PG ED S3-05 (DSE)

TWO YEAR MASTER'S DEGREE COURSE

(CBCS in Accordance with NEP 2020)

SEMESTER - III

TEACHER EDUCATION

EDUCATION

Indira Miri School of Education

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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COURSE INTRODUCTION

This is the course in Education for the third semester of two years Master Degree level. The course introduces the learners to the basic concepts of Teacher Education; historical development of Teacher Education in India and Assam; and various other important matters related to the area of Teacher Education. In addition, the course takes into account concepts such as professional ethics and accountability in the teaching profession, role expectations of the teacher in the 21st century and the like. Further, the course enables the learners to study the prevailing trends in research in the field of Teacher Education.

This course comprises a total of fifteen units. The First unit titled "Introduction to Teacher Education" introduces the learners to the meaning and nature and scope of Teacher Education. It also explains the need and significance of Teacher Education. The Second unit, titled "Teacher Education for Different Levels of Education" deals with the structure, curriculum, methods of curriculum transaction and the evaluation process of teacher education at different stages-pre-primary, elementary and secondary levels.The third unit, titled "Pre-service and In-service Teacher Education", as the title implies primarily discusses the Teacher Education programmes, both pre-service and in-service. The fourth unit, titled "Techniques of Teacher training" discusses on various techniques of teaching. The fifth unit titled "Skills of Teaching" deals with various skills required to make teaching a fruitful one.The Sixth Unit, titled "Research in Teacher Education" highlights the recent research trends in the area of Teacher Education. The Seventh unit, titled "Innovation in Teacher Education" describes various types of innovative practices, including the integration of ICT in the field of Teacher Education. The Eight unit, titled "Organisations of Teacher Education" gives an idea on the structure, aims as well as activities of different types of organisations related to the field of Teacher Education. The Ninth unit, titled "Distance Education and Teacher Education" provides a brief introduction to Distance Education in addition to taking up the role of Distance Education in teacher training programmes in detail. The Tenth unit, titled "Teacher Education in Assam" takes into account the growth and development of Teacher Education in Assam along with its problems and prospects. The Eleventh unit, titled "Teaching as a Profession" discusses 'Teaching' as a profession and also highlight how professional ethics determines the activities of teachers. The Twelfth unit, titled "Role of the Teacher in the 21st Century" discusses the role and responsibility of teachers focusing mostly on the role expected of teachers in the 21st century. The Thirteenth unit, titled "Professional

Development Programmes for Teachers in Higher Education" deals with the concept and importance of professional development and its importance especially in the context of higher education. There are various means of professional development for the teachers of Higher Educational Institutes. Those means are also discussed in this unit. The Fourteenth unit, titled "Policies, Practices and Quality Assurance in Teacher Education" discusses the policies and practices adopted in Teacher Education highlighting some of the important policies and practices as well as different means and ways to maintain quality assurance in Teacher Education. The Fifteenth unit, titled "Challenges of Teacher Education" takes into account the existing problems of Teacher Education in the context of Indian scenario. The unit also deals with the concept of CWSN and digital leaning in addition to deliberating on the challenges faced by the teachers with regard to education of CWSN and in adopting digital learning in day-to-day classroom.

While going through this block, you will come across some along-side boxes, which are put on the left side or right side of the text. These boxes will explain the meaning of some words and concepts within the text. Apart from this, there will be some broad and short questions which have been included under 'ACTIVITY' and 'CHECK YOUR PROGRESS' in every unit. Activities will increase your thinking capacity because questions in the Activity box are not directly derived from the text. Hints on the answers to the short questions have been provided under section 'ANSWERS TO CHECK YOUR PROGRESS'. Besides, a few text-related questions have been provided in 'POSSIBLE QUESTIONS'. These questions will help to draw your attention on the probable topics for the examination purpose so that you can prepare for the same with confidence.

CONTENTS

UNIT 1:	**Introduction to Teacher Education** Meaning, nature, scope, need and significance of Teacher Education	**7-19**
UNIT 2:	**Teacher Education for different levels of Education** Preparation of Teacher for pre-primary, primary and secondary stages	**20-39**
UNIT 3:	**Pre-service and In-service Teacher Education** Concepts, objectives, needs and importance, types and organisations	**40-61**
UNIT 4:	**Techniques of Teacher Training** Micro-teaching, simulation, programmed instruction, team teaching, interaction analysis.	**62-90**
UNIT 5:	**Skills of Teaching** Probing Questions, lecturing, discussion, demonstration, illustration, explanation, stimulus variation	**91-115**
UNIT 6:	**Research in Teacher Education** Trend Analysis in research in teacher education and their outcomes	**116-136**
UNIT 7:	**Innovation in Teacher Education** Innovative Practices in Teacher Education, ICT for Teacher Education	**137-155**
UNIT 8:	**Organizations for Teacher Education** NCERT, NCTE, SCERT, CIET, DIET, NUEPA, RCE & RIE	**156-179**
UNIT 9:	**Distance Education and Teacher Education** Role of Distance Education in Teacher Education, New innovations for continuous professional development of teachers	**180-194**

UNIT 10: Teacher Education in Assam **195-208**

Growth and development of Teacher Education in Assam, problems and prospects of teacher education in Assam

UNIT 11: Teaching as a Profession **209-229**

Meaning, qualities of a teacher, professional ethics and accountability of a teacher

UNIT 12: Role of the Teacher in the 21st Century **230-248**

Role of teacher as facilitator of learning, in transaction of curriculum, as a link between school and community, role expectations of teachers in the 21st Century.

UNIT 13: Professional Development Programmes for Teachers in Higher Education **249-272**

Role of Academic Staff College, Refresher courses, Orientation courses for the College and University Teachers.

UNIT 14: Policies, Practices and Quality Assurance in Teacher Education **273-293**

Policies and practices in teacher education, Ways and means for maintaining quality in teacher education

UNIT 15: Challenges of Teacher Education **294-319**

Challenges of teacher education in India in general and with education of CWSN and adoption of digital learning in particular with suitable suggestions

UNIT- 1: INTRODUCTION TO TEACHER EDUCATION

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Meaning and Natureof Teacher Education

1.4 Scope of Teacher Education

1.5 Need and Significance of Teacher Education

1.6 Let Us Sum Up

1.7 Further Reading

1.8 Answers to Check Your Progress

1.9 Possible Questions

1.1 LEARNING OBJECTIVES

After going through this Unit, you will be able to:

- describe the meaning and nature of Teacher Education
- identify the scope of Teacher Education
- explain the need and significance of Teacher Education

1.2 INTRODUCTION

The teacher is the most important element in any educational program. In fact, it is the teacher who is mainly responsible for implementation of the educational process at any stage. So, their knowledge, skills, behaviour and attitude matter a lot in successful implementation of any education programme. The NPE-1986 emphasised the need for professional preparation of newly recruited teachers at the beginning of their service as well as provisions for continuing education thereafter. The National Curriculum Framework 2005 placed demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The fundamental principle of National Education Policy 2020 has also placed Teachers as the heart of the learning process. As such, NEP-2020 gives

top-most priority to their continuous professional development. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. In this context, teacher education becomes one of the most essential and most important components of education system.

This Unit deals with the meaning and nature of teacher education, scope of teacher education and explains the need and significance of teacher education.

1.3 MEANING OF TEACHER EDUCATION

The concept Teacher Education is a broad term. It is not confined tomere teaching skill and training of teachers but it is larger than that. Goods Dictionary of Education (1973) defines Teacher education as “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 most effectively.”

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.

Encyclopaedia of Educational Research (1941) defines Teacher Education as “The total education experiences which contribute to the preparation of a person but the term is completely employed to designate the programme for courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational service and for contribution to their growth in competency for such service. Such teacher education programmes are offered in teacher training colleges, normal schools and colleges and universities.”

UNESCO defines Teacher Education as the formal teacher training (pre-service or in-service) designed to equip teachers with the knowledge, attitude, behaviour and skills required for teaching at the relevant level.

On the basis of the analysis of different definitions of Teacher Education stated above it is observed that teacher education encompasses teaching skills, sound pedagogical theory and 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. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. 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, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. 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.

Teacher education refers to the policies and procedures designed to equip prospective teachers as well as in-service teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. To understand the concept more concretely and elaborately, the following nature of Teacher Education may help you to get the details of the concept:

1) Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.
2) Teaching is considered an art and a science, so, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the trade.
3) Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension

activities, viz adult education and non-formal education programmes, literacy and development activities of the society.

4) Teacher education is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to be kept abreast of recent developments and trends.

5) The heart of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

6) Teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines.

7) Teacher education has been differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages of education, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

8) Teacher Education is a system that involves an interdependence of its three main aspects-inputs, processes and outputs.Teacher education can't be perceived in isolation, it is integrated in all three aspects of educational process.



CHECK YOUR PROGRESS

Q.1. What do you mean by the term Teacher Education?

Q.2. Teacher education is broad and comprehensive term. Why? Give reason.

1.4 SCOPE OF TEACHER EDUCATION

As stated above Teacher Education is broad and comprehensive term, so, is its scope too. Teacher education is organised for different levels of education, i.e. teachers of pre-primary, primary, elementary, secondary, higher secondary and higher education. So, the scope of teacher education naturally covers the education of teachers for these stages of education. Likewise, the philosophical, psychological and sociological foundation of education also comes under the purview of scope of teacher education. These domains of knowledge shapes the domain of education and these domains of knowledge provide the base for better understanding and application of Teacher education. On the other hand, quality teacher education is highly determined by the quality teacher educators. If the person who is responsible for preparing teachers is not himself up to the mark, definitely, the quality of teachers produced by him come under the question mark. As such, how to prepare a better teacher educator to train the prospective and in-service teachers comes under the scope of teacher education. The scope of the teacher education also covers the rapid changes that have been witnessed in the field of information and communication technology, its impact on broader society as well as teaching-learning, impact of different educational policies on education system, changing role of teachers and emerging challenges in teacher education etc., all come under the study area/ working area of teacher education. Now, let us briefly discuss it below:

(i) Teacher Education as per need and requirements of different stages or levels of Education:

The nature of learners and their education is different in each levels or stages of education. The need and requirements of pre-primary school students and their teaching is not similar to the need and requirements of secondary school students and their teaching. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and

practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education.

On the other hand, the knowledge base is adequately specialized and diversified across different stages of education, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

(i) Foundational Basis of Teacher education:

Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines form the foundation of education and provide the base for better understanding and application of Teacher education. And, of course, construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matters related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines of psychology, sociology and philosophy, and converting it into forms suitable for teacher education.

- The Philosophical basis provides insights to the student teachers about the implications of various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline.
- The Sociological basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes.
- The Psychological basis helps the student teachers develop insights into students' psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

(ii) Teacher Educators and Content Knowledge for Student Teachers

Teacher education is dependent upon Teacher Educators, who prepare the teachers for different levels of education. If the quality of the Teacher Educators is good, definitely, the quality of the products (i.e. Student teachers) is also expected to be good. A good teacher educator teaches the aspirant teachers the relevant contents by using appropriate teaching strategy for which we get quality teachers for our education institutions. So, the professional competence of teacher educators is very important aspects for Teacher education. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers may strengthen the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

A prospective teacher gets all required relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. Teacher education also creates the necessary attitude among the student teachers towards the different stakeholders of the profession (i.e. learners, parents, community members etc.), so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and effective manner. Teacher education therefore pays attention to these issues also.

(iii) Changing context of Education and Teacher Education:

The present age is characterised by liberalisation, privatisation and globalisation, knowledge explosion and revolution of information and communication technology (ICT). Massive application of ICT in the field of education has changed the fabric of teaching-learning process. At the same time, Govt. of India has adopted a New Education Policy, 2020 through which a lot of structural and pedagogical changes have been initiated in the education system. As such, role of the teacher is going to drastically changein coming

days and accordingly teacher education needs to changetoo in its approaches, priority areas, knowledge, and skills as per new requirements and changing context. The scope of teacher education covers these changing contexts of educational scenario in the country and accordingly accommodates itself with the changing demands and requirements so that it can effectively meet the demands of education especially in the teaching-learning process.

1.5 NEED AND SIGNIFICANCE OF TEACHER EDUCATION

The Education Commission (1964-65) rightly pointed out that "The destiny of India is being shaped in her classroom." And, of course, the destiny of this classroom is being shaped in the institution of education with committed teachers. It is true that the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends upon the quality of their teacher. So, in the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training, the motto of education to prepare quality citizens will be realised. In this context, the need and significance of teacher education is deeply felt in the education system of the country.

The need and significance of teacher education may be presented in the following points:

1. The academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher education makes a positive influence on the quality of curriculum transactions in classrooms and thereby pupil learning and the larger social transformation. Teacher education enhances the subject matter knowledge as well as the repertoire of pedagogical skills that teachers should possess to meet the needs of diverse learning situations. Through teacher education, a teacher gets the relevant knowledge from the discipline of philosophy, sociology and psychology etc. which develops in him/her great

commitment towards his/her profession. Further, teacher education creates sensitivity to contemporary issues and problems and high level of motivation among the trainee teachers.

2) Mere possessing the necessary knowledge and skills by a teacher is not sufficient enough for effective teaching, but also that s/he takes responsibility for ensuring that all children reach high levels of learning and if not act accordingly. Teacher education makes a teacher efficient enough to translate the learned knowledge and skills into the classroom in a successful and innovative ways.

3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).

4) A teacher has to take many complex decisions on students while s/he performs his/her duty in the real field i.e. school or classroom. In such situation, a teacher requires different kinds of knowledge and judgement for taking appropriate decision on students' growth and development. To make good decisions on students, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning. Teacher education helps a teacher to groom himself/herself as a versatile personality to deal with the problems of his/her domain effectively.

5) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can‘t remake someone‘s personality, we can reshape attitudes towards the

other and develop a professional rather than a personal role orientation towards teaching as a practice.

6) As stated above teacher performance is the most crucial input in the field of education.

Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. So, the teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher‘s work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

7) National Education Policy 2020 envisages that teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

Teachers are the largest professional group engaged in human development activities. Therefore, in order to befit the teachers to their roles, a sound professional training is needed. Along with the prequalifying professional training, a teacher needs induction training and continuous education throughout the career to equip him/her with adequate knowledge and skills to perform their professional functions according to the demand of emerging context, time and need. Moreover, teachers’ role is not confined only inside the classroom; their role is envisaged beyond that as the architect

of the society or torch bearer of the society. So, to perceive this great role of teacher completely, a teacher needs continuous teacher education to form the right attitude, behaviour along with the pedagogical knowledge and skills.



CHECK YOUR PROGRESS

Q.3. Teacher education is dependent upon Teacher Educators. Why?

Q.4. Write any one reason to justify the need of teacher education.



1.6 LET US SUM UP

Teacher education denotes "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 most effectively."

- Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other.
- Teacher education is broad and comprehensive.
- Teacher education is ever-evolving and dynamic.
- Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology.
- Teacher education is dependent upon Teacher Educators, who prepare the teachers for different levels of education.
- The academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation.
- National Education Policy 2020 envisages that teacher education is vital in creating a pool of school teachers that will shape the next generation.



1.7 FURTHER READING

Book:

Saxena, N.R., Mishra, B.K. & Mohanty, R.K. (2014). *Teacher Education*. Meerut:R. Lall Book Depot

Online Resource: Link -

https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf



1.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Teacher education refers to the policies and procedures designed to equip prospective teachers as well as in-service teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

Ans. to Q. No. 2: Teacher education does not mean only the training of teachers. It is more than mere training of pedagogical knowledge and skills. It includes a teacher's perceptions, behaviours and attitude towards his/her profession, students and community at large. So, the term Teacher Education is a broad and comprehensive in actual sense.

Ans. to Q. No. 3: Teacher Educators are the main persons who train the prospective and in-service teachers for performing their duties responsibly and efficiently. So, the quality of teacher educators determines the quality of teacher education of a country. It is obvious that if good quality teacher educators prepare our teachers for the educational institution then definitely the education system gets good quality teachers who will be able to transform the country by producing efficient and productive citizens for the nation.

Ans. to Q. No. 4: Teaching is an art as well as science. So, to learn the art

and science of teaching, teacher education is must for a novice teacher through which s/he may able to know the trick of the trade and deliver his/her best in the practical settings.



1.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1 Describe the definition of UNESCO on Teacher Education in your own language.

Q.2 State the foundational basis of Teacher Education.

Q.3 "Teacher performance is the most crucial input in the field of education." Why?

B. Long Questions (Answer each question in around 300- 500 words)

Q.1 Explain the nature of Teacher Education.

Q.2 Discuss the need and significance of Teacher Education.

*** ***** ***

UNIT 2 TEACHER EDUCATION FOR DIFFERENT LEVELS OF EDUCATION

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Teacher Education for Pre-Primary Level

2.3.1 Objectives of Teacher Education at Pre-primary Stage

2.3.2 Structure of Teacher Education at Pre-Primary Stage

2.4 Teacher Education for Elementary Level

2.4.1 Objectives of Teacher Education at the Elementary Stage

2.4.2 Structure of Teacher Education at Elementary Stage

2.5 Teacher Education for Secondary Level

2.5.1 Objectives of Teacher Education at the Secondary Stage

2.5.2 Structure of Teacher Education at the Secondary Stage

2.6 Let Us Sum Up

2.7 Further Reading

2.8 Answers to Check your progress

2.9 Possible Questions

2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- identify the importance of objectives of teacher education at different levels of education
- define the objectives of teacher education at pre-primary level
- discussthe structure of teacher education at pre-primary level
- define the objectives of teacher education at primary level
- discuss the structure of teacher education at primary level
- define the objectives of teacher education at secondary level
- discuss the structure of teacher education at secondary level

2.2 INTRODUCTION

Dear learners! As you know, our education system is categorized as pre-primary, primary or elementary, secondary and tertiary stages. The pre-primary stage consists of Anganwadi/Balwadi/pre-schools (age group 3-6 years), the elementary stage consists of classes Class I to VIII (age group 6-14 years) and secondary stage consists of Class IX to XII (age group 15-18 years). The National Education Policy, 2020 has restructured the school education. It has taken the pre-primary stage (3-6 years) and Class I & II (6-8 years) as the Foundational stage, Class 3 to 5 (age group 8-11 years) is named as Preparatory stage and the Class 6 to 8 (11-14 years) is called as Middle stage and Class 9 to 12 (14-18 years) is called as Secondary stage. You can see here that each of the stages comprises of different age groups. Therefore, each of these stages has its own characteristics regarding aims and objectives, curriculum, methods of teaching, etc. which need to cater to the needs of different age groups.The maturity level and psycho-social characteristics of the students and curriculum requirements of each stage demand separate teacher education programmes for each of the stages. You have already learnt in the Unit 1 that teacher education is very important for quality enhancement of education. Designing teacher education stage-specific makes it more effective and accurate, thereby resulting in quality development of education. In this Unit, we will define the objectives and discuss the structure, curriculum, methods of curriculum transaction and the evaluation process of teacher education at different stages—pre-primary, elementary and secondary levels.

2.3 TEACHER EDUCATION FOR PRE-PRIMARY STAGE

Early childhood education plays a significant role as it serves as the foundation of the whole life and this stage is very important as the experiences at this stage affect our whole life. This stage also prepares thechildto enter into formal education. In India, pre-primary stage is not a formal stage of education. At this stage, the children are of the age-group 3-6 years, which is a very crucial period of human development. The teachers at this stage

are expected to be equipped with knowledge, skill and attitude through which he/she can bring out the inherent capabilities and lead to optimum personality development of the children. Ensuring happy and healthy childhood through varied activities like play, games, songs, rhymes and group activities is the main focus of pre-primary education. The 86th Amendment of the Constitution of India substituted Article 45 in 2002 which states that—'the State shall endeavour to provide Early Childhood Care and Education for all children until they complete the age of six years'. This provision has far-reaching implications as the demand for Early Childhood Care and Education (ECCE) will increase manifold and it will become necessary to focus on pre-primary teacher education and its quality.

2.3.1 Objectives of Teacher Education at Pre-primary Stage

The main aim of education at pre-primary stage is to promote socialization and environmental awareness among children and help them in the process of physical, mental and emotional development. This stage also bears the responsibility of developing readiness of the children for entering the formal school system. It also focuses on formation of good habits and life skill development. The objectives of teacher education at pre-primary stage are as follows—

- To enable them to understand philosophical, socio-psychological aspects of pre-primary education, its aims, content and methodology.
- To enable them to understand the general principles of growth and development and of child psychology.
- To prepare teachers for helping physical, mental, social, emotional, aesthetic and linguistic development of children.
- To cultivate understanding, skill, attitude and interest to engage themselves in children's care, growth and development fully.
- To inculcate student-teacher love, affection, sensitivity and respect for uniqueness of young children.
- To cultivate in teachers the skill of developing good environment

in order to cultivate physical and emotional health.

- To enable student teachers to understand and use a variety of activity-oriented and child-centered approaches to promote children's self-concept, creativity and inventiveness.
- To develop skills of presenting different learning experiences, such as music, acting, activity, games, work experience, creative art, etc.
- To develop the skill of preparing, selecting and using different kinds of low-cost materials with a focus on sensory and motor development of children.
- To develop the capacity to maintain school-home relations by obtaining parental co-operation and understanding the domestic environment of children.
- To enable them to inculcate among children a desire to know their immediate natural environment, to love and respect it.

Now let us look at the structure of teacher education at pre-primary stage including its curriculum and methods of curriculum transaction.

2.3.2 Structure of Teacher Education at Pre-Primary Stage

Pre-primary is not a stage for introducing and providing any formal education. Therefore, student-teachers at this stage will have to be sensitized and educated for understanding the developmental needs of the young children and their requirements.The apex body in the field of teacher education, National Council for Teacher Education (NCTE) has recommended the structure for the preparation of pre-school teachers for teaching children in the age group of 4-6 years.The programme is known as Diploma in Preschool Education (DPSE). The duration of thisprogrammeis oftwo academic years. The eligibilitycriterion for the programme is Secondary Examination (Class X) or its equivalent.

The curriculum for pre-primary teacher education programme

has to be flexible to include activities to promote physical, cognitive, social, emotional, linguistic and aesthetic development of children upto 6 years of age. It also includes resource mobilization and management, use of community resources—both human and material, ensuring community participation, building relationships with parents and establishing collaborative and cooperative links with Early Childhood Care and Education and Integrated Child Development Scheme functionaries, District Institutes of Education and Training (DIETs) and other agencies. The student-teachers are required to undergo internship at least for 30 days in nearby pre-schools. Teacher education programme develops among student-teachers an awareness of local environment and natural surroundings and inculcate in them appreciation for values and skills that promote joyful learning. Teacher education curriculum at this stage develops awareness about literacy programmes, community dynamics, national and local customs, fairs and festivals and community mode of social living. It may also develop awareness of forces affecting environment including pollution, appreciation of places of historical and cultural significance and special educational features and developmental tasks contained in policies and programmes. Besides various curricular and pedagogical concerns, concerted efforts have to be made to sensitize teachers with new developments such as child as the constructor of knowledge, child as a unique being and child with multiple talents. Appropriate knowledge and skill is developed regarding the variety of pedagogy suitable for pre-primary children like—role-play, puppetry, story-telling, simulation exercises, dramatization and creative thinking strategies.The activities included are such that they have the potential to help children learn and develop appropriate language and communication skills, self-expression, social skills and besides promoting manipulative motor skills and eye-hand coordination.A Learning Resource Centre is established in the teacher education institutionto help pre-primary centres do their work effectively. Such a

centreis equipped with toys and play materials, suitable for children of the age group 3-6 years along with picture books, games and audio-visual materials (TV, VCR, computer, tape recorder, slide projector, audio and video tapes, models, blow up charts and pictures, slides, etc.).An important part of pre-primary teacher education is practice teaching. Practice teaching may be organized in pre-primary schools, Anganwadis or Balwadis. However, practice teaching should be so organized that the student teachers get the opportunity to plan and manage the activities for all day span, instead of prescribing the number of lessons or classes to be taken each day. Time management, integrated play-way approaches and small group activities that involves participation of every child, are some of the important things that student teachers learn. The duration of practice teaching is realistically determined, based on experience, with emphasis on the progress of the student teacher towards becoming a professional. Practical work for student teachers like— collection/ preparation of materials for teaching children about size, weight, length, shape, texture, colour, etc; preparation of simple items of children's imagination and linking; assembling of puzzles and preparation of story charts; collection/writing of stories and their narration with special emphasis on the values embedded in them; exposing and helping children to identify and discriminate different objects, birds, animals etc.; rhythmic group-singing activities; undertaking case studies, observing and maintaining children's developmental records; arranging local field trips; organizing/celebrating functions, festivals and important days and other activities according to local requirements.

Curricular transaction emphasizes approaches and methods like role playing, games, quiz, material preparation, project work, *Bal-mela* etc., by which teachers can be trained to create joyful environment so that children of the age group of 4-6 years have attraction towards school education. The curriculum transaction has to be child-centred, activity-based, play-way and joyful approaches besides oral instruction and demonstrations. Adequate number of classrooms and activity room

for approved intake of students, rooms for the Principal and faculty members and office for the administrative staff, a store, a Learning Resource Centre, appropriate space for organizing outdoor and indoor games should be available in the institution.

Evaluation of pre-primary teacher education stage focuses on assessment of understanding and skills concerning planning, conducting and evaluating joyful activities for young children; of attitudinal change and value orientation. Skills for identification of children with special educational needs, children with learning disabilities, planning and organizing remedial action and skills for crisis management are assessed. Profile of student teachers is maintained on qualitative as well as quantitative dimensions. The evaluation process is wholesome, participatory, performance-based and transparent.



CHECK YOUR PROGRESS

Q1. Write why teacher education is important for pre-primary stage of education.

Q2. What does a Learning Resource Centre in teacher education institution consist of?

2.4 TEACHER EDUCATION FOR ELEMENTARY STAGE

You know that elementary education is the first formal stage of education. It serves as the base for education of an individual. Therefore, it occupies a crucial position in the system of education. It is the nursery of citizenship, value inculcation, and development of appropriate behaviour and life skills. The impressions acquired during this stage often continue throughout the life. Therefore, it is very important that the teachers serving at this are specifically qualified and trained. Let us firstlook at the objectives of teacher education for elementary stage.

2.4.1 Objectives of Teacher Education at the Elementary Stage

As per the requirement of the elementary stage, the teacher education programmes at this stage havethe following objectives—

- To develop an understanding of philosophical, psychological and sociological principles relevant to elementary educationamong student-teachers.
- To make the student-teachers aware of the nature, purpose, problems and issues of elementary education.
- To enable them to understand the nature and maturity of children for imparting education and to ensure their all-round development.
- To enable them to manage and mobilize community resources for the school and teaching.
- To empower them to impart and organize instruction of unified and integrated subjects.
- To develop holistic approach for understanding and solving the problems of life.
- To create environmental awareness with the intent of promoting its protection and preservation.
- To empower them to evolve need-based, community-specific and child-centred pedagogy including indigenous learning systems.
- To promote their desire, taste and capacity for life-long learning among them and make them aware of latest developments in their areas and the requiredskills.
- To make them understand/appreciate the advantages of ICT and empower them to use the same for teaching-learning.
- To give an elementary knowledge of inclusive, physical, yogic, health and citizenship education.
- To prepare them to use the latest constructivist pedagogy.
- To enable them to impart value education, life skills education, work education and feel their responsibility towards the education of marginalized sections of society.
- To develop the skills of continuous, comprehensive and diagnostic

evaluation and organizing remedial teaching.

- To enablethe student-teachers to undertake action research projects.
- To enablethem to establish mutually supportive linkages with parents and the community to strengthen school programmes.

2.4.2 Structure of Teacher Education at Elementary Stage

Though teachers at all stages of school education try to make learning a joyful activity, however, more responsibility lies on teachers of elementary stage to ensure that learning becomes activity-based, participative and joyful. The structure of teacher education at elementary level requiresfocus on this aspect. The NCTE in its Regulation in 2014 has stated the structure, norms and standard of teacher education at elementary level.The teacher education programme for elementary level is Diploma in Elementary Education (D.El.Ed.). Duration of D.El.Ed.programmeistwo academic years.

Every teacher trainee is required to undergo internship in teaching (including practice teaching/skill development) at least for 30 days in nearby elementary schools. Apart from the foundation subjects, there is a provision for teaching of method subjects relating to primary and upper primary curriculum.According to NCTE Regulation, the institution offering D.El.Ed. programme should have a multi-purpose educational laboratory with psychology and science sections and a workshop attached to it, an Educational Technology laboratory with hardware and software required for imparting Information Technology (IT) literacy to the teacher trainees.

Let us now look into the model for teacher preparation at Primary Stage as suggested by NCFTE.Actually, NCFTE is influenced by NCFSE. The NCFSE-2000 attempts to enrich the curriculum at elementary stage of school education by adopting modern approaches. It also recommends new approaches for transactional and evaluation strategies to raise the quality of elementary education. The

recommendations of the NCFSE-2000 have far reaching consequences for the preparation of teachers at this level. Some of the significant implications are discussed here.As an effort towards Universalisation of Elementary Education, teacher education aims at preparing teachers to deal with students of rural background, low economic status, girl students, SC/ST students, working children, urban deprived, differently-able, migrating children, socially disadvantaged and minorities and to bring them to the mainstream of education.The teacher education programme also enables student-teachers to overcome their biases and provide equal opportunity for all children irrespective of their socio-economic and religious backgrounds. The student-teachers should be sensitized for reducing curriculum load, organize appropriate learning experiences which are joyful in nature and related to immediate environment of the learner and help them develop and imbibe desirable values. Teacher education programmes at this stage provides subject-based orientation. The teaching-learning activities should focus on local culture and environment using the local specific contexts and resources. Student-teachers are provided with experiences to help children develop socio-emotional and cultural aspects as well as scientific attitude. An integrated approach is adopted. Teacher education programmesemphasizes on activities and practices that strengthen the element of curiosity, imagination and a sense of wonder besides inculcating positive feelings and attitudes for cooperative living and social service. At the upper primary stage, science and social science, eachis to be taught as integrated subject, which requires special orientation in teacher education programmes. The student-teachers are appropriately sensitized on India‘s cultural heritage and its rich traditions, while remaining open for ideas from outside. They are oriented towards the developments in science and technology, educational psychology, language education, etc.



LET US KNOW

Minimum Learning Levels (MLLs): MLLs are learning outcomes to be achieved by all children and also serve as one of the bases for determining performance goals of both students and teachers.

Student-teachers are oriented for value education and developing different strategies for inculcation and promotion of values among school students. Teacher education programme orients student-teachers to Minimum Learning Levels (MLLs) in terms of performance capabilities of learners, translating them to specific learning outcomes in the form of competencies.

Student teachers need to acquire competencies to draw community resources to facilitate more effective functioning of schools. Emphasis on lectures is minimized while activity-based and participatory methods are encouraged. Practical activities, projects and field work will have to be the main focus of teacher education. Student-teachers are empowered to inculcate values among students and they are also to be acquainted with the totality of school and community experiences. They are encouraged to undertake action research, group discussion and self-learning activities as a part of their educational programme. There is an emphasis on outcome-oriented activities. The student-teachers learn the skill of adjusting to the level of learners and make their expectations reasonable. Temperamental adjustments are also necessary so as to identify themselves with the young learners. Regular diagnosis and timely remediation is encouraged to help achieve mastery of basic skills pertaining to various subjects of study and art of healthy and productive living.



CHECK YOUR PROGRESS

Q3. State two objectives of teacher education for the teachers of elementary stage.

Q4. What kind of methods of teaching are to be trained for the teachers of elementary stage?

2.5 TEACHER EDUCATION FOR SECONDARY STAGE

You know that the secondary stage of education generally consists of adolescent learners. It is an important stage in the sense that it serves as the gateway to profession or vocation or higher education. Therefore, the teacher education for this stage needs to prepare the teachers for handling the developmental characteristics of adolescent learners and for providing personal, academic and vocational guidance.

2.5.1 Objectives of Teacher Education at the Secondary Stage

The objectives of teacher education for secondary stage are—

- To maintain continuity of elementary education and prepare students to study diversified courses.
- To develop competence to adopt disciplinary approach in teaching on the basis of the principles of learning and teaching.
- To develop skills, understanding, interests and attitudes, enabling him to foster all round growth and development of the students of secondary stage.
- To develop knowledge of life skill, health and physical education, games and recreational activities and work-experience.
- To develop skills in identifying, selecting, innovating and organizing learning experiences.

- To develop understanding of psychological principles of growth and development, individual differences and similarities, and cognitive, psycho-motor and attitudinal learning.
- To develop skills in guiding and counselling the students in personal, academic and vocational areas.
- To develop understanding of the role of home, peer group and community in shaping the personality of the child and help develop an amicable home-school relationship.
- To understand the role of school in changing the society.
- To undertake investigatory projects and action research.
- To develop competence to teach the subject of specialization, both subject-related and pedagogical.
- To promote awareness of the role of education and of the teacher in building up a democratic, secular and socialist society.
- To develop skills in making use of educational technology in teaching academic and or vocational subjects.
- To enable the student-teachers to develop competencies for an error-free, responsive and transparent evaluation.

In case of secondary stage of education, higher secondary education occupies an important place. It is considered as the gateway to higher education as well as to the professional world. Based on their interest and ability the students at this stage need to take decisions about their future course of life. Considering some of the particular characteristics of higher secondary level, the teacher education for higher secondary stage aims —

- To develop competency to teach the subject of his/her specialization on the basis of accepted principles of teaching and learning and to keep oneself updated on the latest developments in both the subject concerned as well as pedagogy.
- To develop an understanding of the aims and objectives of education in general, and of higher education in particular in the Indian context.
- To promote awareness of the role of education in general and

teacher in particular in building up a democratic, secular and socialist society.

- To develop cognitive and psycho-motor skills for teaching academic and/or vocational subjects by providing appropriate learning experiences.
- To develop skills in making use of educational technology in teaching academic and or vocational subjects.
- To understand the bio-psycho-social needs of the adolescents and the problems arising out of non-fulfilment of their needs, develop skills in guiding and counselling the adolescent in solving his personal and academic problems.
- To undertake investigatory projects, action research and experimental projects, both in education and specialized subject areas.
- To understand the role of school and teachers in changing the society.

2.5.2 Structure of Teacher Education at the Secondary Stage

The teacher education at this stage aims to prepare teachers for secondary stage (IX-X) and higher secondary stage (XI-XII). The most popularprogramme of teacher education for secondary stage is known as Bachelor of Education (B.Ed.). The duration is two academic years.It is generally provided in B.Ed. Colleges, University Department of Education, Colleges of Teacher Education, IASEs, etc.

The B.Ed curriculum is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills.The programmecomprises three broad curricular areas—Perspectives in Education, Curriculum and Pedagogic Studies Engagement with the field.Let us now look into what these areas contain.

(i) Theory Courses: The theory courses comprises of—

Perspectives in Education: Perspectives in education includes

courses in thestudy of childhood, child development and adolescence, contemporary India ineducation, philosophical and sociological perspectives in education,theoretical foundation of knowledge and curriculum, teaching and learning,gender in the context of school and society and inclusive education, Information and Communication Technology (ICT), yoga education, and disability/inclusive education.

Curriculum and Pedagogic Courses: Courses in curriculum and pedagogicstudies includes aspects of language across thecurriculum andcommunication, understanding the disciplines, social history of a schoolsubject, and its pedagogical foundation with a focus on learner and a course onthe theoretical perspectives on assessment for learning.

(ii) Engagement in field/Practicum: The B.Ed. Programme provides forsustained engagement with self, the child, community and school at differentlevels. It establishes close connection between different curriculararеas. This curricular area serves as an important link between above two broad curricular areas through its three components such as tasksand assignments, school internship and courses onenhancing professional capacities (Language and communication, drama andart, self development and ICT).

As School Internship is a very important part of the curricular area engagement in field/Practicum, we need to understand it in more detail.School internship is designed to lead to development of a broadrepertoire of perspectives, professional capacities, teacher sensibilities and skills. Students are engaged actively for 16 weeks in the final year ofcourse. They engage at two levels such as upper primary (VI-VIII) and secondary (IX-X) or senior secondary with atleast 16 weeks insecondary/senior secondary classes.Hence internship in school is for aminimum of 20 weeks for a two year programme (4 weeks in the first year and16 weeks in second year).Besides practice

teaching, it also includes aninitial phase of one week for observing a regular classroom with a regularteacher including peer observations, teacher observations andfaculty observations of practice lessons.

Apart from the regular B.Ed. programme, an innovative practice in the field of teacher education is the integrated programmes of teacher education, in which the academic programmes (like B.A., B.Sc., B.Com. etc.) and professional programmes (like B.Ed.) are integrated. The 4-yr integrated programme leading to B.A.B.Ed/ B.Sc.B.Ed Degree is for the teachers of secondary stage.It aims at integrating general studies comprising sciences (B.Sc.B.Ed) and socialsciences or humanities (B.A.B.Ed) and professional studies comprising offoundation of education, pedagogy of school subjects, practicum related to tasksor functions of school teacher. The duration is of four academic years.

The B.Sc.B.Ed. and B.A.B.Ed programme consist of contentsfrom undergraduate liberal programme in science and arts stream andsupportive courses, pedagogic courses and practicum including school experienceand internship in teaching. Information and Communication Technology (ICT), gender, yoga education and disability/inclusive education form an integralpart of the curriculum. Hence it consists of theory courses such as perspectives in education, curriculum and pedagogic studies, language and communication anddevelopment of self education. The practicum and school internship are integralpart of this course. The duration of internship is 20 weeks involving 4 weeks inthe third year and 16 weeks in the fourth year.

Another programme for teacher education at secondary stage is Bachelor of Education Programme (Part-Time). It is actually a flexible version of the two-year B.Ed. programme. It aims at providing flexibility in terms of attending the programme (which is why it is called as part-time) and provides for three years duration to complete the programme.

Thus, we can see that the demands and characteristics of each stage require stage-specific teacher education. Though the main focus

of teacher education is ultimately quality education, the teacher education at each of the stages has its own objectives and accordingly its structure, curriculum and pedagogy.



2.6 LET US SUM UP

- The maturity level and psycho-social characteristics of the students and the curriculum requirements of each stage demand separate teacher education programmes for each of the stages. Therefore, designing teacher education stage-specific makes it more effective and accurate.
- The main aim of education at pre-primary stage is to promote socialization and environmental awareness among children and help them in the process of physical, mental and emotional development.
- The programme of teacher education for pre-primary stage is known as Diploma in Preschool Education (DPSE) and its duration is of two academic years.
- The curriculum for pre-primary teacher education programme is flexible to include activities to promote physical, cognitive, social, emotional, linguistic and aesthetic development of children up to 6 years of age including internship of at least 30 days in nearby pre-schools.
- Appropriate knowledge and skill is developed regarding the variety of pedagogy suitable for pre-primary children like—role-play, puppetry, story-telling, simulation exercises, dramatization and creative thinking strategies.
- A Learning Resource Centre is established in the teacher education institution to help pre-primary centres do their work effectively.
- The main purpose of teacher education for elementary stage is to develop an understanding of philosophical, psychological and sociological principles relevant to elementary education among student-teachers and to make them aware of the nature, purpose, problems and issues of elementary education.

- The teacher education programme for elementary level is Diploma in Elementary Education (D.El.Ed.) and its duration is of two academic years.
- Every teacher trainee is required to undergo internship in teaching (including practice teaching/skill development) at least for 30 days in nearby elementary schools.
- Apart from the foundation subjects, there is a provision for teaching of method subjects relating to primary and upper primary curriculum.
- The teacher education programme also enables student-teachers to overcome their biases and provide equal opportunity for all children.
- Teacher education programmes at elementary stage provides subject-based orientation. The teaching-learning activities should focus on local culture and environment using the local specific contexts and resources. Student-teachers are provided with experiences to help children develop socio-emotional and cultural aspects as well as scientific attitude.
- Teacher education programme orients student-teachers to Minimum Learning Levels (MLLs) in terms of performance capabilities of learners, translating them to specific learning outcomes in the form of competencies.
- The teacher education for secondary stage prepares the teachers for handling the developmental characteristics of adolescent learners and for providing personal, academic and vocational guidance.
- The main objectives of teacher education for secondary stage are to maintain continuity of elementary education and prepare students to study diversified courses and to develop competence to adopt disciplinary approach in teaching on the basis of the principles of learning and teaching.
- Considering some of the particular characteristics of higher secondary level, the teacher education for higher secondary stage aims at developing competency to teach the subject of his/her specialization on the basis of accepted principles of teaching and learning.

- The most popular programme of teacher education for secondary stage is known as Bachelor of Education (B.Ed.). The duration is two academic years.
- The programme comprises three broad curricular areas—Perspectives in Education, Curriculum and Pedagogic Studies Engagement with the field.
- An innovative practice in the field of teacher education is the integrated programmes of teacher education, in which the academic programmes (like B.A., B.Sc., B.Com. etc.) and professional programmes (like B.Ed.) are integrated.



2.7 FURTHER READING

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2. Mohan, R. (2013). *Teacher Education*. Delhi: PHI Learning Private Limited
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2.8 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q1: Early childhood is a very crucial period of human development. The teacher at this stage is expected to be equipped with the knowledge, skill and attitude through which he/she can bring out the inherent capabilities and lead to optimum personality development of the children.

Answer to Q2: A Learning Resource Centre in teacher education institution is equipped with toys and play materials, suitable for children of the

age group 3-6 years along with picture books, games and audio-visual materials (TV, VCR, computer, tape recorder, slide projector, audio and video tapes, models, blow up charts and pictures, slides, etc.).

Answer to Q3: Two objectives of teacher education for the teachers of elementary stage are—

(1) To make the student-teachers aware of the nature, purpose, problems and issues of elementary education.

(2) To enable them to understand the nature and maturity of children for imparting education and to ensure their all-round development.

Answer to Q4: Student teachers need to be trained to use activity-based and participatory methods, practical activities, projects and field work. They also need to acquire competencies to draw community resources to facilitate more effective functioning of schools. They are trained to inculcate values among students and they are also to be acquainted with the totality of school and community experiences. They are encouraged to undertake action research, group discussion and self-learning activities.



2.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

1. What are the course contents of an integrated course of teacher education?
2. How is the teacher education for pre-primary stage assessed?
3. What are the three broad curricular areas of B.Ed. programme?

B. Long Questions (Answer each question in around 300- 500 words)

1. Describe the curriculum content of teacher education for pre-primary stage.
2. Describe the implications of NCFSE on the NCFTE?

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UNIT 3: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Concept of Pre-service and In-service Teacher Education

3.4 Pre-Service Teacher Education

- 3.4.1 Objectives of Pre-service teacher education
- 3.4.2 Need and Importance of Pre-service Teacher Education

3.5 In-service Teacher Education

- 3.5.1 Objectives of In-service Teacher Education
- 3.5.2 Need and Importance of In-service Teacher Education

3.6 Types and Organisations of Pre-service and In-service Teacher Education Programme

3.7 Further Reading

3.8 Let Us Sum Up

3.9 Answers to Check your progress

3.10 Possible Questions

3.1 LEARNING OBJECTIVES

After going through this unit, the learners will be able to-

- grasp the concept of Pre-service and in-service teacher education programmes
- discuss the need and importance of teacher education programmes
- identify the types and organisations of teacher education programmes

3.2 INTRODUCTION

"*A teacher affects eternity; he can never tell where his influence stops*" – Henry Brooks Adams.

We all have come across such teachers in our lives who have influenced us. What qualities of that teacher attracts you most? The knowledge they possess or the way they nurtured you? And the answer may be both. However, not all great teachers are born teachers, there are teachers who have acquired enormous success in teaching through training and experiences. Much wastage in teaching effort can be saved if the prospective teacher is subjected to Teacher Education situations conducive for actualisation of his/her potential. In the previous units, you must have gone through the concept and history of Teacher Education, in this unit we are going to discuss on the teacher education programmes both pre-service and in-service.

3.3 CONCEPT OF PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION PROGRAMME

The quality of a nation depends upon quality of teachers. To a large extent, this depends on the standard of teachers because teachers are the most important component of our educational system. In the educational pyramid, the teacher is the topmost academic and professional person under whose charge the destiny of our children in placed by the parents and society. Long back it has been remarked by the Kothari Commission that a sound programme of professional education for teachers is essential for qualitative improvement of education.

Pre-service education for teacher means education for teachers before they enter into service as teachers. During this period of teacher education programme, teaching of theory and practice goes side-by-side. This signifies that they are getting knowledge about theory papers and at the same time receive practical training in teaching. These programmes are intended to support and enhance teacher learning and instill in them a greater degree of self-confidence. The teacher educators learn the methodology of how to get in touch with core qualities of a good teacher.

On the other hand, in-service teacher education provides learning opportunities for practicing teachers. When a teacher completed her/his

training in a college of education, it does not mean that s/he is now trained for all times to come. A teaching degree makes her/him enter into service as a teacher. Thereafter, her/his job continues well only if the teacher continues her/his studies regularly because the teacher come across various problems and s/he is expected to sort them out. Therefore, the teacher needs more knowledge, more education for making her/him a better teacher. As such, professional preparation and professional development is a continuous process in teacher education.

Let us discuss in details every aspect of pre-service and in-service teacher education.

3.4 PRE-SERVICE TEACHER EDUCATION

Pre-service Teacher Education is a guided, supervised education and training provided to student teachers before they have undertaken any teachingjob, where the student teacher begins as an observer and finishes the pre-service teaching experience as a competent professional.It refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the school and classroom.Teaching is a very complex job and the the programme of pre-service teacher education should take into account the complex nature of functions a teacher is expected to perform and develop in him/her adequate competence to do the same. As stated by F.T. Willey and R.E. Maddison (1971), "*Sending into schools unsuitable persons, badly trained, can be as harmful to school children as any shortage of teacher*." Teaching badly or teaching wrong may be more harmful than no teaching. That is why there is a need to properly implement the pre-service teacher education programme to prepare the teacher to discharge his/her complex functions satisfactorily.

Student teachers enter their teacher education programmes with prior beliefs and perceived role of teachers. There is a notion that teaching is the transmission of prescribed knowledge to the learners and learning is mere absorption and memorisation of the knowledge taught. And these notions

can be changed, altered and modified through the teacher education programmes. Thepre-service Teacher Education programme in India prepares the teachers from pre-primary level to university level.It is important for the teachers to imbibe the core qualities to be a good teacher and to be developed as someone who is reflective, introspective and capable of analysing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

As stated above Teacher Education is a complex process of education where in one hand it has to consider the demands and relevance of the needs, competence and practicality on the other hand it has to match with the world of research and disciplinary rigour. In context of the Indian contemporary education system different areas like, subject related pedagogical theory and practical components, community work, practice teaching, internship, etc. are being covered under teacher education programs. As Naish and Hartnett (1975) put it: “The job of theory is to evoke judgement rather than rote obedience. The application of theory to practice is the bringing to bear of critical intelligence upon practical tasks rather than the implementation of good advice.” It implies the initial empowerment and enlighten stage of professional development which helps the prospective teacher to develop required skills, attitudes and values so as to enable themselves to impart effective teaching.Pre-service Teacher Education is a process of transforming the untrained teachers into competent and committed teachers.

3.4.1 Objectives of Pre-service Teacher Education

(i) The prime objective of pre-service teacher education programme is to develop an individual who can contribute for the development of the nation representing that profession who builds the human resources.

(ii) To provide proper understanding regarding the aims and objectives of education, develop proper understanding on the basic principles of child growth, diversified learning process by

which the students learn and be thoroughly grounded in the theory and practice in an integrated manner.The knowledge of child psychology helps the teacher to appreciate the difficulties experienced by the students.

(iii) To enable the prospective teachers to plan and present, select and organise subject matter which will promote the interest among the students and to develop the capacity to extend the resources of the school by means of improvisation of instructional facilities.

(iv) To make the prospective teachers competent to represent his profession.To make the teacher able to understand. Thisenables teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development. The objective of teacher education is to know the causes of individual differences as a result of which he/she will be able to develop the ability to be like a child with children, an adult with adults, a responsible citizen among the community.

(v) To provide a ground where the teachers can practice their skills learnt meaningfully and develop their confidence.

(vi) To develop communication and psychomotor skills and abilities conductive to human relations for interacting with children in order to promote learning in them both inside and outside the classroom.

(vii) To develop understanding, interests, attitudes and skills which would enable him promote all-round development of children under his/her care.

3.4.2 Need and Importance of Pre-service Teacher Education

I. Develops Professional Qualities: Teaching as a profession poses many challenges in-front of the teachers. As a profession, teaching offers many responsibilities which the prospective teacher will have to shoulder and which is not possible to acquire otherwise. And this professional quality is very important to

successfully operate the responsibilities. Pre-service Teacher Education programmes help the prospective teachers to acquire these qualities.

II. Develops Teaching Competence:Teaching is an art which requires sophisticated skills to deliver. Pre-service teacher education through its various activities both theoretical and practical grounded the teachers with the needed skills.

III. Most of the teachers' experiment with lessons and techniques time to time and sometimes this experimenting comes at the cost of student learning. And it is easy to lose the students at the beginning of a term, that is why it is necessary for the teachers to exhibit competence, confidence and consistency from the beginning of their service and this requires training before the teacher joins the service.

IV. Every new teacher has to face challenges in their teaching life and pre-service Teacher Education provides the basic skills to face those challenges and make them confident. Without these skills teachers might feel like failures and eventually give up.

V. Pre-service Teacher Education prepares the teachers for actual teaching. To be a good teacher it is not enough to have the knowledge of the subject matter or to just listen to how to teach. Teacher trainees need an actual practice ground which is possible in pre-service teacher education programme. Practice teaching combined with mentoring helps the prospective teacher to be an efficient teacher.

VI. Teachers have to make difficult decisions while dealing with the students which may involve high stakes outcome for student's future. To make right decisions the teacher must rely on different kinds of knowledge and judgement, the knowledge about the student learning in context of individual differences, cultural and regional influences, aptitudes and interest towards learning and pre-service teacher education provides the teacher with the knowledge of different learning styles of the students.

VII. Teaching as a profession needs interventions like any other profession. It is very difficult to remake the personality of an individual but their attitude, perceptions can be changed and modified according to role commitment and professional dispositions.

In our country, generally people think that if someone has the knowledge of the subject matter, they can be a good teacher. However, it is not so easy.Teacher's work is not so simpletoday. On one hand we need teachers who not only have the knowledge of the subject matter but also of child psychology, we need teachers who can devote themselves for the students but also for their own professional growth, we need teachers who are not only have perseverance for our cultural heritage but also are equipped with modern technology. And for that we cannot rely on our innate abilities alone rather we have to prepare teachers accordingly.



CHECK YOUR PROGRESS

Q1. Why Teacher Education is Important?

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Q2. What is Pre-service Teacher Education?

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Q3. Write two objectives of Pre-service Teacher Education Programme.

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Q4. Why there is a need of Pre-Service Teacher Education?

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3.5 IN-SERVICE TEACHER EDUCATION

In-service Teacher Education is broadly defined as any learning opportunity that the teacher receives during their service.The concept of in-service education of teachers in India has a long history. In-service activities mainly in terms of refresher courses have been available for the past 70 years or so. However, it was not until 1955, that a formal all-India Department of Extension Services was created by the Ministry of Education. However, with the evolving time in-service Teacher Education also changed from one shot Worksop to professional learning opportunities and has become synonymous with professional development.Learning is a continuous process and teachers and in-service teacher education is a continuing education for teachers which is provided to the teachers which leads to the professional competence of the teachers continuously. According to Billing (1976) in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs.

In-Service Teacher Education programme is designed to development of the human resources so that the teachers can perform their works efficiently and effectively. It has also been imperative to provide the in-service teacher education programme to update the skills, knowledge of the teachers. Concept of in-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. It includes holistic training approach that has been given to the teachers while they are in-service.

According to M.B. Bruch, In-service education is a programme of activities which aims at the continuing growth of teachers and educational personnel in-service.

According to Cane, In-service Teacher Education is all those activities and courses which aim at enhancing andstrengthening the professional knowledge, interest and skills of serving teachers".

Therefore, it encompasses all forms of education and training given to a teacher who is already in the job of teaching and learning.

Rabindranath Tagore said, *"the teacher can never truly teach, unless he is still learning himself. A lamp cam never lights another lamp unless it continuesto burn its flame*".

The idea of the in-service education has emerged to take care of the need of some sort of provision which may make the teachers up to date with respect to the knowledge of his/her subject of teaching, methods and techniques, innovative ideas in each sphere of his/her academic life. Generally, the teachers are regarded as the centre of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his/her professional skills, knowledge and interest, subsequent to initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher. As Fisher (2003) has rightly pointed out that skills which were appropriate for past generation might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities. In-service education is also referred to as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower.

3.5.1 Objectives of In-Service Teacher Education

1. In-service teacher education provides opportunity to the teachers to engage and improve their knowledge and educational capacities in all fields of their work.
2. To motivate the teachers to self-study, independent thinking and creativity.
3. To prepare the teachers to face the new challenges that are coming with the changing times.

4. To broaden the mental outlook of teachers.
5. To enable the teachers to gain additional qualifications and to develop their special talents and dispositions.
6. To raise the cultural and professional standards of the teaching force as a whole and strengthen its innovative vigour and creativity.
7. To help the teachers to reform their own practice in the light of the changing contents of the curriculum development.
8. There is increasing awareness of the impact of social, political and technological changes and of the need for teachers to be conscious of and responsive to such changes.
9. At present the teachers have to teach and also take up different responsibilities which requires specialised training as they involve leadership skills and judgement of higher order.
10. One of objective of in-service teacher education programme is to provide the opportunities to update oneself without having to discontinue their service.

The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to the organisation to achieve its goals. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work.

3.5.2 Need and Importance of In-Service Teacher Education

The University Education Commission in its report write that, "…*it is extraordinary that our school teachers learn all of whatever subject they teach before reaching the age of 24 or 25 and then all their further education is left to experiences which is another name for stagnation. We must realise that experiment before reaching its fullness and the teachers to keep alive and fresh become a learner from time to time*."

With the changing times, a teacher's role has transformed from that of a knowledge provider to a facilitator and a mentor. Unfortunately, teachers are not equipped with the appropriate skill set for this new role. National Education Policy 2020 has very clearly addressed these issues and concerns of teachers, where the focus is to ensure quality teachers at all levels of school education. NEP 2020 has made recommendations to improve teachers' work conditions, career management processes, professional development strategy, etc. The end goal is to enhance every teacher's ability to understand each student's developmental needs proactively. This effort will require a significant update in a teaching professional's job description, requiring a different skill set altogether.

Have you considered why in-service teacher education is important? The world is changing and there has been a rapid increase in the reinterpretation of knowledge, innovations of new skills and methods, introduction of new technology making obsolete what the teachers were taught. There is need to constantly upgrade oneself. In-service Teacher Education programme continues throughout a teacher's professional career in a planned manner. Let us now discuss the importance of in-service Teacher Education programme-

1. On account of changes in the educational and social realities teachers are required to execute new and different roles demand updating and orientation of teachers. Any innovation at the macro level will go in vain if the teachers are not equipped with the innovations.
2. The in-service teacher education programme should be based on the transformational objectives which may develop the qualities of the teachers, that would enable themto become receptive, innovative and dynamic.
3. It is recognised that however good existing pre-service Teacher Education programmes are, they by their very nature cannot equip intending teachers with all they need for a life-time of work in the classrooms.

4. In-service Teacher Education progammes can develop the self confidence among teachers. It not only leads to the improvement of instruction but also provides totality of experiences which leads for satisfaction and being more skilled and competent for the job assigned.
5. In-service Teacher Education can be a driving force behind keeping the teachers up-to-date on the most current concepts, thinking and research in their field and also promote professional growth among teachers in order to promote excellent and effective teaching and learning environment for students
6. It is very important to increase the integration power of the teachers i.e. how to put it all together. In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing situation in order to improve, directly or indirectly the quality of pupil's education.
7. In-service training can also change the attitude and skills of teachers and further increase the performance of students. It also can help to change the procedures, approaches and practices that teacher use in teaching, the way students learn and would also help to create an excellent school culture in schools

In-service training offers one of the most promising roads to the improvement of instruction. In-service training for teachers will not only bring positive effect to the teacher, but also students and school because the changes that are expected has a close relation between teachers,students and schools.



CHECK YOUR PROGRESS

Q5. What is in-service Teacher Education Programme?

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Q6. Write two merits of in-service Teacher Education programme

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Q7. Write the importance of in-service Teacher Education in today's world.

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3.6 TYPES AND ORGANISATIONS OF PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION PROGRAMME

The concept of Teacher Education has evolved with the changing time. In India, since Independence various committees and commissions has recommended regarding its necessity, operation and structure which has important implications for Teacher Education system of our country.

In our country, Central Government largely provides the broad policies and programmes while state governments implement it through various programmes and policies. For the pre-service training National Council for Teacher Education is the statutory body of our country which lays down the norms and standards for various Teacher Education courses, minimum qualifications for teacher educators, course and content and duration and

minimum qualification for entry of student-teachers for the various courses for the planned and coordinated development all over the country. NCTE has also the power to provide recognition to the Teacher Education institute of the country. Under NCTE there are regional committees which are followed by various teacher education institutes. Similarly, under NCERT there are five institutes of teacher education located at Bhopal, Ajmer, Bhubaneswar, Mysore and one for NE-RIE Shillong which looks after the teacher education programmes of India. There are State Council of Teacher Education Institutes and District Institute for Teacher Education and Training which caters to the needs of Teacher Education in collaboration with centrally sponsored schemes for restructuring and reorganisation schemes. University Grants Commission at state level linked with National University of Educational Planning and Administration, Institute of Advanced Studies in Education and Schools of Education followed by college of Teacher Education that conducts teacher educational programmes.

The types of pre-primary teacher training are given at various stages. This training starts from the pre-primary level to higher level of Education.

Pre-primary Teacher Education Programme: Pre-primary teacher training courses are of various types i.e, Montessori, Kindergarten, Nursery, Pre-basic etc. Minimum qualification for admission to this course is higher secondary and the duration of the course is one year. Many institutes impart training for two years. In India, the Central Government and state governments are yet to take the responsibilities to provide pre-primary teacher education programme so most of the Montessori institutions are run by non-government bodies. The minimum qualification for this training is 10+2 and National Council of Educational Research and training guides these institutions interms of the syllabus and the methods while the teachers should adopt for the transaction of the curriculum.

Primary Teacher Education: Primary teacher Education programmes are designed to cater the teachers from class 1 to class 8. Elementary teacher training institutes are established to provide training to teachers. District Institutes of Education and training are also been set up by MHRD to provide elementary teacher education programmes under the

control of SCERT (State Council of Education Research and training). The NEP2020 in its provisions highlighted the introduction of Four-Year Integrated teacher education programme for the elementary and secondary teachers. And per the NEP 2020 Four-year Integrated Teacher Education will be criteria for a person to enter in teaching jobs.

Secondary Teacher Education Programme: Secondary Teacher Education programmes are organised by the different teacher education colleges affiliated to different universities and recognised by the National Council for Teacher Education (NCTE). In some universities, there are Teacher Education departments which run the B.Ed programmes. The minimum qualification to enrol in a B.Ed. course is graduation. NCERT has also established 5 Regional Institute of Education which offers 4 year Integrated BA.B.Ed and BSc.B.Ed courses along with B.Ed courses. There are certain institutes which offers B.Ed. programmes for the special teachers such as Art, Music, Drawing, Painting, Fine Arts etc.

Teacher Education for higher level: M.Ed that is Master of Education programmes are run by the University departments and some selected recognised institutes. To enrol in M.Ed course one needs to pass the B.Ed programme. The duration of the programme is of two years and in some institute it is of one-year duration.

There are a large number of Teacher Training Institute for providing in-service teacher education. At the National Level National Council of Educational Research and training along with the six regional institute of Education undertakes Teacher Training programme for in-service teachers, teacher educator and prescribes the module for various teacher training courses. National University of Education and Planning also provides the institutional support to the teacher education programme at the national level. At the state level State Council of Educational Research and Training works as a nodal agency and prepares the modules, guidelines for teacher training. SCERT also conducts training for the teacher educators and school teachers.The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators.

At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) also provide in-service Teacher Education programmes.For the higher-level induction programmes, Orientation and Refresher courses are conducted by the Human Resource Development Centres of Various universities and institutes. Workshops, training programmes are also being organised for the in-service teachers. SWAYAM launched by the Government of India is also providing online refresher courses for the teachers of higher level.

There are various types of in-service teacher education programmes:

Seminar: Seminars are the gathering of the people to discuss a stated topic. In educational seminars, certain topics or problems are taken related to the subject concerned and there is collective deliberation. It creates an environment of working together. Discussions are held under the guidance of the experts.

Refresher Courses: Refresher courses are the progrmmes where the teachers are retrained to the new developments in the subject matter or teaching techniques.

Workshops: Workshops also can serve as a technique for in-service teacher education where practical aspects are given more importance. The teachers have to work practically and come out with final materials to be seen by others.

Conference: Conferences are used to bring together people with common interests and discuss issues and ideas relating to a specific topic. Generally, there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. Conferences provides the opportunity to interact with different persons from same or different professions.

Study Groups: Teachers from different subjects can form different study groups to discuss their topics of interest, share information to update their knowledge.

Correspondence Courses and Distance Education: Correspondence Courses and Distance Education provides opportunities

the teachers to upgrade themselves continuously without hampering their regular duties and at their own pace and time.

Online Courses: At present, there are number of online platforms through which the teachers can continue their learning without hampering their regular duties. The in-service teacher education programmes are not only run by the formal institutes but the teacher can continuously develop themselves by their own efforts. And for that teacher need to develop their passion for teaching and dedicate themselves for the profession.

Kothari commission (1964-66) rightly said,"*the destiny of a nation is being shaped in her classrooms*". To shape this nation teacher will have to be professional and their training programmes must be characterised by appropriate duration, extended interaction and sufficient rigour. There are lot of problems that the Teacher Education institutes of our country is facing. Commercialisation of the teacher education programme has further degraded the status of the teacher education institutes. The Teacher Education institutions need to follow a value-based approach and not an economic agenda. And only those individuals should be given the opportunity to enrol in Teacher Education institutes who has genuine passion for the profession.Institutions which adopt dynamic and professionally sound strategies could convert teacher education institutions into centres nurturing learners who will be competent, committed and willing to translate their commitment into actions.



CHECK YOUR PROGRESS

Q8. What are the types of Pre-service and In-service teacher education Programme?

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3.7 LET US SUM UP

- TeacherEducation is the pivot of any educational system. Its quality and efficacy depend on the capacity to respond to the socio-economic and cultural contexts of learners and communities. The teacher preparation programme should be inconformity with the changing social scenario. The Teacher Education programmes can be delivered in two phases. First is at the pre-service level that means training programme before an individual enters into the profession and another is in-service which is given during the course of service as a teacher
- Pre-service teacher education is a guided, supervised education and training provided to student teachers before they have undertaken any teaching job, where the student teacher begins as an observer and finishes the pre-service teaching experience as a competent professional. It refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviour and skills they require to perform their tasks effectively in the school and classroom.
- The prime objective of pre-service teacher education programme is to develop an individual who can contribute for the development of the nation representing that profession who builds the human resources. It aims to develop professionalqualities. Teaching as a profession poses many challenges in-front of the teachers. As a profession teaching offers many responsibilities which the prospective teacher will have to shoulder and which is not possible to acquire otherwise. And this professional quality is very important to successfully operate the responsibilities. Pre-service teacher education programmes help the prospective teachers to acquire these qualities.
- In-Service teacher education programme is designed to development of the human resources so that the teachers can perform their works efficiently and effectively. It has also been imperative to provide the in-service teacher education programme to update the skills, knowledge of the teachers. Concept of In-Service Education In-service education

can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. It includes holistic training approach that has been given to the teachers while they are in-service.

- The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to the organisation to achieve its goals. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work.
- The concept of teacher education has evolved with the changing time. In India since Independence various committees and commissions has recommended regarding its necessity, operation and structure which has important implications for teacher education system of our country.



3.8 FURTHER READING

Books:

1. Aggarwal, J.C. (2005). *Teacher Education: Theory and Practice*. Doaba House
2. Aggarwal, P.(2010). *Teacher Education*. Saurabh Publishing House
3. Rajput, J.S., Walia, K.(2002). *Teacher Education in India*. Sterling Publishers Pvt. Ltd.
4. Saxena N.R., Mishra, B.K., Mohanty, R.K.(2006). *Teacher Education.* R.Lall book Depot.

Online Resources:

1. Khan, Z. (n.d.)*In-service Teacher Training Education in India*. Link - https://www.yourarticlelibrary.com/education/in-service-teacher-training-education-in-india/45258

2. Kfouri, Ann Goff. (2013).*Pre-service Teachers and Teacher Education*. Procedia - Social and Behavioral Sciences. Link - https://doi.org/10.1016/j.sbspro.2013.10.117
3. Kfouri, Carol Ann Goff. (2015). Teacher Education – Types of Teacher Education Programmes and Agencies. Link – http://www.researchgate.net/publication/342467108
4. Osamwonyi, Eduwen Friday. (2016). *In-Service Education of Teachers: Overview, Problems and the Way Forward*. *Journal of Education and Practice* Vol.7, No.26. Link- https://files.eric.ed.gov/fulltext/EJ1115837.pdf
5. Pre-service and In-service training for quality improvement (2013). Link- https://educational-system.blogspot.com/2012/07/pre-service-and-in-service-training-for.html

3.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: To develop the competence of the teachers, to make them confident and efficient enough to take up the job of the teacher effectively.

Ans to Q No 2: Pre-service teacher education programme is that education which is given to the prospective teacher before they enter in the teaching job.

Ans to Q No 3:

1. To develop communication and psychomotor skills and abilities conductive to human relations for interacting with children in order to promote learning in them both inside and outside the classroom.
2. To develop understanding, interests, attitudes and skills which would enable him promote all-round development of children under his/her care.

Ans to Q No 4: Teachers have to make complex decisions while dealing with the students which may involve high stakes outcome for student's future. To make right decisions the teacher must rely on different kinds of knowledge and judgement, the knowledge about the student learning in context of individual differences, cultural and regional influences, aptitudes and interest towards learning and pre-service teacher education provides the teacher with the knowledge of different learning styles of the students.

Ans to Q No 5: In-service Teacher Education programmes arethose programmes which the teachers have to go through during their service tenure.

Ans to Q No 6:

1. Teachers get the opportunity to continually develop themselves without hampering their normal duties.
2. At present the teachers not only have to teach but also have to take up different responsibilities which requires specialised training as they involve leadership skills and judgement of higher order.

Ans to Q No 7: The world is changing and there is knowledge explosion which is beyond our imagination and In-service teacher education can be a driving force behind keeping the teachers up-to-date on the most current concepts, thinking and research in their field and also promote professional growth among teachers in order to promote excellent and effective teaching and learning environment for students.

Ans to Q No 8: The pre-service and in-service teacher education can be provided in various programmes. Pre-service teacher education programmes are provided for various stages that i.e. for the pre-primary stage, elementary stage, secondary stage and higher stage. In-service teacher education is provided while the teacher is in service. It can be given through seminars, conferences, refresher courses, study groups and teachers can also develop continuously through different online courses and distance mode.



3.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

1. What is Pre-service teacher education programme?
2. How Pre-service teacher education can help to build the confidence?
3. Write the objectives of Pre-service teacher education
4. What is In-service teacher education?
5. Why in-service teacher education is necessary?

B. Long Questions (Answer each question in around 300- 500 words)

1. What are the problems that the Teacher Education institutes have to face? Write the answer from your own observations.
2. What are the suggestions that you want to put forward to reduce the commercialisation of the Teacher Education programme? Write.
3. According to you why In-service Teacher Education programme is necessary in the present time? Explain.
4. Discuss on the types of Teacher Education programme.

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UNIT 4: TECHNIQUES OF TEACHER TRAINING

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Different Techniques of Teacher Training

4.4 Micro-Teaching

- 4.4.1 Characteristics of Micro-Teaching
- 4.4.2 Components of Micro Teaching
- 4.4.3 Phases of Micro Teaching
- 4.4.4 Merits and Demerits of Micro-Teaching

4.5 Simulation

- 4.5.1 Components of Simulated Teaching
- 4.5.2 Procedure of Simulation

4.6 Programmed Instruction

- 4.6.1 Procedure of Programmed Instruction
- 4.6.2 Styles of Programmed Instruction

4.7 Team Teaching

- 4.7.1 Essential Features of Team Teaching

4.8 Interaction Analysis

- 4.8.1 Importance of Interaction Analysis in Teacher Training

4.9 Let Us Sum Up

4.10 Further Readings

4.11 Answer to Check Your Progress

4.12 Possible Questions

4.1 LEARNING OBJECTIVES

After going through this unit, the learners will be able to:

- explain different techniques of teacher teaching;
- illustrate micro-teaching as techniques of teacher teaching;
- highlight simulation as a technique for modification of teachers' behaviour;

- light upon programmed instruction techniques of teacher teaching;
- enumerate the team teaching technique; and
- discuss the interaction analysis technique.

4.2 INTRODUCTION

Pursuing educational excellence requires teacher training and behavior adjustment on the part of teachers. The multiplicity of the educational environment and the wide range of student needs are reflected in the variety of techniques used to improve professional conduct and teaching abilities. In addition to imparting content, effective teacher preparation programs work to support dynamic, reflective, and adaptable teaching practices. Up to this point in the course, you have been introduced to the basic concepts of teacher education. This unit will examine different methods or techniques used in behavior modification and teacher training, highlighting their significance in creating a progressive learning environment that is also adaptable to modern issues. Teacher training institutions utilize various strategies to change their instructors' behavior to produce the greatest nation-builders. Among these methods, micro-teaching, simulated teaching, team teaching, and programmed instruction are significant. By using these diverse approaches, teacher preparation programs aim to develop a workforce of knowledgeable, self-aware, and flexible teachers who can respond to the constantly evolving needs of the educational environment. Educational institutions can ensure that their teachers are knowledgeable, resilient, and attentive to their pupils' requirements by investing in these areas. This unit will focus on these techniques of teacher training.

4.3 DIFFERENT TECHNIQUES OF TEACHER TRAINING

Teacher training includes a range of techniques intended to improve educators' abilities and expertise. These techniques include workshops and seminars, where educators participate in in-depth discussions on certain subjects, such as innovative teaching approaches or effective classroom management practices. Additionally, teacher training institutions offer

mentoring and coaching programs that provide individualized, continuous support. These programs enable seasoned educators to mentor their less seasoned counterparts through real-world difficulties.

In teacher preparation, peer observation and feedback are crucial components. It promotes reflective practice and cooperative learning, allowing teachers to watch one another's classes and provide helpful criticism. Since technology has been integrated into teacher education, online courses, webinars, and conferences offer flexibility and access to many resources and expert expertise, meeting various learning requirements and schedules. Teacher training institutions attempt to achieve the objective of producing quality teachers for quality education in several ways and manners. Some of the most important methods of teacher preparation will be discussed in the following sections of this unit. Each of these techniques can be designed to fit the unique needs of teachers and educational contexts, contributing to more effective and dynamic teaching practices.

4.4 MICRO-TEACHING

Micro-teaching is one of the key mechanisms of feedback devices for modifying teachers' behavior. In teacher education programs, microteaching is a common instructional strategy. By breaking down the teaching process into smaller, more manageable segments, it enables teachers-in-training to refine their skills in a safe and controlled setting. Micro-teaching sessions usually feature a small group of mentors or peers who observe the teacher in action and offer comments. Particular facets of teaching are highlighted, including lesson design, classroom administration, instructional delivery, and student involvement. Aspiring teachers can benefit from microteaching by having the chance to reflect, evaluate themselves, and make focused improvements that will ultimately increase their effectiveness in the classroom. Micro-teaching means a scaled-down teaching process or a small form of teaching practice meant for teacher trainees or pupil teachers undergoing training.

The term "Micro-teaching" was originally used by ***Dwight. W. Allen, Robert Bush***, and ***Keith. A. Acheson*** of Standford University, California in 1963. This method was created at Stanford University with three goals in mind: (i) to provide a foundational understanding of teaching; (ii) to investigate the impacts of training in a controlled environment through research; and (iii) to be used as an instrument for in-service training for seasoned educators.

It is a model teacher training program designed to help teacher trainees develop new teaching techniques and thereby bring about the required behavioral changes. A teacher will gain proficiency in using the chalkboard, asking questions, presenting the lesson, using illustrations, delivering the lesson fluently, using reinforcement, and encouraging student engagement and classroom communication, among other abilities, after engaging in microteaching. For the sake of their professional development, pre-service and in-service teachers can both benefit from this training model. The process of teaching is essentially reduced in micro-teaching.

There is a reduction in the number of students, classes, and hours. Teacher trainees must be taught this particular teaching skill through regular practice and appropriate correction. In order to do this, the typical classroom setting is shrunk from 10 to 5 pupils and 10 to 5 minutes of time is saved. When considering the time factor, the content of instruction is likewise condensed into small units. In this approach, skilled teacher educators serve as observers, while advanced electronic devices, such as video cassettes, are used to record instructional presentations and make the required edits. In actuality, microteaching is a miniature version of perfect instruction.

Defining Micro Teaching

Here, we are presenting some of the definitions put forward by eminent scholars on micro-teaching:

According to **Allen and Eve**, "Micro-teaching is a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practice teaching under controlled conditions."

D.W. Allen defines the concept as follows: "Micro-teaching is a scaled-

down teaching encounter in class size and class time."

According to **Robert Bush**, "Micro-teaching is a teacher education technique which allows teachers to apply well-defined teaching skills to a carefully prepared lesson in a planned series of 5-10 minute encounters with a small group of real classroom students, often with an opportunity to observe the result on videotapes."

Again, according to **B.K. Passi** and **M.S. Lalita**, "Micro-teaching is a training technique which requires student teachers to teach a single concept using specified teaching skills to a number of pupils in a short duration of time."

Based on these definitions, micro-teaching can be marked as a teacher training technique that focuses on developing specific teaching skills by allowing teachers to practice and refine their methods in a controlled, scaled-down, and supportive environment.

4.4.1 Key Characteristics of Micro Teaching

Micro-teaching is a teacher training technique that allows teachers to practice and refine their teaching skills in a controlled environment. It involves teaching a short lesson to a small group of peers or students, followed by feedback and reflection. Here are the key characteristics of Micro Teaching:

1. **Focused on Specific Skills**: Specific teaching abilities, such as questioning tactics, classroom management, or instructional strategies, are the focus of microteaching. The goal of each session is to thoroughly develop one or more of these abilities.
2. **Scaled-down approach**: It is a scaled-down teaching method to control the teacher's process. It is guided by the principle of economy of time and effort in teaching. Here, the class size is reduced to 5-10 students, time limit reduced to 5-10 minutes, and the content of teaching is limited to small units.
3. **Controlled Environment**: Microteaching usually occurs in a controlled environment, such as a classroom with a small group

of students or peers, providing a safe space for experimentation and learning.

4. **Immediate Feedback**: One of the key characteristics of micro-teaching is the immediate feedback given to the teacher. This feedback can come from peers, supervisors, or through video recordings. This allows the teacher to reflect and improve quickly.
5. **Repetition and Refinement**: The teachers frequently repeat the same lesson or skill several times while incorporating criticism received from the observers to improve their methods. The mastery of particular teaching techniques is aided by this iterative process.
6. **Peer Involvement**: In micro-teaching, peers often play dual roles, acting as students during the micro-teaching session and providing feedback afterward. This peer review process promotes a collaborative learning environment.
7. **Use of Video Recordings**: Many micro-teaching sessions are recorded on video, enabling teachers to self-assess their performance and identify areas for improvement.
8. **Rigorous Method**: Micro-teaching is different from usual classroom teaching. It is a more carefully planned and rigorously executed method of teaching.
9. **Simplified Teaching Context**: The teaching context is simplified, with fewer students and a shorter lesson, to focus on specific skills without the complexities of a full classroom setting.
10. **Constructive Criticism**: In micro-teaching, there is always a scope for constructive criticism. Feedback should be encouraging and constructive, not just a list of shortcomings to be fixed. It should concentrate on how and what may be improved.
11. **Teacher Self-Reflection**: It provides the trainee with a scope for self-reflection. Teachers are encouraged to self-evaluate their performance, considering both the feedback received and their own observations from the session.
12. **Scalability**: Skills developed in micro-teaching can be scaled up

to real-life classroom settings. The focused practice helps teachers gain confidence and competence that they can apply in broader teaching scenarios.

Based on these characteristic features, we can assert that microteaching is an effective instrument for professional development, assisting educators in the methodical and encouraging improvement of their teaching methods.

4.4.2 Components of Micro Teaching

Microteaching is considered an analytical method of instruction. Making teacher education programs meaningful, effective, and scientific requires a lot of work. Currently, it is regarded as a useful research instrument in addition to a beneficial teacher training technique. It may be compared to teaching in a miniature classroom. Microteaching includes four elements.These are:

1. Modelling
2. Feedback
3. Microteaching Setting
4. Integration

1. **Modelling**: Modeling is when a teacher educator or other expert performs a lesson on how to apply a specific ability. There are three different kinds of modeling. These are: –

   a) Perceptual Modelling

   b) Symbolic Modelling

   c) Audio Modelling

   a) Perceptual Modelling: In perceptual modelling, a film or a videotape or a live model of the derived behaviors of a particular skill is shown to the teacher trainees. The purpose behind this act is to help acquire the behaviors through imitation.

   b) Symbolic Modelling: In this format of modelling, written materials in the form of handbooks, guide, materials etc. are presented before the trainees.

c) Audio Modelling: In the audio modelling version of the format, the desired behaviors of a skill are presented through an audiotape recorder before the teacher trainees.

2. **Feedback**: Feedback is one of the second most important components of microteaching. Immediate feedback is given to the student trainee following instruction, and re-teaching is provided to change the behavior in the intended direction. This aids in the development of teaching abilities. To provide a quick response, instructions might also be methodically recorded on audio or videotape recorders.
3. **Microteaching Setting:** Microteaching setting refers to a microteaching class that coincides of 5-10 students, and the duration of the micro lesson is 5-10 minutes. A micro lesson plan in the Indian model lasts six minutes. Acquiring mastery of teaching skills is the aim of the microteaching setting. A student trainee can more easily go through each step of a microteaching cycle in a microteaching context. The unit's "Procedure of Implementation" header contains schematic designs for a microteaching cycle and a micro-teaching environment.
4. **Integration of teaching:** Integration of teaching skills means the selection and organization of teaching skills in a real classroom situation through a lesson plan. One teaching ability at a time is fully exposed to the student trainee in an analytical approach to instruction. Once the skill is mastered, practice is moved on to the next one. The student trainee is therefore instructed to blend the various talents using various approaches.

4.4.3 Phases of Micro Teaching

A series of attempts is made during the teaching process of the micro-teaching method. It shows a methodical, scientific approach to education to acquire the necessary expertise. Below in this sub-section, we are going to present the phases of micro-teaching:

A. **Explaining the Skill**: In the first phase of micro-teaching, a clear concept of the true nature of the skill is explained to the teacher trainees prior to their teaching encounter in the classroom. The skill is defined, and its related teaching behavior is made clear in the mind.

B. **Demonstration**: Following the explanation of the skill, necessary physical demonstrations relating to the concept of requisite teaching skills are presented to them. An ideal demonstration is shown by using video recordings collected for this purpose.

C. **Preparation of the Plan**: Planning is essential before the execution of any activity. Before facing the classroom, the teacher trainees prepare the lesson plan that serves as a guide for their teaching. The lesson plan is prepared so that a teacher can cover the scheduled time limit of 5-10 minutes.

D. **Teaching or Conducting the Lesson**: The trainee prepares the lesson plan and then enters the classroom to begin instructing the students. The instructor delivers the lesson in line with the set plan, aiding the teacher candidates in the elimination of hesitation and the development of confidence in their ability to instruct. Additionally, a skilled observer takes a seat in a room corner to record the points of observation.

E. **Discussion or Feedback**: The discussion or feedback session starts after the lesson is over. The experienced and knowledgeable observer starts the conversation by outlining his/her key observations. Additionally, the expert offers advice on how to enhance or increase the effectiveness of the trainee's presentation. This is referred to as feedback and is seen as a more crucial phase in the microteaching process.

F. **Re-plan**: A discussion session could identify the changes and corrections that need to be made to the proposed plan. As a result, the teacher-trainee revises the plan in light of recommendations from experts. This is a positive move in improving upon the previous attempt and getting rid of the flaws.

G. Re-teaching:Therevisedplan of the lessonisagain presentedin thesameclassroomforthesameduration,although***thestudents maybedifferent***.This re-teaching maynaturallyclaimtobe a more improved presentation over the earlier one.

H. Re-feedback: Re-teaching is again followed by discussion or re-feedback with the teacher-educator in making re- assessment. It believes that repetition helps in elimination of the error that lead to more perfection in learning the skill.

I. Discussion or Feedback: The discussion or feedback session starts after the lesson is over. The experienced and knowledgeable observer starts the conversation by outlining his/her key observations. Additionally, the expert offers advice on how to enhance or increase the effectiveness of the trainee's presentation. This is referred to as feedback and is seen as a more crucial phase in the microteaching process.

J. Re-plan: A discussion session could identify the changes and corrections that need to be made to the proposed plan. As a result, the teacher-trainee revises the plan in light of recommendations from experts. This is a positive move in improving upon the previous attempt and getting rid of the flaws.

K. Re-teaching: The revised plan of the lesson is again presented in the same classroom for the same duration, although the students may be different. This re-teaching may naturally claim to be a more improved presentation over the earlier one.

L. Re-feedback: Re-teaching is again followed by discussion or re-feedback with the teacher-educator in making re-assessment. It believes that repetition helps in the elimination of the error that leads to more perfection in learning the skill.

4.4.4 Merits and Demerits of Micro-Teaching

The micro-teaching method is currently recognized as an innovative teaching technology, offering valuable opportunities for

focused practice, immediate feedback, and skill development in a supportive environment. Micro-teaching allows teachers to concentrate on specific skills such as questioning techniques and lesson planning. It enables the delivery of concise and effective lessons without the pressure of a full class period, helping beginners mentally prepare for managing a large classroom. Instant feedback from peers and supervisors helps trainees identify strengths and areas for improvement. Reviewing recorded sessions allows teachers to reflect on their practices, while the controlled environment reduces anxiety and encourages experimentation. The immediate feedback mechanism promotes the correction and perfection of teaching behaviors, allowing for continuous improvement. Micro-teaching is versatile, adaptable to different subjects and teaching styles, and serves as an effective research tool for studying teacher behavior through recorded sessions.

Despite its benefits, micro-teaching has notable drawbacks. The controlled setting may not reflect the dynamics of a real classroom with diverse student needs and behaviors, and practicing in front of peers may not replicate the authentic experience of teaching actual students. The method is time-consuming, requiring significant preparation and feedback engagement. The need for resources like video recording equipment makes it expensive. Teaching in small parts may hinder the revelation of a teacher's creativity and the integration of individual skills into comprehensive practices. The quality of feedback depends on the observers' expertise, and peer feedback can be subjective. Additionally, the method's success relies on well-trained educators.

By combining micro-teaching with actual classroom experiences, some of these disadvantages can be mitigated, providing a more thorough approach to teacher preparation.



CHECK YOUR PROGRESS

Q.1. What is Micro Teaching?

Q.2. Who used the term Micro Teaching for the first time?

Q.3. What are the elements of Micro Teaching?

4.5 SIMULATION

Simulated Teaching is a teacher training technique that was developed by Donald R Cruickshank in 1968. It is an effective technique for modifying teacher behavior, providing a controlled, immersive environment where teachers can practice and refine their skills.

In order to allow teachers to engage in instructional techniques without the demands and unpredictability of a real classroom, simulation entails providing a realistic yet controlled setting. To simulate classroom situations, it frequently makes use of technologies like role-playing, virtual classrooms, and digital avatars. Several words are used to describe it, including inductive scientific method, role-playing, artificial teaching, pilot training, laboratory technique, and clinical method. It is one of the methods being employed to change teachers' behavior. Through role-playing, student instructors can

master the art and practices of teaching through the artificially set-up methodology of simulated teaching. Simulation, according to the definition, is the act of acting out or participating in role-playing. It is a sort of mimicry of a specific appearance or shape.

According to **D. G. Ryans** (1964), "simulation is an accurate representation of a realistic situation." Simulated teaching can be defined as a mechanism of feedback device to induce certain desirable behaviors among pupil-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching.

Five to seven student instructors participated in the simulated teaching program, which aimed to improve their social skills. Two students act as **observers**, and trainees who take on the part of students are known as **foils**, and their numbers range from two to four. The person instructing is referred to as an **actor**.

Types of Simulations Used in Teacher Training:

A number of simulations are employed in teacher training institutes to modify the behavior of the teacher trainees. Some of them are:

- **Virtual Classrooms**: The teacher education curriculum now incorporates a number of new platforms as a result of technological advancements. One sort of simulation used in the teacher education process for teacher modification is computer simulation. It is an abstract depiction of the actual system made with elements created by computers. Virtual classrooms are made possible by platforms such as Mursion, where teachers can communicate with pupils using digital avatars. Teachers can practice managing different classroom dynamics by interacting with these avatars that can display a variety of behaviors.
- **Role-Playing**: In this type of simulation, teachers and trainees take on different roles, such as students, parents, or administrators, to practice and improve their interaction and communication skills.

- **Case Studies**: Here, teachers analyze and respond to detailed case studies based on real classroom scenarios. This aids in developing problem-solving skills and applying theoretical knowledge in practical contexts in the trainees.
- **Video Simulations**: In video simulation, pre-recorded classroom scenarios are shown to teachers, who then discuss and critique the teaching methods used. This can be coupled with interactive elements where teachers decide how to proceed at various points in the presented video.
- **Replication Simulation**: In replication simulation, an operational model of the system is being used in its usual environment.
- **Laboratory Simulation**: In laboratory simulation, replication is employed in the laboratory, with features of the real system represented.
- **Analytical Simulation**: In analytical simulation, mathematical models are used, and attempts are made to get a solution by analytical means.

4.5.1 Components of Simulated Teaching

The following are the key components of SimulatedTeaching or simulation:

1. **Planning**: Planning is one of the key components of simulation. It requires methodical preparation in advance for simulated teaching to allow students to demonstrate the desired behavior (skills) after completing the training. The educational needs, interests, attitudes, and prerequisites of the target group should all be taken into consideration when planning.
2. **Involvement**: In simulation, students are required to actively participate in all activities. Simulated teaching demands a firm commitment and supportive behavior from the students' teachers.
3. **Feedback**: In simulation, the frequency and quality of feedback are crucial components. It can cause intended shifts in how people

behave. Students and teachers can experience the results of their actions in simulated learning environments more immediately than in actual classroom settings. Thus, the instant input they receive has a greater influence on their learning.

4. **Control**: The goal of simulated teaching is to help students meet predetermined goals by using a system approach. Through the use of simulated instruction, educators and trainees can decide exactly what the students will learn, when they will learn it, and in what order.
5. **Time**: Simulated teaching is a goal-oriented and flexible method of teaching. The time can be shortened, lengthened, or both, depending on the goals to be met.
6. **Safety**: Simulated instruction reduces the risk associated with carrying out any task in a simulated, lab-like environment. By creating fictitious scenarios and mock trials, trainers can give trainees experience in handling risky situations in the classroom.

4.5.2 Procedure of Simulation

The technique of simulation used in teacher training follows a certain procedure. The following are the common steps to implement Simulation for Teacher Behaviour Modification:

1. Identification of the Objectives
2. Designing Scenarios
3. Selection of simulation tools
4. Facilitating Practice
5. Providing Feedback
6. Reflection
7. Assess Progress

Flanders's Simulation Procedure:

Besides these general procedure, here are some steps of simulation as recommended by **Flanders.** These are:

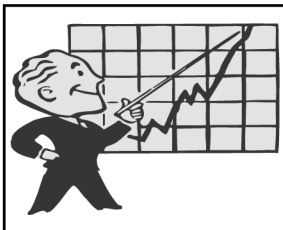
1. **Selecting Pupil Teachers**: At the first stage, a small group of

pupil teachers is selected, and letters A, B, C, D, etc., are assigned to each trainee in the group. Role assignments are rotated by letters so that each individual trainee has a chance to be an actor or observer.

2. **Selecting and Discussing Skills**: At this phase, the skills to be practiced are selected and discussed, and topics of conversation that fit the skills are also suggested. Trainees are asked to select one topic for the first session and decide on additional topics so that each individual has a chance to select one topic that makes him/her comfortable in his/her role.
3. **Deciding Considerations**: Decisions are made at this phase on who will start the conversation, who will intervene, who will stop the interaction, and when it will be stopped. As such, the sequences of activities are to be determined at this particular stage. Deciding
4. Procedure of Evaluation: This stage is marked by the selection of the procedure of evaluation, kind of data to be recorded, and the method of recording, etc.
5. **Conducting Practice Session**: The first practice session is conducted, and the actors are provided with feedback on their performance. If necessary, the procedure of the second session is changed in order to improve the training procedure.
6. **Prepared to Change the Procedure**: In order to provide each actor with a genuine challenge and maintain their attention as much as possible, one should be ready to modify the process, alter the topic, and move on to the next skill if necessary.

Simulation offers teacher trainees the chance to try out new teaching methods risk-free, receive instant feedback, and hone their skills through repeated practice. This method encourages self-reflection, better equips them for diverse classroom scenarios, and connects theory with real-world teaching. It also serves as a platform for developing social skills. However, creating high-quality simulations

can be expensive and demanding, and some teachers may be hesitant to adopt new technology. Both teachers and trainees need proper preparation and training. Nevertheless, simulations remain a valuable tool for improving teaching techniques and student outcomes.



CHECK YOUR PROGRESS

Q.4. Who was the developer of simulated teaching?

Q.5. How many students' teachers can participate in simulated teaching?

Q.6. What is Replication Simulation?

4.6 PROGRAMMED INSTRUCTION

Programmed Instruction, rooted in Skinner's behavioristic psychology, revolutionizes teaching by breaking lessons into manageable steps and providing immediate feedback, catering to individual learning speeds. Derived from operant conditioning principles, this method, pioneered by B. F. Skinner in 1943, is a meticulously planned, empirically validated, and skillfully

structured approach to education. It adapts to learners' needs, facilitating self-directed learning through systematically organized material. This fusion of technology and behavioral science enhances the effectiveness of education, making it accessible and personalized for all.

Definitions of Programmed Instruction:

According to **Edgar Dale**, "Programmed learning is a step-by-step, self-instructional program, systematic, aimed to ensure the learning of stated behavior." **Chris Jordan** defined Programmed instruction as a method of self-instruction that enlists machines or specially prepared books to teach information.

In the words of **Smith** and **Moore**, "Programmed instruction is the process of arranging the material to be learned into a series of sequential steps that go from known to unknown."

R.C. Das defined Programmed Instruction as a method of individualized instruction, where each individual learns by himself at his own rate. Programmed learning consists of elements of new knowledge called Steps, which are arranged in a sequence in such a way that a student can easily learn by himself.

According to the definitions given above, programmed instruction is a way of introducing pupils to new material through a graded series of carefully monitored steps and related activities. Pupils individually progress through the curriculum at their own pace, checking their understanding through test questions or diagram filling at the end of each section.

Programmed instruction refers to **two main methods** of learning. The **first** was developed by **Norman Crowder**, where the instructor includes multiple-choice test questions within the text and provides feedback for each of the non-correct alternative options when a student chooses them. The **second** was developed by **B.F. Skinner** and includes a schedule of reinforcement for activities placed in a specific, continuous order.

4.6.1 Procedure of Programmed Instruction

A systematic three-step procedure is used in programmed instruction to create educational materials.These are:

Step -1: Preparatory stage

Step-2: Developmental stage

Step-3: Evaluation stage

Step 1: Preparatory Stage

a) **Topic Selection**: Choosing a familiar topic and determining its scope and suitability.

b) **Setting Objectives**: Clearly defining learning objectives in behavioural terms.

c) **Identifying Entry Behaviour**: Assessing learners' existing knowledge and skills and prepare an entry test.

d) **Program Design Decisions**: Deciding frame size, types of prompts, instructional system, and types of questions.

e) **Preparing Criterion Tests for Terminal Behaviour**: Designing tests to evaluate learners' knowledge and skills at the end of the program.

Step 2: Developmental Stage

a) **Designing the Frames**: Creating frames to convey single concepts effectively.

b) **Writing the Programmes Frame by Frame**: Developing content for each frame related to learning objectives.

c) **Sequencing the Frames**: Arranging frames logically to build upon previous knowledge.

d) **Editing the Frames**: Reviewing and refine content for clarity, accuracy, and consistency.

e) **Preparing the Final Draft**: Compiling edited frames into a complete draft ready for testing and revision.

Step 3: Evaluation/Assessment stage

a) **Individual Try-out**: Testing the program on a few individuals to identify immediate issues.

b) **Small Group Try-out**: Testing the revised program with a small group for broader evaluation.

c) **Field or Large Group Try-out**: Expanding testing to a larger group for a more realistic assessment.

d) **Evaluation in Terms of Error Rate and Program Density**: Analysing error rate and program density for specific metrics.

e) **Evaluation Based on Criterion Test**: Using criterion-based tests to measure learning outcomes.

f) **Revision and Modification**: Making necessary revisions based on evaluations to enhance effectiveness.

These procedures can be used to guarantee that instructional materials that are coded are efficient, well-thought-out, and in line with learning objectives.

4.6.2 Styles of Programme Instruction

Programming in the context of programmed instruction refers to the process of delivering subject matter or instructional material to the student in an appropriate format. There are now many different programming styles available as a consequence of research and experimental investigations. Here are a few of the prevalent styles of programmed instruction:

1. **Linear or Extrinsic Programming**: This simple method presents material in a predetermined order without adjusting for replies from students.
2. **Branching or Intrinsic programming**: It is also known as intrinsic programming: This approach customizes the learning process by responding to the learner's replies and providing alternative paths depending on how accurate prior answers were.
3. **Metrics Programming**: It concentrates on instructional techniques that improve the student's capacity for autonomous information processing and understanding.
4. **The Rule/Eugrule approach of Programming**: It was developed

by Glaser et al. This approach balances rule-based and exploratory teaching styles by utilizing inductive-deductive methodologies to support learning.

5. **Computer-Assisted Instruction (CAI)**: This method/ style of delivering instructional content makes use of computer technology to create engaging, multimedia-rich learning environments.
6. **Learner Controlled Instruction (LCI)**: Places an emphasis on learner autonomy and self-directed education by giving students the ability to choose the direction and speed of their education.



CHECK YOUR PROGRESS

Q.7. Who was the propagator of programmed instruction?

_____

_____

_____

_____

Q.8. Fill in the blanks:The programmed instruction is based on the theory of ……..

_____

_____

_____

_____

In the educational arena, programmed instruction can be a potent weapon, especially for subjects that lend themselves to step-by-step learning and for learners who are self-motivated. It works best, though, when combined with other instructional strategies that offer the flexible and interpersonal components required for a well-rounded education.

(The detail description about this technique has been presented in the **Unit 10** in the Course 14: ***Methods and Techniques of Teaching*** from your current semester)

4.7 TEAM TEACHING

Team teaching, also known as collaborative teaching, is an instructional method in which two or more teachers cooperate to plan, deliver, and evaluate lessons for a group of students. Unlike traditional teaching, where one teacher leads the class, team teaching involves active participation from all teachers involved. Its objective is to utilize the diverse expertise of each teacher to enhance the learning experience, offering varied perspectives and encouraging a dynamic classroom atmosphere. It originated in America in the mid-1950s and later spread to England in the 1960s, influenced by initiatives like Harvard University's internship plan and the Texington project (1957-64).

4.7.1 Essential Feature of Team Teaching

Essential features of team teaching include collaboration and planning among teachers, shared responsibility for classroom management and instruction, implementation of diverse teaching strategies tailored to student needs, enhanced student support through individualized attention, opportunities for professional growth through peer observation and feedback, flexible student grouping to address specific learning requirements, integration of curriculum across subjects, utilization of varied assessment methods, support for inclusive education, improved teacher-student ratios leading to more effective monitoring, and coherent communication among teachers to ensure consistency in lesson delivery and classroom management. Overall, team teaching aims to create an enriched learning environment by leveraging the strengths of multiple educators for the benefit of all students.

As such, team teaching aims to create a more dynamic and supportive learning environment, leveraging the strengths of multiple teachers to benefit all students.

(The detail description of this technique has been presented in **Unit 12** in Course 14: ***Methods and Techniques of Teaching*** from your current semester)



CHECK YOUR PROGRESS

Q.9.Define team teaching.

Q.10. Which university had initiated Team Teaching?

4.8 INTERACTION ANALYSIS

Classroom interaction analysis technique is considered one of the most important innovations in pedagogical science for studying teacher's behaviour. Examining the different ways in which students and teachers interact and communicate within the classroom as well as among themselves is known as interaction analysis in teaching. When it comes to pedagogical science, the classroom interaction analysis technique is regarded as one of the most significant developments for examining instructional behavior. The goal of developing this method of examining teaching behavior is to enhance instruction in the classroom. It helps change teachers' behavior and offers insight into the nature of classroom communication. As a result, when attempting to comprehend the meaning of classroom interaction analysis, we might interpret it as a method for examining the sequence of events in the classroom in a way that makes it possible to identify and document each event. Thus, a method for capturing unplanned verbal interactions, organizing the information in a useful way, and then analyzing the outcomes to investigate teaching patterns is known as classroom interaction analysis.

The technique measures the teaching competency of the teacher through systematic observations of his/her classroom activities. It is based on the idea that an impartial examination of a teacher's behavior in the classroom might yield trustworthy data regarding that teacher's behavior. Additionally, it facilitates positive behavior modification in the classroom and enhances the teacher-student relationship.

A system of interaction analysis essentially consists of the process of encoding and decoding. While encoding helps in recording the classroom events in a meaningful way, decoding is used in arranging the data into a useful display and then analyzing the results in order to study patterns of teacher behaviour and classroom interaction.

A particular system of interaction analysis includes:

- A set of categories each defined clearly,
- A procedure for observation and a set of ground rules which govern the coding process,
- Steps for tabulating the data to arrange a display that aids in describing the original events, and
- Suggestions that can be followed in some more common applications.



LET US KNOW

More than a hundred different interaction analysis techniques have been developed to analyze instructor behavior through classroom observation. **Flanders' Interaction Analysis Categories System (FIACS**) is well recognized as one of the most widely used among them. FIACS was first created as a teacher training method at the University of Minnesota in 1959 by Ned A. Flanders. Through classroom interactions and teaching patterns, it seeks to support educators in the development and management of their pedagogical practices. All conceivable verbal behaviors that teachers might use when interacting with pupils in the classroom are categorized by the system.

Objectives of Classroom Interaction:

The objectives of studying classroom interaction may include:

- Classroom interaction techniques provide objective data, a systematic record of the teaching behaviour of the teacher which may help give definite instructions and guidance to the teacher for the improvement of his/her teaching;
- Identify the pattern of teacher behaviour inside the classroom; and
- To evolve remedial strategies in reconstructing the whole concept of teaching methodology.

4.8.1 Importance of Interaction Analysis in Teacher Training

- In teacher preparation, the interaction analysis technique holds paramount importance for several key reasons:
- It facilitates the enhancement of teaching effectiveness. By scrutinizing classroom interactions, teachers can pinpoint their strengths and areas for growth, leading to the refinement of teaching strategies and techniques.
- Interaction analysis enables teachers to tailor their instructional methods to suit diverse student needs. Understanding various interaction patterns empowers teachers to adopt innovative and timely approaches, ensuring engagement and inclusivity in the learning process.
- It encourages student engagement and learning by creating interactive and dynamic learning environments. Teachers utilize interaction analysis to promote active participation among all students, thus enriching the teaching-learning experience.
- It aids in effective classroom management by unveiling patterns in student behavior. This insight enables teachers to develop strategies for maintaining a positive and productive classroom atmosphere.
- It serves as a catalyst for professional development, encouraging teachers to engage in reflective practice and collaborative learning.

Through the exchange of insights derived from interaction analysis, teachers continuously refine their instructional strategies.

- Moreover, interaction analysis informs educational research and policy development by providing valuable data on classroom dynamics and effective teaching strategies.



4.9 LET US SUM UP

After going through this unit, it can be summarized as:

- The pursuit of educational excellence requires both teacher training and behavior adjustment by educators.
- Teacher training institutions use diverse strategies to modify teacher behavior, aiming to develop knowledgeable, self-aware, and flexible teachers who can adapt to changing educational needs.
- Significant methods in teacher preparation include simulated teaching, team teaching, micro-teaching, and programmed instruction.
- Micro-teaching is a key feedback mechanism for modifying teachers' behavior, breaking down teaching into smaller segments for skill refinement in a controlled setting.
- Elements of micro-teaching: Modeling, Feedback, Microteaching Setting, and Integration.
- Micro-teaching involves a systematic, scientific approach with repeated attempts to acquire teaching expertise.
- Simulation provides an immersive, controlled environment for skill practice and refinement, developed by Donald R Cruickshank in 1968.
- Simulated teaching involves 5-7 student instructors, with roles for observers, foils (acting as students), and the actor (instructor).
- Programmed instruction is based on behavioristic principles from psychology, notably by Skinner and Crowder.
- Crowder's method involves multiple-choice questions with feedback for incorrect choices, while Skinner's method includes reinforcement schedules in a continuous order.

- Team teaching is a collaborative approach where multiple educators plan, teach, and assess students together.
- Interaction analysis in teaching examines classroom communication and interactions to study instructional behavior, seen as a significant development in pedagogical science.



4.10 FURTHER READINGS

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4.11 ANSWER TO CHECK YOUR PROGRESS

Answer to Q.No. 1: Micro teaching is one of the key mechanism of feedback devices for modification of teachers' behavior. In teacher education programs, microteaching is a common instructional strategy. By breaking down the teaching process into smaller, more manageable segment, it enables teachers-in-training to refine their skills in a safe and controlled setting.

Answer to Q.No. 2: The term "Micro-teaching" was originally used by Dwight.W.Allen, Robert Bush,and Keith. A. Acheson of Standford University, California in 1963

Answer to Q.No. 3: Four elements are included in microteaching. These are Modelling, Feedback, Microteaching Setting and Integration.

Answer to Q.No. 4: Donald R Cruickshank

Answer to Q.No. 5: Five to seven student instructors participated in the simulated teaching program.

Answer to Q.No. 6: Replication simulation is a kind of simulation. In this simulation, an operational model of the system is being used in its usual environment.

Answer to Q.No. 7: B. F. Skinner

Answer to Q.No. 8: The programmed instruction is based on the theory of operant conditioning

Answer to Q.No. 9: According to Warwick, team teaching is a form of organization in which individual teacher decides to pool resource, interest and expertise in order to device and implement a scheme of work suitable for the needs of their pupils and the facilities of their school.

Answer to Q.No. 10: Harvard University is the first institution which had initiated an internship plan in 1955.

4.12 POSSIBLE QUESTIONS

A. **Short Questions** (Answer each questions in about 150 words)

1. Highlight briefly a few essential features of Micro teaching.
2. What are the elements of Micro teaching?
3. Briefly discuss the types of Simulations Used in Teacher Training?
4. What are the components of simulation?
5. Discuss briefly the principles of programed instruction.
6. Mention few principles of team teaching
7. List out the objectives of interaction analysis

B. **Long Questions** (Answer each questions in about 300-500 words)

1. What is Micro teaching considered as mechanism of feedback device? Discuss the different phases of organizing Micro teaching.
2. Define Simulation. Discuss the procedural stages used in simulation.
3. Highlight the importance of team teaching in meeting the learning goals of students.
4. Discuss the interaction analysis of teacher training. Highlight its importance in the light of present teacher education programme.

*** ***** ***

UNIT 5: SKILLS OF TEACHING

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Concept of Skills of Teaching

- 5.3.1 Probing Questions
- 5.3.2 Lecturing
- 5.3.3 Discussion
- 5.3.4 Demonstration
- 5.3.5 Illustration
- 5.3.6 Explanation
- 5.3.7 Stimulus Variation

5.4 Let Us Sum Up

5.5 Further Reading

5.6 Answer to Check Your Progress

5.7 Possible Questions

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the various teaching skills and their applicability in a variety of educational settings;
- acquire the ability to use a variety of teaching strategies to improve student learning and engagement; and
- evaluate the influence of various teaching strategies on student outcomes and adjust your teaching tactics accordingly.

5.2 INTRODUCTION

Dear learners, in this unit, we'll explore the basic "Skills of Teaching," which are necessary for building dynamic and effective learning environments. Teaching skills are specialized approaches used by teachers

to support learning, manage classrooms, and engage students. This, in turn, enhances comprehension, critical thinking, and the classroom environment. Key skills include using probing questions to encourage deeper thinking, lecturing for efficient information delivery, facilitating discussions for active participation, conducting demonstrations to illustrate complex concepts, using illustrations to make abstract ideas concrete, providing explanations to break down complex information, and incorporating stimulus variation to keep students interested. These skills appeal to a variety of learning styles and improve the educational experience. Mastering these skills will enable you to develop interesting, successful courses that promote a good and exciting learning environment. Let's look at each skill, starting with how probing questions can improve student understanding and engagement.

5.3 CONCEPT OF SKILLS OF TEACHING

The concept of teaching skills encompasses a wide array of techniques and abilities that teachers utilize to create effective, engaging, and productive learning environments. These skills are essential in facilitating student understanding, promoting critical thinking, and maintaining a positive classroom atmosphere. Key teaching skills include the use of probing questions, which are designed to encourage deeper thinking and comprehension by prompting students to elaborate on their answers and explore ideas more thoroughly. Lecturing, another fundamental skill, involves the structured delivery of information to students, allowing for the efficient dissemination of knowledge within a limited timeframe. Discussions, on the other hand, engage students actively, promoting the sharing of diverse perspectives and fostering a collaborative learning environment. Demonstrations are particularly useful for teaching complex concepts and procedures, as they allow students to see practical applications and visualize the material being taught. Illustrations, often in the form of visual aids, help make abstract concepts more concrete and understandable, catering to visual learners and enhancing overall comprehension. Clear and concise

explanations are critical for breaking down complex ideas into manageable parts, ensuring that students can grasp new information effectively. Stimulus variation, which involves changing teaching methods and activities, helps maintain student attention and interest by incorporating different tones of voice, multimedia, and physical movement. By mastering these diverse teaching skills, teachers can cater to various learning styles, improve student engagement, and foster a positive, dynamic learning environment that promotes intellectual growth and curiosity.

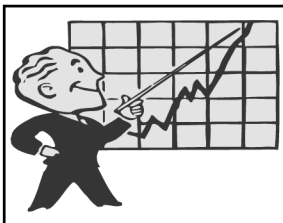
According to N.L. Gage (1968), teaching skills encompass specific instructional activities and procedures that teachers utilize in the classroom. These skills are relevant to various stages of the teaching process and are integral to the continuous flow of a teacher's performance.Teaching is a multidimensional career that requires a wide range of skills to properly support learning and foster student development. Teaching skills can be broadly classified into three types: pedagogical, interpersonal, and organizational skills, with each playing an important part in the educational process.

Pedagogical skills refer to a teacher's capacity to create, administer, and assess teaching. Effective teachers must have a thorough command of their subject matter and be able to communicate difficult ideas in a clear and entertaining way. They should be skilled in using a variety of instructional tactics to meet diverse learning styles and demands. Furthermore, the capacity to assess student learning using formative and summative exams is crucial, allowing teachers to provide immediate feedback and alter their teaching methods as needed.

Interpersonal skills are vital for developing strong interactions with students, colleagues, and parents. Communication, empathy, and active listening are essential components that enable teachers to foster a supportive and inclusive classroom atmosphere. To effectively manage diverse classes and meet individual student needs, teachers must display patience, cultural sensitivity, and conflict resolution skills.

Organizational skills are required to manage the various administrative and logistical components of education. This includes lesson

planning, time management, and classroom organization. Effective teachers must be able to prioritize duties, maintain accurate records, and create procedures to streamline their workflow. These skills ensure that the classroom operates efficiently, enabling teachers to dedicate more time to instruction and student engagement.



CHECK YOUR PROGRESS

Q1: What are the three main types of teaching skills mentioned in the text, and why are they important in the educational process?

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Q2: How can the use of probing questions benefit student understanding and engagement?

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Dear learners, I hope you have acquired knowledge about the concept of teaching skills. Now, let us move on to different teaching skills, one of which is probing questions.

Probing questions are an important ability for teachers because they allow them to delve further into their students' comprehension, develop critical thinking, and foster a more participatory learning environment. This teaching strategy involves asking follow-up questions that encourage students to elaborate on their responses, clarify their ideas, and think more deeply about the topic at hand. Effective probing not only improves understanding but also helps students develop their analytical skills, making it a necessary component of modern pedagogy. We can highlight the importance of probing questions under the following headings.

- **Enhances Critical Thinking:**Probing questions promote critical thinking by challenging students to analyse, evaluate, and synthesise material rather than simply recalling it. This increases their comprehension and encourages more involved and reflective learning.
- **Encourages Active Participation:** Prompting students to elaborate on their comments encourages active participation and creates a more engaged classroom environment. This active participation keeps students interested and engaged, making the learning process more dynamic and enjoyable.
- **Clarifies misconceptions:** Probing questions help clarify students' misconceptions and knowledge gaps. Teachers can correct these misconceptions through targeted inquiry, providing timely clarification and advice, ensuring that students establish a firm foundation of knowledge.
- **Develops Communication skills:** Prompting pupils with probing questions improves their communication skills, allowing for clear and coherent expression of ideas. This exercise helps them improve their verbal communication abilities, which are important for academic success and future professional endeavours.

Along with the importance of probing questions, there are also different types of probing questions which a teacher must know how to use it. Let us have a look into it.

- **Clarification Questions:** Clarification questions aim to clarify responses and ensure a shared understanding between students and teachers. For instance, "Can you explain what you mean by that?" Alternatively, "Could you provide an example?"
- **Elaboration Questions:** Encourage students to provide more detail and depth in their original answers. "Can you tell me more about this point?" and "How did you come to that conclusion?"
- **Reflective Questions:** Reflective questions encourage students to reflect on their learning experiences and evaluate how they arrived at their responses. For instance, "What was your

thought process in solving this problem?" and "How does this concept relate to what we learned earlier?"

- **Justification Questions:** Justification questions ask students to support their responses or beliefs with facts or logic. For example, "Why do you think this is the case?" Or "What evidence supports your answer?"
- **Hypothetical Questions:** Hypothetical questions inspire students to apply their knowledge to new contexts, fostering creativity and critical thinking. For instance, "What would happen if...?" and "How might this concept apply in a different context?"

Probing questions are an essential ability for modern teachers, acting as a catalyst for deeper learning and critical thinking. Teachers can improve student engagement, clarify misconceptions, and build a more engaging and deliberate classroom atmosphere by asking different types of probing questions and using successful approaches. Regardless of the hurdles, with practice and effort, teachers can master the art of probing inquiries, considerably increasing their students' educational experiences.

5.3.2 Lecturing

Lecturing is a fundamental technique of instruction, especially in higher education. Despite the rise of digital learning and interactive teaching approaches, traditional lectures remain an important part of education. To be effective, a teacher must have a variety of abilities, including content expertise and public speaking. Here, we will discuss the fundamental abilities required for effective lecturing. These are as follows:

- **Subject Matter Expertise**
  - ✓ ***Depth of Knowledge:*** A speaker must have a deep comprehension of the subject being taught. Because of their extensive experience, they are able to properly explain complex subjects and effectively answer students' inquiries.

- ✓ ***Continuous Learning:*** As information is constantly growing, teachers must stay current on the newest research, theories, and practices in their profession. This continual education helps them preserve their credibility and ensures that their pupils receive the most up-to-date information.

➢ **Communication skills**

- ✓ ***Clarity and articulation:*** Effective communication is vital. Teachers must express their concepts clearly and avoid using jargon unless it is explained.
- ✓ ***Engaging Delivery:*** Effective teachers keep students interested by using a variety of tones, suitable pacing, and body language. Making eye contact, employing hand gestures, and moving around the room are all examples of engaging delivery techniques.
- ✓ ***Storytelling in lectures*** can help make the topic more relatable and memorable. Narratives can help students understand and engage with challenging topics.

➢ **Organisation and Preparedness**

- ✓ ***Structured Content:*** Teachers must organise their information coherently. A well-structured lecture includes a clear introduction, body, and conclusion, with each portion seamlessly transitioning into the next.
- ✓ ***Preparation:*** Thorough preparation entails not just understanding the material but also anticipating likely questions and obstacles. It is critical to prepare complete lecture notes and visual aids ahead of time to ensure a seamless delivery.
- ✓ ***Time Management:*** Teachers must properly manage their given time, ensuring that all crucial aspects are covered without rushing or neglecting critical information. This includes preparing for question and answer sessions.

➢ **Technological proficiency**

- ✓ ***Use of Multimedia:*** Using technology, such as PowerPoint, movies, and interactive software, can improve a lecture.

Teachers should be skilled at using these technologies to generate lively and visually appealing lectures.

- ✓ ***Online Teaching Skills:*** As online education grows in popularity; instructors must be able to present virtual lectures effectively. This includes employing learning management systems (LMS), generating online content, and communicating with students via digital channels.

- ➢ **Interpersonal Skills**
  - ✓ ***Empathy and Patience:*** Understanding and addressing learners' needs and obstacles is critical. Empathy enables professors to connect with students, making them feel appreciated and supported.
  - ✓ ***Active Listening:*** Effective teachers engage their students by encouraging questions and feedback. Active listening entails appreciating student contributions and reacting meaningfully.
  - ✓ ***Adaptable:*** Teachers should be adaptable and able to change their teaching approaches in response to student feedback and classroom dynamics. Being adaptive ensures that the lesson is effective and relevant for all pupils.
- ➢ **Pedagogical skills**
  - ✓ ***Understanding Learning Styles:*** Recognising that learners have varied learning preferences is critical. Teachers should use a variety of teaching modalities to accommodate visual, aural, and kinaesthetic learners.
  - ✓ ***Assessment Techniques:*** Teachers must create and implement effective assessment procedures to assess students' understanding. This includes developing quizzes, assignments, and tests that are consistent with the learning objectives.
  - ✓ ***Encourage Critical Thinking:*** Rather than simply delivering knowledge, excellent teachers promote critical thinking. They encourage pupils to analyse, evaluate, and synthesise material, resulting in deeper knowledge.

- **Personal Development**
  - ✓ Regularly reflecting on one's teaching approach might help uncover areas for development. This may include self-assessment, peer feedback, and student evaluations.
  - ✓ Professional Development: Attending workshops, conferences, and training sessions can assist teachers in staying up to date on best practices in teaching and learning. Engaging in professional groups allows you to network and learn from others.
- **Presentation Skills**
  - ✓ ***Confidence in presentation*** is required for effective lecturing or teaching. Confidence aids in giving the lecture easily and persuasively, creating a favourable learning atmosphere.
  - ✓ ***Voice Modulation:*** Using appropriate voice modulation—varying pitch, tone, and volume—makes the presentation more entertaining and emphasises important themes.
  - ✓ ***Overcoming Nervousness:*** Deep breathing, practice, and focusing on the content rather than oneself can all assist in reducing anxiety and overcoming nervousness before teaching for novice teachers.
- **Classroom Management**
  - ✓ ***Creating A Positive Learning Environment:*** Creating a classroom environment that is respectful, inclusive, and conducive to learning is critical. Establishing clear objectives and cultivating mutual respect promotes student engagement and participation.
  - ✓ ***Handling interruptions:*** Teachers must be capable of efficiently dealing with interruptions, whether they are behavioural or technical in nature. This entails remaining cool, being fair, and having plans in place to handle such circumstances.
- **Inspirational Skills**
  - ✓ ***Motivating pupils:*** An effective speaker encourages pupils to learn. This can be accomplished by demonstrating interest in

the subject, linking it to real-world applications, and inspiring students' curiosity and passion.

- ✓ ***Role Modelling:*** Teachers are role models. Demonstrating dedication to continual learning, ethical behaviour, and a positive approach toward obstacles might motivate pupils to adopt similar ideals.

To summarise, effective lecturing requires a combination of subject matter competence, communication skills, preparation, technology proficiency, interpersonal skills, pedagogical understanding, public speaking ability, classroom management, and inspirational traits. By constantly honing these qualities, teachers can provide entertaining, useful, and effective learning experiences for their students.

5.3.3 Discussion

Dear learners, till now you have understood the two different skills of teaching i.e., probing questions and lecturing.Now let us discuss another skill i.e., discussion.

- ➢ Effective discussion skills are essential for productive communication in personal, academic, and professional settings. Active listening is the core of these skills, which entails fully concentrating on what the speaker is saying, comprehending the content, responding meaningfully, and recalling crucial elements. Active listening entails more than just hearing words; it also includes engaging with the speaker, demonstrating empathy, and providing feedback that demonstrates comprehension and consideration of their points of view.
- ➢ Another important talent is the ability to articulate oneself clearly and concisely. Articulating ideas clearly and understandably guarantees that they are transmitted without ambiguity. This includes carefully selecting words, constructing phrases, and avoiding jargon or overly complex language that may confuse

the students. Clarity of expression helps to keep the discussion on track and ensures that everyone is on the same page.

- Critical thinking is required for analysing and evaluating ideas provided during a discussion. It entails challenging assumptions, recognising biases, and determining the soundness of arguments. Critical thinkers can examine difficult challenges, discover root causes, and provide well-thought-out remedies. This talent ensures that talks are more than just an exchange of viewpoints, but are based on logical reasoning and facts.
- Emotional intelligence (EI) plays an important part in discussion. Emotional intelligence comprises the ability to recognise and control one's own emotions, as well as understand and influence the emotions of others. This talent aids in managing the interpersonal dynamics of a discussion, addressing arguments gracefully, and establishing relationships with other participants. High EI encourages more empathic interactions, resulting in a helpful and collaborative workplace.
- The ability to ask open-ended questions is essential for promoting deeper involvement and exploration of issues. Open-ended questions, as opposed to closed questions that may only be replied with "yes" or "no," invite elaborate responses and spark further conversation. They assist in uncovering underlying assumptions, eliciting complete perspectives, and encouraging critical thinking among participants.
- Finally, nonverbal communication is sometimes an ignored component of discussion skills. Body language, facial gestures, and tone of voice can transmit a lot more information than words. Being aware of these signs allows participants to judge the emotional milieu, grasp unspoken thoughts, and change their communication style accordingly.

To summarize, we can say that good discussion abilities include

active listening, clear expression, critical thinking, emotional intelligence, open-ended questioning, adaptability, effective moderation, and nonverbal communication. Together, these abilities form a solid foundation for having meaningful, polite, and constructive discussions that promote understanding and collaboration.



CHECK YOUR PROGRESS

Q3: What are probing questions, and why are they important in teaching?

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Q4: What are two key communication skills necessary for effective lecturing?

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Q5: Name two types of probing questions and provide an example of each.

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Q6: What role does emotional intelligence play in effective discussion?

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5.3.4 Demonstration

The next skill after discussion we are going to discuss is about demonstration. Demonstration is an important teaching ability that encompasses the notion of “show, don’t just tell.” It entails the instructor actively showing students how to complete a task or comprehend a subject, hence bridging the gap between theory and practice. Here, we look at the various aspects of demonstration as a teaching ability, emphasizing its significance, approaches, and best practices. Some

of the points of importance of demonstration as a skill of teaching are as follows:

- **Concrete Understanding:** Demonstrations provide concrete instances of abstract concepts, allowing pupils to better understand complicated ideas. For example, in a chemistry lecture, showing a chemical reaction can help students understand the underlying ideas better than simply discussing them verbally.
- **Engagement:** Active demonstration draws students' attention and keep them engaged. Visual and practical features in demonstrations are more likely to pique students' interest than passive modes of learning, such as lectures.
- **Retention and Recall:** Observing a demonstration improves information retention. The multimodal experience of seeing, hearing, and perhaps touching a presentation improves memory and recall.
- **Skill Development:** Demonstrations are essential in topics that require practical abilities, such as laboratory methods, painting, and athletics. They provide a clear model for pupils to follow, so aiding skill acquisition and mastery.

Besides, the aforementioned importance there are also some best practices of demonstration that a teacher should follow while demonstrating any content. They are pointed as follows:

- **Use of Technology:** Utilize current technical tools like projectors, document cameras, and interactive boards to increase visibility and interactivity. Online simulations and films can complement live demonstrations.
- **Rehearsal:** Practice the demonstration beforehand. This not only enhances the instructor's confidence, but also aids in the identification and resolution of prospective concerns.
- **Comments and Assessment:** Following the demonstration, solicit comments from students to determine their understanding.

This can be accomplished by asking questions, having discussions, or doing practical tasks. Immediate assessment helps to reinforce learning and clarify any confusion.

- **Adaptability:** Teachers should be ready to modify the demonstration based on student comments and engagement levels. Flexibility in approach can accommodate diverse learning styles and needs.
- **Follow-up:** Give students time to practice and apply what they learned during the demonstration. Follow-up activities, assignments, or lab exercises can help to reinforce previously shown skills and knowledge.

Demonstrating as a teaching skill is an excellent way to connect theoretical information with practical applications. Demonstrations help students understand, retain, and acquire skills by engaging multiple senses, providing clear, step-by-step instructions, and promoting active participation. The careful incorporation of demonstrations into teaching tactics can considerably enhance the learning experience and build deeper knowledge and competency in students.

5.3.5 Illustration

Dear learners, hope you are going well with all the above mentioned skills of teaching. It is quite interesting if you can acquire such skill and utilize them in your teaching , especially if you are a teacher or aspiring to be one in the future. Using of these skills will make you a very efficient teacher and will make teaching very effective and enjoyable for your students. Now let us discuss another skill i.e., illustration.

Illustration, as a teaching skill, refers to the use of various visual and verbal representations to improve learning and retention of knowledge. This instructional tool is critical for making abstract concepts real, increasing engagement, and catering to a variety of learning styles. Let us know some of them:

- **Visual Illustrations**

  Visual aids including diagrams, charts, graphs, and photographs are essential in teaching. They offer a concrete representation of abstract concepts, making them easier to understand. For example, a biology teacher may use a comprehensive diagram of a cell to describe its structure and operations. Visual depictions help to break down difficult material into digestible chunks, which aids memory recall. They also cater to visual learners, who absorb information more effectively through images and spatial awareness.

- **Verbal illustrations**

  Metaphors, analogies, and anecdotes are commonly used as verbal illustrations. These strategies create analogies between new concepts and familiar experiences to aid comprehension. For example, to explain current and resistance, a physics teacher may compare electrical circuits to water flowing through pipes. By connecting new material to past knowledge, verbal visuals make learning more approachable and less daunting.

- **Demonstrations**

  Demonstrations are dynamic visuals that depict a process or experiment in real time. This strategy is especially useful in disciplines like chemistry and physics, where observing an event can help consolidate comprehension. Demonstrations engage students through observation and active engagement, resulting in a stronger connection to the topic.

- **Technological Tools**

  Digital tools have grown increasingly important in illustration as technology has advanced. Interactive boards, educational software, and online resources offer dynamic and interactive ways to communicate information. Simulations and virtual labs, for example, enable students to experiment with variables in a controlled environment, thereby, improving their learning through practical application.

- **Storytelling**

  Storytelling is an effective illustrated strategy for capturing attention and making learning memorable. Teachers can connect with students emotionally by weaving facts into a narrative. Stories contextualize facts, making them more interesting and easier to remember. This strategy is frequently used in history and literature classes, but it can also be used to humanize and animate knowledge in other fields.

- **Clarity and relevance**

  Clarity and relevancy are essential elements of effective illustration. Teachers must ensure that their images support the class objectives clearly and are easy to grasp. Overly complicated or irrelevant illustrations can perplex pupils and distract them from the learning process. It is critical to achieve a balance between detail and simplicity, offering enough material to clarify the subject while not overloading the student.

- **Catering to Diverse Learning Styles**

  Illustration as a teaching tool is especially useful for addressing varied learning styles. Visual learners gain from diagrams and graphics, but auditory learners may prefer vocal illustrations. Kinesthetic learners, on the other hand, benefit from demonstrations and interactive exercises. Teachers can create an inclusive learning environment for all students by using a number of illustrative strategies.

- **Enhancing Engagement and Motivation**

  Illustrations make lessons more interesting and entertaining. They break up the monotony of regular lectures and arouse curiosity. When students are actively engaged, their motivation to learn rises, leading to improved academic performance. Illustrative teaching methods promote active participation, resulting in a collaborative and dynamic classroom environment.

Thus, we can conclude that illustration is a multidimensional teaching talent that includes visual, aural, and demonstrative strategies. It is critical for making complicated topics understandable, accommodating diverse learning styles, and increasing student involvement. By developing this talent, teachers may provide a more effective and enriching learning experience.

5.3.6 Explanation

Elaborate explanation is an essential teaching technique that greatly improves student comprehension and retention of material. This talent is breaking down difficult ideas into smaller, more digestible chunks, providing comprehensive insights, and connecting new information to prior knowledge. Here's a complete look at what makes lengthy explanations useful and how to use them in the classroom.

- **Clarity & Structure:** Effective elaborate explanations are clear and well-structured. This involves:
  - ✓ ***Breaking Down Complex Concepts:*** Divide complex ideas into smaller, more approachable chunks. For example, when describing photosynthesis, a teacher might first discuss the role of sunlight, then the function of chlorophyll, and finally the process of transforming light energy into chemical energy.
  - ✓ ***Sequential Delivery:*** Arrange information in a logical order. Begin with fundamental principles and eventually progress to more sophisticated notions. This method aids students in developing a coherent grasp of the material.
  - ✓ **Use of Examples and Analogies:** Concrete examples and accessible analogies can help people understand abstract or difficult subjects. For example, relating the diffusion process to the movement of people from crowded places to less crowded ones can help.
- **Engagement and Interaction**

  Engaging students actively during explanations helps them stay

attentive and follow along with the subject being provided. Techniques include:

- ✓ ***Questioning:***Ask questions throughout the explanation to assess comprehension and promote critical thinking. Questions should span from easy recollection to higher-order thinking, including analysis and synthesis. This helps students understand the concept more easily.
- ✓ ***Feedback Loops:***Encourage students to ask questions and give feedback on their understanding. This two-way communication identifies areas where students may be struggling and provides instant clarification.
- ✓ ***Interactive Methods:*** Interactive methods include group conversations, hands-on activities, and multimedia presentations. These strategies accommodate various learning styles while keeping students engaged.

➢ **Reinforcement and Relevance**

To be meaningful, explanations must be reinforced and linked to students' prior knowledge and real-world applications.

- ✓ ***Link to Prior Knowledge:*** Make new information relevant to what students already know. This allows people to incorporate new concepts into their existing cognitive framework, making learning more efficient and meaningful.
- ✓ ***Real-World Applications:*** Show how theoretical notions apply to real-world events. This not only makes the topic more engaging, but also demonstrates its practical application, which can boost student motivation.
- ✓ ***Summarization and revisit:*** At the end of the explanation, summarise key points and revisit content regularly to encourage learning and retention.

➢ **Adaptability**

Different kids have varying learning demands and paces. Effective detailed explanations necessitate adaptation.

- ✓ ***Differentiated instruction:*** Differentiated instruction involves tailoring explanations to match the various requirements of students. This could include clarifying explanations for individuals who need more help or giving additional challenges for advanced learners.
- ✓ ***Pacing:*** Change the speed of the explanation according to the student's comprehension. Some topics may need to be reviewed several times, while others can be completed fairly quickly.
- ✓ ***Visual Aids and Technology:*** Use diagrams, charts, and films to enhance verbal explanations. Technology can also help convey information interactively and engagingly.

To summarize, extensive explanation as a teaching skill is about making information accessible, engaging, and relevant to students, rather than simply presenting it. Teachers may significantly improve their students' understanding and build a deeper appreciation for the subject matter by breaking down complicated ideas, engaging them through interaction, reinforcing learning, and adapting to individual requirements. This strategy not only enhances academic performance but also promotes lifelong learning.

5.3.7 Stimulus Variation

Stimulus variation is a teaching strategy that uses shifting instructional cues to sustain students' attention and increase participation. This strategy involves systematically modifying teaching activities and elements within a class to keep students engaged and attentive, resulting in improved learning outcomes. Effective stimulus diversity can reduce monotony, handle different learning styles, and accommodate variable attention spans. Some of the key components of stimulus variation are as follows:

- ➢ **Movement:** Teachers employ physical movement in the classroom to keep students' attention. This can involve approaching students while asking questions or moving to other

places in the room to indicate a change in activity or emphasis.

- **Gestures:** Using hand gestures, facial expressions, and body language to emphasize points, communicate passion, and illustrate concepts. Gestures serve to make abstract thoughts physical and can explain difficult information.
- **Voice Modulation:** Changing pitch, tone, and loudness can emphasize vital information, indicate changes in the lesson's pace, and keep students engaged. Speaking in a monotone voice might cause students to lose focus, but dynamic voice modulation can help them refocus.
- **Visual Aids:** Using visual components like charts, infographics, movies, and slideshows can help visual learners and break up verbal training. Visual aids can help to demystify complex concepts while also making learning more participatory and interesting.
- **Interaction Patterns:** Changing interaction patterns, such as switching between whole-class instruction, small group work, and individual activities, can add diversity and fulfill different learning demands. Peer talks, group projects, and independent labour all provide different kinds of participation.
- **Questioning Techniques:** Asking a mix of open-ended and closed-ended questions can encourage critical thinking and keep people interested. Thought-provoking questions promote deeper learning, whereas simpler ones assess comprehension and keep pupils alert.
- **Pacing and scheduling:** Changing the tempo of the lesson and the scheduling of activities helps to manage students' attention spans. Short, varied tasks can keep you interested, whereas longer periods of focused work can allow you to delve deeply into a topic.
- **Humour and anecdotes:**Humour and anecdotes can help make learning more fun and relatable. They contribute to a healthy school environment and can enhance the retention of information.

Teachers can improve this competence through reflective practice and feedback. Observing student reactions to various stimuli and modifying approaches accordingly is critical. Professional development seminars and peer observations can also yield useful insights and solutions for successful stimulus variety. In conclusion, stimulus diversity is an important teaching skill that improves student engagement, retention, and motivation. By combining a variety of instructional stimuli, teachers can create a vibrant and successful learning environment that meets the different requirements of their pupils.

Finally, the different teaching skills work together to increase a teacher's overall efficacy. Teachers can build dynamic and supportive learning environments by balancing strong educational knowledge, interpersonal skills, and organizational competency. Continuous professional development and reflective practice are required for teachers to polish their skills and adapt to the changing needs of the educational world. Finally, the purpose of teaching is to inspire and empower students, providing them with the knowledge and skills they require to excel in both their academic and personal life.



CHECK YOUR PROGRESS

Q7: What is the primary purpose of using demonstrations in teaching?

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Q8: How does stimulus variation benefit students in the classroom?

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5.4 LET US SUM UP

- Effective lecturing involves subject matter expertise, clear communication, and engaging delivery.
- It requires organized content, thorough preparation, and efficient time management.
- Proficiency in technology and adaptability to online teaching are increasingly important.
- Interpersonal skills such as empathy, active listening, and adaptability enhance teacher-student interactions.
- Pedagogical skills include understanding learning styles, implementing effective assessment techniques, and promoting critical thinking.
- Personal development, public speaking skills, and classroom management are also vital for effective lecturing.
- Inspirational skills like motivating students and serving as a positive role model contribute to successful lecturing.
- Discussion Skills: Involves active listening, clear expression, critical thinking, emotional intelligence, open-ended questions, and nonverbal communication for effective engagement.
- Demonstration Skills: Enhances understanding, engagement, retention, and practical skill development through active and visual methods.
- Illustration Skills: Utilizes visual aids, verbal analogies, technological tools, and storytelling to simplify concepts and increase engagement.
- Explanation Skills: Focuses on clarity, structure, engagement, reinforcement, and adaptability to enhance comprehension and retention.
- Stimulus Variation: Employs movement, gestures, voice modulation, visual aids, interaction patterns, pacing, and humor to maintain student attention and motivation.



5.5 FURTHER READING

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5.6 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q No 1: The three main types of teaching skills mentioned in the text are pedagogical skills, interpersonal skills, and organizational skills. These skills are important because they enable teacher's to effectively support learning, foster student development, and manage the various aspects of teaching. Pedagogical skills help teachers create, administer, and assess instruction; interpersonal skills facilitate strong relationships with students, colleagues, and parents; and organizational skills ensure efficient classroom management and administrative tasks.

Answer to Q No 2: The use of probing questions can benefit student understanding and engagement by encouraging deeper thinking and comprehension. Probing questions prompt students to elaborate on their answers and explore ideas more thoroughly, which helps them engage more actively with the material and promotes critical thinking. This technique supports a dynamic learning environment where students are more likely to participate and think critically about the content.

Answer to Q No 3: Probing questions are follow-up questions that encourage students to elaborate on their responses, clarify their ideas, and think more deeply about the topic. They are important because they enhance critical thinking, encourage active participation, clarify misconceptions, and develop communication skills.

Answer to Q No 4: Two key communication skills necessary for effective lecturing are clarity and articulation, ensuring concepts are expressed clearly, and engaging delivery, which involves using varied tones, appropriate pacing, and body language to maintain student interest.

Answer to Q No 5: Two types of probing questions are:

- Clarification Questions: “Can you explain what you mean by that?”
- Justification Questions: “Why do you think this is the case?”

Answer to Q No 6: Emotional intelligence involves recognizing and managing one’s own emotions and understanding and influencing the emotions of others. It helps manage the interpersonal dynamics of a discussion, handle arguments gracefully, and build relationships with participants, leading to more empathetic and collaborative interactions.

Answer to Q No 7: Demonstrations bridge the gap between theory and practice by actively showing students how to complete a task or understand a subject, thereby enhancing concrete understanding and engagement.

Answer to Q No 8: Stimulus variation sustains students’ attention and increases participation by systematically changing teaching activities and elements, reducing monotony, and accommodating different learning styles and attention spans.



5.7 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q1: Briefly highlight the three main types of teaching skills?

Q2: How do probing questions enhance critical thinking in students?

Q3: What is the core component of effective discussion skills?

Q4: How do visual illustrations aid in teaching complex concepts?

B) Long Questions (Answer each question in about 300-500 words)

Q1: Explain the importance of organizational skills in the teaching process. How do these skills contribute to the efficiency and effectiveness of classroom management?

Q2: Discuss the various abilities required for effective lecturing as outlined in the text. How can teachers balance subject matter expertise, communication skills, and technological proficiency to create an engaging and informative learning environment?

Q3: Discuss the role of emotional intelligence in effective discussions. How can emotional intelligence contribute to managing interpersonal dynamics and promoting a collaborative atmosphere?

Q4: Explain the concept of stimulus variation and its components. How does employing stimulus variation improve student engagement and learning outcomes in the classroom?

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UNIT 6: RESEARCH IN TEACHER EDUCATION

UNIT STRUCTURE

6.1 Objectives

6.2 Introduction

6.3 Purpose of Research in Teacher Education

6.4 Scope of Research in Teacher Education

6.5 Areas of Research in Teacher Education

6.6 Implications of Research for Teacher Education

6.7 General Trends in Research in Teacher Education

6.8 Methodological Trends in Research in Teacher Education

6.9 Trends of Research on Teacher Education in India

6.10 Problems of Research in Teacher Education

6.11 Let Us Sum Up

6.12 Further Reading

6.13 Answers to Check Your Progress

6.14 Possible Questions

6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the purpose of Research in Teacher Education
- identify the scope of Research in Teacher Education
- explain the areas of Research in Teacher Education
- highlight the Implications of Research for Teacher Education
- discuss the general Trends in Research in Teacher Education
- explain methodological Trends in Research in Teacher Education
- highlight the Trends of Research on Teacher Education in India
- discuss the problems of Research in Teacher Education

6.2 INTRODUCTION

Teachers are the core of any education system. The impact of any

educational system depends on how powerful and effective the teachers or the educational leaders are, who are in this profession. How should these role models be educated and trained then? This has long been debated and no perfect answer was found to solve this argument. Even if there are good programs or curricula to prepare future teachers, there is always room for improvement. Teachers and schools need to keep up with the recent developments in the field of teacher education and training to be able to improve their programs and the quality of the teaching and learning process. To support this, we need to look at the recent research conducted in the field. The main purpose of this unit is to highlight the recent research trends in the area of teacher education.

6.3 PURPOSE OF RESEARCH IN TEACHER EDUCATION

Research and innovation is an imperative area in the field of professional education and the chief mileage of research and innovation is to get deep into the topic so that something helpful can be drawn out for everybody and can be utilized in that particular sector. It emphasizes the search for more knowledge based on a systematic approach and to uncover something novel in a particular profession for further utilization. Because of contribution to knowledge development, practical improvement, and policy information, it becomes very significant for promotion of research in diverse fields of the profession, related to teacher, doctor, lawyer, or in any other field. Also, it will be helpful for the professionals in handling different problems that may emerge during their research process as well as solving with the help of their innovative ideas.Teacher Education is a discipline that helps the young generationunderstand what has gone by, where we are, where we want to go, and what we like to create.

The value and importance of scientific research lie in the extent to which it helps in solving problems of practical nature. In this sense, educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. The same is true for Teacher Education. When we do research in any profession or professional

education with the help of our previous knowledge or experiences we delve into the subject, explore more, reflect divergently, and discover something new in that field which then becomes innovative and is therefore widely used in that profession or professional education for development. For instance, in teaching profession, a teacher or trainee teacher tries his best to enhance the teaching-learning process to make it more effective in bringing fruitful learning outcomes that lead to the overall development of the learners. This can be accomplished by conducting in-depth research into the various aspects of teaching phenomena that may include the plausible teaching methods, handling students which include classroom management, counselling, evaluation of the learning outcomes, etc. These researches provide necessary ground for any changes to take place because changes based on research are sound and effective. There are two broad purposes of research in Teacher Education.

1. Understanding the educational phenomenon and
2. Transforming the educational phenomenon

(1) Understanding the Educational Phenomenon: Understanding an educational phenomenon implies conceptualization, explanation, control and prediction of the dynamics of a given phenomenon that is fitted into a theoretical framework.

1. **Conceptualization:** Conceptualizing means arriving at an interrelated set of variables. It may not involve verification since many paradigms are hypothetical. A well-articulated framework applies to many contexts based on the systematic perspective in the pre-stage-process-product paradigm of teacher education. Pre-stage variables would include the personality variables, process variables would imply curriculum transaction i.e. mode of teaching students and product variable would be the performance of students on a test.
2. **Explanation:** To explain the phenomena of teaching means arriving at a conceptual framework of relationships concerning teaching, explaining the nature and extent of relationships among the variables. Explaining relationships among variables in teacher

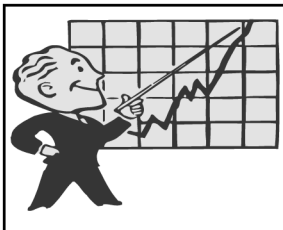
education is important. The relationship among variables is one thing but explaining why they have a relationship is another. Thus it is essential to know the forces that influence the relationships and at the same time understand the underlying unobservable processes acting on these relationships.

3. **Control:** Controlling variables in a network of relationships among variables operating in teacher education is essential. Control means regulating the effect of certain variables related to teaching on certain other variables operating in teacher education. Here it is highly difficult to study the dynamics of a variable in isolation as they are in a network of relationships. For example Performance of a teacher trainee in practice teaching may depend on several factors such as mental makeup, personality, language fluency, communication skills, training received, experience, and motivation, the grade level of students taught, subject matter, and classroom conditions and many more. The researcher wishes to study how the new method of training the teachers affects the performance of teacher trainees in practice teaching he/she probably has to control many of the variables mentioned above. Otherwise, the researcher will not be able to reach at a precise conclusion about the effectiveness of the training. Thus, the influence of the intervening variables has to be controlled.
4. **Prediction or Forecasting:** Here the researcher should be able to forecast the nature of changes that would occur in dependent variables based on his/her knowledge of the relationships of this variable with another independent variable in its influence on the given variable. This Prediction would then give a comprehensive understanding of the phenomena.

In short, understanding the phenomena of teaching means arriving at a conceptual framework of relationships about teaching, explaining the nature and extent of relationships among the variables, and controlling the effect of certain variables related to teaching on certain other variables.

(2) Transforming the Educational Phenomenon: Transforming educational phenomenon means incorporating changes in the phenomena as it exists because of some dissatisfaction with it or to improve it. This is true in the case of teacher education too. When there is dissatisfaction with the existing practices in teacher education, changes may be required in the structure as well as the processes of teacher education. Research provides the necessary ground for any necessary changes to take place. The changes that are based on research are sound and effective.

To sum up, the research in teacher education aims to shape the debate, inform policy, and influence the practice of teaching by investigating the contribution of research in teacher education and examining the potential benefits of research-based skills and knowledge for improving school performance and student outcomes.



CHECK YOUR PROGRESS

1. Show your acquaintance with two main purposes of research in Teacher Education?

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2. How does research in Teacher Education help in understanding the educational phenomena?

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3. How does research in Teacher Education help in the transformation of educational phenomena?

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6.4 SCOPE OF RESEARCH IN TEACHER EDUCATION

The system of Teacher Education comprises of different interrelated sub-systems. Different components of these systems such as the inputs, processes, and outputs are subject to research for the modification and improvement of the teacher education system. Thus, the scope of research in teacher education concerning the input, process and output aspects are:

- **Inputs:** The scope of research in teacher education related to its input aspects include the goals of Teacher Education, characteristics of the teacher educators, characteristics of the students teachers, and infrastructural facilities.
- **Processes:** The scope of research in teacher education related to its process aspects includes the classroom interactions among teacher educators, student teachers, and pupils. These interactions may consist of simulated learning experiences to provide learning of various skills such as teaching and evaluation.
- **Outputs**: Similarly the scopes of research in teacher education related to its output aspects are concerned with two types of outcomes - the immediate outcomes as well as delayed outcomes. Immediate outcomes include the gaining of theoretical knowledge, acquisition of the required skills and attitudes that are related to the teaching profession. Delayed outcomes are the retention of the theoretical knowledge, skills, attitude, and development of teacher's effectiveness.

Essentially, there is a wide spectrum of variables related to various areas of teacher education. The scope of research in teacher education includes areas like the personality of student teachers, teacher educators, different types of training such as pre-service and in-service training, or the different levels of teacher education i.e. teacher education for elementary level or secondary level and so on.



CHECK YOUR PROGRESS

4. Classify the following components into the input and process aspects of teacher education

a) Classroom interactions

b) Characteristics of the teacher educators

c) Skills of teaching

d) Goals of Teacher Education

e) Evaluation

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6.5 AREAS OF RESEARCH IN TEACHER EDUCATION

Most of the research in the field of teacher education is isolated and there seems no connection between them. But the different clusters of variables can be identified and formed on the basis of a classificatory system. These clusters of variables may be considered as the different areas of research in teacher education.

- During the 70s, research in teacher education was classified in five areas such as selection criteria, abilities, and qualities of a teacher, pre and in-service training of teachers, workload, job expectations and difficulties expressed by teacher, procedures, and practices of teacher education in India and personality variables of teachers.
- In the later years, research in teacher education was classified under context, input process, and output variables.
- During the 80s context, presage, process, the product were the categories. The ***context*** variables include student-teacher characteristics, institutional characteristics related to studies on

classroom context. Student-teacher' characteristics mean student-teachers' formative experiences, academic qualifications, abilities, personality factors, intelligence, etc. Institutional characteristics include the climate of teacher education institutions, administrative setup, classroom climate, curriculum framework.

- The ***presage*** variables include teacher-educator's characteristics i.e. formative experiences of teacher educators, their education and training, motivation, abilities, personality factors, intelligence, and teaching and training skills.
- The ***process*** variables such as classroom interactions, classroom transactions, and mediating processes lead to learning. Such variables are attending, practicing, task persistence, active learning time, and student-teacher engagement with the learning task. Teacher's behaviour in the classroom and supervisory behaviour of teachers relating to student teaching too are some of the research variables.
- The ***product*** studies on the outcome of teacher education include two types of variables. One, those describing the immediate outcome of teacher education i.e. student-teacher outcomes such as their achievement, attitudes, and skills, and two long-term outcomes describing the level of professional skills and teaching success or teaching effectiveness.



CHECK YOUR PROGRESS

5. Mention some context, presage, process and product variable in the areas of research in teacher education?

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6.6 THE IMPLICATION OF RESEARCH IN TEACHER EDUCATION

Knowledge generated by research is an important component of the domain of knowledge. Educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. The same is true for Teacher Education. Teaching, like other professions, has a developing knowledge base that serves to guide practitioners in the field of teaching. Thus, research in education in general and teacher education, in particular, continues to grow and make significant contributions to the body of knowledge related to teaching-learning processes. Teacher education is an important field of research since the quality of teacher education has been regularly questioned. At the same time, teacher quality is recognized as a crucial factor that determines educational outcomes and pupil gains. Consequently, teacher education researcher needs to work together in order to share emerging research findings and to develop innovative research methodologies within teacher education.

Teacher education programmecan be considered to be a central avenue of knowledge dissemination on one hand, and of practicing its use in varied contexts on the other hand. The contributions of research to educational knowledge are easy to demonstrate through reviews of related literature. However, it is difficult to determine whether the accumulation of research findings has made an impact on the practice of education. The curriculum of teacher education and the textbooks they use, determine what aspects of research knowledge will be brought to the attention of becoming teachers. The practicum and teacher induction programmes might serve student teachers and novices in learning how to use this knowledge base. Research findings constitute a regular feature of teacher education courses in the foundation disciplines, like psychology, and in method courses, but the translation of the findings into classroom action is usually left to the student teachers. There are four main ways that research can contribute to programmes of teacher education:

- The content of teacher education programmes may be developed from research-based knowledge and scholarship, emanating from a range of academic disciplines and epistemological traditions.
- Research can be used to inform the design and structure of teacher education programmes.
- Teachers and teacher educators can be equipped to engage with and be discerning consumers of research.
- Teachers and teacher educators may be equipped to conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice.

6.7 GENERAL RESEARCH TREND IN TEACHER EDUCATION

- Research on teaching as a field of study began in the early 1970s. During this period research on teaching was conducted to relate teachers' behaviour to students' achievement. In these studies, teachers' effectiveness was studied on the basis of the achievement score of the student. It also identified differences in behaviour between more effective and less effective teachers using correlation data analysis. This information was used for the purpose of teacher evaluation, teacher education, and staff development. Concerns about the nature of the product measure, research methodology, and potential context effects eventually led to the development of different approaches to studying classrooms. During this period research employing qualitative methodology and case study approaches became popular.
- During the late 1980s and early 1990s, the cognitive movement affected all aspects of research on teaching including the conception of effective teachers. Thus, this cognitive movement turned the attention of the researcher away from teacher behavior towards the processes of teachers as they plan, implement their lessons, and

reflect on their practices. During this period an even more significant social theory trend was strongly influencing the nature of research in teaching- the movement from modern to postmodern thinking. Teacher education researches now focus on the very nature of research and knowledge and the use of research in the improvement of practice.

- During the 1980s the vision of teaching changed from transmitter of information to students to facilitator of students' learning. This new concept of teaching originated from the constructivist theory of learning that suggested that individuals create their new understanding based on their own experiences. Constructivist learning theory is a philosophy that enhances students' logical and conceptual growth. The role of teachers is very important within the Constructivist Learning Theory. The current researches on teaching reflect on this change and the question of how teachers themselves could be encouraged to change their ways of thinking and approaches to teaching became paramount in the research, policy, and practice literature.
- During this period various subject matter standards for students like mathematics called for a very different approach to teaching, research and practices began to focus on processes of a teacher change. The anticipated changes of the teacher were not restricted to the acquisition of new teaching methods. It involved changes in beliefs and practices around the nature of teaching. This form of change, itself required the development of the conception of teacher change research on processes that would be effective in helping teachers develop these newer teaching roles. The new understanding of teacher change had led to a considerable number of studies processes that would help teachers change their beliefs about learning, the nature of teaching, and the role of the learning environment in students' development. These studies mostly focused on different subject matter areas such as mathematics, science, languages, social sciences, etc. as special learning and teaching standards are developed around these subjects.
- Research on teacher learning that examines changes in knowledge and beliefs as well as practices has led to the development of a number

of different conceptions and forms of teacher knowledge and beliefs. As the focus of attention in research on teaching shifted from teachers' behaviour to teachers' cognition, belief and knowledge have become the two most important factors in the explanation of teachers' practices and in considerations of teachers' change. The psychological form of knowledge has led to the identification of and research on a number of different forms of knowledge. Two forms of knowledge that have been studied extensively are practical knowledge and pedagogical content knowledge.

- The systematization of instruction is also an important concern of research in teacher education. Instruction dominated by the traditional lecture method is usually a one-way interaction. Research on instruction shows a shift of emphasis from lecture methods to structured methods such as programmed learning, instructional model-based teaching, or structured lectures. Further, the purpose was to develop instructional strategies for Teacher Education.
- Research on teacher education also attempts to cover a larger number of objectives of instruction. These include classroom interaction analysis for objective evaluation of lessons to achieve the objective of understanding the dynamics of classroom teaching. Micro-teaching studies aimed at developing skills of teaching. Programmed learning for imparting theoretical knowledge. Discussion as an alternative method for developing social interaction skills and higher-order cognitive skills, and simulation for development of application and decision-making skills and abilities are also areas of research. The trend which emerges indicates that objectives of teacher education are researched.
- In current years some research was conducted on alternative Models of teaching also. Previously behaviouristic models like the Harbartian model as a method of teaching, Flanders interaction model, micro-teaching were seen as most popular among the researchers. But recent research indicated a different trend wherein other behaviouristic models such as Concept Attainment, Inquiry Training, and Advanced

Organizer Models also drew the attention of the researchers in the area of teacher education. This was indeed a welcome change.

Thus, the shifts of concern from teacher behavior to cognition and also from the transmitter to facilitator models of teaching have brought forward a number of areas that are of particular interest in research on teaching. Basically, constructivist theory suggests that the background knowledge, beliefs, understandings, cultural and language backgrounds, learning style, and abilities that students bring to the classroom strongly affect their learning and as such critical to the teaching process. Therefore, different studies on these issues have been conducted relating to teacher education. During the current period, different researches on teacher education highlighting the importance of areas of teaching and learning styles of teachers and students, cognitive styles, student and teacher characteristics, management of education, and technology of education and technology in education are gaining importance and attention of researchers.



CHECK YOUR PROGRESS

6. Show your acquaintance with two important shift of concern in the field of research in teacher education.

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6.8 METHODOLOGICAL RESEARCH TREND IN TEACHER EDUCATION

- While quantitative studies are most popular in educational research, the methodology for research on teaching is qualitative. Most studies that examine the teacher learning and change processes are qualitative. Case studies are proliferating, particularly in studies of

teacher change that focus not just on documenting the fact, but also on building a theory of the change process.

- Another form of research in teacher education is in the form of self-study. It is a part of action research movement that suggests that practitioners are in the best position to inquire into their practices to solve problems in the contexts they encounter and understand. The purpose of these teacher researches and self-studies are primarily the improvement of teacher/teacher educators' teaching practices.
- Another trend of teacher education research is Narrative research. This narrative research stems from the sense that narrative is a mode of thinking, an expression of cultures' storehouse of knowledge (Bruner 1986). It is argued that teachers' knowledge and classroom practice is stored in narrative and discourse about practice is often in narrative form. The narrative research aims to capture school and classroom practices and tell others about it in such a way as to conform to this natural mode of thinking. This type of inquiry focuses on mediated action , and it is qualitative and interpretive

Thus, the research methodologies adopted in teacher education are mainly descriptive surveys, experimental studies, developmental studies, as well as relational studies. Action research is also conducted by teacher educators to improve classroom practices.

- Descriptive surveys are used to procure data in teacher education or describe the characteristics of teacher education.
- Experimental studies are conducted mainly to study the effect of intervention strategies or training programmes.
- Relational studies try to study relationships between the input and process, process and output, or input, process and output.
- Developmental studies put forth the historical developments in teacher education to explain the status of teacher education at a particular time or changes over a period in one or more sub systems of teacher education. This gives a systemic view of the temporal dimensions of teacher education.

6.9 TRENDS OF RESEARCH ON TEACHER EDUCATION IN INDIA

The first study reported in Teacher Education in India was by Banerji in 1956. After the first study was reported the First Survey reported 45 studies on Teacher Education upto 1973. The Second Survey during the next five years i.e. up to 1978 reported 65 studies. During the period 1978 to 1983, 116 studies were reported. The growth of research in Teacher Education indicates that the researchers were getting attracted towards this area. Some of the reasons cited for this attraction were easy accessibility of sample for the studies, availability of ready-made tools and expertise. The process of cultural borrowing greatly influences the structure and conduct of teacher education as well as the substances and design of the research. Most studies are done to test how different theories and innovations develop in other countries can fit within the Indian cultural context. The status of research on teacher education in India in various areas is -in the milieu of 'SarbaShikshaAbhiyan', in respect to elementary education, universalisation of secondary education and strengthening of higher secondary education, need of strengthening teacher education etc. In this regard the NCTE asked every state of India to survey research in teacher education.

6.10 PROBLEMS OF RESEARCH IN TEACHER EDUCATION

Innovative Research needs lots of support from all surroundings of the society. At a time when teacher education is under active development an important question for all those seeking to improve the quality of teaching and learning is how to boost the use of research to improve the design, structure and content of teacher education. More research is needed in the area with its qualitative improvement. But there has not been much headway in research since the researchers face several problems. The researchers face different intrinsic and extrinsic problems in conducting research on teacher education. Following are some of the glaring problems of research in teacher education.

1. **Lack of Qualified Personnel**: It is important that besides acquiring the qualifications researchers gain knowledge of the theory of teacher education, skills of scientific inquiry, ability to analyze and interpret data and make rational judgments. Acquiring these is a deliberate process. Researchers in the field lack these minimum abilities and skills to conduct their research work.
2. **Lack of Motivation**: Lack of motivation is also an important problem of teacher education. This happens when the researcher is not inclined to do research. The system fails to encourage them and utilize their abilities. There are no proper incentives to encourage them to do research.
3. **Lack of Resources and Facilities**: Many a time there is lack of several adjunct conditions influencing the undertaking of research. For example unavailability of expert advice for proper planning, statistical procedures for analyzing the data, or proper reporting of findings.
4. **Problems of Finance:** Less research on teacher education is done due to lack of finance. Funding agencies such as UGC, NCERT, and ICSSR at times fail to provide funds. Thus lack of funds creates problems in the conduction of necessary research in the field of teacher education.
5. **Problems of Uncertainty:** Uncertainty in research means a lack of meaningful relationships among studies. It is important to establish a proper linkage among studies to develop a coherent understanding of the phenomenon after a certain number of studies. Therefore research should be based on previous research for its assumptions, hypotheses, and theoretical background. Only then will there be hierarchical growth in the discipline. This avoids duplication in research and enhances the possibility that all aspects and variables involved are attended to properly.
6. **Lack of Consensus:** There are as many views and priorities in education as there are researchers involved in it. The consensus of

views at a point in time will help researchers to work within a common theoretical purpose.

7. **Lack of Coverage:** Lack of attention to some of the areas of teacher education or differential attention from different researchers to some areas of research comes in the way of covering a large number of areas needing attention. At some time certain areas come into more prominence. As a result, much research gets done in the area, while other areas get neglected. For example, there are many studies on test construction or teacher behaviour, or only on micro-teaching. What is required is thematic research for balanced and uniform progress.

Conclusion: The contributions of research to educational knowledge are easy to demonstrate through reviews of related literature. However, it is difficult to determine whether the accumulation of research findings has made an impact on the practice of education. Even when research knowledge attracts the attention of policymakers in education, they generally consider it just one source of information to use in shaping a particular policy or may dismiss the research findings which are contradictory to their beliefs. Despite this research in education in general and teacher education in particular, continues to grow and make its contribution to the body of knowledge.



CHECK YOUR PROGRESS

7. Mention some problems of conducting research in Teacher Education.

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6.11 LET US SUM UP

- This unit covers the purposes of research in Teacher Education which is to understand the educational phenomenon and transform it.
- The scope of research in Teacher Education encompasses the whole system i.e. the inputs, processes.
- The areas of research in teacher education are related to the context, presage, and process variables in Teacher Education.
- The unit also briefly highlights the educational implications of research in the domain.
- Trends in research in Teacher Education are discussed in two sub-heads as general trends and methodological trends. The general trend focuses on content aspects and the methodological trend highlights the changes of methods used in research work conducted in the areas of teacher education. It indicates a quantitative leap in the number of research conducted, systematization of instruction, larger coverage of objectives, and alternative methods and models available.
- Problems of research in Teacher Education are many. They are- lack of qualified personnel, lack of motivation, arbitrariness, lack of resources and facilities, problems of finance, lack of coverage, and lack of consensus among researchers.



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6.13 ANSWER TO CHECK YOUR PROGRESS

Answer to Q No. 1: (a) Understanding the educational phenomenon and (b) Transforming the educational phenomenon

Answer to Q No. 2: Through the process of conceptualization, explanation, control, and prediction of the dynamics of a given phenomenon that is fitted into theoretical framework research in teacher education help in its understanding.

Answer to Q No. 3: Transforming educational phenomenon means incorporating changes in the phenomena as it exists because of some dissatisfaction with it or to improve it. When there is dissatisfaction

with the existing practices in teacher education, research in teacher education may bring changes required in the structure as well as the processes of teacher education by providing the necessary ground for it.

Answer to Q No. 4:

a) Process

b) Input

c) Process

d) Input

e) Process

Answer to Q No. 5:

- ***Context*** variables include student-teacher characteristics, institutional characteristics related to studies and classroom context etc.
- The ***presage*** variables include teacher-educator characteristics i.e. formative experiences of teacher educators, their education and training, motivation, abilities, personality factors, intelligence, and teaching and training skills.
- The ***process*** variables such as classroom interactions, classroom transactions, and mediating processes lead to learning.
- The ***product*** studies on the outcome of teacher education include two types of variables. One, those describing the immediate outcome of teacher education i.e. student-teacher outcomes such as their achievement, attitudes, and skills, and two long-term outcomes describing the level of professional skills and teaching success or teaching effectiveness.

Answer to Q No. 6: Two important shifts of concern in the field of research in teacher education are teacher behavior to cognition and also from the transmitter to facilitator models of teachers.

Answer to Q No. 7: Lack of Qualified Personnel, Lack of Motivation, Lack of Resources and Facilities, Problems of Finance, Problems of Uncertainty, Lack of Consensus and Lack of Coverage



6.14 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

1. Write about the scope of research in Teacher Education.
2. Explain the context, presage, process and product variable that need to be researched in Teacher Education.

B. Long Questions (Answer each question in around 300- 500 words)

1. Discuss the trends in research in teaching and teachers. How can the findings of research in this area be used for overhauling the system of Teacher Education?
2. Research on Teacher Education should change the quality of teacher and teaching. How far is this achieved through current research on teachers? Discuss.
3. Describe the trend of research in Teacher Education with reference to the variable studied and research designs and methodologies used. What improvements can you suggest to make research on Teacher Education more rigorous and meaningful?

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UNIT 7: INNOVATION IN TEACHER EDUCATION

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Innovative practices in Teacher Education

7.4 ICT for Teacher Education

7.4.1 Advantages of integrating ICT in Teacher Education

7.4.2 Challenges of Integrating ICT in Teacher Education

7.5 Let Us Sum up

7.6 Further Reading

7.7 Answers to check your progress

7.8 Possible Questions

7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the concept of innovative practices in teacher education
- identify the various innovative practices in teacher education
- discuss the role of ICT for teacher education
- explain the advantages of integration of ICT in Teacher Education

7.2 INTRODUCTION

We consider teachers as the builder of a nation. The discussion made on the previous units on teacher education definitely have clarified your conception about the programme and why it is considered as one of the most significant programme of future building. The development of a nation depends very much on the decision taken by the right person in the right direction and for a right end in mind. It is a teacher who produces such right persons from each institute. To produce, right and efficient human resource, a teacher must undergo the right training, this indirectly concerns the right kind of teacher education. Everything is changing very fast in this digitalised

era. Nowadays, advanced technology has effectively revolutionised human society. The city we had witnessed few years ago has undergone drastic changes within years due to various innovative practices and exercises made by the concerned city. It is the same in the field of education. Marked changes can be witnessed in the field of education in terms of pedagogy, curriculum, and evaluation system and so on. As such, teachers cannot stick to the traditional practices of teaching and pedagogy. This necessitates inclusion of innovative practices in teacher education. As we know that credit for effectiveness of a teacher in teaching goes a lot to the training received by the same teacher. As such, to enable the teachers to fit in the innovative teaching process, the teacher education programme must equip itself with some innovative practices. In this unit, we will discuss such innovative practices in teacher education programme and ICT, which is now considered as one of the unavoidable components of any human activity in the field of Teacher Education.

7.3 INNOVATIVE PRACTICES IN TEACHER EDUCATION

Concept of Innovative Practices in Teacher Education

The term, Innovation is generally understood as the introduction of something novel and useful, for example, introducing of new methods, techniques, practices, new or altered products and services. Various educational institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, evaluation or other aspects of school education in order to improve efficiency of the institution to overcome problems and difficulties.TeacherEducation is now becoming one of the significant forces of national development due to the emerging demands from the school system. Teachers' role is not confined to teaching alone.With the changes of time and expansion of technological effect, a teacher has to perform various roles like encouraging, supporting and facilitating teaching-learning situations which enables learners to discover their talents, to realise their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as

responsible citizens.The need for using new innovations in teacher educationis essential for future teachers for preparing them to face these new challenges as well as effectively discharge these duties. Use of new technologies and practices of innovation empower teachers to make complex decision, to identify and solve problems as well as to connect theory, practice and students outcome. It gives a quality to the teacher education programme.



LET US KNOW

The need for using new innovations in teacher education is essential for future teachers for preparing them to face these new challenges as well as effectively discharge these duties

It is heartening to mention here that there is wide variation among countries with regard to what they believe constitutes an innovation, reform or development in the teaching learning process. For instance, the use of coloured chalk and basic audio –visual materials may be regarded as educational innovation in some developing regions, whereas in other more developed countries, development and use of sophisticated technologies and methods, practices etc. refer to innovation.

Like other countries, in India too, various innovative practices have been introduced in the field of teacher education which effects not only the educational life but also the social and cultural lives of people. It is a well-established fact that research and innovations play an important role in improving the quality of teachers and thetraining imparted to studentsfor all levels of teaching. The findings of each research demand the introduction of new ideas and practices in classroom transaction and other curricular and co-curricular activities as well as other aspect of teaching and learning.The purpose of teacher education in the 21st era is to prepare teachers who have professional competencies to lead the nation forward through their manifold rolesand innovative practices.

Some Innovative Practices in Teacher Education

In order to enable teachers to be empowered with new skills and adapt to new challenging situations of teaching and learning, various innovative practices have been added in Teacher Education. Some of them are discussed here:

1. **Simulated Social Skill Training(SSST):**

   One of the teacher training systems developed by Cruck Shank is considered a significant innovative practice in the field of Teacher Education. The simulation technique is to induce certain behaviour in an artificial situation. Simulation gives teachers greater control over the teaching variables. It is based on socio-drama. The socio-drama is very much related to the practice of teaching. This practice can also be considered as mechanism of feedback devices to induce certain desirable behaviour among trainees by playing the role of teachers in their own group as an artificial situation of classroom teaching. One of the key advantages of this technique is that it builds a strong link between theory and practice. This system of training is being denoted by several terms as-role playing, artificial teaching, Pilot training etc.

2. **Micro Teaching:**

   Micro teaching is an integral practice made by the Teacher Training Institutes. It is a kind of simulated social skill training. Originated in the Standford University (1963), micro teaching is a more analytical practice to provide feedback. It is considered as a mechanism of feedback device for the modification of teacher trainees. This practice provides the trainees with a proper setting or instruction in which the normal complexities of classroom are reduced. It is a clinical teaching programme which is organised to expose the trainee to an organised curriculum of miniature teaching encounter, moving from the less complex to more complex.

3. **T-Group (Training Group):**

   Training group is another innovative practice in the field of Teacher

Education. It serves two purposes. Firstly, it can be used as mechanism for feedback and secondly, a device for modification of teacher behaviour. *Bathel and Mine* were the developers of this training practice, which was basically a leader less group which meets without any agenda or schedule. Basically, it is a group of eight to twelve trainees who discuss their own problems and teaching. On the basis of their discussion and experience, they suggest some solutions. T-Group provides the opportunities and situations to express their feeling regarding the difficulties of training programme freely. The trainee becomes honest, straight forward and insightful by attending the meeting held by the group members. Moreover, the teacher educator provides the most thoughtful guidance for the solution to any problems faced by the trainees. Though this practice is not discussed much, but practice of this can contribute a lot in the successful implementation of teacher training norms.



LET US KNOW

T-group is a group of eight to twelve trainees who discusses their own problems and teaching. On the basis of their discussion and experience, they suggest some solutions.

4. Team Teaching:

Team teaching is an instructional strategy rather than training strategy. It is a form of organisation which involves teaching personnel and the student assigned to them, in which two or more teachers are given the responsibility of working together, for all or significant part of the instruction of the same group of students. Basically, it is a practice where a group of teachers have shared responsibilities of planning, organising, learning, controlling and evaluating the same class of students. Here, teachers have to consider the needs of their pupils and they should teach jointly to satisfy their needs and remove the difficulties of their students. One of key advantages of team teaching

is that it develops the social relation in school environment as the team may constitute teachers from same subject, inter subject or inter schools.

5. **Reflecting Teaching:**

Reflective teaching is another addition in teacher education programme that can be considered as personal tool that teachers can use to observe and evaluate the way they behave in their classroom. Reflection refers to the ongoing process of critically examining and refining practice, taking in to careful consideration the personal, pedagogical, societal and ethical contexts associated with schoolclassrooms and the multiple roles of teachers. Through reflective teaching, teachers can collect information regarding classroom transactions and take the time to analyse it from a distance.

6. **Constructivism:**

One of recent and much discussed practice in the theory and practice of education is Constructivism. The same is also in Teacher Education. The concept of Constructivism has evolved from Cognitive Psychology.The key element of constructivist theory is that people learn by actively constructing their own knowledge, comparing new knowledge with their previous understanding and using all these to come to new understanding. Constructivist learning is based on student's active participation in problem –solving and critical thinking regarding a learning activity. Students construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying them to new knowledge and with pre-existing intellectual constructs. As we know, that the teacher is a facilitator who guides the student's critical thinking, analysis as well asabilities to synthesis throughout the learning process. The Teacher is also a co-learner in the process. Hence, teachers should facilitate cognitive change by presenting difficulties through specific tasks that pose dilemmas to students. In this context, problem –solving teaching procedure is defined as a process of raising a problem in such a way that it stimulates purposeful,reflective thinking in arriving at a constructive solution.

7. Blended Learning:

One of the most recent innovative practice that has been added to the educational sector including the teacher education programme is blended learning. At present this is most widely accepted practice in education. It is an approach to education that combines online educational materials or resources and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or place. Blended –learning describes an approach to learning where teachers use technology, usually in the form of Web-Based instruction with components that require significant instructor presence and guidance. It provides proper guidance to the students in terms of independent learning task. Moreover, it keeps both student and teacher on right communication track. The blended –learning particularly is well suited to teacher training students, especially those in large groups where direct instructor support may be difficult to deliver.



CHECK YOUR PROGRESS

Q1. What is Blended Learning?

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Q2. Who developed T-Group?

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Q3. What is the Key element of Constructivism?

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8. Soft Skill or Life Skills:

The future teachers are not only expected to produce good future citizen but also perfect human being who are able to take right decision at right time with right consciousness. Production of good human beings dependon good quality of training received by the future teachers who shoulder the responsibility of producing quality students. Soft skills are personal attributes that enhance an individual's interaction, job performance and career prospects and hard skills which tend to be specific to a certain type of task or activity. Soft skills refer to personality traits, social gracefulness, and fluency in language, personal habits, friendliness and optimism that mark people to varying degrees Training in soft skill and life skills not only makes the trainee specific to certain skills but also enables them to produce skilled manpower. Providing training in life skills has become an essential part of school education. As such, soft skills are broadly applicable in teacher educationprogramme, hence many teacher training institutions are seen to impart training in the same.

9. Internship:

Nowadays, all teacher training institutes are adopting the practice of internship especially at the summative semester or year of the programme. The duration of course varies from institute to institute. Generally, internship in teaching includes practice teaching and wide variety of field experiences under the guidance of components supervisor. The intern shares all the experiences of the total school environment and develops meaningful skills and attitudes towards his profession. Internship in teaching is a joint effort of the colleges, co-operating skills, cooperating teachers, students and the college supervisors. A teacher trainee involves in many activities such as planning and performing teaching, observation of classes, correction of homework, supervising library reading classes, organising co-curricular activities, conducting test and so on as a regular teacher during the period of internship.

10. Action Research:

This is one of the significant trends added in the teacher education programme recently. Action research is a method for improving and modifying the working system of the classroom or school. It is a scientific search which is concerned with practical aspects of education where a solution is found for various problems, generally faced by the teacher trainees and the students. Action research helps in developing scientific attitude in the student teachers. It helps them to overcome the immediate problems faced in the field and helps to improve the present practices in order to make their teaching practice effective.



CHECK YOUR PROGRESS

Q4. Name some of the innovative practices in Teacher Education.

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Innovation always leads to new paths to progress for any nation. The classroom is the workshop which prepares the future of a nation and the future of a nation is in its classrooms. The teachers are the mangers, controllers as well as owners of these workshop. The training received by these owner enables them to produce skilled manpower. Hence, they need to be trained in updated and innovative skills and techniques thatincorporates or includes innovative methods and new ideas and practices of teaching in our schools, college universities and other institutions which must be infused and promoted.

Teacher Education in India is at a new state in view of the new policies laid down by NEP2020 and the globalisation processes. As such, Indian Teacher education needs to orient itself to the new challenges. The trainees

who pursue teacher education are required to place community and future citizens at a higher place by possessing new skills and attitudes as well as competitive knowledge in the stream of education concerned. All these can be possible through the practice of innovative teaching practices being in vogue as well as promoted by different training institutions working in the area of teacher education.

7.4 ICT FOR TEACHER EDUCATION

In the year, 1998, UNESCO World Education made a significant remark on integration of ICT in Teacher Education. The report refers to the importance of students and teachers to have sufficient access to improve digital technology and the internet in their classroom, schools, and teacher educational institutions. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. It highlighted how the quality of professional development of Teacher Education depends on the extent of ICT integration in teacher education programme. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development. Information and Communication Technology (ICT) is to educate the trainees to lead quality life and to develop teaching efficiency and teaching competencies with accurate and up to date information. ICT enables assessment of student's programme, access to get on line education or networking education. As we all know the teacher is the central point of the entire educational programme and teaching is said to be a nation building activity. Internet facilities must be provided to the teachers so that updated information can be gathered and imparted accordingly. As such institutes for teacher education should arrange for maximum utilisation of online services and resources to update their knowledge. The teacher education programme requires restructuring and modernisation. Training programme should prepare the student teachers or trainees for the teaching profession. The teacher should be skilled enough in the use of technology for learning.

A teacher must have access to modern ICT facilities in order to receive latest information related to education, teaching, training as well as to adapt to the new digital knowledge. This necessitates inclusion of web based technology not only in the curriculum but also as an integral part of teaching methodology. Today, in the digital era, the prerequisite condition to become an effective teacher is knowledge of ICT and the first duty of the teacher training institute is to provide an opportunity to acquire these skills.



CHECK YOUR PROGRESS

Q5. Why ICT is important in Teacher Education?

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Focus of Teacher Training Institutes in terms of Integration of ICT:

Sir John Adams remarked-"Teacher is the maker of man". A teacher is foundation of all education, and thus of the entire civilization of mankind, present or future. Teacher is expected to acquire necessary required knowledge and skills to meet the demands of today's children. The present-day knowledge and experience have a strong influence on developing teacher's practices and teaching strategies. ICT plays a major role in today's society and it directly or indirectly effects the role of teachers and changes the definition of the classroom. Hence, the presentation of technology in Teacher Education programmes must relate to the classroom needs which student teachers recognise or which they can prompt to appreciate and accept. In this regard, the teacher training institutes must focus on the following aspect with a view to integrate ICT in the programme:

A. Focus on Fundamental Knowledge of ICT

The teacher education institutes first of all must focus on inclusion of some fundamental knowledge regarding computer, information and

communication technology and Internet in the training programme.

B. Focus on Orienting the Trainee in ICT

Along with inclusion of basic components of ICT in training, the teacher education institutes must focus on making appropriate arrangement for orienting the trainees in ICT tools and facilitating them to explore the available avenues and scope of readymade software.

C. Focus on Providing Live Experience

The focus of teacher education programme as well as institutes should be on providing first hand direct experience to teacher trainees intended towards exploring themselves to actual execution part-like-handling the computer; knowing the difficulties involved; and knowing the tremendous uses of the computers and internet through different assigned projects to the students as a practical activity and part of syllabus.

D. Focus on Practice to Pedagogy

Another focus of the teacher training institutes is on the fundamental changes required to use computers for teaching is teachers' existing conception of the teacher-centered processes and of their pedagogic role within it. A shift from teacher-directed teaching to student-centred learning where the teachers would find their role has changed from lecturing to that of a facilitator who not only monitors student learning, but also facilitates all facilities to them.

7.4.1 Advantages of Integrating ICT in Teacher Education

The communication system has changed significantly, due to advent of Internet, web-based technology, LAN, satellite as well as other electronic system. ICT is now the dominating factor that will decide the system of both learning and teaching between teachers and students. The advantages of integrating ICT in Teacher Education programme can be highlighted as the following-

- The teacher trainee can attend or access to the lectures broadcast to their respective places, residence or workplace and draw reference materials from distance computers.

- ICT facilitates the educational transaction between providers and users by keeping students well informed about the courses.
- ICT enhances teacher-learner contact through e services such as, e-mail, chat session, various social media platforms.
- This integration encourages active learning, sharing ideas, providing immediate feedback as well as encouraging pace in learning and allowing for effective mapping pathways.
- With the advent of new information-based technologies-like internet and online database, there has been access to enormous qualities of information. This information helps teachers to develop or improve lesson plans, exchange ideas in a better way, obtain information and find free animations and simulations to enliven their lessons.
- The new ICT enables self-paced learning through various tools - TV, digital media, cable network, internet and social media i. e. Facebook, Twitter, WhatsApp, LinkedIn, Igo, Line, WeChat, OER, YouTube videos, with sensitively to different learning styles and continuous assessment of students' progress, with a result, the teaching-learning enterprise has become more result oriented.
- Preparation of lesson based on ICT helps the trainee to organise quality of the teaching learning process leading to improved quality of teaching-learning process.
- Exposure to video clippings with real life situation has improved student learning considerably.
- Use of internet by the trainee to keep them abreast of the new inventions and theories and immediately incorporate them into their lessons.
- ICT leads to adaptation of child centric methods in teaching learning process and develops critical thinking.
- When the teachers are provided with technological support, it helps them to learn using motion picture, animation, simulation training in terms of model presentation.

- It also helps in improving professional Development and Educational management as well as enhances active Learning of teacher trainees.
- Training in different tools such as word processing, database, spreadsheet and other technology-based plans help teachers in their practice teaching.
- ICT can be best applied by the teacher training institutes for developing communication network.
- Use of ICT helps student teachers' inquisitiveness and their research attitudes get strengthened.



CHECK YOUR PROGRESS

Q6. State three advantages of Integrating ICT in Teacher Education?

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Teachers in India now started using technology in the class room. Laptops, LCD projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for Teacher Education Institutions. So we should use Information and Communication Technology in Teacher Education in the 21st Century because teachers are responsible for creating a bright future for students.

7.4.2 Challenges of Integrating ICT in Teacher Education

The discussionon integrating ICT in teacher education reflects that application of ICT in each and every stage of teaching and learning provides effective knowledge and preserving conceptual and constructive learning. However, there are some challenges faced by the Teacher Educational Institutes in terms of integrating ICT in teacher education.

1. **Inadequate Availability of Technology:**

   A major difficulty lies in incurring the high initial investment in establishing a computer lab and in procuring adequate numbers of computer or ICT devices. Moreover, maintenance and repair of these tools and devices in the rural area is really difficult. Internet connectivity is another constraint which makes its use limited in many areas.

2. **Lack of Infrastructural Support:**

   Another blockage in the integration of ICT in teacher education is unavailability of infrastructural facilities. Irregular power supply, internet access, adequate computers, power backup, suitable configuration, suitable work, space in the lab, expensive software needed to support the various operational needs and access to information etc. are the critical issues of infrastructural support.

3. **Lack of Orientation of Teacher Educators About Technology Integration:**

   To train the trainees on better ICT tools, the teacher educator must have adequate knowledge of potential of ICT in education but it is a fact that most of them do not have sufficient hands-on experience and exposure to ICT. Due to lack of accessibility, they rarely resort to using it, and many may not have a real perception of what it entails.

4. **Resistance to Change:**

   Many times, it is seen that teacher educators, though willing to adopt technology, have a natural reluctance to use it. This could be due to their initial training which probably did not include technology and lack of exposure in their teaching practices.

5. **Curricular Revision:**

   To situate technology integration more effectively the existing curriculum should be revised to a large extent. So far, teacher's education has barely managed to accommodate a course on computers in response to the prescription given by the NCTE.

6. Need for Better Liaison:

One of the significant constraints to the integration of ICT in teacher education lies on the liaison between the Teacher Education Institutes and schools especially for the technology deployment. The curricula and pedagogies do not match the requirement of each other and thus do not assign align in any way.



CHECK YOUR PROGRESS

Q7. State two challenges of integrating ICT in Teacher education programme.

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7.5 LET US SUM UP

- The need for using new innovations in teacher education is essential for future teachers for preparing them to face these new challenges as well as effectively discharge these duties.
- Use of new technologies and practices of innovation empower teachers to make complex decisions, to identify and solve problems as well as to connect theory, practice and student's outcome. It provides a quality to the teacher education programme.
- Some Innovative Practices in Teacher Education are- Simulated Social Skill Training(SSST), Micro Teaching, T-Group (Training Group), Team Teaching, Reflecting Teaching, Constructivism, Blended Learning, Soft Skill or Life Skills, Internship, Action Research.
- Teacher Education in India is at a new state in view of the new policies laid down by NEP2020 and the globalisation processes. As such Indian Teacher Education needs to orient itself to the new challenges and enable its pupil to complete level.

- The quality of professional development of teacher education depends on the extent of ICT integration in Teacher Education programme.
- ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness on innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.
- Focus of Teacher Training Institutes in terms of integration of ICT should be on- Fundamental Knowledge of ICT, orientation of the trainee in ICT, providing live experience, practice to Pedagogy.
- There are various advantages of integrating ICT in teacher education in term of - enhancing teacher-learner contact through e services, preparation of lessons based on ICT, exposure to video clippings with real life situation, adaptation of child centric methods in teaching-learning process, developing communication network and so on.
- Application of ICT in each and every stage of teaching and learning provides effective knowledge and preserving conceptual and constructive learning. However, there are some challenges faced by the teacher educational institutes in terms of integrating ICT in teacher education such as-inadequate availability of technology, lack of infrastructural support, lack of orientation of teacher educators about technology integration, resistance to change, curricular revision, need for better liaison.



7.6 FURTHER READING

1. Natesan, A.K., Begum, J. A.&Sridevi, S. (2010). *Quality Concerns in Teacher Education.* New Delhi: A.P.H. Publishing Corporation.
2. Krishna, S. (2005). *ICT and Teacher Training.* New Delhi: Authors Press.
3. Reddy, S. M. (2006). *Quality Improvement in Teacher Education.* New Delhi:Sarup and Sons.
4. Sharma, R.A (2010). *Teacher Education & Pedagogical Training.* New Delhi: R.Lall Book Depot.



7.7 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q No.1: Blended Learning is an approach to education that combines online educational materials or resources and opportunities for interaction online with traditional place-based classroom methods.

Answer to Q No. 2: Bathel and Mine were the developer of this training practice of T -Group.

Answer to QNo. 3: The key element of constructivist theory is that people learn by actively constructing their own knowledge, comparing new knowledge with their previous understanding and using all these to come to new understanding

Answer to Q No. 4: Some Innovative Practices in Teacher Education are- Simulated Social Skill Training(SSST), Micro Teaching, T-Group (Training Group), Team Teaching, Reflecting Teaching, Constructivism, Blended Learning, Soft Skill or Life Skills, Internship, Action Research.

Answer to Q No. 5: ICT is important in teacher education as it acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development. Information and Communication Technology (ICT) is to educate the trainees to lead quality life and to develop teaching efficiency and teaching competencies with accurate and up to date information.

Answer to Q No. 6: The three advantages of integrating ICT in teacher education are:

i. ICT enhances teacher-learner contact through e services such as, e mail, chat session, different social media platforms.

ii. ICT leads to adaptation of child centric methods in teaching learning process and develops critical thinking

iii. It also helps in improving professional development and educational management as well as enhances active Learning of teacher Trainees.

Answer to Q No. 7: Firstly,lack of infrastructural support;

Secondly, lack of orientation of teacher educators about technology integration.



7.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1: What is meant by innovation in Education? Explain in few words.

Q.2: What isSimulated Social Skill Training (SSST)?

Q.3: Why is blended learning considered as significant addition to teacher education?

Q.4: Why ICT is essential part of Teacher Education?

B. Long Questions (Answer each question in about 300-500 words)

Q.1: Discuss some of the innovative practices in Teacher Education with its applicability.

Q.2: What is Internship? What is its relevance in teacher training programme?

Q.3: What is meant by ICT? Explain the importance of ICT in teacher Education.

Q.4: Critically analyse the application of ICT in Teacher Education in India.

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UNIT 8: ORGANISATIONS FOR TEACHER EDUCATION

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 National Council of Educational Research and Training (NCERT)

- 8.3.1 Organisation of NCERT
- 8.3.2 Objectives of NCERT
- 8.3.3 Programmes and Activities of NCERT

8.4 National Council for Teacher Education (NCTE)

- 8.4.1 Objectives of NCTE
- 8.4.2 Role or Functions of NCTE

8.5 State Council of Educational Research and Training (SCERT)

- 8.5.1 Objectives of SCERT
- 8.5.2 Role of SCERT
- 8.5.3 Activities of SCERT

8.6 Central Institute of Educational Technology (CIET)

- 8.6.1 Activities of CIET

8.7 District Institute for Education and Training (DIET)

- 8.7.1 Objectives of DIET
- 8.7.2 Functions and Role of DIET
- 8.7.3 DIETs in Assam

8.8 National University of Educational Planning and Administration (NUEPA)

- 8.8.1 Departments of NUEPA
- 8.8.2 Objectives and Functions of NUEPA

8.9 Regional Colleges of Education in India (RCE)

- 8.9.1 Objectives of Regional Colleges of Education
- 8.9.2 Functions of Regional Colleges of Education

8.10 Regional Institute of Education (RIE)

8.11 Let Us Sum Up

8.12 Further Reading

8.13 Answers to Check Your Progress

8.14 Possible Questions

8.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- conceptualise the different organisation for teacher education
- discuss about the structure, aims and activities of NCERT
- describe the significance of NCTE
- develop a detail idea on the activities of SCERT, CIET, DIET, NUEPA, RCE and RIE

8.2 INTRODUCTION

The society is indebted to the teachers for shaping the destiny of the nation through the education of young minds and acknowledges teaching as the noblest profession. It can be rightly said that development of a democratic country depends on the status of teachers in the society. Therefore, every teacher should get necessary facilities to enable him/her to discharge his/her duties with devotion and dedication as well as lead a fulfilling life. We have to keep on upgrading the quality of teacher education on a continuing basis. It is significant to note that different organisations related to teacher education and training are working together closely to achieve this purpose. In this unit, you will gain an idea on the concept of such organisations. Moreover, you will know about their structure, aims as well as activities that are related to the field of teacher education.

8.3 NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT)

The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. In the third Five Year Plan (1961-66), there was a proposal to establish a research and training centre at the national level which should be an autonomous body and work for the promotion of research and training facilities in varied fields

of educational activity. This led to the establishment of a National Council of Educational Research and Training (NCERT) in 1961 under the Society Registration Act of XXI Statue of 1860.

NCERT has its own governing body and it has the responsibility of managing, directing and controlling the NCERT in accordance with its rules, regulations as well as the ordiances. This governing body consists of 12 members with the Central Education Minister as the President. It has a Director as its head for executing and controlling the day to day work that is assisted by a Join-Director and a full time Secretary.

In order to carry out its functions effectively, NCERT works in close co-operation with education departments in the states and it has a networks of 17 offices of field advisers in different states. It also maintains close liaison with universities and generally with all institutions set up in the country for furthering the objectives of school education.

The headquarter of NCERT is situated in New Delhi.

8.3.1 Organisation of NCERT

NCERT has the following organisations in its entity working in the various fields of education.

i. Psychological foundation department
ii. Teacher Education department
iii. Philosophical foundation
iv. Department of field services
v. Journal cell and ERIC (Educational Research and Innovation Cell)
vi. Department of curriculum and text books
vii. Basic education and primary education
viii. Department of audio visual education
ix. Adult education and literacy
x. Central science workshop
xi. Educational survey unit
xii. Work experience and vocationalisation

xiii. Central institute of educational technology

xiv. Examination and evaluation unit

xv. Education of the handicapped and

xvi. Guidance and counseling

The council has also established State Institutes of Educational Research and Training in each state and four regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore catering the need of the training of secondary school teachers and research works in this direction.

8.3.2 Objectives of NCERT

1. To launch, organise and strengthen research works in various aspects of education.
2. To arrange for pre-service and in-service training at the higher level.
3. To organise extension centers in training institutions with the co-operation of State governments and extended facilities pertaining to new methods and technologies among them.
4. To publish necessary text books, journals and other literature for achieving the objectives.
5. To establish National Institutes of Education (NIE) and manage the development of research and higher training for educational administrators and teachers.
6. To arrange the establishment of training institutes for the professional and specific enhancement of teaching.
7. To provide guidance and counseling service on a large scale

8.3.3 Programmes and Activities of NCERT

The NCERT undertakes the following programmes and activities in the field ofeducation.

1. Investing problems pertaining to in-service training, educational planning andadministration at different centers

located across states.

2. Preparing charts, models, film-strips and audio-visual material for science andother subjects.
3. Investigating the problems of basic education and implementing the programme ofAdult Education.
4. Suggesting suitable reforms in the curriculum and methods of teaching of scienceand mathematics and develop proper educational material, equipment and text books inthis connection.
5. Expanding the scheme of social studies and prepares its technology.
6. Arranging for educational surveys in the field of group dynamics, direction andexchange of views on psychological basis.
7. Conducting research for bringing about economy in the construction of schooltobuildings.
8. Launching area wise researches pertaining to the problems of teachers, curriculum,method of teaching and technology.
9. Arranging to provide fellowship for the encouragement of research works indifferent fields.
10. Conducting research work for bringing about economy in the construction of school building.
11. Collaborations with the health and welfare departments of America.
12. Organising summer institutes in the field of social science and humanities fordeveloping a suitable school curriculum.
13. Arranging summer institutes for science and mathematics teachers in collaborationwith the University Grants Commission (UGC) and International Technical Development Agency.
14. Providing summer school-cum-correspondence programmes for in-serviceteachers in the regional colleges of education located in different areas.

8.4 NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)

The National Council for Teacher Education (NCTE) was established by the Ministry of Education of Government of India on 21 May, 1973. NCTE had been given statutory statues by an Act passed in 1993. NCTE has an autonomous body for the development of Teacher Education. The head office of NCTE locates in New Delhi in the campus of NCERT. The prime objective of setting up the NCTE was to revamp Teacher Education at all levels in the country. The membership of the NCTE includes one representative each from Departments of Education of each state UGC, All India Council for Technical Education, C.A.B.E., Planning Commission and NCERT. Besides, it has 12 nominated members, who are experts in the fields of pre-school teachers- education, primary teacher education, secondary teacher education, technical and vocational teacher education. The term of each nominated member is 3 years.

8.4.1 Objectives of NCTE

1. To advise Government of India on all matters concerning Teacher Education, including pre-service and in-service training, evaluation of curricula for Teacher Education and periodical review of progress in revising curricula.
2. To advise State Governments on any matter referred to the Council by them.
3. To review the progress of plan schemes, both Central and State, concerning Teacher Education.
4. To advise Governments on ensuring adequate standards in Teacher Education.
5. Any other matter entrusted to the Council by the Government of India.

8.4.2 Role or Functions of NCTE

According to the Act of 1993, NCTE perform the following functions:

1. Undertaking survey and studies relating to various aspects of teacher education and published the results.
2. Making recommendations to the Centre and State Govt. Universities, the UGC, and other institutes in the preparation of plans and programmes in the field of Teacher Education.
3. Coordinating and monitoring Teacher Education and its development in the country.
4. Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher-educators at different levels.
5. Developing norms for any specified category of courses or training in Teacher Education, including minimum eligibility criterion for admission.
6. Preparing a guideline and specified requirements for starting new courses and programmes under Teacher Education.
7. Developing a guideline for general Teacher Education programme.
8. Promoting innovations and research studies and organise them periodically or annually.
9. Supervising Teacher Education programmes and providing financial assistance.
10. Enforcing accountability of teacher development programmes in the country.
11. Preventing commercialisation in Teacher Education and maintaining quality and standard of teacher education to produce better teachers.
12. Entrusting responsibility to other organisations, universities and other institutes.
13. Preparing a programme for in-service Teacher Education for

orienting teachers for latest development.

14. Establishing international relations in the area of Teacher Education.



CHECK YOUR PROGRESS

Q.1 When was NCERT established?

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Q.2 Mention two objectives of NCERT.

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Q3. Write three roles or functions of NCTE.

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8.5 STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

The State Council of Educational Research and Training was established in the year of 1979 by the transformation and up gradation of the former State Institutes of Education. (SIE). In every State the SCERT looks after the problems, prospects and the needs of school education. The highest administrative authority and the academic adviser of the SCERT is the Director of SCERT. The Director of SCERT has the power to inspect all the training schools and training colleges of the State and make periodical assessment of the activities performed by the teachers. SCERT tries to take up remedial measures for the solution of the problems of school education in its respective state.

8.5.1 Objectives of SÇERT

1. To bring about qualitative improvement in the existing educational system of the state.
2. To develop the curriculum of various school subjects.
3. To provide pre-service and in-service education for teachers and educational supervisions.
4. To develop new techniques and methodologies in the field of school education.
5. To undertake and promote investigations, surveys, studies and research in the various field and sectors of education.
6. To formulate and implement pilot projects for bringing about qualitative improvement in different fields of school education.
7. To evaluate, monitor and develop educational programmes.

8.5.2 Role of SCERT

They are organising capacity building programme for teachers. The role of SCERT is given below:

1. Orientation on newly developed curriculum
2. Induction level training for newly required teacher educations
3. Department-wise orientation of DIET faculties
4. Workshop on development of teaching model (TLM)
5. Orientation of evaluation strategies of teacher training institute
6. Orientation on conduct of action research
7. Orientation on supervision! Mainly and support system of background areas school

8.5.3 Activities of SCERT

1. Development of curriculum and syllabus for elementary schools.
2. Development of text books and teacher handbook, work book etc.

3. Produce instructional materials for elementary school teachers and for the teacher educators.
4. Development of academic calendar and evaluation tools for all periodical evaluation of pupils of primary stage of the school.
5. To look after all the activities related to training student educators.
6. Develop a programme of coordination with Department of Science and Technology and the Department of Environment.
7. Arranging in-service training for different categories of teachers, inspecting officers and teacher-educators and coordinate the work of other agencies operating at the State level.
8. To look to the progress of population education programme in the country.
9. Assigned the work of implementing UNICEF and UNESCO projects in different states.
10. Organisingprogrammes including correspondence-cum-contact courses for professional development of teachers, teacher-educators and inspecting officers.

8.6 CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET)

NCERT is considered as the most powerful organisation in the field of education. This organisation has various departments or units for overall improvements of educational system in India. One of the most important unit or constituent part of NCERT is CIET. The full form of CIET is Central Institute of Educational Technology. The CIET came into existence in the year of 1984 with the merging of Centre for Educational Technology and Department of Teaching Aids. It is a premiere national institute of educational technology.

The major aim of CIET is to promote systematic application of all resources and utilisation of educational technologies viz. Radio, TV, Films, Satellite Communications and cyber media, either separately or in combination to the learning process. This implies changes not only in content, in methodology but also in educational structures and systems. Systems designed by this centre is less costly and more effectively replicated by the states. The institute undertakes activities to widen educational opportunities promote equity and improve quality of educational process at the school level.

8.6.1 Activities of CIET

Following activities are undertake by CIET :

1. **Training:** Short courses in the states and longer courses at the centre.
2. **Production:** Production of material relating to training and use both for formal and non-formal systems.
3. **Research and Evaluation:** Understanding feasible studies, design of programmes and materials of innovative type and securing feedback.
4. Resource centre and consultancy services.

8.7 DISTRICT INSTITUTES FOR EDUCATIONAND TRAINING (DIET)

Considering the importance and central place of Teacher Education, the National Policy of Education 1986, giving importance to develop some institutes specially meant for the elementary teachers. These institutions are named as District Institutes of Education and Training (DIET). The DIETs were established in the year of 1990. DIET provides both pre-service and in-service training to the teachers as well as continuation of the personnel working in non-formal and adult education programme.

The head of a DIET would be equivalent to the status of a Principal of

Degree College or B.Ed. College. Special selection procedures will be used to ensure that ablest persons are selected. The faculty members are given higher scales of pay and are reoriented in cooperation with NCERT, NUEPA, SCERT's University Departments of Education, some outstanding teachers, etc. The Non-formal Education, Adult Education and District Resource Units would be an integral part of DIET and for these units additional faculty will be provided.

Central Government will meet a major share in funding this programme.

8.7.1 Objectives of DIET

Following are the objectives of DIET:

1. **Regarding Elementary Education:** Universalisation of elementary education.
2. **Regarding Adult Education:** DIET targeted to the functional literacy in the age group of between 15 to 35 years.
3. **Regarding the Role:** They actually provide in-service teacher training programmes for primary school teacher.
4. **Regarding Academic Activities:** All academic activities such as short-term teachers training programmes and baseline achievement survey for primary and upper primary teachers.

In the DIETs, latest technologies are used in providing instructions, such as Computer based learning, VCR, TV, etc. The teacher trainee would be encouraged to develop their own programmes using these materials as instructional resources. Traditional teaching aids would also be emphasised and learners are encouraged to improve their own instructional materials.

8.7.2 Functions and Role of DIET

- To upgrade the quality of teaching-learning process in the district elementary school.
- Pre-operational elementary and pre-school teacher through pie-service and in-service education.

- Preparation of district plans for Universalisation of elementary education.
- Development of district specific curriculum and teaching learning material.
- Research to build and improve understanding of elementary education in all districts.
- Support to research centers at the sub-district level.
- Activities to improve and support community involvement in elementary education.
- Support to training programme in adult education.
- Strengthening their capacity.

8.7.3 DIETs in Assam

In Assam, there are 18 DIETs located at various parts of the state. They are as follows :

- Sonitpur (BiswanathChariali)
- Kocher (Uderban)
- Kokrajhar
- Samuguri (Nagaon)
- Mirza (Kamrup)
- Chabua (Dibrugarh)
- Lakhimpur
- Barpeta (Hauli)
- Dalgaon (Darrang)
- Dudhnoi (Goalpara)
- Sonari (Sibsagar)
- Karimganj (Kaliganj)
- Golokganz (Dhubri)
- Morigaon
- Titabar (Jorhat)
- Haflong (S.E. Hills)
- Nalbari
- KarbiAnglong



CHECK YOUR PROGRESS

Q4. What is the full form of SIE?

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Q5. Mention two functions of DIET.

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8.8 NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION (NUEPA)

NUEPA is a national institute concerned with the educational research, training and consultancy, which was established in 1962. The full form of NUEPA is National University of Educational Planning and Administration. NUEPA was originally named as National Institute of Education Planning and Administration. The core activities of NUEPA include training of educational planners and administrators, research and consultancy services at national and international levels. NUEPA is a clearing house for dissemination of knowledge and information and providing a forum for exchange of views and experiences between administrators, planners and academics. It sponsors research in educational planning, policy and management. NUEPA also offers several professional programmes, seminars, conferences, problem-solving meetings to senior national and international educational policy makers. Distance educational modes are also used for offering programmes. NUEPA was a combination of modem methodologies in training delivery including structured presentations, practical work, case studies, group discussions, and so on. NUEPA has an outstanding multi-disciplinary faculty and a well-stocked library. Its focus areas of research covers school education, higher education, inclusive

education, constitutional rights and management information system.

8.8.1 Departments of NUEPA

NUEPA has nine departments namely :

1. Department of Educational Planning
2. Department of Educational Administration
3. Department of Educational Policy
4. Department of Educational Finance
5. Department of School and Non-formal Education
6. Department of Higher and Professional Education
7. Department of Comparative Education and International Co-operation
8. Department of Educational Management and Information System
9. Department of Foundation of Education

8.8.2 Objectives and Functions of NUEPA

Some of the objectives and functions of NUEPA are as follows :

1. To print and publish papers.
2. To organise training conference for the educational personnel of the central and state governments.
3. To organise training programmes for teachers.
4. To offer fellowships and academic awards.
5. To be a clearing house of ideas and information on research, training and extension in educational planning and administration services.

8.9 REGIONAL COLLEGES OF EDUCATION IN INDIA

One of the most important projects for Teacher Education in the diversified system of secondary education relates to the setting up the Regional College of Education and their attached demonstration multipurpose schools at Ajmer, Bhubaneswar, Mysore and Bhopal. The first three started

in 1963 while the later in 1964. These colleges are designed to represent a new enterprise in teacher education, to train competent teachers and teacher educators in certain critical areas like Science, Technology, Industrial crafts, Commerce and Agriculture, so that they can function in their respective fields, in any system of education like technical, commerce and agricultural schools and not only in multi-purpose school. These programmes are 4 year bachelor's degree programmes in Science, Technology, Commerce, Agriculture and English, one year training programmes in Science, Commerce, Agriculture, Industrial Crafts, programmes of one, two and three year duration and two year master's degree programme. The colleges has undertaken a crash programme of training teachers to clear the backlog through correspondence-cum-summer schools, which may be regarded as sandwich courses. Their main objective is to meet with the present emerging needs and problems and residential facilities for the trainees. These colleges are at present engaged in experimentation of new instrumental material for their use.

The Jurisdiction of each collegesare:

- Ajmer - Jammu and Kashmir, Punjab, Rajasthan, Uttar Pradesh, Delhi, Chandigarh, Hariyana and Himachal Pradesh.
- Bhopal - Maharashtra, Madhya Pradesh and Gujarat.
- Bhubaneswar - Assam, Bihar, Orissa, West Bengal, Manipur, Tripura, Nagaland and NEFA.
- Mysore - Andhra Pradesh, Karnataka, Tamil Nadu and Kerala.

8.9.1 Objectives of Regional Colleges of Education

1. To achieve excellence through inter-disciplinary approach.
2. To improve professional competence through organised learning experiences.
3. To master the subject with professional preparation.
4. To integrate the subject in the curriculum, co-curricular activities and team work by subject specialists and experts in education.

5. To achieve a thorough grasp of education theories, practices and problems and capacity to analyse and judge educational issues as the course offers ample time and adequate facilities.

8.9.2 Functions of Regional Colleges of Education

1. It develops and provides a programme of Teacher Education for the secondary schools and to prepare teachers of technical subjects like Science, Crafts, Agriculture, Commerce, English, Home science and Fine arts.
2. Providing in–service programmes and field services for the teachers, supervisors and administrators concerned with the secondary schools in the region in which it is located.
3. It develops and provides post graduate courses for training teacher educators and specialists in selected areas.
4. It helps in organising and developing demonstration school.
5. It undertakes pilot studies and research projects in the methods of teaching to the secondary stage school.
6. It prepares and disseminates instructional materials for secondary schools in critical areas.
7. It collaborates with other institutions in initiating and promoting improved methods and practices, to function as a cleaning house in this regard and to generally provide leadership.
8. It helps to become Regional Centers of the National Institutes of Education and disseminate the message of NIE in the region.
9. It provides all kinds of consultancy services to the State Department of Education and collaborates with all the agencies of education.
10. It clears the backlog of untrained teachers through all kinds of emergency measures.

8.10 REGIONAL INSTITUTE OF EDUCATION (RIE)

The Regional Institute of Education (RIE)was formerly known as Regional College of Education. It is an important constituent unit of the National Council of Educational Research and Training (NCERT), New Delhi. The RIEs were established in 1963 by the Government of India in different parts as well as covering various regions. The Regional Institutes were started to fulfill the objective of qualitative improvement of school education with the help of innovative pre-service and in-service Teacher Education programmes and also relevant research, development and extension activities etc. It is important to note that, the Regional Institutes of Education have established themselves as institutes of repute in the area of school and teacher education. The institutes have already taken those responsibilities as well as challenges generated by changes in the educational scenario of our country.

The RIEs are located at:

Name	Indian State Covered
RIE Ajmer	Chandigarh, Haryana, Himachal Pradesh, Jammu and Kashmir, National Capital Territory of Delhi, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand
RIE Bhopal	Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Madhya Pradesh, Maharashtra
RIE Bhubaneswar	Andaman and Nicobar Islands, Bihar, Jharkhand, Odisha, West Bengal
RIE Mysore	Andhra Pradesh, Karnataka, Kerala, Lakshadweep, Puducherry, Telangana, Tamil Nadu
NE-RIE Shillong	Arunachal Padesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura

The Regional Institutes of Education (RIEs) are located in Ajmer, Bhopal, Bhubaneswar and Mysore. These are giving their services to the educational needs (both pre-service and in-serviceeducation) of teachers/

teacher educators in the States and UTs under their jurisdiction. It should be noted here that, Pre-service professional training programmes are offered to prepare school teachers for teaching of different school subjects. These are regarded as Regional Resource Institutions for school and teacher education and most importantly they extend great assistance in implementing the policies of the States / UTs and help in monitoring and evaluation of the Centrally Sponsored Schemes.

The North-East Regional Institute of Education (NERIE), Shillong caters to the in-service educational needs of North-Eastern States. At the same time, the pre-service teacher preparation programmes for the North-East Region are still being taken care by RIE, Bhubaneswar.

Again a Demonstration Multipurpose School (DMS) is also attached to each RIE at Ajmer, Bhopal, Bhubaneswar and Mysore as a laboratory for preparation of teachers and for trying out innovative practices in School Education and Teacher Education. These are also used as model schools in their respective regions. There is facility of teaching-learning from pre-school to senior secondary level in these schools.

The following courses are offered at RIE Bhubaneswar:

1. Four year Integrated B.Sc., B.Ed.
2. Four year Integrated B.A., B.Ed.
3. Two year M.Ed.
4. Two Year B.Ed. (Secondary)
5. Three Years Integrated B.Ed.-M.Ed.
6. M.Phil in Education
7. M.Sc.Ed (Life Science, Mathematics, Chemistry, Physics) will take 6 years
8. One Year DCGC (Diploma in Guidance & Counseling)-certification is done by NCERT
9. Pre-Ph.D course in Education- one semester

(RIE, Bhubaneswar is declared as a nodal centre for Education as a discipline under Utkal University, Bhubaneswar).

The other RIEs offered some of the courses from the mentioned list the MSc.Ed. in Mathematics, Chemistry and Physics are offered by RIE,

Mysore. All these RIEs are affiliated to nearby university for running the courses for the requirement of certification of the graduates qualifying different courses. Each RIE has a managing committee where in the corresponding Vice-Chancellor of the university acts as Chairman. University monitors academic affairs of the Institutes in collaboration with RIE faculty. NCERT being the supreme authority of all regional institutes, controls the administrative affairs of each of its unit located in mentioned parts of the country.



CHECK YOUR PROGRESS

Q6. Write the full form of NUEPA.

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Q7. What are the main purposes of Regional Colleges of Education?

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Q8. What is RIE?

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8.11 LET US SUM UP

- The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education.

- NCERT has its own governing body and it has the responsibility of managing, directing and controlling the NCERT in accordance with its rules, regulations as well as the ordinances.
- The National Council for Teacher Education was established by the Ministry of Education of Government of India in 21st May of 1973. NCTE had been given statutory statues by an Act passed in 1993.
- The State Council of Educational Research and Training was established in the year of 1979 by the transformation and up gradation of the former State Institutes of Education. (SIE).
- The full form of CIET is Central Institute of Educational Technology. The CIET came into existence in the year of 1984 with the merging of Centre for Educational Technology and Department of Teaching Aids. It is a premiere national institute of educational technology.
- Considering the importance and central place of Teacher Education, the National Policy of Education 1986, giving importance to developed some institutes specially meant for the elementary teachers. These institutions are named as District Institutes of Education and Training (DIET). The DIETs are established in the year of 1990.
- NUEPA is a national institute concerned with educational research, training and consultancy. It was established in 1962. The full form of NUEPA is National University of Educational Planning and Administration. NUEPA was originally named as National Institute of Education Planning and Administration.
- One of the most important projects for Teacher Education in the diversified system of secondary education relates to the setting up the Regional College of Education and their attached demonstration multipurpose schools at Ajmer, Bhubaneswar, Mysore and Bhopal. The first three started in 1963 while the later in 1964.
- The Regional Institute of Education (RIE) was formerly known as Regional College of Education. It is an important constituent unit of the National Council of Educational Research and Training (NCERT), New Delhi.



8.12 FURTHER READING

1. Aggarwal, J.C. (1996). *Teachers and Education in a Developing Society*. New Delhi: Vikash Publishing House Pvt.
2. Ali Lokman, SaikiaAnjan (2015). *Issues and Challenges of Teacher Education*. Guwahati. EBH Publishers.
3. Anand, C.L. (2000). *Teacher Education in Emerging India*. New Delhi: NCERT.
4. Shama, Shashi Prabha. (2007). *Teacher Education Principles, Theories and Practices*. New Delhi. Kanishka Publishers, Distributors.
5. Shaoo, S.C. (2010). Teacher in Emerging Indian Society. Delhi: Navyug Books International.



8.13 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q. No.1: The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education.

Answer to Q. No.2: The objectives of NCERT:

1. To launch, organize and strengthen research works in various aspects of education.
2. To arrange for pre-service and in-service training at the higher level.

Answer to Q. No.3: According to the Act of 1993, NCTE perform the following functions:

1. Undertaking survey and studies relating to various aspects of Teacher Education and publishing the results.

2. Making recommendations to the Centre and State Government Universities, the UGC, and other institutes in the preparation of plans and programmes in the field of teacher education.
3. Coordinating and monitoring Teacher Education and its development in the country.

Answer to Q. No.4: The full of SIE is State Institute of Education.

Answer to Q. No.5: Functions and role of DIET's

1. To upgrade the quality of teaching-learning process in the district elementary school.
2. Pre-operational elementary and pre-school teacher through pie-service and in-service education.

Answer to Q. No.6: The full form of NUEPA isNational University of Educational Planning and Administration

Answer to Q. No.7: Regional Colleges of Education are established with the purposes to represent a new enterprise in Teacher Education and to train competent teachers and teacher educators in certain critical areas like Science, Technology, Industrial crafts, Commerce and Agriculture, so that they can function in their respective fields, in any system of education like technical, commerce and agricultural schools and not only in multi-purpose school. These programmes are 4-yearBachelor's degree programmes in Science, Technology, Commerce, Agriculture and English, one year training programmes in Science, Commerce, Agriculture, Industrial Crafts, programmes of one-, two- and three-year duration and two-yearMaster's degree programme.

Answer to Q. No.8: The Regional Institute of Education (RIE)was formerly known as Regional College of Education. It is an important constituent unit of the National Council of Educational Research and Training (NCERT), New Delhi. The RIEs were established in 1963 by the Government of India in different parts as well as covering various regions.

8.14 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1: What are the objectives of NCERT?

Q.2: Write a brief note on NCTE.

Q.3: What is meant by RIE?

Q.4: Briefly discuss the importance of CIET on Teacher Education.

B. Long Questions (Answer each question in around 300- 500 words)

Q.1: Discuss the role performed by NCTE in the field of Teacher Education.

Q.2: What are the objectives and functions of DIET?

Q.3: Explain the significance of RCE.

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UNIT 9: DISTANCE EDUCATION AND TEACHER EDUCATION

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Concept of Distance Introduction

9.4 Teacher Education through Distance Education

9.4.1 Distance Education and D.El.Ed Programme of NCTE

9.4.2 Distance Education and B.Ed Programme of NCTE

9.5 New Innovations for Continuous Professional Development

9.5.1 Role of MOOCs

9.5.2 Role of OERs

9.6 Let Us Sum Up

9.7 Further Reading

9.8 Answers to Check Your Progress

9.9 Possible Questions

9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to :

- define the concept of distance education
- describeabout teacher training through distance education
- discuss the D.El.Ed Programme of NCTE through distance mode
- explain the B.Ed Programme of NCTE through distance mode

9.2 INTRODUCTION

You might have already studied the previous units of this courseand received an idea about the nature, scope, types and organisations of Teacher Education. This unit discusses the role of Distance Education in the field of Teacher Education. As a learner of Distance Education, you are well aware about this alternative mode of education. You are also aware of the fact that

the very nature of Distance Education has undergone a drastic changedue to the application of Information and Communication Technology (ICT)in education. Nowadays, Distance Education has become more like a Digital Education, which has made it possible to transform it into areplica of real teaching. As such, Distance Education has entered the arena of Teacher Education or training and has been successfully delivering teacher training programme in blended mode with the application of ICT. The presentunit is intended to familiarise you with the role of Distance Education in the field of Teacher Education. The unit provides a brief introduction of Distance Education in addition to deliberating on the role of Distance Education in teacher training programme in a detailed manner.

9.3 CONCEPT OF DISTANCE EDUCATION

Distance Education is a mode of education where instruction is provided without any direct contact between teachers and students. Its origin goes back to the use of correspondence courses as a means to convey instruction. Nowadays, Distance Education employs an integrated combination of means for imparting education, such as, self-instructional courses in the form of printed materials, radio and television, broadcast programmes, audio cassettes, computers, telecommunication, etc. Thus, there are two main characteristics of Distance Education. First, it involves the physical concept of distance between teacher and learner and second, it provides a multimedia approach to teaching-learning situation. In Distance Education, a large portion of learning activities are carried through self-directed learning. The student carries on his/her learning according to the space and time available to him/her in the absence of a teacher. However, there is an educational organisation that deliberately imparts education to its learners.

9.4 TEACHER TRAINING THROUGH DISTANCE EDUCATION

In 21st century, Teacher Training has changed dramatically as today's

teachers are expected to be equipped with the innovative approaches and latest skills to face the new age classrooms confidently. Teachers are considered as most important resource because they tend to influence the young minds and foster a holistic development of young learners. With the technological advance, the physical boundaries of traditional teacher education classrooms have been blurred. Aspiring teachers are no longer confined to brick and mortar teacher training institutions but their reach has extended far beyond to different paths of the world. Teacher training through distance education is making its presence felt and is gaining popularity as aspiring as well as professional teachers are opting for this mode of learning.

Teacher education programme through distance mode in Indian context is more than five decades old. The Education commission (1964-66) recommended opening supplementary channels for clearing the backlog of untrained teacher through *Summer courses, Vacation courses, Part time courses and Correspondence courses.* During sixties another mode, i.e. *correspondence course* was introduced. The correspondence-cum-contact mode was considered suitable especially for teachers of the secondary school stage. In order to institutionalise this mode of teacher training, the Central Institute of Education, then a constituent of NCERT, started in 1966 a B.Ed. programme through the correspondence-cum-contact mode. Though these five institutions, i.e. the Central Institute of Education and the four Regional Colleges of Education, now Regional Institute of Education have since given up the programme, their involvement along with their academic credibility were instrumental in making programmes of secondary school teacher education through the correspondence mode more widespread.

An expert committee appointed by the NCTE under the chairmanship of Prof. R. C. Das (1995) viewed that:"If part time face-to-face institutional programmes are equivalent to face-to-face full timeinstitutional programmes in their total duration of instruction, programmes and academic staffsupport and other infrastructure as per National Council for Teacher Education norms, then theNational Council for Teacher Education may consider their recognition after obtaining detailedinformation from these institutions." Here,

these institutions are distance learning institutions.

The institutions of correspondence courses, and now their improved forms such as Distance Education represent steps for making teacher education more responsive to field needs. However, recent trends towards developing Open and Distance Learning System represent efforts to explore more varied and effective modes for curriculum transaction of Teacher Education programme.

Indira Gandhi National Open University (IGNOU), which has a national jurisdiction and fairly well-established student support services has been taking constant attempts to launch different education programmes for teachers at various levels. At the state level, KKHSOU also trained primary school teachers through the D.El.Ed. programme.

The National Council of Teacher Education (NCTE) now recognises Open& Distance Learning as a viable mode of imparting teacher education programme.



CHECK YOUR PROGRESS

Q1. Distance educationwas previously known as _____. (Fill in the gap)

Q2. What is the full form of NCTE?

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9.4.1 Distance Education and D.El.Ed Programme of NCTE

National Council for Teacher Education (NCTE) approved Elementary teacher education programme through Open and Distance system is intended primarily for upgrading the professional competence of in-service teachers in the elementary schools. It aims to prepare teachers for the elementary stage of education, i.e. classes I-VIII. The duration of the programme shall be of two academic sessions/years. However, learners should be permitted to complete the programme within a maximum period of five years.

Regarding curriculum, the syllabus of D.El.Ed. offered through the face-to-face mode should be transformed into distance mode consisting of Blocks/Units as per credit hours of study. The self-learning materials (SLMs) developed by the institution should be approved by the Distance Education Council/Bureau.

Regarding implementation of the D.El.Ed Programme, following points are important:

- The university/institution should develop curriculum-based audio-visual resources on its own or adapt such resources from other institutions.
- The programme should be delivered in a blended mode by judiciously mixing the components of resource based self-learning, face-to-face counselling and workshops, and technology-enabled interaction and learning.
- Both print and non-print self-learning materials should be prepared based on the principles of instructional design and the pedagogy of self-learning.
- In a programme of two years' duration, the personal contact programme must be conducted at the Headquarters and/or study centres convenient to the learners.
- Academic counselling sessions should be spread over the entire duration of the programme and be conducted on a regular basis.
- Workshops should be organised so that the learners shall acquire competencies and skill required by a teacher or teacher educator.
- The learners pursuing teacher education courses through distance education should be involved in activities which a teacher supposed to perform in the school.
- The learner enrolled in the D.El.Ed. Programme should go through a teaching practice in the designed schools, under supervision of the teacher/ academic counsellor.
- The Headquarter staff should develop curriculum, self-learning materials, model lesson plans and audio-visual materials for use at the study centres.

Adequate number of learner support services should be available in all headquarters and study centres. Continuous and comprehensive evaluation as well as term-end examinations should be used the institution for evaluating the learners of teacher education programmes. Due weightage should be given on continuous and comprehensive evaluation including for participation and performance in the workshops. Assignment/project reports submitted by the learners should be evaluated by the tutors/counsellors in a given time frame and returned to them along with constructive comments and suggestions so that they can improve their performance. The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. The external evaluation should encompass questions of all the units of the syllabus and should be assess through objective type/short answer type/long answer type questions. The weightage for internal and external evaluation may be in the ratio of 30:70.



CHECK YOUR PROGRESS

Q3. Mention the duration of D.El.Ed. Programme of distance mode approved by NCTE.

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Q4. Write very briefly about evaluation system of D.El.Ed Programme.

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9.4.2 Distance Education and B.Ed. Programme of NCTE

B.Ed. is a professional programme that prepares teachers for upper primary (classes VI-VIII), secondary (classes IX-X) as well as senior secondary (classes XI-XII) levels. In distance mode, the Bachelor of Education (B.Ed.) is a professional programme for in-service teachers. It is a second degree of Teacher Education primarily intended for upgrading the professional competence of in-service teachers in the upper primary, secondary and senior secondary levels who have entered the profession without formal secondary teacher training. National Council for Teacher Education (NCTE) approved Bachelor of Education programme through Open and Distance system for the purpose to prepare in-service teachers for the secondary stage of education, in accordance with the notifications of NCTE with regard to minimum qualifications for recruitment as a teacher. The duration of the programme should be of two academic sessions/years. However, students should be permitted to complete the programme within a maximum period of five years.

The curriculum of the B.Ed. is offered through the face-to-face mode; hence the nomenclature of the programme should be same and will be referred to as B.Ed. The curriculum is transacted to systematise and structure the past teaching experiences gathering while teaching because the distance mode will cater to the in-service school teachers. The programme should use blended learning modality for design, development and delivery of the programme. The programme should be transformed into distance mode consisting of Blocks/Units as per credit hours of study. The self-learning materials developed by the institution should be approved by the Distance Education Council/Bureau.

The B.Ed programme of distance mode is aimed to prepare teachers who are able to continuously assess and improve their professional practice as teachers. Regarding implementation of the B. Ed. Programme, following points are important:

- The university/institution should develop curriculum-based audio-visual resources on its own or adapt such resources from other institutions.
- The programme should be delivered in a blended mode by judiciously mixing the components of resource based self-learning, face-to-face counselling and workshops, and technology-enabled interaction and learning.
- Both print and non-print self-learning materials should be prepared based on the principles of instructional design and the pedagogy of self-learning.
- In a programme of two years' duration, the personal contact programme must be conducted at the Headquarters and/or study centres convenient to the learners. This programme should cover counselling, workshop, seminar presentations, report writing etc.
- Academic counselling sessions should be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners.
- Workshops should be organised so that the learners shall acquire competencies and skill required by a teacher or teacher educator.
- The learners pursuing teacher education courses through distance education should be involved in activities which a teacher supposed to perform in the school.
- The learner enrolled in the B.Ed. Programme should go through a teaching practice for three months in the schools under supervision of the teacher/ academic counsellor.
- The Headquarter staff should develop curriculum, self-learning materials, model lesson plans and audio-visual materials for use at the study centres.
- The B.Ed offering institutions of distance mode should maintain their website to enable students to have access to all learning materials and resources, to interact with their peers, to facilitate faculty-students discussion on suitable social media or networking services.

Adequate number of Learner Support Services should be available in all headquarters and study centres. Continuous and comprehensive evaluation as well as term-end examinations should be used the institution for evaluating the learners of Teacher Education programmes. Due weightage should be given on Continuous And Comprehensive Evaluation (CCE)including for participation and performance in the workshops as allotted in the curriculum framework. Assignment/project reports submitted by the learners should be evaluated by the tutors/counsellors in a given time frame and returned to them along with constructive comments and suggestions so that they can improve their performance. The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. The external evaluation shall encompass questions of all the units of the syllabus and should be assess through objective type/short answer type/long answer type questions. The weightage for internal and external evaluation may be in the ratio of 30:70.



CHECK YOUR PROGRESS

Q5. What is the aim of B.Ed. programme through distance education approved by NCTE?

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9.5 NEW INNOVATIONS FOR CONTINUOUS PROFESSIONAL DEVELOPMENT

Continuous professional development is the ongoing process of developing and maintaining professional skills. Continuous professional development is very important for teachers as they are always dealt with

new learners of changing time. In this regard, distance education plays a pivotal role. At present, Massive Open Online Courses (MOOCs), Open Education Resources (OERs) and many other new innovations play an important role for continuous professional development of teachers through distance mode of learning.

9.5.1 Role of MOOCs

MOOCs are generally scheduled between 3 to 12 weeks and can be accessed 24/7 around the world with internet connection. Content delivery is done in both synchronous and asynchronous modes depending on the course. For instance, live programmes, interactive discussions and talks are delivered synchronously in the form of webinars which require prior registration of participants and joining the live sessions at the specified time.

MOOCs have a meaningful role to play in improving the efficacy of teachers teaching in schools, colleges and universities in the global context. Primarily, inquisitive teachers are motivated to take them up for self-learning, self-study along with personal and professional development. Secondly, the courses are meticulously planned, carefully designed in collaboration with subject experts, professional trainers and educators. Further, these courses are made free and open for all which can be enrolled and completed in the stipulated time frame. Stating a similar view Anna Lloyd (2020), Head of Educational Technology, Cambridge English, said, "*The best thing about MOOCs is that people from all over the world can gain knowledge and skills quickly, for free and at a time and place that suits them. We're excited to give people around the world access to information from our team of experts*."

The fraternity of teaching professionals requires technological tools in teaching, learning inputs for continuous professional development, take home value for courses to implement in their classroom teaching and innovative techniques and methods in the

context of teaching. The availability of training programmes may not equip large number of teachers in India with required skill-set. Limited means of professional development may turn good teachers into teachers without any motivation and interest in their profession.

In India, Government MOOC platform SWAYAM introduces certain programmes for teachers' professional development via distance mode of learning. One such programme is ARPIT (Annual Refresher Programme in Teaching). The courses of ARPITs are free for all categories of teachers. They can access these courses at any time according to their convenience. The courses of ARPITs are equivalent to a refresher course organised by University Grants Commission Human Resource Development Centre of different university.

Again, at present, due to COVID-19 pandemic, almost all the face-to-face teacher training institutions provide training through online mode as it is not possible for the teachers to visit the training institutions in such a sitaution.

9.5.2 Role of OERs

The concept of Open Educational Resources (OER) came in existence during a UNESCO Forum on Open Courseware for Higher Education in Developing Countries held in 2002. Open Educational Resources (OER) certainly have an economic value proposition with potential for educational transformation. The pedagogical and the digital dimensions of OER together accord a powerful transformative potential to OER. The concept is pedagogically instilled in using resources as an integral method of communication of curriculum.

OER has tremendous potential to contribute in improving the quality and effectiveness of education through generation of three key possibilities:

- Increased availability of high quality, relevant, need-targeted learning materials can contribute to more productive students and educators,because OER removes restrictions around

copying resources, it holds potential for reducing the cost of accessing educational materials.

- The allowance for adaptation of materials provides a mechanism for making students active participants in educational processes by facilitating their learning by doing and creating. Content licences that encourage activity and creation by students through reuse and adaptation of that content can make a significant contribution to creating more effective learning environments.
- OER has the potential to build capacity by providing institutions and educators with access, at low or no cost, to the means of production with regard to high quality materials. This includes building institutions and educators' competence in producing educational materials and completing the necessary instructional design to integrate such materials into high quality programmes of learning.



CHECK YOUR PROGRESS

Q6. What is the full form of MOOC and OER?

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Q7. What are the three key possibilities of OER in continuous professional development of teachers?

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9.6 LET US SUM UP

- DistanceEducation is a mode of education where instructionis provided without any contact between teachers and students. Learners learn through the use of technical media. Students carries on learning according to space and time available to them in the absence of teacher.

- Teacher Training throughDistance Education is making its presence felt and is gaining popularity as aspiring as well as professional teachers are opting for this mode of learning. Teacher Education programme through distance mode in Indian context is more than four decades old.
- The Education Commission (1964-66) recommended opening supplementary channels for clearing the backlog of untrained teacher through Summer courses, Vacation courses, Part time courses and Correspondence courses.
- NCTE approved Elementary Teacher Education programme through Open and Distance system is intended primarily for upgrading the professional competence of in-service teachers in the elementary schools. It aims to prepare teachers for the elementary stage of education, i.e. classes I-VIII. The duration of the programme shall be of two academic sessions/years. However, students should be permitted to complete the programme within a maximum period of five years.
- B.Ed is a second degree of Teacher Education primarily intended for upgrading the professional competence of in-service teachers in the upper primary, secondary and senior secondary levels who have entered the profession without formal secondary teacher training.
- National Council for Teacher Education (NCTE) approved Bachelor of Education programme through Open and Distance system for the purpose to prepare in-service teachers for the secondary stage of education, in accordance with the notifications of NCTE with regard to minimum qualifications for recruitment as a teacher. The duration of the programme should be of two academic sessions/years. However, students shall be permitted to complete the programme within a maximum period of five years.
- MOOCs have a meaningful role to play in improving the efficacy of teachers teaching in schools, colleges and universities in the global context. Primarily, inquisitive teachers are motivated to take up them for self-learning, self-study along with personal and professional

development. Secondarily, the courses are meticulously planned, carefully designed in collaboration with subject experts, professional trainers and educators.

- Open Educational Resources (OER) certainly have an economic value proposition with potential for educational transformation**.** The pedagogical and the digital dimensions of OER together accord a powerful transformative potential to OER.



9.7 FURTHER READING

1. Arora, G.L. (2002). *Teachers and Their Teaching.* Delhi: Ravi Books.
2. Chaurasia, G. (2000). *Teacher Education and Professional Organizations*. Delhi: Authorspress.
3. Elahi, N. (1997). *Teacher's Education in India.* New Delhi:APH Publishing Corporation.
4. Holmberge, B. (1989). *Theory and Practice of Distance Education*. Routledge: London.
5. Kundu, C.L. (1998). *Indian Year Book on Teacher Education*. New Delhi: Sterling Publishers Privatization Ltd.



9.8 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q. No. 1:Correspondence Education.

Answer to Q. No. 2:National Council of Teacher Education.

Answer to Q. No. 3:Two years

Answer to Q. No. 4: Continuous and Comprehensive Evaluation (CCE)as well as term-end examinations should be used the institution for evaluating the learners of D.El.Ed programmes.

Answer to Q. No. 5: The aim of B.Ed programme through distance education approved by NCTE is to prepare in-service teachers for the secondary stage of education, in accordance with the notifications of NCTE with regard to minimum qualifications for recruitment as a teacher.

Answer to Q. No. 6: The full form of MOOC is Massive Open Online Course and of OER is Open Educational Resource.

Answer to Q. No. 7: The three key possibilities of OER forcontinuous professional development for teachers are:

- Increased availability of high quality, relevant, need-targeted learning materials can contribute to more productive educators.
- The allowance for adaptation of materials provides a mechanism for making teachers active participants in educational processes by facilitating their learning by doing and creating.
- OER has the potential to build capacity by providing institutions and educators with access, at low or no cost, to the means of production with regard to high quality materials.



9.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1: Explain the concept of Distance Education.

Q.2: Describe briefly about teacher training through distance mode.

Q.3: Write a note on evaluation of B.Ed programme approved by NCTE.

Q.4: Write a note on programme implementation of D.El.Ed programme approved by NCTE.

Q.5: How MOOCs help the teachers in professional development?

B. Long Questions (Answer each question in about 300-500 words)

Q.1: Write an essay on teacher training through distance education.

Q.2: Discuss about the D.El.Ed Programme of NCTE through distance education.

Q.3: Discuss about the B.Ed Programme of NCTE through distance education.

Q.4: Describe MOOCs and OERs as innovative strategies of continuous professional development of teachers.

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UNIT 10: TEACHER EDUCATION IN ASSAM

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Growth and development of Teacher Education in Assam

10.4 Problems and prospects of Teacher Education in Assam

10.5 Let Us Sum Up

10.6 Further Reading

10.7 Answers to Check your Progress

10.8 Possible Questions

10.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- trace the growth and development of teacher education in Assam
- identify the problems and prospects of teacher education in India

10.2 INTRODUCTION

We have already gone through different units discussing different aspects of teacher education and realized that a good teacher preparation programme should be in place to achieve the goals of education at different levels. The educational system requires services of millions of teachers who can impart quality education. Assam is one of the states of North Eastern Region of India. The North-East region is considered as a special region in certain aspects. As it is remote from the main stream of India, there is a general notion that the region represents underdevelopment and the major area of concern is for quality education. Presence of large number of untrained teachers, especially at the elementary level, has become a cause of concern for all authorities related to education. Of course the Government of Assam has adopted many steps to improve the condition of teacher education, which has improved the situation to a great extent. In this unit we

will discuss the growth and development of teacher education in Assam along with its problems and prospects.

10.3 GROWTH AND DEVELOPMENT OF TEACHER EDUCATION IN ASSAM

Assam came under the British rule later than the rest of India and thus the progress of education before Independence was not remarkable. Therefore, unlike the other parts of India, educational expansion in the context of teacher education could not be started earlier in Assam. It was the Christian missionaries who were pioneers of teacher training in Assam. The first Normal school for training of elementary teacher was established in 1855 at Guwahati and then the Christian missionaries established a few primary teacher training schools in the State. To provide training to secondary school teachers of the State, the then Government had established a few Normal schools and also some teachers were deputed for BT and LT.

In the post-Independence period, in 1948, formal training of secondary school teachers started with the establishment of Gauhati University. To train the secondary school teachers, BT classes were started along with the Department of Education of Gauhati University. The Postgraduate Training College was established in the state. In 1965, Dibrugarh University was established and in that year, the Education Department was also opened in the university. Dibrugarh University started BT Course and subsequently M. Ed. Course was also started. Hence, after independence there has been a continuous move for opening training colleges for secondary school teachers and the teacher training institutions for other stages. In pursuance of the National Policy on Education 1986, some initiatives were taken to provide training for teachers in the state. The IGNOU (India Gandhi National Open University) had launched a Diploma Course for primary teacher and 15 DIETs were established for pre-service training in the state. At present different institution has been providing the training of teachers for different stages, like Gauhati University, Dibrugarh University, DIETs, SSA, etc.

It is already mentioned that Assam came under the British rule much

later than the rest of India. During the British period, there was very slow progress in the growth of teacher education. It was the Christian missionaries who were pioneers of teacher training in Assam. Although the first Normal school in India was set up at Serampore in 1793, but in Assam the first Normal school for training of elementary teacher was established in 1855 at Guwahati and then the Christian missionaries established a few primary teacher training schools in the State as early as 1888-89. To provide training to MV and ME level teachers of the State, the then Government had established a few Normal schools in the early part of the 20th century. During the first quarter of the present century, the secondary school teachers were deputed for BT and LT to the Dacca Training College, Dhaka (now in Bangladesh). This arrangement continued till opening of BT classes at St Edmund's College in Shillong (now in Meghalaya) which was later on shifted to St. Mary's College. In 1905, a separate Department of Education in Assam was established to impart training to primary school teacher. By the end of 1920, 11 Normal schools were established in the State – seven government, two government-aided and two other government-aided women's Normal schools. But the number decreased to 7 in 1931 due to the discontinuance of the schools at Jorhat, Jowai, Tura and Silchar. The ground for discontinuation was stated as financial difficulties at that time. In 1933, considering the importance of the Normal schools, these schools were reopened.

Post-Independence, after the Primary Education Act 1947 was promulgated, the Government of Assam started 'Guru' Training Centres for training of primary school teacher in most of the plains subdivisions of the State. In 1948 formal training of secondary school teachers started with the establishment of Gauhati University. B.T. classes were started along with the Department of Education of Gauhati University. The number of training institute rose to 20 in 1951-52 with accommodation for about 1000 trainees. One Basic Training Centre was established at Titabar (Jorhat) for training of senior basic school teachers. But it was discontinued in the 1970s because of problem related to lack of jobs for such trained teachers. In 1957, the Postgraduate Training College was established at Jorhat by the Government of Assam. In 1960, the local people started a Teacher Training College for

secondary school teachers at Silchar. The college, previously affiliated to Gauhati University, is now affiliated to Assam University, Silchar. Before 1962, six Basic Training Centres (BTC) were established in the State. The establishment of the State Institute of Education (SIE) at Jorhat was finalized in 1964. Again in 1965, Dibrugarh University was established and in that year, the Education Department was also opened in the university. The Department of Education in Dibrugarh University initially started B.T. course and subsequently started M. Ed. course in the Department. Till 1971-72, the total number of teacher training institutes in the State was 33. In 1985, the State Council of Educational Research and Training (SCERT) was created as the State counterpart of the NCERT at the national level. The role of the SCERT is to integrate, coordinate and raise academic-cum-professional activities of the State and the national-level organization. In 1985, an English Language Teaching Institute (ELTI) was established at Guwahati for improving the teaching of English language in the State. The New Education Policy, 1986 and its Programme of Action (PoA) envisaged the establishment of the District Institute of Education and Training (DIET) for restructuring and reorganizing the teacher education programme at the grassroots level by upgrading the existing elementary teacher training institutions for qualitative improvement of elementary school education programme. Presently, all together 23 DIETs are in place but 18 of them are functioning to provide in-service training for elementary school teachers only. In 2003, after the SSA was launched, a condensed version of the programme in the form of certificate in primary education of six months in distance mode was designed by IGNOU to be used for clearing backlog of untrained teachers. Hence, different teacher training institutes and programmes have been providing training to teachers since Independence.

Details of existing Teacher Training Institutes in Assam:

1. Basic Training Centre (BTC): There are 19 BTCs which provide Primary (in-service) programme for 6-month duration having an annual intake of 4500. It was earlier a one-year course, reduced to 6 months in 1999 for greater coverage.

2. Pre-primary Training Centre (PPTC): There is one PPTC. Initially, it was meant for pre-primary (pre-service and in-service) level but now it is looking after the primary (in-service) level too. The Pre-primary Training Centre (one year) now provides Junior Basic Training Course (JBTC) for 6 months duration with an intake of 100. At present, the institute is imparting JBT course for in-service primary school teachers.
3. Normal school: There are 7 Normal schools which train teachers of Middle school (in-service) for a duration of one year with an intake of 350. Pre-service training was provided for a few years along with in-service training but the former was discontinued sometime in the late 1970s. It is running JBT course of 6 months duration.
4. District Institute of Education and Training (DIET): There are 18 DIETs which provide (a) Primary teacher training (in-service) for 6 months duration with intake of 1500 and (b) D. El. Ed. (pre-service) for duration of 2 years with an intake of 600.
5. B. Ed. College: There are 57 B.Ed colleges that provide B. Ed. course of one-year duration with an intake of 3420. Graduate teachers are deputed to select B. Ed. Colleges/CTEs for in-service training. There are many private B. Ed. colleges of which some are recognized by the NCTE.
6. College of Teacher Education (CTE): There are 7 CTEs which provide Secondary (pre-service and in-service) B. Ed. of one-year duration with an intake of 800 trainees.
7. State Institute of Science Education (SISE), Assam, Guwahat: This institute provides (in-service) short-term course on subjects, especially Science, Mathematics and Environmental Science for teachers of Primary, Middle and Secondary schools.
8. State Institute of Education, Assam, Jorhat: This institute provides (in-service) short term courses on school subjects and teaching methodology for teachers of Primary, Middle and Secondary schools.
9. English Language Teaching Institute (ELTI), Assam, Guwahati: This institute provides (in-service) short-term courses on English language

teaching for teachers of Middle, Secondary and Higher Secondary stages.

10. Board of Secondary Education Assam (SEBA), Guwahati: This Board provides short-term training in school subjects for Middle and Secondary levels (in-service) teachers.
11. Assam Higher Secondary Education Council (AHSEC), Guwahati: This Council provides summer institutes/short-term training courses in various +2 level subjects for higher secondary school teachers.
12. SarvaShikshaAbhiyan (SSA): The SSA mainly provides short-term subject specific teacher training programmes for Lower Primary and Upper Primary school teachers.
13. State Council of Educational Research and Training (SCERT): The SCERT as a part of their extension service activity provides teacher training to various organizations and institutions in addition to AIR programmes for the primary and upper primary level teachers on many academic issues related to approach, philosophy and pedagogy.
14. Gauhati University and Dibrugarh University: Gauhati University and Dibrugarh University also conduct regular B.Ed. and M.Ed. courses (pre-service) for the secondary-level teachers.
15. Krishna KantaHandiqui State Open University (KKHSOU): Krishna KantaHandiqui State Open University also conducts D.El.Ed two-year pre-service diploma course for elementary school level teachers.

Besides, there are a number of NGOs which organize time to time subject based short-term in-service teacher training courses often by themselves or in collaboration with different teacher training institutes of the State.



CHECK YOUR PROGRESS

Q1: Who were the pioneers of teacher training in Assam?

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Q2: When and where was the formal training of secondary school teachers started in Assam?

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Q3: When and where was SIE established in Assam?

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10.4 PROBLEMS AND PROSPECTS OF TEACHER EDUCATION IN ASSAM

The existing system of teacher education in our country is subject to severe criticism from different quarters. It has not been able to serve the present qualitative need of education. The whole field of teacher education remains neglected. The nomenclature has been changed from 'Teacher Training' to 'Teacher Education' at present. But the attitude necessary for healthy professional growth of the teacher has not been attained. A sense of futility and worthlessness resulting in the lack of initiative and purpose over-shadow the whole programme. It is necessary therefore, to outline some of the gross defects from which the system had suffered. Some of them are as follows:

- **Artificiality in courses of studies including theory and practice:** One of the major defects of our teacher education programme is that of most traditional nature of instruction given. The methods used by the teacher educators are quite outdated and theoretical. The theory courses in particular have no articulation with practical work and teaching skill requirements.
- **Lack of perpetual rapport:** Training institutions do not have necessary rapport with the school for which the teachers are being trained. There is a large gap between the teaching work and the field work of the teachers. Training course has not been prepared on the basis of the actual need and reality of the school situation. So, the training programme appears to be quite unrealistic resulting in

educational wastage.

- **Ineffective methods of teaching:** Teacher educators in our country are averse to innovation and experimentation in use of methods of teaching. They use the traditional method of instruction, lecturing and dictating of notes. Their acquaintance with modern classroom communication devices is negligible. The teacher educators have no planned and systematic awareness and control over the instructional technology.
- **Absence of professional attitude:** In India the entire teacher education programme is lacking in professional attitude which is very important for a sound programme of teacher education. The effort to build a proper democratic attitude through a community life gets undermined. No attempt is made for the development of sound professional ethics during the period teacher education.
- **Lack of dynamism in curriculum:** The existing curriculum of teacher education is often criticizedas ineffective and outdated. It is mostly theoretical, traditional and overloaded with variety of disconnected elements. The treatment of the course is more dominated by the need of examination. The spirit of experimentation, innovation and practical application of the educative principles do not find place in the curriculum. It is not at all linked up with life and society and not even to professional life of teachers.
- **Lack of Supervision:** Teacher trainees after completion of their course are expected to use their experiences in schools. For this purpose, there is the need of preparing follow-up programme of the teacher training department. Teacher educator should undertake supervision activity to see that the teachers can make appropriate use of the principles and methods taught to them. But in actual practice there are no such supervision activities in the training programme.
- **Lack of proper facilities:** In many of the training institutes, well equipped library to develop the reading habit of the teachers is absent. The training methodology of the subjects like geography and science needs well equipped laboratories with modern amenities, but many of

the training institutes do not have proper laboratory facilities and so fail to give necessary professional skills to the teacher trainees.

- **Limited number of training institutions:** At present there has been a pressing needof providing more number of trained teachers. It may be noted that most of the teachers working in secondary schools in the country are professionally untrained. So, there is an ardent need of establishing more number of training institutions to serve the present requirements.
- **Lack of research and experimentation:** For development of new outlook and attitude in the teaching profession, there is the need of extensive research and experimentation work to be undertaken in the country. The new methods and techniques of teaching which are western oriented needs to be re-adjusted to our Indian cultural and economic situation and make them cost effective. In this regard there are more possibilities and prospects of undertaking research work. But teacher educators do not seem to have necessary initiative to such work. As a consequence there is chaos and confusion in every aspect of our education system in the country today.
- **Inadequate financial provision:** In most of the states teacher education is still being run by fee collected from student-teachers. The share of state grant is too less and as a result teacher education institutes are running under financial crisis. It is mostly because of this reason that the facilities in teacher education departments are of sub-standard nature.
- In view of the multiplicity of the problems of teacher education, solution to all of them is certainly not an easy task. Again, for improvement of quality of education in the country there can be no alternative to training of teachers professionally. The Secondary Education Commission of 1953 had observed, “The lower the grade of the pupils, the greater is the skill acquired to teach them. It is therefore, necessary that we should develop a comprehensive plan of teacher education right from pre-school stage upto the university level of teaching.” In view of taking such effective steps to solve problems of teacher education following

suggestions may be made in this regard:-

- **Reorganization of courses:** A spirit of dynamism and flexibility should be brought to the existing curriculum of teacher training and the examination oriented activities should be removed and serviceability of the training course should be provided. Curriculum should be made relevant to the personal and social needs of the trainees. The contents and methods of teaching should be made appropriate to the Indian condition.
- **Suitable methods of teaching:** Teacher education department should adopt suitable methods of teaching. It should conduct special innovative programmes seminars, lectures, team teaching, panel discussions etc.
- **Training in co-curricular activities:** Provision should be made for training of the teachers in co-curricular activities also. The objective of such training should be to give valuable assistance to students in schools. The co-curricular training may include subjects like leadership training, physical education, social education, scout and guide, junior red cross, citizenship training as well as training in conducting students club, debating society and community living of the students.
- **Establishment of co-ordination:** Different agencies and institutions of teacher education available in the country at present should not remain isolated. The members of the staff of teachers colleges should be closely associated with the schools. The courses of studies, the practical work and practice teaching should moderate in such a way that they have useful implications for improving school practices.
- **Development of professional attitude:** The colleges of education should be equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities which promote democratic spirit of mutual appreciation and fellow-feeling.
- **Effective selection of teacher-trainees:** Admission to the teacher-training institutions should be reasonably restricted. Persons with aptitude in teaching should be selected for admission. It is necessary

to conduct psychological test to determine teaching aptitude of the trainees.

- **Training in modern educational technology:** The qualitative improvement of our teacher education may be ensured by making provision for training in the use of modern educational technology. Keeping in view of the present prospect of technological use of the computer education, this may be considered as very urgent training programme of the teachers. The teacher may get practical experiences of the activities and functions in the use of the new technology.
- **Organizing follow-up programme:** There should be better provision for supervision activities and function of the trained teachers in the respective schools. The training college teachers, in co-operation with the education department of the government should organise programme of constant supervision on the teacher's performance in the classroom. The schools should also provide minimum necessary facilities for effective working out of educative principles and methods prepared for them in course of their training period.
- **Need for Research:** The teacher education department should be made a nucleus for research on teaching, curriculum and evaluation entrusted with the responsibility of sponsoring programmes for extension such as bringing the community into close contact with the university academicians. Besides, to improve the quality of teacher education programme there should be a free exchange of scholars from one department to another particularly in the subject of natural and biological sciences and languages.
- **Provision for Funds:** The state government should make adequate provision for funds for teacher education departments. They should be treated at par with other colleges and departments of the University for all sorts of grants. Special assistance should be given for running an experimental school and holding of practice teaching sessions in various schools.



CHECK YOUR PROGRESS

Q4: Mention two specific problems of teacher education in Assam.

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Q5: Mention two solutions for the problems of teacher education in Assam.

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10.5 LET US SUM UP

- The first Normal school for training of elementary teacher was established in 1855 at Guwahati and then the Christian missionaries established a few primary teacher training schools in the State. To provide training to secondary school teachers of the State, the then Government had established a few Normal schools and also some teachers were deputed for BT and LT.
- After independence there has been a continuous move for opening training colleges for secondary school teachers and the teacher training institutions for other stages.
- In 1985, the State Council of Educational Research and Training (SCERT) was created as the State counterpart of the NCERT at the national level. The role of SCERT is to integrate, coordinate and raise academic-cum-professional activities of the State and the national-level organization.
- Although the first Normal school in India was set up at Serampore in 1773, but in Assam the first Normal school for training of elementary teacher was established in 1855 at Guwahati and then the Christian missionaries established a few primary teacher training schools in the State as early as 1888-89.

- The problems of teacher education are- artificiality of the courses, lack of perpetual rapport, ineffective methods of teaching, lack of professional attitude, lack of supervision, lack of governmental funds, lack of research and experimentation etc.
- We may suggest the solutions to the problems of teacher education as- reorganization of courses, suitable methods of teaching, training in co-curricular activities, establishment of co-ordination, development of professional attitude, introduction of research in the field of teacher education etc.



10.6 FURTHER READING

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Online Resource: Link - http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/290557/1/10_chapter-3.pdf



10.7 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q No 1: Christian Missionaries were the pioneers of teacher training in Assam.

Answer to Q No 2: In the post-Independence era, in 1948, formal training of secondary school teachers started with the establishment of Gauhati University.

Answer to Q No 3:SIE or State Institute of Education was established in Jorhat in 1964.

Answer to Q No 4: The two most important problems of teacher education at present are- ineffective methods of teaching and lack of research and experimentation.

Answer to Q No 5: Two suggestions for the problems of teacher education are- to adopt suitable methods of teaching, and to introduce research in the field of teacher education.



10.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q1. Write a brief note on the development of teacher education before Independence.

Q2. List out any four teacher training institutes highlighting its function in Assam.

B. Long Questions (Answer each question in about 300-500 words)

Q1. Trace the growth and development of teacher education in Assam.

Q2. What are the problems of teacher education in Assam? Analyse their causes.

Q3. Suggest some practical ways and means for the improvement of teacher education in Assam.

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UNIT 11: TEACHING AS A PROFESSION

UNIT STRUCTURE

11.1 Learning Objective

11.2 Introduction

11.3 Teaching as a Profession

11.4 Qualities of a Teacher

11.5 Professional Ethics and Accountability of a Teacher

11.5.1 Need of Professional Ethics

11.5.2 Teacher's Accountability

11.5.3 Code of Professional Ethics and Professional Obligation

11.6 Let Us Sum Up

11.7 Further Reading

11.8 Answers to Check Your Progress

11.9 Possible Questions

11.1 LEARNING OBJECTIVES

After going through this Unit, you will be able to:

- describe teaching as a profession;
- identify the qualities of a good teacher;
- explain the need of professional ethics for teachers;
- explain the accountability of a teacher; and
- discuss the professional obligation of a teacher.

11.2 INTRODUCTION

Teaching is an intricate, exacting and challenging job. It is more than standing before a class and applying a few specific techniques. As perceived by many, teaching is also not a mechanical process. In the modern context, teaching is described as an art as well as a science. With the changing time, requirements and demands of society, the very nature of teaching has been changing day by day. Teaching is now being considered as a

professional service. As such, the job of teaching is now being governed by the codes of professional ethics. In this Unit, we will discuss 'Teaching' as a profession and also highlight how professional ethics determine the activities of teachers.

11.3TEACHING AS A PROFESSION

A profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others. Three characteristics mayhelp us to understanda profession, these are as below:

(i) Autonomy: A profession tends to be autonomous in the following ways:

- A high degree of control of their own affairs
- 'professionals are autonomous insofar as they can make independent judgments about their work'
- This usually means "the freedom to exercise their professional judgment."

(ii) Status and prestige: A profession always holds special status and prestige in the society as stated below:

- **High Social Status-** Professions enjoy a high social status, regard and esteem conferred upon them by society.
- **Higher Social Function -** This high esteem arises primarily from the higher social function of their work, which is regarded as vital to society as a whole and thus of having a special and valuable nature.
- **Professional Expertise -** All professions involve technical, specialized and highly skilled work often referred to as "professional expertise."
- **Entry to the Profession -** Training for this work involves

obtaining degrees and professional qualifications without which entry to the profession is barred. Training also requires regular updating of skills.

(iii) Power- All professions have power. This power is used to control its own members, and also its area of expertise and interests.

Teaching is now being considered as a profession. Many characteristics of a profession mentioned above reflect in the modern profession of teaching. It is based upon a specialization on a certain field, teaching skills, didactics and certain personal characteristics that the profession requires. There is a close relation between the fact that individuals who select teaching profession possess the knowledge of subject matter, teaching skills and suitable personality traits and whether the mission which is attributed to this profession is successfully fulfilled.

A teacher has professional knowledge and skills gained through formal preparation and experience. Teachers provide personal caring service to students by diagnosing their needs and by planning, selecting and using methods and evaluation procedures designed to promote learning. The processes of teaching include understanding and adhering to legal and legislated frameworks and policies; identifying and responding to students' learning needs; providing effective and responsive instruction; assessing and communicating students' learning; developing and maintaining a safe, respectful environment conducive to students' learning; establishing and maintaining professional relationships; and engaging in reflective professional practice. These processes must be free of discriminatory practices and should contribute to the holistic development of students who are actively engaged, responsible and contributing members of a democratic society. The educational interests of students are best served by teachers who practise under conditions that enable them to exercise professional judgment. Teachers have a right to participate in all decisions that affect them or their work, and have a corresponding responsibility to provide informed leadership in matters related to their professional practice.

11.4 QUALITIES OF A TEACHER

A quality teacher is considered a great asset for society. Quality of the society largely depends on the quality of teachers. In present digital age, a good teacher is one who explains ideas and concepts well, motivates and sustains students' interest, and makes learning interesting and exciting. As a facilitator of knowledge, a teacher should create a conducive learning environment for students and help them in every possible way in gaining knowledge. We will discuss some of the qualities of a good teacher below:

1. A good teacher always sets clear objectives for his/her students, lessons to be taught, and also for himself. The clarity in objectives to be achieved from the part of the teacher helps him/her to systematically undertake action for achieving his/her set objectives. For example, while delivering a lesson a teacher may check the comprehension level of a student during each lesson rather than waiting to assess the comprehension level of the students by conducting tests later on. This process allows teachers to answer students' questions and provide a deeper understanding of the topic for students.
2. A good teacher is a good communicator. Teachers use verbal and nonverbal communication skills to identify students' needs and to know when to listen and when to talk. Teachers use written communication skills too to report information to parents and other school professionals.
3. A good teacher is a role model for his/her students. S/he sets rules and encourages certain behaviours to be followed by the students. Teachers who model the same behaviours they ask from their students are more likely to help students cultivate desirable habits and behaviours.
4. Every student comes from different backgrounds with individual personalities, educational needs and developmental goals. A good teacher knows how to adjust to meet the individual needs of each student coming from different backgrounds.

5. A good teacher knows how to prepare for every possible situation faced inside the classroom. The advance preparation for taking a class helps a teacher to prepare lesson plans that would cater to the individual needs of each student in the class.
6. A good teacher does always self-reflect on his/her own actions or activities. Teachers who are reflective of their own strengths, weaknesses and characteristics as a teacher and are intentional about improvement are better able to encourage the same level of self-reflection from their students.
7. A good teacher is a life-long learner. S/he always learns new things, ideas and values. This effort helps a teacher to remain updated and relevant. So, teachers do need to complete continuing education courses and are encouraged to pursue professional development opportunities to best serve their students.
8. Good teachers also make learning enjoyable by educating students in a way that is engaging and appeals to students' interests. When students enjoy learning, they are more likely to participate in the classroom, perform better academically and value continued education.



CHECK YOUR PROGRESS

Q.1. What does 'autonomy' refer in a profession?

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Q.2. 'Good teacher is a life-long learner.' Give your views on it.

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11.5PROFESSIONAL ETHICS

In any profession, the conduct and behaviour of its professional members are guided by a set of ethical principles which are evolved along with the development of a profession in the society. The Ethical principle provides the base to differentiate between desirable and undesirable conduct of behaviour. Ethics deals with moral principles usually accepted voluntarily by an individual or a group. The code of professional ethics may be defined as a set of self imposed professional ideals and principles necessary for the attainment of self satisfaction and professional excellence. Professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in the teaching profession while dealing with students, parents, community and higher authorities.

Every profession has a different work culture and work climate and accordingly the professional ethics are decided by the society and it is also the contribution of great exponents of the same profession. It is mainly to provide a guideline and also to judge any professional individual. The definition and parameter of professional ethics varies from society to society and from time to time, it is dynamic in nature. With change in social set up, pattern and dimension of the society, the ethics also change. In fact, at the same time professional ethics will differ from place to place and hence, there is no distinct line to distinguish ethics. What governs any ethic are social benefit, moral correctness, truth, value and progress of mankind.

11.5.1 Need of Professional Ethics

As stated above, professional ethics are decided by society. It is also the contribution of great exponents of a profession. It is mainly to provide a guideline and also to judge any professional individual. The need of Professional ethics for a profession is stated as below:

1. In any profession, success comes through hard work. Good reputation in a profession is achieved by following the truth, honesty and simple living. But in practice it is very difficult to follow these principles. As a result, many individuals take the easier

path in life for getting success, money, prestige etc. without thinking of the consequences upon his/her deeds. In such a situation, whenever a professional commits any wrong or intending to do wrong, professional ethics help the individual to correct himself and pushes him/her to correct and follow ideal path.

2. Professional ethics gives clear guidelines to a professional how to conduct his/her professional activities by maintaining moral correctness, truth, and value. And if a professional abides by the professional ethics while performing his/her duties, s/hemust be getting respect and liking from students as well as from society, all this gives the professional self satisfaction. Professional ethics enable a person to judge himself and decide and not accept what others decide for him.
3. Behaviour of teachers is moulded by professional ethics. Since the professional ethics guide the conduct and behaviour of a teacher, so, by following professional ethics, the teacher's conduct and behaviour becomes respectable and socially acceptable.
4. Professional ethics greatly helps a teacher to shape his personality. Teacher keeps developing his/her personality by adding to his/her knowledge and by refining his/her actions. By following the professional ethics in teaching profession, a teacher guides his/her thought and in actions, even in one's dressing up, speaking, etiquettes etc. By following similar ethics, the personality of an individual is reshaped and s/he becomes a teacher in real sense.
5. The behaviour of a teacher greatly influences the behaviour and personality of Students. Students come to school not only to learn the subject matter but also come to learn how to behave and polish their personality. Everyday students come in contact with different teachers and are influenced by them. If a teacher is behaving in a very positive and appropriate manner, the students follow him and want to become like him. Hence, by behaving in

ethical manner teacher becomes ideal for students.

6. Professional ethics are the guidelines framed keeping in mind the social betterment, respect for others, sense of brotherhood, tolerance, co-operation etc. So, if the professionals are guided by professional ethics, it helps them to follow the values mentioned above while rendering their services to others. It also creates a positive feeling in the institution. And, of course, positive feelings improve human relations. When human relations improve, the educational institution becomes the best place for teacher, students and parents to work and co-ordinate. All this ultimately gives better result and improves over all standards.
7. There is a close relationship between the teacher and society. It is said that the teacher is the architect of the society. As such, if a teacher follows the professional ethics sincerely and dedicatedly, the individual as well as the society starts moving in right direction. And if a teacher does not follow the professional ethics in his thought and action, definitely society moves in the wrong direction. So, by following Professional ethics teacher takes the society in right direction and makes it a better place to live in.
8. Professional excellence can be achieved through professional ethics. The work culture is strengthened when the professionals of the profession act and interact in professionally ethical manner i.e. rather than going for competition they focus more on cooperation and motivation. All this develops a smooth co-ordination and effective functioning thereby help in bringing professional excellence.
9. Professional ethics help to improve the professional environment.Professional environment includes the people, infrastructure, working conditions and working hours. Professional ethics ensure that due place and respect is given to the seniors, to the higher authorities, responsibility and working hours. When we follow such ethical codes of a profession, the environment remains calm, congenial and relaxed for effective working.

10. Professional ethics binds us to our job and helps us to differentiate between professional development and self- interest. It also motivates us to takeadditional responsibility which we have to take from time to time. Professional ethics are self binding for better professional output.

11.5.2 Teacher's Accountability

Teacher's accountability means to give answers for their duties. Therefore, a teacher should be able to answer for their duties. The quality of work also depends on accountability and code of conduct is also made for accountability. S.S. Anand said, "Give answer about educational institution, organization and achievement of objectives and inadequacy of them by the teacher is called accountability."

A teacher should be accountable to society, school and to institutions and to himself.

(i) Accountable to teacher himself: As a teacher, one must be accountable to answer the following questions to himself:

- How much do we work?
- What is the result of our work?
- Whether we have completed our work according to the time?

(ii) Accountable to society: The following questions are to be answered by the teachers to society:

- How do we save our norm and values in the society?
- How do we make teaching productive?
- Which values are we giving to our students?

(iii) Accountable to School: These questions are related to school, such as:

- What type of teaching do we use in the class?
- How do we evaluate the students?
- How is our conduct to the students and our colleagues?
- How do we direct and guide the students?

(iv) Accountable to Institutions: A teacher is accountable to answer the following questions to his/her institutions:

- To what extend do we follow the instructions given by institutions?
- How is our professional growth?
- How much have we followed the code of conduct?



CHECK YOUR PROGRESS

Q.3. What do you mean by professional ethics?

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Q.4. How does S.S. Anand define accountability?

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11.5.3 Code of Professional Ethics and Professional Obligation

As stated above, the code of professional ethics for teaches provides a framework of principles to guide them in discharging their obligation towards students, parents, colleagues and community.

Obligation is the responsibility which an individual imposes on himself. Teacher has obligation towards the followings:

(i) Obligation towards Students

Students and teachers are integral part of education process. Teacher teaches whereas students learn. Unless there is dedication on the part of teacher and sincerity on the part of student the whole education process would be a failure. It is expected that teacher of today will go beyond limit for the betterment of students.

1. A teacher's sincerity towards teaching the students is very important.It is obligatory on the part of the teacher to teach effectively and to the fullest in the best possible way in required

time with the help of available resources. Teacher also ensures that the students are successful in learning.

2. Teacher is the great motivator for students. S/he should motivate the student in their study as well as other aspects of life.Constant motivation from the teacherpushes students to succeed in difficult times. So, the teacher should encourage students in every possible way.
3. Students are highly emotional by nature. In somesituationsa normal student may get emotionally unstable. In such situations teacher has to comfort the student in the best possible manner and provide all assistance in attaining emotional maturity.
4. It is frequently observed in day to day activities that student displays very strange habits or actions. The teacher should make an attempt to understand the motives and feelings behind particular action and deal with it psychologically so that the action of the student gets positive direction.
5. A teacher should get ready to perform the duty which is good for the institution as well as the students. When the teacher does all the required work for the improvement and development of school and students he fulfills his obligation towards the students and school.
6. Teacher is the friend, philosopher and guide of the students. They should educate and inspire students for better life, development and progress. All this is very much related to what students think and decide in day today routine. The decisions which students take should have logical base and aim in view. Teacher guides the student in taking logical and independent decisions related to their education, vocational and personal matters.
7. Every student when prepared for life has to act as a leader in different situation. Teachers provide such opportunity to the students by making them participate in stage activities, morning assembly etc. Teacher also demonstrates leadership qualities by exhibiting it himself.

(ii) Obligation towards Parents

Parents send their children to school with a hope that their children will do better in their future life. Parents heavily rely on teacherswith great faith and belief that under teacher's guidance, the child would be achieving the desired goals of students, parents and society. Hence, it becomes obligatory on the part of the teacher to remain in touch with the parents for the well being and educational growth of the child. Some of the obligations towards parents are as follows:

1. Teacher should inform the parents about the progress of the students on regular basis. It is the duty of the teacher to take corrective measures for the student if required with the help of the parents. As such, teacher should discuss all the matter relating to students growth and development during parent-teacher meet so that if any problem is observed it is corrected in the very beginning
2. All parents are not well-aware about the professional and vocational world of work. So, many parents are unable to guide their wards in shaping their future path. Moreover, the professional arena is expanding every day. Hence, a teacher should guide parents about the professional / educational options available for better future of child keeping in mind the caliber of the student and current trend prevailing among the students of present generation.
3. Teachers keenly observe the children every day, individually, as well as in groups where the child reveals all his/her aptitude and attitude, which is of great importance in understanding the personality of the child. So, teachers are the right person to recognize the aptitude and attitude of the child accurately. Teacher should share all his/her findings with parents so that parents are able to understand their children in a better way.
4. The role of a conducive home environment for the growth and development of a student is very essential. Many problems of students originate from their home environment. Until and unless, there is cooperation from home, teachers alone cannot solve the problems of students. In such situations, when a teacher faces

such problems s/he should call the parents and share the situations and suggest various ways to improve the home environment.

5. Parents sometimes need counseling in respect to understanding their children properly. Many parents generally treat their children as they were treated during their childhood or as per their own assumptions. They impose their mind set on their wards without considering the change of time and situation because of which children start turning away from parents. In such a situation, the teacher's role as a counselor of parents is very important. A teacher may discuss all such matters keeping in mind the changing situation and mentality of the present generation with parents. And this type of counseling definitely helps parents and students to understand each other in the context of changing time and situation.
6. Teacher plays an important role by identifying and providing information of hobbies and interests of individual student and shares it with parents. Teacher convinces the parents on different hobbies and interest of their wards as it is of great importance and benefit for all round development of a child's personality. Teacher suggests parents to give opportunities to their wards to exercise their hobbies so that students become more creative and talented.
7. It is obligatory on the part of the teacher to keep informing parents about the ways of working of school and also about the achievements of school, new activities introduced in the school etc. All this makes the parents feel closer to the school and a better relationship is built.

III. Obligation towards Society

The school is also said to be the society in miniature. It is the place where a teacher as a craftsman craves the future of society and nation.Following are the obligations of teacher towards the community:

1. School is the place in which the foundations of the good citizens arecreated. And it is expected that a teacher has to instill all the desired qualities of a good citizen in students by means of education and training.
2. As a future citizen of the country,while living in a society one will have to interact regularly with the members of the community. All the interactions should be based on ethical norms which are guided by the legal rights and duties. All such rights and duties ensure that no one interferes in the personal sphere or liberty of other individual and performs one's own duty in the best possible manner. Teacher is the best person to train the new generation the duty and responsibility as a member of the community.
3. Every society is governed by social norms which have been developing since the society originated. These social norms are established for the smooth and effective functioning of the society. Young children initially do not agree to established norms of society and want to change the setting or establish new norms. Whenever the young generation is confused or influenced by such feeling the teacher guides them by making the existing norms very clear in all the ways. It develops respect for the social norms and students become socially adjusted individuals.
4. Ethical standard are the standard which guides an individual and the society towards betterment. Teacher can install ethical qualities in the students by means of moral lecture, personal demonstration and other related activities.
5. India is a secular country. Unless the students understand and familiarize themselves with the basics of all the religions they will not understand secularism well. This delicate task of unifying the community has to be done by the teacher because people of all the religions trust teachers. Teacher makes the students understand the similarity of different religions by taking the students to worship places of different religions and also by celebrating holy festivals of all the religions in an appropriate manner.

6. India is a country that stands united among diversity. All these differences needs to be carefully understood and tolerated by its citizens or else the nation would disintegrate. Teacher in school can develop the feeling of National Integration by giving importance to all the regional languages and religion by celebrating various national festivals and National Integration Day in particular.
7. A balanced communityrelationship is very essential for a diverse country like India. There should be a harmonious relationship between majority and minority groups in the society.

   What a teacher makes the students realize is the importance and contribution of every independent individual or a community and its relationship with others. Thus a balance is created between all the members of the society and students understand its importance and try to balance the existing relationship.
8. Every community depends on natural environment as a biological being. Hence, protecting the nature and safe guarding it is the duty of every individual. Students are taught about the advantages and the role of nature in leading a healthy life by the teachers by means of environmental education and environmental activities.

IV. Obligation towards the Profession

Our society gives high regard and prestige to teachers. In the society, people regard teaching profession as one of the noblest professions. So, it is expected from a teacher to act, behave and display excellent behaviour in the society.Therefore, obligation on the part of the teacher towards teaching profession also increases to a great extent as below:

1. Teacher being the professional of the noblest profession has to display a very noble behaviour in the workplace and society. Teacher's manners and appearance should always reflect simplicity and wisdom. While interacting with students and individuals s/he should display his concern for improvement of education and overall progress of humanity.

2. Teaching profession is chosen by many either by chance or by choice. But whatever be the reason for choosing the teaching profession,it is obligatory on the part of a teacher to respect the profession. By showing his/her respect for the profession s/he makes others respect the teaching profession which ultimately makes all the teachers respectable. The teacher should always share the positive and bright side of the profession because discussing negatives will only result in rejection.
3. The teacher should always make an effort towards the professional growth by attending continuous professional development training, seminars, workshops etc. Teacher can also strengthen their growth by reading new books, magazines, journals etc.
5. It is the duty of every professional to maintain congenial atmosphere at work place so that the profession is liked by each and everyone involved in it. It can be done by being friend, guide and philosopher to students, respectable and co-operative to colleagues, obedient and courteous to seniors and also by performing all the duties expected and delegated from time to time.
6. A teacher should always try to mould or groom the students or individualwho is capable and interested in joining the teaching profession. This will promote good people with required attitude and aptitude to join the profession. It is an indirect service rendered to an individual and the profession by the teacher.
7. Every teacher should become active member of professional organization, considering it as professional obligation. Further, s/he should participate actively and contribute to the maximum in every professional meeting and activity organized for the formulation of policies and programmes. The teacher should also be keen to strengthen the unity and solidarity of the professional organization.
8. Maintaining the professional secrecy is highly expected from a teacher likepolicy related matters, student's records, examination performance, setting up of question paper, checking of answer

sheets etc. All such information should be kept in utmost confidentiality. It should not be discussed with any unauthorized person except concerned authorities and neither be disclosed before appropriate time.

V. Obligation towards the Higher Authorities

''Higher Authorities" denote the persons or group entrusted with the task of formulating and managing the rules, regulations and policies for the development of the institution.In a way, if they are legislature than the teachers are the executives who enforce or execute the programmes formulated by the Higher Authorities. For effective functioning and development of any institutions, it is important that a teacher coordinates his/her actions with the Higher Authorities as per the changing need and situation.

1. A teacher should abide by the rules and regulations of an institution framed by the higher authorities. These rules and regulations help in growth and development and maintaining discipline of among the staff. It is needless to say that without discipline progress of any profession or institution is not possible.
2. Usually, Higher Authorities frame different policies for the growth and development of students or institutions. The professional obligation of a teacher is to understand these policies in true spirit and effectively propagate it for achieving the desired result, for this the teacher has to act as an effective link between higher authorities and students.
3. Teachers have the first hand knowledge and experience on students' problems, need and requirements. So, Higher Authorities depend greatly on the teachers to know about the exact situation and information about students so that they are able to effectively plan policies. Teacher should suggest and present a true picture, whenever asked.
4. Successful implementation of any policy and progranmme framed by Higher Authorities hugely depend upon the teacher as the main

executor. The teacher has a great role in it and has to act as a helping hand in effective implementation of various programmes and policies to the above mentioned authorities.

5. It is the duty of the teachers and staff members to show due respect to higher authorities. But in many instances, it is observed that whenever higher authorities undertake some new changes teachers and staff criticise the higher authorities or show their dissent against the changes because the proposed changes may disturb the existing equilibrium. The teacher should remember that higher authorities bring in changes for betterment because it is their duty. In any case due respect should be maintained in and out of the institution towards Higher Authorities.

A teacher can become a professional in real sense if s/he fulfills all the obligations and remembers that a profession is above the professional and in no case he should allow his human instincts and feelings to come in the way of his profession. So, all over we can say that a teacher has greater duties and responsibilities to perform for the betterment of the society. Professional ethics and mannerism should go hand in hand so that the teacher is able to move ahead as a real professional in changing time.



CHECK YOUR PROGRESS

Q.5. What doesobligations mean in a profession?

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Q.6. What does obligation towards the Higher Authorities mean?

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11.6 LET US SUM UP

- Three characteristics may help us to understand a profession-autonomy, status and prestige and power.
- A teacher has professional knowledge and skills gained through formal preparation and experience.
- Quality of the society largely depends on the quality of teachers.
- A good teacher is a role model for his/her students.
- A good teacher is a life-long learner.
- Ethics deals with moral principles usually accepted voluntarily by an individual or a group.
- Professional ethics is mainly to provide a guideline and also to judge any professional individual.
- Behaviour of teachers is moulded by professional ethics.
- Professional excellence can be achieved through the professional ethics.
- Teacher's accountability means to give answers for their duties. Therefore, a teacher should be able to answer for their duties.
- The code of professional ethics for teaches provides a framework of principles to guide them in discharging their obligation towards students, parents, colleagues and community.
- A teacher can become a professional in real sense if s/he fulfils all the obligations and remembers that a profession is above the professional and in no case he should allow his human instincts and feelings to come in the way of his profession.



11.7 FURTHER READING

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2. Prasad, H. and Prasad, D. (2005). Towards Professionalisation in

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3. Saxena, N.R., Mishra, B.K. &Mohanty, R.K. (2014). *Teacher Education*. Meerut:R.Lall Book Depot



11.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Autonomy in a profession refers to the fact that professionals enjoy a high degree of control intheir affairs**,** they can make independent judgments about their work and also they have the freedom to exercise their professional judgment.

Ans. to Q. No. 2:A good teacher is a life-long learner. S/he always learns new things, ideas and values. This effort helps a teacher to remain updated and relevant. So, teachers do need to complete continuing education courses and are encouraged to pursue professional development opportunities to serve their students best.

Ans. to Q. No. 3: The code of professional ethics may be defined as a set of self imposed professional ideals and principles necessary for the attainment of self satisfaction and professional excellence. Professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in the teaching profession while dealing with students, parents, community and higher authorities.

Ans. to Q. No. 4: S.S. Ananddefines accountability as “Give answer about educational institution, organization and achievement of objectives and inadequacy of them by the teacher is called accountability.”

Ans. to Q. No. 5: Obligation is the responsibility which a professional imposes on himself. It is ethical and in the line of duty.

Ans. to Q. No. 6: For effective functioning and development of any institutions, it is important that a teacher coordinates his/her actions with the Higher Authorities as per the changing need and situation. Being the main executor of the policies and programmes framed by the Higher Authority, the teachers have the obligation to do his/her works in the line given by the Higher Authority.



11.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1 Describe teaching as a profession in your own words.

Q.2 Describe teacher as a good communicator.

Q.3 Why self-reflection is required for a teacher?

Q.4 How does professional ethics help a teacher to develop his/her personality?

Q.5 'There is a close relationship between teacher and society.' How?

Q.6 How is a teacher accountable to society?

B. Long Questions (Answer each question in around 300- 500 words)

Q.1 Explain the qualities of a good teacher.

Q.2 Discuss the need and significance of the code of professional ethics.

Q.3 Discuss the obligation of teachers towards his/her students.

Q.4 Discuss the obligation of teachers towards society.

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UNIT 12: ROLE OF TEACHER IN THE 21st CENTURY

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Role and Responsibility of Teacher

- 12.3.1 Teacher as Facilitator of Learning
- 12.3.2 Teacher in Transaction of Curriculum
- 12.3.3 Teacher as a Link between School and Community

12.4 Role Expectations of Teacher in the 21st Century

- 12.4.1 Changing Role of the Teacher with Time
- 12.4.2 Expected Roleof the Teacher in the 21st Century

12.5 Let Us Sum Up

12.6 Further Reading

12.7 Answers to Check Your Progress

12.8 Possible Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to -

- describe the role of teacher as a facilitator of learning
- describe the role of teacher in transacting curriculum
- explain the role of teacher as a link between school and community
- identify the changing role of teacher in the present changing scenario
- discuss the role expected of a teacher in 21st century

12.2 INTRODUCTION

The present age is characterised by the explosion of knowledge, liberalisation, privatisation and globalisation and information technology revolution. This is an extraordinary situation which was never experienced and dealt with before. In such a situation, we have been experiencing some

unprecedented changes in our economy, society, culture and education. The traditional role of teacher as a knowledge giver has changed to a knowledge facilitator. The role of the teacher is becoming very challenging day by day due to the rapid changes of the 21st century. Teachers, being the most essential elements in the process of education, have to identify, accept, understand, analyse, tackle and solve the challenges of the 21st century. In fact, the educational efforts of a society depend to a large extent upon the teacher as the teacher is responsible for preparing the young generation of the community for their future. It is, therefore, necessary for us to understand the role of teachers for the development of their students and society in the context of the 21st century.

In this unit, we will discuss the role and responsibility of teachersfocusing mostly on the role expected of teachers in the 21st century. You will find this unit quite interesting as many of you are already in the teaching profession and many of you aspire to be a teacher in the near future.

12.3 ROLE AND RESPONSIBILITY OF TEACHER

"*Teachers truly shape the future of our children – and, therefore,* the future of our nation". (National Education Policy 2020)

Whatever be the level of education, whether it is school, college, university or any technical institutions, an efficient teacher is the builder of a student and subsequently builder of the nation. In this connection, Kothari Commission, 1966 pointed out long ago that *the destiny of India is being shaped in the classrooms*; and the classrooms are controlled by the teachers. Thus, teacher has an important and vital role to play in the progress of a society and a nation.

As we all know that aims of education ramified into various dimensions covering not only the intellectual excellence of the students, but also their values and skills and consequently, the role of teachertoo multiplied. The first and foremost responsibility of the teacher is in relation to their students. However, job of a teacher is not confined to delivering a series of lectures in

the classroom or mere coverage of the syllabus. Their responsibility is to treat each individual student as an end in himself/herself, and to givea student the optimum opportunity to develop his/her skills, abilities and potentials to the fullest. At the same time, if a teacher fails to discover the eternal power of a student, the student fails in his/her whole life. This means that a teacher is the best mentor for life of a student.

Now, let us have a look at the role of teacher as facilitator of learning, transaction of curriculum and link between the school and community in the following sub-sections.

12.3.1 Teacher as a facilitator of Learning

Let us first try to comprehend the meaning of the term 'facilitator'. Who is a facilitator? A facilitator is aperson or thing that makes an action or process easier, without directly getting involved in the process.

Therefore, when we say the teacher has to play the role of a facilitator in the classroom, this means that the teacher does not force learning or does not directly control the activities of the students. Rather, he /she simply provides such conditions that learning is facilitated. The effort of the teacher is to equip the student for receiving knowledge. In the words of Swami Vivekananda, 'Learning *is the process of discovery of knowledge within the mind*.' The duty of the teacher is to facilitate this process of discovery of knowledge by helping them to develop their own spirits of creativity and innovation. For example, Sir Issac Newton discovered the Law of Gravitation. But the Law of Gravitation was already in existence. Newton visualised the falling of apple in a new light and was able to discover such an important law. In the same way, the teacher must motivate their students to visualise facts in new light and hence help them to discover knowledge.

The teacher should lay emphasis on developing creativity, originality and excellence in their students. They should motivate their

students for self-learning, rather than spoon-feeding them. In the classroom, the teacher should actively involve the students in discussions, projectsand other teamwork activities,provide them resources, monitor their progress and motivate them to solve problems and thereby make the process of learning comprehensive.

The teacher should act as a guide. She/he should show the path on which the student is required to walk. But the walking has to be done by the students themselves.

For playing their role asfacilitator of learning, the teacher has to take the following responsibilities:

- Supply information: In the very beginning of teaching, the teacher must supply vital information to the students regarding the subject-matter in such a manner that their curiosity is aroused and they get motivated to know more about the subject
- Provide resources: The teacher should make the study-materials available to the students, like books, reading materials etc. or give them links to online sources, etc. in order to facilitate their self-study
- Be observant: The teacher must see that the student is exposed to the subject-matter in a graded manner, in order of difficulty
- Organise procedure for self-evaluation: The teacher has to organise the process of self-evaluation by the student so that one can assess himself/herself
- Supervise progress of the students: The teacher must also supervise the progress of the students and provide formative feedback to them. This is necessary for knowing how much a particular student has learnt and also for assessment of his/her own teaching
- Encourage students to apply the knowledge gained in new situations

It is to be emphasised here that the teacher must plan his/her activities of teaching very carefully so as to facilitate the learning by the students.

12.3.2 Teacher in Transaction of Curriculum

Successful transaction of curricula at any level of education largely depends upon the ability and motivation of the teachers responsible for the transaction. Though in dictionaries, curriculum is often referred to as the courses offered by an educational institution, in broad sense of the term, curriculum refers to the knowledge and skills that students are expected to learn which includes the learning objectives they are expected to meet, the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments etc. which are used to evaluate learning of the students. In short, curriculum directly corresponds to those activities in educational institutions, which nurture in students the required competencies and qualities. The transaction of curriculum, therefore, take into account the nature of the course content, academic background of the teacher, educational resources available and characteristics of the students. In this regard, knowledge and teaching-skill of teachersplay a very important role as they are the one to transmit to the students whatever is prescribed in the curriculum.

Teachers must make efforts to adopt innovative and interactive modes in transacting curriculum. Teachers must give due importance to demonstration, activity-based and child centred method, concept centred teaching, experiment, field study, development of materials, dissemination of success stories, school-based and community-based interactions for the successful delivery of the course content. In addition, practical activities, participatory methods, projects, self-learning activities, regular diagnosis and timely remediation etc. must be encouraged. Due emphasis should be given to the use of information and communication technology. While assigning practical works or projects, care must be taken to incorporate community related activities.

12.3.3 Teacher as a Link between School and Community

Schools are established for providing education to the children of the community so that the children of today become efficient members of the community tomorrow. But many a times, this fact is not taken care of by the school while organising their educational programmes as there is no communication between the schools and the community. It is the responsibility of the teacher to establish connection or link between the schooland the community. In this regard, a teacher is expected to play a dual role. This dual role is to take the school to the community and to bring community to the school. This means that the teacher will involve himself in educating the community and also to involve community in participation of the school's activities.

In order to act as a link between school and community, a teacher is expected to –

- identify the needs, wishes and aspirations of the community and educate young generation of the community in such a manner that those needs are met
- find out and employ suitable ways and means for integrating community life and resources with school works
- make community feel that the school belongs to them and it is established to serve their interests and as such, responsibility also lies in them to run it as best as they can
- in addition to providing formal education to children during school hours, provide training and recreation to the youths and adults after the school timing
- reach out to the out of school youth of the community in the form of clubs, keeping in view their needs and interests and provide them with physical facilities of the school, as well as guidance after the school hours
- promote the importance of education among parents, particularly those in rural or backward areas so that they enrol their children in schools
- take part in the adult education programmes, literacy campaigns etc.

- make arrangement for imparting training to women on various skill-based and capacity-building courses at a place and time convenient for them
- provide information or arrange awareness programmes related to vaccination, birth control measures, health during pregnancy and child birth, cleanliness in and outside home, personal hygiene, contagious diseases etc.
- seek and utilise community resources, both material and manpower including technological assets for school purposes and vice-versa.

In short, the teacher as a liaison between the school and community is expected to transform the school into a genuine community school with a view to provide meaningful situations for learning and teaching.



CHECK YOUR PROGRESS

Q1. Why does Kothari Commission say that "the destiny of India is being shaped in the classrooms"?

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Q2. What are the responsibilities of a teacher as a facilitator of learning? Write your answer in around 50 words.

.....

.....

Q3. What are the various points on which transaction of curriculum depends?Write your answer in around 50 words.

.....

.....

Q 4. As a link between school and community, what kind of role a teacher expected to play? Write your answer in around 50 words.

.....

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12.4 ROLE EXPECTATIONS OF TEACHER IN THE 21ST CENTURY

12.4.1 Changing Role of the Teacherin the Present changing Scenario

The history of education amply reveals that the role of teachershas always been changing according to the demands of the society. In the Vedic period, the teacher was responsible for imparting superior spiritual wisdom to his students. This was done with a view to moulding the personality of a student in such a way that the student could lead a noble life and acquire knowledge and faith with devotion as per the demand of the society of that time.

In the ancient and medieval ages too, the teacher was respectfully feared, dutifully obeyed, highly honoured and virtually worshipped. The teacher acted as a friend, philosopher and guide, both to the student and the society. It has been observed that the responsibility of the teacher during ancient India was almost the same as it was found in the Vedic period.

In the pre-industrial period, the role of the teacher was to provide proper education for the mental and physical development of their students. As a conserver and carrier of knowledge, the teacher was highly respected. The principal responsibility of a teacher during this period was the development and well-being of his students. The teacher was, however, not accountable to any superior authority. He was accountable towards himself only.

With the advent of the industrial age, establishment of democracy as a political system and rise in the economy of the common man, educational institutions were established to impart education to the general masses. This resulted in reducing the gap between the society and the educational institutions all over the world. Schools were assigned the role of bringing about social change and reconstruction. Education essentially became an investment in the future for human development. With this, the profession of teaching implied a significant

social service and the teachers had to perform their duties with a sense of commitment and accountability, not only to themselves, but also to their superior authority and the society.

The traditional concept of teaching had undergone a significant change with the advent of democracy in the 20thcentury, particularly in our country. The teacher became the facilitator of learning and guide to students. The democratic society expected teacher to produce young men and women to lead the society in manifold work areas, to criticise it well with the intellectuals of the most developed countries of the world. The teacher was expected to play various roles, viz., facilitator of learning, link between school and community, transactor of curriculum, system manager, mobiliser of community resources and the like. In the above section, we have already discussed some of these roles of the teacher in a democracy.

12.4.2 Expected Role of the Teacher in the 21st Century

Now, as we entered the 21st Century, which is the age of digital education, the education sector has changeddrastically with technology entering in every sector.In addition to the explosion of technology, the modern society of 21st century is characterized by explosions in various other areas too, such as explosion of knowledge, explosion of expectations, explosion of population, etc. As a result, there have been fast changes in socio-economic life of people. These changes make a heavy demand on the role expected from a 21st century teacher. Teaching has become more and more complex and challenging with the passing of time. As education advances with technology, it becomes very clear that the modern teachers have to be very different from the traditional teachers.

The demand of the time from the teacher is to use technology to teach students knowledge and skills required for 21st century.

In this connection, the National Education Policy 2020 too exhorts the importance of development of 21st century skills in students. The policy says,

"*The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills".*

Giving utmost importance to the holistic development of learner, the NPE 2020 further reiterates,

"*Specific set of skills and values across domains will be identified for integration and incorporation in each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning*".

Now, what is meant by 21st century skills? Let us know the 21st century skills -



LET US KNOW

21st Century Skills

21st century skills refer to the knowledge, life skills, career skills, habits, and traits that are critically important to studentsto succeed in today's world, particularly as students move on to college, the workforce, and adult life.

The Partnership for 21st Century Skills lists three types of 21st century skills. They are:

A. Learning Skills: Include four skills most popularly known as **4 C's,** which are -

i. Critical Thinking ii. Creative Thinking
iii. Collaborating iv. Communicating

B. Literacy Skills: Include the following **-**

i. Information Literacy ii. Media Literacy
iii. Technology Literacy

C. Life Skills: Include the followingskills -

i. Flexibility ii. Initiative
iii. Social Skills iv. Productivity
v. Leadership

So, we have seen that the education in the 21st century focuses on development of not only the academic skills, but also lots of other skills, such as, thinking skills, interpersonal skills, information media, technological skills and the like as we have seen above. To be precise, the education of the present time emphasisesmore on life and career skills. At the same time, the students of the present century are more mature and digitally advance than the previous century. Together with the changing time and technology, new expectations are evolving on the role played by the teacher. A teacher in the twenty-first century is expected to be a digital teacher. The teacher isexpected to not only the facilitator for learning of the students, but also responsible for training the students for increasing employability skills, helping them to become independent, motivating them to become lifelong autonomous learners. In short, the teachers are required to create an enabling environment where students can develop skills which are relevant and applicable in the 21st century.

Letus see the role expectations of a teacher in the 21st century:

1. **A forward thinker and planner for 21st century careers:** A teacher of 21st century needs to be good planner in order to support their students in choosing a career according to their interests and abilities. The future of a student during this digital age will depend on 4C's as mentioned above under 'Let Us Know'. It is the duty of the teacher to introduce their students with the 4C's and helps them to develop those skills.
2. **Innovative or creative:** The teacher of the 21st century needs to be open towards the need of the learners. They are expected to be innovative and creative. They must find out innovative ways to make their learning materials interesting and entertaining to their students.
3. **Creator of an enabling environment:** Today's teacher is expected to create a safe, engaging, positive and productive learning environment where learning can occur for all the students in the classroom.

4. **Able to provoke curiosity and motivation to learn:** The teacher of the modern days is expected to prompt and encourage students to adopt practical ways of understanding issues. Their role is to provoke students to become independent, creative, and critical thinkers by providing experiences, such as problem-solving activities that develop these skills. The teacher's role is to identify ways to engage and motivate the students to learn.
5. **Adaptive:** The teacher of digital era is expected to adapt whatever comes their ways. They have to be adaptive to the ever-changing teaching tools and to the changes that are being implemented in the education sector.
6. **Lifelong digital learner:** To be an effective teacher of 21st century, a teacher needs to be a lifelong learner. They should keep themselves updated with the latest trends in their subject areas. In addition, theymust continually upgrade their skills, particularly technical skills irrespective of their subject areas. They should know how to amend their old lesson plans from yester-years to make them more current. Teachers are also expected to keep knowledge about which jobs will be available in the next decade.In short, the teachers are expected to have knowledge on how to combine the technology, pedagogy and content and ensure real-world problem solving and cooperative learning.
7. **Collaborative as well as promote collaboration:** One of the key skills of 21st century is collaboration. Sharing one's expertise and experience, and communicating and learning from others is an important part of the learning and teaching process.Learning in group enhances learning and critical thinking skills. A teacher of 21st century must be able to collaborate and work well within a team. At the same the teacher must promote collaboration amongst the students by way of engaging them with various collaborative activities, such as debates, group projects and other problem-solving opportunities.
8. **A resource provider:** In this digital age, there are lots of supportive resources available both offline in the form of printing

documents and online, in the form of e-resources, such as, YouTube Video Tutorials, digital contents, e-books, etc. which help to develop 4C's as mentioned above. Consulting such type of supportive materials, students can enrich their own skills and can lead their own future. It is the duty of the teacher to help their students in finding out such type of supportive materials according to their interests. Even a teacher cannot be expert on all topics, however, he/she can inspire their students for self-learning and self-development by helping them to find the related supportive resources.

9. **Facilitatorof learning:** In addition to the facilitate learning of their students, the teachers belonging to the digital age are also expected to help their elder colleagues to become techno-savvy and show them how to search for the online resources and how to stay up-dated on their respective areas.
10. **Able to make learning relevant and engaging:** The teacher is expected to look for various ways to make learning engaging, relevant and connecting it to the real world. They should be able to utilise the available technology in connecting withother schools and students across the world. They are also expected to know the value of engaging and working with the community. Similarly, they must know the importance of **acquisition-based learning** and **participation-based learning**



LET US KNOW

Acquisition learning in general refers to the process used for developing native languages and often learned through absorption in one's early years in home environment. For learning in details regarding the concept of acquisition learning, you may follow the link given below and watch the session where it is explained very clearly -

https://www.youtube.com/watch?v=c_Zf2VfCYiQ

Participatory learning refers to the process of learning in which learners are involved as actively as possible in the learning process. This type of learning is also referred to as 'active learning'.

For knowing in details regarding this type of learning, you may visit the following site:

https://crlt.umich.edu/sites/default/files/resource_files/Active%20Learning%20Continuum.pdf

11. A leader and anadvocate for the profession:

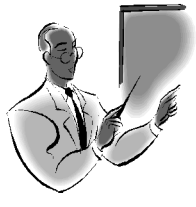
The 21st century teacher is expected to take a stand for themselves and their profession. They are increasingly expected to take on leadership roles in the educational community. They must pay close attention to what is going on in education and come forward to address those issues head-on.They are expected to influence the culture of the school and school community. They should be able to build strong relationshipwith stakeholders andshould be able to inspire and motivate everyone involved in the educational process. They are required to be competent, confident and have understandingof the needs of education in the 21st century. Most importantly, the teachers of 21st century are expected to be advocate for their students. Today's classrooms are filled with children and young adults who need someone to look out for them, give them advice, encouragement, and a listening ear. Effective teachers share their knowledge and expertise and act as a role model for their students.

In addition to the above, a teacher of 21st century is expected to possess the following characteristics –

- know when to listen and when to ignore
- always welcome the desirable changes
- explore the new tools in the technology
- have the sense of humour
- grow a personal learning network
- be open-minded

- give power to the students
- take the learning process outside of the classroom
- motivate the students to become entrepreneur and innovator

We have seen what is expected of a teacher of the 21st century. 21stcentury teaching means teaching as one has always taught, but with today's tools and technology. It means utilizing everything that is important in today's world so that students will be able to live and prosper in today's economy, as well as having the ability to guide students and to prepare them for their future.



LET US KNOW

Difference between a traditional teacher/learner and a teacher/learner of 21st Century is very nicely depicted in the following table:

(www.edutech.ac)

	Traditional Teacher/Learner	21st Century Teacher/Learner
1	Sit and Get	Move and Experiment
2	Learner as receptor	Learner as initiator
3	Expectation save for all	Students Movigates Choices
4	Teachers Tell	Students Construct Meaning
5	Product Oriented	Process and Product Oriented
6	Paper/Pencil Driven	Technology Enhanced Learning and Multimedia Driven
7	Explicit Directions	No Limits
8	Isolated Learning Private	Shared Globally Collaborators
9	Complaint	Problem Solver
10	Answers are primary	Questions are primary
11	Closed System	Open System
12	Stayed the same	Changes Constantly
13	Knows facts	Inquirer
14	There is a right way	No right way
15	Wait for results	Immediate Gratification
	www.edutech.ac	



CHECK YOUR PROGRESS

Q5. What are the various skills on which the education of 21st Century focuses?

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Q6. A teacher in the twenty-first century is expected to be a _____ teacher. (Fill in the gap)

Q7. "*The future of a student during this digital age will depend on 4C's*" – what are those 4 C's?

.....

.....



12.6 LET US SUM UP

- An efficient teacher is the builder of a student and subsequently builder of the nation.
- The teacher plays important and vital role in the progress of a society and a nation.
- As a facilitator of learning; the teacher has to provide such conditions in which the learning of student is facilitated. The teacher should lay emphasis on developing creativity, originality and excellence in their students and motivate their students for self-learning.
- In transaction of curriculum, teacher has a very important role as a teacher is the one to transmit to the students whatever is prescribed in the curriculum. Teachers must make efforts to adopt innovative and interactive modes in transacting curriculum.
- Teachers must adoptstudent centric methods of teaching, make use of information and communication technology and give due emphasis to community related activities.
- Teacher as a link between school and community is expected to play

a dual role, i.e. to take the school to the community and to bring community to the school. In order to act as a link between school and community, a teacher is expected to identify the needs, wishes and aspirations of the community, find out and employ suitable ways and means for integrating community life and resources with school works, make community feel that the school belongs to them, reach out to the out of school youth of the community, promote the importance of education among parents, take part in the adult education programmes, literacy campaigns etc., make arrangement for training the community women, provide information or arrange various awareness programmes, seek and utilise community resources, and vice-versa.

- The role expectations of a teacher in the 21st century is –a forward thinker and planner for 21st century careers, innovative or creative, creator of an enabling environment, able to provoke curiosity and motivation to learn, adaptive, a lifelong digital learner, collaborative as well as promote collaboration, a resource provider, a facilitator of learning, able to make learning relevant and engaging, a genuine predictor, a leader and an advocate of education



12.6 FURTHER READING

Books:

1. Das, B. C. (2007). *Secondary Education and the Teacher.* Ludhiana: Kalyani Publisher.
2. Mathur, S.S. (2002). *Teacher and Secondary Education*. Agra: Vinod Pustak Mandir

Online Resources:

1. Cox, Janelle. (2021, February 16). Characteristics of a 21st-Century Teacher. Link - https://www.thoughtco.com/characteristics-of-a-21st-century-teacher-2081448
2. Kumar, Tapan (2019, April 6). The Role of Teacher in 21st Century.

Link –
https://rashtriyashiksha.com/the-role-of-teacher-in-21st-century/

3. Palmer, Tsisana. (2015, June 20). 15 Characteristics of a 21st-Century Teacher. Link - https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher
4. Sardar, Imran Topu. (2018, August 20). Changing Role of Teachers in the 21st Century. Link – https://medium.com/@itsardar/changing-role-of-teachers-in-the-21st-century-5acb47a23a33



12.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The new generation of learners are being shaped as responsible, useful and productive citizens by the teacher in the classroom to take the responsibility of the nation in future. In this sense, the Kothari Commission says that the destiny of India is being shaped in the classroom.

Ans to Q No 2: As a facilitator of learning, the teacher should provide conditions in which the learning is facilitated. The teacher should take the responsibility of supplying information and providing resources to students, should be observant towards the students, organise procedure for self-evaluation, supervise the progress of their students and encourage the students to apply their knowledge on new situations.

Ans to Q No 3: The term curriculum corresponds to those activities in educational institutions, which nurture in students the required competencies and qualities. The transaction of curriculum depends on the nature of the course content, educational resources available and characteristics of the students and most importantly in the academic background, knowledge and teaching skill of the teacher.

Ans to Q No 4: As a link between school and community, a teacher is expected to play a dual role. This dual role is to take the school to the community and to bring community to the school. This means that

the teacher will educate the community and will invite the community for participation in the activities of the school.

Ans to Q No 5: Education in the 21st century focuses on development of learning skills or the 4C's, literary skills, viz. media, information and technology literacy and life skills like flexibility, initiative, productivity, leadership etc.

Ans to Q No 6: digital teacher

And to Q No 7: The 4C's are - Critical thinking, Communication, Collaboration, and Creativity



12.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1: *'The role of a teacher is multiplied'* – what do you understand by this sentence? Write briefly.

Q.2: State the responsibility of a teacher as a facilitator of learning.

Q.3: Briefly state the role of teacher in transaction of curriculum.

Q.4: Mention some of the activities expected to be performed by a teacher for removing isolation of school from community.

Q 5: Why a teacher in the 21st century expected to be lifelong digital learner?

Q 6: Write shortly on the changing role of teacher with changing time.

B. Long Questions (Answer each question in around 300- 500 words)

Q.1: Discuss the role and responsibility of teacher as a facilitator of learning.

Q 2: '*Successful transaction of curricula at any level of education largely depends upon the ability and motivation of the teachers responsible for the transaction*'– discuss how.

Q 3: Discuss elaborately how the teacher can transform a school into a community school?

Q 4: Critically deliberate on the role expectations of a teacher in the 21st century.

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UNIT 13: PROFESSIONAL DEVELOPMENT PROGRAMMES FOR TEACHERS IN HIGHER EDUCATION

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Professional Development for teachers

13.3.1 Importance of Professional Development for teachers

13.4 Professional Development Programmes for Teachers in Higher Education

13.4.1 Role of Academic Staff Colleges in the Professional Development for teachers in Higher Education

13.4.2 Role of Refresher Course in the Professional Development for teachers in Higher Education

13.4.3 Orientation courses for the College and University Teachers

13.5 Let Us Sum Up

13.6 Further Reading

13.7 Answers to check your progress

13.8 Possible Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- comprehend what is professional development for teachers in higher education
- realize the importance of professional development for teachers in higher education
- explain and analyse the role of academic staff colleges, refreshers courses and orientation courses for the professional development of the teachers of higher educational institutes.

13.2 INTRODUCTION

The discussion made so far definitely has helped you to get acquainted with the concept of teacher education, importance of teaching profession as one of the noblest one, as well as has clarified your idea about different innovations made in the field of teacher education. While discussing teaching as a profession, we all must keep in mind that a person in this profession must indulge in continuous development of the same. We know that everything is changing very fast specially in this digitalized era, hence, to cope with the change and challenges brought by drastic scientific and technological advancement, teacher must strive to update his/her profession. Professional development of each teacher whether working in school or college or university is the first and foremost duty as well as responsibility. In this unit, we will be dealing with the concept and importance of professional development and its importance especially in the context of higher education. There are various means of professional development for the teachers of higher educational institutes. Those means will also be discussed here in the unit.

13.3 PROFESSIONAL DEVELOPMENT FOR TEACHERS

“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”- This was the remark given by RabindraNath Tagore. This reflects the weightage of teaching profession and its dedication-oriented nature. The quality of classroom education is a direct consequence and outcome of the quality of teachers and his teaching which directly lies on the effectiveness of teacher education system and this consequently depends upon the professional development opportunities to the teachers. Professional development is a systematic process that strengthens how professionals obtain and retain and update knowledge, skills, and attitudes in the particular profession. The term, professional Development in a general sense refers to the development of a person in his/her professional role. Specifically referring to teachers’ professional development Glatthorn(1995) states that,

"Teachers' development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically". It is a growth that occurs as the teacher moves through the professional career cycle. At present day context, professional development is a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. Hoyle (1982) had given two perception of teachers' professional development. *Firstly*, he opined that Professional development is a process in which a teacher continues to develop the knowledge and skills required for effective professional practice as circumstances change and as new responsibilities are accepted. *Secondly,* professional development is a way of knowledge acquisition and skill development. Professional development is that ladder which helps a teacher to move up in his/her profession. Thus, it refers to activities one is involved in for refining one's quality as a teacher in terms of higher education through different kinds of means like seminars, refresher and orientation, techno savvy skills and knowledge. Professional development of teachers is a holistic commitment of professionals towards the enhancement of personal skills and proficiency throughout their careers.



LET US KNOW

Another term related to professional development of teacher is *CPD-Continuous professional Development.*

- Continuous Professional Development (CPD) is the lifelong process of learning and continuing personal development.
- It is the means by which one can maintain and enhance one's knowledge and skills to complement both his/her current role and future career progression.
- It refers to the process of tracking and documenting the skills, knowledge and experience that one gain both formally and informally as he/she work, beyond any initial training.

Thus,we can defineTeacher Professional Development- TPD as a systematized, initial and continuous, coherent and modular process of professional development of educators in accordance with professional competency standards and frameworks. It includes training in adaptation to the evolution of change of the profession of teachers and managers of education systems. Professional learning community plays an important role in the professional development of the teachers. A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the professional performance of the teachers. Professional learning communities often function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. The primary objective of this community is to improve the skills and knowledge of teachers through collaborative study, expertise exchange, and professional dialogue.



LET US KNOW

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the professional performance of teachers.According to Shirley Hord, PLC, is an expert on school leadership, — “The three words explain the concept Professionals coming together in a group—a community—to learn.”

13.3.1 IMPORTANCE OF PROFESSIONAL DEVELOPMENT FOR TEACHERS IN HIGHER EDUCATION

The above discussion must have helped you to understand the concept of professional Development of the teacher. A teacher whether in the elementary level or higher level, must practice the professional norms. To adapt to the changes of time and advancement each teacher

must strive for professional development. The importance of the quality of teachers cannot be overemphasised because the strength and success of an educational system depends on them whether they teach in school, colleges or universities. The quality of a nation depends on the quality of its citizens and in turn the quality of the citizen depends on the quality of their education. The quality of their education reflects more than any other single factors, the quality of their teachers. As such, it is very much essential as well as required that a teacher must not neglect the aspect of professional development of his or her own profession. Professional Development is considered to be one of the key determinant for improving quality and relevance in higher education. Professional development is widely recognised as a necessary condition for the competitiveness of individuals and organisations. This means that the insufficient PD often also referred as continuous professional development of academics creates a considerable risk to the quality of higher education and, consequently, to society as a whole.It is assumed that in our contemporary society academics actively participate in professional development activities, especially given that such activities aim to produce professional success and increase the competitiveness and prestige of Higher Educational Institutions. A teacher is prepared for his profession before he enters it, but he must also be prepared again and again to keep abreast with latest developments.

The importance of Professional Development for teachers in higher education can be discussed under the following headings:-

1. Strengthen the educational skills of academics: The professional success of individuals no longer lies in the job or organisation they work for but in the educational skills, knowledge and experience that they have within themselves. Professional development strengthens the educational skills of the academics. Professional development practices are a major investment that academics can make for their own development.

2. Sharpens teaching skills: Professional development helps the teachers to keep up with developments in the class and keep students engaged in terms of increased time and effort students' devotion to educationally purposeful activities, face-to-face contact, reciprocity and cooperation between students and academics, usage of active learning techniques, ICT enabled skills etc.
3. Helps in sustaining learning:Innovative Professional Development methods frequently involve less traditional types of practices than classroom-based teaching. Moreover, collaborative working and professional networks increase academics' enthusiasm for professional development, which leads to further and sustained learning.
4. Facilitates knowledge opportunity: Professional development not only increase academician's enthusiasm but also facilitates knowledge learning. Through interdisciplinary approach and collaborative learning, teachers in higher education are able to extend their knowledge.
5. Faculty development: One of the major advantages of professional development is that it focuses on the individual member of staff and the tasks specific to the pedagogical role, such as teaching methods, class organisation, evaluation, learning technologies like training on technologies and pedagogical practices, design and presentation, and other.
6. Instructional development: Professional development enables the teachers to focus on the course and curriculum. This includes appropriate development of course structures, teaching strategies, the course in the overall institutional curriculum.
7. Organisational development: Professional development of the teachers enables them to focus on maximising the effectiveness through development of personal skills such

as communication or stress-management. Effective and efficient faculty support structure leads to both personal and organizational development of the teachers.

8. Impact on behaviour: Professional development not only extends the knowledge of academics but will also have an impact on the behaviour of the teachers. Professional development in higher education targets to strengthen and extend the knowledge, skills, and conceptions of academics in such a way that will lead to changes in their way of thinking and their educational behaviour too.
9. Growing importance of Technology: Another reason behind the high demand for professional development of the teachers in higher education is growing importance of modern technologies, and the changes in the nature of professional competition where individual skills are becoming the main determinant.
10. Impact on careers upliftment: Professional development put a very significant impact on teachers' career progression. The continuous professional development can lead directly toenhance teaching skills combined with new promotion and reward opportunities. This includes success in receiving teaching-related grants and awards, promotion based on teaching quality, and academics becoming experts and leaders in the field of teaching excellence.

Thus, it can rightly be said that professional development for teachers especially for the higher education is essential not only to ensure the competitiveness of a higher educational institute but also from the perspective of an individual academic. It is an effective tool of higher education institutions to better position themselves and attract students.



CHECK YOUR PROGRESS

Q.1. What is meant by professional development of teacher?

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Q.2. Why professional development is important for teachers?

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13.4 PROFESSIONAL DEVELOPMENT PROGRAMMES FOR TEACHERS IN HIGHER EDUCATION

Till now, you must have realized the importance of professional development for teachers in higher education. It not only helps them to uplift their career but also helps them to feel better and secured in the profession. TheNational Policy on Education (1986) in its Programme of Action highlighted the important link between the motivation of the teacher and the quality of education. The national policy on education acknowledged the need for improving the status of the teacher and suggested to provide opportunities for their professional as well as their career development, so that they could fulfil their role and responsibility within the educational system in an effective manner. Hence, the National Policy on Education recommended some programmes for building the motivation level of teachers in terms of-Design orientation programmes in teaching methodologies, pedagogy, and educational psychology for all new candidates at the level of lectures, arrangement for the refresher courses for serving teachers, arrangement of orientation programmes by using the internal resources of universities and by bringing a number of colleges together and encouraging teachers to participate in seminar, symposia etc. As such many such programmes were

launched in India to train and orient the teachers in higher education. Some of the important programmes for professional development of teachers in higher education are taken here for discussion. But, to conduct and formulate these programmes, there must be a medium. This medium is the UGC HRDC, earlier known as Academic Staff College. The following section will deal with this aspect of professional development of teachers in higher education.

13.4.1 ROLE OF ACADEMIC STAFF COLLEGES IN THE PROFESSIONAL DEVELOPMENT FOR TEACHERS IN HIGHER EDUCATION

ABOUT ACADEMIC STAFF COLLEGE:

Academic Staff College scheme which was initially known as the Academic Staff orientation scheme was initiated by the University Grants Commission (UGC) in 1987 based on the NPE (1986) recommendation. At present, it is known as UGC HRDC-Human Resource Development Centre. The UGC Academic Staff Colleges (ASC) were established in Universities as autonomous units within them for organizing staff development programmes funded by the UGC. The main objective of Academic Staff Colleges is to provide adequate opportunities for the professional development of teachers in higher education system within the framework of knowledge, and to inculcate values, motivation and the skills in the art of teaching. Since, the knowledge explosion worldwide has become phenomenal, it has become difficult to cope with the large volume of knowledge being generated, new information technology and the methodology and techniques of generating and imparting knowledge. The Academic Staff Colleges aim to provide opportunity for the teachers to update the knowledge in the subject, technology and acquire new methods of curricular transactions in each area of their chosen disciplines. In the Eleventh Five Year Plan, one more dimension has been added viz., Training in Information Technology and e-content development.

With this, the UGC has extended the scope of training to administrative staff in colleges and universities. A high level standing Committee consisting of eminent academicians and senior Directors give appropriate advice from time to time regarding the establishment, strengthening and monitoring of Academic Staff Colleges. The ASC draw resources from the parent University as well as academic resources from other institutions within and outside the state according to the needs. They have functional freedom within the broad framework of the UGC guidelines. The UGC-Human Resource Development Centre caters to the needs of teachers, administrative and support staff of the colleges and universities including research scholars. The UGC generally monitor and review the functioning of the each UGC-HRDC after a period of three years or as communicated by the UGC from time to time. The UGC may, after review, discontinue any HRDC, if necessary. The core academic staffs will perform the various functions outlined above synergistically with CEC-EMRCs and Centers established under PMMMNMTT (Pandit Madan Mohan Malviva National Mission on Teachers and Teaching)



LET US KNOW

- UGC-Human Resource Development Centre (HRDC) was renamed from UGC-Academic Staff College in 2015.
- PMMMNMTT is the culmination of the Government of India's efforts in launching a comprehensive umbrella scheme aimed at improving the quality of education at all levels by infusing quality and excellence in our teachers and teaching. It aims to infuse innovation in pedagogy (teaching) leading to better learning outcomes as well as to build effective leadership & management in schools and higher education institutes.

Role of ACS/ UGC HRDC

UGC- Human Resource Development Centers are devoted to the Professional Development of the teachers of the higher educational institutions through training of university and college teachers. Besides, they provide quality training to the principals and academic-administrators, non-teaching Staffs, Ph.D. Scholars, and also for other academic people. As per the objectives spelled out in the UGC guidelines the role of ASC/ UGC-HRDC can be discussed in the following ways-

A. Enhancing Knowledge and Skills: The UGC-Human Resource Development Centre is primarily concerned to cater to the needs of the teachers, principals, and research scholars/non-Teaching, academic staff and to enhance their knowledge and skills through systematic course work and methodologies. Besides, it also focuses on different modes of approach in order to meet the challenges of life to become not merely a trained professional but also a better citizen.

B. Maintenance of Standard of higher Education: The UGC has been vested with the responsibilities of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

C. Coordinating University Education: UGC HRDC are responsible to promote and coordinate university education.

D. Determination of a standard: Another responsibility of HRCD /ASC is to determine and maintain a standard of teaching, examination and research in universities.

E. Framing regulations on minimum standards of education: To maintain a standard in the university education, these HRDCs or earlier ASCs are to frame some regulations.

F. Formulation of different programmes: UGC HRDCs/ ASCs are responsible for formulating different programmes for the professional development of college and university teachers in terms of orientation programmes, which is presently known

as “GURU DAKSHTA Faculty Induction Programme” (FIP) and refresher courses (RC), Short term courses, Interaction programme, Seminars, workshop based on the broad guidelines of UGC. Moreover, they need to organize, monitor and evaluate such programme, courses for teachers.

G. Identification of the resources: For smooth execution of different programmes under HRDC, they are bestowed with the responsibility of identifying resource persons in various fields of specializations and familiarize such resource persons with the philosophy and guidelines for the programme.

H. Setting up other Resources: Besides, identifying the resource persons UGC HRDCs are to set up a documentation centre-cum-library for reference and resource materials necessary for the programme, coursesand produce specially designed materials required for effective implementation of the programme, courses.

I. Providing a forum for peer to peer learning: UGC HRDC provides a great opportunity for in-service teachers to exchange experience with their peers and to mutually learn from one another. It provides a forum for serving teachers to keep abreast of the latest advances and innovations insubjects of their interest as well as provide opportunities to further widen their knowledge and to pursue research studies.

J. Introducing with latest innovation in Higher Education: UGC HRDC introduces the teachers to new methods and innovations in higher education delivery with a view that the teachers in turn can develop their own innovative methods of instruction, bring out publications relevant for enhancing the teaching and research capabilities of teachers, conduct capability enhancement programme for non-academic staff so as to strengthen the teaching learning environment of the higher educational institutes.



CHECK YOUR PROGRESS

Q.3. When was the the Academic Staff orientation scheme was initiated by the University Grants Commission (UGC)?

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Q.4. Academic Staff college is later renamed as UGC-HRDC. (True/ False).

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Q.5. State two functions of Academic Staff college.

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13.4.2 ROLE OF REFRESHER COURSE IN THE PROFESSIONAL DEVELOPMENT FOR TEACHERS IN HIGHER EDUCATION

Another key programme meant for the professional development of the teachers in higher education is refresher course. The refresher courses run by the UGC HRDC of universities provide opportunities for teachers in service to exchange experience with their peers and to mutually learn from each other.The Refresher course **provides opportunities for serving teachers to exchange experiences with their peers and mutually learn from each other**. It is basically a forum to keep the teachers abreast of the latest advances in the particular subjects as well as technological aspects.The course curriculum of refresher courses is developed in consultation with the concerned departments. The course is so prepared that the content has essential percentage of the core material in the subject along with required percentage of areas of emergence and priority, essential laboratory and practical components, and computer application with relevant advancement of the subject. The thrust areas for each refresher course will be decided by the director in consultation with the course coordinator

It is important to mention here that for participating in the Refresher course, participation in the orientation programme is a prerequisite. The teacher may opt for a refresher course after a one-year gap following an orientation course. Besides, there should be a minimum gap of one year between two refresher courses, though it may be relaxed if an adequate number of participants is not available or it is essential for the teacher to fulfil eligibility conditions for career advancement as prescribed by UGC from time-to-time. The refresher course is of Two weeks duration with minimum of 12 working days and 72 contact hours (six hours a day , six days a week),excluding Sundays. Regular/ Contract/ Temporary lecturers teaching for the last two academic sessions are eligible to attend Refresher Courses. . Every interdisciplinary Refresher Course is equivalent to the RC in the subject/ discipline of the participant.

Objectives of the refresher courses-

- To provide opportunities for the in-service teachers of same field to exchange their experience with their peers.
- To keep the participants fully aware about the latest developments taking place in their subject.
- To create the culture of mutual learning and self-empowerment.
- To introduce and enlighten the participants on new methods and techniques of imparting knowledge
- To provide opportunities to the teachers to widen the knowledge to pursue research studies.

To keep the teachers abreast of the latest advances in the subjects, technological spin off etc.



LET US KNOW

For the Refresher course, participation in the orientation programme is a *prerequisite* for admission.



CHECK YOUR PROGRESS

Q.6. What isthe primary objective of a refresher course?

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13.4.3 ORIENTATION COURSES FOR THE COLLEGE AND UNIVERSITY TEACHERS

The above discussion must have made you realized that there are many programmes organized by UGC-HRDC to train and enhance the knowledge and skills of teachers working in the higher educational institutes. One such programme is Orientation programme which is now renamed as Faculty Induction Programme. The Orientation Courses are meant basically for enhancing the professional competence in teachers who have just entered the profession. Different commissions and policies suggested different programmes for the professional development of teachers. National Educational Commission (1964-66) felt an inbuilt mechanism for effective teacher training so that a teacher must not be confined to merely transmitting information but should become trained professional. Later other Commission and policies too felt the need of such mechanism for the professional development and training of the teachers of higher education. Orientation programme and refresher courses are such inbuilt mechanism which can enhance the professional growth of teachers in higher education. New teachers need rigorous preparation and opportunities for continuous professional development along with academic and professional support. It is the orientation programme/ FIP which provides them with the academic and professional support. The development and implementation of a high quality Faculty Induction Programme for newly recruited faculty in higher education institutions

is one of the mandates set by the University Grants Commission. This can help new teachers to improve their teaching and management skills, adjust to the culture of higher education institutions, and better understand their professional responsibilities. As per UGC guideline, it is mandatory for all newly recruited faculty members to go through the Faculty Induction Programme within one year of their joining service. It is important to note that, faculty Induction programme is of *one-month Programme*, which will be done in two phases of 18 days and 12 days, respectively. It is envisaged as a residential programme and implementing the Faculty Induction Programme is the responsibility of the HRDC. The pedagogy used in the faculty induction programme reflects participant-centred, inclusive, outcome-based, active learning with apt use of technology. The pedagogy of the Programme is based on a combination of peer-facilitated, expert-led, and self-learning processes. Regarding assessment of the course, at the end the teachers are assessedthrough built-in process of continuous assessment that carries 75% weightage. At the end of the first phase of 18 days, participant teachers are given a practical assignment which may be tried out in the actual classroom situation or institutional context with the help of a mentor from the college/university where the teacher is located. The report on this is presented and discussed during the next phase of the Induction Programme which carries 25% weightage.

Objectives of the Orientation programme or Faculty Induction Programme:

The broad objectives of orientation programme/Faculty Induction programme are-

- To enhance the professional competence in teachers who have just entered the profession.
- To help the teachers to understand their roles and responsibilities as faculty members.
- To help the teachers to familiarize themselves with the structure, functioning, governance, rules, regulations and professional expectations in higher education institutions.

- To help the teachers to explore pedagogical processes in terms of aims of higher education, curriculum, instructional planning, classroom management and transaction, use of resources and assessment.
- To assist the teachers to recognise the importance of self-development, socio-emotional development of students
- To help the teachers to realize the importance of nurturing ethics and values in higher education

Components (Modules) of Orientation Programs/ Faculty Induction Programme:

In order to achieve the objectives of faculty induction programme, there are six components in the curriculum. The components are-

A. Understanding Higher Education in India:

This component aims at helping teachers realize the larger context of higher education and the role of a teacher in society. Some of the topics to be covered under this components are-

- Importance of higher education
- Global perspectives o History of higher education in India
- Vision, role, challenges, impact, trends of global higher education
- Agencies, structures, issues and challenges in higher education
- Institutional planning and development
- Faculty place in this structure
- Role, responsibilities, professional relationships and networks

B. Curriculum and Pedagogy in Higher Education – 1

This component aims at helping teachers to gain knowledge about curriculum and pedagogical skills to be implemented in the higher educational level. Some of the topics to be covered under this component are-

- Curricular aims of higher education
- Interrelation among content, pedagogy, resources assessment
- Interdisciplinary approaches to curriculum
- Understanding credits, grading systems, designing a course
- Choice based credit system

C. Curriculum and Pedagogy in Higher Education – 2

This component aims at helping teachers to gain practical knowledge about curriculum and innovative practices to be implemented in the real classroom. Some of the topics to be covered under this component are-

- Pedagogical principles, classroom processes
- Planning aligned to learning outcomes
- Using a variety of teaching methods e.g. flipped classrooms, inquiry/problem-based learning, differentiated teaching
- Handling a diverse classroom
- Encouraging group work, collaborative learning, self-study habits
- Designing assessments that are contextual, meaningful, rigorous and fair (formative and summative)
- Using ICT to deepen learning

D. Research and Professional Development

Under this component teachers are familiarized with the research based knowledge and made to realize the importance of research as well as ways for professional upliftment. Some of the topics to be covered under this components are-

- Role of research in teaching
- Research for professional development and institutional development
- Research in subjects and education
- Understanding and avoiding plagiarism
- Research possibilities - interdisciplinary, collaborative, action research

E. Personal-Emotional Development, Life skills, Counselling and Motivation

Under this componentteachers are made aware of the ways in which they may develop their own personalities. Some of the topics to be covered under this component are-

- Understanding oneself, self-esteem, ability to reflect, relating to self and others

- Understanding students, their physical, mental and emotional health
- Mentoring and guiding students
- Understanding career development options for students
- Understanding ideas of counselling and coaching

F. Values, Ethics & Environmental Consciousness

Under this component teachers are sensitized with the importance of value and importance of imparting value based knowledge to the students. Some of the topics to be covered under this component are-

- Exploring linkages between Constitutional values and education
- Fundamental rights and education
- Deliberating on social and environmental issues of contemporary India and the role of higher education in addressing these issues

Exclusion, inequality, gender and other stereotypes, corruption, drug abuses, climate change and its effects, sustainability.



LET US KNOW

There are six components in the curriculum of Faculty induction programme or Orientation programme viz- Understanding Higher Education in India, Pedagogy in Higher Education – 1, Curriculum and Pedagogy in Higher Education – 2, Research and Professional Development, Personal-Emotional Development, Life skills, Counselling and Motivation, Personal-Emotional Development, Life skills, Counselling and Motivation, Values, Ethics & Environmental Consciousness

- There are Four components in the curriculum of earlier orientation programmes-
- Component A : Awareness of linkages between Society, Environment, Development and Education
- Component B : Philosophy of Education, Indian Education system and Pedagogy
- Component C : Resource Awareness and knowledge generation
- Component D : Management and Personality Development



CHECK YOUR PROGRESS

Q. 7. What is the duration of Faculty Induction programme?

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Q.8. State two objectives of orientation/Faculty induction programme.

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Q.9. How many components are there in the curriculum of faculty induction programme?

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13.5 LET US SUM UP

- Professional development is a systematic process that strengthens how professionals obtain and retain and update knowledge, skills, and attitudes in the particular profession.
- Glatthorn (1995) states that, “Teachers’ development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically”.
- Continuing Professional Development (CPD) is the lifelong process of learning and continuing personal development.
- A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the professional performance of the teachers
- Professional development is widely recognized as a necessary condition for the competitiveness of individuals and organizations

- This means that the insufficient PD often also referred as continuous professional development of academics creates a considerable risk to the quality of higher education and, consequently, to society as a whole
- Professional development is important for teachers as it strengthens the educational skills of academics, sharpens teaching skills, helps in sustaining learning, facilitates knowledge opportunity to the teachers.
- The national policy on education acknowledged the need for improving the status of the teacher and suggested to provide opportunities for their professional as well as their career development, so that they could fulfill their role and responsibility within the educational system in an effective manner.
- Academic Staff College scheme which was initially known as the Academic Staff orientation scheme was initiated by the University Grants Commission (UGC) in 1987 based on the NPE (1986) recommendation.
- UGC-Human Resource Development Centre (HRDC) was renamed from UGC-Academic Staff College in 2015.
- The Academic Staff Colleges aim to provide opportunity for the teachers to update the knowledge in the subject, technology and acquire new methods of curricular transactions in each area of their chosen disciplines.
- UGC- Human Resource Development Centers are devoted to the Professional Development of the teachers of the higher educational institutions through training of university and college teachers.
- The Refresher course provides opportunities for serving teachers to exchange experiences with their peers and mutually learn from each other. It is basically a forum to keep the teachers abreast of the latest advances in the particular subject as well as technological aspects.
- Participation in the orientation programme is a *prerequisite* for admission to refresher courses.
- The refresher course is of Two weeks duration with minimum of 12 working days and 72 contact hours

- Orientation programme is now renamed as Faculty Induction Programme.
- The Orientation Courses are meant basically for enhancing the professional competence in teachers who have just entered the profession.
- Faculty Induction programme is a *one-month Programme*, which is done in two phases of 18 days and 12 days, respectively.
- There are six components in the curriculum of Faculty induction programme or Orientation programme viz- Understanding Higher Education in India, Curriculum and Pedagogy in Higher Education – 1, Curriculum and Pedagogy in Higher Education – 2, Research and Professional Development, Personal-Emotional Development, Life skills, Counselling and Motivation, Personal-Emotional Development, Life skills, Counselling and Motivation, Values, Ethics & Environmental Consciousness



13.6 FURTHER READING

1. Natesan, A.K., Begum, J. A.&Sridevi, S. (2010).*Quality Concerns in Teacher Education*. New Delhi: A.P.H. Publishing Corporation.
2. Krishna, S. (2005).*ICT and Teacher Training*. New Delhi: Authors Press.
3. Reddy, S. M. (2006).*Quality Improvement in Teacher Education*. New Delhi:Sarup and Sons.
4. Sharma, R.A (2010).*Teacher Education & Pedagogical Training*. New Delhi: R.Lall Book Depot.



13.7 ANSWER TO CHECK YOUR PROGRESS

Answer to QNo. 1: Professional development is that ladder which helps a teacher to move up in their profession. Thus, it refers to the activities one is involved in for refining one's quality as a teacher in terms of

higher education through different kinds of means like seminars, refresher and orientation, techno savvy skills and knowledge

Answer to QNo. 2: It strengthens the educational skills of academics. Sharpens teaching skills, Helps in sustaining learning, Facilitates knowledge opportunity

Answer to Q No. 3: The Academic Staff orientation scheme was initiated by the University Grants Commission (UGC) in 1987.

Answer to Q No. 4: True

Answer to QNo. 5: Two functions of Academic staff college are-

1. Enhancing Knowledge and Skills: The UGC-Human Resource Development Centre is primarily concerned with catering to the needs of the teachers, principals, and research scholars/non-Teaching, academic staff and to enhance their knowledge and skills through systematic course work and methodologies. Besides, it also focuses on different modes of approach in order to meet the challenges of life to become not merely a trained professional but also a better citizen.
2. Maintenance of Standard of higher Education: The UGC has been vested with the responsibilities of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education

Answer to Q No. 6: The primary objective of refresher course is to keep the teachers abreast of the latest advances in the particular subjects as well as technological aspects.

Answer to QNo. 7: Faculty Induction programme is of *one-month Programme*, which will be done in two phases of 18 days and 12 days, respectively

Answer to QNo. 8:

- To enhance the professional competence in teachers who have just entered the profession.
- To help the teachers to understand their roles and responsibilities as faculty members.

Answer to Q No. 9: Six



13.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1: What is meant by professional development?

Q.2: Why professional development is a must for a teacher in today's context?

Q.3: What are the programmes meant for professional development of teachers in higher education?

Q.4: Write a short note on Academic Staff College.

B. Long Questions (Answer each question in about 300-500 words)

Q.1: Discuss the role of Orientation programme in enriching professional development of the teachers.

Q.2: Explain how refresher course is significant for professional growth of college and university teachers.

Q.3: Differentiate between orientation programme and refresher course as programmes of professional growth.

Q.4: Why teachers must practice for professional development? Give your own judgement.

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UNIT 14: POLICIES, PRACTICES AND QUALITY ASSURANCE IN TEACHER EDUCATION

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Policy Perspectives in Teacher Education

14.4 Quality in Teacher Education

14.5 Practice/ Ways and Means for Maintaining Quality in Teacher Education

14.6 Let Us Sum Up

14.7 Further Reading

14.8 Answers to Check Your Progress

14.9 Possible Questions

14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the policy perspectives in the field of teacher education
- describe various practices of teacher education
- grasp the importance of quality in teacher education
- identify various ways and means for maintaining quality in teacher education

14.2 INTRODUCTION

Quality assurance is one of the important area of discussion in the field of teacher education. It is well known fact that quality education relies on quality teaching by quality teachers. We can expect quality students shaped and modified by quality teachers. Many discussions, debates have been made on quality assurance in teacher education. It is an important area in the policy making process of any nation. There are many policies and practices adopted in teacher education, which we shall discuss in the

unit, highlighting some of the important policies and practices as well as different means and ways to maintain quality assurance in teacher education.

14.3 POLICY PERSPECTIVES IN TEACHER EDUCATION

Teacher Education has always been recognised as instrumental in social and national development of any country. Like other country, in India too, teacher education is always a matter of concern in policy making process. This view can be reflected in the recommendations of several commissions and committees implemented after independence in India. We very well know that the Government of India is sets up many commissions and committees from time to time to address different issues of general education including teacher education. If we have to discuss about policy perspectives of teacher education in India especially after independence,we have to take into account many initiatives of the government. The followingsection deals with the policy perspective of teacher education.

A. University Education Commission (1948-49):

After independence, the Ministry of Education, Government of India had set-up University Education Commission under the chairmanship of Dr. S. Radhakrishnan in the year 1948. University Education Commission (1948-49) was the first Commission on education after Independence. Its major emphasis was on higher education but it also touched upon the issues related to school education. With regard to teacher education, the following recommendation were made by the commission-

- To remodel the course and time given to school practice in assessing the student performance
- To use schools for practical training
- Courses on the theory of education to be flexible and adaptable to local circumstances

B. Secondary Education Commission(1952-53):

The Secondary Education Commission was established under the chairmanship of Dr. A.L. Mudaliar. The following recommendation were made on teacher education:

- Training colleges should organise refresher courses, start intensive courses in special subjects and practical training in workshops
- Teacher trainees should receive training in one or more of various extra-curricular activities
- During the period of training all student teachers should be given suitable stipend by the state and no fees should be charged in training colleges
- The training institutions should advocate methods and training that are practicable and realistic
- Trained teachers should be appointed to teach higher classes
- The policy of same pay for the same work and ability should be adopted
- Teachers should be given handsome salary in order that the society may respect them Teachers should be given pension, provident fund and life insurance benefits in order to give then some economic security. The Government should provide these facilities
- The children of teachers should be given free education. Teachers and their dependents should be given free medical service
- Separate committees should be appointed for removing the difficulties of teachers
- The retirement age for teachers should be 60 years
- The teachers should not be permitted to take up tuition of students

C. Establishment of NCERT (1961):

National Council of Educational Research and Training was established in 1961 for the development of school education. It also included teacher education. The recommendations of NCERT are as follows:

- To revamp elementary and secondary teacher Education curriculum
- To reorganise student teaching and evaluation
- To focus on continuing education of teachers through establishments of centres of continuing education
- To provide a scheme of national awards to school teachers and teacher educators



LET US KNOW

Mudaliar Commission's recommendation on Teacher education was:

Teachers should be provided handsome salary so that the society may respect them. Teachers should be given pension, provident fund and life insurance benefits in order to give then some economic security. The Government should provide these facilities.National Council of Educational Research and Training was established in 1961 for the development of school education.

D. Kothari Commission (1964-66):

The Kothari Commission was set up under the Chairmanship of Dr. D. S. Kothari to formulate a coherent education policy for India. The Commission was most comprehensive in nature, it reviewed almost all aspects of the education system without limiting itself to any one particular aspect, unlike the Commissions that came before and after it. The commission studied various aspects of the Teacher education in details and observe that a sound programme of professional education of teachers is essential for quality improvement of education. The Commission emphasised that the most urgent need was to upgrade the remuneration of teachers substantially, particularly at the school stages. The Commission put forwarded the following recommendations with regard to teacher education:

- To remove the existing isolation of teacher education from schools

- To organise extension work as an essential function of a teacher training institution
- To establish a state Board of Teacher Education to be responsible for all functions related to teacher education at all levels and in all fields
- To select best and competent persons available for the faculty of training institutions
- To organise special courses for graduates entering primary teaching
- Correspondence courses and liberal concessions for study leave should be made available to unqualified teachers in primary schools to improve their qualifications
- Reorientation of subject knowledge of secondary teachers with competent university departments and with the arts and science colleges doing post-graduate work
- To maintain the standards of teacher education by establishing U.G.C at the National Level
- To make provision of funds in the centrally sponsored sector to assist State Governments to develop teacher education
- To improve the working and service conditions of teachers
- To provide adequate facilities for professional advancements to all teachers
- It recommended that the government should lay down minimum scales of pay for teachers and assist States and Union territories to adopt equivalent or higher scales
- The Commission urged that professional preparation of teachers was the key for qualitative improvement of education and recommended measures such as
  (a) qualitative improvement in teacher education programmes;
  (b) introduction of new courses for headmasters/teacher educators and educational administrators; and
  (c) expansion of teacher education institutions and recommendations of the training facilities.

E. Indian Association of Teacher Education (IATE):

IATE was established in the year 1965. The major recommendations of this association regarding teacher education were:

- **Practice School** – Every College of education should have one practice school attached to it
- **Correspondence Courses**- It recommended the introduction of correspondence school to reduce the backlog of untrained teachers
- **Summer Institutes** - Summer Institutes should be started to increase the number of trained teachers
- **Area Organisation** - Area Organisation should be set up to integrate and supervise the training of teachers at all levels

F. National Policy on Education (NPE), 1968:

One of the significant policy perspectives in terms of Teacher Education was made in 1968. National Policy on Education (NPE), 1968 was established under the chairmanship of Shri Ganga Sharan Sinha. The National Policy on Education formulated the following suggestions regarding the status, emoluments and education of teachers:

- The emoluments and other service conditions of the teachers should be adequate and satisfactory with regard to their qualifications
- Academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected
- Teacher education particularly in service education should receive due emphasis

G. The National Council for Teacher Education, 1973:

The National Council for Teacher Education was established to work as national advisory body for teacher education. The NCTE drafted a curriculum that envisaged the role of teacher as a leader inside and outside the classroom. We have discussed about NCTE in detail in the Unit-5 of

this course. The following recommendations were made on teacher education by NCTE:

- Improvement of the administration of teacher education
- Making the curriculum of teacher education relevant to the needs of children, society and the country
- Improvement of the evaluation procedures and introduction of grading and semester system of teacher education programme
- Enriching the methodology of teacher education by self-learning, problem-solving and practical work
- Preparation of stage-wise objectives of teacher education and providing special emphasis on working with community

H. National Commission on Teachers (1983-85):

National Commission on Teachers was established in the year 1983. Prof. D.P. Chattopadhyaya, was the chairman of National Commission on Teachers. The commission made some valuable suggestions for Teacher education-

- A four-year training course after senior secondary leading to graduation and training
- To enlarge and improve the physical facilities of a four-year integrated college
- To extend the duration of one year B.Ed. course by two summer months ensuring an academic session of 220 days with longer working hours.
- To select teacher on the basis of some factors such as, good physique, linguistic ability and communication skills, general awareness of the world, a positive outlook on life and capacity of good human relations

I. National Policy on Teacher Education (1986):

National Policy on Teacher Education was adopted by the parliament in May 1986. The following recommendations were made in terms of Teacher Education:

- To upgrade selected secondary teacher training institutions.
- Emphasizing inseparability of pre-service and in-service components of Teacher Education
- To establish District Institutes of Education and Training (DIET) with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education sectors
- To establish, the National Council for Teacher Education(NCTE) at the national level which will have the power to accredit institutions of teacher education, provide guidance regarding curriculum and methods
- Upgrading of selected teacher training colleges to complement the work of SCERTs

J. Acharya Ram Murti Committee (1990):

The Committee was appointed by the Government of India in 1990 reviewed the National Policy on Education (1986). The major suggestions regarding Teacher Education were:

- The first-degree course on teacher education should not be given on correspondence mode.
- More institutions should be encouraged to introduce four years Integrated courses in the pattern of Regional Colleges of Education
- The practice of using teacher training Institutions as dumping ground for unwanted staff should be stopped.

K. National Council of Teacher Education (1993):

The Government of India established the National Council of Teacher Education (NCTE), a statutory body by an Act of Parliament (NCTE Act, 73, 1993) in 1995. The objective of National Council of Teacher Education is to achieve planned and coordinated development of the teacher education system in the country. This is considered as the land mark in the history of teacher education in India. NCTE was entrusted to undertake several

responsibilities as mentioned below:

- To undertake surveys and studies relating to various aspects of teacher education and publish the result thereof.
- To make recommendations to the Central and State Governments, Universalities, UGC in the matter of preparation of suitable plans in the field of teacher education.
- To coordinate and monitor teacher education and its development in the country.
- To take all necessary steps to prevent commercialisation of teacher education.
- To lay down standards in respect of examinations leading to teacher education qualifications, criteria for admissions to such examinations and schemes of courses.
- To formulate schemes for various levels of teacher education and identify recognised Institutions and set up new Institutions for teacher development.

In 1998, a curriculum Framework for Quality Teacher Education was proposed by NCTE under the Chairmanship of Prof, J.S. Rajput that provided a comprehensive base development of various teacher education programmes in India.

L. Central Advisory Board of Education (CABE) Committee, 2005

The Recommendations made by the committeeon Teacher Training and Innovation Report are:

- NCTE while laying down norms, standards and guidelines in respect of pre service training programmes for elementary school teachers shall be guided by the principles laid down in Clause 28.
- The appropriate Government in respect of teachers in State schools/ fully aided schools, and managements in respect of teachers in unaided schools, shall take all necessary steps, to ensure suitable in-service training and regular academic support, including through ICT and to enable teachers to implement the principles laid down in Clause 28.



LET US KNOW

In 1998, a curriculum Framework for Quality Teacher Education was proposed by NCTE under the Chairmanship of Prof. J.S. Rajput that provided a comprehensive base development of various teacher education programmes in India.

M. National Curriculum Framework of Teacher2009:

The National Curriculum Framework (NCF) 2005 placed different demands and expectations on the teacher, which were to be addressed both by initial and continuing teacher education. The importance of competent teachers to the nation's school system cannot be overemphasised. It provided a new perspective and approach which for the first time had translated into model syllabi for elementary Teacher Education.

N. NEP2020

The National Education Policy (NEP), 2020 has been approved by the Union Cabinet on 29th July 2020. NEP 2020 is the first education policy of the 21st century, which aims to address the many growing developmental imperatives of our country and is aligned to the 2030 Agenda for Sustainable Development. The National Education Policy, 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. The following recommendations were made on teacher education in order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession:

- Introduction of the Regulatory System to take stringent action against substandard and dysfunctional Teacher Education Institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches.
- Introduction of multidisciplinary approach with high-quality content as well as pedagogy, in all Teacher Education programmes within composite multidisciplinary institutions.

- Converting all stand-alone TEIs to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme
- The 4-year integrated B.Ed. offered by multidisciplinary HEIs by 2030, as the minimal degree qualification for school teachers.
- Network of government and private schoolsshall be established by each higher education institution to work closely with, where potential teachers will provide training to student-teachers along with participating in other activities such as community service, adult and vocational education, etc.
- The admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency in order to maintain uniform standards for teacher education.
- Encouragement for the use of technology platforms such as SWAYAM/DIKSHA for online training forstandardising training programmes to large numbers of teachers within a short span of time
- Establishment of a National Mission for Mentoring with a large pool of outstanding senior or retired faculty to provide short and long-term mentoring/professional support to university/college teachers.



CHECK YOUR PROGRESS

Q.1. What is the full form of IATE?

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Q.2. State any recommendation of National Policy on Education (NPE), 1968 on teacher education.

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Q.3. When was the National Council for Teacher Education established?

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Q.4. Who was the chairman of National Commission on Teachers?

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14.4 QUALITY IN TEACHER EDUCATION

Quality is contextual in nature. There is no comprehensive definition of quality. Quality is not an act, it is a habit. It generally signifies the degree of excellence. It is the totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs. The interpretation of quality of a thing, process and product is done in different ways. As such quality of education is interpreted in view of its utility and appropriateness. In the field of education, quality is a subjective phenomenon. Hence, the definition of quality varies depending on the individual, institution and educational situation, social and national context. According to William Shakespeare, *"Quality is a degree of excellence or worth, the quality of students and teachers".*

Teacher education programme is an integral part of educational system, which is directly linked with the society. We know that quality of student is directly related to the quality of teaching. Quality teaching is expected through quality training through quality teacher education programme. Hence, quality assurance in education id directly linked with teacher education. Quality in teacher education means pursuit of excellence, consistency and fairness, satisfaction of students' need and appropriate development of the resources. Quality in teacher education envisages the teacher educators' role as knowledge worker, consultant and counsellor to create a learning society and trained teachingcommunity. It also focuses on inclusion of problem-solving skills through flexible, experience based, process oriented and project-based teacher education programme.

Factors of Quality Concern in Teacher Education:

The major factors of quality concerns in teacher education are input, process and product factors. The following discussion will help you to get a better idea of the same:

Input Factors

Input factors of quality Concern in Teacher Educationinvolve the entire physical infrastructure suchas building, equipment, library, books, laboratory and playground etc. of the institutions. It also includes trainees' entry behaviour such as their family background, socio-economics status, academic achievement, their interest, need etc. as well as teacher educators' entry behaviour such as their academic and professional background, socio-economics status, their attitude towards teaching profession, interest, etc.

Process Factors

A teacher education programme is said to be successful and quality based if its outcomes are maximized amongst the trainees in terms of development of necessary skills, values and attitudes. These outcomes largely depend on how effectively the process of training is organised. Quality lies in its processes and output is the result of processes. A process is a particular course of action intended to achieve the desired results. It is a sustained phenomenon marked by gradual changes through a series of actions that lead towards a particular result. It includes the instructional strategies and processes.

Product Factors

Product factors of quality concern in Teacher Education are the desired output of a given course of instructions. It determines whether objectives of a particular course of instruction are being achieved or not in terms of trainees' academic achievement, commitment to teaching profession, efficiency in learning, personality development, etc.

Agencies of Quality Assurancein **Teacher Education**

Quality assurance in teacher education is must as it is the force leading to quality education. There are various agencies that are involved for assuring quality in teacher education. Some of the significant ones are discussed here-

1. National Council For Teacher Education (NCTE)

You have already come to know that NCTE is a significantregulatory branch of teacher education. The main objectives of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country. It is also involved in the regulations and proper maintenance of norms and standards in the teacher education system. NCTE has taken number of steps for raising the quality of teacher education system. It has formulated norms and standards for teacher education courses in all pre-primary, primary, secondary, senior secondary, physical and distance education courses. The recognised teacher educational institutions must submit the Performance Appraisal Report (PAR) annually to NCTE.

It is important to note that for upgrading the quality of teacher education programmes at par with international standards in 2002, the Council also developed “Curriculum Framework for Quality Teacher Education”. NCTE has taken many initiatives to upgrade and ensure quality in teacher education in terms of-making ICT literacy a compulsory part of B. Ed course, organising number of workshops for teacher educators throughout the country on basics of computer usage, provision of CD-ROMs to the TEI, publishing number of print material in order to inculcate a sense of value judgment, value commitment and value transmission among the teacher trainees.

2. National Assessment and Accreditation Council (NAAC)

Establishment of quality assurance agencies has become a common phenomenon worldwide. India joined this trend in 1994 by establishing NAAC on the recommendation of NPE 1986and its sequential programme of action (POA). The primary objectives of establishment

of NAAC is to assess and accredit institutions of liberal arts, science and other disciplines in order to help these institutions to work continuously to improve the quality of education, through self-evaluation of performance of an institution and its units based on self-study and peer review through defined criteria. Accreditation is the certification given by NAAC, which is valid for a period of five years. For quality assurance of teacher education institutions, the NAAC and the NCTE have entered into a memorandum of understanding (MOU) for executing the process of assessment and accreditations of all teacher education institutions under the provision of the NCTE. The three-stage process for assessment and accreditation are as follows:

Preparation of the Self-Appraisal Report by the teacher education institution for submissions to NAAC Validation of the Self-Appraisal Report by peers visiting the institution and the final decision of NAAC based on the Self-Appraisal Report and the recommendations of the team of peers.

3. Affiliating Universities

The university is responsible for providing affiliation to the teacher education institutions situated in its jurisdiction. It conducts combined entrance tests and grants admissions to trainees to these teacher education institutions. It also designs curriculum, coordinates quality teaching, and conducts examination. It also prescribes norms for certification of faculties. It is also engaged in capacity building through faculty development programme, research and timely inspection for ensuring quality in the teacher education institutions.

4. Institutions of Teacher Education

Teacher education institutions create appropriate infrastructure for providing quality teacher education and grants admission. It organises teaching as per prescribed curriculum of the affiliating university. It is also engaged in appointing faculties and overall management of the institution. It also coordinates with the affiliating university, NCTE and the State Government in all matters regarding teacher education.

14.5 PRACTICE /WAYS AND MEANS FOR MAINTAINING QUALITY IN TEACHER EDUCATION

Till now, we have discussed about quality in teacher education which is very much crucial for educational as well as national development. Teacher educational institutions have a special role of providing leadership, innovative and critical thinking, generating, disseminating and transferring this knowledge to the society for more ethical and secure lives.Quality improvement is a survival practice for any organisation in this era of globalisation, liberalisation and privatisation for which the educational institutions cannot escape from this global phenomenon. The quality of any teacher education institution can be improved by substantial betterment of outlook in training of the teachers. The success of any educational reforms is directly proportionate to the quality teacher education programme. Quality in teacher education can be maintained by adopting various ways and means. This sub-section deals with those practices and ways and means through which quality in teacher education is maintained. Regarding different innovative practices in teacher education, the learner can refer unit 6 (Innovative Practices in Teacher Education) of this course.

1. **Scientific Admission Process**: Quality teaching is expected by quality trainees. Adequate teacher training is a pre-requisite condition to become a teacher in any states in India along with other countries. This has led to huge demands for teacher training degrees on the part of the candidates. This necessitates a scientific admission process so that deserved and adequate candidates find the opportunity to get admission to such programme which would in turn become the quality teacher leading to quality education.
2. **Quality Teacher Educator:** One of the key factors in maintain quality in teacher education is quality teacher educator. Quality training is imparted only by quality teacher educator. The pedagogical skills, knowledge and training received from a skilled teacher educator can enhance the trainees' achievement. A qualified teacher not only inspires the trainee as a role model but also supports them in all phases of

their training as a good guide.

3. **Frontline Curriculum:** Another means of maintain quality in teacher education is adoption of frontline curriculum in teacher education. Teachers need to be updated with the change of time and situation. Adoption of flexible and need based curriculum enhances the competency on the part of the trainees. Integrating innovation, research, development and teaching in curriculum helps to ensure quality in teacher education.
4. **Interactive Methodology:** If teaching-learning of the prospective teachers includes more interactive methods and self-directed study, it would encourage the teacher trainees to develop a better perspective regarding understanding the relationship between theory and practice of teaching.
5. **Integration of ICT in Teacher Education:** Developing the ability of the trainees to facilitate learning activities in operating the technology through training programme is much essential. If the teacher education institutions take into account the benchmarks, standards, guidelines and conditions necessary for integration of ICT in teacher education, it would definitely enhance quality in teacher education.
6. **Continuous Professional Training by the Teacher Educator:** To maintain quality in teacher education, it is very much essential on the part of the teacher educators to keep themselves abreast with current professional trainings. Continuous professional training by the teacher educators helps them to be updated with latest innovative pedagogical skills and knowledge in the area of theory and practice of teaching, research and evaluation.
7. **Awareness Programmes:** Along with the training programmes, participation in different awareness programmes both by teacher educators and trainees with regards to new technology-based training, online courses like SWAYAM/MOOCS in the area of teaching -learning aids in self-improvement and self-learning from time-to time at their convenience.

8. **Good Rapport with the Experimental School:** Support and assistance provided by the experimental school aids a lot in maintaining quality in teacher training. The environment, students, teachers, infrastructural facilities and resources of the practice school matters a lot in quality practice and conduction of effective internship by the trainees. Adequate and healthy environment leads to appropriate practice of training by the trainee which is indirectly linked with quality production of quality teachers.

Along with these, there are some other means through which quality can be maintained in Teacher Education:

1. Involving the teacher educators in on-spot actual turn of events and consequences.
2. Accommodating teacher educators to have experiences in unknown areas of knowledge.
3. Provision for accentuating effective teaching in course of further study and research.
4. Making teachers more responsible for evaluating their own professional practice.
5. Teachers should be prepared to transform the theoretical knowledge into practicum with the use of technology.
6. Providing teachers different sources of information and evidence of quality needed to be available for improvement.



CHECK YOUR PROGRESS

Q5. What is Quality?

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Q6. What is Quality in Teacher Education?

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Q7. What are the factors of Quality Concern in Teacher Education?

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14.6 LET US SUM UP

- Quality assurance is one of the important area of discussion in the field of teacher education.
- The Government of India is setting up many commissions and committees time to time for addressing different issues of general education including teacher education. Some of them are- University Education Commission (1948-49), Secondary Education Commission(1952-53), Establishment of NCERT (1961), Kothari Commission (1964-66), Indian Association of Teacher Education (IATE), National Policy on Education (NPE), 1968, The National Council for Teacher Education, 1973 etc.
- Different commissions and policies have provided with different constructive recommendation to maintain standard and quality of teacher education.
- Quality in teacher education means pursuit of excellence, consistency and fairness, satisfaction of students' need and appropriate development of the resources.
- The major factors of quality concerns in teacher education are input, process and product factors.
- The major agencies of Quality Assurance in Teacher Education are- National Council For Teacher Education (NCTE), National Assessment and Accreditation Council (NAAC), Affiliating Universities and Institutions of Teacher Education.
- The quality of any teacher education institution can be improved by substantial betterment of outlook in training of the teachers.
- Quality in teacher education can be maintained by adopting various ways and means such as- Scientific Admission Process, Quality Teacher Educator, Frontline Curriculum, Integration of ICT in Teacher Education etc.



14.7 FURTHER READING

1. Natesan, A.K., Begum, J. A.&Sridevi, S. (2010).*Quality Concerns in Teacher Education*. New Delhi: A.P.H. Publishing Corporation.
2. Krishna, S. (2005).*ICT and Teacher Training*. New Delhi: Authors Press.
3. Reddy, S. M. (2006).*Quality Improvement in Teacher Education*. New Delhi:Sarup and Sons.
4. Sharma, R.A (2010).*Teacher Education & Pedagogical Training*. New Delhi: R.Lall Book Depot.



14.8 ANSWERS TO CHECK YOUR PROGRESS

Answer to QNo 1: The full form of IATE is Indian Association of Teacher Education

Answer to Q No 2: Two Recommendation of National Policy on Education (NPE), 1968 on teacher education are:

1. The emoluments and other service conditions of the teachers should be adequate and satisfactory with regard to their qualifications.
2. Academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.

Answer to QNo 3: The National Council for Teacher Education was established in 1973.

Answer to Q No 4: The chairman of National Commission on Teachers was Prof. D.P. Chattopadhyaya.

Answer to Q No 5: Quality is the totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs

Answer to Q No 6: Quality in teacher education envisages the teacher educator's role as knowledge worker, consultant and counsellor to

create a learning society and suitable teacher folk. It also focuses on inclusion of problem solving skills to be included in the flexible, experience based, process oriented and project based teacher education programme.

Answer to QNo 7: The major factors of quality concerns in teacher education are input, process and product factors



14.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q.1: State the recommendation of Kothari commission on teacher education.

Q.2: Write short notes on NCTE on teacher Education.

Q.3: What are the recommendations of National Commission on teachers?

Q.4: What is meant by quality assurance in teacher education?

B. Long Questions (Answer each question in about 300-500 words)

Q.1: Discuss the policy perspectives on teacher education.

Q.2: Elaborate the recommendation of National policies of education on teacher education from independence till date.

Q.3: Describe the ways to maintain quality in teacher education.

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UNIT15 CHALLENGES OF TEACHER EDUCATION

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Challenges of Teacher Education in India

- 15.3.1 Suggestions to Improve the Quality of Teacher education
- 15.3.2 NEP 2020 on Ensuring Quality of Teacher Education
- 15.3.3 Teacher Recruitment and Employment
- 15.3.4 Teaching Career and Professionalism
- 15.3.5 Enculturation of Teacher empowerment

15.4 Concept of Children with Special Needs (CWSN)

- 15.4.1 Role of Teachers towards Children with Special Needs
- 15.4.2 Challenges faced by Education System of CWSN

15.5 Digital Learning

- 15.5.1 Challenges Faced by Teachers in Digital Learning
- 15.5.2 Steps to be taken to Make Teachers Digital Friendly

15.6 Let Us Sum Up

15.7 Further Reading

15.8 Answers to Check Your Progress

15.9 Possible Questions

15.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- identify the different obstacles of teacher education;
- discuss the suggestions for improving quality of teacher education;
- describe the concept of Children with Special Needs (CWSN);
- identify the roles of teachers towards children with special needs;
- define the concept of digital learning and
- discuss the challenges faced by teachers in digital learning.

15.2 INTRODUCTION

In the present scenario, teacher education is to be seen as a matter of concern. Teacher education has existed with a number of issues and problems. In educational institutions of all levels, it is vital to take into consideration that teachers should be adequately prepared. Bringing about improvements has been a subject of discussion not only in the educational institutions themselves, but also among the government ministries and regulatory bodies. The major areas that have been taken into consideration in this unit are, challenges of teacher education and measures for improvements in teacher education. It is vital to acquire an efficient understanding of the issues and problems and then remedial measures need to be formulated to bring about solutions to the problems. The most important aspect is, teachers need to be well-prepared in terms of the subjects that they are teaching.This unit introduces you to the existing problems of teacher education in the context of Indian scenario. The unit also tries to introduce you to the concept of Children with Special Needs (CWSN) as well as to the concept of digital leaning in addition to deliberating on the challenges faced by the teachers with regard to education of CWSN and in adopting digital learning in classroom environment.

15.3 PROBLEMS OF TEACHER EDUCATION IN INDIA

The existing system of teacher education in our country is not beyond criticism from different sides.It is essential to ensure that the education system consists of effective teachers and this is possible only through effective teacher educationprogramme. Qualitative improvement of teacher education is urgently required in our country. Attempts have been taken through different policies, measures and reforms to boost the quality of teacher education sector in India. Still there exists some loopholes in the system .Some of them are already discussed in unit 8 with reference to the scenario of Assam. Similar problems are also found in Indian teacher education sector. With those already discussed points in unit 8, block 1, some other areas are stated below in this regard for our better understanding.

- **Lack of holistic approach:** Holistic development of teachers (from preprimary to higher stage of education) is the prime aim of teacher education. Holistic development includes knowledge, skills as well as right attitude that are required to play the role of a teacher. But in the practical field, this is a time taking process. Therefore, in short duration teacher education programme, it is not possible to fulfill such aim.
- **Lack of proper link between teacher education and educational institutions:** It is observed from the different scenario that, sometimes the current teacher education programme fails to provide proper opportunities to the student- teachers to develop competency. It happens because the organizers of teacher education programmes are not concerned or aware of the existing problems of educational institutions.
- **Artificiality in courses of studies including theory and practice:** One of the major defects of our teacher education programme is that the instruction given is of most traditional nature. The methods used by the teacher educators are quite outdated and theoretical. The theory courses in particular have no articulation with practical work and teaching skills requirements.
- **Lack of perpetual rapport:** Training institutions do not have necessary rapport with the school for which the teachers are being trained. There is a large gap between the teaching work and the field work of the teachers. Training course has not been prepared on the basis of the actual need and reality of the school situation. So, the training programme appears to be quite unrealistic resulting in educational wastage.
- **Ineffective methods of teaching:** Teacher educators in our country are averse to innovation and experimentation in use of methods of teaching. They use the traditional method of instruction, lecturing and dictating of notes. Their acquaintance with modern classroom communication devices is negligible. The teacher educators have no planned and systematic awareness and control over the instructional technology.

- **Absence of professional attitude:** In India the entire teacher education programme is lacking in professional attitude which is very important for a sound programme of teacher education. The effort to build a proper democratic attitude through a community life gets undermined. No attempt is made for the development of sound professional ethics during the period of teacher education.
- **Lack of dynamism in curriculum:** The existing curriculum of teacher education is often criticized ineffective and outdated. It is mostly theoretical, traditional and overloaded with variety of disconnected elements. The treatment of the course is more dominated by the need of examination. The spirit of experimentation, innovation and practical application of the educative principles do not find place in the curriculum. It is not at all linked up with life and society and not even to professional life of teachers.
- **Lack of Supervision:** Teacher trainees after completion of their course are expected to use their experiences in schools. For this purpose there is the need of preparing follow-up programme of the teacher training department. Teacher educator should undertake supervision activity to see that the teachers can make appropriate use of the principles and methods taught to them. But in actual practice there are no such supervision activities in the training programme.
- **Lack of proper facilities:** In many of the training institutes, well equipped library to develop the reading habit of the teachers is absent. The training methodology of the subjects like geography and science a well equipped laboratory with modern amenities is essential, but many of the training institutes do not have proper laboratory facilities and so fail to give necessary professional skills to the teacher trainees.
- **Limited number of training institutions:** At present there has been a pressing needof providing more number of trained teachers. It may be noted that most of the teachers working in secondary schools in the country have remained professionally untrained. So, there is an ardent need of establishing more number of training institutions to serve the present requirements.

- **Inadequate research and experimentation:** For development of new outlook and attitude in the teaching profession, there is the need of extensive research and experimentation work to be undertaken in the country. The western methods and techniques of teaching needs to be adjusted to our Indian cultural and economic situation and made cost effective. In this regard there are possibilities and prospects of undertaking research work. But teacher educators do not seem to have necessary initiative to such work. As a consequence, there is chaos and confusion in every aspect of our education system in the country today.
- **Inadequate financial provision:** In most of the states teacher education is still being run by fee collected from student-teachers. The share of state grant is too less and as a result teacher education institutes are running under financial crisis. It is mostly because of this reason that the facilities in teacher education departments are of sub-standard nature.
- **Lack of strong feedback mechanisms:** There is no feedback mechanism to track the success of teacher education programmes. In reality, it is seen that the products of teacher education programmes are not tracked to monitor whether they are utilizing the learning knowledge in the actual field.



CHECK YOUR PROGRESS

Q 1: What is meant by holistic development of a teacher?

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Q 2: Mention two prime problems of teacher education in India.

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15.3.1 Suggestions to Improve the Quality of Teacher Education

If we see minutely, it is found that the quality of a teacher is imperative for quality education in every society. Therefore, it is very essential to monitor and work for the development of teacher education. Here some suggestions are mentioned below in this regard.

- **Reorganization of courses:** A spirit of dynamism and flexibility should be brought to the existing curriculum of teacher training and the examination-oriented activities should be removed and serviceability of the training course should be provided. Curriculum should be made relevant to the personal and social needs of the trainees. The contents and methods of teaching should be made appropriate to the Indian condition.
- **Focus on holistic development:** The focus of teacher preparation needs to shift from training to education to bring some positive influences through holistic development of teachers. NEP 2020 has also emphasized the need for teacher education to be multidisciplinary.
- **Suitable methods of teaching:** Teacher education department should adopt suitable methods of teaching. It should conduct special innovative programmes seminars, lectures, team teaching, panel discussions etc.
- **Training in co-curricular activities:** Provision should be made for training of the teachers in co-curricular activities also. The objective of such training should be to give valuable assistance to students in schools. The co-curricular training may include subjects like leadership training, physical education, social education, scout and guide, junior Red Cross, citizenship training as well as training in conducting students club, debating society and community living of the students.
- **Establishment of co-ordination:** Different agencies and institutions of teacher education available in the country at present should not remain isolated. The members of the staff of teachers

colleges should be closely associated with the schools. The courses of studies, the practical work and practice teaching should moderate in such a way that they have useful implications for improving school practices.

- **Development of professional attitude:** The colleges of education should be equipped with facilities for organizing various types of activities such as daily assembly programmes, community living, social work, library organization and other curricular activities which promote democratic spirit of mutual appreciation and fellow-feeling.
- **Effective selection of teacher-trainees:** Admission to the teacher-training institutions should be reasonably restricted. Persons with aptitude in teaching should be selected for admission. It is necessary to conduct psychological test to determine teaching, aptitude of the trainees.
- **Training in modern educational technology:** The qualitative improvement of our teacher education may be ensured by making provision for training in the use of modern educational technology. Keeping in view of the present prospect of technological use of the computer education, this may be considered as very urgent training programme for the teachers. The teacher should get practical experiences of the activities and functions in the use of the new technology.
- **Organizing follow-up programme:** There should be better provision for supervision activities and function of the trained teachers in the respective schools. The training college teachers, in co-operation with the education department of the government should organize programme of constant supervision on the teacher's performance in the classroom. The schools should also provide minimum necessary facilities for effective working out of educative principles and methods prepared for them in course of their training period.
- **Need for Research:** The teacher education department should

be made a nucleus for research on teaching, curriculum and evaluation entrusted with the responsibility of sponsoring programmes for extension such as bringing the community into close contact with the university academicians. Besides, to improve the quality of teacher education programme there should be a free exchange of scholars from one department to another particularly in the subject of natural and biological sciences and languages.

- **Provision for Funds:** The state government should make adequate provision for funds for teacher education departments. They should be treated at par with other colleges and departments of the University for all sorts of grants. Special assistance should be given for running an experimental school and holding of practice teaching sessions in various schools.
- **Give focus on technological knowledge:** In teacher education programmes,technological programme should be made compulsory for the teacher educators. As we see that due to the Covid situation, everything has become online. Education system is also not exceptional here. Both teachers and students are forced to accept online mode. For ensuring continuous professional development of teacher educators, they should be trained with ICTs.

15.3.2 NEP2020 on Ensuring Quality of Teacher Education

Recognizing the 'power of teacher' NEP 2020 has put in place systemic reforms that would help 'teaching' emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and ***'restore the high respect and statuses"*** to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession.

- Based on the recommendations of NEP 2020 on teacher education and training, a **National Curriculum Framework for**

Teacher Education, NCFTE 2021 will be drafted to guide all teacher educationprogramme, pre-service and in-service, teachers working in academic, vocational & special education streams.

- The 4-year integrated B.Ed., the minimal degree qualification for schoolteachers, is conceived as a ***multidisciplinary and integrated dual-major bachelor's degree***, in Education as well as a specialized subject. The admission to this course shall be through suitable subject and aptitude tests conducted by the **National Testing Agency (NTA).**
- All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. programmes in collaboration with their other departments such as psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics. In addition to this they will also carry out ***cutting-edge research*** in various aspects of education to enhance the quality of their B.Ed. Programme.
- The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training. The curriculum will also include effective techniques in pedagogy on foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, with special interests or talents, use of educational technology, and learner-centred and collaborative learning.
- Shorter ***post-B.Ed. certification courses*** will also be available for career growth of teachers who wish to move into more specialized areas of teaching or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.
- A provision that truly has the potential to enhance respectability and acceptance of teaching profession is that all fresh ***Ph.D.***

entrants, will be required to take credit-based courses in teaching/ education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period including actual teaching experience gathered through teaching assistantships.

Teacher Recruitment & Employment

The NEP 2020 provides –

- **Teacher Eligibility Tests (TETs)** will now be extended to cover teachers across all the new stages (Foundational, Preparatory, Middle and Secondary) of school education.
- For subject teachers, **TET** as well as **NTA** test scores in the corresponding subjects will also be considered for recruitment.
- NEP 2020 promotes the idea of recruiting teachers to a school complex and sharing them across the group of schools to deal with shortage of teachers particularly for music, dance, art, craft, counsellors, coaches, vocational education trainers, classical language teachers, social workers, technical and maintenance staff.
- The NEP 2020 also encourages school complexes to ***hire local eminent persons or experts*** as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture etc to meet the need of teachers to teach the newly introduced classical languages and vocational and skill subjects.

15.3.4 Teaching Career & Professionalism

The NEP 2020 talks of creating **performance standards** for teachers clearly spelling out the role of the teacher at different levels of expertise/stage and competencies required for that stage.

- By 2022 a set of **National Professional Standards for Teachers (NPST)** will be created that will determine all aspects of teacher career management, including tenure, continuous professional development efforts, salary increases, promotions,

and other recognitions.

- NEP 2020 also talks of **Teacher Audit or Performance Appraisals** that will be carried at regular intervals. These standards for performance appraisal, will also be formulated. Henceforth, promotions and salary increases will not occur based on the length of tenure or seniority, but only based on such appraisal.
- School teachers must undergo **50 hours** of CPD opportunities every year to keep themselves updated by attending workshops or on-line teacher development modules.
- **School Principals** too must undergo CPD in modules related to leadership, school management and for implementing competency-based learning.
- In addition, **International pedagogical approaches** will be studied by NCERT, identified, and recommended for assimilation in pedagogical practices in India though CPD.

15.3.5 Enculturation of Teacher Empowerment

Teacher empowerment means investing teachers with the right to participate in determining school goals and policies and to exercise professional judgment about what and how to teach. (Bolin, 1989) When teachers are engaged in the reform process, they need freedom and control over their own work. This makes them feel empowered, motivates them to work harder and enhances their commitment to their learners.

- Recognizing the contribution teachers can make in reforming pedagogy to improve the learning outcomes, the NEP 2020 gives **Teachers autonomy** in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development.
- **Innovative teaching methods** adopted by teachers to improve the learning outcomes will be recognized, documented, and

shared widely as recommended practices.

- Close collaboration is recommended among schools within a School Complex as it will **reduce teacher isolation** experienced by teachers working in smaller schools and create vibrant teacher communities that work collaboratively sharing their best teaching practices.
- To help schools and school complexes evolve into vibrant, caring, and inclusive communities of teachers, students, parents, principals, the School managements have been directed to ensure adequate and safe infrastructure, basic amenities and hygiene, computing devices, internet, libraries, and sports and recreational resources to all teachers and students.



CHECK YOUR PROGRESS

Q. 3: Write any three suggestions from your side to improve the quality of teacher education.

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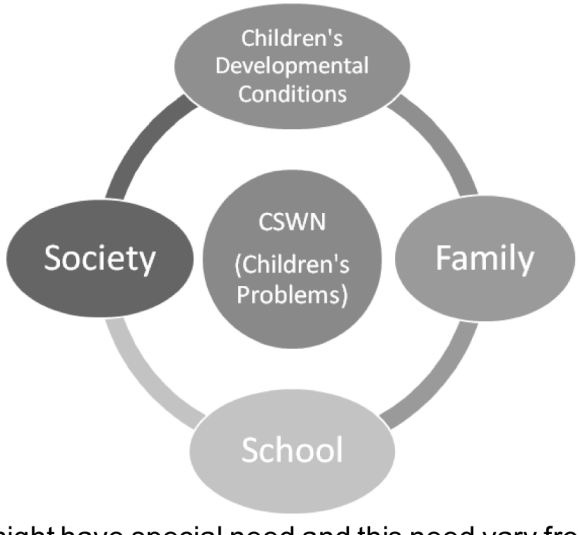
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15.4 CONCEPT OF CHILDREN WITH SPECIAL NEEDS (CWSN)

Every child is different from the other. Besides normal children, some may have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children are identified as children with Special Needs. These Children may need extra or different help from that given to other children of the same age. The Education for Persons with Special Needs (EPSEN) Act was passed into law in July 2004. Special Education needs are defined in this

act as- a restriction in the capacity of a person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition. The EPSEN Act recognizes that special educational needs may arise from four different areas of disability-physical, sensory, mental health and learning disability. Children might have problems due to various reasons. Their developmental and learning factors may be associated with various factors such as family, school, society and many other.

In India, National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. This broader understanding of curriculum has paved the way for developing the National Curriculum Framework (NCF-2005) that reiterates the importance of including and retaining all children in school through a programme that reaffirms the value of each child and enables all children to experience dignity and confidence to learn.



A child might have special need and this need vary from child to child depending on the area of disability of a child. For instance, if a child is blind he/she will have need of more verbal instructions or if a child is deaf he/she

will have need of more visual instructions and so on. Basically, a child with special needs may find it harder to learn than other children of the same age.

The needs of special education may include the following:

- Behavioural or social, for example difficulty in making friends.
- Reading and Writing, for example dyslexia.
- Concentrating, for example attention deficit hyperactivity disorder (ADHD).
- A medical condition which affects learning.
- A sensory or physical need which affects them in school, for example deaf and dumb.

15.4.1 Role of Teachers towards Children with Special Needs

The teacher is a person who helps students to acquire knowledge, competence or virtue.The teacher has to deal with various students in the class. Some students are noisy, whereas some are quiet. A teacher should know the attributes of every student, but should not differentiate between them. The teachers should also deal with special needs children in school and they should be willing to accept the challenge.

Children with problems such as autism, dyslexia, dysgraphia, Down syndrome, cerebral palsy, etc. are known as special needs children. The teachers should accept their duty towards such children and should uplift them. The word 'teacher' has a deeper meaning and he/she is considered sacred even according to the Holy Scriptures. A teacher is always a second mother to the students.

Although it is not possible for teachers to pay personal attention to every student every time, they should have the right attitude to work for the welfare of every child. The teacher can find some ways to give attention to the child. They can conduct PT meetings and provide effective study tips to the parents. They can conduct camps or workshops to improve their skills in various activities. The teachers

and students should develop a warm rapport so that they can discuss problems freely. So, it can be mentioned here that, basically teacher should have-

- Awareness of the problem
- Recognition of the problem
- Search for a cause
- Search for a cure, and
- Acceptance of the child

15.4.2 Challenges Faced by Education System of CWSN

Less Students Enrolment: Enrolment rate of children with disabilities at least on par with that of nondisabled children in the mainstream education system.

Lack of Competencies among teachers: Teachers are the key actors in successfully implementing education for children with special needs. There is lack of competency, proper knowledge and educational qualifications which are required from teachers in order to fulfill the predetermined purpose.

Rigid Curriculum: Rigidity in curriculum does not allow the special students to go at par in learning with the normal ones. No special curriculum is there to fulfill the diverse needs of special students.

Inadequate pre-service training and professional development: Lack of training and professional development of mainstream teachers at all levels is a big issue in inclusive education.

Negative Attitude of Parents and Teachers: Negative Attitude of Parents and Teachers towards disability, differently-able and marginalized children is also one of the major issue in inclusive education set-up.

Inadequate Infrastructure: Lack of infra structural facilities in our institution is one of the big issue which hinders us to realize the dream of inclusive education.

Lack of Assistive devices: In inclusive classroom there is Lack of Assistive devices which may assist the special students to take full advantage from the class.

More use of Power Point Presentations in the Class: Nowadays we use technology in order to make our teaching learning process effective but at the same time when we have different types of students in the same class we ignore the diverse needs of special students.

Methods of Teaching: In most of the institutions only some stipulated methods are used to teach by which differently able students are unable to take full advantage of teaching learning process.

Lack of Community Will and Participation: Lack of Willingness of parents as well as community is there in order to send their wards to main stream institutions.

Lack of Political Will towards Implementation of Inclusive Education: Lack of Political Will towards Implementation of Inclusive Education is one of the biggest issues in order to realize the dream of inclusive education in practical manner.



CHECK YOUR PROGRESS

Q.4: What is CWSN?

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Q.5: Mention some challenges faced by education of CWSN.

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15.5 DIGITAL LEARNING

The days have gone when teachers used a blackboard to explain concepts and students took notes. Nowadays, both teachers as we well as the students are forced to become online. The Covid situation is also mentioned as a booster of online learning. And we find that the latest technologies lead to more active and meaningful learning experiences. Classroom teaching has taken a new turn and is interactive with the use of digital methods. For example, PPTs, video presentations, practical demonstrations, online training, etc. are getting more priority now. The only concern is students need to be cyber safe. They need to protect themselves from many dangerous threats and at the same time be productive & constructive. There are plenty of benefits of digital learning in transforming a child's life like motor skills, decision making, cultural awareness, improved academic performance, etc.

Therefore, it can be stated that digital learning is an instructional practice that ultimately helps students. It makes use of a broad range of technology-enhanced educational strategies. It includes blended learning, flipped learning, personalized learning, and other strategies that rely on digital tools to a small or large degree. We can understand this concept by going through the following important components.

- **Technology:** Technology is an essential mechanism that delivers content. It mainly facilitates how students receive content for their benefit. It includes Internet access and hardware, which can be any Internet access device – from a desktop to a laptop to an iPad to a smartphone. Basically, technology is the tool, not the instruction.
- **Digital Content:** Digital content refers the high quality academic material and it is delivered through technology. It is all about *what* students learn. It ranges from new engaging, interactive and adaptive software to classic literature to video lectures to games.
- **Instruction:** Technology has changed the role of the teacher.

But it will never eliminate the need of a teacher. With digital learning, teachers will be able to provide the personalized guidance and assistance to ensure students learn and stay on track – throughout the year and year after year – to graduate from high school. Teachers may be the guide on the side, not the sage on the stage.

15.5.1 Challenges faced by teachers in digital learning

Most of the teachers are still digital migrants thatare born before 21st century whereas the young learners are the digital natives who are born after 21st century when the technological revolution came. That is why, using technology comes so naturally and easy to them. There are numerous challenges faced by teachers in using digital aids in the field of education. Society demands a higher level and different set of skills than schools were ever designed to teach. ICT brings with it various challenges that teachers need to face.

First of all, there is need for adequate availability of technology in the schools which includes huge costs incurred on acquiring, installing, operating, maintaining and replacing ICT's. The basic infrastructural requirements suited for making adequate provision of ICT are required.

Secondly, it is imperative to make all teachers ICT literate and effective in handling ICT tools for teaching-learning processes. Another challenge is that the teachers need to develop their own capacity so as to efficiently make use of the different ICTs in different situations. They need not be apprehensive that ICTs would replace teachers.

Another challenge faced by teachers is that English being the prominent language associated with modern technology, this causes problems as in many states people are not comfortable with English. The very electronic devices that have become an extension of our children are an enigma to many of us in the older generation. Technology has brought some sort of alleviation for the teachers from one another which we call 'Digital Divide'. Teachers are not comfortable

in handling these modern gadgets and technological devices. Rather than having students use computers, say, to better understand a math equation through a virtual hands-on activity, teachers may limit the use of that tool to word processing, in the similar manner as the typewriter was used a generation ago. The challenge for educators is not to dismiss or keep up with students' latest technological know-how, but to create meaningful learning experiences in which students are taught how to apply their knowledge to solve real-world problems. In this scenario, teachers need to prepare students for a technology-driven world that is nothing like the place they graduated into. Students of the 21st century need a technology-based education to survive in a technological world for which the pre-service and in-service teachers need to overcome the technological.

15.5.2 Steps to be taken to make teachers digital friendly

Teachers may begin using e-learning with the help of their colleagues collectively on a topic with mentoring and sharing experiences practices so that they remove their apprehensions in handling with it. Later they can extend this practice for small topics in their teaching-learning processes. Organizational and problem solving skills can be developed through the use of technology and honed for use in the work world. Teachers may use internet resources to incorporate online tutorials for students who need extra help, and connect graphic calculators to TV monitors. Teachers may practice to become techno-friendly and be quite comfortable in using it. They should be able to use it as an enhanced instructional resource in the similar manner as a pencil or chalkboard did in past generations. For e.g. :they might use short video clips to provide students with visuals to help clarify concepts and bring relevancy to a lesson, turn to Internet to teach students how to raise social consciousness for a particular cause and learn about personal responsibility by starting a blog. Video games, typically seen as distractions to academic study, also can be

used effectively as a learning resource by the teachers. Video games in the classroom are an ambitious, interactive approach to education. They provide a way to incorporate 21st century skills and allow students to be active participants in the learning process.

Refresher programmes need to be organized from time to time so that they become comfortable with using technology. As per National Policy on ICT in School Education, teachers need to participate in selection and critical evaluation of digital content and resources. They need to be encouraged to develop their own digital resources, sharing them with colleagues through the digital repositories. All these technical resources can be used in the classrooms if the teachers are at ease with them. For this, it is required to provide sufficient orientation to the teachers for using them. After that, it is important to organize refresher courses from time to time in which greater emphasis is given on the hands on experience for the teachers.

Teachers should develop a positive attitude towards ICT and be interested themselves in learning. They should not take it as a hindrance to their career rather think it as an innovative teaching resource in their classrooms.

Programmes like International Pedagogical ICT Certification Training Programme by NIIT may be made mandatory for all the school teachers so they not only get equipped with digital skills but also become proficient in handling while transacting in their classrooms. They may train themselves for computer programmes and make a habit of searching relevant information from internet and provide references of the sites so that students also feel better connected to them and the gap between student and teacher due to technology lessens.

All this can be done if teachers have will power, determination and positive approach towards becoming techno-friendly themselves first and then when they see that its implementation actually has made the learning process more interesting, varied, richer and also suitable

to individual differences in the classroom, they will make this as their enhanced instructional material in their classroom. Thus, teachers need to prepare themselves for the changing role that the technological development has brought. Fair use of ICT would lead to effective transition to the knowledge society in the globalized world and would also create better teaching and learning environment in society.



15.6 LET US SUM UP

- It is essential to ensure that the education system consists of effective teachers and this is possible only through effective teacher education programme. Qualitative improvement of teacher education is urgently required in our country. Attempts have been taken through different policies, measures and reforms to boost the quality of teacher education sector in India. Still there are some loopholes in the system.
- If we see minutely, it is found that the quality of a teacher is imperative for quality education in every society. Therefore, it is very essential to monitor and work for the development of teacher education.
- *Recognizing the 'power of teacher'* NEP 2020 has put in place systemic reforms that would help 'teaching' emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and *'restore the high respect and statuses"* to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession.
- Based on the recommendations of NEP 2020 on teacher education and training, a National Curriculum Framework for Teacher Education, NCFTE 2021 will be drafted to guide all teacher education pre-service and in-service, teachers working in academic, vocational & special education streams.
- The 4-year integrated B.Ed., the minimal degree qualification for schoolteachers, is conceived as a *multidisciplinary and integrated dual-major bachelor's degree*, in Education as well as a specialized subject. The admission to this course shall be through suitable subject

and aptitude tests conducted by the National Testing Agency (NTA).

- All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. programmes in collaboration with their other departments such as psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics. In addition to this they will also carry out *cutting-edge research* in various aspects of education to enhance the quality of their B.Ed. Programme.
- The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training. The curriculum will also include effective techniques in pedagogy on foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, with special interests or talents, use of educational technology, and learner-centred and collaborative learning.
- Shorter *post-B.Ed. certification courses* will also be available for career growth of teachers who wish to move into more specialized areas of teaching or into leadership and management positions in the school system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.
- Besides normal children, some may have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children are identified as children with Special Needs. These Children may need extra or different help from that given to other children of the same age. The Education for Persons with Special Needs (EPSEN) Act was passed into law in July 2004.
- It has been often seen that although there are a few teachers who are dedicated and want to work for the welfare of every student, this quantity have to be increased for our better future. Although it is not possible for teachers to pay personal attention to every student every time, they should have the right attitude to work for the welfare of every child.

- Digital learning is an instructional practice that ultimately helps students. It makes use of a broad range of technology-enhanced educational strategies.



15.7 FURTHER READING

1. Aggarwal, J.C. (1996). *Teachers and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt.
2. Aggarwal, J.C. (2017).*Essentials of Educational Psychology*. New Delhi: Vikash Publishing house Pvt. Ltd.
3. Anand, C.L. (2000). *Teacher Education in Emerging India*. New Delhi: NCERT
4. Deshai, Ashok J. (2012). *Problems of Teacher Education in India*. International Journal for Research in Education (IJRE), Vol.1, Issue: 1, p-54-583.
5. Sachdeva, M.S. (1996). *A new Approach to Teacher and Education in Indian Society.* Ludhiana: Vinod Publications.



15.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: Holistic development includes knowledge, skills as well as right attitude that are required to play the role of a teacher.

Ans. to Q. No.2: Three prime problems of teacher education are given below-

- **Lack of holistic approach:** Holistic development of teachers (from preprimary to higher stage of education) is the prime aim of teacher education. Holistic development includes knowledge, skills as well as right attitude that are required to play the role of a teacher. But in the practical field, this is a time taking process. Therefore, in short duration teacher education programme, it is not possible to fulfill such aim.
- **Lack of proper link between teacher education and educational institutions:** It is observed from the different

scenario that, sometimes the current teacher education programme fails to provide proper opportunities to the student-teachers to develop competency. It happens because the organizers of teacher education programmes are not concerned or aware of the existing problems of educational institutions.

- **Artificiality in courses of studies including theory and practice:** One of the major defects of our teacher education programme is the most traditional nature of instruction given. The methods used by the teacher educators are quite outdated and theoretical. The theory courses in particular have no articulation with practical work and teaching skill requirements.

Ans to Q. No 3. Suggestions for improvement of teacher education in our country-

- **Need for Research:** The teacher education department should be made a nucleus for research on teaching, curriculum and evaluation entrusted with the responsibility of sponsoring programmes for extension such as bringing the community into close contact with the university academicians. Besides, to improve the quality of teacher education programme there should be a free exchange of scholars from one department to another particularly in the subject of natural and biological sciences and languages.
- **Provision for Funds:** The state government should make adequate provision for funds for teacher education departments. They should be treated at par with other colleges and departments ofuniversity for all sorts of grants. Special assistance should be given for running an experimental school and holding of practice teaching sessions in various schools.
- **Give focus on technological knowledge:** Through teacher education programme technological programme should be made compulsory for teacher educators. As we see that due to the Covid situation, everything has become online. Education system

is also not an exception here. Both teachers and students are forced to be online. For ensuring continuous professional development of teacher educators, they should be trained with ICTs.

Ans to Q. No4. Some children may have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children are identified as children with Special Needs (CWSN).

Ans to Q. No. 5. Challenges faced by education of CWSN:

- Less Students Enrolment: Enrolment rate of children with disabilities is lesscompared to that of nondisabled children in the mainstream education system.
- Lack of Competencies among teachers: Teachers are the key actor in successfully implementing education for children with special needs. There is Lack of Competency, Proper knowledge and educational qualifications which are required from teachers in order to fulfill the predetermined purpose.
- Rigid Curriculum: Rigidity in curriculum does not allow the special students to go at par in learning with the normal ones. No special curriculum is here to fulfill the diverse needs of special students.
- Inadequate pre-service training and professional development: Lack of training and professional development of mainstream teachers at all levels is a big issue in inclusive education.



15.9 POSSIBLE QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q.1. What do you mean by lack of dynamism in teacher education curriculum?

Q. 2. "Limited number of training institution is a biggest problem in the field of education."What do you think?

Q.3. Why is feedback mechanism important?

Q.4. What do you mean by "Focus on holistic development?"

Q.5. **"**Teacher education programme should focus on giving technological knowledge". Do you agree?

Q.6. What is meant by CWSN?

Q.7. Write the full form of PIED.

Q.8. Write the components of digital learning?

B) Long Questions (Answer each question in about 300-500 words)

Q.1. Discuss the problems of teacher education in India with examples.

Q. 2. Explain the challenges of Education for CWSN.

Q.3. Discuss the challenges faced by teachers in implementing online learning citing the examples of present scenario in Assam.

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