

**DAYALBAGH EDUCATIONAL INSTITUTE (DEEMED UNIVERSITY) AGRA: TEACHER EDUCATION PROGRAMME**

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**ABSTRACT**

In India there are various teacher education programmes for the candidates who are willing to make their career in teaching profession and those who want to serve the country by ensuring quality teaching to their students. Teacher in any educational programme is the most important working factor because he has the task to implement the prescribed educational programme (NCTE as cited in Concept of Teacher Education, 2011). Indeed he is an executor of educational programmes in his classroom in order to fulfill the aims of education. For achieving the aims of education teacher must be fully equipped with the skills, attitude, approaches, methods, etc., required for the successful teaching. In short, teacher education programmes must be effective in preparing infallible teachers but in the words of Sain and Kaware (2014), “The quality of teachers has become a major concern of policy-makers, college and university presidents, especially at the colleges of teacher education and the public in general”. The present paper will be focusing on the teacher education programme which is being practiced in the Dayalbagh Educational Institute (Deemed University) Agra. Moreover, paper will try to canvass the problems posed by the relationship between theory and practice of teacher education programme including the sublime aspects of moral principles

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and moral judgment.

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### **Teacher Education Programmes in India at a Glance:**

In India there are various teacher education programmes for the candidates who are willing to make their career in teaching and those who want to serve the country by ensuring quality teaching to their students. In this section we will discuss some teacher education programmes which are currently in operation throughout the country. Looking through the article given by Khan (2016) we have come to know about that there exist five major types of teacher-education programmes that are discussed below:

1. Pre-Primary Teacher Education.
2. Primary Teacher Education.
3. Secondary Teacher Education.
4. Higher Education Programmes.
5. Vocational Teachers Training.

Talking about pre-primary teacher education programme, in this type of programme minimum qualification for admission is higher secondary. It includes courses, like Montessori, Kindergarten, Nursery, Pre-basic, etc. Duration of the programme is one year and some institutes are imparting training for two years. Primary teacher education programme is meant for higher secondary students and the course lasts for two years while secondary teacher education programme is for graduate students and presently it lasts for two years and the students awarded with B.Ed degree. Higher education programmes include M.Ed, M.A, Ph.D, etc., and the duration depends on the course, ranges from 2-5 years. Vocational teachers training courses are meant to train teachers in technical subjects. These include diploma and certificate courses in Physical Education, Arts& Crafts, Music, Dancing, Painting and Fine Arts and duration for these is one year and less. Some specific courses under this category are: One-year Diploma in Physical Education (DPE), Training courses to prepare teachers of Music,

Dancing, Painting and Fine Arts, One-year training course to prepare teachers for Home Science., Certificate courses in Arts & Crafts, etc.

## **Teacher Education Programme of Dayalbagh Educational Institute (Deemed University) Agra:**

### **1) Timely Syllabi Completion**

Credits have been given to papers and according to these credits a particular subject gets fixed number of classes. For example, if any subject has 6 credits, this subject will have six periods per week. Teachers are committed to take the allotted classes and in case teacher is absent the class is given to the other teacher in order to maintain the number of classes per week. Teachers are dedicated to complete the syllabi within time because procedure of continuous evaluation is there in the institute. Each exam covers half of the unit of the paper. This timely completion of syllabi inculcates values, like dedication, commitment, dignity of work, etc., into the students.

### **2) Compulsory Attendance**

There is a procedure of compulsory attendance in the institute. Students having 95% or above get full marks of attendance while below 75% get zero in attendance. These marks are added to the final aggregate of the student. Getting less in attendance can affect the grades of the students, so students are very conscious towards attendance. Scale is prepared regarding attendance ranging from 75% to 95% and accordingly marks of attendance are awarded out of 10. Like 2, 4, 6, 8 and 10. This compulsory attendance ensures better strength of students and classes are held on time which leads to successful completion of syllabi. Moreover values, like punctuality, regularity, etc., are inculcated into the students.

### **3) Morning Prayer**

Similar to schools, institute has the provision of Morning Prayer and this is mandatory to attend the prayer along with the prayer thought of the day has been given by the students which motivates the future teachers. Prayer is helpful in increasing spirituality among the students which in turn develops morality among the students. Values, like respect for diversity, respect for all faiths, etc., are inculcated through the prayer.

#### **4) Co-curricular Activities**

This has been divided into Literary, Drama, Music and Arts & Craft. Total population is asked to join any of the categories. Twice a week classes are held in which students participate warmheartedly and this components consists marks. Once a month faculty level competition is organized in student best groups compete against each other. This component is helpful in inculcating values, like cooperation, group work, responsibility, creativity, etc.

#### **5) Discipline**

This component does not contain marks as such but if student is found guilty the marks from the other components has been deducted. Environment of the institute is spiritual in nature so that the problem of indiscipline is not often encountered which is helpful in smooth running the overall activities of the institute. Moreover teachers show discipline in their activities which in turn shown by the students. Teachers are objective in their assessment and other activities leading to the inculcation of the objectivity as a value into the students.

#### **6) Better Teaching Practice**

There is a serious concern about the teaching practice in the institute, schools are convinced by the institute and there is no scope of bribe and other gifts given to the helping schools. Total six months of teaching practice is there. Students take it seriously and so do the teachers. Teaching practice contains

two components: administrative experience and teaching. Currently we are having teaching practice in two modes: offline and online. In offline students go to higher secondary schools along with the supervisors and in online mode students teach distantly situated pupils through the internet from the institute.

### **7) Core Courses**

Being a deemed university some self made courses are there, like Indian Civilization and Religious Studies, General Knowledge and Current Affairs, Co-Curricular Activities, Development of Teaching-Learning Aids, Scouting and Guiding, Yoga and Physical Education, Rural Development and Social Service. These core courses are helpful in developing consciousness among the students about civilization of our country, current events in the country, importance of yoga and meditation, prevailing rural conditions, love for the country, similarity in different religions, etc.

### **8) Seminars and Group Discussions**

This component is of 20 marks in which groups of twos and threes are created and a topic is assigned to them on which they have to prepare to speak. After presentation there is a provision of group discussion in which questions are asked from the presenters. This component is helpful in developing speaking skills, skills of presentation and values, like group work, team work, tolerance, etc.

### **9) Teacher-Taught Relationship**

This relationship is laissez faire in nature, teacher is punctual so do the students. Mutual understanding between the teacher and the taught is there which is necessary in the successful completion of any task. Teachers are having love & passion for the profession which minimizes the problems arises between theory and the practice in any educational programme.

## **10) Assessment**

Assessment is comprehensive continuous evaluation. Objective and subjective daily assignments are there which carries 40 marks each. Each day assignment carries one mark and they are forty in number and two class tests are there of 40 forty marks. From these four forties three best forties are counted. 20 marks seminar and group discussion and 10 marks attendance are there. Total 150 internal assessment and 50 marks of external assessment is there. This type of assessment provides comprehensive report of the students and opportunities for the students to score better and better through self reflection.

### **Negotiation between Theory and Practice of Any Teacher Education Programme:**

1. Sense of responsibility is needed on the part of the teacher; she/he should realize that making future teachers is not an easy task. So he has to realize he is the connecting link between the theory and the practice.
2. Students in teacher education programmes are quite mature so values cannot be taught to them directly; teacher educators must possess teaching values which can be imbibed by the students in order to achieve the aim of successful teaching programme.
3. Teacher educators must ensure completion of syllabus on time so that students can understand and imbibe the same on time.
4. Values education programme must be an integral component of all the teacher education programmes.
5. Teaching practice component must be fair, every student should get chance to do practice while learning. Institute should arrange the schools which cater the needs of the pupil teachers.
6. Management of the teaching training institute must be helpful to the teacher educators and must understand and fulfill the requirements for the teacher education programme.



7. Affiliation boards for teacher education programme do not grant affiliations to those who are not satisfying the essential conditions of a good teacher education institute. Institutes must remember one thing preparing future teachers is not the way to earn money, this work is must be taken as social service and as the contribution in national development.

In any teacher education programme there must be theoretical components which are feasible to deliver and outdated curriculum must be revised with the new and useful components. Big problem is that the existing teacher education programmes are having old and outdated content in which pupil teachers do not take much interest and so do the teacher educators. Activity based curriculum must be promoted in teacher education programmes which would be interesting for the future teachers. One thing should be remembered that teacher is the builder of the society; if we fail in preparing good teachers then our global society would collapse.

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