

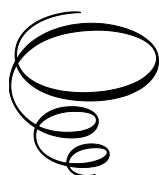
Deconstructing Teacher Education in Contemporary Times

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Edited by

Alka Behari

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ABBREVIATIONS AND ACRONYMS

AaL	Assessment as Learning
AfL	Assessment for Learning
AfR	Assessment for Reflection
ALACT	Action Looking back Awareness of essential aspects Creating alternative methods of action Trial Reflection Model
AoL	Assessment of Learning
B.Ed.	Bachelor of Education
B.El.Ed.	Bachelor of Elementary Education
CIE	Central Institute of Education
D.El.Ed.	Diploma in Elementary Education
DPEP	District Primary Education Programme
DU	Delhi University
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EdTech	Educational Technology
GoI	Government of India
IEP	Indian Educational Policy
ITE	Initial Teacher Education
ITEP	Integrated Teacher Education Programme
JVC	Justice Varma Committee
M.Ed.	Master of Education
MHRD	Ministry of Human Resource Development
NCATE	National Council for Accreditation of Teacher Education
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council for Teacher Education
NEP	National Education Policy
NGO	Non-governmental Organisation
NPE	National Policy on Education
NTT	Nursery Teacher Training
PCK	Pedagogical Content Knowledge
RTE	Right to Education Act

SC	Scheduled Castes
SCERT	State Council of Educational Research and Training
SSI	Socio-scientific Issues
ST	Scheduled Tribes
TE	Teacher Education
TEC	Teacher Education Curriculum
TEI	Teacher Education Institution
TPACK	Technological Pedagogical and Content Knowledge
U-DISE	United District Information System for Education
UGC	University Grants Commission

THE BEGINNING

Teacher Education has assumed the place of a focal area of study. Being multi- disciplinary in nature, the perspectives emanating from the growing body of literature pertaining to sociology, history, politics and economics constitute an integral part of being Teacher Education studies. The contribution of philosophy and ethics is also being realized for fostering a more holistic understanding of teacher education.

Further, it is being asserted that there is a need for professional preparation of teacher educators who have to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, organization, methodology and so on. They should have a coherent perspective- socio-historical, political, economic, philosophical and psychological- to make sense of education, along with its policies, systems, institutions, practices and processes. The study of teacher education needs to be embedded within this very context. The notion of teacher cognition and teacher learning, both, in fact, have acquired a special meaning in the last twenty to thirty years. This leads to the evolution of the concept of teacher development/growth that enables a teacher to keep learning and growing in the profession as well. What emerges is that we need to make a distinction between teaching and teacher education, wherein, teaching is visualized as a part of the broader notion of teacher education that encompasses teacher development. As an upcoming area of concern in contemporary times, it is imperative to engage with the discourse on teacher education to understand the concepts, issues and debates in the field, and to relate these to real life settings. This requires building a perspective on the processes of teacher education with a view to analyse the practices, provisions and policy that are critical within the professional context. It is within this background that the writing of the book has been envisaged. Besides detailing on the theoretical perspectives, the present book also addresses the ground realities and issues of teacher education by incorporating some case studies, particularly the flawed practices, theory-practice dichotomy, in-field experiences of teacher educators, some exemplary practices etc.as a part of each of its chapters. The book would contribute in building up a critical perspective towards teacher education among its readers and enable an understanding of teacher education in all its facets.

The objective of writing this book is to enable its readers to engage with several contested issues, ideas and concerns related to teacher education and educational practice in the larger social, cultural, economic and political milieu. The book also focusses on issues of teaching and the professional and personal development of teachers. Some of the themes/topics that the book spans are- Teachers' identity, Perspectives on teacher preparation, Teaching and society, Constructs of teachers' education drawing upon the theoretical frames of eminent thinkers and scholars, Knowledge about teaching, and examining the social, political and policy context of teaching as a profession. Thus, the book attempts to address and explore such dimensions of teacher education in building up a critical perspective on teacher education among its readers. It is expected to serve as a resource for both teacher educators engaged in teaching at the Teacher Education Institutions, as well as for students pursuing teacher education as a subject of study or research. It covers major issues in the area including its history, nature, research developments, curriculum and pedagogy.

The book has been written with a view to compel its readers to problematize the context of teacher education through a critical analysis of its very nature, the policy dimensions, the documented debates related to teacher education about, for example, what constitutes educational knowledge; what do teachers need to know; and what they need to do with it; the preparedness of teacher education in supporting the constitutional requirements; the place of teacher education in our country- core or at the periphery; re-conceptualizing the agenda of teacher education, etc. This anthology is a collection of micro-studies, action researches and perspective papers in teacher education by researchers, scholars and practitioners working in the field of education and teacher education. The main objective of bringing out this edited book is to understand teacher education not just as a field of practice wherein teachers are trained or educated, but to establish it as a discipline and a perspective, as an independent area of academic study and research encompassing different distinct dimensions. In earlier times, teacher education was dominated by the behaviouristic school of thought, and developments and research were based on testing and measurable traits. In contemporary times, it has moved deeper and broader and evolved as a discipline that draws from not just psychology, but also other disciplines such as history, sociology, philosophy and politics. Thus, teacher education in this sense is to be understood both as a perspective as well as an area/ field of inquiry.

In many teacher education institutions, teacher education is still perceived in a narrow sense, and the focus is on teacher training courses and programmes. What is not understood is that running such courses is only a

tiny part of the entire gamut of teacher education. Till about a few years back, most masters of education programmes in the country offered teacher education merely as one of the electives or an area of specialization to be taken up by only those who wished to study it. However, in contemporary times, in several countries, Teacher Education has been included as a core perspective area to be studied compulsorily by all future teacher educators and administrators.

New areas of research are emerging based on recent researches and developments in the field of teacher education. Contributions from allied disciplines are adding to this. Thus, a body of interdisciplinary research is building up with many relevant insights for understanding teacher education. The frame of reference is being expanded to include teacher beliefs, teacher identity, diversity and inclusion, assessment, policy perspectives, marginalization, preparation of teachers for early childhood education, preparing teachers for the digitalized world and preparation of teacher educators. Understanding the historical, philosophical and psychological perspectives has also evolved as a significant element of study in teacher education, and specific chapters in the book relate to these. Considerable rethinking of concepts, notions and ideas has taken place in contemporary times. Now, teacher education is understood as a holistic theoretical construct rather than in a mechanized, fragmented form, with organic linkages among various aspects. It is understood more as a 'discipline' or perspective with a broad canvas, which largely aims at understanding the processes and practices, concepts and ideas, as they unfold in different educational contexts. Students, teachers, teacher educators and the community at large are all an integral part of it. There is an intimate relationship between the teacher and the psycho-social and the socio-political contexts.

Another reason why an attempt has been made by me to put this anthology together is to present contemporary debates in teacher education, many of which have no answers that can be arrived at and have to be left open-ended without a clear mandate. These debates do offer ample food for thought and reflection. Some myths about what teacher education is and what its various concepts mean also need to be dispelled and areas for future research topics and the methodological approaches discussed. The wide spectrum of research designs, methodology and techniques which researches in teacher education lend themselves to are also important. A significant feature of the book is the emphasis of the chapters on developing critical and independent thinking. This has been done through a variety of ways, viz., presenting different viewpoints about a phenomenon and examining all the aspects of the given domain of teacher education. The

book opens up possibilities for learners of teacher education to engage with issues and ideas, and acquire meaning about various aspects that are of significance in contemporary times. The objectives of studying teacher education, the perspectives and framework the discipline offers ought to be informed by the most recent advances in the area. An attempt is made not just by updating information but undertaking a study of the evolution of the perspective of each of the domains or dimensions of teacher education. Wherever appropriate, the finer nuances of the debates in progress and the process of inquiry that brings into focus such debates have been taken up.

In teacher education, we need to discuss not just the contemporary ideological debates but also go into the realm of pedagogical theory. The book presents critical perspectives on teacher education, curriculum, pedagogy, assessment and foundations of teacher education. The book explores the integral role of the teacher educator, teacher, student-teacher, and interrogates the various approaches to teacher education and its curriculum as well as notions of teaching, learning, learners and teachers. Teacher education should not be looked at nearly as a subject or practical course consisting of some factual knowledge to be learnt or activities to be performed, rather it should be understood in terms of the criticality that goes beyond the narrow confines of classroom teaching. Why does teacher education assume greater significance in today's globalized world, is a question that may be posed. The criticality of teacher education assumes greater significance in the current context where a vast spectrum of social, political and historical factors plays an important role.

Teacher education is vital in creating a pool of school teachers that will shape the next generation. Under the wider ambit of Teacher Education, Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in values, languages, knowledge, ethos, and traditions, while also being well-versed in the latest advances in education and pedagogy. Teachers have to be prepared for all stages of school education- early childhood, primary, secondary etc. This needs to be looked at from multiple contours such as characteristics and features, developmental aspects, key issues, trends, challenges, interface with society, and their institutions and policy provisions. All these aspects have been kept in mind while writing the chapters of the present book. Considering the fact that teacher education is an integral component of teacher education curricula, the book will emerge as a relevant text for all students and scholars pursuing their Masters and Doctoral courses in Education. Further, it will act as an important resource for teacher educators and administrators in various educational institutions.

Understanding teacher education as an inter- disciplinary perspective drawn from the foundations provided by the disciplines of sociology, psychology and philosophy, the book aims to engage readers with the theoretical basis of the concept of teacher education and the newly emerging notion of teacher development. A strong grounding in research in the field of teacher education would enable the scholars to research concrete problems in the area.

As stated earlier, this book has a wide ambit of coverage that includes theories, practices and policies related to teacher education. It draws from the historical and foundational perspectives on pedagogy, curriculum and assessment. It is an amalgamation of researches undertaken by researchers, and also draws from the theoretical discourse that exists in the field of teacher education globally and in the national context. The book's unique feature is its approach to linking praxis with theory as well as theorising and generating discourse in teacher education. Since Teacher Education is multidisciplinary in nature, the contribution from the allied disciplines, such as sociology, psychology and philosophy is evident, and seen to cut across all the chapters. The book takes up many of the contemporary issues which have got a significant thrust recently in policies. The contents of the book will be useful for university-based academic programmes of education and teacher education, research pursuits, policy makers and field practitioners. It will be helpful in pre-service teacher education programmes and the in-service teacher education processes, where it would contribute towards knowledge up-dation and refresher courses.

It is a book which presents a scholarly discourse combining theoretical issues and field practices in teacher education. It locates Teaching, Learning and the Teacher within the larger perspective and aims of Education. It emphasises the need to take Teacher Education beyond the confines of contemporary debates into the realm of theory. It presents critical perspectives on curriculum, pedagogy, policy and practice. The book examines the notions of the teacher, her identity and beliefs, understanding the foundations of teacher education and issues of diversity, gender and assessment. It questions the role of teacher educators and the place of early childhood education and educational technology, specifically, in the light of the recent thrust given in the new Policy.

The book will serve as a seminal Teacher Education text for Teacher Education Programmes. As discussed earlier, Teacher Education as a subject is a Core Course in the Master level programmes in many countries. These are offered by both private and government institutions. Besides the University departments of Education and the affiliated colleges, research institutions, non- governmental organisations (NGOs) and development

sector professionals working in education will find it an invaluable resource in the field of teacher education. It will be of help to the existing professionals and practitioners in the sector of school education, including Teachers for in-service teacher education programmes. Education as a subject, draws from separate disciplines, all of which offer specialised courses in education as well. In this context too, this book will find an important place. During the last few years, there has been a significant growth in Liberal courses related to Education at the Bachelors and the Masters levels- BA and MA in Education, wherein Teacher Education is a course component of the curriculum. In the non-government sector, Education is recognised as an important thrust area, especially in institutions involved in Teacher Preparation and Teacher Development. The professionals working in such institutions will find the book quite engaging.

The book is different since it is a combination of research papers, scholarly articles and the theoretical discourse on teacher education. It is based on several researches which are field- based, thereby, an attempt is made at dovetailing the field reality with theory. The book also attempts to theorise and contribute to perspective building and discourse in the field. Since the text covers a vast span of work done in the past, the book looks at both the historical context as well as the contemporary trends. It is analytical with a view to re-visit the domain of Teacher Education as a field / practice / discipline of study. The book offers a new perspective. It is an endeavour to deconstruct how teacher education has been, thus far, and to locate it within the present context, highlighting the contemporary trends in this significant area. Education is a cognate discipline that draws from sociology, philosophy, psychology etc. This book includes papers that represent researches conducted by authors in several of these areas, thus, it will be useful for students and scholars working in the field of Education. Further, the respective disciplines of philosophy/ sociology/ psychology, in turn, offer courses which include education as Philosophy of Education/ Sociology of Education/ Educational Psychology etc. in their departments. Students and scholars in these departments will find the book useful. Moreover, there are Schools which organise in-service teacher education programmes that are predominantly reading-based. The book will be an important resource for this. In fact, a spectrum of public and private schools across the country exists where this book will form an important reading for such programmes. At present there is a growing body of Researchers in the field of Teacher Education who look at theoretical issues, practices, pedagogy and curriculum, which the book covers. In fact, Teacher and Teacher Education Universities, with a focus exclusively on Teachers and their preparation, will find it very useful.

Layout of the Chapters

The book has been divided into two sections, the first section builds up the discourse on teacher education, and the second section serves as a reading of papers that provides a theoretical understanding as well as practical applications of the various dimensions of teacher education.

Several papers of relevance and interest have been included in this anthology. Each one of them can be explained with its backdrop and a brief insight about the objectives and the main text. As highlighted earlier, most of the papers are a blend of micro researchers and building up the perspective. Two chapters comprise Section I and have been authored by me as the editor. The first section of the book tries to present a panoramic view of teacher education, as of a landscape, which is extensive, complex and multidimensional. Both the chapters in this section begin with an Overview to enable the readers to get a peep into the details that follow. The fourteen chapters in Section II cover topics and issues that are varied and are the 'need of the hour' as they are meaningful and largely inspired by concerns and issues in teacher education. In this second section, each of the chapters takes up a theme related to teacher education and positions it to argue for a serious study of that dimension. Both the sections contribute in deconstructing teacher education in contemporary times.

The two chapters in Section I are titled as follows: Chapter 1- Teacher Education: The Underlying Canvas and the Practical Dimensions; Chapter 2- Discourse on Teacher Education in India: Some Reflections and Writings. Studying national policies from the purview of how they address teacher education, analysing the experiences of teachers, understanding teacher identity from the lens of gender and social class, studying how the Indian tradition drawn from Aurobindo, Tagore and Krishnamurti facilitate the becoming of a teacher, and the development of learners in schools, are some of the key areas taken up in Section I. Thus, the first section includes an exploration of the philosophy of Education of some prominent thinkers in practice. Inspired by the writings and ideas of these thinkers, schools were set-up in India, and these continue to exist in contemporary times. Understanding Teachers as a construct includes a discussion on Teacher Agency. This is because in addition to pedagogical dimensions, agency relates to issues of equity and fairness. It seeks to raise a concern about matters of marginalisation and social justice where change is needed in schools and in the society. In fact, being a constitutional imperative, a discussion on issues of equity and justice serves as an underlying thrust in the entire anthology. It is now seen that the average classroom in Indian schools and universities have become complex settings. In these complex

settings, caste, class, gender and cultural identities intersect learning at all levels. This has an impact on learning in both the contexts- the school classroom as well as the classroom in teacher education programmes. Thus, besides the psychological, there are sociological factors that shape and influence the field of teacher education, and require engagement and inquiry. In addition to this, some other areas that the first two chapters of Section I focus upon are issues of quality and regulation, contemporary debates and research trends in teacher education.

Section II begins by describing the historical evolution of the concept of teacher education and highlights the nature and need for understanding the history. In the subsequent chapter, the policy perspectives in teacher education are taken up which aims at enabling readers to understand policy initiatives. Apart from these, there are some perspective papers which focus on philosophy of Education, the place of psychology, the need for reconceptualising assessment, and revisiting the notions of diversity, inclusion and gender. Taking science education in its ambit, the chapter pertaining to socio- scientific issues in the classroom somehow draws our attention to the concept of Pedagogic Content Knowledge (PCK) in contemporary times. PCK is now understood as a dynamic construct rather than a fixed static notion that teachers often hold. Teacher educators, in general and preparing teachers and teacher educators for early childhood education is also a focus in this section of the book. Many of these papers are reflections of trends of significant issues in the 21st century. Most of these are responses to alternate ways of looking at phenomena and in some way represent the changing contours that characterised the discipline or area of teacher education.

Let us now take each of the chapters of Section II as they appear in sequence. The initial two chapters in the second section of the book that pertain to the historical dimensions of teacher education depict how the past can be reconstructed on the basis of learnings and challenges, and how historians look at policy in education. The first chapter gives an insight on how a study of the historical evolution can enable a deeper understanding of recurring themes in teacher education. The discussion on the history of teacher education from a policy perspective includes the dominant discourses such as neoliberalism, accountability, privatisation and commercialisation of teacher education. and the professionalisation of teaching. It is an important dimension that contributes in building a discourse on teacher education in India. The foundational perspectives that constitute a significant component of teacher education include the philosophical and the psychological dimensions. One chapter each relates to these. It includes a discussion on the place of Philosophy of Education in

teacher education, and the emergent need for addressing mental health concerns of students in contemporary times. This is drawn largely from the humanistic paradigm in psychology.

Two of the chapters in the book directly pertain to the need for teachers to foster inclusive learning environments in their classrooms. The first one compels the readers to revisit teacher education from the perspective of preparing teachers for diversity and inclusion, particularly in the context of addressing the needs of children from marginalised sections in their classrooms. A conceptual understanding of the terms diversity and inclusion was presented in Section I. How the idea evolved and how it is perceived in contemporary times is seen as significant. Thus, Diversity includes not only an understanding of children with disabilities but also those who are socially marginalised or the economically weaker sections. The chapter particularly deals with this, and the imperatives and challenges for teacher education. The second chapter that relates to fostering inclusion discusses the gender disparities in education, particularly in the Indian context, and gives a call for breaking the barriers to facilitate gender equality. It makes a case for gender diverse individuals and highlights the importance of social and institutional spaces that need to be provided. Some case stories are used to draw attention to the barriers and difficulties that these persons face not only psychologically but also sociologically, culturally and legally.

Assessment as a construct is dealt with in two chapters of Section II. The first chapter highlights the interlinkages between pedagogy and assessment, and elucidates the need for pedagogy of assessment for student teachers. The second chapter has a somewhat different emphasis, as it introduces the term ‘assessment literacy for teachers’, and urges them to be assessment literate. Both the chapters discuss the theoretical underpinnings and the practical dimensions of the concepts. In contemporary times, teacher education cannot ignore the fact that both teachers and learners are growing up in a world highly influenced by digitalization. What does the term educational technology signify? How children’s and adolescents’ engagement with technology through gadgets, social media sites, internet and gaming builds up their virtual world, and impacts the learners and the teachers? What are the sociological underpinnings, specifically, in a country like India? The author of this chapter uses examples and illustrations to discuss these aspects. A concern for ethics and social justice is again reiterated in the next chapter that deals with the place of socio scientific issues in science education, and how they can be addressed in the classroom using various pedagogical methodologies.

Moving on, there are two chapters in the book which focus exclusively on Teachers- one of them deals with issues of their identity, and the other

one with their beliefs. Notions of identity and its formation are taken up in order to comprehend how its formation is a complex process involving several factors. The chapter argues that teachers' identity is a psychosocial construct and can be understood by drawing upon their lived experiences and narratives. What exactly constitutes teachers' beliefs - are they knowledge, cognition, personal practical knowledge or theories? The chapter on teachers' beliefs delves into this and bring out the relationship between beliefs and classroom practices of teachers. How, both, identity and beliefs of teachers have implications for teacher education forms the crux of the two chapters.

Voices of Teacher Educators are presented in the next chapter of this section. It tries to bring out the pedagogical practices, and the curricular and pedagogical concerns as seen from the lens of teacher educators in a teacher education programme in Belize. Their preparation, growth and development, and the challenges that they face in teaching the future teachers have been discussed. Last, but not the least, the chapter on early childhood education in this section becomes all the more pertinent when viewed in the light of the new education policy, the NEP 2020. It emphasises the preparation, as well as, the continuing professional development of early childhood teachers and teacher educators.

It is hoped that this anthology will help to fulfil the objectives that inspired its compilation.

Once again, I thank all the contributors to the volume for tackling with great competence and articulating each dimension of teacher education.

SECTION I

TEACHER EDUCATION: AN OVERVIEW

CHAPTER 1

TEACHER EDUCATION: THE UNDERLYING CANVAS AND THE EMERGING DIMENSIONS

ALKA BEHARI

An Overview

The title of the chapter has a somewhat varied connotation that merits further explanation. The phrase, ‘the underlying canvas’ signifies the complex, yet a somewhat subtle meaning that teacher education has come to embody. Like a canvas, it may be visualised as a foundational support that it tends to offer in terms of the scope, the role and the conceptual orientations. The term is also used to trace and present the background, historical journey and evolution of the narrative of teacher education over the years. Further, the chapter delves into the evolution of the new and alternate dimensions of teacher education that have emerged in contemporary times, along with a nuanced understanding of theory and practice. This chapter stands out because it addresses a wide range of issues and considerations in teacher education, often referred to by researchers as the ‘landscape of teacher education’. It aims to include critical aspects that cannot be overlooked. The field is elaborate and diverse, and while subsequent chapters delve into many of these aspects, they are understandably not exhaustive. This chapter, thus, tries to highlight some of the significant features that help to understand the complexity of teacher education with its layered structures, functions, and processes. It concludes with a discussion on the key takeaways for the future, both for teacher education in general, and specifically, in the context of teacher education in India.

The chapter is divided into sections, each focussing on a theme that forms an integral part of the discussion. The first section poses a short introductory question—What is Teacher Education? which sets the pace for the forthcoming sections. History plays a very important role in understanding the contemporary discourse, so, an effort is made to present a brief account of

the history of the development of Education. This exercise facilitates an understanding of the journey of teacher education. The section that follows gives an overview of the role of different disciplines by considering the attempts being made at theorising the field of teacher education.

The section on Teacher Education: Theoretical Underpinnings and Practical Aspects, deals with two major themes. The first theme discusses the diverse approaches to teacher education and its curriculum. It illustrates the theoretical framework of the approaches as they evolved, taking cognizance of the need to deconstruct discourses related to learning, learners, teaching, teachers, the socio-cultural context, gender, the neoliberal impact, the impact of globalisation etc. The second theme addresses the matter of teaching student-teachers how to teach. It explores the role and place of theory in this process, and elaborates on what forms the basis for pedagogies to be used in classrooms by teachers in schools, as well as, for the pedagogies to be used by teacher educators in teacher education institutions.

An attempt is then made to examine some issues, debates and considerations in teacher education, with a view to understand the contemporary discourse in teacher education, embedding it within the larger perspective that goes beyond mere preparation of teachers. Some significant ongoing debates taken up are as follows: Is teaching a profession? Is teacher education a discipline? Should there be separate special teacher education programmes for learners with severe physical or mental disabilities, or should inclusion be the universal norm? Besides this, the section offers a critique to the predominant paradigm of assessment of learning, and to the education system which has contributed in perpetuating social inequalities for a long period of time. It calls for a re-visiting, a re-examination and re-envisioning of related concepts and practices. However, the issues are complex and the objective is not to search for definitive ‘yes or no’ or ‘this or that’ answers. The next two sections have, as their main focus, the two major actors in the field, namely the teachers and the teacher educators. The discussion is woven around terms used in contemporary writings in teacher education. Based on the arguments presented and the ideas discussed, the chapter concludes by examining the future of teacher education, including a specific focus on the Indian context.

The text is based on an extensive review of literature and the insights drawn on the basis of research and teaching experience of the author.

Keywords: teacher education, teacher training, pedagogy of teacher education, debates in teacher education, assessment, diversity and inclusion, research trends, teacher identity, teacher agency, learning to teach, teacher educators

What is teacher education

Defining teacher education, and what counts as research in teacher education are both contested matters. The questions that are often asked in this regard are: What constitutes teacher education? Is teacher education merely teaching or learning subject matter knowledge and gaining mastery to be taught or learned in schools? Is teacher education to be understood as referring to only pre-service or initial teacher education? Educationists talk about a deep relationship between research in teacher education and the practice of teacher education. Teacher knowledge, acquired through teacher learning, relates to practice and is developed on the basis of one's educational experiences as a teacher. Thus, it can be viewed as a distinct realm of teacher education. It may, then, be said that teacher education draws from and builds upon teacher education research, processes and practices. In this sense, teacher education constitutes not just initial or pre-service teacher education, but also includes in-service teacher education and teachers' professional development. Both of these need to be visualised as a continuous process affecting the entire professional life of the teacher.

Further, what is fascinating is that there are variations in teacher education programmes and practices which exist in different contexts ranging from the 'traditional' to 'alternative'. Therefore, there is a need to go beyond teaching and delve into the theoretical underpinnings that help us to understand teacher education as a whole, with its domains, practices and processes. Let us, at first, try to view the development of Teacher Education from a historical lens.

History of the development of education and teacher education

A glance at the history of teacher education enables us to understand how teacher education started and what it has come to mean in contemporary times. However, before that, a brief account of the history of the development of Education is of relevance.

The earliest records of Education go back to records and evidence found in different civilizations showing complex systems of learning. Every civilization, across the world, has a unique history of Education and has been strongly influenced by religious and social structures. In the ancient education system of Mesopotamia, a logo graphic system (the use of symbols) was followed for writing, which was done by a few people who had to learn to read and write. This was a privilege enjoyed by the children of the upper class and professionals. The boys were expected to follow their

father's craft. With the introduction of the syllabic script, education became accessible to a much larger population. The vocabulary, grammar and interlinear translation were available for students along with commentaries of old texts and explanations of obscure work and phrases. Old Babylonian scribal schools known as "*Edubas*" (2000 to 1600 BC) were prevalent for education. It was an excavation site where the large archives of the text from the schools were found.

In Israel, the religious text Torah, consisted of commands to read, learn, and write the holy text. In 64 A.D., schools were started at the behest of the high priests. Girls were not allowed to have education and for boys, it was important to develop memorization skills and oral replication skills. Between the 7th century and 19th century, several schools were started in Madina (Saudi Arabia). In Islam, initially, schooling started in a mosque, it was later opened separately next to these religious structures. Baghdad had its first school in 1066, the Nizamiyah School. Children started schooling at the age of 6 with free tuitions. Quran, the holy text of Muslims, emphasized that children should be able to read, write, and explore the universe. In ancient India, education was imparted through Vedic education and Buddhist education which aimed at the development of the personality, along with education of citizenship and social awareness. The methods of teaching were multiple but the process involved, Shravana (listening), Manana (thinking), and Nidhyasana (application of knowledge).

This is how education was visualised in ancient times. A multidimensional concept, it is goal-oriented and objective-driven. One of the purposes of education is the preparation of pupils. The term "preparation", here, aims at developing the necessary knowledge, skills, and attitudes among learners. The other goal of education is to prepare them to become efficient citizens. The earliest explicit testament of education can be traced to Egyptian and Chinese civilizations in around 3500 B.C and 1500 B.C. The earliest description of teaching relates to the practice which was not as structured as it is today and was guided by the religious and class system of different societies.

Before the seventeenth century, the duty of teaching was entrusted to priests and prophets. They taught the privileged children to prepare them for business and politics. Confucius was considered as the earliest teacher who taught during 560 B.C., even though, he never went to school. In Greek culture, knowledge was associated with religion and ideology which continued through Christianity. France saw the earliest teacher training college in 1685 by St. John Baptist de la Salle. In the United States, public schools were introduced way back in 1635 in Boston, but teacher training was started in the 1800s. The earliest schooling system was unorganized and

multi-site (home, churches, dame schools, boarding schools, and private schools) with access enjoyed by selected groups of children (mainly whites).

The journey of Teacher Education is seen to have begun with the “apprenticeship” or the “work-based” model as the earliest model. This model aimed to prepare teachers by making them learn the so-called “craft of teaching”. The novice teachers would train under the guidance of a master teacher and gain knowledge of the profession in a five- or seven-year period. This practice was prominent in England in the middle nineteenth century to fulfil the elementary teachers' requirements. It was subjected to severe criticism and was replaced by formal and more organized teacher education programs. In the ‘monitorial’ system,” experienced and capable pupils were utilized for the transmission of knowledge to younger pupils. This was a cost-effective measure as the demand for adult teachers could not be met. The period of learning was aimed at the acquisition of skills, which was assessed at the end of the term by the government inspectors. This system of teaching was more focused on developing the craft among the young teachers, which narrowed down the purpose of teacher education to develop mere skills of class-regulation, without any understanding of theoretical principles and knowledge.

A similar model was practised in different regions of the world, despite drawbacks. The Caribbean education system practised the model until the twentieth century, despite being known for its inadequacies. South Africa also saw this “pupil-teacher” system till the nineteenth century followed by the system of teacher-training colleges. Australia used a similar system which was in use till the middle of the twentieth century.

The teacher training system marked a new phase when “Ecole Normale” in Reims, France became the first teacher-training college to be established in 1685 by Jean Baptiste de La Salle. It was set up to meet the requirements of newly established state schools. In 1698, in Gotha, Germany, the first seminar on teacher training was held. Propagation of mass education in Europe led to an increase in the number of teacher-training colleges during the eighteenth and early nineteenth centuries. Pestalozzi’s teaching influenced normal schooling in Prussia and Switzerland leading to training in didactics and pedagogy. David Stowe started the first normal school in Scotland while in England the teacher training colleges developed on the grounds of the “monitorial system”. In South Asia, China had the normal school teacher training system which suffered from low social status and prestige. Japan provided teacher training in secondary schools with more inclination towards teaching as an “apprenticeship”. The model found support from American conservatives and the system was in alignment with the common school system. This, later, led to a change in the teacher

education system through the transformation of normal schools into teacher-training colleges.

The training college or the normal school system of teacher training suffered from several drawbacks that made it unpopular. These colleges functioned with a constricted curriculum (that was relaxed eventually), and had low status as they functioned with a single purpose: the preparation of elementary or primary teachers. The demography of these colleges consisted of, majorly, female students under reverent influence. The teachers who pursued these programmes had to live in the residential system, which meant a strict code of conduct as they were expected to have a high moral character. This was considered not just a desired quality but an ability in teachers. It meant teachers with a high degree of professional training. However, changes in the higher education system demanded major structural changes as these schools also had survival issues (lack of funds and demand for better programmes).

In the United States, normal schools were introduced in the 1830s. The lack of professional education as an entry requirement was a common practice for different professions including teaching. There was an increase in the number of schools from 39 (in 1870) to 103 (in 1890). By then, a new change was observed in the American higher education system, where there was a demand for programmes that could open employment opportunities, which was not possible by single-degree teacher colleges. Hence, it was made compulsory for teacher training colleges to establish liaisons with other educational service providers so that a stiff competition could be generated among them, and also lead to the creation of more jobs. . Students fulfilled the financial requirements, through the tuition fees, along with state funding support, but this was not sufficient.

This also helped in meeting the new economic demand, and normal schools responded to the new demand that had been created. Teacher education tried to balance the struggle between rigor and relevance, and quantity over quality. The changing socioeconomic dynamics made higher education a means of social mobility, while the demands for change in the status of normal schools was raised not only by the students but also by the teaching fraternity. Teacher education got associated with universities through the set-up of various positions of Education established in these universities. Iowa University was the first to establish a permanent position of professorship in 1873. In the United States, since the beginning, both the state schools and private schools worked together which later shifted to higher education. Germany saw the setting up of teacher education science, with a more scientific view in contrast to those of Britain and France, which had the vocational model of teacher education. However, teacher education

in Germany lacked a strong connection between the theoretical foundations and practical aspects of the field.

When we look at the development and evolution of the history of teacher education, a direct path can be seen in the form of a growth of three *models*, namely, the apprenticeship model, the normal school or teacher training college model, and the university model. However, a comparison of teacher education in the international context shows the influence of one model over the other, and common features in the process of their development.

Moving on, researchers, such as O'Donoghue and Whitehead (2008), opine that whether rooted in the apprenticeship, training college, or university models, the decisions about what intending teachers needed to know and be able to do in order to be deemed ready for the work of teaching actually reveals much about how teaching has historically been conceptualised and valued in different societies. Two fundamentally conflicting ideas about teacher education emerged: one that sees teaching as a practical craft centred on classroom management, and the other that accepts the need for these skills but also sees teaching as a learned profession where members have a broad grasp of the social, historical and political context of schools (Oppenshaw and Ball 2008, 155-172).

In a nutshell, the above discussion may be concluded by making a point that, teaching existed long before teacher education, as Labaree (2004) also points out, and whether rooted in the ancient articulation of the Socratic method, dominant ecclesiastical practises of the West, Confucian philosophies of learning in the East, Buddhist and Hindu teachings in India and Southeast Asia, Islamic teachings of the Quran in the Middle East, or oral traditions in Africa, there is seen to be a very close association of education and teaching with the leading religious and philosophical cultures and beliefs (Robinson 2017, 49-67).

The next section discusses the development of Teacher Education, and looks at different foundational areas in the context of teacher education.

Development of teacher education and the foundational areas

Philosophy, sociology and history in relation to teacher education

A peep into history reveals that Philosophy of Education has traditionally enjoyed a respectable position. Theories, ideas and concepts of Philosophy have helped in understanding the relationship between the aims, objectives and purpose of Education. It is often referred to as the purpose of teaching-learning. Philosophy of Education tries to explore the nature of reality, truth