

# EMERGING TRENDS AND INNOVATIVE PRACTICES: TEACHER EDUCATION

PRASHANTA MONDAL

Research Scholar, Department of Education,  
University of Kalyani, Kalyani, Nadia, West Bengal-741235

## ABSTRACT:

Teacher is an effective and dominating factor among the one's contributing to educational improvements. We know, teachers are the backbone of society. So teacher education programme is a must in order to have efficient and really capable teachers. Teacher education programme starts molding from the ancient education system and till the present system of education taking shape according to the global and local needs of the Indian society. Teacher Education is now becoming more yet to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has widen the area of responsibilities of the teacher. Now teacher has to perform various roles like encouraging, supporting and facilitating in teaching-learning situations which enables students (learner) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens.

Teacher's education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. Teacher Education programme needs a comprehensive reform and restricting curriculum of teacher education programme needs to be revised according to changing needs of society. This full length paper highlighted the importance and problems of Teacher Education and describes the various role educational agencies to improve the quality and standard of Teacher Education. The intent of the paper is to enhance the teacher Education quality in our society by focussing on the emerging issues and related concerns.

**KEYWORDS:** Teacher education, Teaching-Learning situations.

## I. INTRODUCTION:

*"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."* ..... Rabindra Nath Tagore

Now a day, in Educational institutions as in other organizations employees are faced with rapidly changing circumstances and the pressure to quickly move from problems to solutions. Therefore, innovation and implementing change is welcome, also in the area of teaching and learning, which should provide ample opportunities to generate new knowledge. Consequently, educational institutions keep adjusting, changing and learning. New findings in the area of human learning processes – individual learning, team learning and organizational learning – can definitely enhance the organization and effectiveness of a teacher's or institution's learning and education. Moreover, in Educational institutions, implementing change is based on learning, teacher education and training. The acquired knowledge enables teachers to develop new study programmes or change the existing ones and introduce new teaching methods. Educational institutions are aware of the need for efficient and active learning as well as the need for implementing ICT in teaching and learning. Therefore, it is of vital importance to implement changes in teaching methods (and in turn student learning), teacher training for implementing new methods and also changes in leading students as well as leading teachers in their learning and professional development.

According to NCTE (1998) teacher is the most important element in any educational programme. He plays a central role in implementation of educational process at any stage. The quality of education basically depends on the quality of teachers. Kothary Commission has very rightly said, "The destiny of India is being shaped in its classroom." As the population in India is growing very rapidly, the need of well qualified

and professionally trained teachers will also increase in the coming year. Therefore lots efforts should be made to improve teacher education.

In spite of adopting so many measures, still various problems of teachers' training exist. The college teachers, Education Department of University and the Government should give their attention to tackle the problem of teachers' training. For the development of the standard of education, ideal teachers are necessary and for this there is the need of appropriate teachers' training.

## II. REVIEW OF RELATED LITERATURE:

- **Bhatia (2004):** Evaluated new B.Ed. Curriculum in the colleges of education affiliated to the University of Bombay. The main objectives were: (1) to study the relevance of the topics in the revised B.Ed. curriculum, (2) to study the relevance of practice teaching program, (3) to study the effectiveness of the evaluation scheme in the new B. Ed. Curriculum, (4) to suggest improvements. The study employed the normative and descriptive survey method. The main conclusions of the study were:- There were some important changes in the new B. Ed. syllabus on one hand; while on the other hand; quite a few topics were repeated. Implementations of new curriculum were found to be difficult.
- **Garg (2007):** Reported that the number of Bachelor of Education (B.Ed.) colleges in Punjab has increased manifold during the past four years As against 23 in 2003, the number now stands at 136. And it is likely to swell in the future because these colleges are treated as money-minting machines. These colleges have come under cloud for inadequate infrastructure, unqualified staff and part-time principals, good libraries, hostels and other facilities. Laboratories mandatory under conditions laid down by the National Council of Teacher Education (NCTE) are non-existent in many colleges. Despite all this, these colleges have succeeded in obtaining temporary/provisional affiliation from the university.
- **Nayak (1988)** studied the quality of prospective teachers and the selection procedure in practice for admission to the B.Ed. course in Orissa. The objectives of the study were: (1) To study the quality of prospective teachers in terms of their attitudes towards the teaching profession and towards children, and their value pattern, mental health and socio-economic background, and (2) to study the selection procedures in practice for admission to the B.Ed. course in Orissa. The finding of the study were: (1) It was found that there were 70% quality recruits as per the first three variables, i.e. motivation to join B.Ed. course, attitude towards the school teaching profession and attitude towards children, (2) there were approximately 50% quality recruits as per the next two variables of personality, namely, social values and mental health, and 57% of quality recruits according to the socio-economic status variable.

## III. STATEMENT OF THE PROBLEM:

The investigator had taken up the problem for the present study is entitled as, **“Emerging Trends and Innovative Practices: Teacher Education”**.

## IV. OBJECTIVES OF THE STUDY:

The main objectives of the study are as follows:

- To define the meaning of Teacher Education.
- To describe the vision of Teacher Education.
- To acquire knowledge of the different courses of Teacher Education in formal setup.
- To discuss the developmental issues of Teacher Education for implications in future of education.
- To find out different emerging trends and innovations for Teacher Education.
- To explain the innovative programmes in Teacher Education.
- To analysis how to apply innovative practices for Teacher Education.
- To interpret the problematic issues of Teacher Education.
- To explain the suggestions to Improve Teacher Education.

## V. QUESTIONS OF THE STUDY:

Based on the above objectives of the study the following the major nine questions have been formulated.

1. What is the meaning of Teacher Education?
2. What is the vision of Teacher Education?
3. What are the different courses of Teacher Education in formal setup?
4. What are the developmental issues of Teacher Education for implications in future of education?
5. What are the different Emerging trends and innovations for Teacher Education?
6. What are the innovative programmes in Teacher Education?
7. How to apply innovative practices for Teacher Education?
8. What are the problematic issues of Teacher Education?
9. What are the suggestions to Improve Teacher Education?

## VI. SIGNIFICANCE OF THE STUDY:

- The investigation like this will be relevant to the field of higher education.
- This investigation will grow more interest among the teachers' in Teacher Education.
- This investigation will have a way for the students who are choosing different courses related to teaching profession.

## VII. METHODOLOGY OF THE STUDY:

The investigator attempt to study emerging trends and innovative practices in Teacher Education. In this paper, the investigation was based on different secondary data like commission, committee, abstract, journal, research paper and also different types of books. And also study of questions is used for analysis of data.

## VIII. ANALYSIS AND INTERPRITATIONS:

### 1. What is the meaning of Teacher Education?

The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level.

Teacher education means —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher education refers to both pre-service and in-service programmes which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher career development.

**Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.**

**Teaching skills** would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

**Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.

**Professional skills** include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.



Therefore, an amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

## 2. What is the vision of Teacher Education?

Teacher education has to become more sensitive to the emerging demands from the school system. Teacher Education has to needed such features as would enable the student teachers to

- Understand children within social, cultural and political contexts.
- View learning as a search for meaning out of personal experience.
- Understand the way learning occurs, possible ways of creating conducive conditions for learning, differences among students in respect of the kind, pace and styles of learning.
- View knowledge generation as a continuously evolving process of reflective learning.
- Be receptive and constantly learning.
- View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- Own responsibility towards society, and work to build a better world.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- Analyze the curricular framework, policy implications and texts.
- Provide opportunities to observe and engage with children, communicate with and relate to children
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

## 3. What are the different courses of Teacher Education in formal setup?

With the advent of modern technologies, the traditional route of teaching and learning has been changed to a more tech-savvy intellectuality. The programme of Teacher Education in India is mainly consisted of three tiers:

<b>1. Primary/Elementary Level:</b>	Teacher Education Programme aiming at preparing competent teachers for the Elementary level (Class I-VIII), formally known as D.Ed. or D.El.Ed. Programme of two years duration. The programme is generally provided in various Govt. and self-financed institutions.
<b>2. Secondary Level:</b>	Teacher Education Programme that prepares teachers for teaching in the Secondary Level (IX-XII), is known as B.Ed. Programme of two years duration. The programme is accessible in Govt., Govt. aided and self-financed institutions, affiliated to a university of the concerned state.
<b>3. College Level:</b>	With the aim of preparing competent teachers at the college level, the Teacher Education Programme, arranged by University Departments and other Govt. and self-financing institutions is M.Ed. Programme of two year duration. There are also the courses named B.A. B.Ed. and B.Sc. B.Ed. which offer four year integrated course of Bachelor and Teacher Education degree. Three year integrated B.Ed. and M.Ed. Degree is also offered in some of the Teacher Education institutions in India. All the programme, mentioned above are running under the recognition of National Council for Teacher

#### 4. What are the developmental issues of Teacher Education for implications in future of education?

Emerging trends and developments of education which relate to particular subject areas in the curriculum, specific areas of schooling, there are other important questions and issues which apply to the education systems of Member States, rather than just to particular areas of activity and policy. The important implications for the development of the systems of teacher education. Including teacher education and possible new reorientations and tasks that need to be initiated to prepare education systems for the twenty-first century. Like as ...

- The need to recognize that the pursuit of learning is a lifelong process.
- Increasing the individualization of education and instruction.
- A reexamination and reorientation of teaching-learning strategies.
- The possible tensions created by the desire for a national core curriculum, while simultaneously attempting to democratize education through such measures as greater community involvement in the design, execution and monitoring of education programmes.
- An examination of the extent to which educational institutions should be autonomous and a consideration of the social and economic costs and benefits involved when greater autonomy occurs.
- The immediate impact and long-term implications of the redistribution of educational funding between: different types of schools—primary/ secondary (vocational) and pre-school/special education; formal and non-formal teaching and learning strategies; the primary and secondary school sectors, compared to the post-secondary sector; education of the average child compared to education for those who are exceptional (both intellectually and physically handicapped and talented children); and education of the socially, culturally and/or economically disadvantaged in comparison to education for the general population.
- A concern with finding ways to improve the quality and efficiency of education, so as to enable it to better contribute to the overall process of social and economic development and renewal in Member Countries.
- The reform and expansion of teacher education as a vital step towards the rejuvenation of public education.
- Ways to reduce educational inequalities and disadvantages in Member States, especially as regards improving school retention rates and reducing the number of school drop-outs.
- A concern with improving continuity between different levels in the school system to reduce the chasm that currently exists in some countries between each level of schooling.

#### 5. What are the different Emerging trends and innovations for Teacher Education?

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new products and services. Every innovation has created by the innovators. Novel ideas, personal dedication, institutional and social support, persistent struggle are some of the features of innovations. Some of the innovations in teacher education are as given below –

- Integration of Micro-Teaching Skills
- Integration of Life-Skills
- Integration of Techno-Pedagogic Skills
- Problem Solving Through Participatory Approach
- Personalized Teacher Education
- Integrated Teacher Education
- Specialized Teacher Education
- ICT Mediated Education
- Bridging the gaps between Teaching Styles and Learning Styles

- Developing Integrated Thinking Styles
- Electronic Distribution of Examination Paper (EDEP)
- Double Valuation
- Total Internal Continuous Comprehensive Evaluation
- Constructive Approach
- Wholistic Approach
- Research through Novel Approach

## 6. What are the innovative programmes in Teacher Education?

The support system provided by State Council of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level. The DIETs are charged with the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centers for elementary education at district level. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (IASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary stages and in vocational education.

Teacher Education Institutions at different levels, particularly in higher and technical education field countrywide, have innovated and institutionalized a number of programmes, namely,

- M Tech Ed by NITTTR, Bhopal and Chennai
- M Tech Engineering Education by NITTTR, Chandigarh
- M Tech HRD by NITTTR, Chennai
- B.C.Ed. (1989) by DAVV, Indore
- M.C.Ed. (1991) by DAVV, Indore
- Master of Educational Technology ( Computer Applications) by SNDT University, Mumbai
- M.Tech. ( Educational Technology) by Kurekshetra University, Kurekshetra
- B.Sc. in Teaching Technology by Sikkim Manipal University
- Activity Based Teacher Education Programme, DAVV, Indore (1991)
- Personalized Teacher Education Programme, Lucknow University, Lucknow (1996)
- Comprehensive Teacher Education Programme, Gandhi Shikshan Bhavan College of Education, Mumbai University, Mumbai(2000)
- Four Year Integrated Programme of Teacher Education, Kurekshetra University, Kurekshetra
- Four Year Integrated Programme of Teacher Education, RIE, NCERT (1963)
- IGNOU Institute of Professional Competency Advancement of Teachers (IIPCAT, 2009), IGNOU, India
- Indian Institute of Teacher Education, Gujarat (Bill 4, 2010)

Though a comprehensive list of Innovative Programmes is available, innovations are very rare. It may be attributed to various factors. Novel ideas do not incubate because of the adverse external conditions.

## 7. How to apply innovative practices for Teacher Education?

<b>Innovative practices for Teacher Education</b>	
<b>Cooperative or collaborative Teacher Education:</b>	Cooperative or collaborative Teacher Education is a team process where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills you will need later in life. Cooperative or collaborative Teacher Education is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.
	Reflective Teacher education is a process that facilitates the development of future action from the contemplation of past and/or current behavior.



<b>Reflective Teacher Education :</b>	Reflection refers to the ongoing process of critically examining and refining practice, taking into careful consideration the personal, pedagogical, societal (including social, political, historical and economical) and ethical contexts associated with schools, classrooms and the multiple roles of teachers. It enables teachers to analyze, discuss, evaluate and change their own practice, adopting an analytical approach towards teaching, enables teachers to appraise the moral and ethical issues implicit in classroom practices, including the critical examination of their own beliefs about good teaching.
<b>Constructivist Teacher Education :</b>	Constructivist teacher education generally reflects two major traditions--the developmental and social reconstructionist traditions. Programs influenced by the developmental tradition attempt to teach students how to teach in a constructivist, generally Piagetian, manner. They are typically characterized by substantial direct instruction in theory and practice, often without complementary opportunities for inquiry, discovery, or self-examination. This approach can easily become overly prescriptive. Programs influenced attempt to help teacher education students deconstruct their own prior knowledge and attitudes, comprehend how these understandings evolved, explore the effects they have on actions and behavior, and consider alternate conceptions and premises that may be more serviceable in teaching.
<b>E-Teacher Education:</b>	E-teacher education is the instructional system of processes and activities designed according to the ICT development, characteristics and models of e-learning, principles of formal communication, principles of e-education, principles of competence-based education system, etc. E-teaching adopts the constructivist principles in the designing of learning experiences. The concept of co-operative teaching is the fundamental construct to develop e-teaching scenarios. Educational systems worldwide insist on using information and communication technologies (ICT) to teach students who gain the knowledge and skills needed for the future knowledge society. E-teacher education would develop in pre-service a positive attitude towards e-learning and using computers in their future classrooms.
<b>Value-based Teacher Education :</b>	Currently various kinds of programmes, both pre-service and in-service, are being conducted for the orientation and training of teachers in value education. Under one scheme, identified 'lead institutions' conduct 3-4 weeks long residential courses for teachers. These programmes carry nomenclatures like value-oriented teachers'education', value education for teachers'and so on. Their focus is on personal development of the subjects through mind-improvement techniques, prayer, yoga, meditation and relief from stress, although different value themes like scientific attitude and environment also find a place. Messages are delivered through lectures, discourses, benedictions and exhortations.

## 8. What are the problematic issues of Teacher Education?

It is universally acknowledged that education is effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. Teacher education institutions have been proliferating and mushrooming all over the State with profit motives until the National Council for Teacher Education (NCTE) insisted on mandatory norms and standards for these institutions. As a result of their intervention, many institutions have constructed buildings with classroom and procured infrastructure to meet their standards. Thus various problems in the way of teacher education are as follows –

<b>Problematic issues of Teacher Education</b>	
<b>Selection problem</b>	Defects of selection procedure lead to deterioration of the quality of teachers. Better selection method would not only improve the quality of training but also save the personal and social wastage. Some suggestions for better selection procedure are – a) candidate should be interviewed, b) test of general knowledge should be applied, c) test in school subject.
<b>Short Duration of</b>	In India, this period of one year after graduation – the effective session being

<b>Teacher Training Programmes</b>	of eight to nine months. The main purpose of teacher education programme is to develop healthy attitude, broad based interest and values. It is not possible during the short duration of nine months.
<b>Defects of Curriculum</b>	A student teacher should know the meaning of education, its objectives, the socio-cultural and politico-economics background, the principles that guide construction of curriculum. But a proper preparation towards good orientation is impossible in a short duration.
<b>Problems of Practice Teaching</b>	Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are not serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.
<b>Problem of Supervision of Teaching</b>	The supervisory organizations for practice teaching aims at bringing improvement in the instructional activity of the student teachers by using various techniques and practical skills in teaching and help them to develop confidence in facing the classroom situation. But at present lesson plans are checked superficially and no discussion is made by the subject method specialist.
<b>Lack of Subject Knowledge</b>	The B.Ed. programme does not emphasize the knowledge of the basic subject. The whole practice teaching remains indifferent with regard to the subject knowledge of the student teacher.
<b>Methods of Teaching are Lacking in Innovation</b>	In India teacher educators are averse to innovation and experimentation in the use of method of teaching. Their acquaintance with modern classroom communication devices is negligible.
<b>Isolation of Teacher's Education Department</b>	The teacher education has become isolated from schools and current development in school education. The schools consider the teacher education department as an alien institution and not a nursery for professional development of school teacher.
<b>Poor Academic Background of Student-teachers</b>	Most of candidates do not have the requisite motivation and an academic background for a well deserved entry in the teaching profession.
<b>Lack of Proper Facilities</b>	In India, the teacher education programme is being given a step-motherly treatment. About 20 per cent of the teacher education institutions are being run in rented buildings without any facilities for an experimental school or laboratory, library and other equipments necessary for a good teacher education department. There are no separate hostel facilities for student teachers.
<b>Inadequate Empirical Research</b>	In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programmes are not properly studied before undertaking any research.
<b>Lack of Facilities for Professional Development</b>	Most of the programmes are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.

## 9. What are the suggestions to Improve Teacher Education?

- The method of teaching in the teacher education should be reorganized according to the changing demand of education system. Special innovative programmes like seminars, workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process in various fields.
- Now a days the number of self-financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. Therefore for regular inspection should be done to ensure quality in teacher education.



- State Education department can have planning unit which can help in regulating the demand and supply of teachers at various levels of schools.
- The course of studies in theory and practice should be restructured. For this research should be conducted comprehensively to realize the goals of teacher education.
- The training or the teaching practice of pupil teachers held in school should be closely associated with teaching staff in education colleges in planning the content to be covered and method to be used by the pupil teachers. Moreover the real teaching practice should be supervised by the teachers in a systematic way so that it fulfills the objectives of teacher training.
- It should be made mandatory that a teacher education department should have a demonstration school which should have certain facilities such as laboratories, libraries and other important audiovisual equipments.
- Refresher courses, Orientation programmes, Seminars, Conferences, Workshop, Symposium should be encouraged for the professional growth of teacher educators.
- Teacher Education department Institute should be connected with real life situations of classrooms so that the teacher educators and pupil teachers both get acquainted with different problems of classroom situations.
- Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.

## IX. CONCLUSION:

In conclusion, A professional teacher desires to locate effective communicative skills to achieve preferred educational goals. But one of the major criticisms of teacher education as a profession, or perhaps as one claiming professional status, is the lack of an identifiable body of knowledge that is established by a consensus as a prerequisite of effective performance as a practicing teacher. A completed definition of teacher professionalism far exceeds the simple notion that a teacher be prepared in a certain manner. A professional is trained to handle all situations, as most episodes in the classroom require quick thinking. Also, teacher professionalism extends beyond one's ability to understand content; the educator must discover if the students are being reached in an effective way. As Erupt points out, —The power and status of professional workers depend to a significant extent on their claims to unique forms of expertise which are not shared with other occupational groups and which are valued by society.

Without effective teacher education, the successful realization of the country's aims to achieve modernization will not be possible. Teacher education is an important field for research since the quality of teacher education has been regularly questioned. At the same time as teacher quality is increasing being identified as crucial to educational outcomes and pupil gains. Consequently teacher education researcher needs to work together in order to.

## REFERENCES:

- Singh, L.C. (1990) Teacher Education in India: A Resource Book, Delhi, NCERT.
- Mohanty, J. (2003) Teacher Education New Delhi, Deep and Deep Publications Pvt. Ltd.
- Sharma, Shashi Prabha (2004) Teacher Education in India. Vikas Publications New Delhi.
- Khan M.S. (1983) Teacher Education in India and abroad, New Delhi, Ashish Publishing House.
- National curriculum framework by NCERT, Competency based and commitment oriented teacher education for quality school education by NCERT.
- Arora G.L. Panda Pranati (eds) 2001. Fifty years of teacher education in India. Post independence development, New Delhi, NCERT (mimeo).
- Kaufman, D. (1996). Constructivist-based experiential learning in teacher education. Action in Teacher Education 18(2), 40-49. EJ 536 845.
- Dunkin M.J. (Ed.) (1985) The International Encyclopedia of Teaching and Teacher Education, Oxford, Pergamon.

- Gupta, A.K. (1984) Teacher Education: Current and Future Prospects New Delhi, Sterling.
- NCTE (1998) Curriculum Framework for Teacher Education NCTE, New Delhi.
- Chaurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authorspress.
- Elahi, Nizam (1997) Teacher's Education in India New Delhi, APH Publishing Corporation.
- Kundu, C.L. (1998) Indian Year Book on Teacher Education New Delhi, Sterling Publishers Privatization Ltd.

