has emerged as the most universally accepted system for imparting knowledge.

Formal education holds a unique position in terms of legitimacy and standardization in societies across the globe. Its structured nature, governed by curricula, evaluation criterial and recognized qualifications, provide a clear framework for measuring academic achievement. This standardization ensures that individuals receive a uniform degree of knowledge and abilities that are acknowledged both domestically globally. Formal education institutions, from primary schools to universities, have established themselves as centres of learning where students can build a solid foundation for their personal and professional lives. These established institutions also serve as hubs of socialization, where young minds are shaped into responsible citizens. At the center of this formal education system are the teachers whose influence goes far beyond the classroom. As the facilitators of learning, teachers have the profound responsibility of shaping the future of individuals and societies at large.

A teacher instils in the mind of students, the wide concepts like ‘Sovereignty’, ‘Secularism’, ‘Socialism’, ‘Democracy’, and ‘Republic’ as enshrined in our constitution, so that the children of today can be moulded into a responsible citizen of tomorrow. As the Education and National Development: Report of the Education Commission (1964-66) also said “Destiny of a nation is shaped in its classrooms”. Since the teacher as a sculptor shapes the mind of the children with vision stated above, it is teacher who has to be moulded with these ideals first through “Teacher Education”.

Teacher Education is a programme that leads to the development of pre-service or in-service teachers’ proficiency and competencies that would enable and empower them to meet the requirements of their profession and face the challenges therein. There are three phases of teacher education viz. Pre-service, Induction and In-service, which makes teacher education a continuous process. Undoubtedly, all these three phases of teacher education play a crucial role at their own level but pre-service teacher education is considered most important of them. It is very well said that “Teaching is human engineering and soul doctoring” (Yadav & Lakshmi, 2003) and this statement itself shows the technical and noble functions of teaching that are carried out by a teacher for leading the learners to the expected learning. And so, it is inevitable to prepare and sensitize the prospective teachers for this magnanimous profession through pre-service teacher education programmes. “The teacher education system through its initial and continuing professional development programmes is expected to ensure an adequate supply for professionally competent teachers to run the nation’s schools. Initial teacher education especially, have a major part to play in the making of a teacher. It marks novice entrant to the calling and as such has tremendous potential to imbue the would-be teacher with the aspirations, knowledge-base, repertoire of pedagogic capacities and human attitude” – (NCFTE 2009).

In today’s world, technological advancements are rapidly changing the landscape of education. Global shifts toward digital literacy, the integration of artificial intelligence in classrooms and the rise of innovative pedagogies are transforming how knowledge is imparted and consumed. These developments are aligned with the framework of Education 4.0 which focused on preparing students for a digital future by emphasizing technical skills and adaptability. However, as education evolves further, we are witnessing a transition to Education 5.0 where the focus shifts to a more holistic, human-centred approach. Education 5.0 emphasizes not only digital proficiency but also creativity, ethics, empathy and social responsibility. This new paradigm calls for a re-evaluation of the traditional roles of teachers and the systems that

prepare them, as educators must now be equipped to foster both technological and human centred skills. Thus, a critical shift in teacher education, particularly in the preparation of teacher educators has become necessary to ensure they can guide future teacher in navigating the complex challenges of Education 5.0.

Given these rapid global transformations, there is an urgent need to reconsider how teachers are prepared for their roles. And hence there is a crucial need for preparing high quality teacher educators too. These teacher educators hold a dual responsibility as they are not only responsible for preparing the cadre of prospective teachers but also they play a pivotal role in anchoring the future teaching education through their researches.

The Master of Education (M.Ed.) curriculum, specifically designed to prepare teacher educators must therefore evolve to meet the changing needs of modern education system. This programme is essential in equipping teacher educators with the advanced knowledge, skills and competencies necessary to train future teachers who are capable of thriving in today's dynamic educational landscape. By focusing on pedagogy, research and leadership, the M.Ed. curriculum ensures that teacher educators are not only able to mentor and support future teachers but also innovate and lead in response to evolving challenges in education.

### **1.1. Historical Development of Teacher Education in India**

Education is the primary force that steers a person's preparation for life, making it the most crucial element in the growth of any civilization. A society consciously passes on its acquired knowledge, skills and value form one generation to the next through the educational process. These groups of people adhering to their own traditions and way of life prospered flourished as civilizations over the course of time. These civilizations emerged as a result of highly sophisticated knowledge systems that were gradually created over time. The oldest and most noteworthy civilization is that of India, which is known for its profound philosophy and wisdom. Among our most notable *rishis* were Atri, Bhardwaj, Gotama, Jamdagni, Kashyap, Vashishtha, Vishwamitra, Yagnavalakya, Angiras, Uddalak Aruni, Ashtavakra and others. We have Gautam Buddha, the founder of Buddhism; well-known political scientist Chanakya of the Taxila Vishvavidyalaya who wrote Arthashastra; Rishi Kanad who is the propounder of Vaisheshika Darshan; Ashtadhyayi was written by the grammarian Panini; Saamkhya Philosophy was proposed by Kapila muni; Chhandashastra was written by Pingala and many more *rishi munis* who contributed to every field possible (Singh, 2019). Bharat is endowed with a rich tapestry of cultural legacy and unique artistic forms. Given the extraordinary skill

and breadth of knowledge possessed by our ancestors, it is natural to wonder where this knowledge originated and how it was transmitted to generations over the ages.

The ancient education system derived its foundation from the Vedic texts. This age-old system based on Vedas was transmitted through Gurukula education system. The word Gurukula is made of two key words – Guru meaning teacher and Kula meaning family. Hence Gurukula is a place where student (*Shishya*) lives with his teacher (*Guru*) as a part of his family and not only for academic learning but also moral, spiritual and holistic development. The distinctive feature of Gurukulas was the customized education system, wherein the Guru closely observed the abilities and interests of the students and guide them through a curriculum that suited the talents and potentials of the students.

In the ancient period, teachers were called as Guru. The Advayataraka Upanishad, Verse 16, provides a detailed explanation of the etymological meaning of the word "Guru":

गुशब्दस्त्वन्धकारः स्यात् रुशब्दस्तन्निरोधकः ।  
अन्धकारनिरोधित्वात् गुरुरित्यभिधीयते ॥

It signifies that the syllables "Gu" and "Ru" stand for darkness (ignorance) and the one who dispels it, respectively. Guru is given this term because of his ability to pierce the darkness of ignorance and replace it with the light of enlightenment. According to Griffin (2008) who translated the Guru Gita, Guru is someone who knows you inside and out and withholds no part of yourself. According to Shvetashvatara Upanishad (6.23), a teacher serves as a conduit for divine revelation.

यस्य देवे परा भक्तिः यथा देवे तथा गुरौ ।  
तस्यैते कथिता ह्यर्थाः प्रकाशन्ते महात्मनः ॥

It signifies that the essence of Upanishadic teachings taught by the Guru can be comprehended only if one remains devoted to God and to the Guru. It is God only who enlightens the disciple through the medium of an illumined Guru.

During the ancient period there were no distinct teacher education institutions like there are now. By watching the teaching techniques of the teachers, prospective teachers used to learn the art of teaching. Providing illustrations and explanations were the key areas that were stressed to ensure that the topic was well learned by the student. Additionally, the pupils

learnt the teaching skills through observation and imitation. These techniques helped the students to gradually evolve into a skilled teacher (Kapur, 2018).

Gupta (2011) described in her study that the teacher education was enriched under Buddhist Vihara-based system also and persisted until the 11th century A.D. The introduction of Muslims saw the birth of a parallel Maqtab-based tradition, and the two traditions coexisted until the arrival of the British. Both traditions suffered some changes throughout this time period. Because of the British documentation, historical records of decisions made, funds made available for implementation, and later education became considerably more methodically organised.

## **1.2. Teachers and Teacher Education 5.0.**

The genesis of the Industrial Revolution unfolded through various phases, each marked by significant technological advancements. The invention of the steam engine in 1712 revolutionized manufacturing processes, particularly in the textile and steel industries, which became central to employment and capital investment. This marked the beginning of the first Industrial Revolution (Industrial 1.0.) at the close of the 18<sup>th</sup> century, characterized by the introduction of mechanical production facilities powered by water and steam (Agumba & Akala, 2019). Correspondingly, the educational paradigm during this period, often referred to as Education 1.0., was designed to meet the needs of an agrarian society and was rooted in rote memorization and basic skill acquisition (Himmetoğlu, Aydin & Bayrak, 2020).

The second phase, the Industrial Revolution 2.0., also known as the Technological Revolution, emerged at the end of the 19<sup>th</sup> century, following the invention of the internal combustion engine in the United States. This phase facilitated the use of oil and electricity for mass production and large-scale power generation. Education 2.0., in response, shifted its focus towards equipping learners with technological skills necessary for an industrialized workforce (Singh, 2024).

In the 1970s, the advent of electronics and information technology led to the onset of the third Industrial Revolution (Industry 3.0.). This phase was distinguished by the automated production processes and the application of electronics in manufacturing (Ellayyan, 2021). Education 3.0. evolved to emphasize the development of students' ability to harness technology for societal and industrial needs.

The term Industry 4.0. introduced by Klaus Schwab, founder and executive chairman of the World Economic Forum in 2011, represents the current industrial era characterized by the integration of digital, biological and physical technologies (Schwab, 2016). Industrial Revolution 4.0. is driven by the convergence of these innovations, transforming industries globally. In parallel, Education 4.0. has emerged as a new paradigm, reshaping the concepts of learning, teaching and educational institutions to align with the requirements of Industry 4.0. (Singh, 2024).

The transition from Education 4.0. to the emerging framework of Education 5.0. marks a significant shift towards more personalized and learner-centred educational experiences (Rane, Choudhary & Rane, 2024). Education 5.0. aims to integrate cutting-edge technologies, including artificial intelligence, big data and advanced virtual reality, into the learning process. By fostering collaboration among students and emphasizing the practical application of knowledge, this approach seeks to equip learners with the skills necessary to navigate the complexities and demand of the future. As per Santos et al. (2024), Central to Education 5.0. is the cultivation of critical thinking, problem solving and teamwork, ensuring that students are prepared for both the technological advancements and the social challenges for the 21<sup>st</sup> century. This model promotes a holistic learning environment that not only focusses on academic achievement but also on the development of essential skills for lifelong learning and adaptability.

And hence it is necessary to identify India's current position and align the curriculum with Education 5.0., while preparing teachers and teacher educators accordingly for cultivating future-ready learners who can thrive in a complex, technology-driven world. It ensures that the education system remains relevant, inclusive and adaptable to the demands of 21<sup>st</sup> century fostering not only academic success but also personal and social development. This goal can be achieved by implementing continuous professional development programmes for teachers and teacher educators on new pedagogies and technologies (ASSOCHAM, 2024).

### **1.3. Historical Development of Post-Graduate Programme in Education in India**

Mukerji (1968) in his book "*Education of Teachers in India*" describes that although the government resolution on educational policy initially acknowledged the necessity for postgraduate teacher training in education and educational research in 1913, no specific recommendations for operating procedures were made until 1917. The first step in this

direction was made possible by the Sadler Commission's (also known as Calcutta University Commission) recommendations that every university establish a Department of Education with a Professor of Education as its head and offer a 2-year Masters' Course in Education to those pursuing a B.T. Degree. The Commission intended that the education departments of universities would grow into places where the study of education could be sparked and driven by a variety of convergent influences, and that new lines of inquiry and scientific inquiries would result from them. However, it took another 20 years for this 1917 bright notion to materialise into a workable plan of action.

As per the Department of Teacher Education, Directory of Post-Graduate Teacher Education Institutions and Course, New Delhi, NCERT (1966) there were broadly five types of institutions offering Post-Graduate Teacher Education Course, viz., University Departments / University Colleges of Education, Colleges of Education affiliated to Universities, Independent Colleges of Education not affiliated to the universities, Departments attached to Arts/ Science Colleges, Departments attached to independent Arts/ Science Colleges not affiliated to universities. The academic control over teacher education in a university vested in the faculty and board / committee of courses of studies. At early stages, none of the Indian universities had provided for independent faculty of education and the faculty of arts used to consider the proposals of the board of studies in education. But a lead was given by the University of Mysore which instituted a Faculty of Education. A number of universities followed suit. It is interesting to note that on the recommendations of University Education Commission chaired by Dr. S. Radhakrishnan, the Baroda University established the Faculty of Education and Psychology (which has its origins from the Baroda Secondary Teachers' Training College established in 1935) while the Annamalai University established the Faculty of Education and Philosophy (Mukerji, 1968). The Faculty of Education and Philosophy at the Annamalai University later split into the Faculty of Education and Department of Philosophy under the Faculty of Arts, whereas the Faculty of Education and Psychology at the Baroda University is still in operation.

While Aligarh and Banaras started their departments of education before Bombay, the M.Ed. curriculum at Bombay University was the first to offer a two-year research programme in order to earn a Post-Graduate degree in Education. The Bombay University introduced the Ph.D. degree in Education in 1941. From 1937 to 1950, university students' research efforts were mostly focused on earning one of these degrees and had very little to do with actual needs. Up until the 1940s of the 20th century, when people started talking for the first time, the imposition of an education system foreign to the land had eliminated the need for experimentation at any

level. There was no way to do meaningful study, even when it was thought to be necessary, because there was no equipment available to the researchers to share their findings with others in the field or put them to use in practical applications. As a result, the research findings typically remained on the shelves of the relevant libraries, where they gathered dust over time.

With the dawn of Indian independence, this scenario naturally underwent a significant change. The rapid expansion of education at all levels and in all areas during the subsequent five-year plans significantly increased the number of educational institutions in the nation. Research in education has been emphasised as being of utmost importance by both the Secondary Education Commission and the University Education Commission in their reports on the rebuilding of education in India at this time. As a result, the Indian Ministry of Education, State Education Departments, and Universities improved their facilities for fundamental and theoretical research.

To encourage and fund educational research, organisations like the planning commission, the university grants commission, and the NCERT put forward plans. Foreign organisations and the professional organisations for research made technical and financial aid available. The All-India Association of Principals of Training institutions, which later became the Association of Teacher Educators in India, not only started to emphasise the necessity of organising research in training institutions, but also gave programme priority. Government and private organisations made a start at distributing research information and assisting with the execution of research plans. Thus, the years between 1950 and 1965 saw the emergence of a new strategy for doing educational research. The majority of research in education is still produced by graduate students in M.Ed. and Ph.D. programmes at universities and training institutions. A list of the theses and dissertations completed by post-graduate students between 1939 and 1961 was released by the NCERT (Mukerji, 1968).

On the basis of prerequisites for the Degree of M.Ed., the universities then were roughly divided into three categories namely, (1) Universities that exclusively grant degrees based on examinations, (2) Universities that only award degrees based purely on theses, and (3) Universities that demand the submission of a thesis as partial satisfaction of degree criteria. Several institutions, including those in Bombay, Karnataka, and Mysore, give degrees based just on the thesis, on the thesis and the examination, or just on the test.

By 1949, there were at least 16 universities offering M.Ed. courses. Aligarh, Allahabad, Andhra, Banaras, Baroda, Bombay, Delhi, Karnataka, Lucknow, Madras, Mysore, Nagpur,

Osmania, Patna, Poona, and Saugar universities were among them. In late 1960s, M.Ed. based solely on thesis was discontinued completely and the M.Ed. degree based on papers and dissertation work was practiced alone across all the states of the country. The general pattern followed at that time was:

**A. Core Courses** (100 marks)

1. Philosophical and Sociological Foundations of Education
2. Elements of Educational Research

**B. Areas of Specialization (two papers of one hundred marks each from one of the following areas):** (100 marks)

1. Educational Psychology, Measurement, Guidance and Counselling,
2. Educational Administration,
3. History of Education,
4. Comparative Education,
5. Teacher Education,
6. Curriculum

**C. Dissertation** (200 marks)

This pattern continued till early 20<sup>th</sup> century with minor alterations until the Two year, M.Ed. Curriculum was proposed by the National Council for Teacher Education in 2014.

#### **1.4. Policy Perspectives in Teacher Educators' Education**

Many productive steps have been taken by the government to improve the quality of teacher education. The University Education Commission (1948-49) which was chaired by Dr. S. Radhakrishnan, recommended that the teacher education programme must be flexible and adaptable to local circumstances. It also said that *“It is only in the atmosphere of a university that advanced the work for the M.Ed. and Ph.D. degree in Education will be possible. The establishment of a Department of Experimental Psychology in association with advanced work in Education should be of mutual benefit.”*

The very first conference of training colleges in India was held at the Maharaja Sayajirao University of Baroda in the year 1950. This was possible through the initiatives of the Indian Association of Teacher Educators, formerly known as All India Association of Training College. IATE constituted a study group popularly known as Baroda Study Group to

reinvigorate the B.Ed. Programme. In the year 1951 the second conference was held at Mysore where it was suggested that the term 'teacher training' should be replaced by 'teacher education'.

The Secondary Education Commission (1952-53) under the chairmanship of Dr. L.S. Mudaliar suggested that eligibility of a teacher educator to teach M.Ed. classes, one should have B.Ed. with at least 3 years of teacher training experience. Kothari Commission (1964-66) said that the education of the teachers is very essential for the qualitative improvement of education at all levels to meet the requirements of the national system of education. The commission felt that the bulk of research in education comes to be done by students of the university degrees – M.Ed. and Ph.D. but of poor quality because of many reasons mention. The commission clearly states that *“The M.Ed. dissertations hardly deserved to be called research although they have a useful place as an exercise in training the students in research techniques. At the Ph.D. level the programme has been weak in methodology and has suffered further because only those students who have done B.T. or the M.Ed. can be admitted to it. There are very few scholarships available for the students in education... The country does not have a single journal devoted to educational research.”* And hence the commission recommended that a documentation centre and a national clearing house in educational research should be setup. It also suggested that the total expenditure on education should be increased considerably and that no worthwhile project of educational research should be allowed to be shelved for want of financial support.

The first National Policy of Education came in the year 1968 which stated that the teachers at all levels of education should be accorded an honoured place in society. It also proposed improvement of emoluments and other perks with respect to qualification and responsibilities. The First Asian Conference on Teacher Education was held at Bangalore from 14<sup>th</sup> to 19<sup>th</sup> June 1971 which was a joint effort of Indian Association of Teacher Education and International Council of Education for Teaching. It proposed that the Teacher Education should be modified to meet the upcoming challenges of the changing era.

In 1973, the Government of India constituted the National Council for Teacher Education (NCTE) to act as a national advisory body on all matters related to teacher education. The Standing Committee on NCTE (1975-76) recommended that the cadre of teacher educators in educational technology may be formed. One such educator may be appointed in each college of education. The teacher educators in Colleges of Education should be drawn both from disciplines of various schools of subject and educational disciplines like psychology,

sociology, philosophy etc. The minimum qualification for a teacher educator should be a post-graduate degree in the subject and a B.Ed. preferably a M.Ed. degree...the existing M.Ed. course should be thoroughly revamped to provide for greater specialization and must be specifically geared to the preparation of teacher educators; curriculum consultant for the SCERTs, Science Institutes and State Institutes and State Boards of Education, and School inspectors, supervisors and educational administrators.

The NCTE and the UGC panel on Teacher education jointly drafted an approach paper on teacher education during 1976-77, which was finalized at national conference held in 1977 and it further brought out Teacher Education Curriculum – a Framework in the year 1978. The Framework came out with the objectives for different stages of teacher education. The main thrust in the Framework was pedagogic theory, community engagement, content cum-methodology and practice teaching including related practical work. However, NCTE was not a statutory body till then and so its impact was not very visible.

The Chattopadhyaya Committee Report (1983-85) suggested that the minimum qualification for teacher educator should be P.G. + B.Ed., preferably M.Ed. and the minimum qualification for teacher educator in elementary institution should be P.G. + B.Ed. The committee also posited that the term ‘Practice Teaching’ should be replaced by ‘Internship’.

The second National Policy on Education 1986 called for revamping the teacher education system as the first step towards the reorganization of whole education system. As a result, later in 1988, NCTE brought out the Teacher Education Curriculum: Framework. The Framework under the heading Education and training of Teacher Educators says that the curriculum of pre-service education programmes for teacher educators, M.Ed., M.A. (Education) etc. will have to be modified in line with the needs and requirements of teacher education programmes of different levels. Though the Framework did not elaborate curriculum design for teacher educators.

The Acharya Ramamurti Committee was appointed in 1990 to review the National Policy on Education 1986. The committee proposed that the first degree in teacher education should not be given through correspondence mode. The teacher educators should be given leadership roles in all aspects of educational system including policy making, strategy formation and implementation followed by monitoring. For this purpose, specially designed training programmes should be organized so as to inculcate all the desired attributes of the teacher educators in the trainee.

In the year 1993, National Council of Teacher Education (NCTE) was established as a statutory body by the Act of Parliament. NCTE came up with the Curriculum Framework for Quality Teacher Education in the year 1998 that provided guidelines for organization of curriculum at all levels of teacher education. It also suggested to increase the duration of all teacher education courses to two years. After the establishment of DIETs throughout the country a need was felt, of a cadre of professional who could work as teacher educators, educational planners, supervisors and curriculum developers in the elementary level of education. Hence, RIE Ajmer introduced M.Ed. (Elementary Education).

The Position Paper, National Focus Group on Teacher Education for Curriculum Renewal, published by NCERT in 2005 highlights that “There are no established mechanisms to create a professional cadre of teacher educators especially at pre-primary and elementary level.” It also says that there is a confusion between M.A. Education and M.Ed. in terms of equivalency. M.A. Education and M.Ed. are the dominant post-graduate courses in education offered by Indian universities.

The Curriculum Framework for Teacher Education (2006) by NCTE in this regard said that “Most teacher educators training elementary school teachers for example are trained in secondary education based on the premise that elementary education is only a simplified form of secondary education... One of the key problems with our elementary education system for example is the lack of building a cadre of teacher educators trained in elementary education.

According to NCFTE 2009, there is a complete lack of provision for the professional development of pre-school and elementary level teacher educators and adequate design of post graduate programme in India. NCFTE 2009 also failed to suggest a proper curriculum structure for M.Ed. course. NCFTE 2009 also said the following regarding the M.Ed. Curriculum: *“Areas of specializations required to be carved through postgraduate study and research in education include: foundations of education, historical, political, sociological and psychological; curriculum studies: disciplinary and interdisciplinary study; pedagogic studies: language education, mathematics education, social science education and science education; planning and finance of education; policy studies; gender and equity studies. Core areas should include philosophical and social science basis of education and a rigorous engagement with methods and approaches to educational research.”* With corresponding change in the professional development, NCFTE (2009) described teacher educator as one who can:

- Engage would-be teachers with the larger socio-political context in which education and learners are situated, engage them with children in real contexts than teach them about children with constant reference to their socio-economic and cultural contexts.
- Bring into the teacher education curriculum and discourse trainees' own assumptions about children and beliefs about knowledge and processes of learning, help teachers to reflect upon their own positions in society – gender, caste, class, poverty, linguistic and regional variation, community, equity, justice.
- Engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning, integrate academic knowledge and professional learning into a meaningful whole.
- Provide opportunity for trainees for reflection and independent study without packing the training schedule with teacher directed activities, provide opportunities to the student teacher to critically examine curriculum, syllabi and textbooks.

In other words, the locus of the functions of teacher educators lies in the role perceptions of teachers with regard to educational objectives, practices and processes of the school.

The Justice Verma Committee report (Vol. I, 2012) also recommended the following:

- The institutional capacity should be increased for preparation of teacher educators. There is a need to make the Masters in Education programme of 2-year duration with the provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education.
- The NCTE would need to develop broad-based norms for qualification of teacher educators to enable induction of persons with post-graduation degrees in education science, social science, language and mathematics, along with a professional degree in teacher education or a research degree in education, as teacher educators.
- The idea of creating opportunities for teaching practitioners to teach in teacher education institutions, as visiting faculty may be explored. Similarly teacher educators may be considered as visiting faculty in schools.
- Faculty development programme for teacher educators should be institutionalized.

The report also said that preparation of teacher education has remained a weak link in ensuring the quality of pre-service teacher education; and therefore, the issue of the profile of a teacher educator should receive due attention, transcending the existing thinking on the subject.

Yadav (2013) conducted a study on “Preparing of Teacher Educators: M.Ed. Curriculum Reviews and Reconstruction” (2013) using Desk Analysis Technique to study the M.Ed. Curriculum (General, Elementary and Special Education) in major reputed teacher education institutes and universities from different parts of India and highlighted the variations in practice of curriculum and assessment in teacher education institutions. It was found that the existing curricula and syllabus of M.Ed. Course in several universities was stale. There was no coordination between the regulatory bodies like UGC, NCTE and RCI who are responsible for the development of the curriculum and syllabi of M.Ed. Programme. A need was found to have a close collaboration and linkages between these bodies for development of quality curriculum and its implementation.

Jangira (2014) in his Report of the Committee on Faculty Requirements and Qualification for B.El.Ed. and D.El.Ed. Programmes also recommended that “The M.Ed. degree should assume centrality of teacher educator qualification. The Proposed requirements and qualifications of B.El.Ed. and D.El.Ed. Programmes should be revised and implemented. All teacher education courses should be revised in the light of NCFTE 2009 and as recommended in JVC report.

Poonam Batra Committee (2014) also recommended to promote the professional quality of teacher education at all stages of education and to increase the duration of teacher education programmes from one year to two years. The critics of the one-year course argue that its time duration is insufficient to provide inadequate and sufficient knowledge and most importantly in developing skills and competencies through adequate exposure.

Besides the foundation and the elective papers, students also had to work on different practicums which include supervision and evaluation of practice-teaching and other aspects of school experiences of B.Ed. / D.Ed. / B.El.Ed. students, reflection and maintenance of journal, presentation/ panel discussion in seminar, working with community / visit to an institute, project work and paper wise sessional work. Students also had to prepare a dissertation so as to get an exposure of educational research.

The above policy perspectives and recommendations of different committees and commissions have emphasized the need to improve the quality of M.Ed. Programme so that the quality

teacher educators can be prepared who can improve the quality of both school education and teacher education. And so, NCTE came up with two-year M.Ed. Curriculum in the year 2014.

### **1.5. NEP (2020) Perspectives in Teacher Educators' Education**

According to NEP (2020), by the year 2040, India hopes to have a top-notch educational system where every student, regardless of social or economic standing, has access to the best instruction. This being India's first education policy of the twenty-first century, aims to meet the many, expanding demands of our country for growth. This strategy suggests completely overhauling every element of the educational system, including its governance and regulation, in order to conform to the aspirational aims of the twenty-first century. The National Education Policy (2020) places a strong emphasis on the development of each student's creative potential and is based on the idea that education must promote the development of social, ethical, and emotional skills and dispositions in addition to higher order cognitive skills like problem solving, critical thinking, and creative thinking. Therefore it is crucial for teachers to provide the next generation with the talents they need to survive in the future, it is imperative to foster these abilities and skills in them first. This implies that these competencies need to be developed in the teacher educators also.

Also, the vision of the National Education Policy (2020) envisions that in order to make India a global knowledge superpower, an education system rooted in Indian ethos is needed that directly contributes to transforming India, or Bharat, sustainably into an equitable and vibrant knowledge society. According to the policy, our institutions' curricula and pedagogy must foster in students a deep respect for the Constitutional values and Fundamental Duties, a sense of loyalty to one's nation, and a conscientious understanding of one's obligations in a changing world. The Policy's vision is to instil in learners a deep sense of pride in being Indian, not just in thought but also in spirit, intellect, and deeds, as well as to help them gain knowledge, skills, values, and dispositions that support a responsible commitment to upholding human rights, promoting sustainable development, and promoting global well-being.

And therefore, it is essential that these ideals be cultivated in the prospective teacher educators first as they will transmit these values to the future teachers who will then pass on to the students who will be moulded into the future citizens of our nation.

## **1.6.Roles and Responsibilities of Teacher Educators**

National Curriculum Framework for Teacher Education (2009) emphasizes the roles and responsibilities of Teacher Educators that encompasses the philosophical, socio-cultural aspects and also the various arena of school education such as aims of education such as aims of education, curriculum methods, materials and other contexts in which any school functions. The role of teacher educators is to prepare the future teachers who are expected to translate the educational aims into practice. So, it is important to understand the roles of a teacher first. According to NCFTE (2009), a teacher is one who:

- Loves to be with children, cares for them, understands them with respect to social, cultural and political contexts, treats all children in an unbiased way;
- Does not treat knowledge as a ‘given’ embedded in the curriculum and accepted without question, perceives children not as passive receivers of knowledge, encourages their capacity to construct knowledge;
- Dejects rote learning, makes classroom a joyful and participatory by organizing play, projects, discussion, dialogue, observation, visits, integrate academic learning with productive work;
- Critically examines curriculum and textbooks, contextualizes curriculum to suit local needs.
- Promotes constitutional ideals – democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction, reflects on his / her teaching process.

Now since the job of a teacher educator is to contribute towards the preparation of teachers, it is imperative that he/ she should share the same educational philosophy and possess the needed understanding, and professional competencies to develop such teachers. And so a teacher educator is one who can:

- Engage the prospective teachers with the socio-political context interlinked with educational aims and learners, engage them with children by application of educational psychology theories, focus on growth and development of children with respect to their socio-economic and cultural contexts.
- Integrate into the teacher education curriculum trainees’ own assumptions and experiences about children and beliefs about knowledge and processes of learning, help teachers reflect about their role in the teaching learning process, also the societal

roles like gender, caste, class, poverty, linguistic and regional variation, community, equity and justice.

- Amalgamate theory with field experiences to help trainees to view knowledge not as external to the learner but as something actively constructed during their preparation phase as a prospective teacher.
- Provide opportunities for prospective teachers to critically examine curriculum, syllabi and textbooks.
- Construct knowledge in shared context of teaching-learning and personal experience, develop such teachers who can change the perception of children as receiver of knowledge and encourage their capacity to construct knowledge, view learning based on their own experiences leading to ever evolving process of reflective learning.

It is evident that the locus of roles and responsibilities of teacher educators lies in the role perception of teachers with regard to educational objectives, practices and processes of the school.

### **1.7. Curriculum Framework for Teacher Education 1978, 1988, 1999 and 2009**

The National Curriculum Framework for Teacher Education (1978) was the earliest effort made by India to systematically structure Teacher Education in the post-independence era. It emphasized the humanistic approach to teacher education aligning with national goals of education. It stressed the importance of balanced integration between theoretical knowledge and practical teaching skills. In order to accommodate the diverse demands of various regions and students, the NCFTE 1978 encouraged the idea of creativity in teaching methodologies and adaptability in curriculum design. Institutions of teacher education were urged to implement contextually appropriate tactics that addressed regional educational issues. NCTE (1978) laid a foundational approach for future frameworks and revisions paving way for more modern interpretations of teacher education.

Building on the feedback from the 1978 Curriculum Framework and aligned with the National Policy on Education (1986), the 1988 Curriculum Framework underscored the need for professional preparation of teachers. It strongly emphasized that teacher education should focus on professional skills rather than being a programme of general academic study. The framework highlighted the need for comprehensive coverage of professional knowledge, skills, attitudes, interests, values and ethics. It also highlighted the need of

autonomy for institutions and organizations responsible for curriculum development, allowing them to adapt to the changing needs of education.

The 1998 framework continued the trends established by the previous frameworks, refining the teacher education process to adapt to the changing educational landscape and reinforcing the need for professionalization in teacher education.

Within a decade of the implementation of the NCFTE 1998, significant changes occurred in Indian society, necessitating corresponding modifications in the education system. The National Curriculum Framework for Teacher Education (NCFTE) 2009 was a significant step in aligning teacher education with the changing needs of society and the educational reforms initiated by the National Curriculum Framework (NCF) 2005. The NCF (2005) emphasized a constructive approach to education, encouraging a shift from rote learning to experiential and inquiry-based learning which had direct implications for how teachers were trained. Additionally, the Right to Free and Compulsory Education (RTE) Act 2009 and Constitutional ideals of equality, justice and democracy influenced the NCFTE 2009 aiming to ensure that teachers were prepared to meet the new demands of the Indian education system. The NCFTE 2009 was significantly influenced by the pedagogical shift recommended by the NCF 2005 which promoted a child-centred constructive approach to teaching and learning. This framework aimed to develop teachers who could facilitate learning through active participation and moving away from teacher-centred models of education. The NCFTE 2009 emphasized restoring the dignity of the teaching profession by elevating it to the level of other esteemed professions. It set the stage for significant reforms in the field of teacher education, emphasizing the alignment of teacher preparation with the evolving needs of school education. Building on this foundation, the National Curriculum Framework for Two year M.Ed. programme (2014), proposed by the National Council for Teacher Education (NCTE), further advanced these efforts by restructuring the Master of Education (M.Ed.) Programme.

### **1.8. Curriculum Framework: Two Year M.Ed. Programme Proposed by NCTE (2014)**

After recommendations from different research studies, committees and commissions, National Council for Teacher Education (NCTE) came up with a new regulation called NCTE (Recognition Norms and Procedure) Regulation – 2014, which was published in the Government of India Gazette on 28<sup>th</sup> November, 2014. According to this regulation, B.Ed.

and M.Ed. have been recognized as professional degree course with a duration of two academic years which was of one academic year. For this, NCTE came up with a Curriculum Framework as a guiding model with an intention to help universities frame two-year B.Ed. and M.Ed. curriculum in the purview of the proposed model curriculum.

The two-year M.Ed. curriculum was introduced with an intent to provide exposure to the prospective teacher-educators to the extent that they could deepen their knowledge and understanding of the education, specialize in selected areas and also deepen their research capacities which will lead to their specialization in their respective areas of elementary or secondary education.

### **1.8.1. The Major Concerns (or the Objectives) of the Curriculum Framework: Two Year M.Ed. Programme proposed by NCTE (2014)**

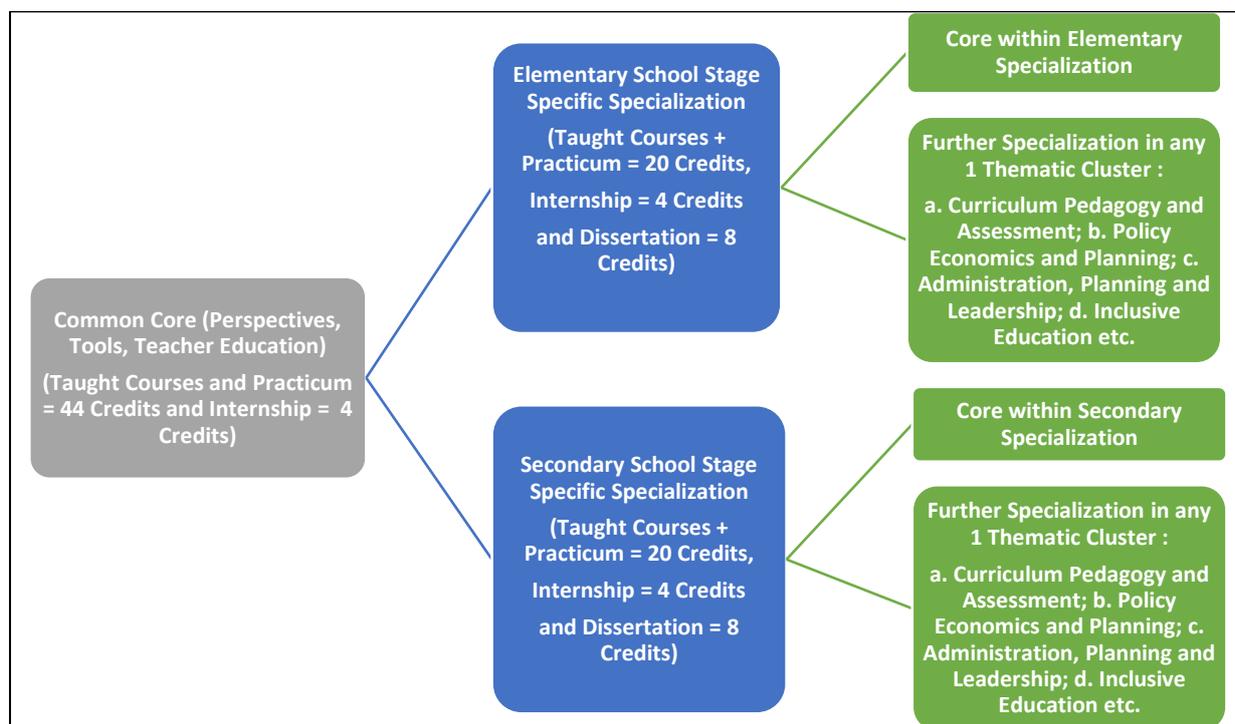
Teaching is a complex process that presupposes on the part of the teacher both professional skills as well as conceptual and theoretical perspectives to locate these in. Professional preparation and continuing professional development of teachers in turn needs teacher educators who are themselves professional teachers and who have, through a process of critical scrutiny of theory, critical reflection on practice as well as doing research, deepen their understanding of the larger societal factors that circumscribes the context and scope of core education processes, the nature and structure of knowledge that the learners construct and develop and the dynamics played out in the psychic and social world of the learners. M.Ed. is a post-graduate degree programme meant for the professional training of teacher educators. The entrants of this programme are already initiated into rudiments of educational theories, institutions, processes and practices. The programme needs to provide for and facilitate the above-mentioned deepening of understanding and critical reflection through both critical comprehension of theory as well as hands-on practices.

The major thrust of the M.Ed. Programme would be professional preparation of the teacher educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, organization, methodology, and so on. They would also need to specialize in one or the other of the areas as – curriculum, pedagogy and assessment;

policy and economics; and the like. In addition, they should have a coherent perspective - socio-historical, political-economic, philosophical and psychological – to make sense of education – its policies, systems, institutions, practices and processes. The programme should aim at developing in teacher educators’ skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavour to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

### 1.8.2. Organization of the Curriculum Framework: Two Year M.Ed. Programme proposed by NCTE (2014)

As per NCTE, the proposed Curriculum Framework (2014) for two year M.Ed. programme, should not be seen as prescriptive by various teacher education institutions that offer M.Ed. degree. The universities being autonomous bodies can develop their own curriculum but spirit of the recommended curriculum should be retained. The figure below, describes the organization of the M.Ed. Curriculum and its components:



**Figure 1.1.: Organization of the M.Ed. Curriculum and its Components**

(Source - Curricular Framework: Two Year M.Ed. Programme proposed by NCTE, 2014)

The new curriculum has four components as (i) Perspective courses; (ii) Tool courses; (iii) Teacher Education components and (iv) Specialization courses. The Perspective courses consists of the following five courses: (i) Introduction to Education Studies; (ii) Philosophy of Education; (iii) Psychology of Education; (iv) Sociology, History and Political Economy Courses and (v) Curriculum studies. Tools equip the novice teacher-educators with the skills and understanding needed to conduct a quality educational research. Teacher Education Courses develops professional attitudes, values and interests needed to function as a teacher educator. The specialization components offer choices of Elementary or Secondary and Senior Secondary Education. This change was definitely necessary and of paramount importance. The table below describes in detail the different components of two-year M.Ed. Curriculum as proposed by NCTE (2014).

**Table 1.1. : Major Components of the Two-Year M.Ed. Curriculum proposed by NCTE (2014)**

Major Components	Areas Covered	Description	Suggested Credit Allocation
Common Core (Theory and Practicum included)	Perspectives, Tools and Teacher Education Courses	<ol style="list-style-type: none"> <li><i>Perspective Courses</i> in the areas of: Philosophy of Education, Sociology-History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies.</li> <li><i>Tool Courses</i> comprising basic and advanced level education research, academic writing and communication skills; educational technology and ICT; self-development (with focus on gender and society, inclusive education and mental and physical well-being through modalities such as yoga)</li> </ol>	Perspective: 24 Credits Tool Courses: 12 Credits Teacher Education: 8 Credits (Excluding 4 credits for field internship)

		3. <i>Teacher Education Courses</i> (which are also linked with the field internship / immersion / attachment in a teacher education institution) shall also be included in the core.	
Specialization Branches (Theory and Practicum included)	Courses in any one of the school levels/ areas (such as elementary, or secondary and senior secondary) and further thematic specializations.	The Specialization branches in one of the school stages: Elementary (up to VIII), or, secondary and senior secondary (VI to XII), each with: 1. Core courses, within elementary/secondary specialization, focussing on mapping the area. 2. Specialization/ elective clusters in thematic areas pertinent to that stage, such as: Curriculum, pedagogy and assessment; Policy; economics and planning; Educational management and administration; Education for differently abled; Education Technology etc.	20 Credits (excluding 4 credits of field attachment)
Internship/ Field attachment	Teacher Education Institution Related to specialization	Field Internship / Attachment in: 1. Teacher Education Institution 2. Area of Specialization	8 Credits (4 Credits each)
Research leading to Dissertation	Related to specialization/ foundation	Students (in close mentorship of a faculty member) learn to plan and conduct research, and write a thesis.	8 Credits
Total			80 Credits

(Source – Curricular Framework: Two Year M.Ed. Programme proposed by NCTE, 2014)

The revised two-year M.Ed. Curriculum is distinct and better from the previous curriculum, as it offers scope of specialization clusters (Elementary and Secondary Education) keeping in mind the professional roles that a graduate may perform. And so the specialization components as well as the internship component are prescribed in a way so that stage specific (Elementary and Secondary Education) skills can be developed in the beneficiary. Though dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses but it is also prescribed that preferably a relationship should be developed between Specialization Courses, Internship Component and Dissertation which would aim at further strengthening the specialisation from a practical angle.

### **1.9. Need for the Analysis of M.Ed. Curriculum**

Curriculum is a comprehensive plan for an educational / training programme course to offer new improved manpower to fulfil the rising needs of a dynamic society. According to Jansen & Reddy (1994), Curriculum Development involves building the curriculum in order to present a coherent plan whereas Curriculum Analysis involves unpacking the curriculum in order to understand the plan. This unpacking of curriculum is into its component parts lie learning, teaching, knowledge, society, resources etc. It is meant to evaluate how the parts fit together in terms of focus and coherence; checking the underlying beliefs and assumptions. Curriculum Analysis is done to make an assessment of curriculum in order to improve it; to identify potential and actual problems at the earliest and recommend possible solutions; to make decision about future support for continuation of the curriculum; to see if different parts hold together; to determine whether the goals have been met; to identify strengths and successes in order to build on them; to examine whether assumptions underlying the curriculum are valid and defensible; to identify blind spots, biases, perspectives; to demonstrate the worth of the curriculum to different stakeholders. This analysis focusses on impact of curriculum, design of curriculum and relevance with policies. Impact analysis is done to see if the curriculum is making a difference for which it is meant. Design analysis involves appraising the curriculum in terms of standard or agreed-on principles. Lastly, policy analysis finds the relevance of the curriculum in relation to a particular set of societal or educational policies.

Lau (2001) says, that there is a relationship between curricula and social context. Society changes and the work of teachers become more complicated and demanding. To cope these

changes, government develops various policies. Hence, curriculum is developed or revised keeping in mind the intentions of the policies so as to meet the ever-changing demands of the society.

M.Ed. Curriculum has been developed looking at the need based on dynamics of the society. Keeping aligned to these historical perspectives different policies, commissions and committees proposed some changes to be made in the M.Ed. Curriculum and so NCTE came up with a model curriculum in the year 2014 with some intentions to develop teacher educators as per the needs of the changing era. Teacher educators are the roots of education system, teacher being the stem and branches whereas students are the fruits. So, to make the tree of whole education system strong, its roots, i.e., teacher educators are to be nurtured. These teacher educators are developed through the curriculum which needs to be analysed critically so as to check if they prepared to bring the desired changes in the society. It becomes necessary to evaluate the impact and design of the revised curriculum and to check its alignment with the policy recommendations. This way, the M.Ed. Curriculum Analysis would help in providing inputs for its betterment.

#### **1.10. Research Questions**

For the present study following research questions were studied:

1. How does the M.Ed. curriculum in various universities in Gujarat align with Curriculum Framework of Two-Year M.Ed. Programme proposed by NCTE (2014)?
2. What are the components of M.Ed. curriculum in the public universities of Gujarat?
3. How does the curriculum address contemporary issues in education at local, regional, national and global level?
4. How do teacher educators in Gujarat implement and transact M.Ed. curriculum in classroom settings?
5. What teaching strategies and methodologies are most commonly employed in delivering the M.Ed. curriculum?
6. What are the perception of teacher educators regarding the relevance and effectiveness of M.Ed. curriculum?
7. How do M.Ed. students perceive the quality of the curriculum and its relevance to their professional goals?
8. How does the M.Ed. curriculum prepare students for leadership roles in education?

9. How does the curriculum foster research and innovation in education among the M.Ed. students?
10. What are the challenges faced by teacher educators and M.Ed. students?
11. What value addition is required to strengthen M.Ed. programme in the state of Gujarat?

### **1.11. Objectives of the Study**

The objectives for the present study are:

1. To study the curriculum inputs of teacher education institutions of Gujarat aligning with the Curriculum Framework: Two-Year M.Ed. Programme proposed by NCTE (2014)
2. To study the transaction of curriculum components in the teacher education institutions of Gujarat in terms of Common Core Components, Specialization Branches, Internship / Field Attachment and Research Leading to Dissertation.
3. To study the opinions of the M.Ed. students and teacher educators with regard to the quality of the curriculum and relevance to professional goals.
4. To study the issues and challenges in implementing M.Ed. two year curriculum in terms of physical facilities, faculty position, curriculum transaction and evaluation.
5. To suggest the value addition to strengthen M.Ed. programme in the state of Gujarat.