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Teacher Education

SEMESTER- III

EDUCATION

BLOCK-2

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COURSE INTRODUCTION

This is the course in Education for the third semester of two years Master Degree level. The course consists of two blocks and 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.

BLOCK INTRODUCTION

This is the second block of the course. The block comprises a total of seven units, from unit 8 to 14.

The Eighth 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 Ninth unit, titled "Teaching as a Profession" discusses 'Teaching' as a profession and also highlight how professional ethics determines the activities of teachers.

The Tenth 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 Eleventh 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 Twelfth 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 Thirteenth 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.

The Fourteenth Unit, titled "Research in Teacher Education" highlights the recent research trends in the area of Teacher Education.

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

Total Marks 100 **Page No.**

Unit 8 : Teacher Education in Assam **153-166**

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

Unit 9 : Teaching as a Profession **167-187**

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

Unit 10 : Role of the Teacher in the 21st Century **188-207**

Role of teacher as facilitator of learning, in transaction of curriculum, as a link between school and community, role expectations of teachers

Unit 11 : Professional Development Programmes for Teachers in Higher Education **208-231**

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

Unit 12 : Policies, Practices and Quality Assurance in Teacher Education **232-251**

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

Unit 13 : Challenges of Teacher Education **252-277**

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

Unit 14 : Research in Teacher Education **278-297**

Trend Analysis in research in teacher education and their outcomes

References **298-302**

UNIT 8 : TEACHER EDUCATION IN ASSAM

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Growth and development of Teacher Education in Assam

8.4 Problems and prospects of Teacher Education in Assam

8.5 Further Reading

8.6 Let Us Sum Up

8.7 Answers to Check Your Progress

8.8 Possible Questions

8.1 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

8.2 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.

8.3 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 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. 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:

- **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.

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

- **Board of Secondary Education Assam (SEBA), Guwahati:** This Board provides short-term training in school subjects for Middle and Secondary levels (in-service) teachers.
- **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.
- **Sarva Shiksha Abhiyan (SSA):** The SSA mainly provides short-term subject specific teacher training programmes for Lower Primary and Upper Primary school teachers.
- **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.
- **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.
- **Krishna Kanta Handiqui State Open University (KKHSOU):** Krishna Kanta Handiqui 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

Q 1: Who were the pioneers of teacher training in Assam?

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Q 2: When and where was the formal training of secondary school teachers started in Assam?

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Q 3: When and where was SIE established in Assam?

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8.4 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 criticized as 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 need of 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 up to 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

Q 4: Mention two specific problems of teacher education in Assam.

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Q 5: Mention two solutions for the problems of teacher education in Assam.

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8.5 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.

8.6 FURTHER READING

Book:

1) Sharma, P. S. (2003). Teacher Education-Principles, Theories and Practices. New Delhi: Kanishka Publishers.
2) Sharma, P. (2010). Teacher Education. New Delhi: Balaji Offset.
3) Sharma, R.A (2010). Teacher Education & Pedagogical Training. Meerut: Raj Printers.
4) Tewari, A.D. & Panda, B.N (2009). Teacher Education. New Delhi: A.P.H Publishing Corporation.

Online Resource: Link -

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

8.7 ANSWERS TO CHECK YOUR PROGRESS

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

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

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

Ans. 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.

Ans. 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.

8.8 POSSIBLE QUESTIONS

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

Q 1: Write a brief note on the development of teacher education before Independence.

Q 2: List out any four teacher training institutes highlighting its function in Assam.

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

Q 1: Trace the growth and development of teacher education in Assam.

Q 2: What are the problems of teacher education in Assam? Analyse their causes.

Q 3: Suggest some practical ways and means for the improvement of teacher education in Assam.

*** ***** ***

UNIT 9 : TEACHING AS A PROFESSION

UNIT STRUCTURE

9.1 Learning Objective

9.2 Introduction

9.3 Teaching as a Profession

9.4 Qualities of a Teacher

9.5 Professional Ethics and Accountability of a Teacher

9.5.1 Need of Professional Ethics

9.5.2 Teacher's Accountability

9.5.3 Code of Professional Ethics and Professional Obligation

9.6 Further Reading

9.7 Let Us Sum Up

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:

- 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

9.2 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.

9.3 TEACHING 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 may help us to understand a profession, these are as below:

- **Autonomy:** A profession tends to be autonomous in the following ways:
  - A high degree of control of their own affairs
  - 'professionals are autonomous in so far as they can make independent judgments about their work'
  - This usually means "the freedom to exercise their professional judgment."
- **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.
- **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.

9.4 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:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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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9.5 PROFESSIONAL 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.

9.5.1 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:

- 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.
- 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/he must

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.

- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- Professional ethics binds us to our job and helps us to differentiate between professional development and self-interest. It also motivates us to take additional responsibility which we have to take from time to time. Professional ethics are self binding for better professional output.

9.5.2 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.

- **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?
- **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?
- **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?
- **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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9.5.3 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:

- **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.
  - 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.
  - 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 teacher pushes students to succeed in difficult times. So, the teacher should

encourage students in every possible way.

- Students are highly emotional by nature. In some situations a 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.
- 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.
- 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.
- 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.
- 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.

- **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 teachers with 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:

- 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
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.

- **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:

- School is the place in which the foundations of the good citizens are created. 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.
- 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.
- 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.

- 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.
- 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.

- 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.
- A balanced community relationship 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.

- 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.

- **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:

- 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.
- 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.
- 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.
- 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.
- A teacher should always try to mould or groom the students or individual who 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.

- 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.
- Maintaining the professional secrecy is highly expected from a teacher like policy 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.

- **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.
  - 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.
  - 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.

- 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.
- Successful implementation of any policy and programme 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.
- 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 does obligations mean in a profession?

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Q 6: What does obligation towards the Higher Authorities mean?

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9.6 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.



9.7 FURTHER READING

1) Kochhar, S.K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishing Pvt. Ltd.
2) Prasad, H. and Prasad, D. (2005). Towards Professionalisation in Education. University News, 43(18), May 02-08
3) Saxena, N.R., Mishra, B.K. & Mohanty, R.K. (2014). Teacher Education. Meerut:R. Lall Book Depot.



9.8 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 in their 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. Anand defines 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.



9.9 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 10 : ROLE OF TEACHER IN THE 21ST CENTURY

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Role and Responsibility of Teacher

10.3.1 Teacher as Facilitator of Learning

10.3.2 Teacher in Transaction of Curriculum

10.3.3 Teacher as a Link between School and Community

10.4 Role Expectations of Teacher in the 21st Century

10.4.1 Changing Role of the Teacher with Time

10.4.2 Expected Role of the Teacher in the 21st Century

10.5 Further Reading

10.6 Let Us Sum Up

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:

- 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

10.2 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 teachers focusing 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.

10.3 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 teacher too 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 give a 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.

10.3.1 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 a person 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, projects and 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 as facilitator 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.

10.3.2 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 teachers play 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.

10.3.3 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 school and 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

Q 1: Why does Kothari Commission say that "the destiny of India is being shaped in the classrooms"?

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Q 2: What are the responsibilities of a teacher as a facilitator of learning? Write your answer in around 50 words.

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Q 3: What are the various points on which transaction of curriculum depends? Write your answer in around 50 words.

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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.

.....

.....

10.4 ROLE EXPECTATIONS OF TEACHER IN THE 21ST CENTURY

10.4.1 Changing Role of the Teacher in the Present changing Scenario

The history of education amply reveals that the role of teachers has 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 20th century, 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.

10.4.2 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 changed drastically 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 students to 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 following skills -

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 emphasises more 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 is expected 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.

Let us see the role expectations of a teacher in the 21st century:

- **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.
- **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.
- **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.
- **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.
- **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.
- **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, they must 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.

- **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.
- **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.
- **Facilitator of 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.

- **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 with other 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

- **A leader and an advocate 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 relationship with stakeholders and should

be able to inspire and motivate everyone involved in the educational process. They are required to be competent, confident and have understanding of 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. 21st century 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:

(Source: 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

Q 5: What are the various skills on which the education of 21st Century focuses?

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Q 6: A teacher in the twenty-first century is expected to be a _____ teacher. (Fill in the gap)

Q 7: "The future of a student during this digital age will depend on 4C's" - what are those 4 C's?

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10.5 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 adopt student 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.



10.6 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



10.7 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

Ans. to Q. No. 7: The 4C's are - Critical thinking, Communication, Collaboration, and Creativity.



10.8 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 11 : PROFESSIONAL DEVELOPMENT PROGRAMMES FOR TEACHERS IN HIGHER EDUCATION

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Professional Development for teachers

11.3.1 Importance of Professional Development for teachers

11.4 Professional Development Programmes for Teachers in Higher Education

11.4.1 Role of Academic Staff Colleges in the Professional Development for teachers in Higher Education

11.4.2 Role of Refresher Course in the Professional Development for teachers in Higher Education

11.4.3 Orientation courses for the College and University Teachers

11.5 Further Reading

11.6 Let Us Sum Up

11.7 Answers to Check Your Progress

11.8 Possible Questions

11.1 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.

11.2 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.

11.3 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 Rabindra Nath 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 define Teacher 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."

11.3.1 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:-

- **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.
- **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.

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

- **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.
- **Impact on careers upliftment:** Professional development put a very significant impact on teachers' career progression. The continuous professional development can lead directly to enhance 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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11.4 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. The National 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.

11.4.1 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-

- **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.

- **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.
- **Coordinating University Education:** UGC HRDC are responsible to promote and coordinate university education.
- **Determination of a standard:** Another responsibility of HRCD /ASC is to determine and maintain a standard of teaching, examination and research in universities.
- **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.
- **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.
- **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.
- **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, courses and produce specially designed

materials required for effective implementation of the programme, courses.

- **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 in subjects of their interest as well as provide opportunities to further widen their knowledge and to pursue research studies.
- **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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11.4.2 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 is the primary objective of a refresher course?

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.....

11.4.3 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 assessed through 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-

- **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
- **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
- **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

- **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
- **Personal-Emotional Development, Life skills, Counselling and Motivation:** Under this component teachers 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
- **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.

.....

.....

Q 9: How many components are there in the curriculum of Faculty Induction programme?

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11.5 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.

11.6 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.

11.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 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

Ans. to Q. No. 2: It strengthens the educational skills of academics. Sharpens teaching skills, Helps in sustaining learning, Facilitates knowledge opportunity

Ans. to Q. No. 3: The Academic Staff orientation scheme was initiated by the University Grants Commission (UGC) in 1987.

Ans. to Q. No. 4: True

Ans. to Q. No. 5: Two functions of Academic staff college are-

- 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.
- 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

Ans. 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.

Ans. to Q. No. 7: Faculty Induction programme is of one-month Programme, which will be done in two phases of 18 days and 12 days, respectively

Ans. to Q. No. 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.

Ans. to Q. No. 9: Six



11.8 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 12 : POLICIES, PRACTICES AND QUALITY ASSURANCE IN TEACHER EDUCATION

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Policy Perspectives in Teacher Education

12.4 Quality in Teacher Education

12.5 Practice/ Ways and Means for Maintaining Quality in Teacher Education

12.6 Further Reading

12.7 Let Us Sum Up

12.8 Answers to Check Your Progress

12.9 Possible Questions

12.1 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

12.2 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.

12.3 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 following section deals with the policy perspective of teacher education.

- **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
- **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

- **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.

- **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
  - qualitative improvement in teacher education programmes;
  - introduction of new courses for headmasters/teacher educators and educational administrators; and
  - expansion of teacher education institutions and recommendations of the training facilities.

- **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

- **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
- **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.

- **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
- **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

- **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.
- **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.

- **Central Advisory Board of Education (CABE) Committee, 2005:** The Recommendations made by the committee on 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.

- **National Curriculum Framework of Teacher 2009:** 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.
- **NEP 2020:** 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 schools shall 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 for standardising 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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12.4 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 teaching community. 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 Education involve the entire physical infrastructure such as 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 Assurance in 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-

- **National Council For Teacher Education (NCTE):** You have already come to know that NCTE is a significant regulatory 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.

- **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 1986 and 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.

- **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.

- **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.

12.5 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.

- **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.

- **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.
- **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.
- **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.
- **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.
- **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.

- **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.
- **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:

- Involving the teacher educators in on-spot actual turn of events and consequences.
- Accommodating teacher educators to have experiences in unknown areas of knowledge.
- Provision for accentuating effective teaching in course of further study and research.
- Making teachers more responsible for evaluating their own professional practice.
- Teachers should be prepared to transform the theoretical knowledge into practicum with the use of technology.
- Providing teachers different sources of information and evidence of quality needed to be available for improvement.



CHECK YOUR PROGRESS

Q 5: What is Quality?

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Q 6: What is Quality in Teacher Education?

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Q 7: What are the factors of Quality Concern in Teacher Education?

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12.6 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.



12.7 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.



12.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: The full form of IATE is Indian Association of Teacher Education

Ans. to Q. No. 2: Two Recommendation of National Policy on Education (NPE), 1968 on teacher education are:

- 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.

Ans. to Q. No. 3: The National Council for Teacher Education was established in 1973.

Ans. to Q. No. 4: The chairman of National Commission on Teachers was Prof. D.P. Chattopadhyaya.

Ans. 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

Ans. 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.

Ans. to Q. No. 7: The major factors of quality concerns in teacher education are input, process and product factors.



12.9 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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UNIT 13 : CHALLENGES OF TEACHER EDUCATION

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Challenges of Teacher Education in India

- 13.3.1 Suggestions to Improve the Quality of Teacher education
- 13.3.2 NEP 2020 on Ensuring Quality of Teacher Education
- 13.3.3 Teacher Recruitment and Employment
- 13.3.4 Teaching Career and Professionalism
- 13.3.5 Enculturation of Teacher empowerment

13.4 Concept of Children with Special Needs (CWSN)

- 13.4.1 Role of Teachers towards Children with Special Needs
- 13.4.2 Challenges faced by Education System of CWSN

13.5 Digital Learning

- 13.5.1 Challenges Faced by Teachers in Digital Learning
- 13.5.2 Steps to be taken to Make Teachers Digital Friendly

13.6 Further Reading

13.7 Let Us Sum Up

13.8 Answers to Check Your Progress

13.9 Possible Questions

13.1 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

13.2 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.

13.3 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 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 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 need of 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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13.3.1 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.

13.3.2 NEP 2020 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 education programme, pre-service and in-service, teachers working in academic, vocational & special education streams.

- The 4-year integrated B.Ed., the minimal degree qualification for school teachers, 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.

13.3.3 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.

13.3.4 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.

13.3.5 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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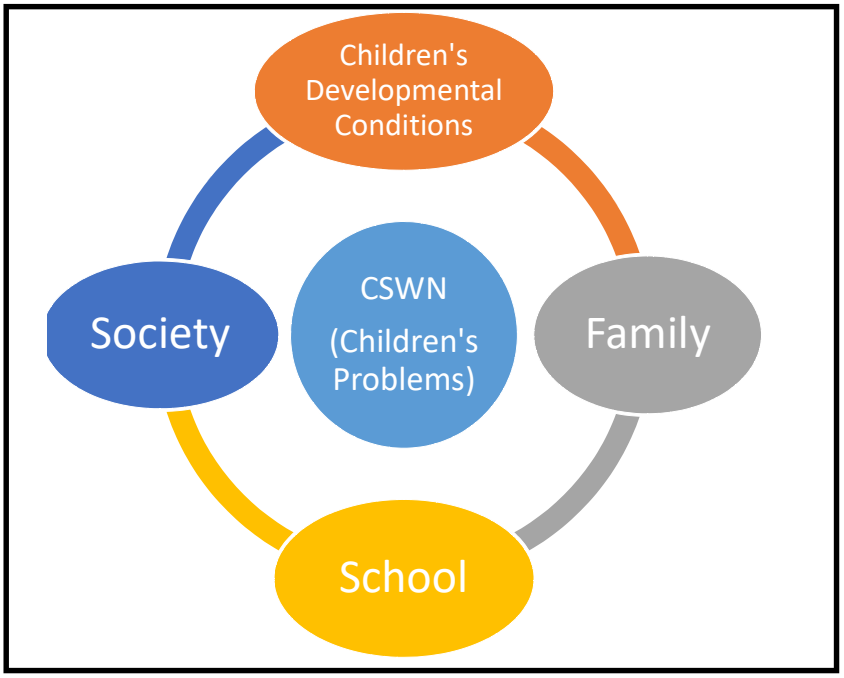
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13.4 CONCEPT OF CHILDREN WITH SPECIAL NEEDS (CWSN)

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.

13.4.1 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

13.4.2 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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13.5 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 smart phone. 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.

13.5.1 Challenges Faced by Teachers in Digital Learning

Most of the teachers are still digital migrants that are 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.

13.5.2 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.



13.6 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 school teachers, 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.



13.7 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, A. 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.



13.8 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 of 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:** 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. No 4: 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 less compared 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.



13.9 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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UNIT 14 : RECENT TRENDS IN RESEARCH ON TEACHER EDUCATION

UNIT STRUCTURE

14.1 Objectives

14.2 Introduction

14.3 Purpose of Research in Teacher Education

14.4 Scope of Research in Teacher Education

14.5 Areas of Research in Teacher Education

14.6 The Implications of Research for Teacher Education

14.7 General Research Trend in Teacher Education

14.8 Methodological Research Trend in Teacher Education

14.9 Research on Teacher Education in India

14.10 Problems of Research in Teacher Education

14.11 Further Reading

14.12 Let Us Sum Up

14.13 Answers to Check Your Progress

14.14 Possible Questions

14.1 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

14.2 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.

14.3 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 generation understand 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.

- Understanding the educational phenomenon and
- Transforming the educational phenomenon
- **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.
  - **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.
  - **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.

- **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.
- **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.

- **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

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

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

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

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14.4 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

Q 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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14.5 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

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

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14.6 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 programme can 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.

14.7 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

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

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14.8 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.

14.9 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 up to 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 'Sarba Shiksha Abhiyan', 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.

14.10 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.

- **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.

- **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.
- **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.
- **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.
- **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.
- **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.
- **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

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

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14.11 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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14.13 ANSWERS TO CHECK YOUR PROGRESS

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

Ans. 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.

Ans. 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.

Ans. to Q. No. 4:

a) Process b) Input

c) Process d) Input

e) Process

Ans. 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.

Ans. 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.

Ans. 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.



14.15 POSSIBLE QUESTIONS

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

Q 1: Write about the scope of research in Teacher Education.

Q 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)

Q 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?

Q 2: Research on Teacher Education should change the quality of teacher and teaching. How far is this achieved through current research on teachers? Discuss.

Q 3: Describe the trend of research in Teacher Education with reference to the variable studied and research designs and methodologies used.

Q 4: What improvements can you suggest to make research on Teacher Education more rigorous and meaningful?

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Krishna Kanta Handiqui State Open University
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Learner's Feedback on Course

Dear Learner,

Regarding the course as mentioned above, we would like to know your opinions and comments so as to improve the quality of self learning materials in future. Please respond to the following statements by ticking the number you feel most reflect your opinion. After completion of the additional comments, please detach the page and send/mail the same to us at the address given below.

The Director, Centre for Internal Quality Assurance, KKHandiqui State Open University
Housefed Complex, Dispur, Guwahati- 781006
(E-mail id: ciqa@kkhsou.in)

1. Approximately how many hours did you spend for studying the units in the course? | | | |
2. Please give your opinions (by √ mark) to the following items based on your reading of the block:

Sl. No.	Statements	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I.	The SLMs of the course fulfil the learning objectives set out in the beginning of each unit					
II.	The units of the SLM could satisfy my academic needs and expectations					
III.	The Unit writers have excellent knowledge about the course contents					
IV.	Language and contents of the units were presented at a level which I could readily understand					
V.	Ample opportunity for participation in the activities provided in the units					
VI.	Used enough Illustrations (Diagrams, tables etc.) for conceptual clarity					
VII.	Quality of content is engaging, relevant, and up-to-date					
VIII.	The self check questions are very helpful					
IX.	The Possible/model questions and the answers to check my progress have benefited me a lot					

Additional Comments: *(Please feel free to provide your open comments)*

1. Which aspects of the SLM, according to you, worked well?

   ---

2. What sort of changes/improvements do you feel KKHSOU could implement to improve the overall quality of the SLM?

Thank you for taking the time to complete this form.

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