

**SMT. S. I. PATEL IPCOWALA COLLEGE OF  
EDUCATION, PETLAD**

IN ASSOCIATION WITH

**COUNCIL FOR TEACHER EDUCATION (CTE)  
GUJARAT**

ORGANIZES

**NAAC SPONSORED  
NATIONAL SEMINAR**

ON

**QUALITY IMPROVEMENT IN PRACTICE TEACHING :  
TEACHER EDUCATION**

**1. Theme of the Seminar**

***Quality Improvement in Practice Teaching : Teacher Education***

**Sub-Theme**

1. Quality improvement in Practice Teaching
2. Issues in Practice Teaching
3. Researches and innovations in Practice Teaching
4. Using school as learning laboratory by colleges of education
5. Innovations in Teacher Education- Practices for Quality Assurance
6. Internship and off campus: Issues and remedies
7. Quality Improvement through ICT in Teacher Education

## 2. Programme Schedule

**For detailed programme schedule please see the Appendix-IV**

Programme Schedule of 5<sup>th</sup> February, 2011.

Time	
9:00 A.M -10:00 A.M	Registration and Breakfast
10:00 A.M -11:00 A.M	Inauguration
2 Min	Prayer- Saptak Group
3 Min	Welcome Address- Dr. A. G. Kachhia
3 Min	Lamp Lightening- All Guests
7 Min	Floral welcome
3 Min	Inaugural Address- Mr. Vrajesh Parikh
10 Min	Our Vision - Mr. Haren Shah
7 Min	About Seminar- Dr. Jignesh B. Patel
5 Min	About CTE- Prof. R. G. Kothari
15 Min	Presidential Address- Dr. Parimal Trivedi
5 Min	Vote of Thanks - Dr. Y.R. Parmar
11.00 A.M – 11.15 A. M	Tea Break
11.15 A.M – 1.00 P. M	Key Note Address -Dr. R. G. Kothari & Prof. M. K. Yagnik
1.00 P.M – 2.00 P. M	Lunch
2.00 P.M – 3.30 P. M	Technical Session- I
3.30 P.M – 3.45 P. M	Tea Break
3.45 P. M - 5.30 P. M	Technical Session- II

Programme Schedule of 6<sup>th</sup> February, 2011.

9.00 A.M – 9.30 A. M	Tea & Breakfast
9.30 A.M – 11.00 A. M	Technical Session- III
11.00 A.M – 11.15 A. M	Tea-Break
11.15 A.M – 1.00 P. M	Panel Discussion
1.00 P.M – 2.00 P. M	Lunch
2.00 P.M – 3.15 P. M	Technical Session- IV
3.15 P.M – 3.30 P. M	Tea Break
3.30 P.M – 5.15 P. M	Valedictory Session
5 Min	Prayer- Trainee's Group
5 Min	Welcome Address – Dr. A. G. Kachhia
10 Min	Reporting of two days National Seminar- Prof. R. G. Kothari
10 Min	Reflection by Participants
30 Min	Valedictory Address – Prof. Shefali Pandya
15 Min	Presidential Address- Dr. B. P.Lulla
5 Min	Vote of Thanks - Dr. Jignesh B. Patel
1 Min	National Anthem
5 Min	Certificate Distribution

**3. Keynote Address**

**Please find the attachment for Key Note Address of Prof. R. G. Kothari and Prof. M. K. Yagnik.**




**4. Recommendations/Suggestions/Action Point:**

Seminar came up with innovations to be implemented in the field of practice teaching and teacher education. A meticulous brainstorming session was held up to come out with the doables in the field of teacher education. During the discussion sessions SWOT analysis was done where delegates from different parts talked about the scenario at their institution which helped to come up with the strength of the practice teaching programme along with certain lacunas and then after few suggestions came up so as to improve upon the weaknesses of the practice teaching programme like : separate weightage to be given to the different phases of practice teaching, importance to be given to the competencies acquired by the student-teacher rather than following the fixed standards of completing forty lessons, integration of technology to improve upon the quality of practice teaching which in turn will improve upon quality of education, practice teaching being the vital part of entire teacher education programme at least 50 % weightage to be given to it and all the practical activities to be integrated with the practice teaching phase, simply lessons should not be transmitted but the exercise of diagnosing the problem and immediately providing the remedial treatment to be given.

**5. Total expenditure incurred**

**Please find herewith separate sheet enclosed.**

**6. Follow up action institution proposes to undertake:**

-  The institution proposes to disseminate the proceeding of the seminar in the form of a book.
-  Most of the participants are not much aware with the APA style of writing the references, the organizers proposes to make them all aware with the APA style of writing the references by conducting a small workshop inviting expert in the field of teacher education.
-  The institution proposes to bring all the colleges of education to integrate technology in teacher education.

**Enclosed:-**

- 1. Report of Two Days NAAC Sponsored National Seminar.**
- 2. Key Note Address of Prof. R. G. Kothari and Prof. M. K. Yagnik**
- 3. Total Expenditure incurred- sheet.**
- 4. Detail Programme Schedule**
- 5. Photo Gallery**

## APPENDIX-I

### REPORT

Two Days National seminar on “Quality Improvement in Practice Teaching: Teacher Education” sponsored by NAAC, Bangalore was organized at Smt. S. I Patel Ipcowala College of Education, Petlad during 5<sup>th</sup> -6<sup>th</sup> February, 2011. A total of 210 delegates registered for the seminar, out of them 150 were present. There were a total of 85 papers presented during the two days. Following sub-themes were dealt with during the seminar.

- Quality improvement in Practice Teaching
- Issues in Practice Teaching
- Researches and Innovations in Practice Teaching
- Using school as a Learning Laboratory by College of Education
- Innovations in Teacher Education-Practices for Quality Assurance
- Internship and Offcampus: Issues and Remedies
- Quality Improvement through ICT in Teacher Education

The inaugural session was held on the 5<sup>th</sup> of February, 2011. The programme started with the invocation. Dr. Anil G Kachhia, Dean, Faculty of Education, Gujarat University and Principal, Smt Ipcowala College of Education Petlad, welcomed the dignitaries on the dais and the galaxy of the scholars from different parts of the country. The seminar was inaugurated by Mr. Vrajeshbhai A Parikh, President of Petlad Education Trust, Petlad. He wished the seminar a great success and was of the opinion that teacher is the backbone of the society and all the educationists in the field of teacher education should focus on practice teaching the pivot of entire teacher education programme. This was followed by speech of Mr. Harenbhai Shah, Managing Trustee of Petlad Education Trust, Petlad, who highlighted on the vision on petlad Education Trust. He comprehensively talked on 3 core components namely career orientation, value addition and equal opportunity. Then after Dr. Jignesh B Patel, Convener of the seminar highlighted about the seven themes of the seminar along with the total number of participants, different technical sessions. He also brief about the modus operandi of the two days seminar. After this there was a comprehensive talk by Prof. R. G. Kothari, President of Council For Teacher Education (CTE), Gujarat Chapter. He briefed the gathering about the functions of CTE. The session ended with the vote of thanks delivered by Dr. Y. R. Parmar. There was a teabreak for 15 minutes and followed by it were the key note addresses by Prof. M. K. Yagnik and Prof. R. G. Kothari.

Prof. M. K. Yagnik, highlighted the gathering about the place of practice teaching in teacher education and role of teacher educator to improve the practice teaching programme. He also emphasized on different aspect of practice teaching which should be kept in mind to improve the quality of education in general and teacher education in particular.

Prof. R. G. Kothari highlighted the issues in the field of teacher education and talk of various issues like admission policies, content cum methodology, practical components in general and practice teaching in particular. He highlighted the lacuna in the area of practice teaching and also suggested remedies to overcome the same.

There was a lunch break between 1.00 p.m. and 2.00 p.m. Then the technical sessions were held in three rooms. In all eighteen papers were presented by different scholars and a thorough discussion was apprehended. The sessions ended by the final remarks by respective chair persons in all the three rooms. The day ended with the technical session II wherein a total of twenty papers were presented.

The day 2 began with technical session III in four different rooms with twenty three paper presentation followed by suggestions, questions and observations. There was a panel discussion which took place in the hall. Three panelists Dr. Mahesh Chotaliya, Dr. R. C. Patel and Dr. Kalpesh Pathak were the panelist. Prof. Bharat Joshi has chaired the session. Dr. Chotaliya talked of thinkable, feelable and doable in the field of teacher education in general and practice teaching in particular. Dr. R. C. Patel pointed out the issues in the field of practice teaching specifically at the secondary level. Dr. Patel focused on diversity in practice teaching. He raised a question as to what should the weightage given to lessons transacted in different phases of practice teaching there by meaning should weightage to the earlier lessons transacted be less as compared to the lessons in the final phase? He posed another million dollar question whether it is important to complete fixed number of lessons or to develop competency amongst the student teachers? Dr. Kalpesh Pathak emphasized on integration of technology in practice teaching programme. He advised to record the lessons given by student teachers during practice teaching and show the student teachers these recorded lessons which in turn will be helpful for student teacher to see his/her fault from his/her own eyes and thereby improve upon his/her weaknesses. There was a discussion session wherein the participants came up with observations, suggestions and also clarified their quarries. Finally the chairperson Prof. Bharat Joshi concluded the session by giving guidelines to improve upon the quality of practice teaching. Then after there was a lunch break for an hour and then the technical session IV began. All together twenty four papers were presented parallel in three rooms. The participants shared their experiences and also highlighted the innovative approaches used by them at their own institutions.

The two day national seminar ended with the valedictory session chaired by Prof. B. P. Lulla, the national vice president, CTE. Dr. Anil Kachhia welcomed the august gathering. This was followed by reporting of the two day national seminar by Prof. R. G. Kothari, President, CTE, Gujarat Chapter. Three participants namely Dr. Ramesh Pandya, Principal, BCJ college of Education, Khambhat, Mr. Kirit Vania, College of Education, Adipur and Dr. Atul Kanaiya, from Department of Education, Bhuj provided feedback on two day national seminar. They appreciated the efforts down by the entire team and were hopeful to have such seminars and workshops in the near future from the same institution. Prof. Shefali Pandya talked of moving away from behaviorism and focusing on constructivism. She talked of bringing in narrative research, and using grounded theory design. She focused in detail on Professional Content Knowledge and lesson study and highlighted lesson plan centered knowledge base. Dr. B. P. Lulla in this presidential address corroborated high hopes about our country and tried to bring about analogy as to Swarnim Gujarat and Swarnim India. He said that we have lot many challenges in front of us but was very hopeful that the youth of the country will fulfill his aspirations.

Finally Dr. Jignesh B Patel, the convener of the two day national seminar thanked all the people who have directly or indirectly helped him in organizing and conducting this seminar. The programme ended with the national anthem and certificate distributions.

## APPENDIX-II

### ***KeyNote Address- 1***

#### **Revisiting Teacher Education in the 21<sup>st</sup> Century: Issues and Concerns**

Prof. R. G. Kothari\*

##### **Introduction:**

The entire educational system of our country is in the process of change. We all know that no educational reform can be successful unless the quality of teacher is improved, but in turn the quality of teacher depends to a large extent on the quality of teacher education. Education Commission (1964-66) says, "Of all different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality of recruits to the training profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective". In reality, teacher education is the very sine qua non of all educational improvements. The quality of teacher education of our country especially at the secondary level is far from satisfactory. This may be due to lack of focus on providing meaningful experiences to the student teachers especially at the secondary level. It is said that the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively but in critical measures upon the quality of their education. The quality of their education depends, more than any other single factor, upon the quality of their teachers.

Education prepares the future generation to take their due place in the society; a teacher plays a pivotal role in this process. A Teacher happens to be the key person to initiate and support change for educational improvements. With the increasing complexity of problems, expectations from teachers are also increasing. To enable a teacher to create thirst for knowledge amongst his pupils, he must continue to learn and grow professionally. Thus, education of teachers at all levels is highly significant. In order to enable the teachers to act as catalyst in the process of developing the future citizens, the Teachers Education Programme needs to be revised from time to time.

The present state of secondary teacher education in the country presents a mixed picture of far-sighted intentions and innovations coupled with alarming distortions and structural Shortcomings. Looking back, from past to present, it appears that although, nomenclature has undergone a change from 'training' to 'education', the system by and large remained unchanged. The major weaknesses have been successively pointed out by University

Education Commission (1948-49), Secondary Education Commission (1952-53) and Education Commission (1964-66). It has been observed that the existing system of teacher education is rigid and static.

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*\*Professor, Department of Education (CASE), Faculty of Education & Psychology, The M. S. University of Baroda Vadodara. Email : [rgkothari@yahoo.com](mailto:rgkothari@yahoo.com)*

Keeping in view the inadequacies of the teacher education programme, NCTE (1978) prepared a framework for teacher education and called for drastic changes starting from its objectives, content and methodology; the Council stressed on, (a) pedagogical theory (20 %); (b) working with community (20%); and (c) content cum methodology (60%). This curriculum did not find implementation in totality in Secondary Teacher Education Institutes (STElS). Bhatnagar (1982) observed great variation in foundation courses. NCERT (1983) workshop concluded that there is no uniformity in B.Ed. curriculum of various universities. The National Commission on Teachers (1983-85) recommended reforms in teacher education and called for revamping the current courses and curricula. 'Challenges of education; A policy Perspective' (1985) observed that the process of updating teacher education is extremely slow and a major portion of the teacher education curriculum was irrelevant even to contemporary needs. NPE (1986) stated that the existing system of teacher education will be overhauled. EdCIL (1987) observed much scope for improvement in the system. It stressed on developing national norms for STElS and to evolve a statutory mechanism for enforcing them. NCTE (1988) gave a fresh look to the existing curriculum and stressed on (a) foundation course (20%) (b) stage relevant specialization (30%); (c) additional specialization (10%) (d) practical/ field work (40%). This curriculum also did not find implementation in totality, NPERC (1990) criticized the present teacher education programme as theory oriented and isolated from school and community. POA (1992) notes the major drawback of teacher education as alienation of theory from practical component.

Effective management of Teacher Education requires looking into issues involved in the process of teacher education programme. In this paper author tried to focus on few typical issues related to secondary teacher education. Author strongly feels that the apex body like NCTE only should look into such issues and provide direction. The above observations clearly indicate that teacher education programme at secondary level needs to be examined critically in terms of its various issues. The programme cannot achieve its objectives until it thoroughly examines the various issues and makes sincere efforts to resolve them. The author through this paper would like to discuss some of the major issues related to secondary teacher education.

1. The admission policies and procedures differ from State to State and university to university within the State. Even minimum percentage of marks also varies from university to university as criteria for admission. Knowledge of content and teaching aptitude has hardly any place in most of the universities as criteria for admission. Percentage of marks at graduate and post-graduate level forms the main criterion for the admission, which will never ensure favourable attitude, and aptitude for teaching. "NCTE (1995) norms and standards" states that admission criteria may be fixed as at least 45% marks on the aggregate at the bachelor's degree examination. It further adds that, it is desirable to fix admission criteria as 50% of aggregate marks at the degree examination with two school subjects or one broad curricular area, but this document clearly states that admission shall be on the basis of merit which should be determined by a selection test to be conducted at national / state level. Of course details about selection tests have not been given. The author feels that weightage must be given to the following aspects during admission: (a) Knowledge of content for two selected school subjects; (b) general knowledge; (c) teaching aptitude; and (d) academic records and (e) communicative skills.
2. Teacher-student ratio also varies from State to State. In Gujarat this ratio is 1:12, in our opinion it is too high. EdCIL (1987) suggested that it should be 1:10. It further suggested that for 100 students, there must be one principal, three readers and thirteen lecturers for colleges of teacher education, but this has not been materialized



so far. NCTE (1995) suggested 1:10 ratio. In my opinion it must be 1:8; such smaller ratio will facilitate the work of teacher educators in lesson guidance and observation; guiding and evaluating practical work. Present ratio of 1:12 (at present for intake of 100 students one principal and seven lecturer are suggested which comes to 1:12.5) is in fact 1:14 for teacher educators as principal / head of the institute will generally not involve himself in practice teaching and related practical work. With such a high ratio quality of the programme in general and practice teaching in particular suffers a lot.

3. NCERT (1988) has suggested twenty percent weightage for foundational courses which includes : (a) Education in emerging India and (b) Educational Psychology. This has been a significant step towards reduction in theory. At present many STEIs offer various courses like : Philosophy and sociology of education, current problems and issues of secondary education; school management, principles and techniques of teaching, as combination of these courses differ from university to university. Many STEIs have introduced a course called "Education in emerging India" but still focus is on philosophical and sociological aspects. Major focus of a foundational course should be on understanding "Indian culture – its concept processes and practices" this component should be organized in such a way that it provides insight into meaning and aims of education, role of education in national development with respect to emerging problems, etc. This component should demonstrate integral relationship between education and society with special references to current social issues. It must sensitize student teachers with issues & problems confronting society along with role of education in resolving those issues. What is more important is transaction of this component, classroom lecture alone will not be sufficient but real life experiences must be provided to student teachers. They should be exposed to various practical situations in school and society. Sincere efforts should be made to include some practical work, which in turn will help in establishing linkages between theory and practice. Along with many other activities suggested by NCTE (2008) there is due emphasis given to community based fieldwork, community based social work. Activities related to practical work may include: surveys about drop out, interview with people in slums, visits to some high and low achieving secondary schools and preparing brief reports, studying contribution of religious institutes in education and problems faced by girl students / SC-ST students. If possible such practical activities should be identified in each unit. The teacher educator should demonstrate use of learner centered methods like discussion, symposia, group work, projects etc. In transaction of this component student teachers should be given challenging assignments for which they have to consult books, journals, community resource etc. In short, participatory and interactive learning approaches should be given importance in transaction of this component. The NCTE (2004) also supports the same by stating that, "The programme of Teacher Education is institution based. The students are not exposed to the realities of school and community, internship, practice of teaching; practical activities are not paid proper attention. Despite the commendable improvement in service conditions and perks, the profession is yet to attract best brain".
4. NCERT (1978) suggested for content cum methodology and practice teaching including related practical work with sixty percent weightage. This was a new concept especially to minimize emphasis on theory aspect and raise practicability of methods of teaching. There are STEIs where content of two method courses is taught by teacher educator and examinations are conducted; there are institutes where content is not taught but examination is conducted and in some institutes content is neither taught nor examination is conducted. Courses like principles and techniques of teaching and measurement and evaluation in education are taught in isolation from content as compulsory courses. Instead of this, to make methods more meaningful linkages must

be established between method and content. Such course will ensure content mastery on the part of student teacher also. Series of workshop sessions will make the programme task oriented. Kothari (1998), observed that content mastery among the candidate, has always been doubted by school principals during selection interviews. Such a course will help in mastery of content. Along with mastery of content, series of workshop sessions and group activities will help in practicing various small groups teaching technique. Various activities like writing of objectives, preparing lesson plans, preparing various types of test items, designing various types of learning experiences for particular piece of content, developing various teaching aids etc. will make such a course more effective.

5. During the last two decades the school curriculum in India has undergone a series of changes. After NPE (1986), school curriculum has undergone a big change in terms of educational concerns and priorities. NPE (1986) stated that 'the implementation of various parameters of the New Policy must be reviewed every five years'.

NCERT (1988) developed in response to the NPE (1986) which stressed on ten core elements in the curricula. These ten core elements were (1) The history of India's freedom movement (2) The constitutional obligations (3) The content essential to nurture national identity (4) India's common cultural heritage (5) Egalitarianism, democracy & secularism (6) Equality of sexes (7) Protection of environment (8) Removal of social barriers (9) observance of small family norms (10) inculcation of scientific temper. These were identified to strengthen national identity and promote national integration and social cohesion by activating values as enshrined in the constitution of India through school curriculum.

Syllabus at school level was revised and new textbooks have been designed accordingly but the programme of teacher education did not respond to this. A meaningful teacher education curriculum has to be responsive to the school curriculum, but at various universities, teacher education curricula had hardly responded to these ten core components. A number of universities have a unit on curriculum in their foundational course "Education in emerging Indian society". Some universities have tried to incorporate these core components with their co-curricular activities but the zeal and enthusiasm are completely missing. The focus of secondary teacher education should be to assist student teacher to take decisions regarding application of basic educational principles to the existing school situation without overlooking the characteristics of the learners.

A meaningful school curriculum has to be responsive to the society, reflecting the needs and aspirations of its learners. In the new millennium, some of the country's important societal concerns have remained unchanged because these could not be addressed adequately in the past. At the same time, many new concerns have emerged in response to the fast changes in the social scenario of the country as well as the world. The curriculum has to lead to a kind of education that would fight against inequity and respond to the social, cultural, emotional, and economic needs of the learners. The National Curriculum Framework for School Education (2000) has pointed out eighteen curriculum concerns as: (1) Education for a cohesive society (2) Strengthening National Identity and Preserving cultural heritage (3) Integrating Indigenous knowledge and India's contribution to mankind (4) Responding the Impact of Globalisation (5) Meeting the Challenges of Information and Communication Technology (6) Linking Education with life-skills (7) Education for value development (8) Universalisation of Elementary Education (9) Alternative and open schooling (10) Integrating diverse curricular concerns (11) Relating education to world of work (12) Reducing the curriculum load (13) the child as a constructor of knowledge (14) Interface between cognition, emotion and action (15) culture specific pedagogies (16)

Development of Aesthetic sensibilities (17) Continuous and Comprehensive Evaluation (18) Empowering Teachers for curriculum development. Stereotyped instructional approaches are not conducive to realize the goals stated above. The goals of secularism, socialism, and professional ethics are coming under increasing strain. To make teachers aware of this menace, teacher education has to come forward with thorough preparation. Teachers prepare men and education is an effective instrument of man making process. The teachers learn this through his education. A weak programme of teacher education is a national calamity. NCTE (2002) has come out with the calendar of activities for B.Ed. programme, which also does not speak, exclusively on incorporating such curriculum concern directly. It is left to particular teacher education institutions to implement the same in their curriculum. The UGC model curriculum is not that reflective regarding the matter, but it can be done in many ways. Now the question ahead of us is how to incorporate these in teacher education curricula. Dave (1999) emphasized five performance areas for effective teacher education. They are as follows: (i) performance in classroom (ii) school level performance (iii) performance in out of school activities (iv) performance related to parental contact and co-operation (v) performance related to community contact and co-operation. NCTE (2008) also emphasized on these performance area for practical training. In terms of forgoing stipulation of required performance areas NCTE (2008) suggested to give due emphasis to community based field work and community based social work. Thus the professional education of secondary teachers must relate to pedagogy and the way the instructional materials can be put to a judicious use. This envisages a teacher training which may suggest a way of working with young learners, to help them seek and find answers to problems to their immediate concern.

6. Curriculum development essentially is a dynamic phenomenon, a ceaseless process of searching for qualitative improvement in education in response to the changes taking place in the society. UGC (2001) has come out with model curricula for teacher education. The UGC chairman states in his forward "The UGC model curriculum has been produced to take care of lacuna, defects / short comings in the existing curricula in certain universities to develop a new model curriculum aiming to produce the one which is compatible in tune with recent development in subject to introduce innovative concepts, to provide a multi disciplinary profile and to allow a flexible cafeteria like approach including new paper to cater for frontier development in the concerned subject". There are many agencies involved in designing the curriculum for teacher education at secondary level. NCERT, NCTE, UGC and various universities are involved in this process. As a result there is confusion, & STEIs are always in dilemma whom to follow. So it is suggested by the author that NCTE should exclusively be empowered in designing the teacher education curriculum.
7. Inevitable thrust from the changing society is hoping for suitable changes in teacher education. Thus one needs to critically evaluate the emerging trends in teacher education. Outdated, conventional and conservative approaches run the risk of demotivating the future teachers in their professional learning and working. On the contrary, updated and upgraded approach, taking the best benefits of ICT is likely to enhance their motivation. It is for the designers and practitioners of teacher education curricula to suitably amalgamate the proven age-old basics of teacher education with the current technological facilities into the emerging teacher education content, methods and practices. Govt. of India has launched a national campaign called 'operation knowledge' to universalize computer literacy and information literacy in education. The major feature is that "Computer and Internet shall be made available to every school and other institution by 2003". Thus in light of this impact on scenario of teaching in 21<sup>st</sup> century, it is inevitable to plan, prepare and organize information

based teacher education courses to fulfill the emerging needs of our society. A beginning has already been made by introduction of a course 'ICT in education' in some of the institutions but it has not gathered the momentum yet.

8. The most important part of teacher education programme is practice teaching and related practical work. This helps student teacher to develop awareness, understanding and knowledge about home, school and community for enriching the life of school pupils. It further enables student teacher to apply and verify the practicability of theoretical knowledge of foundation component, curriculum transaction and evaluation techniques. But in reality practice teaching programme is far from satisfactory. Because of time constraint and high student teacher ratio, lessons are not observed fully. An analysis of feedback clearly indicates that global and subjective remarks are given by teacher educators. Majority of remarks pertain to methods of teaching and very few for content of teaching. Instead of fixing the number of lessons, mastery of particular competencies related to classroom situations mainly devoted to actual interaction in the class with pupils should be stressed. To make this programme more relevant and meaningful internship programme of three/four months should be introduced. In such a programme, student teachers would be expected to participate in total school programme. They would be expected to carry out number of practical work like preparation of tests, administration of psychological tests, identifying low achieving students and providing remedial measures, participating in various co-curricular activities, preparing various types of progress cards etc. Such a programme will help them in perceiving their role as a full-fledged teacher. NCTE (1995) suggested that student teacher may be placed in a school for a block period of four weeks to work as internee teachers so that in addition to practice teaching, they can take part in other activities of the school. In our opinion this period of four weeks needs rethinking for such an important programme. NCTE (2008) suggested fourth semester out of two year duration to be exclusively devoted to provide comprehensive on the job training. There is a need to allot this period to provide student teachers to integrate their experience gained in first three semesters and apply the same in this phase.
9. There are certain practical activities, which are essential for preparation of teachers, but they are not related with any theory course directly. Such activities can be linked directly with working with community. It is strongly felt that student teacher should be exposed to complex socio-economic problems through actual work situations in society. One of the objectives of teacher education according to NCTE (2008) is to develop critical awareness about the social realities which can be achieved through these types of activities which may help the future teachers to grow and develop the insights into 'sensitivity to and attitude towards social problems'. Such activities could be of the following nature: studying the problems of drop out, participating in adult literacy and non-formal education programme, educational surveys in slums, activities related to preservation of environment and developing scientific temper, etc. Such programme will help student teacher to deal with people belonging to different socio-economic groups, which will ultimately help in knowing their problems and element of culture.
10. The second working group appointed by NCERT (1987) has pointed out a series of shortcomings of inservice teacher education programme. Earlier inservice education programme was managed by Extension Service Centres, but they do not exist now. EdCIL (1987) proposed CTEs and IASEs should be expected to organize a substantial number of inservice programmes, but it has still not materialized. In fact after PMOST very few inservice education programmes have been organized at secondary level. This issue needs urgent attention. With advancement in the field of educational technology

and other new ideas like : value education, environment education, special education, computer education, etc. it is now high time to organize some concrete programmes of in-service education for teachers.

Inservice education of teacher educators is another issue which needs to be discussed. This task was assigned to IASEs, but has not received adequate attention so far. Except going to ASCs for orientation or refresher course, there is hardly any other avenue open for teacher educators for inservice education. Department of education should introduce a compulsory course on "Teacher Education" at M.Ed. level. NCERT should think of summer courses for teacher educators. This can be equally managed with the help of ASCs. For effective organization of inservice programme for teacher, teacher educators also need to be equipped to deliver at the job. This requires continuous refreshing and re-orientation programmes for teacher educators.

11. Qualification for teacher education at secondary level varies from university to university. Fifty five percent of marks or B grade in seven-point scale is minimum requirement. This does not convey anything about second master's degree and experience of school teaching at secondary level. In spite of higher secondary stage being identified as a distinct one, it is found that secondary and higher secondary teachers are put under the same garb for preservice education. Even twenty percent weightage is given to master's degree for admission purpose. Because of this many students having postgraduate degree have more chance of entering into preservice education. This clearly demands that teacher educators should also have master's degree other than M.Ed. It is good that NCTE (1995) stressed on master degree in school subject along with three years experience in teaching at a school/college but recently NCTE (2007) has lowered down this requirement to Masters degree in school subject with B.Ed. or Masters degree in school subject with M.Ed, while the UGC prescribed qualifications remain as they had been notified on 14<sup>th</sup> June 2006. The author strongly feels that master's degree in school subject with fifty percent marks along with three years of experience in secondary school should be stressed for appointing a teacher educator. This will help for content mastery in school subject along with practical experience about classroom situations. The issue is whom should any teacher education institution follow when both the bodies are framed by the acts of parliament? The author also feels disheartened when reflects back that large majority of the student teachers will be possessing masters degree in the concerned subject and the teacher educator may be with master's degree with school subject and only bachelors in education.
12. Each type of training institute is isolated from the other. There is no integration among pre-primary, primary, secondary teacher education institutes. As a result great variation is observed in the area of curriculum, methods of teaching, levels of standards and administration. To learn from others experiences, to enrich ourselves with researches and innovation carried out at other institutes meant for the same purpose, there is an urgent need to break this existing isolation. This can be done in many ways. It can be done by establishing an association of teacher education institutes and teacher educators at State / National level. Networks could be thought of along both vertical and horizontal line. This will certainly help in breaking existing isolation.
13. NCTE (1995) suggested 210 days per year for B.Ed. course; but in reality hardly these number of days are available. As a result the programme just becomes a ritual. For meaningful transaction of foundation component, content cum methodology, practice teaching with related practical work and working with community, it is high time to rethink about duration. The author feels that the duration should be of at least three semesters. This will help in establishing linkages between theory and practice and



breaking isolation with schools and society. NCTE (2008) has designed two years regular B.Ed programme where three semesters are for theory and practical and last and the fourth semester is meant for internship in secondary or senior secondary school. For professional development this seems to be a highly constructive recommendation.

14. There is a mismatch between the demand and supply of teachers. There are no good teachers available in certain subject while in the other there is a mushroom growth. Thus in certain subject areas, the supply of teachers far exceeds the demands while in others there is acute shortage and unqualified teachers are working under different names. The manpower planning is practically missing in teacher educators. The author feels the dire need to focus on this issue. There is a phenomenal growth in the institutes of teacher education throughout the country. In Gujarat there are as many as 418 STEIs, with an intake capacity of 41800 students against 7980 secondary schools. This results into high degree of unemployed teachers every year.
15. Another serious issue is to visualize the equivalence between M. A. (Education) and M.Ed. The author feels that this should be seriously looked into and thought appropriately because the former is more of academic and the latter more of professional in nature. Many universities now offering both these courses M. A. (Education), M.Ed. through distance mode also. For professional preparation of teachers and teacher educators this issue needs to be critically examined.
16. There is no provision for training the teachers for the subjects like art, craft, music while these subjects are very well taught in schools. This has been supported by Mangala (2001). The author feels that there needs to be urgent need of special colleges to be started to train these teachers. This can be done in collaboration with the faculty of fine arts, faculty of performing arts.
17. One more issue which bothers the author is the mushroom growth of the teacher education institutions. The major focus of author is on the admission process adopted by the newly incepted teacher education institutions wherein the admission process continues till the month of August or September and then in the month of April or May the teacher trainee is awarded the degree of B.Ed. The question that bothers the author is how far are the teacher education institution able to maintain the quality of teaching and the quality of practice teaching?

To conclude teacher education institutions need to come out with better pedagogy to train teachers not only in teaching and intellectual skills but also to awaken moral sense, humanistic, ethical, spiritual values to encourage peace, justice, freedom and equality among students. A central component on value education to include inculcation of basic values and awareness of all the major religion of the country could suffice. The foundational course 'Education in Emerging Indian Society' does throw light in this area at B.Ed. The student teacher could be made aware of how to judiciously integrate these with all the subjects of study in scholastic area & all the activities and programmes in co-scholastic areas that the objectives there of would be directly and indirectly achieved in the classrooms, at the school assembly place, playgrounds cultural centres and such other places.

The author still have a million dollar question which needs to be answered immediately and will help to solve many problems related to teacher education. The question is who should be responsible for managing teacher education. Is it NCERT or NCTE or UGC or should it be left to the state government or still decentralizing it and leaving it in the hands of each universities?

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***KeyNote Address- 2***

**ENHANCING THE QUALITY OF PRACTICE TEACHING**

**Dr. M. K. Yagnik<sup>1</sup>**

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Practice teaching in teacher education is one of the most active components of the system. It is the process to gradual enhancement up to the level of mastery in variety. The total academic programme seems to be more mechanical at both the level planning and implementing. It is more left to the trainee after 06 to 10 practice teaching lessons that to be transacted any school level a initial stage of learning as teachers. This observed fact gives a image of turmoil in order. In this scenario we all have to rethink-plan and implement, on qualifying practice teaching in all its aspects. The quality concern to this component requires serious attention. In general, teacher education institutions also follow the microteaching bridge lesson practices in a simulated session as preparation before actual work at real work-place that is school classroom. The opinion of teacher educators and pre-service teachers generally show positive opinion about micro teaching as pre to the general classroom teaching.

The practice teaching related observations and opinions are combined in following points.

1. Practice teaching is a real task before the pre-service teachers.
2. There is a gap between class-room teaching and classroom learning.
3. Traditional classroom are not convenient to use technology or other advancement in an area of learning diversities.
4. Pre-service teachers make their planning of teaching cover limited behavioral perspectives.
5. The orientation to objectives, content organization, classroom-interaction, anticipated behavioral changes and evaluation are not up to the level that help to academic decision making for classroom teaching better than previous practice teaching lesson.
6. There is no practically significant change even after 7 to 10 practice teaching lessons.
7. The learners (classroom students) who are in the process of learning are also accustomed to listen-rote memory and their involvement is also highly passive. Good pre-service teachers fell this situation not desirable and other teachers feel it more convenient to them.
8. It is also a problem for pre-service teachers how to be more active meaningful with the student-more to their process of learning.

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<sup>1</sup> Professor : Department of Education : Sardar Patel University - Vallabh Vidyanagar, Gujarat (India)



9. The facts at both the end the teacher and the student are negatively convenient to each other, ultimately it give meager learning out-comes.
10. The school environment the human aspects and the awareness of the other staff members engaged at school shows less interaction as a result practice teaching becomes 'ritual'.
11. The interaction between the pre-service teachers and guiding teacher educator is highly of social nature and not of academic nature. There are few chances for improvisation and improvement.

These are the general observations - there may be some exceptions. The situation compels us to rethink and implement the programme of practice teaching more innovative, quality centered and to gradual enhancement. The well rooted thinking of behaviorisms dominates the process learning theories and their applied forms are not well grasped of taken. The movement and entry of constructivist approach in the process of learning is yet to come in a systematic way. The process of human learning addresses many aspects starting from behavior learning, unlearning de-learning and relearning along with its psychological uniqueness individual to individual planning of teaching and process of teaching must be concentrated to making 'learning' happened. The reflection is highly needed to find out an action for teaching.

**Practice teaching 'quality' points:-**

1. Does pre-service teacher provide evidences of creativity and innovation in teaching?
2. Does pre-service teacher provide the psychological clarity of practice that he undergone?
3. Does pre-service teacher make a sense of academic decision making in particular situation?
4. Does pre-service teacher communicate to the student in an interactive mode?
5. Does pre-service teacher provide evidences of students feed-back?
6. Does pre-service teacher explain to the guide teacher educator about his thinking and planning for particular learning outcomes or detailed outline?
7. Does pre-service teacher provide a sense for activity centered teaching learning process?
8. Does he use the local context in all?
9. Does he provide verbally or in material that he has developed to teach particular topic.
10. Does pre-service teacher 'discuss' with the fellow peers about the process that he carried out in the classroom.

The teacher educator also should try to know all these particulars briefly and meaningfully. It will regulate both the pre-service teacher and concerned guiding teacher educator.

The observation of lesson is also one of the assignments to pre-service teachers. The observation skill related classroom teaching cover many aspects. All these aspects ultimately make 'a unit' that helps to understand the contents initiated by the teacher and carried out by the students. It minutely traces-out the 'particular' and not the 'general'. It will gradually modify the process meaningfully. How many lessons that one has observed is not important but how pedagogically, lessons were observed along with other socio-psychological concerns is more important.

**Quality Practice Teaching needs:**

**(Interactive aspects)**

- ❖ Small group discussion particularly who observed the lesson and with the help of guiding teacher educator.
- ❖ Reflections of selected pre-service teachers who were in the group of that particular lesson for observation.
- ❖ Reading of comments divided into the parts of observation and pointed discussion.
- ❖ Academic autonomy of both student teacher and teacher educator to be promoted.
- ❖ Modifications suggested by the peers and discussion of only important comments, observations made by guiding teacher educator.'

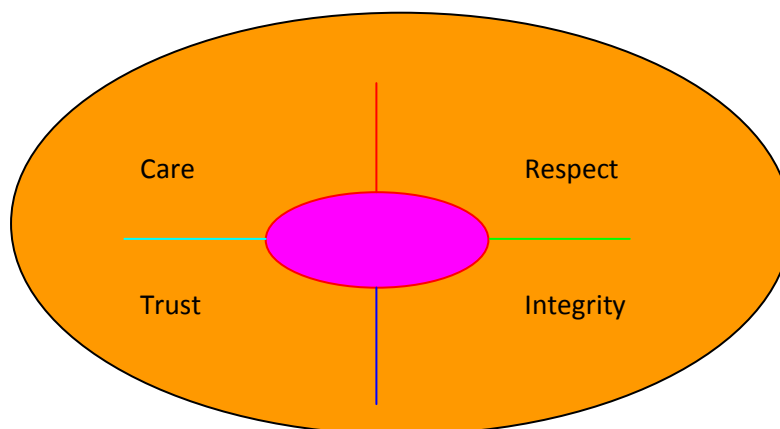
**(Institutional matters)**

- ❖ To find out good schools for practice teaching.
- ❖ To prepare a schedule of time and place where pre-service teacher can attend and observe lessons of peers of their choice.
- ❖ To form a subject group methods for interaction, feedback and innovative ideas.
- ❖ To prepare pre-service teachers for 'demonstration lesson' after the performance of 10 to 15 lessons for replacing annual lessons traditionally established.
- ❖ To provide required material, maps, charts, pictures, overhead projects or and if possible the equipments of modern technology for audio-video and dimensional images.
- ❖ To go for open-forum discussions of teacher educators in small group.
- ❖ To change the mind-set of both pre-service teachers as well as practicing teacher educators.
- ❖ To prepare and implement flexible time-table at least for a day in a week to achieve practice teaching up to the level.

The quality of practice teaching is an inclusive concern therefore it must cover professionalism and ethical standards.

The Ethical Standards for the Teaching Profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning.

- ❖ to inspire members to reflect and uphold the honour and dignity of the teaching profession.
- ❖ to identify the ethical responsibilities and commitments in the teaching profession.
- ❖ to guide ethical decisions and actions in the teaching profession.
- ❖ to promote public trust and confidence in the teaching profession.



**Care :-**

The ethical standard of Care includes compassion, acceptance, interest and insight for developing students' and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

**Trust:-**

The ethical standard of Trust embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

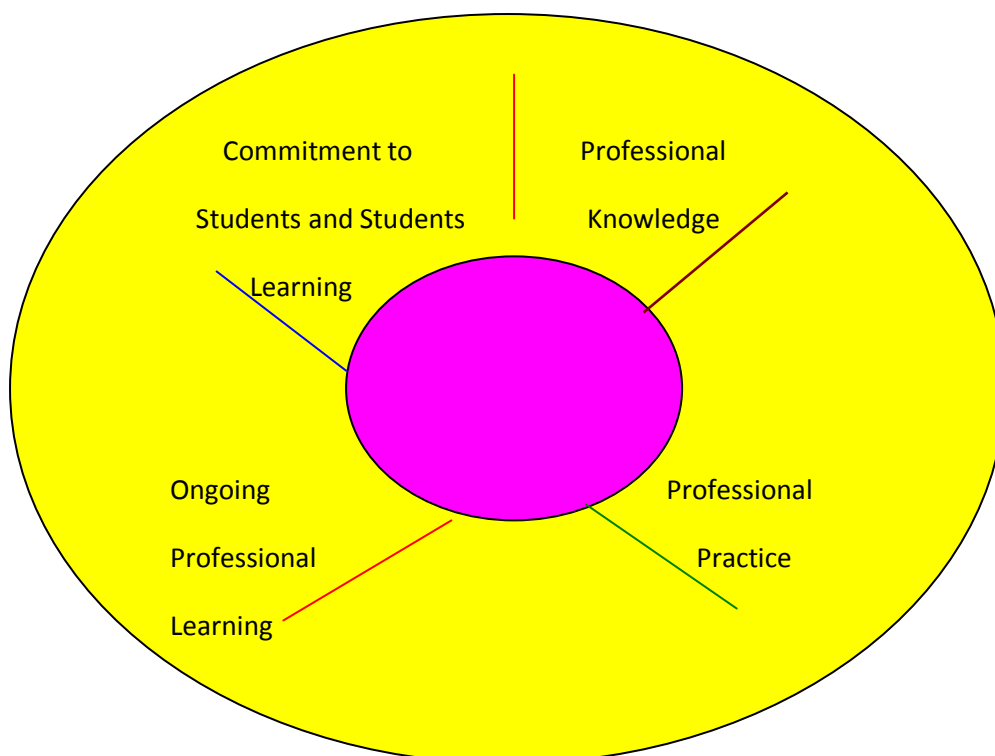
**Respect:-**

Intrinsic to the ethical standard of Respect is trust and fair-mindedness. Members honors human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

**Integrity:-**

Honesty, reliability and moral action are embodied in the ethical standard of Integrity. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities. The Standards of Practice for the Teaching Profession provide a framework of principles that describes the knowledge, skills, and values inherent in teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members in all.

- ❖ to inspire a shared vision for the teaching profession.
- ❖ to identify the values, knowledge and skills that are distinctive to the teaching profession.
- ❖ to guide the professional judgment and actions of the teaching profession.
- ❖ to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.



**Commitment to Students and Student Learning :-**

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

**Leadership in Learning Communities:-**

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

**Ongoing Professional Learning :-**

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

**Professional Knowledge :-**

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, and educational research.

**Professional Practice :-**

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

A vision of the teaching profession is expressed through the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession. This vision is based on beliefs about professional practice, images that underline professional identity, an understanding of professional teacher education and the need for a shared responsibility in learning communities.

**Teaching is guided by the beliefs that**

- ❖ teaching and student learning are inextricably linked.
- ❖ there exists an evolving body of professional knowledge and skills distinct to the teaching profession.
- ❖ teaching and leadership must be responsive to the diverse nature of democratic society.
- ❖ College members contribute to the development of professional knowledge through their collaborative practice and professional interactions.
- ❖ teaching is a highly contextual and multi-dimensional profession.
- ❖ ongoing and self-directed professional learning are integral to and embedded in teacher professionalism.

The ethical standards and standards of practice provide College members with guiding images that can foster a strong collective professional identity.

**College members strive to be:**

- ❖ caring role models and mentors committed to student success and the love of learning.
- ❖ ethical decision makers who exercise responsible informed professional judgment.
- ❖ self-directed learners who recognize that their own learning directly influences student learning.
- ❖ critical and creative thinkers who work towards improving and enhancing professional practice.
- ❖ collaborative partners and leaders in learning communities
- ❖ reflective and knowledgeable practitioners who inquire into and continue to refine professional practice.
- ❖ responsive pedagogical leaders who are respectful of equity and diversity within classrooms and schools.

Together, the ethical standards and the standards of practice provide the foundation for pre-service and in-service teacher education. These principles of practice are based on the premise that personal and professional growth is a developmental process.

Teacher candidates in a pre-service teacher education program pursue professional learning consistent with the standards at an appropriate level for beginning teachers.

Beginning teachers and more experienced College members who participate in Additional Qualification courses focus on particular areas of professional knowledge skill and practice that are also based on the standards. Thus teacher education Institutions if create professional culture work will be very much to out comes.

### **APPENDIX-III**

**Total Expenditure incurred- sheet.**

## APPENDIX-IV

### **Detailed Programme Schedule**

# **SMT. S. I. PATEL IPCOWALA COLLEGE OF EDUCATION**

(NAAC Accredited: B with CGPA- 2.58)

Organizes

**NAAC, Bangalore Sponsored  
NATIONAL SEMINAR**

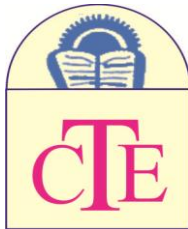
**ON**

**QUALITY IMPROVEMENT IN PRACTICE TEACHING : TEACHER  
EDUCATION**

February 5-6, 2011

In association with

**Council for Teacher Education, Gujarat**



**-:VENUE:-**

**SMT. S. I. PATEL IPCOWALA COLLEGE OF EDUCATION,  
COLLEGE CAMPUS, DANTALI ROAD, PETLAD, DIST. ANAND  
(GUJARAT), INDIA.**

Phone No.: (02697)252228 / 253228

Website: [www.bedcollegepetlad.com](http://www.bedcollegepetlad.com)

Email: [anilkachhia\\_2007@yahoo.co.in](mailto:anilkachhia_2007@yahoo.co.in)

**Convener of the Seminar**

**Dr. Jignesh B. Patel**

**Office: 02697-232228 Mob.:09429429550**

Email: [jig\\_har@yahoo.com](mailto:jig_har@yahoo.com)

## PROGRAMME SCHEDULE

Programme Schedule of 5<sup>th</sup> February, 2011.

Time	
9:00 A.M -10:00 A.M	Registration and Breakfast
10:00 A.M -11:00 A.M	Inauguration
2 Min	Prayer- Saptak Group
3 Min	Welcome Address- Dr. A. G. Kachhia
3 Min	Lamp Lightening- All Guests
7 Min	Floral welcome
3 Min	Inaugural Address- Mr. Vrajesh Parikh
10 Min	Our Vision - Mr. Haren Shah
7 Min	About Seminar- Dr. Jignesh B. Patel
5 Min	About CTE- Prof. R. G. Kothari
15 Min	Presidential Address- Dr. Parimal Trivedi
5 Min	Vote of Thanks - Dr. Y.R. Parmar
11.00 A.M – 11.15 A. M	Tea Break
11.15 A.M – 1.00 P. M	Key Note Address -Dr. R. G. Kothari & Prof. M. K. Yagnik
1.00 P.M – 2.00 P. M	Lunch
2.00 P.M – 3.30 P. M	Technical Session- I
3.30 P.M – 3.45 P. M	Tea Break
3.45 P. M - 5.30 P. M	Technical Session- II

Programme Schedule of 6<sup>th</sup> February, 2011.

9.00 A.M – 9.30 A. M	Tea & Breakfast
9.30 A.M – 11.00 A. M	Technical Session- III
11.00 A.M – 11.15 A. M	Tea-Break
11.15 A.M – 1.00 P. M	Panel Discussion
1.00 P.M – 2.00 P. M	Lunch
2.00 P.M – 3.15 P. M	Technical Session- IV
3.15 P.M – 3.30 P. M	Tea Break
3.30 P.M – 5.15 P. M	Valedictory Session
5 Min	Prayer- Trainee's Group
5 Min	Welcome Address – Dr. A. G. Kachhia
10 Min	Reporting of two days National Seminar- Prof. R. G. Kothari
10 Min	Reflection by Participants
30 Min	Valedictory Address – Prof. Shefali Pandya
15 Min	Presidential Address- Dr. B. P.Lulla
5 Min	Vote of Thanks - Dr. Jignesh B. Patel
1 Min	National Anthem
5 Min	Certificate Distribution



# PROGRAMME SCHEDULE

5<sup>th</sup> february, 2011

9:00 am to 10:00 am:- Registration, Tea & Breakfast

## INAUGURAL SESSION

10:00 am to 11:00 am

Inaugural Address by

**Dr. Parimal Trivedi**

(Hon'ble Vice Chancellor, Gujarat University, Ahmedabad)  
has consented to preside over the Inaugural Session

Tea Break:- 11:00 am to 11:15 am

## KEY NOTE ADDRESS

11:15 AM to 1:00 PM on 5<sup>th</sup> Feb, 2011 (Saturday)

**Prof. R. G. Kothari**

Former Vice Chancellor, Veer Narmad South Gujarat University, Surat  
President, CTE, Gujarat, &  
Professor at CASE, Department of Education,  
The Maharaja Sayajirao University of Baroda, Vadodara

**Prof. M. K. Yagnik**

Former Pro- Vice Chancellor, Saurashtra University &  
Head, Department of Education, Sardar Patel University, Vallabh  
Vidyanagar

Lunch Break:- 1.00 pm to 2.00 pm

## TECHNICAL SESSION- I

### Theme 1

### QUALITY IMPROVEMENT IN PRACTICE TEACHING

TIME: 2:00 PM TO 3:30 PM

PARALLEL SESSION- 1

VENUE: ROOM NO: 1/Ground Floor

Chairperson:- DR. DIPTI OZA

Reporters :- 1.GAURANG DOSHI 2. VALLABH KANANI

NO.	PRESENTER	TITLE OF THE PAPER
1	JALDA FALESH VORA PATEL MEHULKUMAR KANTILAL	QUALITY IMPROVEMENT IN PRACTICE TEACHING
2	DR. KAMENDU R. THAKAR MODI KIRAN N. SONI SHEETAL J.	QUALITY CONCERN IN PRACTICE TEACHING THROUGH ICT IN TEACHER EDUCATION
3	PATEL TRUPTI J.	QUALITY IMPROVEMENT IN PRACTICE TEACHING IN TEACHER EDUCATION
4	MS. SHAMSHA EMANUEL MS. SARIKA CHAUHAN	EFFECTIVE PRACTICE TEACHING : A POSSIBILITY AND REALITY
5	DR. JIGNA L. KHOLIYA	QUALITY CONCERN IN PRACTICE TEACHING
6	DANTALIYA SANJAYKUMAR B.	QUALITY IMPROVEMENT IN PRACTICE TEACHING
7	AJITSINH B. JADEJA PALLAVI K. SHAH	QUALITY IMPROVEMENT IN PRACTICE TEACHING

### Theme 1

### QUALITY IMPROVEMENT IN PRACTICE TEACHING

TIME: 2:00 PM TO 3:30 PM

PARALLEL SESSION 1

VENUE: ROOM NO: 13/ First Floor

Chairperson:- Mr. V. R. ACHRYA

Reporters :- 1. BINNY MEHTA 2. TURKI SALIM

NO.	PRESENTER	TITLE OF THE PAPER
1	PATOLIYA CHETAN JAYNTILAL DAVE SACHIN A.	QUALITY IMPROVEMENT IN PRACTICE TEACHING BY COMPUTER
2	PROF. R. G. KOTHARI MISTRY HEMENDRA S MS. PRERANA SHELAT	REACTION OF STUDENT-TEACHERS OF THE M. S. UNIVERSITY OF BARODA TOWARDS FEEDBACK ABOUT THE PRACTICE TEACHING
3	DR.DHIRAJ R.PARMAR	A ROLE OF TEACHER IN QUALITY IMPROVEMENT
4	CHIRAG H. JARIWALA PANDYA ABHA J.	ROLE OF ICT IN TEACHER EDUCATION FOR QUALITY IMPROVEMENT
5	MEGHA VI BHATIA ZALA JAYENDRASINH	QUALITY IMPROVEMENT IN PRACTICE TEACHING: TEACHER EDUCATION
6	KHETARIYA JITESHKUMAR M. BOSAMIA DARSHNA C.	QUALITY IMPROVEMENT IN PRACTICE TEACHING
7	TRIVEDI HARISH RAMESHBHAI KANARA MALI RAMBHAI	QUALITY IMPROVEMENT IN PRACTICE TEACHING

**Theme 2**

**ISSUES IN PRACTICE TEACHING**

**TIME: 2:00 PM TO 3:30 PM**

**PARALLEL SESSION 1**

**VENUE: ROOM NO:**

**24/Second Floor**

**Chairperson:- DR.N. R. PATEL**

**Reporters :- 1. SNEHA TOLAT 2. SAIYAD AZHAR M.**

NO.	PRESENTER	TITLE OF THE PAPER
1	ARCHANA SINGH	ISSUES RELATED TO PRACTISE TEACHING IN TEACHER EDUCATION
2	DR. MOHINI ACHARYA	ISSUES OF PRACTICE TEACHING RELATED TO STUDENT TEACHER
3	DAVE RAKSHESH KIRITKUMAR	ISSUES AND REMEDIES OF INTERNSHIP AND OFF CAMPUS RELATED TO STUDENT TEACHER
4	DR. SOUDAMINI C. MENON	ISSUES IN PRACTICE TEACHING
5	DR. HARSHADKUMAR A. PATEL	PRACTICE ISSUES IN TEACHING
6	PANDYA ANKUR D. DR.RAMESHCHANDRA D. PANDYA DR. CHHAYA R. PANDYA	ISSUES IN PRACTICE TEACHING
7	SUTARIYA CHIRAG A.	ISSUES IN PRACTISE TEACHING
8	GANGA THAPA KISHOR RATHOD	ISSUES OF PRACTICE TEACHING IN TEACHER EDUCATION

**Tea Break:- 3.30 pm to 3:45 pm**

**TECHNICAL SESSION- II**

**Theme 3**

**RESEARCHES AND INNOVATION IN PRACTICE TEACHING**

**TIME: 3:45 PM TO 5:30 PM**

**PARALLEL SESSION- 2**

**VENUE: ROOM NO:**

**1/Ground Floor**

**Chairperson:- DR. V. T. BHAMVARI**

**Reporters :- 1. DR. HIRAL BAROT 2. GANGA THAPA**

NO.	PRESENTER	TITLE OF THE PAPER
1	CHAUHAN NARENDRASINH ROOPSINH	SUSAM SIKSHA KE NAYE AYAM
2	DR.DIPTI N.TRIVEDI	LETS IMPART NEW PRACTICE TEACHING PROGRAMME
3	DARJI CHIRAG MAHENDRABHAI RAKESH RANJAN	PRACTICE TEACHING : SOME REFLECTION
4	DR.A.G. KACHHIA	A STUDY OF STUDENT TEACHER'S COMMITMENT TOWARDS PRACTICE TEACHING
5	SAMIR DILIPBHAI AJMERI SAGAR DILIPBHAI AJMERI	RESEARCH AND INNOVATION IN PRACTICE TEACHING
6	DR. BHAVIK M. SHAH DR. JIGNASHA H. JOSHI	ATTITUDE OF TEACHER TRAINEES TO WORDS PRACTICE TEACHING LESSION
7	PATEL GAURANG B. DOSHI GAURANGBHAI S.	A STUDY ON ATTITUDE OF TEACHER TRAINEES TOWARDS MICROTEACHING WITH RESPECT TO CERTAIN VARIABLES

**Theme 4**

**USING SCHOOL AS A LEARNING LABORATORY BY COLLEGES OF  
EDUCATION**

**TIME: 3:45 PM TO 5:30 PM**

**PARALLEL SESSION- 2**

**VENUE: ROOM NO: 13/**

**First Floor**

**Chairperson:- MS. PRERANA SHELAT**

**Reporters :- 1. NITESH PATEL 2. DR. ANSUYA PATEL**

NO.	PRESENTER	TITLE OF THE PAPER
1	MAKWANA VASANT RAMANBHAI	ADHYAPAK SHIKSHAME TEAM TEACHING
2	PAYAL BHATIA	A STUDY OF EVALUATION OF TEACHING COMPETENCIES OF TEACHER TRAINEES DURING TEST LESSION
3	DR. HARSHABA B. JADEJA	CONSTRUCTION AND IMPLIMENTATION OF ICT INTEGRATED BLENDED LEARNING DESIGN
4	DR.AMITA B. PATEL	VARGME PRAKARYA ADHARIT KAVYASIKSHA
5	BHARAT BHUSAN MAKWANA FREDRICK	TEACHING LEARNING ENGLISH IN THE ERA OF TECHNOLOGY
6	PARMAR DEVDATTKUMAR VINODCHANDRA	REFLECTING TEACHING EXPLORING OUR OWN CLASSROOM PRACTICE
7	THAKKAR NEHABEN DHAYABHAI	LERNER - CENTERED TEACHING

**Theme 4**

**USING SCHOOL AS A LEARNING LABORATORY BY COLLEGES OF  
EDUCATION**

**TIME: 3:45 PM TO 5:30 PM**

**PARALLEL SESSION -2**

**VENUE: ROOM NO:**

**24/Second Floor**

**Chairperson:- PROF. PALLAVI PATEL**

**Reporters :- 1. ARCHANA SINGH 2. TEJAL PRAJAPATI**

NO.	PRESENTER	TITLE OF THE PAPER
1	GODHANI MANISHA MUKESHBHAI	AN EXPERIMENTAL STUDY OF EFFECTIVENESS OF M- LEARNING
2	PARMAR ASHOKKUMAR MOTIBHAI	USING SCHOOL AS LEARNING LABORATORY BY COLLEGE OF EDUCATION
3	MISTRY SANGITA K. GAMIT HEMANT C.	RESPONSE OF STUDENT TEACHERS TOWARDS INTERNDHIP PROGRAM IN B.ED TRAINING
4	CHOVATIA HEENA M.	USING ICT TO CREATE EFFECTIVE TEACHING LEARNING IN TEACHER EDUCATION
5	DR. RASMIREKHA SETHY	STRATEGY OF IN-SERVICE TEACHER EDUCATION PROGRAMME FOR SECONDARY SCHOOL TEACHERS IN ORISSA
6	DR. DINUBHAI CHAUDHARY SURESH PARMAR	A STUDY OF TEACHING PERFORMANCE APPRAISAL OF STUDENT TEACHER OF EDUCATION COLLEGE
7	PRAJAPATI DHARMENDRA G.	DIVERSITY TEACHING IN THE CLASSROOM
8	SUBHASH MAKWANA DR. JINGESH B. PATEL SURESH PARMAR	OBSERVATION OF REAL CLASSROOM SITUATION BY THE TEACHER-TRAINEES BEFORE PRACTICING IN TO THE SECONDARY SCHOOL

**Dinner:- 7.30 pm to 8.30 pm**

**PROGRAMME SCHEDULE OF 6<sup>TH</sup> FEBRUARY, 2011**

**TEA- BREAKFAST -9:00 AM TO 9:30 AM**

**TECHNICAL SESSION- III**

**Theme 5**

**INNOVATIONS IN TEACHER EDUCATION- PRACTICES FOR QUALITY ASSURANCE**

**TIME: 9:30 AM TO 11:00 AM**

**PARALLEL SESSION- 3**

**VENUE: ROOM NO: 1/Ground Floor**

**Chairperson:- DR. D. U. PATEL**

**Reporters :- 1. PINAL RATHOD 2. JORU OLAKIYA**

NO.	PRESENTER	TITLE OF THE PAPER
1	PUROHIT YAGNESHKUMAR BHAIRAVKUMAR DR. NUSRAT KADARI	INOVATION IN TEACHER EDUCATION FOR LANGUAGE DEVELOPMENT
2	UPENDRA RAMANLAL BHATT	INOVATION IN TEACHER EDUCATION FOR LANGUAGE DEVELOPMENT
3	DR.YOGESHKUMAR R.PARMAR	SHIKSHAK SHASHKATIKARAN ME SHIKSHAK SHIKSHA KARYAKRAM KI BHUMIKA
4	PATEL MEGHA .A	QUALITY IMPROVEMENT IN PRACTICE TEACHING IN TEACHER EDUCATION
5	PANDYA ASHA J.	INNOVATION IN TEA.EDU-PRACTICE IN TEACHING FOR QUALITY ASSURANCE
6	DR. ATUL I KANAIYA	TOTAL QUALITY MANAGEMENT AN IMPROVEMENT IN TEACHER EDUCATION
7	DR.PARESH B. ACHARYA DR. RAJESH I. BHATT	QUALITY DEVELOPMENT IN TEACHER EDUCATION

**Theme 5**

**INNOVATIONS IN TEACHER EDUCATION- PRACTICES FOR QUALITY ASSURANCE**

**TIME: 9:30 AM TO 11:00 AM**

**PARALLEL SESSION -3**

**VENUE: ROOM NO: 13/ First Floor**

**Chairperson:- DR.RASMIKA SHETHY**

**Reporters :- 1. KIRIT VANIA 2. MEGHAVI BHATIA**

NO.	PRESENTER	TITLE OF THE PAPER
1	SNEHA H. TOLAT	INNOVATIONS IN TEACHER EDUCATION PRACTICE FOR QUALITY ASSURANCE
2	MACWAN SIDDHARTH JOSEPH	INNOVATIVE METHODS OF TEACHING
3	BHATT ANAND YASHODAR BHAGATWALA SANJAY SHANTILAL	INNOVATION IN TEACHER EDUCATION PRACTICE FOR QUALITY
4	DHRUTI P. DAVE	SUGGESTIONS FOR NEW PATTERN IN TEACHER EDUCATION
5	SUBHASH MAKWANA JAYKAR MECWAN	A STUDY ON ATTITUDE OF THE TEACHER-TRAINEES TOWARDS ANSWERING IN THE INTERNAL EXAMINATION OF THE CORE PAPER OF S. P. UNIVERSITY
6	JIGISHA PAREKH RUCHA DESAI	ISSUES & CONCERN IN PRACTICE TEACHING: TEACHER EDUCATION
7	GOHIL VINAYKANT KANUBHAI	B.ED COLLEGE KI SAMSYAE EVE SAMADHAN
8	ASHVIN PADHIYAR	TEACHERS TRAINING PROGRAMME VS QUALITY TEACHING IN 21 <sup>ST</sup> CENTURY

**Theme 6**

**INTERNSHIP AND OFF-CAMPUS: ISSUES AND REMEDIES**

**TIME: 9:30 AM TO 11:00 AM      PARALLEL SESSION- 3      VENUE: ROOM NO: 24/Second Floor**

**Chairperson:- DR.JIGNESH PATEL**

**Reporters :- 1. SUBHASH MAKWANA 2. KISHOR RATHOD**

NO.	PRESENTER	TITLE OF THE PAPER
1	MAHESHKUMAR BABUBHAI UPADHYAY	INTERNSHIP OR BLOCK TEACHING
2	DR. KIRTI MATLIWALA	INTERNSHIP PROGRAMME IN TEACHER EDUCATION COLLEGE OF VNSGU
3	HIRAL MAHESHWARI	QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION
4	DR. ISHWARBHAI N. VAGHELA	OFF-CAMPUS -ISSUES AND REMEDIES
5	PATEL NITESHKUMAR NARANBHAI DR. ANSUYA ARVINDBHAI PATEL	INTERNSHIP AND OFF CAMPUSE ISSUES REMEDIES
6	DR.HARIKRISHNA A. PATEL DR.PRAVIN V.GUNJAL	A STUDY OF THE PROBLEMS FACED BY PRACTICE TEACHING SCHOOLS IN CONTEXT OF TEACHER EDUCATION PROGRAM
7	DR. JAGADISHBHAI RANCHHODBHAI MAHIDA	THE ROLE OF CO-ORDINATOR AND TRAINEES IN MAKING EFFECTIVE THE INTERNSHIP PROGRAMME
8	PINAL RATHOD	EFFECTIVE COMMUNICATION FOR TEACHER EDUCATION

**Theme 7**

**QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION**

**TIME: 9:30 AM TO 11:00 AM      PARALLEL SESSION- 3      VENUE: ROOM NO: 19/First Floor**

**Chairperson:- PROF. R. G. KOTHARI**

**Reporters :- 1.KAMALNAYAN PARMAR 2. PATEL NALIN**

NO.	PRESENTER	TITLE OF THE PAPER
1	DR. MAHESH R. SOLANKI DR. DILIPBHAI M. PATEL	INNOVATIVE PROGRAMME IN PRACTICE TEACHING : CRITICISM LESSON
2	RIDDHI S. DESHAI	ICT AWARENESS IN B.ED TRAINEES IN COLLEGE OF EDUCATION OF SURAT CITY
3	VARSAT ANIL K CHINTAN M. PARMAR	QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION
4	DR. RESHMA JULKA	A STUDY OF VARIOUS ISSUES AND REMEDIES OF INTERNSHIP AND OFF CAMPUS PROGRAMME IN B.ED CURRICULUM
5	MEHUL KUMAR RAMESHBHAI PRAJAPATI	QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATOR
6	DR. HIMANSHU G. SHASTRI DR. MOHINI S. SHARMA	THE INTERNET WHAT, WHY AND HOW IN PRACTICE TEACHING
7	DR. N.G GHOSH	CRITICAL CONCERN - PROVIDING PROFESSIONAL DEVELOPMENT FOR EFFECTIVE TECHNOLOGY EMPLOYEE
8	S.KRISHNA KUMARI	OFF- CAMPUS TRAINING IN TEACHER TRAINING COLLEGES-A CASE STUDY

**Tea Break:- 11.00 am to 11.15 am**

## **PANEL DISCUSSION**

6<sup>th</sup> February, 2011, 11:15 am to 1:00 pm

**Dr. M. A. Chotaliya**

(Reader, Department of Education, S. P. University, Vallabh Vidya Nagar)

**Dr. R. C. Patel**

(Reader, CASE, Department of Education, The M.S. University of Baroda, Vadodara)

**Dr. Kalpesh Pathak**

(Principal, S. U. G. College of Education, Ahmedabad)

will be the panelist for Panel Discussion Session

&

**Prof. Bharat Joshi**

(Professor, Shikshan Mahavidyalay, Guajrat Vidyapith, Ahmedabad)

will chair the session

**Lunch Break:- 1:00 pm to 2:00 pm**

## **TECHNICAL SESSION- IV**

**Theme 7**

### **QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION**

**TIME: 2:00 PM TO 3:15PM**

**PARALLEL SESSION 4**

**VENUE: ROOM NO: 1/Ground Floor**

**Chairperson:- DR. SATISH PATHAK**

**Reporters :- 1. JIGISHA PAREKH 2. HARSHA RAY**

NO.	PRESENTER	TITLE OF THE PAPER
1	BRIJESHKUMAR M. PATEL	USE OF ICT IN TEACHER EDUCATION
2	DR. KAMALNAYAN BALDEVBHAI PARMAR	QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION
3	DR.GNAANESHCHANDRA N.JANI VOHRA FARUKMAHMAD USMANBHAI	QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION
4	PANDYA VIMAL N. CHANDRAKANT TANNA KIRAN SHUKLA	USE OF MULTIMEDIA IN DISTANCE EDUCATION
5	RAKSHITA B. RAJYAGURU VYAS NIKUNJKUMAR B.	INTERGRATION OF ICT IN TEACHER EDUCATION
6	DR. UDAY H. VYAS DR. VIJAY H. VYAS DR. JIGNESH B. PATEL	THE UTILITY OF INTERNET IN TEACHER EDUCATION: SOME ISSUES

**Theme 7**

**QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION**

TIME: 2:00 PM TO 3:15PM

PARALLEL SESSION 4

VENUE: ROOM NO: 13/First Floor

Chairperson:- DR.R. C. PATEL

Reporters :- 1. ANITA PATEL 2. ZALA JAYENDRASINH

NO.	PRESENTER	TITLE OF THE PAPER
1	MEHTA BINNY VANSANTLAL	THE ROLE OF ICT IN TEACHER EDUCATION FOR QUALITY IMPROVEMENT
2	BHATT AMITKUMAR NAVINCHANDR	INTEGRATION OF ICT IN TEACHER EDUCATION
3	DR. SANJAY M. CHOVIYA TUKDIYA GOPAL P.	QUALITY IMPROVMENT THROUGH ICT IN TEACHER EDUCATION
4	RADAIYA REVITIBEN L. & TARADA MENABEN M.	PRASHIKSHAN SANSTHAOME SHAIKSHANIK TAKKNIKI
5	DR.SHANKARBHAI LAHANUBHAI	QUALITY IMPROVMENT THROUGH ICT IN TEACHER EDUCATION
6	DR. VARMALA T. BHAMWARI MS. DIPALI B. GANDHI	QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION

**Theme 7**

**QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION**

TIME: 2:00 PM TO 3:15PM

PARALLEL SESSION 4

VENUE: ROOM NO: 24/Second Floor

Chairperson:- DR. RUPESH R. PATEL

Reporters :- 1. ASHVIN PADHIYAR 2. SANDIP PARMAR

NO.	PRESENTER	TITLE OF THE PAPER
1	VINODKUMAR KANVARIA VANIYA KIRITBHAI KASAMBHAI	QUALITY IN PRACTICE TEACHING: ARE WE REALLY SERIOUS?
2	CHAUHAN PRASHANT KESHUBHAI BARAIYA JITESH KALUBHAI	QUALITY IMPROVEMENT THROUGH ICT IN TEACHER EDUCATION
3	PAYAL D SHAH RAKESH BHATT	ICT FOR TEACHER EDUCATION AND TEACHER
4	CHAUHAN RAKESH M. MRS.ROHINI TRIVEDI	A STUDY OF SUGGESTION FOR QUALITY IMPROVEMENT IN PRACTICE TEACHING
5	CHAUHAN SWETA & MACWAN PRERNA P.	ICT IN EDUCATION IMPROVEMENT
6	Mrs. VAISHALIBEN B.PATEL DR.RUPESH PATEL & DR.HIRAL BAROT	E-LEARNING STRATEGY FOR TEACHER EDUCATOR

**Tea Break:- 3.15 pm to 3.30 pm**

**VALEDICTORY SESSION**

6<sup>th</sup>, February, 2011, 3.30 pm to 5.15 pm

**Prof. Shefali Pandya**

(Former Head, Department of Education, University of Mumbai, Mumbai)

will deliver the valedictory address

**Dr. B.P.Lulla**

(National Vice President, Council for Teacher Education, India)

will preside over the function



## APPENDIX-V

### PHOTO GALLERY





