M. A. (Education) 3rd Semester

Course : EDUCE 201

Discipline Elective

TEACHER EDUCATION

DR. (MRS.) MONIKA SOOD

Centre for Distance and Online Education

Himachal Pradesh University

Gyan Path, Summerhill, Shimla - 171005

Course Type / Nature: Discipline Elective
Course Code: EDUCE201
Course Title : <u>TEACHER EDUCATION</u>
Credits = 4 {Marks = 100 (70 + 30)}

Unit – 1   Meaning and Concept of Teacher Education   *1 Credit*

a.   Historical Perspective of Teacher Education in India.

b.   Aims and Objectives of Teacher Education with special reference to Kothari Commission, NPE; PoA 1992 at ;

(i)   Elementary Level

(ii)   Secondary Level

(iii)   College Level

Unit – 2   Teacher and Teaching Profession   *1 Credit*

a.   Teachers' Changing Role and Responsibilities.

b.   Concept of Profession; Teaching as a Profession, Professional Ethics and Code of Conduct for Teachers.

c.   Role and Responsibilities of Teachers and Teacher Educators.

d.   Teacher Appraisal and Accountability.

Unit – 3   Pre-Service Teacher Education   *1 Credit*

a.   Concept, Nature, Objectives and Scope of Pre-Service Teacher Education.

b.   Components of Pre-Service Teacher Education - Basic Components, Specialization Areas, Practicum Internship, Co-Curricular Activities, Working with the Community and Work Experience, Role of DIET's and CTE's in Pre-Service Teacher Education.

c.   Issues, Concerns and Problems of Pre-Service Teacher Education.

Unit – 4   Continuing Professional Development of In-Service Teachers
               1 Credit

a.   Concept, Scope, Objectives and Importance of Continuing Professional Development of In-Service Teachers.

b.   Organization of Training, Appraisal of Training Material and Modules.

c.   Cascade and Split Model followed in In-Service Training of Teachers under SSA and RMSA.

d.   Role of DIETs, BRCs and CRCs in In-Service Teacher Training.

e.   Role of UGC – HRD Centers in Professional Development of Teachers at Higher Education Level.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1.   Prepare a Report on the Training Provided to elementary teachers under SSA in Your Block.
2.   Prepare a report on the Advantages/Difficulties of RUSA.
3.   Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during PCP to the candidates.

STYLE AND FORMAT OF QUESTION PAPER

The question papers in end-semester examination (ESE) will be set in both English and Hindi language consisting five sections A, B, C, D, and E. A candidate can opt for either language as medium of examination. The structure of question papers in ESE will be as follows:

The question paper for end-semester examination (ESE) will carry a total of 70 marks and consist of five sections: A, B, C, D & E.

Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

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Unit – 1   HISTORICAL PERSPECTIVE OF TEACHER EDUCATION
Structure

1.1   INTRODUCTION:

"No educational system can drive without the help of trained and competent teachers. A country with competent Teacher is a country with a bright future."

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

1.2   LEARNING OBJECTIVES:

After completing this unit, the learners will be able to;
Explain the concept of Teacher Education
Understand the scope of Teacher Education

1.3 MEANING OF TEACHER EDUCATION

Professional success of every professional in his profession depends mainly on his up to date professional knowledge, fullest devotion and dedication along with his efficiency and effectiveness. In the present day world with advancement in the technology these qualities can be inducted through education. Since, teaching occupies an honorable position in the society; therefore, education commission recommended the introduction of "a sound programme of professional education of the teachers." The irony of fate, however is that teaching is the most unattractive profession and teachers no longer occupies an honorable position in the society.

Teacher education is an age old concept, but it has been undergoing transformations over the years and assuming new meaning and dimensions due to the changes in the socio-cultural and political conditions of the society. Especially after independence the country has made new strides in the field of education and formulated new policies and programmes for realizing the emerging national goals. Several committees and commissions have reviewed the achievements and made recommendations in the field of education in the general and education in the particular. It has been felt that teacher education is a critical area in which adequate inputs and investments are to be made for developing not only human resources but also physical resources.

Education does not happen in the vacuum, education policies makers and education practitioners both are anchored in a society and in view about what is and what it is not desirable for the present and for the future of the society. The biggest challenge we are facing today is to ensure that our societies can further develop globally, maintaining and improving the living conditions and the well-being of all citizens of this world.

Our vision of a desirable future for society defines the purpose of our educational action. However for "purpose" to become reality we need two more p's: "policy" and "practice" or rather those who make the policy and those who make the practice. In short we also need a forth 'p', we also need "people". We need the policy maker and practitioners who share a view of the purpose of education and whose action are guided by this same purpose. Both groups have a vital role to play and while being complementary it must be clear that policy makers are there to support practitioners so that the latter are able to create a practice, which reflects the values and principles which underpin the choice made earlier, the desired society we want and our children to live in.

Definitions of Teacher Education

Dictionary of Education (1973), defines teacher education as "All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession and to discharge his responsibility most effectively"

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

The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.‖

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited.

W.H. Kilpatrick put it; —Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

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

SELF CHECK EXERCISE-1

Q.1   Which of the following is NOT typically a component of teacher education?
A) Pedagogical training
B) Medical training
C) Practical experience
D) Academic preparation

Q.2   What is the purpose of supervised teaching practice in teacher education?
A) To provide teachers with a break from academic studies
B) To help teachers gain practical classroom experience
C) To test teachers' knowledge in a controlled environment
D) To ensure teachers are physically fit for the job

Q.3   Which term refers to continuous learning and development for teachers throughout their careers?
A) Professional development
B) Academic research

C) Annual assessment

D) Certification renewal

Q.4   In many countries, what is required for individuals to legally teach in schools after completing their education?

A) Teaching degree

B) Teaching assistantship

C) Teaching license or certification

D) Teaching fellowship

Q.5   Reflective practice in teaching involves:

A) Memorizing lesson plans

B) Critically analyzing teaching methods and outcomes

C) Following a strict curriculum without deviations

D) Ignoring feedback from students

1.4   OBJECTIVES/VISION OF TEACHER EDUCATION

Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of; Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and,

An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

These expectations suggest that teacher operates in a larger context and its dynamics as well as concerns impinge upon her functioning. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, social justice as also excellence.

The objectives and vision of teacher education generally aim to ensure that educators are well-prepared, skilled, and capable of meeting the diverse needs of students in today's educational landscape. Here are key objectives and the overarching vision of teacher education:

Objectives of Teacher Education:

1.   **Academic Preparation**: Provide prospective teachers with a solid foundation in educational theory, research, and content knowledge relevant to their teaching fields.

2.   **Pedagogical Skills**: Equip teachers with effective teaching strategies, methods, and instructional techniques to facilitate meaningful learning experiences for students.

3.   **Practical Experience**: Offer opportunities for supervised teaching practice and classroom management to apply theoretical knowledge in real educational settings.

4.   **Professional Development**: Foster continuous learning and growth among teachers to stay abreast of educational advancements, research findings, and best practices.

5.   **Ethical and Reflective Practice**: Promote ethical behavior, reflective teaching practices, and a commitment to ongoing improvement in teaching effectiveness.

6.   **Cultural Competence**: Prepare teachers to work effectively with diverse student populations, respecting and valuing cultural, linguistic, and socio-economic differences.

7.   **Collaboration and Leadership**: Develop skills in collaboration with colleagues, families, and communities, and cultivate leadership qualities within the educational context.

Vision of Teacher Education:

The vision of teacher education encompasses broader goals and aspirations for the profession, focusing on:

•   **Quality Education**: Ensuring that all students receive high-quality education facilitated by competent and dedicated teachers.

•   **Lifelong Learning**: Cultivating a culture of continuous professional development among teachers, encouraging them to stay updated with research and innovative practices.

•   **Student-Centered Approach**: Prioritizing the needs and well-being of students, fostering their intellectual, social, emotional, and ethical growth.

•   **Equity and Inclusion**: Promoting equity in education by addressing disparities and ensuring access to quality teaching and learning opportunities for all students.

•   **Global Citizenship**: Preparing students to become informed, responsible global citizens through transformative educational experiences facilitated by skilled educators.

•   **Innovation and Adaptability**: Embracing innovation in teaching methods, technologies, and curriculum design to adapt to evolving educational needs and challenges.

•   **Community Engagement**: Encouraging collaboration with families, communities, and stakeholders to support student learning and development.

Overall, the vision of teacher education aims to cultivate a cadre of educators who are not only proficient in their subject matter and pedagogical skills but also deeply committed to the holistic development and success of every student they teach.

    To be able to realize such expectations, TE has to comprise such features as would enable the student teachers to:

➢   Care for children, and who love to be with them;

➢   Understand children within social, cultural and political contexts;

➢ View learning as a search for meaning out of personal experience;

➢ Understand the way learning occurs, possible ways of creating conductive conditions for learning, differences among students in respect of the kind, pace and styles of learning.

➢ View knowledge generation as a continuously evolving process of reflective learning.

➢ Be receptive and constantly learning.

➢ View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.

➢ View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.

➢ Own responsibility towards society, and work to build a better world.

➢ Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.

➢ Analyze the curricular framework, policy implications and texts.

➢ Have a sound knowledge base and basic proficiency in language.

The objectives of teacher education would therefore be to,

• Provide opportunities to observe and engage with children, communicate with and relate to children

• Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.

• Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.

• Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.

• Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

SELF CHECK EXERCISE-2

Q.1   Teacher-education and teacher-training develops basically…………. skills.

Q.2   The objectives teacher-education are formulated by-

a)   NCERT

b)   NCTE

c)   SCERT

d)   DIET

1.5   SCOPE OF TEACHER EDUCATION

The scope of teacher education encompasses various aspects related to preparing individuals to become effective educators. Here are some key elements within the scope of teacher education:

1. **Foundations of Education**: This includes understanding the historical, philosophical, and sociological foundations of education. Teachers learn about the purposes and goals of education, educational theories, and the role of education in society.

2. **Pedagogical Knowledge**: Teacher education programs focus on equipping educators with knowledge about teaching methods, instructional strategies, curriculum development, and lesson planning. This involves understanding how to effectively deliver content and facilitate learning in diverse classroom settings.

3. **Subject Matter Knowledge**: Teachers need a deep understanding of the subjects they teach. Teacher education programs provide subject-specific knowledge and expertise, ensuring educators are well-prepared to teach their chosen disciplines.

4. **Educational Psychology**: Understanding how students learn and develop is crucial for effective teaching. Teacher education programs cover theories of learning, cognitive development, motivation, and classroom management strategies that support student engagement and achievement.

5. **Assessment and Evaluation**: Teachers must be able to assess student learning effectively. Teacher education includes training on different types of assessment methods, how to interpret assessment data, and use it to inform instructional decisions and improve learning outcomes.

6. **Diversity and Inclusion**: Recognizing and addressing the diverse needs of students is a significant component of teacher education. This includes understanding cultural diversity, special education, English language learners, and strategies for creating inclusive and equitable learning environments.

7. **Educational Technology**: In today's digital age, teachers need to integrate technology into their teaching practices. Teacher education programs often provide training on how to effectively use educational technology tools, digital resources, and online learning platforms.

8. **Professional Ethics and Standards**: Teachers are expected to uphold ethical standards and professional responsibilities. Teacher education programs emphasize ethical considerations, professionalism, reflective practice, and ongoing professional development.

9. **Practical Experience (Fieldwork and Student Teaching)**: Teacher education includes supervised field experiences where prospective teachers apply theoretical knowledge in real classrooms. Student teaching placements allow educators to gain practical teaching skills under the guidance of experienced mentors.

10. **Continuing Professional Development**: Teacher education is not limited to initial preparation. It also involves ongoing professional development to keep educators

updated on new research, instructional practices, and educational policies throughout their careers.

Overall, the scope of teacher education is comprehensive, aiming to prepare educators who are knowledgeable, skilled, reflective, and committed to fostering meaningful learning experiences for all students.

The scope of teacher education can be understood in the following ways;

-Teacher education at different levels of education

-Triangular basis of teacher education

-Aspects of teacher education

Teacher Education at different levels of Education:

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education. The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

Teacher education varies depending on the level of education at which educators are being prepared to teach. Here's a breakdown of teacher education at different levels:

1. **Early Childhood Education (Pre-K and Kindergarten)**:

Focus: Understanding child development, early literacy and numeracy, play-based learning, classroom management in young children, and fostering socio-emotional development.

Special Considerations: Emphasis on creating supportive learning environments, working closely with families, and integrating hands-on and experiential learning.

2. **Elementary Education (Grades 1-6)**:

Focus: Broad knowledge across multiple subjects (language arts, mathematics, science, social studies), foundational pedagogical skills, differentiated instruction, and assessment strategies appropriate for young learners.

Special Considerations: Classroom management techniques for diverse age groups, integrating interdisciplinary approaches, and fostering a positive classroom culture.

3. **Middle School Education (Grades 6-8)**:

Focus: Content-specific pedagogy, adolescent development, addressing the unique social-emotional needs of middle school students, and preparing students for high school.

Special Considerations: Building on elementary skills with deeper content knowledge, differentiation for varied learning abilities, and collaborative teaching approaches across subjects.

4. **High School Education (Grades 9-12)**:

Focus: In-depth subject matter expertise in one or more content areas (e.g., English, mathematics, science, social studies), advanced pedagogical strategies, and preparing students for post-secondary education or careers.

Special Considerations: Subject-specific instructional methods, preparing students for standardized tests, guiding career and college readiness, and integrating technology for research and learning.

5. **Special Education**:

Focus: Understanding disabilities and special needs, individualized education plans (IEPs), inclusive practices, adaptive teaching strategies, and supporting students with diverse learning challenges.

Special Considerations: Collaboration with specialists (speech therapists, occupational therapists, etc.), legal and ethical considerations in special education, and advocating for students' rights and accommodations.

6. **Adult Education and Continuing Education**:

Focus: Teaching adults in various contexts (community colleges, vocational training, corporate training, etc.), adult learning theories, curriculum design for adult learners, and professional development.

Special Considerations: Tailoring instruction to meet the needs of adult learners, integrating real-world applications, and fostering lifelong learning skills.

7. **Higher Education (College and University)**:

Focus: Advanced subject matter expertise in a specific academic discipline, pedagogical methods for higher education, research skills, and preparing students for academic and professional success.

Special Considerations: Incorporating research-based teaching practices, mentoring undergraduate and graduate students, engaging in scholarly activities, and contributing to academic governance.

In each of these levels, teacher education programs incorporate theory and practice through coursework, field experiences (such as practicum or student teaching), and ongoing professional development. The specific focus and content of teacher education programs are tailored to meet the unique needs of learners at different stages of development and within diverse educational settings.

Triangular Basis of Teacher Education:

Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines provide the base for better understanding and application of Teacher education. The **Philosophical** basis provides insights to the student teachers about the implications of the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The **Sociological** basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. The **Psychological** basis helps the student teachers develop insights into students' psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

The Triangular Basis of Teacher Education refers to a conceptual framework that outlines three foundational components essential for effective teacher preparation. These components are often represented as a triangle, with each side representing a critical aspect of teacher education. Here's a breakdown of the Triangular Basis of Teacher Education:

1. **Knowledge Base**: The first side of the triangle represents the knowledge base that teachers need to possess. This includes:

Subject Matter Knowledge: Teachers must have a deep understanding of the content they teach. This encompasses not only factual knowledge but also conceptual frameworks, theories, and methodologies relevant to their subject areas.

Pedagogical Knowledge: This refers to knowledge about teaching and learning processes. Teachers need to understand various instructional strategies, assessment techniques, classroom management practices, and how to adapt instruction to meet the diverse needs of learners.

Educational Psychology: Knowledge of educational psychology helps teachers understand how students learn, develop, and acquire knowledge. It includes theories of cognitive development, motivation, learning styles, and factors influencing student behavior and academic performance.

2. **Experiential Learning**: The second side of the triangle emphasizes the importance of practical experiences and application of knowledge in real-world educational settings. This includes:

Field Experiences: Opportunities for pre-service teachers to engage in supervised teaching practicums, internships, or student teaching placements. These experiences

allow teachers-in-training to apply theoretical knowledge in classrooms, gain hands-on teaching experience, and receive feedback from mentor teachers.

Reflective Practice: Encouraging teachers to engage in reflective practice involves critically analyzing their teaching experiences, identifying strengths and areas for improvement, and continuously refining their teaching strategies based on feedback and self-assessment.

3. **Professional Commitment**: The third side of the triangle underscores the importance of professional attitudes, ethics, and ongoing development:

Ethics and Professionalism: Teachers are expected to uphold ethical standards, maintain professionalism, and demonstrate respect for students, colleagues, and the profession.

Lifelong Learning: Teaching is a dynamic profession that requires continuous learning and professional development. Teachers need to stay updated on educational research, trends, best practices, and policy changes that impact their teaching practice.

Collaboration and Community Engagement: Effective teachers collaborate with colleagues, families, and community members to support student learning and well-being. They participate in professional learning communities, engage in school improvement initiatives, and advocate for educational equity and excellence.

The Triangular Basis of Teacher Education emphasizes the interconnectedness and balance among these three components: a strong knowledge base, meaningful experiential learning, and a commitment to professional growth and ethical practice. Teacher education programs that integrate these elements prepare educators who are knowledgeable, skilled, reflective, and dedicated to promoting student success and achievement.

Aspects of Teacher Education:

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner.

It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and effective manner. Teacher education therefore pays attention to its content matter.

Teacher education encompasses various aspects that are crucial for preparing educators to effectively teach and support student learning. These aspects include:

1. **Foundations of Education**:

Philosophical Foundations: Understanding the underlying principles and philosophies that shape educational practices and policies.

Historical Foundations: Studying the historical development of education systems, theories of education, and the evolution of teaching practices.

Sociological Foundations: Examining how social factors, such as culture, diversity, equity, and socioeconomic status, influence education and learning outcomes.

2. **Subject Matter Knowledge**:

Developing deep expertise in the content areas teachers will teach, including curriculum standards, key concepts, theories, and methodologies specific to their subject areas (e.g., mathematics, language arts, and science).

3. **Pedagogical Knowledge and Skills**:

Learning effective teaching strategies, instructional methods, and classroom management techniques that promote student engagement, understanding, and achievement.

Understanding how to differentiate instruction to meet the diverse needs of students with varied learning styles, abilities, and backgrounds.

4. **Educational Psychology**:

Understanding theories of learning and human development to facilitate effective teaching practices.

Applying principles of educational psychology to foster positive student behaviors, motivation, and academic success.

5. **Assessment and Evaluation**:

Learning to design and implement various types of assessments (formative, summative, diagnostic) to measure student learning and inform instructional decisions.

Analyzing assessment data to monitor student progress, identify areas of strength and improvement, and adjust teaching strategies accordingly.

6. **Technology Integration**:

Understanding how to effectively integrate educational technology tools and digital resources into teaching and learning activities.

Using technology to enhance instruction, facilitate communication, and support collaborative learning environments.

7. **Cultural Competence and Diversity**:

Recognizing and valuing cultural diversity in classrooms and schools.

Developing strategies to create inclusive learning environments that respect and accommodate students' cultural backgrounds, languages, and identities.

8. **Field Experiences and Practicum**:

Engaging in supervised teaching experiences (such as practicum or student teaching) to apply theoretical knowledge in real classroom settings.

Receiving mentoring and feedback from experienced educators to refine teaching skills and develop professional competencies.

9. **Reflective Practice**:

Engaging in ongoing reflection on teaching practices, student outcomes, and personal growth as an educator.

Using reflection to continuously improve instructional techniques, address challenges, and adapt teaching approaches to meet evolving educational needs.

10. **Professionalism and Ethics**:

Upholding ethical standards, professional conduct, and responsibilities as outlined by professional codes of ethics.

Committing to lifelong learning, professional development, and collaboration with colleagues to enhance teaching effectiveness and support student success.

These aspects collectively contribute to comprehensive teacher education programs that prepare educators to meet the diverse needs of students, foster inclusive learning environments, and promote continuous improvement in educational practices.

SELF CHECK EXERCISE-3

Q.1   Reflective practice in teaching involves:

A) Engaging in ongoing self-assessment

B) Adjusting teaching strategies based on feedback

C) Continuously improving Educational practices

D) All of the above

Q.2   Teachers use reflection to _____ their teaching approaches.

A) Implement

B) Enhance

C) Decrease

D) All of the above

Q.3   _____ competence ensures educators respect and accommodate students' cultural backgrounds.

Q.4   Inclusive classrooms promote _____ and equity among students.

Q.5   Teachers should integrate _____ to support learning goals.

Q.6   Technology helps create _____ that engage students in learning.

1.6   SUMMARY

Teacher education spans across various levels, each with distinct focuses and challenges. Early childhood education, encompassing pre-K and kindergarten, emphasizes socio-emotional development and school readiness through play-based learning. Elementary education, covering grades 1-6, requires teachers to balance multiple subject areas with differentiated instruction tailored to diverse student needs. Middle school educators bridge the gap between elementary and high school, specializing in subject-specific pedagogies and addressing adolescent developmental stages. High school teachers focus on preparing students for college and careers, requiring advanced subject matter expertise and specialized instructional strategies. Special education teachers cater to diverse learning needs, creating individualized education plans and ensuring equitable access to education. Adult and continuing education support lifelong learning, adapting instruction to meet diverse career and personal goals. In higher education, instructors emphasize subject expertise, scholarly research, and mentoring students for academic and professional success. Throughout all levels, educators cultivate cultural competence, promote inclusive classrooms, and engage in ongoing professional development to enhance teaching effectiveness and support student achievement across diverse educational settings.

1.7 GLOSSARY

Pedagogical Knowledge: Refers to the understanding and application of teaching strategies, instructional methods, and assessment techniques to support student learning and development.

Cultural Competence: The ability of educators to effectively interact with individuals from diverse cultural backgrounds, understanding and respecting cultural differences in teaching and learning.

Professional Development: Continuous learning activities that enhance educators' knowledge, skills, and effectiveness in teaching, often including workshops, courses, and collaborative learning opportunities.

Reflective Practice: Involves educators critically analyzing their teaching practices, reflecting on experiences, and making adjustments to improve teaching effectiveness and student outcomes.

Technology Integration: Incorporating educational technology tools and resources into teaching practices to enhance learning experiences, engage students, and improve educational outcomes.

Inclusive Classroom: A learning environment that values and accommodates diverse student backgrounds, abilities, and learning styles, promoting equity and ensuring all students have access to quality education.

1.8 ANSWERS TO SELF CHECK EXERCISES
Exercise-1

Answer1: B) Medical Training

Answer2: B) to help teachers gain practical classroom experience

Answer3: A) Professional development

Answer4:C) Teaching License or Certification

Answer5: B) Critically analyzing teaching methods and outcomes

Exercise-2

Answer1: Teaching

Answer2: NCTE

Exercise-3

Answer1: All of the above

Answer2: Enhance

Answer3: Cultural

Answer4: Diversity

Answer5: Educational Technology

Answer6: Environment

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1.10 TERMINAL QUESTIONS
Q.1 Explain the term teacher education.

Q.2 Enumerate the objectives of teacher education.

Unit – 2   TEACHER EDUCATION
Structure:

2.1   INTRODUCTION

Teaching is the oldest and the most indispensable of all the profession in the world. Teaching has also been the first area of the specialisation in all the communities. Priests were the first teachers who enjoyed the monopoly of the teaching and the highest status in the society. However thee members of this community- Brahmans were require to gain special knowledge, skills and lead a strictly discipline life. In ancient India, teaching was recognised as the most revered profession. Although there was no formal training course for the teachers, he was subjected to the constant test in the certain competencies such as ability to explain, expand, re-interpret in the light of own experiences in the open "parishads". Later on there was deterioration in the standard of the teaching profession.

The history of teacher education is as old as history of human civilisation. The pre-independence (1947a.d.) era commencing the history of teacher education in India may be divided into four parts-
Ancient And Mughal Period: 2500 BC To 500 BC
Buddhist Period: 500 BC To 1200 AD
Muslim Period: 1200 AD To 1700 AD
British Period: 1700 AD To 1947 AD

2.2   LEARNING OBJECTIVES:
After completing this unit, the learners will be able to;
Explain the nature of Teacher Education
Understand the need and Significance of Teacher Education

2.3   FROM TEACHING TO LEARNING:

Taking the vision of suitable democratic society as the guiding principle for the purpose education shall serve in a balanced manner, and the implications this decision has for the practice of education and the expected outcomes for the individual learners, we are forced to accept a paradigm shift in the educational policy and above all educational practice. We need to move towards a pedagogy, which builds on learning as a process of interaction, on collaborative knowledge construction, a holistic view of the learner, not any longer divide into their cognitive, pragmatic and effective dimensions, a pedagogy which leads to empowerment and not just to the reproduction of existing knowledge items and practices. In short we need a pedagogy, which looks more towards learning than towards being taught.

It goes without saying that if we want teachers to develop that kind of pedagogy and educational action they will need to experience it themselves before hand. They need to experience the mutual support they can gain from peers, challenging their own and their peers ideas, learning about different ways of doing and getting the enhance to reflect on their actions, their practices and values together with others .this is why networking takes on such an important technology has moved forward since Ivan Illich spoke of "learning webs" back in 1973. Today, websites and blogs, online database and the like, targeting educational professionals, abound. They are either for teachers of a particular discipline offering lesson plans and other resources or they seek to offer a space discuss more general issue teachers face, such as the best use of technology, sharing of teaching resources across the curriculum, a space to partake in debates on ongoing issue.

Today teacher need a philosophy primarily concerned with human beings to interact with one other. Humanities programme for teacher education, seeks to develop a human teacher processing such qualities as spontaneity, acceptance, creativity and self realisation. It would give an opportunity to the prospective to relate theory to practice, to search for greater personal understanding of him and for the learning process of children. It would help him to develop compression for weakness in individual and sensitivity for the needs of human beings. It will make a teacher who knows how to help children to realize their potential. This *humanistic approach* to teacher education will produce teacher able to exalt the continued process of education of human potential in the school.

Competence and professional skills are the very heart of the programme of the teacher education. The knowledge of the method adopted by other teachers combined with other consideration will make the student try out various approaches to his work and during the practical work of the course.

Professional education should focus on the person as an individual who is in practice and seeks to broaden his mental, moral and emotional capacities. He should have a sound philosophy of education, knowledge of an adequate functioning of

psychology along with a dynamic sociological functioning. The teacher of tomorrow would design a teaching situation conductive to the growth of the pupil's mental health. It would develop in them a commitment to a set of values. it would develop certain skills and competencies.

The teacher requires a new type of knowledge and attitude, atmosphere and facility to make hi task easy, fruitful and confirming for the demands of students. His education, therefore, should be according to the necessities of the time and needs of the society.

An immense increase in the field of knowledge with an explosive speed and fundamental changes in the scientific and technological areas have directly and indirectly changed the process and practices of education subsequently corresponding changes in the programme of teacher education.

Transitioning from "teaching" to "learning" represents a fundamental shift in educational focus, emphasizing student-centered approaches and outcomes rather than traditional methods of instruction. Here's a glossary explaining key terms related to this shift:

1.   **Teaching**: The act of delivering information, knowledge, or skills to students by an educator through various instructional methods and strategies.

2.   **Learning**: The process by which students acquire knowledge, skills, attitudes, or values through active engagement, exploration, and meaningful experiences.

3.   **Student-Centered Learning**: An approach that places students at the center of the learning process, focusing on their interests, needs, and abilities. It promotes autonomy, critical thinking, and collaborative learning.

4.   **Active Learning**: Learning activities that engage students in hands-on experiences, problem-solving, discussions, and interactions, fostering deeper understanding and retention of content.

5.   **Constructivist Learning**: Based on the theory that learners actively construct their own understanding and knowledge through interaction with the environment and prior knowledge.

6.   **Inquiry-Based Learning**: A teaching method that involves posing questions, problems, or scenarios to students to encourage them to explore and investigate concepts, develop solutions, and construct their own understanding.

7.   **Problem-Based Learning (PBL)**: A student-centered instructional approach where students learn about a subject through the experience of solving an open-ended problem, often collaborative and interdisciplinary.

8.   **Project-Based Learning (PBL)**: A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

9.   **Flipped Classroom**: A pedagogical model where typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home

before the class session, while in-class time is devoted to exercises, projects, or discussions.

10. **Assessment for Learning**: Assessment strategies used by teachers to gather information about students' learning progress and adjust instruction accordingly to enhance learning outcomes.

11. **Competency-Based Learning**: A student-centered approach to learning where students progress through learning objectives or competencies at their own pace, demonstrating mastery before moving on to new content.

12. **Adaptive Learning**: Educational technology that adapts the presentation of educational material according to the learning needs of individual students, providing personalized learning experiences.

13. **Collaborative Learning**: Learning that occurs through collaboration and interaction with others, promoting teamwork, communication skills, and shared knowledge construction.

14. **Scaffolding**: A supportive instructional technique where teachers provide temporary support, guidance, and resources to help students perform tasks beyond their current abilities, gradually withdrawing support as students gain independence.

15. **Reflective Practice**: The process of reflecting on teaching practices, analyzing experiences, and making adjustments to improve teaching effectiveness and student learning outcomes.

16. **Feedback**: Information provided to students about their performance or understanding, with the aim of helping them improve their learning outcomes and understanding.

17. **Metacognition**: Awareness and understanding of one's own thought processes, enabling individuals to monitor, control, and plan their learning effectively.

18. **21st Century Skills**: A set of competencies deemed necessary for success in today's world, including critical thinking, communication, collaboration, creativity, and digital literacy.

These terms reflect a shift towards educational practices that prioritize active engagement, student autonomy, critical thinking, and lifelong learning, fostering a deeper and more meaningful learning experience for students.

SELF CHECK EXERCISE-1

Q.1   Which approach places students at the center of the learning process?
A) Teacher-Centered Learning
B) Constructivist Learning
C) Lecture-Based Learning
D) Rote Learning

Q.2   What is the primary goal of project-based learning (PBL)?
A) Memorization of facts

B) Developing critical thinking skills

C) Individual competition

D) Standardized testing preparation

Q.3   In a flipped classroom, what happens during class time?

A) Lectures are delivered

B) Homework assignments are given

C) Collaborative activities and discussions

D) Assessments are conducted

Q.4   What does assessment for learning focus on?

A) Grading and ranking students

B) Summative evaluations

C) Feedback and improvement during learning

D) End-of-year assessments

Q.5   Which term describes learning through solving open-ended problems?

A) Inquiry-Based Learning

B) Teacher-Centered Learning

C) Drill and Practice

D) Multiple-Choice Testing

2.4   CONCEPT AND NATURE OF TEACHER EDUCATION:

Teacher Education

Teacher education refers to the process by which individuals are prepared to become educators, equipped with the necessary knowledge, skills, and attitudes to effectively teach students in various educational settings. It involves both academic study and practical experience, typically including coursework, fieldwork, and supervised teaching practice.

Key Components:

1.   **Pedagogical Knowledge**: Understanding of teaching methods, instructional strategies, and curriculum development tailored to different subjects and age groups.

2.   **Subject Matter Expertise**: Mastery of the content area(s) teachers will teach, ensuring depth of knowledge to facilitate student learning effectively.

3.   **Educational Psychology**: Knowledge of theories and principles related to human development, learning styles, motivation, and assessment strategies.

4.   **Classroom Management**: Techniques and strategies to create a positive learning environment, manage student behavior, and promote engagement and participation.

5.   **Assessment and Evaluation**: Understanding how to assess student learning, use assessment data to inform instruction, and evaluate educational outcomes.

6.   **Diversity and Inclusion**: Awareness of diverse student populations, cultural competence, and strategies to create inclusive classrooms that meet the needs of all learners.

7.   **Professional Ethics and Standards**: Adherence to ethical guidelines, professional standards of conduct, and continuous professional development to enhance teaching effectiveness.

Approaches to Teacher Education:

•   **Traditional Programs**: University-based programs offering a blend of theoretical knowledge and practical experiences through supervised teaching practice (student teaching).

•   **Alternative Certification Programs**: Accelerated pathways for career changers or individuals with non-education backgrounds to become certified teachers through intensive training and mentorship.

•   **Continuing Professional Development**: Ongoing learning opportunities and professional growth activities for practicing teachers to update skills, integrate new methodologies, and stay current in their field.

Challenges and Considerations:

•   **Effective Use of Technology**: Integrating educational technology tools and resources to enhance teaching and learning outcomes.

•   **Addressing Diverse Learning Needs**: Supporting diverse student populations, including students with disabilities, English language learners, and students from different cultural backgrounds.

•   **Meeting Standards and Requirements**: Navigating state or national certification requirements, accreditation standards, and professional expectations.

•   **Promoting Lifelong Learning**: Encouraging teachers to engage in reflective practice, seek ongoing professional development, and adapt to evolving educational trends and research.

In conclusion, teacher education plays a crucial role in preparing educators who are knowledgeable, skilled, and committed to fostering student learning and development in today's diverse educational environments. It encompasses a comprehensive approach to pedagogy, subject expertise, classroom management, and professional ethics to ensure effective teaching practices and positive educational outcomes.

Nature of Teacher Education

1)   Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopaedia of Teaching and Teacher education (1987), -Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.

2)   Teacher education is based on the theory that -*Teachers are made, not born in contrary to the assumption, -Teachers are born, not made*. Since teaching is considered

an art and a science, the teacher has to acquire not only knowledge, but also skills that are called -*tricks of the trade.*

3)   Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz. adult education and non-formal education programmes, literacy and development activities of the society.

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

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

6)   As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct gestalt 'emerging from the conceptual blending', making it sufficiently specified.

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

8)   It is a system that involves an interdependence of its Inputs, Processes and Outputs.

SELF CHECK EXERCISE-2
Q.1   What does teacher education primarily focus on?
A) Developing student discipline
B) Enhancing administrative skills
C) Preparing individuals to become educators
D) Teaching advanced mathematics
Q.2   Which component of teacher education focuses on understanding different learning styles and educational theories?
A) Pedagogical knowledge
B) Classroom management
C) Subject matter expertise
D) Assessment techniques
Q.3   Which type of program offers an accelerated pathway for career changers to become certified teachers?
A) Traditional university-based programs

B) Continuing professional development programs

C) Alternative certification programs

D) Educational technology programs

Q.4   What does ongoing professional development for teachers primarily aim to achieve?

A) Provide additional income opportunities

B) Update skills and knowledge

C) Shorten the school day

D) Increase summer vacation time

Q.5   Which aspect of teacher education emphasizes creating inclusive classrooms and respecting diverse student backgrounds?

A) Classroom management

B) Subject matter expertise

C) Diversity and inclusion

D) Educational psychology

Q.6   Teacher education programs often include supervised _____ practice to prepare future educators for classroom environments.

Q.7   Educational psychology helps teachers understand student _____ and effective teaching strategies.

Q.8   Alternative certification programs provide _____ pathways for individuals with non-education backgrounds to become certified teachers.

Q.9   Ongoing professional development helps teachers stay updated with _____ trends and research in education.

Q.10   Classroom management involves strategies to create a positive _____ environment and promote student engagement.

2.5   NEED AND SIGNIFICANCE OF TEACHER EDUCATION:

The American Commission on Teacher Education rightly observes, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher." In his *Call for Action for American Education in the 21st Century* in 1996, Clinton indicated that – "Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training". The need for teacher education is felt due to the following reasons;

1)   It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to

shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are;

-the length of academic preparation,

-the level and quality of subject matter knowledge,

-the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations,

-the degree of commitment to the profession,

-sensitivity to contemporary issues and problems

-the level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

2)   Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

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

4)   The National Academy of Education Committee's Report (Darling-Hammond and Bransford, 2005) wrote that: On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for student's future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning‖. In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgements about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

5)   Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the

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

6)	The Ministry of Education document -Challenges of Education: A Policy Perspective (1985) has mentioned -Teacher performance is the most crucial input in the field of education.

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

The contention that teachers are born, not made, can be true only in a few rare cases. It is also contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. Proper training and education enables the teacher to have knowledge of how children grow, develop and learn, how they can be taught best and how their innate capacities can be brought out and developed. Teacher education is needed for kindling the initiative of teacher, for keeping it alive, for keeping removing the evils of 'hit and miss' process, for according a professional status to the teaching profession and above all for making the optimum use of time and energy of the teacher and the taught.

The Education Commission (1964-66) said, "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measures against the resulting improvements in the education of millions."

Teacher education plays a critical role in preparing educators who are capable of meeting the diverse needs of students and fostering effective learning environments. Here's an exploration of the need for and significance of teacher education:

Need for Teacher Education

1.	**Professional Preparation**: Teacher education programs provide prospective educators with the necessary knowledge, skills, and competencies to teach effectively. This includes understanding pedagogical methods, subject content, and educational psychology.

2.   **Meeting Diverse Needs**: Teachers encounter students with varying backgrounds, abilities, and learning styles. Teacher education equips educators with strategies to support diverse learners, including those with disabilities and language differences.

3.   **Adherence to Standards**: Educators are expected to meet national or state standards for teaching proficiency. Teacher education ensures that teachers understand these standards and are prepared to meet them in their practice.

4.   **Educational Innovation**: As education evolves, so do teaching methods and technologies. Teacher education programs introduce new methodologies and technologies that enhance teaching effectiveness and student engagement.

5.   **Promoting Lifelong Learning**: Educators are encouraged to engage in continuous professional development to stay current with research and best practices in education. Teacher education instills a commitment to lifelong learning and reflective practice.

Significance of Teacher Education

1.   **Student Achievement**: Well-prepared teachers have a significant impact on student learning outcomes. Research shows that effective teaching practices learned through teacher education can improve academic performance and student motivation.

2.   **Professionalism and Ethics**: Teacher education emphasizes professional ethics, classroom management techniques, and equitable practices. This ensures that educators uphold high standards of conduct and create inclusive learning environments.

3.   **Community and Stakeholder Engagement**: Teachers serve as community leaders and advocates for their students. Teacher education prepares educators to collaborate with families, communities, and other stakeholders to support student success.

4.   **Innovation in Teaching**: Educators trained in teacher education programs are more likely to integrate innovative teaching strategies, such as project-based learning and educational technology, which can enhance student engagement and critical thinking skills.

5.   **Global Competence**: In an increasingly interconnected world, teacher education programs promote global competence by preparing educators to teach cultural understanding, global citizenship, and cross-cultural communication skills.

In summary, teacher education is essential for preparing educators who are knowledgeable, skilled, and committed to promoting student learning, fostering inclusive environments, and adapting to the evolving landscape of education. It ensures that teachers are equipped to meet the diverse needs of students and contribute positively to their academic, social, and emotional development.

SELF CHECK EXERCISE-3

Q.1   What is the primary purpose of teacher education programs?

A) Enhancing administrative skills

B) Developing student discipline

C) Preparing educators to teach effectively

D) Conducting educational research

Q.2   Why is understanding educational psychology important for teachers?

A) To manage school finances

B) To develop lesson plans

C) To understand student motivation and learning styles

D) To coordinate extracurricular activities

Q.3   What does continuous professional development for teachers focus on?

A) Increasing summer vacation time

B) Updating skills and knowledge

C) Decreasing student enrollment

D) Reducing teaching hours

Q.4   How do teacher education programs support educators in meeting diverse student needs?

A) By promoting standardized teaching methods

B) By focusing only on subject matter expertise

C) By equipping teachers with strategies for diverse learners

D) By excluding technology integration

Q.5   What does teacher professionalism include?

A) Conducting research in education

B) Upholding high ethical standards

C) Managing school facilities

D) Organizing school events

Q.6   Teacher education programs prepare educators to _____ effectively in diverse classroom settings.

Q.7   Understanding educational psychology helps teachers create _____ that cater to different learning styles.

Q.8   Continuous professional development ensures teachers stay updated with _____ and best practices in education.

Q.9   Teacher education equips educators with strategies to support _____ learners, including those with disabilities and diverse cultural backgrounds.

Q.10 Teacher professionalism involves upholding _____ standards of conduct and creating inclusive learning environments.

2.6   SUMMARY

Teacher education is essential for preparing educators who are knowledgeable, skilled, and committed to promoting student learning, fostering inclusive environments, and adapting to the evolving landscape of education. It ensures that teachers are equipped

to meet the diverse needs of students and contribute positively to their academic, social, and emotional development.

Hence the focus of attention is upon the welfare of the person or the group being served. It calls for teachers who are able to approach the education of each child with a background of knowledge of the wide ranges in individual differences between them. Each step in the educational programme becomes an experiment that adds to what is already known about the child and provides great opportunities for creativity, imagination, inspiration and service. Today, teacher education has occupied a respectible position enveloping total pattern of education. The development of teacher education courses with a definite body of knowledge and scientific methodology has earned a place as an academic discipline. An intelligent and growing trend among teacher educators is to turn towards research as an appropriate strategy for progressing towards and a deeper understanding of the processes of teacher education. All this, together with the new role of the teacher and new social functions of education, has given rise to a concept of teacher education in todays context.

2.7   GLOSSARY

Teacher Education: The process of preparing individuals to become educators, equipping them with the knowledge, skills, and attitudes necessary for effective teaching.

Pedagogical Knowledge: Understanding of teaching methods, instructional strategies, and curriculum development tailored to different subjects and age groups.

Professionalism: Demonstrating integrity, respect, and dedication to the teaching profession through ethical behavior, ongoing learning, and professional growth.

2.8   ANSWERS TO SELF CHECK EXERCISES

Exercise-1
Answer1: B) Constructivist Learning
Answer2: B) Developing critical thinking skills
Answer3: C) Collaborative activities and discussions
Answer4: C) Feedback and improvement during learning
Answer5: A) Inquiry-Based Learning

Exercise-2
Answer1: C) Preparing individuals to become educators
Answer2: A) Pedagogical knowledge
Answer3: C) Alternative certification programs
Answer4: B) Update skills and knowledge
Answer5: C) Diversity and inclusion
Answer6: teaching
Answer7: motivation

Answer8: accelerated

Answer9: current

Answer10: learning

Exercise-3

Answer1: C) Preparing educators to teach effectively

Answer2: C) To understand student motivation and learning styles

Answer3: B) Updating skills and knowledge

Answer4: C) By equipping teachers with strategies for diverse learners

Answer5: B) Upholding high ethical standards

Answer6: teach

Answer7: lesson plans

Answer8: current trends

Answer9: diverse

Answer10: high

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2.10 TERMINAL QUESTIONS

Q.1 Discuss the importance of pedagogical knowledge in teacher education. How does understanding pedagogy contribute to effective teaching practices? Provide examples to illustrate your points.

Q.2 Evaluate the impact of technology integration in teacher education. How can educational technologies enhance teaching and learning experiences? What are the potential challenges and considerations when integrating technology in the classroom?

Q.3 Discuss the concept of inclusive education and its significance in teacher preparation. How can teachers create inclusive learning environments that accommodate diverse student populations, including those with disabilities and cultural differences?

Unit – 3   TEACHER EDUCATION WITH SPECIAL REFERENCE TO KOTHARI COMMISSION

Structure

3.1   INTRODUCTION:

Teacher training course in India is designed for aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teaching methods have to be different for different age groups, for instance primary level teaching is a lot different from secondary or college level. The educational requirement for a primary and secondary teacher is also different. People who wish to teach primary school should minimum pass higher secondary examination with 50% marks whereas for teaching at secondary school, one needs to be postgraduate in the subject one wishes to teach.

There are several schools and colleges in India which cater to teacher training schools in India and these offer teaching courses for different levels. Teacher education in India is institution based, along with internship programs in real classroom settings.

Teacher education curriculum has faced severe criticism over the years, as its general too technical and obsolete which is not applicable in contemporary Indian school and society. Because of this drastic changes are required to bring a big change to the curriculum. These changes are slow but can be seen as International teaching agencies with a more advanced teaching curriculum is helping to shape better teachers in India.

Teacher education is provided by several Universities, affiliated colleges, private and open Universities in India. Some of these institutions are more like an eye wash

and provide certification just by paying the fee, and this leads to rise of unqualified teachers in India. The situation of primary teachers in India has seen a dramatic change but lot has to be done to improve the curriculum of secondary and vocational teachers.

Teachers play an import role in shaping the future of the country and hence it's important that a lot of attention is paid on the quality of teachers churned out every year,

After independence in 1948-49, the University Education Commission made specific recommendations regarding remodeling of teachers' training courses and practice teaching. Secondary Education Commission (1952-53) also gave various recommendations to improve the quality of teacher training. Establishment of National Council of Educational Research and Training (NCERT), 1961 it was a milestone in the history of teachers' education. It established three regional colleges in 1963 at Ajmer, Bhuvneshwar and Mysore and one at Bhopal in 1964. These colleges were specially designed to provide a model of teacher training at secondary level.

3.2   LEARNING OBJECTIVES
After completing this unit the learners will be able to describe the;
Aims and objectives of Teacher Education at Elementary level with references to Kothari Commisssion
Aims and objectives of Teacher Education at Secondary level with references to Kothari Commisssion
Aims and objectives of Teacher Education at College level with references to Kothari Commisssion

3.3   AIMS AND OBJECTIVES OF TEACHER EDUCATION AT ELEMENTARY LEVEL WITH REFERENCES TO KOTHARI COMMISSSION

"A sound programme of professional education of teacher is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education."
Standards in Teacher Education. For maintaining standards, the commission recommended that at the national level, the UGC should take responsibility for the maintenance of standards in teacher education. The state board of teacher education should be responsible for the raising of standards at the state level.
Professional preparation of teachers in higher education The commission felt that ;
(i) In the bigger universities or groups of universities, these courses may be placed on a permanent basis for establishment of a staff college.
(ii) Some orientation to professional education is necessary for junior lecturers in higher education. It recommended that suitable arrangements should be made for the purpose.
(iii) Newly appointed lecturers should be given some time to acclimatize themselves to

the institution and should be encouraged to attend teachers of good teachers.

(iv) Regular orientation courses for new staff should be organized in very university and where possible, in every college.

To elaborate the recommendations of the common regarding the teacher education, we can say that the commission.

(a) Recommended that every state should make its own plan of the expansion of teacher education according to its needs.

(b) Full time as well as correspondence courses should be provided for this purpose. For the sake of economy and efficiency, the size of training institutions should be fairly large.

(c) Rural areas should be selected for opening of these institutions. Agricultural institutions should also take up the responsibility of teacher training prorgamme. This will help in breaking the isolation of teacher training.

(d) To improve the quality of teacher –education, there should be provision of re-orientation of subject knowledge in the training institutes.

(e) Methods of teaching adopted in training colleges are of great importance. Pupil teachers should be taught contacts experience and discussion. More stress is laid on project work, seminars and preparation of reviews, reports and case studies. Methods of evaluation should also be changed.

(f) It should include continuous internal assessment of practical and sessional work, besides teaching practice.

(g) Dull and burdensome system of teaching practice should be changed and replaced by a comprehensive programme of internship.

(h) Teachers should be provided with opportunities to observe good teaching. They should also be acquainted with various types of co-curricular activities, special courses and programmes should be developed according to the needs for each category of teachers on the basis of department of teacher education of NCERT.

(i) Improvement of curriculum and training institutions is also very much essential for the improvement of teacher education. Curricula at the levels of teacher education should be changed; staff of training institutions should be well experienced and qualified. Specialists should be appointed to teach different subjects like sociology, psychology, science and mathematics etc.

(j) To end with the isolation of education in universities, schools etc. education should be introduced as an elective subject in the courses of higher secondary and degree classes.

(k) In selected universities, programme of research in education may be started to top isolation from school, extension work should be made an essential function of a teacher education institutions.

It is really a matter of regret that all the recommendations Kothari Commission report of 1964-66 has not been implemented sincerely, so problem could not be solved.

It remained almost similar as it was, to a great extent. Besides, these recommendations, the same commission recommended the welfare of the teachers and also recommended that the remuneration of teachers should be raised, promotion prospects should be improved. Pay scale of the teachers should be revised after every five years. Triple benefit scheme should be adopted. All the above recommendations are highly appreciable.

Teacher education at the elementary level, as envisioned by the Kothari Commission (1964-66) in India, focuses on preparing educators who can cater to the developmental needs of young children in primary and elementary schools. Here are the aims and objectives of teacher education at the elementary level, with references to the recommendations of the Kothari Commission:

Aims of Teacher Education at Elementary Level

1. **Child-Centred Education**: To promote child-centered educational practices that prioritize the holistic development of young learners, including cognitive, social, emotional, and physical aspects.

2. **Foundational Knowledge and Skills**: To equip educators with foundational knowledge in subjects such as language, mathematics, science, and social studies, essential for teaching at the primary and elementary levels.

3. **Pedagogical Competence**: To develop pedagogical competencies that enable teachers to employ developmentally appropriate teaching methods, instructional strategies, and classroom management techniques.

4. **Understanding of Diversity**: To foster an understanding of the diverse backgrounds, languages, cultures, and learning needs of elementary school students, ensuring inclusive educational practices.

5. **Ethical and Professional Values**: To instill ethical values, professionalism, and a commitment to educational equity and social justice among elementary school educators.

Objectives of Teacher Education at Elementary Level

1. **Early Childhood Development**: To enhance educators' understanding of early childhood development theories and practices, facilitating effective teaching and support for young children.

2. **Language and Literacy Skills**: To develop educators' abilities to promote language acquisition, literacy skills, and communication abilities among elementary school students.

3. **Play-Based Learning**: To integrate play-based learning approaches into teaching practices, recognizing the importance of play in fostering creativity, social skills, and cognitive development.

4. **Collaborative and Inclusive Practices**: To cultivate collaborative teaching practices that involve parents, communities, and educational stakeholders in supporting children's learning and development.

5.   **Assessment for Learning**: To equip educators with skills in formative assessment techniques that provide timely feedback and support student progress and learning outcomes.

References to Kothari Commission

The Kothari Commission highlighted several recommendations relevant to elementary teacher education:

- **Integrated Approach**: Advocated for an integrated approach to elementary education that connects formal schooling with community-based learning experiences, promoting holistic child development.

- **Curriculum Adaptation**: Recommended adapting the curriculum to the needs and interests of young learners, emphasizing active learning, creativity, and practical skills.

- **Teacher Preparation**: Emphasized the importance of comprehensive teacher preparation programs that combine theoretical knowledge with practical teaching experiences, including supervised practice in elementary classrooms.

- **Continuing Education**: Stressed the need for ongoing professional development and support for elementary school teachers to update their knowledge and skills, particularly in innovative teaching methods and child psychology.

- **Equitable Access**: Called for efforts to ensure equitable access to quality elementary education for all children, regardless of their socio-economic background or geographical location.

In summary, teacher education at the elementary level, as recommended by the Kothari Commission, aims to prepare educators who are competent, compassionate, and committed to nurturing young children's intellectual, emotional, and social development during their formative years of schooling.

SELF CHECK EXERCISE-1

Q.1   What is the primary aim of teacher education at the elementary level according to the Kothari Commission?

A) Developing advanced subject knowledge

B) Fostering child-centered education

C) Promoting research and scholarship

D) Enhancing technology integration

Q.2   Which of the following is a key objective of teacher education at the elementary level?

A) Advancing pedagogical skills

B) Specializing in higher education teaching

C) Researching educational policies

D) Managing school facilities

Q.3   What does teacher education at the elementary level emphasize regarding assessment?
A) Summative assessment methods
B) Formative assessment techniques
C) Standardized testing only
D) Homework evaluation

Q.4   According to the Kothari Commission, what should teacher education programs focus on to ensure inclusive practices?
A) Technology infrastructure
B) Cultural sensitivity
C) Administrative skills
D) Athletic programs

Q.5   Why is early childhood development knowledge essential for elementary school educators?
A) To manage school finances
B) To understand curriculum design
C) To promote holistic student development
D) To oversee extracurricular activities

Q.6   Teacher education at the elementary level aims to foster _____-centered educational practices that prioritize the holistic development of young learners.

Q.7   One of the objectives of teacher education is to equip educators with effective _____ skills suitable for teaching young children.

Q.8   The Kothari Commission emphasized the importance of integrating _____-based learning approaches into elementary education.

Q.9   Formative assessment techniques in teacher education provide timely feedback to support _____ progress and learning outcomes.

Q.10   Cultural sensitivity and understanding of _____ diversity are crucial for promoting inclusive educational practices at the elementary level.

3.4   AIMS AND OBJECTIVES OF TEACHER EDUCATION AT SECONDARY LEVEL WITH REFERENCES TO KOTHARI COMMISSSION

The aims and objectives of teacher education at the secondary level, as highlighted by the Kothari Commission (1964-66) in India, focus on preparing educators who can meet the educational needs and challenges specific to secondary education. Here's an overview:

Aims of Teacher Education at Secondary Level

1.   **Professional Competence**: To develop teachers who are professionally competent in their subject areas, pedagogical methods, and educational psychology. This includes a deep understanding of the content they teach and effective instructional strategies.

2.   **Understanding of Adolescents**: To equip teachers with knowledge and skills to understand the psychological and developmental characteristics of adolescents. This enables them to cater to the unique needs of secondary school students in their academic, social, and emotional development.

3.   **Promotion of Critical Thinking**: To foster critical thinking skills among teachers, enabling them to encourage analytical and independent thinking among students. This is essential for preparing students to navigate complex issues and make informed decisions.

4.   **Cultural and Social Sensitivity**: To promote cultural sensitivity and social awareness among teachers, ensuring they respect and understand the diversity of students' backgrounds, languages, and cultures.

5.   **Preparation for Citizenship**: To prepare teachers to instill values of citizenship, democracy, and social responsibility among students. This includes promoting civic engagement, ethical behavior, and respect for democratic principles.

Objectives of Teacher Education at Secondary Level

1.   **Subject Knowledge**: To deepen teachers' subject knowledge in their respective disciplines, ensuring they have a strong foundation to teach secondary school curriculum effectively.

2.   **Pedagogical Skills**: To develop pedagogical skills that enable teachers to employ varied teaching methods, instructional techniques, and assessment strategies suitable for secondary level students.

3.   **Practical Experience**: To provide practical experience through supervised teaching practice (student teaching) and fieldwork, allowing teachers to apply theoretical knowledge in real classroom settings.

4.   **Professional Ethics**: To cultivate professionalism and ethical conduct among teachers, emphasizing integrity, respect for students, colleagues, and the profession.

5.   **Continued Professional Development**: To promote ongoing professional development through workshops, seminars, and advanced training programs. This helps teachers stay updated with emerging educational trends, research, and best practices.

References to Kothari Commission

The Kothari Commission (1964-66), officially known as the Education Commission, was established by the Government of India to examine the Indian education system from primary to university level. It emphasized the importance of quality education for national development and outlined several recommendations to improve education, including teacher education. Specifically, the Commission advocated for:

•   **Improving teacher training institutions**: Upgrading teacher training colleges and institutes to ensure they provide comprehensive preparation for educators.

- **Enhancing curriculum**: Developing a curriculum for teacher education that integrates theoretical knowledge with practical experience, reflective practice, and continuous professional development.
- **Promoting educational research**: Encouraging research in education to inform teaching practices and educational policies.
- **Addressing teacher shortages**: Addressing the shortage of qualified teachers by expanding teacher training facilities and improving recruitment and retention strategies.

In conclusion, teacher education at the secondary level, as envisioned by the Kothari Commission, aims to produce competent, reflective, and ethical educators who can effectively meet the diverse educational needs of secondary school students and contribute to national development through quality education.

SELF-CHECK EXERCISE-2

Q.1 What is a primary focus of teacher education at the secondary level?
A) Play-based learning
B) Advanced subject knowledge
C) Early childhood development
D) Curriculum design

Q.2 Which aspect of teacher education at the secondary level emphasizes understanding adolescent development?
A) Early childhood psychology
B) Pedagogical techniques
C) Educational technology
D) Adolescent psychology

Q.3 What is a key objective of teacher education programs at the secondary level?
A) Promoting inclusive education
B) Integrating technology in teaching
C) Play-based learning strategies
D) Advanced research skills

Q.4 According to the Kothari Commission, teacher education at the secondary level should prepare educators to engage in which of the following?
A) Community service projects
B) Athletic programs
C) Research and scholarship
D) Administrative duties

Q.5 Why is professional development important for secondary school teachers?
A) To manage school facilities
B) To advance pedagogical skills
C) To promote early childhood education

D) To supervise extracurricular activities

Q.6 Teacher education at the secondary level focuses on enhancing _____ knowledge and expertise in specific academic disciplines.

Q.7 Understanding _____ development is crucial for secondary school educators to effectively support adolescent learners.

Q.8 Integrating _____ into teaching practices is a key objective of teacher education programs at the secondary level.

Q.9 The Kothari Commission emphasized the importance of preparing educators for _____ and scholarly contributions in their fields.

Q.10 Ongoing professional development helps secondary school teachers stay updated with _____ trends and innovative teaching methods.

3.5 AIMS AND OBJECTIVES OF TEACHER EDUCATION AT COLLEGE LEVEL WITH REFERENCES TO KOTHARI COMMISSION

At the college level, teacher education aims to prepare educators who can meet the specialized demands of higher education institutions. The Kothari Commission (1964-66) in India highlighted specific aims and objectives for teacher education at this level, emphasizing the unique needs and roles of college educators. Here's an overview:

Aims of Teacher Education at College Level

1. **Advanced Subject Knowledge**: To deepen teachers' knowledge and expertise in specific academic disciplines, enabling them to teach higher-level courses effectively.

2. **Pedagogical Skills**: To develop advanced pedagogical skills that align with the teaching methods and instructional strategies appropriate for college-level students.

3. **Research and Scholarship**: To cultivate research and scholarly abilities among educators, encouraging them to contribute to their academic disciplines through research, publications, and intellectual contributions.

4. **Professional Development**: To promote continuous professional development among college educators, enabling them to stay current with developments in their fields and educational practices.

5. **Leadership and Mentorship**: To prepare educators for leadership roles within academic institutions, including administrative responsibilities and mentorship of junior faculty.

Objectives of Teacher Education at College Level

1. **Curriculum Design**: To equip educators with the ability to design and develop curriculum frameworks that align with academic standards and promote student learning outcomes.

2. **Assessment and Evaluation**: To enhance educators' skills in designing effective assessment methods and tools, ensuring fair evaluation of student learning and achievement.

3.   **Technology Integration**: To integrate educational technologies into teaching practices, fostering innovative approaches to instruction and enhancing student engagement and learning outcomes.

4.   **Critical Thinking and Inquiry**: To foster critical thinking, analytical skills, and a spirit of inquiry among college educators and their students.

5.   **Ethical and Professional Standards**: To uphold ethical standards and professional conduct among college educators, promoting integrity, academic honesty, and respect for diversity within the academic community.

References to Kothari Commission

The Kothari Commission (1964-66) recognized the crucial role of higher education in national development and emphasized several recommendations related to teacher education at the college level:

Quality of Faculty: Emphasized the need for recruiting and retaining qualified faculty members who possess advanced academic qualifications and teaching abilities.

Improving Pedagogical Training: Advocated for enhancing teacher training programs at the college level to include pedagogical methods suitable for higher education.

Research and Innovation: Encouraged colleges to promote research culture among educators, facilitating their engagement in scholarly activities that contribute to knowledge creation and dissemination.

Professional Development: Stressed the importance of continuous professional development for college educators to keep abreast of emerging trends, research findings, and advancements in their disciplines.

Curriculum Reforms: Recommended revising and updating college curricula to reflect current academic standards, interdisciplinary approaches, and global perspectives.

In conclusion, teacher education at the college level, as envisioned by the Kothari Commission, aims to produce skilled, knowledgeable, and ethically responsible educators who can effectively contribute to the academic and intellectual growth of students in higher education institutions.

SELF-CHECK EXERCISE-3

Q.1   What is a primary focus of teacher education at the college level?
A) Early childhood development
B) Advanced research skills
C) Pedagogical techniques for elementary schools
D) Play-based learning strategies

Q.2   Which aspect of teacher education at the college level emphasizes curriculum design and development?
A) Adolescent psychology
B) Subject-specific knowledge
C) Educational technology integration

D) Pedagogical techniques

Q.3 What is a key objective of teacher education programs at the college level?

A) Promoting inclusive education practices

B) Integrating technology in elementary classrooms

C) Enhancing leadership and mentorship skills

D) Developing early childhood development strategies

Q.4 According to the Kothari Commission, teacher education at the college level should prepare educators for which of the following?

A) Athletic coaching roles

B) Research and scholarly contributions

C) Community service projects

D) Administrative duties

Q.5 Why is ongoing professional development important for college-level teachers?

A) To manage elementary school facilities

B) To advance pedagogical techniques

C) To promote adolescent psychology

D) To supervise play-based learning activities

Q.6 Teacher education at the college level focuses on developing advanced _____ knowledge and expertise in specific academic disciplines.

Q.7 Understanding _____ development is crucial for college-level educators to effectively support higher education students.

Q.8 Integrating _____ into teaching practices is a key objective of teacher education programs at the college level.

Q.9 The Kothari Commission emphasized the importance of preparing educators for _____ and scholarly contributions in their fields.

Q.10 Ongoing professional development helps college-level teachers stay updated with _____ trends and innovative teaching methods.

3.6 SUMMARY

INDIAN EDUCATION COMMISSION (1964-66) observed that of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character to teachers are undoubtedly the most significant. The commission thereof recommended better pay scales, stimulating condition and a sound programme of professional education of teachers. It Recommended that:

1. Removing the isolation of teacher training programmes by;

a) Recognizing education as an independent discipline and to introduce education as an elective subject in under graduate courses.

b)   Departments of education to be established in selected universities in order to develop teacher education studies and research in education through collaboration with other universities disciplines (inter-disciplinary approach).

c)   Extension work should be regarded as an essential function of a teacher education institution and therefore each teacher education institution must have extension service department for pre primary, primary and secondary school teacher education.

d)   Effective alumni association should be established to bring old student and faculty together.

e)   Practice teaching for teachers under training should be organized in active collaboration with selected schools named as cooperating schools and special grant for equipment and supervision should be given to them.

f)   Periodic exchange should be arranged between staff of these cooperating schools and teachers of training institutions.

g)   Implementations of phased programmes of upgrading all training institutions to the university level.

h)   Establishment of comprehensive colleges of education in each state education on a planned basis.

i)   Establishment of state board of teacher education (SBTE) in each state to look after teacher education at all levels.

j)   No disparity in teacher education at different levels and teacher education in different fields as art, craft, physical education etc.

k)   The quality of professional education should be improved.

l)   Duration of teacher education should be two years for primary level and one year for secondary level. The state boards of teacher education should help in revising the present curricula.

m)   New professional courses to re-orientate head masters and teacher educators in their specialty.

n)   The quality of teacher education should be improved in the following ways:

•   The staff of teacher education colleges should have double master's degree one in academic subject and another in education, preferably with doctoral degree.

•   Qualified specialists in subjects like psychology, sociology, science or mathematics must be appointed in the staff.

•   Summer institute should be organized for in service training of the staff.

•   No students should be allowed to specialize in the teaching of the subject unless he has studied it for his first degree.

•   The teachers should at least posses first or good second class and adequate scholarship should be provided to them.

- The staff in institutions for training primary teachers should hold a master's degree either in education or in an academic subject as well as B.Ed. and should have undergone special induction courses in teacher education at primary level.

- Primary teachers should be at least matriculate, exceptions may be made to women teachers and teachers in tribal areas.

- Liberal concessions and leave should be given to those teachers who want to improve their qualification through correspondence courses.

- All tuition fees in training institution should be abolished and liberal provisions should be made for stipend and loans.

- Every training institution should have an experimental or demonstration school attached to it.

- Libraries, Laboratories, workshops etc. should be improved and adequately equipped in all training institutions at all levels.

2.   The training facilities should be expanded on priority basis so that every teacher is either professionally trained at the time of appointment or gets professional training within three years of his appointment. From this point of view the teachers should be provided with part time facilities and correspondence courses of the full time standard so that the backlog of the untrained teachers can be cleared up at an early date.

3.   At the national level UGC should take the responsibility for the maintenance of standards in teacher education. Therefore, the government should allocate sufficient funds to UGC for the improvement of the standards in teacher education at the university level. The UGC should also set up a joint standing committee for teacher education, in collaboration with NCERT, with competent professional personnel who can raise the standards of teacher education.

As a result of the suggestions of the education commission 1964-1966 some changes had been introduced in teacher education. An M.A. degree in education was introduced in some universities such as Aligarh, Kurukshetra, Kanpur, Punjab and at some other universities of U.P. Some universities introduced summer schools and correspondence courses also to meet the backlog of untrained teachers, while some other states have set up state boards of teacher education.

Duration of training course

The duration of the professional courses should be of two years for primary teachers, who have completed the secondary school course. It should be of one year for the graduate students, but the number of working days in a year should be increased to 230 days.

(ii). the state-boards of teacher-education should conduct a survey of teacher education programme and curricula and initiate the necessary revision.

(iii). New, professional courses must be developed, to orientate headmasters and teacher educators to their special field of work.

(iv). The post-graduate course in education should be flexible and be planned to promote an academic and scientific study of education and to prepare personal for specific fields, requiring special knowledge and initiative. The duration of courses should be increased to three terms. Quality is crucial at this stage and only institutions having properly qualified staff and facilities should be allowed to conduct them.

Improving the quality of training institutions.

The commission has a recommended that early steps should be taken to improve training institutions on the following lines

(i) Primary teachers.

(ii) Secondary teachers.

(iii) General

(iv) Other teachers

Expansion of training facilities. Kothari Commission recommended that training facilities should be expanded on a priority basis. The objective should be to ensure that every teacher in a primary or secondary school is either already trained at the time of his appointment or receives such training within three years of his appointment.

In-service education of school teachers:

(i). A large-scale and co-ordinate programme of in-service education for teacher should be organized by universities, training institutes and teachers organizations for teachers at all levels. The target should be that every tteacher will receive at least two or three months, in-service education in every five years of his service.

(ii). The programme of summer institutes for the in-service training of secondary school teachers should be extended, with systematic follow-up and active collaboration among the agencies concerned.

3.7   GLOSSARY

Leadership and Mentorship: Roles and responsibilities involving guiding and supporting students, junior faculty, and colleagues within academic settings.

Professional Development: Ongoing learning activities and experiences that enhance educators' knowledge, skills, and effectiveness in teaching and research.

Inclusive Education: A philosophy and approach that ensures all students, regardless of background or abilities, have access to and participate in meaningful learning experiences.

Ethical Standards: Codes of conduct and principles that guide educators' behavior, interactions with students and colleagues, and decision-making processes.

Continuous Improvement: The process of regularly evaluating and enhancing teaching practices, curriculum, and educational experiences based on feedback and reflection.

3.8   ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) Fostering child-centred education

Answer2: A) Advancing pedagogical skills

Answer3: B) Formative assessment techniques

Answer4: B) Cultural sensitivity

Answer5: C) To promote holistic student development

Answer6: child

Answer7: pedagogical

Answer8: play

Answer9: student

Answer10: cultural

Exercise-2

Answer1: B) Advanced subject knowledge

Answer2: D) Adolescent psychology

Answer3: B) Integrating technology in teaching

Answer4: C) Research and scholarship

Answer5: B) To advance pedagogical skills

Answer6: subject

Answer7: adolescent

Answer8: technology

Answer9: research

Answer10: current

Exercise-3

Answer1: B) Advanced research skills

Answer2: D) Pedagogical techniques

Answer3: C) Enhancing leadership and mentorship skills

Answer4: B) Research and scholarly contributions

Answer5: B) To advance pedagogical techniques

Answer6: subject

Answer7: curriculum

Answer8: technology

Answer9: research

Answer10: current

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3.10 TERMINAL QUESTIONS

Q.1   Discuss the aims and objectives of teacher education at the elementary level, referring to the recommendations made by the Kothari Commission. How do these aims and objectives address the developmental needs of young learners?

Q.2   Analyze the objectives of teacher education at the secondary level as recommended by the Kothari Commission. How do these objectives contribute to preparing students for higher education and career readiness?

Q.3   Evaluate the objectives of teacher education at the college level as proposed by the Kothari Commission. How do these objectives enhance the quality of tertiary education and promote research and professional development?

Unit – 4   TEACHER EDUCATION WITH SPECIAL REFERENCE TO NPE, 1986

Structure

4.1   INTRODUCTION

"The status of teacher reflects the socio- cultural background of the society, it is said that no people can rise above the level of its teachers the government and the community should endeavor to create conditions which will help, motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to device appropriate methods of communications and activities relevant to the needs and capabilities of and the concerns of the community."

Reorganization of Elementary Teacher Education

An important change in the educational system will be brought about by the radical transformation of the present system of Elementary Teacher Education institution would include:

➢   Pre-Service and in-service education of teachers for the formal school system.

Inducation level and continuing education of Non- Formal and Adult Education Instructors and Supervisors.

➢   Training and Orientation of heads of institutions in institutional planning and management and micro level planning.

➢   Orientation of community leaders, functionaries of Voluntary organization and others influencing school level education.

➢   Academic support to school complexes and District Boards of Education.

➢   Action research and experimentation work.

➢   Serving as evaluation center for primary and upper primary schools as well as Non-Formal and Adult Education Programme.

➢   Provision of services of a resources and learning centre for teachers and instructors.

➢   Consultancy and advice.

Role of State Governments:

Each state government will set up immediately a Task Force for making an assessment of the number of institutions of this nature required in the state keeping in view of the various relevant programme of action. The task force will also identify the existing institutions which can be developed as direct institutes of education and training. As DIETs get established, substandard institutions would be phased out.

The DIET will perform all the functions mentioned in the preceding paragraph. The Head of a DIET would be of the status of a principal of a degree College/B.Ed. College and most of the faculty members would be persons with background in elementary education. Special selection procedures will be established to ensure that ablest persons are selected, given higher scales of pay and are reoriented in co-operation with NCERT, NIEPA, SCERTs, University Departments of Education, some outstanding an integral part of DIET for which additional faculty will be provided. On this programme, Central Government will meet a major share in funding.

Facilities of latest technology such as computer-based learning, VCR, TV, etc., will be Provided at DIETs. The teachers receiving training at DIETs would be encouraged to develop their own Programmes using the Facilities available at DIETs and to use this material as instructional recourses. Capability for making copies of videos cassettes, etc., would also be provided in these institutes. Besides, imaginative use of traditional teaching aids would be emphasised and teachers encouraged to improvise their own instructional materials.

Secondary Teachers Education:

The responsibility for secondary teacher education would continue to rest which colleges of teacher's education affiliated to universities. The university in co-operation with NCTE will exercise responsibility for academic aspects including conduct of examinations, award of degrees and ensuring quality of secondary teacher education institutions. These institutions would also be responsible for continuing education programmes for secondary teachers. Some Colleges of teacher Education will be developed as comprehensive institutions organising programmes for primary teachers education and possible also, 4 years' integrated courses after higher secondary stage, in addition to the usual B.Ed./M.Ed. courses. These comprehensive institution would also be provide facilities and staff for undertaking research and to supplement the effort of State Councils of Educational Research and Training (SCERT). In order to promote innovations and experimentation, good colleges and departments of education universities will also be given autonomous status.

In-Service of Teachers- a great deal of responsibilities would be given to SCERTs. They would have the major role of planning, sponsoring monitoring evaluating the in-service education programme for all levels of teachers, instructors arise from several sources, such as changing national goals, revision of school curricula additional inputs in teaching-learning system inadequate back-ground of teachers, etc. The state level agency would take cognizance of all the needs before preparing a programme of in service education for a given period of time.

SCERTs would also prepare suitable material for in-service education of teachers, undertake orientation of key for teachers' in vocational stream should also taken by SCERTs.

The district Institutes of Education and (DIET) Training for the primary level would be the major agency to conduct the programmes of in-service education for primary teachers; assistance would be sought from school complexes in the district. In case of secondary school teachers, the programmes would be extended through teacher training institution and the Centers for Continuing Education. The District level education officer will helps in effective conduct of the programmes.

All in-service education programmes cannot be organised in face to face modality, especially in view of the numbers involved. Distance in service education will be prepared and extended with the help of board casting agencies. SCERTs would be equipped with necessary recourses for production of learning material other than print. Minimum essential equipment to record audio, video programmes would be provided to each SCERT. The comprehensive college of education as well as DIETs would also be providing production facilities in a phased manner. The production facilities at DIETs and the colleges many not be of professional quality which would produce material which can be used in its own training programmes and can also be shared by other sister organisation. Experiences especially those of voluntary organisations should be drawn upon in designing courses, development of material and strategies for in-service education.

Cadre of Teacher Educators-

A separate cadre will be created for appointment of staff in SCERTs. Secondary Teacher Education Institutions and DIETs. Persons selected to this cadre will receive incentives such as housing and placement in a higher scale of pay. Special arrangements will be made to ensure continuing education of these persons. An interchange will also be organised between teaching and teacher education. Sufficient number of supernumerary/ reserve position will be created in school to enable from this cadre to go as teachers for 1-2 years every 4-5 years.

The National Policy on Education (NPE), 1986 brought about a breakthrough in the field of Teacher Education in India in general and in Orissa in particular. It has rightly remarked, "Teacher Education is a condensed process and its pre-service and in-service components are inseperable. As the first step, the system of Teacher

Education will be overhauled. The new programmes of Teacher Education will emphasise continuing Education, and the need for teachers to meet the thrusts envisaged in this policy". Accordingly, the District Institutes of Education and Training (DIET) were established with a capability to organise pre-service and in-service course for elementary School Teachers and for the personnel working in non-formal and Adult Education. The Training Colleges were upgraded and were renamed as colleges of Teacher Education (CTE) and a few selected of them as Institutes of advance Studies in Education (IASE).The SCERTs both at the state and National level were strengthened to provide necessary resources and capability to provide guidance and leadership regarding curricula and methods of teaching. In order to remove isolation among the training institutions, attempt was made for net-working arrangements for teacher education improvement.

As a result of the implementation of the NPE, 1986, there was unprecedented quality improvement of Teacher Education in the State and 11 government Secondary Training schools were upgraded to District Institutes of Education and Training (DIT) for conducting both in-service training course for the primary schools.

In pursuance of the Programme of Action (POA), 1986, steps were taken for pre-service education of teachers for the formal school system. The infrastructure of all Training institutes was improved in various aspects.

The National Council of Teacher Education (NCTE) established in 1993 became a statutory body for achieving planned and co-ordinated development of teacher education (TE) regulation and proper maintenance of norms and standards in TE.

Ramamurthy Committee (1990) reviewed the NPE 1986 and recommended on overhauling the teacher education system. It suggested that the selection of trainees should be regarded through stringent aptitude and attainment tests and not merely on university or grade work. The training should be competence based and there should be an integration of theory and practice for situational applications. It further suggested that first degree in teacher education should not be given through correspondence education.

As per the latest information given by NCTE (2013-14) there were only 304 colleges / university departments in the country, which were recognized by this body.

Nowadays, keeping in view the importance of quality teacher education, central government formed regional colleges of education at Ajmer, Bhubneshwar, Bhopal and Mysore which are now designated as Regional Institutes of Education. Respective state donated hundred acres of land for the colleges, later a demonstration school were also started in each the campus.

These institutes are not teachers training institutes in the limited sense of the term but constitute part of a programme launched by NCERT to improve and enrich primary and secondary education in the country.

Many state institutes of education were also set up in different states for research in elementary education, organization of conferences and seminars and to provide extension service to training institutions for in service secondary teachers. The integrated approach to teacher education is also being provided at selected places i.e. RIE's.

Teacher education at the elementary level, as outlined by the National Policy on Education (NPE), 1986, aims to prepare educators who can effectively teach and nurture young children in primary and elementary schools. Here are the aims and objectives of teacher education at the elementary level, referencing the NPE, 1986:

Aims of Teacher Education at Elementary Level

1. **Child-Centered Education**: To promote child-centered educational practices that prioritize the holistic development of young learners, including cognitive, social, emotional, and physical aspects.

2. **Foundational Knowledge and Skills**: To equip educators with foundational knowledge in subjects such as language, mathematics, environmental studies, and social sciences, essential for teaching at the primary and elementary levels.

3. **Pedagogical Competence**: To develop pedagogical competencies that enable teachers to employ developmentally appropriate teaching methods, instructional strategies, and classroom management techniques suitable for young children.

4. **Cultural Sensitivity and Inclusive Practices**: To foster an understanding of the diverse backgrounds, languages, cultures, and learning needs of elementary school students, ensuring inclusive educational practices.

5. **Ethical and Professional Values**: To instill ethical values, professionalism, and a commitment to educational equity and social justice among elementary school educators.

Objectives of Teacher Education at Elementary Level

1. **Early Childhood Development**: To enhance educators' understanding of early childhood development theories and practices, facilitating effective teaching and support for young children.

2. **Language and Literacy Skills**: To develop educators' abilities to promote language acquisition, literacy skills, and communication abilities among elementary school students.

3. **Play-Based Learning**: To integrate play-based learning approaches into teaching practices, recognizing the importance of play in fostering creativity, social skills, and cognitive development.

4. **Collaborative and Inclusive Practices**: To cultivate collaborative teaching practices that involve parents, communities, and educational stakeholders in supporting children's learning and development.

5. **Assessment for Learning**: To equip educators with skills in formative assessment techniques that provide timely feedback and support student progress and learning outcomes.

References to NPE, 1986

The NPE, 1986 emphasized several recommendations relevant to elementary teacher education:

- **Integrated Approach**: Advocated for an integrated approach to elementary education that connects formal schooling with community-based learning experiences, promoting holistic child development.

- **Curriculum Adaptation**: Recommended adapting the curriculum to the needs and interests of young learners, emphasizing active learning, creativity, and practical skills.

- **Teacher Preparation**: Emphasized the importance of comprehensive teacher preparation programs that combine theoretical knowledge with practical teaching experiences, including supervised practice in elementary classrooms.

- **Continuing Education**: Stressed the need for ongoing professional development and support for elementary school teachers to update their knowledge and skills, particularly in innovative teaching methods and child psychology.

- **Equitable Access**: Called for efforts to ensure equitable access to quality elementary education for all children, regardless of their socio-economic background or geographical location.

In summary, teacher education at the elementary level, as guided by the NPE, 1986, aims to prepare educators who are competent, compassionate, and committed to nurturing young children's intellectual, emotional, and social development during their formative years of schooling.

SELF CHECK EXERCISE-1

Q.1   What is the primary aim of teacher education at the elementary level according to the NPE, 1986?

A) Enhancing subject specialization

B) Promoting early childhood education

C) Introducing standardized testing methods

D) Focusing on secondary curriculum development

Q.2   Which objective is emphasized in teacher education programs at the elementary level to support inclusive practices?

A) Cultural sensitivity training

B) Research orientation

C) Athletic coaching certification

D) Technology integration

Q.3   Why does the NPE, 1986, stress the integration of play-based learning in teacher education at the elementary level?

A) To reduce teacher workload

B) To enhance student engagement and creativity

C) To implement rigid disciplinary methods

D) To promote standardized assessments

Q.4   According to the NPE, 1986, what is essential for elementary teachers to effectively support student learning and development?

A) Pedagogical rigidity

B) Understanding of adolescent psychology

C) In-depth subject specialization

D) Knowledge of early childhood development

Q.5   Which aspect of professional development is highlighted for elementary school teachers according to the NPE, 1986?

A) Supervisory skills

B) Continuous learning and improvement

C) Classroom management techniques

D) Research methodology

4.4   AIMS AND OBJECTIVES OF TEACHER EDUCATION AT SECONDARY LEVEL WITH REFERENCES TO NPE, 1986

Teacher education at the secondary level aims to prepare educators who can effectively teach and support students in grades 9-12, addressing their academic, social, and emotional needs. The National Policy on Education (NPE) in India, formulated in 1986 and revised in 1992, provides guidelines and objectives for teacher education at various levels, including secondary education. Here are the aims and objectives of teacher education at the secondary level, referencing the NPE, 1986:

Aims of Teacher Education at Secondary Level

1.   **Subject Competence**: To develop teachers' deep and comprehensive knowledge in specific subjects taught at the secondary level, ensuring proficiency in subject matter content.

2.   **Pedagogical Skills**: To equip teachers with effective pedagogical techniques and instructional strategies suitable for diverse learning styles and needs of secondary school students.

3.   **Professional Ethics**: To instill ethical values, professionalism, and a commitment to educational equity and social justice among secondary school educators.

4.   **Understanding of Adolescent Development**: To enhance teachers' understanding of adolescent psychology and developmental stages, facilitating effective classroom management and student support.

5.   **Integration of Technology**: To prepare teachers to integrate educational technologies into teaching practices, enhancing learning experiences and preparing students for the digital age.

Objectives of Teacher Education at Secondary Level

1.   **Curriculum Development**: To enable teachers to design and adapt curriculum frameworks that align with national educational goals, standards, and student needs.

2.   **Assessment Practices**: To equip teachers with skills in designing and implementing effective assessment methods, including formative and summative assessments, to measure student learning and progress.

3.   **Inclusive Education**: To promote inclusive practices that accommodate diverse student populations, including those with disabilities, ensuring equal access to quality education.

4.   **Professional Development**: To provide opportunities for continuous professional development through workshops, seminars, and advanced training programs, keeping teachers updated with evolving educational practices.

5.   **Community Engagement**: To encourage collaboration between schools, families, and communities to support students' holistic development and educational success.

References to NPE, 1986

The NPE, 1986 emphasized several recommendations relevant to secondary teacher education:

- **Quality Improvement**: Advocated for improving the quality of secondary education by enhancing the quality of teacher education programs.

- **Teacher Preparation**: Emphasized the need for rigorous teacher preparation programs that integrate theoretical knowledge with practical teaching experience.

- **Educational Technology**: Highlighted the role of educational technology in transforming teaching and learning processes at the secondary level, promoting its integration into teacher education programs.

- **Inclusive Education**: Promoted inclusive education policies and practices to ensure equal educational opportunities for all students, regardless of background or abilities.

- **Professional Standards**: Stressed the importance of maintaining high professional standards among teachers, including ethical conduct, continuous professional development, and commitment to educational excellence.

In conclusion, teacher education at the secondary level, as guided by the NPE, 1986, aims to prepare competent, knowledgeable, and ethically responsible educators who can meet the diverse educational needs of secondary school students and contribute to national development through quality education.

SELF CHECK EXERCISE-2

Q.1   What is the primary aim of teacher education at the secondary level according to the National Policy on Education (NPE), 1986?

A) Developing early childhood skills

B) Enhancing subject competence

C) Integrating primary education methods

D) Promoting administrative abilities

Q.2   Which objective is emphasized in teacher education programs as per the NPE, 1986, to cater to diverse student populations?

A) Enhancing community engagement

B) Promoting research skills

C) Facilitating inclusive education

D) Advancing technology integration

Q.3   What aspect of professional development is highlighted for secondary school teachers in accordance with the NPE, 1986?

A) Cultural sensitivity training

B) Athletic coaching certification

C) Continuous learning and improvement

D) School management techniques

Q.4   According to the NPE, 1986, what is essential for secondary teachers to effectively support student learning and development?

A) Curriculum standardization

B) Pedagogical rigidity

C) Understanding of adolescent psychology

D) Promoting early childhood education

Q.5   Why does the NPE, 1986, emphasize the integration of technology in teacher education at the secondary level?

A) To minimize teacher workload

B) To enhance teaching effectiveness

C) To reduce classroom size

D) To increase administrative efficiency

4.5 AIMS AND OBJECTIVES OF TEACHER EDUCATION AT COLLEGE LEVEL WITH REFERENCES TO NPE, 1986

Teacher education at the college level aims to prepare educators who can meet the diverse academic, intellectual, and developmental needs of students in higher education settings. The National Policy on Education (NPE), 1986, in India provides guidelines and objectives for teacher education at various levels, including college education. Here are the aims and objectives of teacher education at the college level, referencing the NPE, 1986:

Aims of Teacher Education at College Level

1. **Advanced Subject Knowledge**: To equip educators with deep and specialized knowledge in their respective academic disciplines, ensuring they can teach at the college level effectively.

2. **Pedagogical Excellence**: To develop advanced pedagogical skills and instructional strategies that foster critical thinking, creativity, and independent learning among college students.

3. **Research Orientation**: To cultivate a research-oriented mindset among educators, encouraging them to engage in scholarly activities, contribute to knowledge creation, and mentor students in research.

4. **Professional Development**: To provide continuous professional development opportunities that enable educators to stay updated with emerging educational trends, technologies, and pedagogical innovations.

5. **Leadership and Mentorship**: To prepare educators for leadership roles within academic institutions, including curriculum development, policy implementation, and mentorship of junior faculty.

Objectives of Teacher Education at College Level

1. **Curriculum Design and Development**: To enable educators to design and develop curriculum frameworks that align with national educational goals, interdisciplinary approaches, and global perspectives.

2. **Technology Integration**: To integrate educational technologies effectively into teaching practices, enhancing instructional delivery, student engagement, and learning outcomes.

3. **Assessment and Evaluation**: To equip educators with skills in designing and implementing fair and valid assessment methods that measure student learning, progress, and achievement.

4. **Inclusive Education Practices**: To promote inclusive educational practices that accommodate diverse student populations, including those with disabilities, ensuring equitable access to higher education.

5. **Ethical and Professional Standards**: To uphold ethical standards, professionalism, and commitment to educational excellence among college educators, fostering a positive learning environment.

References to NPE, 1986

The NPE, 1986 emphasized several recommendations relevant to college-level teacher education:

-   **Quality Improvement**: Advocated for enhancing the quality of higher education by improving the quality of teacher education programs and faculty expertise.

-   **Curriculum Reforms**: Stressed the importance of curriculum reforms at the college level to make education more relevant, responsive, and reflective of national goals and societal needs.

- **Educational Technology**: Highlighted the role of educational technology in transforming higher education, promoting its integration into teacher education programs to enhance teaching-learning processes.
- **Research and Development**: Emphasized the need for promoting research and development in higher education institutions, including teacher education, to address emerging challenges and opportunities.
- **Professional Competence**: Recognized the importance of developing professional competence among college educators through continuous professional development and training programs.

SELF CHECK EXERCISE-3

Q.1   What is a primary aim of teacher education at the college level according to the NPE, 1986?
A) Promoting early childhood education
B) Enhancing subject competence
C) Introducing play-based learning
D) Implementing standardized testing

Q.2   Which objective is emphasized in teacher education programs at the college level to foster critical thinking among students?
A) Curriculum standardization
B) Research orientation
C) Athletic coaching certification
D) Pedagogical rigidity

Q.3   Why does the NPE, 1986, stress the integration of educational technology in teacher education at the college level?
A) To reduce administrative workload
B) To enhance teaching effectiveness
C) To minimize teacher training
D) To increase classroom size

Q.4   According to the NPE, 1986, what is essential for college-level teachers to support student learning effectively?
A) Pedagogical rigidity
B) Understanding of early childhood development
C) In-depth subject knowledge
D) Cultural sensitivity training

Q.5   Which aspect of professional development is highlighted for college-level teachers according to the NPE, 1986?
A) Supervisory skills
B) Continuous learning and improvement
C) Classroom management techniques

D) Curriculum design and development

4.6 SUMMARY

NPE 1986 aims to cultivate educators capable of nurturing young children's holistic development during their foundational years of schooling. The primary aim is to promote early childhood education through comprehensive teacher preparation programs that emphasize understanding child psychology, integrating play-based learning approaches, and fostering cultural sensitivity to cater to diverse student needs. The objectives underscore the importance of developing pedagogical competencies that facilitate inclusive practices, enhance language and literacy skills, and employ formative assessment techniques to support student learning. Continuous professional development is emphasized to keep educators abreast of evolving educational practices and research, ensuring they maintain high standards of teaching excellence and effectively contribute to the educational growth and well-being of elementary school students. This approach aligns with the NPE, 1986's broader goals of providing equitable access to quality education and preparing educators who are not only knowledgeable but also compassionate and dedicated to shaping young minds positively.

4.7 GLOSSARY

Holistic Development: The overall growth and well-being of children, encompassing intellectual, emotional, social, and physical aspects, supported through comprehensive educational experiences.

Continuous Professional Development: Lifelong learning activities and opportunities that educators engage in to enhance their knowledge, skills, and teaching practices, keeping up with advancements in education.

4.8 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) Promoting early childhood education

Answer2: A) Cultural sensitivity training

Answer3: B) To enhance student engagement and creativity

Answer4: D) Knowledge of early childhood development

Answer5: B) Continuous learning and improvement

Exercise-2

Answer1: B) Enhancing subject competence

Answer2: C) Facilitating inclusive education

Answer3: C) Continuous learning and improvement

Answer4: C) Understanding of adolescent psychology

Answer5: B) To enhance teaching effectiveness

Exercise-3

Answer1: B) Enhancing subject competence

Answer2: B) Research orientation

Answer3: B) To enhance teaching effectiveness

Answer4: C) In-depth subject knowledge

Answer5: B) Continuous learning and improvement

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4.10 TERMINAL QUESTIONS

Q.1 Discuss the importance of play-based learning in early childhood education. How can play-based approaches be integrated into elementary teacher education programs?

Q.2 Explain the concept of inclusive education in the context of elementary schools. What strategies can elementary school teachers employ to create inclusive learning environments that cater to diverse student needs?

Q.3 Discuss the significance of cultural sensitivity in elementary teacher education. How can elementary educators promote cultural awareness and inclusivity in their classrooms?

Q.4 Explore the impact of educational technology on elementary education. What are the benefits and challenges of integrating technology into elementary classrooms, and how can teacher education programs prepare educators to effectively use technology in teaching?

Unit – 5 TEACHER EDUCATION WITH SPECIAL REFERENCE TO POA, 1992
Structure

5.1 Introduction

5.2 Learning Objectives

5.3 Aims and objectives of Teacher Education at Elementary level with references to POA, 1992
Self-Check Exercise-1

5.4 Aims and objectives of Teacher Education at Secondary level with references to POA, 1992
Self-Check Exercise-2

5.5 Aims and objectives of Teacher Education at College level with references to POA, 1992
Self-Check Exercise-3

5.6 Summary

5.7 Glossary

5.8 Answers to Self Check exercises

5.9 References/Suggested Readings

5.10 Terminal Questions

5.1 INTRODUCTION

The Revised Policy Formulations (RPF) which set forth with modifications to the National Policy on Education, 1986 (NPE, 1986), were placed in both Houses of Parliament on 7th May, 1992. These modifications were evolved through the same consensual process through which the NPE, 1986, was evolved, In July 1991, a Central

Advisory Board of Education (CABE) committee on policy (Janardhana Reddy Committee) under the chairmanship of the Chief Minister belonging to the major political parties and eight educationists, was constituted to review the implementation of the various parameters of the NPE, 1986, taking into consideration the report of the Committee for Review of the NPE (NPERC) and other relevant developments since the policy was formulated. The Janardhan Reddy Committee (JRC), in its report submitted in January 1992, came to the conclusion that while very little of NPE, 1986, required reformulation the Programme of Action (PoA) needed to be revised considerably. At its 47th meeting held on 5-6th May, 1992, the CABE, the historic forum for forging a national consensus on educational issues, considered the JRC report and formulated the RPE, While replying the discussion on the RPF in the Rajya Sabha, on 12th May, 1992, the Minister of Human Resource Development gave an assurance to present a revised PoA (hereafter referred to as PoA), 1992, in the Monsoon Session.

Recommendations of PoA (1992) Regarding Teachers and Their Training (Centrally – Sponsored Scheme of Teacher Education)

While attempts will be made to provide maximum coverage through DIETs/CTEs/ASEs, special orientation programmes for teachers will also be launched and Teachers' Centres and School Complexes will be tried out on pilot basis. The emphasis under the training programmes will be on training in the use of Operation Blackboard materials and orienting the teachers towards Minimum Levels of Learning (MLLs) strategy with a focus on teaching of language, Mathematics and environmental studies.

Under the DIETs, all the districts in the country will be covered by the end of the Eighth Five Year Plan; about 250 CTEs/IASEs will be set up by that period. Efforts will also be made to provide programme support to other STEIS and also to develop training institution not covered under the DIETs/CTEs/IASEs scheme. The SCERTs will be made independent and autonomous, overseeing the functioning of DIETs, DRUs, etc. and the NCTE will be conferred autonomous and statutory status and State Boards of Teacher Education will be set up for effective role in maintaining the standards of teacher training institutions and other related functions.

The norms of Central assistance under the scheme will be reviewed and revised suitably:

(i)   Keeping in view the increased costs and other norm-based requirements; and

(ii)   Formulation by the States of an effective personnel policy and of suitable implementation strategy will be made a precondition for Central assistance. Delegation of powers to the Principals and release of money in time will also be made preconditions. The possibility of releasing funds through autonomous SCERTs will also be explored and encouraged, Encouragement will be given to non-governmental teacher education institutions for up-gradation; the possibility of releasing funds either

directly or through SCERTs or through other agencies will be explored. Efforts will also be made to provide training for pre-school education.

In the area of secondary teacher education, some of the better existing institutions will be provided programme support so that benefit of in-service training could be provided to larger number of secondary teachers. This will be in addition to the existing scheme of CTEs/IASEs.

A special programme will be launched for preparation and production of teaching – learning materials for teacher education in different languages.

The existing programme for teacher educators will be suitably modified taking into account the present day training needs.

In other words following recommendations were made:

National Policy of Education Plan of Action (1992) Recommendations for teacher training

It suggested the following measures in this connection:

- An Indian Education System should be started in consultation with the State Governments.

- The first degree of education for becoming a qualified teacher should be of one year's duration and must not be through correspondence. It must be taught as a course in college or university.

- With the consent of state Government, an educational tribunal should be organised in each state.

- The committee suggested that a plan should be immediately made for organising and making the system work, as suggested by the National Education Policy Part VII.

- In 1992 a revised version of Programme of Action(1986) was evolved with new expectations and perceptions, so that the remaining tasks could be performed more effectively.

The NPE 1992 while discussing the various aspects of education has placed immense trust in the teaching community. Teacher competency, accountability, aptitude and favorable attitude to the profession are to be ensured before teacher training or recruitment takes place. The policy frame work of NPE insists on recruitment of competent teachers and in-service training for the existing teachers which could freshen them up once again. It has stated in clear terms the guidelines to be followed in teacher education and in-service programmes. The POA on teacher education discusses in details, the operationalisation of the policy outlined. Role of the teacher in the educational context requires three aspects, namely training in academic inputs, training in psychological inputs, and research and development. Teacher accountability, competence and innovativeness are insisted upon and teachers should possess in themselves the vital personality traits of motivation and concern. For school teachers, preservice training for the profession is insisted. NPE has also suggested an overhauling and recognisation of teacher-education. Measures for recognizing teacher

education at the various levels are also suggested. SCERTs and NCERT will implement the several programmes of research and training at the State level and from the centre, respectively District institutes of education and training (DIETs) will be established with the capability to organize preservice and in-service courses for elementary school teacher and for the personnel working in non-formal and adult education. The national council of teacher education (NCTE) will be provided the necessary resource capability to accredit institutions of teacher education, and provide guidelines regarding curricula and methods.

POA (1992) Emphasized that –

1.   Teacher selection and trainings, competence, motivation and the conditions of work impinge directly on teachers performance and therefore should be improved with an emphasis on teacher accountability to the pupils, parents community and to their own profession.

2.   Improvement in professional competence through mass orientation, summer camps training packages(to train in operation blackboard and child centered education) etc.

3.   Setting up of DIETs to provide quality preservice and inservice education to teachers and AE/NFE personnel and to conduct research and innovation in these areas.

4.   Up gradation of secondary teacher education institutions (STEIs) into institute of advanced study in education (IASEs) and strengthening colleges of education (CTEs) by the end of March 1992. Accordingly 31 CTEs and 12 IASEs had been sanctioned.

5.   SCERTs to be strengthened with autonomous status with responsibility to manage DIETs, District resource units (DRUs) and Elementary Teacher Education Institutions (ETEIs).

6.   Statutory status to NCTE should be given.

7.   Strengthening of departments of education in the Universities for academic support to IASEs, CTEs, DIETs etc.

8.   Centrally sponsored scheme of Teacher Education suggested. (i) Adequacy of implementation machinery at the state level. (ii) Effective personal policy and prompt filling up of posts with competent persons. (iii) Sufficient financial and administrative delegation to the principal. (iv) Stream lining the provision of funds to institutions. (v) Balance between preservice and inservice training.

Action Plan for Teacher Education

(A)   **Centrally Sponsored Scheme of Teacher Education**:

(1)   To provide inservice education to all the teachers at the interval of five years and cover DIET/CTEs/IASEs. Special orientation programme will be launched at teacher centers and school complexes. The thrust will be on the use of operation black board material and orientation for Minimum learning levels strategy with a focus on teaching language, mathematics and environmental studies.

(2)   Provision of training for pre- school education.

(3)   Inservice training for secondary teacher education in good institutions i.e. CTEs/IASEs.

(4)   Preparation and production of teaching learning materials for teacher education in different languages.

(B)   **Teacher Education**: The existing programme for teacher educators will be suitably modified taking in to account the present day training needs. The induction continuing training programmes for the DIETs/CTEs/SCERTs faculty will be designed and implemented by the NCERT, NIEPA etc.

(C)   **Special Orientation for School Teachers**: This programme would be implemented by NCERT through SCERT and DIETs with revised curriculum, teaching learning materials including audio video materials etc. distance education for teachers will be encouraged training in the use of operation black board material, orientation towards MLL and a focus on teaching of language, mathematics and environmental studies would be made.

(D)   **Strengthening of SCERTs**: For making SCERTs independent and autonomous, recurring and non recurring assistance would be provided on long term basis.

(E)   **NCTE**: it would be given statutory status so that it would be able to fulfill the following objectives: (i) to create mechanism for determination and maintenance of standards of teacher education. (ii) to regulate institution of teacher education with the view to phasing out substandard and malpractising institutions. (iii) to lay emphasis on continuing education of teachers and (iv) to reduce the gap between supply and demand of trained personnel.

The main functions of NCTE would be (a) to lay down norms, standards and guide lines for institutions conducting teacher education such courses and to see to their observance. (b) to promote coordination and linkage amongst various constituents of teacher education system and other related system , promote innovations and research in all areas of teacher education and facilitate dissemination of their results, and to promote the status of teacher education in the country. (c) to lay down norms, standards and guide lines for programmes of continuing education, professional development of teacher education and training and education of personnel of adult and non formal education.

The Programme of Action (POA), 1992, builds upon the National Policy on Education (NPE), 1986, and provides further guidance and strategies for improving education in India, including teacher education at the elementary level. Here are the aims and objectives of teacher education at the elementary level, referencing the POA, 1992:

Aims of Teacher Education at Elementary Level

1.   **Holistic Development**: The primary aim is to promote the holistic development of children by preparing teachers who can cater to their cognitive, emotional, social, and physical needs during their foundational years of schooling.

2.   **Child-Centered Education**: To adopt child-centered educational practices where teaching approaches are tailored to the individual learning styles, interests, and developmental stages of young learners.

3.   **Pedagogical Competence**: To develop pedagogical competencies among educators that encompass effective teaching methods, innovative instructional strategies, and appropriate assessment practices suitable for elementary education.

4.   **Inclusive Practices**: To ensure that teachers are equipped to implement inclusive education practices that accommodate the diverse abilities, backgrounds, and learning needs of all students, promoting equal access to quality education.

5.   **Ethical Values and Professionalism**: To instill ethical values, professionalism, and a commitment to educational equity among elementary school educators, fostering a positive and supportive learning environment.

Objectives of Teacher Education at Elementary Level

1.   **Foundational Knowledge**: To provide teachers with a strong foundation in subjects such as language arts, mathematics, environmental studies, and social sciences, essential for effective teaching and learning at the elementary level.

2.   **Early Childhood Development**: To enhance teachers' understanding of early childhood development theories and principles, enabling them to create developmentally appropriate learning experiences and environments.

3.   **Integrated Curriculum Design**: To encourage teachers to design and implement integrated and interdisciplinary curriculum frameworks that promote holistic learning experiences and connect classroom learning with real-world contexts.

4.   **Community Engagement**: To promote collaborative partnerships between schools, families, communities, and local institutions to support children's educational and developmental needs, enhancing the overall quality of elementary education.

5.   **Continuous Professional Development**: To provide ongoing professional development opportunities for teachers, including workshops, seminars, and training programs, to update their knowledge, skills, and teaching practices in alignment with evolving educational trends and research.

References to POA, 1992

The Programme of Action (POA), 1992, emphasizes several recommendations relevant to elementary teacher education:

- **Quality Improvement**: Advocates for enhancing the quality of elementary education by improving the quality of teacher education programs and enhancing teacher competence through rigorous training and professional development.

- **Curriculum Reforms**: Stresses the need for continuous curriculum reforms at the elementary level to make education more relevant, responsive, and reflective of national goals and societal needs.

- **Educational Technology**: Highlights the role of educational technology in transforming elementary education, promoting its integration into teacher education programs to enhance teaching-learning processes and student engagement.
- **Teacher Preparation**: Emphasizes the importance of comprehensive teacher preparation programs that equip educators with theoretical knowledge, practical skills, and hands-on teaching experience in diverse elementary school settings.
- **Inclusive Education**: Recognizes the importance of inclusive education policies and practices to ensure equitable access to quality education for all children, promoting diversity, inclusion, and respect for individual differences in the classroom.

In summary, teacher education at the elementary level, guided by the Programme of Action (POA), 1992, aims to prepare competent, compassionate, and culturally sensitive educators who can effectively facilitate the holistic development and educational growth of young learners. By focusing on pedagogical excellence, inclusive practices, ethical values, and continuous professional development, teacher education programs contribute to building a strong foundation for children's future academic success and overall well-being.

SELF CHECK EXERCISE-1

Q.1 What is a primary aim of teacher education at the elementary level according to the Programme of Action (POA), 1992?
A) Promoting subject expertise and specialization
B) Enhancing early childhood education
C) Implementing standardized testing practices
D) Introducing play-based learning methods

Q.2 Which objective is emphasized in teacher education programs at the elementary level to support holistic development of children?
A) Development of basic literacy skills
B) Integration of educational technology
C) Athletic coaching certification
D) Promotion of child-centered education

Q.3 Why does the POA, 1992, stress the importance of inclusive education in teacher education at the elementary level?
A) To reduce teacher workload
B) To enhance student engagement and creativity
C) To implement standardized assessments
D) To accommodate diverse learning needs

Q.4 According to the POA, 1992, what is essential for elementary teachers to effectively support student learning and development?
A) Pedagogical rigidity
B) Understanding of early childhood development

C) In-depth subject specialization

D) Knowledge of adolescent psychology

Q.5 Which aspect of teacher education is highlighted for elementary teachers according to the POA, 1992, to enhance teaching effectiveness?

A) Supervisory skills

B) Continuous learning and improvement

C) Classroom management techniques

D) Research methodology

5.4 AIMS AND OBJECTIVES OF TEACHER EDUCATION AT SECONDARY LEVEL WITH REFERENCES TO POA, 1992

Teacher education at the secondary level, as outlined by the Programme of Action (POA), 1992, aims to prepare educators who can effectively teach and guide adolescents through their secondary education years. Here are the aims and objectives of teacher education at the secondary level, referencing the POA, 1992:

Aims of Teacher Education at Secondary Level

1. **Subject Expertise**: To develop teachers' deep and specialized knowledge in specific subjects taught at the secondary level, enabling them to impart comprehensive understanding and critical thinking skills to students.

2. **Pedagogical Excellence**: To equip educators with advanced pedagogical skills and innovative teaching strategies that engage and motivate secondary school students, fostering active learning and intellectual development.

3. **Curriculum Adaptation**: To prepare teachers to adapt curriculum frameworks to meet the diverse learning needs, interests, and abilities of secondary school students, ensuring relevance and alignment with national educational goals.

4. **Ethical and Professional Standards**: To instill ethical values, professionalism, and a commitment to academic integrity among secondary school educators, promoting responsible teaching practices and positive role modeling.

5. **Preparation for Higher Education and Careers**: To guide and support students in their academic and career aspirations through comprehensive guidance counseling, mentorship, and academic support services.

Objectives of Teacher Education at Secondary Level

1. **Content Knowledge**: To deepen teachers' understanding and proficiency in subjects such as mathematics, sciences, languages, social sciences, and vocational education, essential for effective teaching and student achievement at the secondary level.

2. **Pedagogical Skills Development**: To enhance teachers' pedagogical competencies, including classroom management, instructional planning, assessment strategies, and differentiated instruction tailored to the diverse needs and learning styles of secondary students.

3. **Integration of Technology**: To equip educators with skills in integrating educational technologies into teaching practices, enhancing instructional delivery, promoting digital literacy, and preparing students for a technology-driven world.

4. **Career and Vocational Education**: To prepare teachers to deliver career-oriented and vocational education programs that equip secondary students with practical skills, competencies, and certifications aligned with industry standards and workforce demands.

5. **Holistic Development**: To promote the holistic development of secondary students by fostering their intellectual, emotional, social, and physical well-being through inclusive educational practices and personalized support.

References to POA, 1992

The Programme of Action (POA), 1992, provides several recommendations relevant to secondary teacher education:

- **Quality Improvement**: Emphasizes improving the quality of secondary education through rigorous teacher training programs, curriculum reforms, and continuous professional development to enhance teaching effectiveness and student learning outcomes.

- **Curriculum Reforms**: Advocates for flexible and dynamic curriculum frameworks that integrate interdisciplinary approaches, project-based learning, and real-world applications to engage and challenge secondary students intellectually.

- **Educational Technology**: Highlights the importance of integrating educational technology into secondary education to enhance instructional practices, promote interactive learning experiences, and prepare students for digital citizenship in the global context.

- **Teacher Preparation**: Stresses the need for comprehensive teacher preparation programs that combine theoretical knowledge with practical teaching experience, including internships, mentorships, and collaborative learning opportunities.

- **Career Guidance and Counseling**: Recognizes the role of secondary school educators in providing career guidance, counseling services, and personal development programs to support students' academic success, career readiness, and social-emotional well-being.

In summary, teacher education at the secondary level, guided by the Programme of Action (POA), 1992, aims to prepare competent and committed educators who can effectively educate, mentor, and inspire secondary school students. By focusing on subject expertise, pedagogical excellence, ethical values, technological integration, and holistic student development, teacher education programs contribute to preparing students for higher education, careers, and active citizenship in an increasingly complex and interconnected world.

SELF CHECK EXERCISE-2

Q.1   What is a primary aim of teacher education at the secondary level according to the Programme of Action (POA), 1992?

A) Enhancing early childhood education

B) Promoting subject expertise and specialization

C) Introducing play-based learning methods

D) Implementing standardized testing practices

Q.2   Which objective is emphasized in teacher education programs at the secondary level to support career readiness among students?

A) Cultural sensitivity training

B) Integration of educational technology

C) Athletic coaching certification

D) Early childhood development

Q.3   Why does the POA, 1992, stress the importance of curriculum adaptation in teacher education at the secondary level?

A) To reduce teacher workload

B) To enhance student engagement and creativity

C) To implement standardized assessments

D) To promote early childhood education

Q.4   According to the POA, 1992, what is essential for secondary teachers to effectively support student learning and career guidance?

A) Pedagogical rigidity

B) Understanding of adolescent psychology

C) In-depth subject specialization

D) Knowledge of early childhood development

Q.5   Which aspect of professional development is highlighted for secondary school teachers according to the POA, 1992?

A) Supervisory skills

B) Continuous learning and improvement

C) Classroom management techniques

D) Research methodology

5.5   AIMS AND OBJECTIVES OF TEACHER EDUCATION AT COLLEGE LEVEL WITH REFERENCES TO POA,1992

Teacher education at the college level aims to prepare educators who can meet the diverse educational needs of students in higher education institutions. Here are the aims and objectives of teacher education at the college level, with references to the Programme of Action (POA), 1992:

Aims of Teacher Education at College Level

1.   **Advanced Subject Knowledge**: To develop deep and specialized knowledge in academic disciplines and subjects relevant to higher education, ensuring college educators are proficient in their respective fields.

2.   **Pedagogical Excellence**: To equip teachers with advanced pedagogical skills, instructional strategies, and assessment methods that enhance teaching effectiveness and student learning outcomes in college settings.

3.   **Research and Scholarship**: To cultivate a research-oriented mindset among educators, encouraging them to engage in scholarly activities, contribute to academic discourse, and promote a culture of lifelong learning.

4.   **Curriculum Development**: To empower teachers to design and develop innovative and interdisciplinary curriculum frameworks that align with academic standards, promote critical thinking, and prepare students for professional careers.

5.   **Professional Ethics and Leadership**: To instill ethical values, professionalism, and leadership qualities among college educators, fostering a commitment to academic integrity, equity, and social responsibility.

Objectives of Teacher Education at College Level

1.   **Subject Expertise**: To deepen teachers' understanding and expertise in specific academic disciplines, enabling them to deliver comprehensive and rigorous instruction that meets the academic needs of college students.

2.   **Effective Pedagogy**: To enhance educators' pedagogical competencies in using diverse teaching methods, technology integration, and student-centered approaches to engage and support diverse learners in higher education settings.

3.   **Educational Technology Integration**: To equip teachers with skills in integrating educational technologies, digital resources, and online learning platforms to enhance teaching effectiveness, promote active learning, and support flexible learning environments.

4.   **Assessment and Evaluation**: To develop teachers' abilities in designing valid and reliable assessments, providing constructive feedback, and using assessment data to inform instructional practices and enhance student learning outcomes.

5.   **Professional Development**: To provide ongoing professional development opportunities for college educators, including workshops, seminars, and collaborative learning experiences, to stay updated with emerging trends, research findings, and best practices in higher education.

References to POA, 1992

The Programme of Action (POA), 1992, provides several recommendations relevant to college-level teacher education:

•   **Quality Enhancement**: Emphasizes improving the quality of higher education through rigorous teacher preparation programs, continuous professional development, and curriculum reforms that align with national educational goals and societal needs.

- **Interdisciplinary Education**: Advocates for interdisciplinary approaches in college curriculum design, encouraging collaboration across academic disciplines to promote holistic and integrated learning experiences for students.
- **Educational Innovation**: Highlights the importance of fostering educational innovation, creativity, and flexibility in college teaching practices to adapt to evolving educational landscapes and meet the diverse needs of learners.
- **Research and Scholarship**: Recognizes the role of college educators in advancing research and scholarship, promoting intellectual inquiry, and contributing to knowledge generation and dissemination in their respective fields.
- **Leadership Development**: Stresses the need for cultivating leadership qualities among college educators to promote institutional excellence, academic leadership, and effective governance in higher education institutions.

In summary, teacher education at the college level, guided by the Programme of Action (POA), 1992, aims to prepare knowledgeable, skilled, and ethical educators who can foster academic excellence, promote innovative teaching practices, and contribute to the holistic development and success of students in higher education. By focusing on subject expertise, pedagogical excellence, research orientation, technological integration, and professional ethics, teacher education programs at the college level play a crucial role in shaping the future of higher education and preparing educators to meet the challenges of a rapidly changing world.

SELF CHECK EXERCISE-3

Q.1   What is a primary aim of teacher education at the college level according to the Programme of Action (POA), 1992?
A) Enhancing early childhood education
B) Promoting subject expertise and specialization
C) Introducing play-based learning methods
D) Implementing standardized testing practices

Q.2   Which objective is emphasized in teacher education programs at the college level to support student-centered learning?
A) Development of basic literacy skills
B) Integration of educational technology
C) Athletic coaching certification
D) Early childhood development

Q.3   Why does the POA, 1992, stress the importance of research and scholarship in teacher education at the college level?
A) To reduce teacher workload
B) To enhance student engagement and creativity
C) To implement standardized assessments
D) To promote academic rigor and intellectual inquiry

Q.4   According to the POA, 1992, what is essential for college teachers to effectively support student learning and career guidance?

A) Pedagogical rigidity

B) Understanding of adolescent psychology

C) In-depth subject specialization

D) Knowledge of early childhood development

Q.5   Which aspect of professional development is highlighted for college teachers according to the POA, 1992?

A) Supervisory skills

B) Continuous learning and improvement

C) Classroom management techniques

D) Research methodology

5.6   SUMMARY

Teacher education at the college level, as envisioned by the Programme of Action (POA), 1992, aims to equip educators with advanced subject knowledge, pedagogical excellence, and research skills necessary to meet the diverse needs of students in higher education. The primary goals include promoting subject expertise, fostering student-centered learning through innovative pedagogies and technology integration, and cultivating a culture of research and scholarship among educators. Additionally, teacher education programs emphasize continuous professional development, ethical leadership, and curriculum innovation to prepare college teachers for effectively guiding and supporting students' academic, personal, and career development. By focusing on these aims and objectives, teacher education at the college level aims to enhance the quality of higher education and contribute to the holistic growth and success of students in an evolving educational landscape.

5.7   GLOSSARY

Education for All (EFA): A global movement and commitment to provide quality basic education to all children, youth, and adults. In the context of POA 1992, it emphasizes the need for universal access to education, especially for disadvantaged groups.

National Policy on Education (NPE): Refers to the overarching policy framework that guides educational reforms and development in India. The POA 1992 is an implementation document of the National Policy on Education 1986, which aims to improve the quality of education and expand access.

5.8   ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) Enhancing early childhood education

Answer2: D) Promotion of child-centered education

Answer3: D) To accommodate diverse learning needs

Answer4: B) Understanding of early childhood development

Answer5: B) Continuous learning and improvement

Exercise-2

Answer1: B) Promoting subject expertise and specialization

Answer2: B) Integration of educational technology

Answer3: B) To enhance student engagement and creativity

Answer4: B) Understanding of adolescent psychology

Answer5: B) Continuous learning and improvement

Exercise-3

Answer1: B) Promoting subject expertise and specialization

Answer2: B) Integration of educational technology

Answer3: D) To promote academic rigor and intellectual inquiry

Answer4: C) In-depth subject specialization

Answer5: B) Continuous learning and improvement

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5.10 TERMINAL QUESTIONS

Q.1 Explain how teacher education programs at the elementary level promote inclusive practices. Provide examples from the POA, 1992, that support inclusive education in elementary schools.

Q.2 Explain the role of research and scholarship in college-level teacher education. How can educators contribute to advancing knowledge in their respective fields?

Q.3 Examine the significance of career guidance and counseling in secondary-level teacher education. How can educators support students in making informed decisions about their future academic and professional pathways?

Unit – 6   TEACHER AND TEACHING PROFESSION
Structure

6.1   INTRODUCTION

"Teachers are literally the arbiters of nation's destiny. It may sound a truism, but it still needs to be stressed that the teacher is the key to any educational reconstruction."

The role of the teacher and education in the reconstruction of society need no fresh emphasis. The trio, the teacher, the educational system and the society- have seldom come to terms about their respective deal- both independent and mutual. Nowhere, have the expectations been of a deeper and wider nature than in the case of educator. Again, no-where have they been so little explicit and undefined as in the case of teachers. Quite unconsciously, the educators are made to bear the scepter of responsibility; whether their beliefs and capabilities are commensurate with the nature and breadth of the task they are to execute remain undetermined.

A fresh trainee remarked, "I have never been conscious of having a personal philosophy. I am aware now that a teacher has to have a philosophy of his own." Teacher education courses are run in every society. That the teacher has consciously accepted his task of teaching in good and earnest faith is itself the first requirement. Only then can a teacher be a sincere and efficient worker.

A teacher is supposed to deal with explanation and exposition of matter and ideas. His job is to theories, speculate, moralize and discover the most 'general' as well as the 'unique' causes and principles. He is conscious of the principles of human action and conduct. He elucidates the nature of reality, elucidates values, clarifies meaning and depends largely on languages and thought. He is faced with the dire need of application of philosophical principles, of criticisms of processes and products of learning; still he is ready to discover that propositions are merely hypothetical, that complaints and queries over a belief grow in a never ending variety and that truth, the

ultimate reality is ever enchanting, to conclude is to stop, to doubt is to hope and continue to live.

6.2   LEARNING OBJECTIVES
After completing this unit, the learners will be able to;
Describe the Emerging Role and responsibilities of teachers
Explain the Changing Role and responsibilities of teachers

6.3   EMERGING ROLE AND RESPONSIBILITIES OF TEACHERS
The role and responsibilities of teachers are inter-related and inter-dependent. The teacher is required to play different roles and even the same role changes over the years. The teacher's roles also differ from one stage of education to another. To illustrate this, it may be said that the role of teachers working in primary schools cannot be equivalent with that of their counterparts in higher education. Similarly, the teachers of the ancient times were not playing the same role as being done by the teachers of today. Teacher's responsibilities vary through ages and teachers are required to perform various functions according to the needs and requirements at different stages of education. But the teachers have to discharge a number of basic responsibilities irrespective of times and stages of education.

The quality of nation depends upon the quality of its citizens; quality of its citizens depends more than any other features on the quality of their education. The quality of their education depends to a great extent upon the quality of their teachers. Dr. Radhakrishnan, our former president and chairman of the University Education Commission (1949) rightly observed, "The Teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning."

Teachers are therefore regarded as the custodians of the present as well as the future. They prepare the citizens to shape destiny of the country. They are therefore called the architects of the society and the makers of the mankind. They are actually the backbone of the educational system.

The quality and standards of an education system largely depends on the quality, characteristics and commitment of the teachers to their profession. The education commission (1964-66) therefore pointed out, "For the qualitative improvement of education a sound programme of professional education of teachers is essential." The National Policy on Education, 1986 and Revised NPE, 1992 laid emphasis on revamping Teacher Education Programme (TEP) for bringing about qualitative improvement in education.

As a concrete step towards this end, the National Council of Teacher Education (NCTE) was set up by an act of parliament (No. 73 of 1993) and actually came into

existence w.e.f. 17th August, 1995. Besides its objectives, the NCTE (1998) has said, "Education is a process of human enlightenment and empowerment for the achievement of better and higher quality of life, sound and effective system of education" results in unfoldment of learner's potentialities and transformation of their interests, attitudes and values.

Teacher education is a continuous process and its pre-service and in-service components are complementary to each other. Its programmes have to be reorganized and geared to the emerging needs of the society. Teacher education is based on the thesis, "teachers are made, not born" in contrary to the assumption, "Teachers are born not made". Since teaching is considered an art as well as science, the teacher has to acquire not only knowledge but also skills that are called "Tricks of the Trade".

Like various professions, Teacher Education has assumed special significance and identity as an important profession. According to Good's dictionary of Education (1959, p.550), "Teacher Education means all the formal and non formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively".

Teacher Education is not only meant for teaching and the teacher how to teach but also to kindle his initiative to keep it alive to minimize evils of the "Hits and Miss" process and to save time, energy and money of the teacher and the taught. It would help the teacher to minimise his trouble and to discharge his responsibilities with efficiency and effectiveness. Teacher Education is no longer a training process but an education strategy for enabling teachers not only to teach successfully, but also to inspire and infuse the students with commitment and concern for their well- being. NCTE (1998, p.23) has pointed out that Teacher Education Programmes shall focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioural challenges in pupils under their charge. Although the objectives of Teacher Education vary from one stage to another, the general aims of teacher education is to prepare right kind of teachers with adequate consciousness, conscience and concern for the society and individuals under his responsibility.

CHALLENGES TO THE TEACHER

"Teacher education is said to be very significant investment for bringing qualitative improvement in education. If a revolution in education has to be initiated, it is the teacher-education which can be taken as a starting point."

The teacher is the backbone of the society. He works for welfare of the nation. His functions affect eternity. Therefore teaching in order to be effective and successful must influence the thoughts and actions of pupils most remarkably and perceptibly. The successful teaching must be effective with the help of various modern media, means and methods. Gone is the age of "Talk and Chalk".

It may be concluded with an observation of the author Henery Von Dyke- "He (teacher) communicates his own joy learning and shares with boys and girls the best treasures of his mind. He lights many candles, which in later years will shine back to cheer him. This is his reward. Knowledge may be gained from books but the love for knowledge is transmitted only by personal contact. No one has ever deserved better of republic than the unknown teacher".

The modern society very hardly needs such teachers who are not only knowledgeable, but also good towards their students, committed to their profession and sincere in their efforts for doing good to the society. For success of democracy such teachers are invaluable assets and they can be really effective for bringing about desired social change and accelerating the speed of national reconstruction.

The National Policy on Education, 1986 has rightly remarked, "The status of the teacher reflects the socio cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions, which will help, motivate and inspire teachers on constructive and creative lines. This shows the concern of the government of India about the role and functions of teachers and the need for providing high status and adequate facilities for enabling them to discharge their responsibilities with greater success. However teachers should take up the challenges and deserve themselves the respect and responsibility by acquiring the qualities of hand, head and heart by doing their best to realize the cherished goals of the nation. In conclusion, it may be pointed out that-

A poor teacher informs
An average teacher gives knowledge
A good teacher explains
A better teacher demonstrates
An excellent teacher gives experience
A great teacher inspires.

SELF CHECK EXERCISE-1
Q.1   ……………was our former President and Chairman of the University Education Commission (1949).
Q.2   Teacher –ethics is given weightage in-
(a) Teacher- training
(b) Teacher- education/ pedagogy
(c) Monitor system
(d) All the above

6.4   TEACHER'S CHANGING ROLE AND RESPONSIBILITY
No better tributes have been paid to any man on earth than to the teacher. East or west, everywhere he has been respected and worshipped. If in ancient India he was

remarked next to god, in the west he has been called the 'architect of nation,' the harbinger of the progress of culture,' 'the maker of man' and the 'maker of history'. God created man in the shape of his own image, the teacher fashions the child in the shape of his own image. Hence it is said, as the teacher, so is the child. The child, from the Hindu stand-point, receives second birth at the hands of the teacher. He receives the first birth, i.e. the physical birth from the parents. But it is the teacher who plays the most prominent role in molding the habits, tastes and the character of the pupils.

Role and Responsibility

As teacher plays the pivot role in any educational system. On him rests the failure or the success of the system. If the teacher are well educated and if they are intellectually alive and take keen interest in their job, then only, success is ensured. But if on the other hand, they lack training in education and if they cannot give their heart to their profession, the system is destined to fail.

The roles and responsibilities of a teacher evolve with time and circumstance. It is impossible to give a rigid definition of either as they change constantly, though there are some roles and responsibilities that are common to all teachers throughout the education system. It is hard to know where the roles and responsibilities of a teacher should stop.

There exists a misconception that the only skill required to be a teacher is the ability to teach, but it goes far beyond this. A teacher must be multi-faceted adapting to ever changing circumstance. Qualities and characteristics desirable in a teacher run hand in hand with basic responsibilities and it is difficult to separate them.

Some of the roles of a teacher will be that of:

Scholar

Scholarliness, showing the knowledge and love of accuracy of a truly learned person (Chambers Dictionary)

A sound knowledge of subject matter is required, but also the ability to relate specifies to generalities, facts to theories and theories to facts. To be capable of creative thinking and reasoning and integrate new knowledge.

Communicator/Councilor/Guide

A teacher must be able to pass on knowledge to another and convey it with clarity of speech. Question students thoroughly enough to know just how they see or are confused by an issue. To listen and empathize with students, respecting their views, feeling for them as an individual and getting to know their needs. The role of communicator is far reaching and encompasses all the qualities required to communicate effectively, patience, sense of humor, diplomacy and a respect for cultural diversity.

A teacher must act as a councilor and guide, and in order to do this must be non-judgmental and objective, not letting their values affect how they treat students. They must offer help and support where they can, identifying the needs of the individual.

Organizer/Planner

Teachers must be able to organize their learning environment, whilst establishing some ground rules. They should provide adequate resources for the lesson plan the delivery of the subject matter and be aware of the need for flexibility, when as so often happens, things do not run according to plan.

Administrator

A teacher is responsible for administrative matters, be it that of the initial enrolment or the administration that is required throughout the duration of the course.

Health and safety

An example of this would be fire regulations and the pointing out of fire exits, and assembly points. Teachers are individually and collectively responsible for the safety of everyone whilst at the place of learning.

Equal Opportunities

Promoting equality of all, regardless of age, gender and culture. We need to examine our own behavior to see if we are discriminatory and politically correct.

Special Needs

A teacher should also be aware of students with special needs and advocate conditions for their success.

A teacher is also responsible for designing, implementing and evaluating the educational program (planning, delivery and evaluation)

In conclusion a teacher should possess a number of qualities, though it would be impossible for one individual to display them all. Each teacher is unique and their styles will differ greatly. To fully define the roles and responsibilities of a teacher would be an impossible task. The role of a teacher is indeed multi-faceted, adapting to the ever-changing needs of the learner and educator.

SELF CHECK EXERCISE-2

Q.1   The role and responsibilities for teacher were recommended by NPE. **True/False**

6.5   SUMMARY

The teachers have a sacred responsibility for the total development of the children in all aspects professing democratic, secular and socialistic values in them. Therefore it is not enough that a student teacher is only equipped to meet the varied needs of pupils at school, what is required is that along with theoretical knowledge there should be greater emphasis on the practical aspects of the various components of teacher education so that it can be linked to the needs of the community and national development. in other words, an inductive teacher, in addition to acquiring the professional skills should also acquire necessary knowledge, skills and attitudes. For this it Is essential that any pre-service teacher education programme must be designed and organized in such a way

as to make for a substantial initiation into and an adequate preparation for different rules and functions.

6.6   GLOSSARY

Facilitator: A teacher who guides students through active learning processes, encouraging critical thinking, collaboration, and independent exploration rather than simply delivering content.

Coach: Teachers who provide personalized support and guidance to students, focusing on individual strengths and weaknesses to enhance learning outcomes.

Mentor: Educators who build supportive relationships with students, offering guidance not only in academics but also in personal and social development.

6.7   ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: Dr. Sarvpalli Radhakrishanan

Answer2: (a) Teacher- training

Exercise-2

Answer1: True

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6.9 TERMINAL QUESTIONS

Q.1 Enumerate the Teacher's changing role and responsibilities.

Q.2 Discuses the Challenges to the Teachers in the field of education.

Unit – 7   CONCEPT OF PROFESSION
Structure

7.1   INTRODUCTION

Profession means an occupation, vocation or employment. In other words it is a way for earning live. It is a very broad term to cover most of occupations, but it is very specific related to specific job or vocation. Teaching profession is related to teaching job. In this profession a teacher tries to impart knowledge, develop skills and attitude towards his students. Teaching is considered as noble profession.

Now a day's Teacher's Professional development is an important issue in the area of teacher education. There should be professionalization of teaching at every level i.e. from Primary stage to the higher education. Teacher should develop his professional excellence. There are some fundamental questions related to the professional development such as what is teaching profession? How is it different from other professions? Up to what extent teaching can be accepted as a profession? What are the ways and means for professional development? How can professional development be measured?

7.2   LEARNING OBJECTIVES

After completing this unit, the learners will be able to;
Define and ExplainTeaching as a Profession
Understand theProfessional Ethics and Code of Conduct for Teachers

7.3   TEACHING AS A PROFESSION

"*A profession is a vocation or occupation requiring advanced training in some liberal art or science, and usually involving mental rather than manual work, as teaching, engineering, writing etc.*"

It is universally felt that like all other professions, the teaching profession should also have its own Code of Professional Ethics which indeed is a pre-requisite to ensure

its dignity and integrity. It is also significant that the Right of Children to Free and Compulsory Education Act, 2009 entrusts teachers with some onerous professional responsibilities to be internalized by them in the performance of their duties. Accordingly, it is considered necessary that the Code of Professional Ethics be evolved and adopted by the teaching community. For the purpose of this Code, the term "teacher" covers all school teachers, whether in government or private schools, on full-time or part-time basis, at the elementary and secondary levels and the teachers holding administrative and supervisory positions The Code of Professional Ethics for teachers provides a framework of principles to guide them in discharging their obligations towards students, parents, colleagues and community. Increased awareness of the ethical principles governing the teaching profession is essential to ensure 'professionalism' among teachers. Preamble — Recognizing that every child has a fundamental right to education of good quality; — Recognizing that every child has an inherent potential and talent; — Recognizing that education should be directed to the all round development of the human personality; — Recognizing the need for developing faith in the guiding principles of our polity, viz., democracy, social justice and secularism; 6 — Recognizing the need to promote through education the concept of composite culture of India and a sense of national identity; — Recognizing that teachers, being an integral part of the social milieu, share the needs and aspirations of the people; — Recognizing the need to enhance self-esteem of teachers; — Recognizing the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites; — Recognizing that the community respect and support for the teachers are dependent on the teachers' professionalism; and — Recognizing the need for self-direction and self-discipline among members of the teaching community, the present Code of Professional Ethics for school teachers is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work.

Meaning of Profession

In very simple words it is way of earning livelihood. It is very broad term to cover most of the Occupations, but it is very specific related to specific job or vocation. Teaching profession is related to teaching job. The profession can be stated as job-role of teaching. Teaching profession requires education and training for job role. In this profession a teacher tries to impart knowledge, develop skills and attitudes towards his students. Teaching is considered as noble profession. There are several professions which have different job roles.

Webster's new collegiate Dictionary defines the profession as follows:

A calling requiring specialized knowledge often long and intensive academic preparation.

The whole body of persons engaged in a calling.

Oxford English Dictionary defines a profession as,

"An avocation in which a professional knowledge of some department of learning which is used in the application to the affairs of in practice of an art founded on it."

Characteristics of a Profession

The following are the major characteristics of a Profession:

- It has long term education and training for a job-role.
- It should cater the needs of the society, nation and personal priority is to given to his own job.
- There should be social accountability.
- There should be some ethical norms or considerations.
- There should be a professional association.
- There should be autonomy and self regulations.
- There should be freedom to charge reasonable fee for the service.

Teaching is one of the few professions in which a person starts working as a full fledged professional soon after obtaining the professional qualification and sometimes even without this qualification engineers, doctors, business managers and even the IAS personnel are not allowed to function as a full fledged professional until they have undergone intensive education and training in their respective fields after completing the entry requirements of their job. As a consequence of scientific and technological advancements there has been not only explosion in knowledge but these have also brought about social consciousness and awareness of the need and importance of education. This has resulted in the horizontal and vertical expansion of education leading to expansion in the aims and objectives of education and thereby expansion in the curriculum and tasks and functions of the teachers. Today the teachers are not only expected to reach their subjects effectively to their students, they are also expected to contribute to the development of the student's personality, to building up right attitudes, to stimulate and inspire students for free independent thinking, to function as responsible citizens, to enable them to face the problems of life.

Teaching as a profession implies that candidates who have joined teaching, he should take it as vocation that he has the aptitude of teaching. Teaching skills can be developed with the help of feedback devices. It involves more than job skills and aptitude of teaching. There are some ethical considerations and social accountability and responsibility. He should look like a teacher and behave like a teacher. It is said that a teacher has no private lifelike other profession. He should be an ideal person of a society as his students follow or imitate to a teacher. He is an architect of young generation. Education is the creature and creator of the society. Education is a powerful instrument for social change and social control. Thus a teacher has a great responsibility of a society as well as the nation.

Teaching as profession consists of teaching aptitude, teaching skills, social responsibility. These factors should be included and awareness can be provided about the teaching profession.

Teacher's professional development is an important issue in the area of teacher education. It is stated in several ways. There should be professionalization of teaching at every level i.e. from primary stage to the higher education. Teachers should develop his professional excellence. There are some fundamental questions related his professional development such as what is teaching profession? How is it different from other professions? Up to what extent teaching can be accepted as a profession? What are the ways and means for professional development? How can professional development be measured?

SELF CHECK EXERCISE-1
Q.1   Teaching professional norms are developed by…………. in our country.
Q.2   An ideal teacher should possess the following characteristics:
(a) Love his students
(b) Lived in his mind
(c) Caught his clear accents
(d) All the above.

7.4   PROFESSIONAL ETHICS AND CODE OF CONDUCT FOR TEACHERS

Like all important professions, teaching profession should have its own professional ethics which is one of the basic requirements and characteristics. There should be a code of conduct or professional ethics which can guide the teachers' conduct and behaviour in their institutions and outside. A code of professional ethics when properly enforced enhances the power, prestige and status of the teacher in particular and the teaching profession as a whole. Particularly, teachers' organization should formulate and enforce this in their own interest and for improving the quality of education. The constructive progress in this direction can develop a positive attitude of the teacher as well as of the society towards the teaching profession. This can ensure development of a high degree of recognisation, regard and social status of the professional so that true professionalism can emerge in the long-run.

Although in India professions like Law and Medicine have their own code of Conduct being enforced by the agencies namely the Bar Council and the Medical Council, teaching profession has not yet accepted such a code of conduct. But the teaching profession has a long and hoary heritage and maintained high moral values through ages. Even though it has not evolved and enforced a code of professional ethics. It has been based on a set of ethical values like love, affection, sympathy, help and cooperation towards students since time immemorial. These ethical value need to be articulated and formalized in a written document which can be implemented by the teachers themselves and honoured by the society in general. The unwritten code of professional ethics which should not remain only at a philosophical level, but be transacted in to practical action by all means.

According to S. Sreedhara Swamy(1992)p.25), "Formulation of a code of professional ethics for teachers and voluntary enforcing it on the members, is one area which has almost completely neglected by the professional organizations of teachers in the country. The All India Federation of Educational Associations, the All India Federation of University and College Teachers' Organizations' and a few state level organizations made certain attempts to evolve a code of Ethics, most of which remained on paper. No serious attempt has been made to enforce it on their members. With the vast increasing number of educational institutions at all stages again under code of professional ethics. Teachers are working not only in every large number but also have different interests and service conditions. It is often found that many teachers indulge in activity not conducive to their status and dignity.

The National Policy on Education (1986,p.25) laid down, "National level associations of teachers could prepare a code of professional ethics for Teachers Education, NCERT, New Delhi organized a national workshop in November 1986 at Hyderabad which developed a draft code of professional ethics defining the duties and responsibilities of teachers, parents and administrators for effective enforcement. The preamble of this code inter-alia says that the teachers of India are determined to organize teaching as a profession requiring expert knowledge, specialized skill and sense of individual and committed to self-direction and self-disciplined, have resolved to adopt this Code of Professional Ethics and enforce it on themselves voluntarily to practice their profession according to the highest ethical standards. The salient features of this code are as follows:

(a)   The teacher shall treat all students with impartiality, and help the students in their intellectual, physical, social, emotional and moral development and character formation and shall promote scientific temper, a spirit of enquiry and creative self-expression.

(b)   The teacher shall seek to establish friendly and cooperative relations with parents provide information to parents regarding the attainments and shortfalls of their children and strive to promote effective parent-teacher association.

(c)   The teacher shall strive to develop the educational institutions as a community and human resource development centre strive to fight fissiparous tendencies based on religion, region, language and separatist tendencies and shall refrain from interfering in the local factional politics.

(d)   The management and the educational administrators shall be just fair and impartial in matters like recruitment and promotion of teachers, admission and promotion of students: shall provide the needed resources and infrastructure facilities in schools, ensure fair service condition to teachers and involve teachers in planning and decision-making.

(e)   The teacher shall be aware of legislative enactments, rules and regulations governing educational policies cooperate with the head of the institutions, the management and educational administrators.

(f)   The teacher shall seek and participate in programme of continual professional growth like in-service education, seminar, symposia and shall be ever willing to assist his colleagues who are new entrants to the profession.

(g)   The teacher shall be a member of a professional organisation, pay her/his dues regularly, participate as a matter of right in the formulation of policies, contribute to strengthen the unity and solidarity of the professional organisation and observe its code of behaviour and discipline.

The workshop recommended that Teachers' Organisations' after adopting the code Professional Ethics have to evolve suitable machinery and procedures for its observance.

Professional Ethics of Teachers

Teacher's, who consider their job as a profession, work only for pay cheque. Their work is considered useful for their own sake. Since perchance they have occupied a professional chair they try for their own good, at the cost of others. But our culture heritage proves that true teachers are those who consider their job as honourable. Their activities become honourable only when they work with a sense of self-fulfillment and self-realization.

George Herbart Palmer ones rightly said."If Harvard does not pay me to teach. I would gladly pay Harvard for the privilege of teaching." This should be professional person, should not work with pecuniary motives, but with a sense of education for the cause of education. "He must be a man helping his brothers, a child leading other children, a light kindling other lights, as awakened soul awakening other souls." To follow professional value in its right perspective, a teacher must learn to teach. To influence and to show good examples to others. He must follow a code of ethics and maintain high professional standards. The teacher should take a pledge to follow the code of ethics which may bring credit to the entire profession.

The following code may be suggested which each teacher should understand and should try to adopt as his professional ethics:

Towards Students: It shall be our primary duty to understand them, to be just, courteous, to promote a spirit of enquiry, fellowship and joy in them, not to do are say anything that would undermine their personality, not to exploit them for personal interests and to set before them a high standard of character, discipline and personality.

Towards Profession: it shall be our primary duty to be sincere and honest to our work and to go thoroughly prepared to the class, to endeavor to maintain our efficiency by study and other means; not to do or say anything which may lower our prestige in the eyes of our students; not to write or encourage the use of help-books; not to exert any pressure upon students or their parents to engage private tuition, not to act as an agent or accept commissions and other compensation for recommending books.

Towards Society: It shall be our primary duty to set an example in citizenship, to endeavor to promote the public good, to upload the dignity of our calling on all

occasions, to size up the demands and aspirations of the society, to be dynamic leaders when required and to be ideal followers when desired.

Teacher's Union: Teacher's unions can also play a very significant role in creating an atmosphere in which shirkers and other people with doubtful intentions may not find a congenial environment. Unions should create a public opinion which should serve as an adequate sanction against such unsocial acts. Now teachers unions are merely used as a forum for ventilating their grievances and otherwise trying to promote service conditions.

1. Obligations towards Students

•   Treats all students with love and affection.

•   Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.

•   Facilitates students' physical, social, intellectual, emotional, and moral development.

•   Respects basic human dignity of the child in all aspects of school life.

•   Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.

•   Transacts the curriculum in conformity with the values enshrined in the Constitution of India.

•   Adapts his/her teaching to the individual needs of students.

•   Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.

•   Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.

•   Keeps a dignified demeanour commensurate with the expectations from a teacher as a role model.

2. Obligations towards Parents, Community and Society

•   Establishes a relationship of trust with parents/guardians in the interest of all round development of students.

•   Desists from doing anything which is derogatory to the respect of the child or his/her parents/guardians

•   Strives to develop respect for the composite culture of India among students.

•   Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

3. Obligations towards the Profession and Colleagues

•   Strives for his/her continuous professional development.

•   Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.

- Takes pride in the teaching profession and treats other members of the profession with respect and dignity.
- Refrains from engaging himself/herself in private tuition or private teaching activity.
- Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.
- Refrains from making unsubstantiated allegations against colleagues or higher authorities.
- Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.
- Respects the professional standing and opinions of his/her colleagues.
- Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

SELF CHECK EXERCISE-2

Q.1 Which of the following best describes the role of a teacher in maintaining professional ethics?
A) Upholding confidentiality of student information
B) Dictating strict classroom rules
C) Exercising authoritarian control over students
D) Promoting competition among students

Q.2 What does professional ethics require teachers to prioritize in their interactions with students?
A) Favoritism towards certain students
B) Fairness and impartiality
C) Punishment for academic underperformance
D) Strict adherence to rules without exceptions

Q.3 Why is it important for teachers to maintain professional boundaries with students?
A) To receive gifts from students
B) To build strong personal relationships
C) To avoid conflicts of interest
D) To enforce disciplinary actions effectively

Q.4 Which action demonstrates a breach of professional ethics in teaching?
A) Providing extra help to struggling students
B) Fostering a positive learning environment
C) Using inappropriate language with students
D) Encouraging student participation in class

Q.5 What does the code of conduct expect teachers to prioritize in their professional conduct?

A) Promoting academic competition among students

B) Respecting students' cultural backgrounds

C) Ignoring student emotional well-being

D) Punishing students for minor infractions

7.5   SUMMARY

This code of professional ethics for Teachers (CPET) may not be taken as mandatory until it is duly adopted by the national level teachers' organisation in the country and properly recognised by the Government at the state and national levels. The above CPET was developed after examine several code developed by Teachers' Organisations in India and Abroad. And the NCERT has discussed the draft in various workshops organised during the last three decades. The draft CPET has also been supplied to teachers for their awareness and guidance. It is imperative that various provisions and postulates of the CPET are discussed by teachers and strategies are developed for its implementation in different phases. The CPET should be mainly regarded as a self-directing and self-disciplining rules and conduct which can help not only in improving the role and responsibility of teachers, but also in promoting professionalism and excellence in teaching.

7.6   GLOSSARY

Confidentiality: Respecting and safeguarding sensitive information shared by students, parents, and colleagues within the educational setting.

Fairness: Treating all students equitably and impartially, without favoritism or bias based on personal characteristics.

Professional Boundaries: Maintaining appropriate relationships with students, colleagues, and parents that prioritize professional roles and responsibilities.

7.7   ANSWERS TO SELF CHECK EXCERCISES

Exercise-1

Answer1: NCTE

Answer2: (d) All the above.

Exercise-2

Answer1: A) Upholding confidentiality of student information

Answer2: B) Fairness and impartiality

Answer3: C) To avoid conflicts of interest

Answer4: C) Using inappropriate language with students

Answer5: B) Respecting students' cultural backgrounds

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7.9   TERMINAL QUESTIONS
Q.1   Enumerate the components of professional ethics.
Q.2   Indicate the code of ethics of teaching profession.

Unit-8   ROLE AND RESPONSIBILITIES OF TEACHERS AND TEACHER EDUCATORS

Structure

8.1   INTRODUCTION

"Teacher Educators Can Only Improve Teacher Quality"

The very fact that teaching is a profession entails that teaching is a specialized activity for which specialized knowledge/ training is required through specialized institutions. A good institution will produce individuals who will be devoted to the profession and make their mark in the activities organized by them while going to the field. If examples with respect to engineering and medical institutions in India and abroad are considered, one will agree that the onus of getting good teachers lies on the institution that prepares the professionals. Further the institutions alone do not matter much; it is the teachers in the institutions who produce desired individuals. Teacher educators are responsible for producing quality teachers. Harvey (1993) and Atwood (2007) point out that Quality processes tend to focus on 'core' aspects of education such as learning-teaching and course organization. In other words teacher educators' way of organizing theoretical framework, practical sessions and skills development programme affect the future teachers. The activities suggested during training are carried to the classroom teaching in the schools. Researchers like McAffrey et.al. (2003), Rivkin et.al. (2005) and Rockoff (2004) found that teachers have a significant impact on the achievement of the students. However, research studies are jejune to provide answer to the question if the teacher educators directly affect the teachers' classrooms behaviour or management of activities in the schools. Reasons for this could be many.

Teacher educators have never taken the aspect of professionalism very seriously. They have been criticizing the process of teacher education rather than providing answer to problem faced by them. However, NCTE was established in 1993 by the Act of parliament to give the tinge of professionalism to teacher preparation

programme. Unfortunately instead of mending the system it caused some damage to the programme of teacher education. Obvious reason was lack of insight on the part of teacher educators to provide a good model of teacher education. Till date they have not been able to envision a good model of teacher education programme. Existing teacher education problems were further aggravated by the privatization of teacher education institutions. Teacher educators never accepted the private enterprise in teacher education programme though they had been party in recognizing the private teacher education institutions (through NCTE) for the sake of fringe benefits bestowed by the private players. The situation deteriorated to such an extent that at particular time a committee was constituted by the Ministry of Human resource Development to scrap the regulatory body of teacher education (NCTE). The situation was saved after a great hue and cry made by some right thinking teacher educators to reverse the decision. The developments like these have made it mandatory for the teacher educators to put their heads together and give a little thinking to their role in the changed set up under Liberalization, Privatization and Globalization.

8.2   LEARNING OBJECTIVES
After completing this Unit, the learners will be able to
Explain the Ways Teachers can lead
Understand the contribution of Teacher Educators

8.3   THE WAYS TEACHERS CAN LEAD
The ways teachers can lead are as varied as teachers themselves.
Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.
So what are some of the leadership options available to teachers? The following 10 roles are a sampling of the many ways teachers can contribute to their schools' success.
1. Resource Provider
Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.
2. Instructional Specialist
An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom

strategies; explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

4. Classroom Supporter

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co teaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

9. Catalyst for Change

Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Roles for All

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

SELF CHECK EXERCISE-1

Q.1   Professional commitment and enthusiasm are essential for performing their responsibility. TRUE/FALSE

Q.2   The professional ethics is theoretical as well as………………

8.4   CONTRIBUTION OF TEACHER EDUCATORS

The teacher educators have much to contribute to the development of quality amongst the teachers. It is high time that they understand their role rather than simply criticize the system in the name of NCTE. If they do not contribute, they will move from the current marginalized status to the one of irrelevance. They will have to respond at both conceptual/empirical and pedagogical levels (Liston et.al. 2008).

The first and foremost thing is that they will have to accept the existing realities of the world. Privatization has entered educational system and they cannot deny it at any cost. A large number of men and women aspire to get degree or diplomas in teacher education to join teaching or jobs similar to teaching. The existing teacher education colleges or the University departments of education cannot accommodate all the aspirants. The nation at such a juncture will have to depend on private participation in education system of the country. Further the Mass Education does not Necessarily Mean the End of Quality. Simply harping on the tune of deterioration of standards due to the gap in demand and supply will not serve any purpose. Teacher education programme in India has never been based on demand and supply phenomenon. There have always been a good number of participants who never joined teaching after

earning a degree or diploma in education. It has generally been observed that objective of many women in getting admission to teacher education programme has been to earn a certificate for future employment. Many women join teaching even after a decade of getting professional degree in wake of their personal or family problems. In such a situation there is a need to draft teacher education courses that have totally specialized knowledge, specialized skills and inherent code of ethics. It can be done by having good theoretical base. Instead of depending on Philosophy, psychology or such other subjects they should bring up a body of knowledge that the future teachers start philosophizing or thinking psychologically to find solution to their classroom problems. Also the teacher educators should start devising the knowledge akin to the discipline of education. For example over the years the education has developed its own vocabulary like learning styles, thinking skills etc.

Secondly, the teacher educators will have to delve on specialized skills that add quality to the professional functioning. Such skills mean having hard, technical expertise along with softer interpersonal capabilities. Skills of quality teaching and quality assessment are most desired. Quality teaching skills involve the process of making students work hard and become independent learner. For example posing a problem before the learners and helping them find solutions to these problems is a skill and such skills need to be developed in the teacher trainees. Similarly the teacher trainees have to be trained in quality assessment procedure. This type of assessment requires the trainees to assess the students with respect to their thinking process and learning styles. In the same manner, the skills related to feed back have to be developed amongst future teachers so that the feedback is accepted open mindedly by the students and they improve upon.

Thirdly teacher educators should envision functions other than teaching by making teacher education degree/ diploma broad based with respect to changing times. Many dimensions with specializations will have to be added since the future teaching will not be limited to classroom teaching alone. Students will not depend upon teachers to seek knowledge about subject matter. They will be finding better transmitter of knowledge in media. However, they will not be able to negate the teachers. They will require help of the teachers to solve their day-to-day learning or behavioural problems. The students who will not be able to have access to schools will look for teachers get self learning material to suit their learning styles. Not only students, even the parents of the students will seek indulgence of teachers in achieving their aspired goals. Above all the future schools will be having trauma centers on their campus and will depend upon teachers' skills to solve various issues related to behavioural problems of students. All such issues cannot be ignored by the teacher education programme if it has to suit the demands of the society. Therefore teacher educators will have to design course curricula to accommodate such functions of the teachers. Specializations like Public Relationing, Parent Counseling, Behavioural Therapy, Developing e-learning material

etc. will have to be included in the course curricula of teacher education. All such dimensions have to be added to the teacher education courses if these courses have to exist in the future. Otherwise there is very likelihood that these courses will lose their credibility to the global societal needs.

Fourthly, the whole nature and process of teacher education will have to be worked out differently. Existing teacher education programme is divided in two different academic papers and sections. Usually the academic papers are Principles of Education and Educational Psychology etc. While teaching these courses, the teacher educators emphasize information aspect only (having no relevance to classroom teaching or school problems). The student teachers are never taught 'how to use the information for solving problems related to school education in general and teaching in particular'. Keeping in view the limitations of discipline oriented approach the teacher educators should visualize Problem oriented approach. A comprehensive list of various problems faced by various functionaries be developed through field based working. The student teachers should be asked to find out workable solutions to the problems. The purpose of teacher education should be development of problem solving skills rather than imparting knowledge alone. This is possible by having flexible, experience based, process oriented teacher education programme; wherein the student teachers are trained in analyzing the problem, developing hypotheses, collecting relevant data and drawing conclusions. Later the student teachers discuss these conclusions with large group to work on the solutions in simulated set up. Such a Project based teacher education programme will help in establishing credibility of teacher education programme. Let the apex institution like NCTE work with a vision to metamorphose the existing teacher education programme.

Fifthly, the teacher educators will have to organize their research as per the needs of the society and the market forces. Liston et.al. (2008) in his editorial pointed out that "Teacher quality research emerges from different conceptual lenses, some less familiar to educators (e.g., labour economies). It is important to grasp varied theories of action implied and to analyze assumptions and values in different research designs." To put it in simpler words, it connotes that research process and research problems in education should be such that these solve societal problems from different angles. For example the society in India at present is being faced with problems like violence by schools students, sex linked problems at primary stage, aspiration of parents that their child should lead the class in every activity, going for tuitions even at pre-primary level, etc. The answer to such problems is not simple. It involves knowledge of sociology, psychology as well as economics. The teacher educators need to get all essential knowledge to take up the issue and find workable solutions. After all it is the teacher educators who teach about the nature of the child and work directly in the field.
Teacher educators play a pivotal role in shaping the future of education through their significant contributions:

1. **Pedagogical Expertise**: Teacher educators impart deep knowledge of educational theories, teaching methods, and curriculum development to prospective teachers. They equip them with essential skills to create engaging and effective learning experiences.

2. **Professional Development**: They facilitate continuous professional development for practicing teachers, keeping them updated with the latest research, pedagogical techniques, and educational trends. This ensures teachers remain competent throughout their careers.

3. **Mentorship and Support**: Teacher educators serve as mentors and advisors, offering guidance and support to teachers at various stages of their careers. They help teachers navigate challenges, refine teaching strategies, and foster a supportive professional community.

4. **Curriculum Innovation**: They contribute to the development and refinement of teacher education programs and curriculum frameworks. Teacher educators integrate innovative practices and emerging educational technologies into teacher training to prepare educators for diverse classroom contexts.

5. **Research and Scholarship**: Teacher educators engage in educational research, conducting studies that inform teaching practices and contribute to the advancement of educational knowledge. They encourage teachers to integrate research-based strategies into their classrooms.

6. **Advocacy and Leadership**: Teacher educators advocate for policies that support quality education and teacher professionalism. They lead initiatives aimed at improving educational outcomes, promoting equity, and addressing systemic challenges in education.

7. **Collaboration and Networking**: They foster collaboration among educators, schools, and educational institutions. Teacher educators facilitate networking opportunities that promote knowledge sharing, collaboration on educational projects, and community engagement.

8. **Promotion of Reflective Practice**: Teacher educators encourage reflective practice among teachers, promoting critical self-assessment and continuous improvement. They help teachers analyze their teaching methods, assess student learning outcomes, and adapt instructional strategies accordingly.

SELF CHECK EXERCISE-2

Q.1   What is a primary role of teacher educators in shaping future educators?
A) Conducting research in educational psychology
B) Providing mentoring and support to teachers
C) Administering standardized tests to students
D) Monitoring school infrastructure
Q.2   How do teacher educators contribute to curriculum development?

A) By organizing school events and extracurricular activities

B) By conducting research studies on educational trends

C) By developing innovative teaching strategies and methods

D) By overseeing school finances

Q.3   What role do teacher educators play in professional development?

A) Managing school administrative tasks

B) Facilitating continuous learning for teachers

C) Setting national educational policies

D) Evaluating student academic performance

Q.4   Why is research and scholarship important for teacher educators?

A) To organize field trips for students

B) To advance knowledge in educational practices

C) To coordinate school transportation services

D) To design playground facilities

Q.5   What is a key area of advocacy for teacher educators?

A) Selling educational resources to schools

B) Promoting policies that support teacher professionalism

C) Designing school uniforms

D) Implementing classroom seating arrangements

8.5   SUMMARY

The professional ethics is theoretical as well as **practical**. Ethics in any profession, including teaching, involves not only understanding the theoretical principles and standards but also applying them in real-world scenarios and daily practice. This practical application ensures that ethical principles are upheld in interactions with students, colleagues, parents, and the broader educational community. Therefore, while theoretical knowledge provides the framework, practical implementation is essential for maintaining professional integrity and fostering trust and respect within the profession.

Teacher educators play a multifaceted role in enhancing the quality of education by preparing, supporting, and empowering teachers. Their contributions span pedagogical expertise, professional development, mentorship, curriculum innovation, research, advocacy, leadership, collaboration, and promotion of reflective practice, all aimed at fostering effective teaching and learning practices in schools and educational institutions.

In short it is suggested that instead of criticizing or finding faults with the Apex body of teacher education (NCTE), let the teacher educators work with a vision and extend helping hand to the NCTE. The objective of the NCTE is to produce quality teachers. Since the NCTE does not have its own staff, it depends totally on the services rendered by teacher educators employed in the Universities and colleges. Also the personnel heading NCTE belong to us. They had been part of the Universities or

colleges. The major question is – should we criticize our colleagues because all of us are unable to visualize and perform our own role? The role of teacher educators today is to mend the existing system with vision to help teacher education grow as a profession and produce quality teachers for schools.

8.6   GLOSSARY

Teacher Educator: An academic professional who prepares and supports prospective and practicing teachers through various stages of their careers.

Pedagogical Expertise: Specialized knowledge and skills related to teaching methods, instructional strategies, and curriculum development.

Professional Development: Continuous learning and training activities designed to enhance teachers' knowledge, skills, and effectiveness in the classroom.

Mentorship: Guidance and support provided by experienced educators to novice teachers, focusing on professional growth and development.

8.7   ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: TRUE

Answer2: practical

Exercise-2

Answer1: B) Providing mentoring and support to teachers

Answer2: C) By developing innovative teaching strategies and methods

Answer3: B) Facilitating continuous learning for teachers

Answer4: B) To advance knowledge in educational practices

Answer5: B) Promoting policies that support teacher professionalism

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8.9   TERMINAL QUESTIONS
Q.1   Describe the role of teacher educators in the field of education.
Q.2   Describe the essential responsibilities of teacher in relation to his students.

Unit-9   TEACHER APPRAISAL AND ACCOUNTABILITY

Structure

9.1   INTRODUCTION

It is very interesting as well as inspiring to not that the participants of the Joint National Level Organisation Programme in educational Planning and Administration for College Principals organised at NIEPA during the period September 5-23,1988 have asked question and responded almost adequately, "if in the field of education the students are being assed at every step, there is no logical reason why we should not be evaluated? It is argued that the teachers are appointed according to their qualification, and then is it worthwhile to undergo the process of evaluation? But let us not forget that evaluation is for the professional advancements, proper motivation should be given to him, and better opportunities should be provided for improvement. Every teacher must realise that evaluation is in his own interest as also in the interest of the students and thereby of his college. Evaluation thus is linked with professional development" (NIEPA, 1988).

Teaching is the basic duty and function of every teacher. Research and Extension Activities are at present regarded as the second and third dimensions to their work. A teacher's research output can be evaluated with the help of quantitative and qualitative indicators or criteria. Similarly the number of extension activities participated and the duration of time devoted can the measure of teachers' work in this connection. In the same manner students, assessment and innovations in teaching techniques and methods may be taken as qualitative indicators and whereas the number of classes taken by the teacher may determine his performance quantitatively.

9.2   LEARNING OUTCOMES

After completing this Unit, the learners will be able to;

Enumerate the Facilities needed for Better Performance of teacher educators
Understand the Accountability of teacher educators
Explain the Appraisal of Performance

9.3   FACILITIES FOR BETTER PERFORMANCE

An individual or a teacher for that matter manifests his or her best only when he or she is conscious of his or her concern and accountability to the profession, to the institution and to the students. And this sense of commitment and this sense of accountability must be reflected in his/her thought, word and deed. Accountability involves responsibility with readiness to justify the action. In our complex and multilayered social structure, it is very difficult to make the uniform application of accountability code. But by the large, accountability of the education system is correlated to the performance of teachers and others concerned. There has been phenomenal growth of system in general and in the number of teachers in particular. There has been phenomenal growth of the system in general and in the number of teachers in particular. There has been codification of their qualifications, recruitment, service condition and training, etc, for professional growth. Various committees and commissions starting from Dr. Radhakrishnan Commission (1948) to Janardhan Reddy Committee (1992) have recommended different types of facilities for improving service conditions as well as for career development. The UGC guidance have the statutory force in maintaining standards and various schemes supported by the UGC have salutary effect on professional growth of teachers of higher education. The UGC has brought out a series of instructions and guidelines regarding affiliation, autonomous colleges, teachers' qualification, teacher fellowships, minor and major research project faculty improvement, curriculum development, college council, Academic   Staff Colleges, State Council of Higher Education Seminars/Workshops schemes for scholar's participation.

With a view to institutionalizing the scheme of professional growth, the UGC established about 40 Academic Staff Colleges throughout the country. Whatever may be the lacunae in the system, or defects in organisation or management, the programmes both orientation and refresher courses are no doubt useful and beneficial to the growth of individual career are no doubt useful and beneficial to the growth of individual career development as well as quality of higher education. Unless the teachers themselves are motivated and adequately sensitized towards their own professional growth, no programmes implemented with all laudable objectives cannot be effective, and cannot be effective, and cannot achieve the purpose for which these are formulated. Teachers' evaluation may be one of the important factors for promoting their career advancement and for improving their performance in colleges and universities.

Physical facilities are being provided for improving the academic atmosphere of colleges and universities. The affiliation and reorganisation requirements have not only

been laid down, they have to be followed unscrupulously. Funds are being made available by UGC for developing infrastructural facilities, viz. Construction of building, strengthening library and laboratories, procurement of games and sports materials, purchase of teaching aids, provision of electronic media and materials. The management and teachers should be aware of the different schemes available under the UGC and make all-out efforts to take advantages of them. These facilities are not6 only be procured, but also be properly utilized for improving standard of performance and achieving academic excellence which are the main objectives'.

The UGC has framed suitable regulation for strictly main ting the minimum standards of higher education in universities and colleges. Terms and conditions have been laid down regarding in-service training, research, extension and co-curricular activities, which are part and parcel of professional preparation service conditions have also been specified for better performance for example, the number of working days teaching hours have been regulated. Teachers have been encouraged to participate actively in the process of upgrading syllabi and conduct of examinations for a student has been given comprehensively. Especially National Educational Testing has been given importance for bringing about uniformity in the standard of research and properly selecting the best students for award of scholarships. Research fellowships are also being also given to competent and enthusiastic teachers for conducting studies in their own fields. All these are provided mainly for promoting good performance of teachers individually and improving the quality of education generally.

SELF CHECK EXERCISES-1
Q.1   "National Level association of teachers could prepare a code of professional Ethics for teachers and see its observance,"
(a) NPE
(b) NCTE
(c) UGC
(d) NCERT

9.4   ACCOUNTABILITY OF TEACHER
The term accountability in school education is given by pedagogy beliefs not by educational technology. An effective aspect plays significant role and responsibility in school education. It includes emotions, feelings, beliefs, attitude and values of teachers and principal.
Meaning and Definition of Accountability:
In school education teachers and principal have to play some roles and have several responsibilities. It is the accountability and commitment of a principal to accomplish the roles and responsibilities of teacher and principal is called the accountability and commitment.

According to I.K. Davis, accountability and commitment is quality of work or performance assigned of a task by an authority. The person works according to direction or instruction and bound to perform the task.

"Accountability is an obligation and responsibility of an individual to perform assigned duties to best of his ability, capacity and efforts according the directions of his executive".

"Accountability is reviewed of his subordinate or assistant to perform his duty as assigned and required by his boss or superior".

Components of Accountability:
1. Commitment to his profession or his job.
2. Performing his duty sincerely and honestly.
3. Completing his responsibilities with devotion.
4. Review the performance of teachers or principal.
5. Quality of work or quality of his profession.
6. Involvement in his work or duties.
7. Positive attitude towards his profession.
8. Has the interest and believe in rules.
9. Exercise his authority and rights properly.

Accountability of teachers refers to their responsibility and obligations to students, parents, colleagues, educational institutions, and the broader community. Here's an overview:

1. **Student Learning Outcomes**: Teachers are accountable for facilitating effective learning experiences that promote academic achievement and holistic development among students. This includes assessing student progress, providing timely feedback, and addressing individual learning needs.
2. **Professional Conduct**: Teachers are expected to uphold high standards of ethical behavior and professionalism. This involves maintaining confidentiality, demonstrating respect for diversity, and fostering a safe and inclusive learning environment.
3. **Curriculum Implementation**: Teachers are accountable for implementing curriculum guidelines and educational standards set by educational authorities. They ensure that instructional practices align with curriculum goals and promote student engagement and learning.
4. **Parental Engagement**: Teachers maintain accountability to parents by communicating student progress, addressing concerns, and collaborating to support student success. They foster positive relationships that promote parental involvement in their child's education.
5. **Collegial Collaboration**: Teachers collaborate with colleagues to share best practices, resources, and support continuous professional development. They

contribute to a collaborative school culture that enhances teaching effectiveness and student outcomes.

6. **Professional Development**: Teachers are accountable for engaging in ongoing professional development to stay current with educational research, trends, and pedagogical innovations. They continuously improve their knowledge and skills to meet the evolving needs of students and society.

7. **Community Engagement**: Teachers contribute to the broader community by promoting educational initiatives, participating in community events, and advocating for policies that support quality education and student welfare.

8. **Assessment and Evaluation**: Teachers are responsible for fair and transparent assessment practices that accurately measure student achievement and growth. They use assessment data to inform instructional decisions and support student learning.

Overall, accountability ensures that teachers fulfill their roles effectively, promote student success, and contribute positively to the educational community. It reinforces trust and confidence in educators' ability to provide quality education and support the development of future generations.

SELF CHECK EXERCISES-2

Q.1   What does accountability of teachers primarily refer to?

A) Adherence to dress code policies

B) Responsibility and obligations in their roles

C) Participation in school extracurricular activities

D) Engagement in community service projects

Q.2   Teachers are accountable for ensuring that their instructional practices align with:

A) Personal preferences

B) Curriculum guidelines and educational standards

C) Political ideologies

D) Social media trends

Q.3   What is a key aspect of teachers' accountability to parents?

A) Organizing school picnics

B) Communicating student progress

C) Providing free tutoring services

D) Recommending extracurricular activities

Q.4   Why is professional development important for teachers' accountability?

A) To increase workload

B) To maintain job security

C) To stay current with educational research and trends

D) To reduce classroom sizes

Q.5   What role does assessment play in teachers' accountability?

A) Establishing classroom rules

B) Supporting student socialization

C) Measuring student achievement and growth

D) Designing school facilities

9.5   APPRAISAL OF PERFORMANCE

Teachers should have to abide by certain regulations or their own professional ethics for improving their activities and increasing their sense of commitment to the profession. They can improve their prestige and status when a particular code of professional ethics autonomy and freedom. That will develop a positive attitude of teachers and society towards the teaching profession. They prestige and status when a particular code of professional ethics is enforced which is, in fact, a charter of rights and duties for ensuring professional autonomy and freedom. That will develop a positive attitude of teachers and the society towards the teaching profession. In fine, this will ensure development of a high degree of recognition, regard and social status of the professional which can ultimately lead to better preparation and better performance. The NEPE, 1986 has therefore observed, "National Level association of teachers could prepare a code of professional Ethics for teachers and see its observance," Certain tangible steps have already been taken in the direction by various all-India teachers organizations in collaboration with NCERT and UGC.

It is discouraging to note that only 60% of teachers at the university level and 17% at the college level were Ph.D. holders. Still more disheartening are the statistical figures which show that ¾ of the college teachers and ½ of the university teachers have not participated in seminars and workshops when funds are so liberally made available and duty leave are easily granted by the university and other managements. A few teachers conducted research studies and very small percentages of teachers actually write for book and journals.

Although there are no magic formulas for evaluation, the researchers have analysed various activities of teachers and arrived at the five dimensions of teachers' performance. These are: (i) command over the subject, 9ii) ability to percent facts, (iii) rapport with the classroom and skill in promoting/ controlling participation, (iv) one-to one response called teacher-pupil interaction, and (v) flair and infection enthusiasm that stimulate response and interest in other.

A review or empirical studies indicate that the students' rating can provide reliable data on the quality of teaching. Similarly, college and university administration play an important role in factually evaluation. The objective of providing teachers with relevant and reliable information about their performance is that they can try to improve the quality of teaching. Some teachers feel that their dignity is at stake if students are asked to evaluate their performance. They think that if the students will evaluate teachers, it may create a number of issue and problems. In reply to this apprehension Kenneth Eple said, "A classroom is not a professor's castle, teaching is a public

activity." In the words of an eminent educationist Prof. Umashankar Joshi, "For a teacher, classroom is his paradise." That is, if the teacher actually enjoys his teaching work, feels blis of paradise. It is celestial pleasure to teach in the classroom.

Evaluation of teachers' performance can be done in many ways by himself, by the head of institution, by the senior colleges, by students and by management. It is essential for improving professional growth of teachers in all dimensions and for improving the academic standard of colleges and universities. Academic action should be taken for properly evaluating teachers for making them more affective.

Advantages

Teachers' evaluation has the following advantages:

- It contributes to the effectiveness of teachers.
- It assures them that policies are being implemented properly.
- It clarifies to them their exact responsibilities,
- It strengthens the working relationship among teachers, students and administrators.
- It makes constructive experience become the base of enhanced performance.
- It makes criteria explicit to teachers and administrators.
- It helps them to develop their career by identifying their strengths and weaknesses.
- It makes the merit promotion meaningful.
- It makes the community satisfied about the effort made by teachers/institutions.

Evaluation of pupils' performance is often taken as a means of ascertaining the productivity of teachers/ institution. The objectives of such evaluation may be expressed in terms of behavioural outcomes which are held to be reasonably attainable and measurable over years.

Appraisal of teachers' performance involves systematic evaluation and feedback to assess their effectiveness in fulfilling professional responsibilities and improving student outcomes. Here's an overview of how teachers' performance is appraised:

1. **Evaluation Criteria**: Appraisal typically includes assessing teachers based on established criteria such as classroom management, instructional delivery, student engagement, assessment practices, professional development participation, and contributions to the school community.

2. **Observations and Classroom Visits**: School administrators or peers may conduct classroom observations to observe teaching practices firsthand. These visits provide insights into instructional strategies, classroom environment, and interactions with students.

3. **Student Achievement Data**: Teachers' impact on student learning is often evaluated using assessment data, standardized test scores, and student progress over

time. This data helps gauge the effectiveness of instructional methods and curriculum implementation.

4. **Self-Reflection and Goal Setting**: Teachers engage in self-reflection to assess their own practices and set professional goals for improvement. This reflective process encourages continuous growth and development.

5. **Feedback and Coaching**: Feedback from administrators, peers, and mentors provides valuable insights into strengths and areas for improvement. Coaching sessions may be provided to support teachers in implementing recommended changes and refining instructional strategies.

6. **Professional Standards**: Appraisal aligns with professional teaching standards and expectations set by educational authorities or institutions. These standards guide evaluations and ensure consistency in assessing teachers' performance.

7. **Documentation and Portfolio Review**: Teachers compile evidence of their professional activities, accomplishments, and student outcomes in portfolios. These documents provide a comprehensive view of their contributions and growth over time.

8. **Professional Development Plans**: Appraisal outcomes inform personalized professional development plans aimed at addressing identified areas for growth. These plans may include workshops, courses, or mentoring opportunities to enhance teaching skills and knowledge.

9. **Accountability and Recognition**: Appraisal serves as a tool for accountability, ensuring teachers meet expected standards of performance. Recognition of exemplary teaching practices may also be highlighted to motivate and inspire educators.

10. **Continuous Improvement**: Appraisal encourages a culture of continuous improvement in teaching practices, curriculum development, and student learning outcomes. It supports educators in adapting to new challenges and advancing educational goals.

Overall, appraisal of teachers' performance is a collaborative process aimed at enhancing teaching effectiveness, fostering professional growth, and ultimately improving educational outcomes for students. It emphasizes accountability, reflection, feedback, and ongoing development as integral components of professional practice in education.

SELF CHECK EXERCISES-3

Q.1   What is the primary purpose of appraising teachers' performance?

A) To assign classroom duties

B) To determine salary increases

C) To assess effectiveness and provide feedback

D) To schedule professional development workshops

Q.2   Which method is commonly used to evaluate teachers' instructional practices during appraisal?

A) Sending email surveys to students

B) Conducting classroom observations

C) Reviewing teachers' social media profiles

D) Asking colleagues for feedback in passing

Q.3   How is student achievement data typically used in teachers' performance appraisal?

A) To assign disciplinary actions

B) To compare with previous years' data

C) To determine classroom seating arrangements

D) To schedule parent-teacher conferences

Q.4   What role does feedback play in teachers' performance appraisal?

A) It determines promotion opportunities

B) It motivates teachers to quit

C) It provides insights for improvement

D) It assesses extracurricular activities

Q.5   How do professional development plans relate to teachers' performance appraisal?

A) They are used to track vacation days

B) They are unrelated to appraisal outcomes

C) They are based on appraisal feedback

D) They are designed for school fundraising

9.6   SUMMARY

It goes without saying that self-appraisal is the best appraisal in which nothing is imposed and the teacher is in a position to know his own strengths and weaknesses. The teachers realise the degree of his/her performance and places himself or herself in right perspective. Before developing any sophisticated or standardised tools of evaluation for teachers' performance, it is desirable that the self-appraisal Performa as given in pre-pages would be very useful for enabling teachers to assess their own performance and others-management, colleagues and others at the helm of affairs for taking decisions, for giving promotions and for awarding prizes or higher scale of pay.

In the colleges and universities a code of professional ethics should be introduced and the self-appraisal scheme be strictly adopted for evaluating the performance indicators need to be evolved and standardized so as to measure teachers' performance objectively. Over protection and complacency now enjoyed by teachers' performance objectively. Over protection and complacency now enjoyed by teachers are growing to such an extent that there have been rampant indiscipline, corruption, indifference, negligence and frustration at all levels and in all quarters. Students are also getting themselves increasingly prone to carelessness, unrest, failure and problems. Unless there is review of the programmes and progress of educational

institutions as well as teachers' activities, sub-standards and non-viable colleges will increase and frustrations will be chromic among the youth. In place of cost effectiveness, profligacy "will increase in the college and universities. Bajaj has aptly observed, "Their existence damages the total credibility of the system as they are no better than parking places for idle youth and have simply the dubious distinction of being called academic institutions."

Therefore, accountability should be the acid test of efficiency and objective evaluation of teacher, performance is essential for proper justice and judgment. It will promote efficiency and effectiveness of the educational institutions and ensure accountability and credibility of system.

9.7   GLOSSARY

Appraisal: The systematic evaluation and assessment of teachers' performance, instructional practices, and contributions to education, typically conducted by administrators or peers.

Accountability: Teachers' responsibility and obligation to demonstrate competence, professionalism, and adherence to ethical standards in their roles, often measured through performance appraisal.

Professional Standards: Guidelines and benchmarks established by educational organizations or authorities that define expectations for teachers' professional conduct, teaching practices, and educational outcomes.

9.8   ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: (b) NCTE

Exercise-2

Answer1: B) Responsibility and obligations in their roles

Answer2: B) Curriculum guidelines and educational standards

Answer3: B) Communicating student progress

Answer4: C) To stay current with educational research and trends

Answer5: C) Measuring student achievement and growth

Exercise-3

Answer1: C) To assess effectiveness and provide feedback

Answer2: B) Conducting classroom observations

Answer3: B) To compare with previous years' data

Answer4: C) It provides insights for improvement

Answer5: C) They are based on appraisal feedback

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9.10   TERMINAL QUESTIONS

Q.1   Indicate the need of accountability in school education.

Q.2   Enlist the components of accountability.

Unit-10   PRE- SERVICE TEACHER EDUCATION

Structure

10.1   INTRODUCTION

"It is not enough for instructors to talk about technology integration, but then leave it upto a special technology course to train the pre-service teachers how to do it. Appropriate technology must be infused throughout the curriculum".

According to Kothari commission, a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environs of a classroom are enlivened by the inspiring, dynamic, enthusiastic, encouraging, skillful and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully in culture among children values that strengthen the ideals of social justice, equity, secularism and pluralism.

By its very definition, a professional, including a teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he keeps learning and developing throughout his professional life. This is precisely the responsibility of teacher education system which is more than a mere combination of two of its major components i.e. pre-service teacher preparation and in-service education.

Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

10.2   LEARNING OUTCOMES

After completing this unit, the learners will be able to;

Understand the concept, meaning and nature of Pre-Service Teacher Education Programme

Enumerate the objectives of Pre- Service Teacher Education

Describe the functions and scope of Pre-Service Teacher Education

10.3   CONCEPT OF PRE SERVICE TEACHER EDUCATION PROGRAMME

Pre-service teacher education is the course which is offered by the students before they join teaching profession and leads to a degree and certification, to make a person eligible to join teaching profession. In planning for effective pre service teacher education, an integrated view has been taken of all its stage by NCTE The integration has been done both horizontally and vertically. Vertical Integration means that the pre service teacher education right from pre-school teacher education to the university stage teacher education is inter-related. In horizontal integration the institutions, agencies, and social groups concerned with the effectiveness of pre service teacher education link together their efforts for professional education and development of teachers. It is essential to insist that teachers from education colleges/Departments should assist secondary and primary school teachers to improve their attainments. There has to the a mutual communication between all the levels of instruction to imptove the standards of pre service teacher education, particularly in a developing country like ours.

According to NCTE framework (1988), teacher education is a professional programme aiming at the development of teacher as a person and as an agent of social change. Teacher education for all stages of school education is the most crucial input for the improvement of quality of school education. There is also a requirement of teacher education as a part of recruitment of teachers to these stages of school education.

Meaning and Significance of Pre-Service Teacher Education

Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers.

A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience. Research based curriculum development of pre-service teacher education is yet to take roots. These programmes are intended to support and enhance teacher learning instill in them a greater degree of self-confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in student teachers. This will lead to a deeper involvement in the learning process of teacher educators as well as student teachers. The inclusion of appropriate content knowledge about essential qualities of a good teacher in relevant theory papers and practice of effective domain related traits in school situation for a longer duration could help promote these traits in student teachers. The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that after becoming a teacher, he becomes an agent of change.

a) Pre-service Training:

It is a part of our study in teacher education. It refers to academic terms of study in a university level institution with a period of education, generally lasting for the academic session. It consists of combined or alternative studies and the theory and practice of teaching with elements of psychology.

Educational philosophy and sociology of education and some helpful instruction about teaching of certain specific subjects this phase of training exposes the teacher to psychological, sociological, philosophical and technological aspects and the principles related to education.

This part is carried out with a view to developing in him/her a basic insight into the professional and some key skills required for various teaching-learning tasks. These courses are provided by the college where the student is introduced to the knowledge and skills needed to do a professional job in teaching.

In this phase the trainees are introduced to principles underlying teaching such as the aims of education, curriculum, nature and characteristics of child development, methods of teaching and learning and resources on which pupils and teachers can draw for the purpose of teaching and learning.

Nature of Pre- Service Teacher Education

The pre service teacher education programme after graduation secondary level has been at least one year (of 200-220 effective working days) whereas a two year duration of teacher education has been visualised after plus two stage for primary level. Higher secondary stage of education is an integral part of school education. This stage is characteristic of diversification into academic and vocational streams. The framework has outlined the components of teacher education taking into consideration the characteristic features of the learners at this stage. It has given important place to work experience, art education, health and physical education according to the recommendations of NPE (1986).

Vocationalisation of higher secondary education is an important educational concern. In the realization of this objective teacher preparation for different vocational

areas based on technology agriculture, commerce, para medical is required. The vocational areas need both theoretical and practical inputs of a specialised nature and call for a separate design of professional courses for teacher preparation The concern for universalisation of elementary education is linked with non-formal education for the age group 6 to 14. Therefore, the methodologies; that are appropriate to this approach have been integrated into the teacher preparation programme. The concept of 'working with community' as an important component of teacher education has been integrated with the practical aspects of foundation courses in education as well as courses offered under relevant stage specific specialisation.

Institutionalised teacher education loses its social and educational relevance if it does not keep in step with the development in school education, in its theory and practice and reorientation according to the curricular demands and training procedures. Consideration of Media and educational technology is essential in planning and utilisation of various kinds of human and non human resources to achieve the goals of education. Thus teacher's role is also relative to our perceptions of education its goals, means, methods and its overall relationship with the development process, nature of learner and learning process, concept of school, purpose of education and its relation to individual and societal goals. POA (1986) describes "As far as the whole time teachers in educational institutions are concerned, their principal role is, and will always be, teaching and guidance of their pupils, not only through classroom instruction and tutorials but by personal contact and numerous other ways the teachers have always employed for building the character of their pupils. Teachers at all stage have to he expected to undertake or promote research, experimentation, extension and social service. They have to participate in management of' a variety of services and activities which educational institutions undertake to implement their programmes. Thus a future teacher would be competent, professional, skilled, effective communicator, a designer and user of learning resources, a learning facilitator and an active participant in community life if the programme of teacher education is perceived and implemented in right direction.

SELF CHECK EXERCISE-1

Q.1   What is the primary purpose of a pre-service teacher education program?

A) Providing professional development for experienced teachers

B) Offering advanced courses in educational leadership

C) Preparing individuals to become teachers

D) Conducting research on educational policies

Q.2   Which component of pre-service teacher education programs provides practical classroom experience?

A) Research projects

B) Field trips

C) Teaching practicum

D) Online courses

Q.3   What do pre-service teacher education programs emphasize to future educators?

A) Financial management

B) Pedagogical skills and instructional strategies

C) Legal studies

D) Marketing techniques

Q.4   What credential does completion of a pre-service teacher education program typically lead to?

A) Doctoral degree

B) Teaching certification or licensure

C) Executive position in education administration

D) Marketing certification

Q.5   Why are pre-service teacher education programs often accredited?

A) To increase tuition fees

B) To require additional coursework

C) To ensure program quality and standards

D) To limit enrollment

10.4   OBJECTIVES OF PRE-TEACHERS EDUCATION

The objectives of teacher education as given by NCTE curriculum frame work (1988)have been harmonized with the changing objectives of institutional education and demands of the society, because previously schools and colleges were considered as only a repository of knowledge. But now they have been realised as instruments of social change they have wider influence and include students as well as community, and roles and functions of teachers are extended to both. The curriculum of preservice teacher education is also designed accordingly keeping in viewed this changed scenario of schools, colleges and their interrelationships with community.

Pre-service teacher education programmes at all levels should seek to develop in the prospective teacher:

1) Knowledge and understanding of -

-        the Indian socio-cultural context and the role of education in national development.

-        the process of human development and learning in all its dimensions and its implications to education.

2) Professional competencies and skills relating to

-        effective communication.

-        effective curriculum transaction, utilizing learning resources of various kinds and employing interactive teaching learning strategies to promote all round growth of learners.

- comprehensive and continuous evaluation of learner's Progress through appropriate tools and techniques.
- effective management of learning within and outside the classroom to maximize learners' growth.
- catering to the learning needs of special groups of children like: the gifted, the slow learners and the disabled
- organising co curricular activities of different kinds to promote all round growth of children
- offering guidance to students in their personal, academic and occupational problems
- research and experimentation in Education

3) Social commitment through participation in
- developmental activities in the community, extension activities and community service
- compensatory education programmes for the disadvantaged classes like the SC/STs
- complementary and parallel educational service systems like non-formal education, adult education, workers education.

4) Positive attitudes towards children, learning, school, professional growth and manual work

5) Social, cultural and moral values oriented towards unity and integration of our people
- democracy, secularism, scientific temper, egalitarianism, cultural heritage conservation of the environment, civil responsibility

6) **Aesthetic interests and appreciation towards** - literary, cultural and artistic pursuits.

The objectives of pre-service teacher education programs are multifaceted, aiming to prepare individuals effectively for the teaching profession. Here are key objectives:

1. **Academic and Pedagogical Preparation**: Provide prospective teachers with a solid foundation in educational theory, subject-specific content knowledge, and pedagogical techniques necessary for effective teaching and student learning.

2. **Professional Skills Development**: Equip future educators with practical skills in lesson planning, classroom management, instructional strategies, assessment methods, and the use of educational technologies to meet diverse student needs.

3. **Field Experience and Practicum**: Offer opportunities for hands-on experience through teaching practicum, internships, or field placements in real classroom settings under the supervision of experienced educators.

4. **Reflective Practice**: Foster critical reflection among future teachers to analyze their teaching practices, assess student learning outcomes, and continuously improve their instructional approaches based on evidence and feedback.

5.   **Cultural Competence and Diversity**: Promote understanding and appreciation of cultural diversity, equity, and inclusion in education, preparing teachers to create inclusive and supportive learning environments for all students.

6.   **Ethical and Professional Standards**: Emphasize the importance of ethical behavior, professionalism, and adherence to professional codes of conduct in interactions with students, colleagues, parents, and the broader community.

7.   **Collaboration and Communication**: Develop collaboration skills to work effectively with colleagues, administrators, parents, and community stakeholders to support student learning and school improvement initiatives.

8.   **Research and Inquiry Skills**: Cultivate the ability to engage in educational research, evidence-based practice, and continuous professional development to stay current with emerging trends, research findings, and best practices in education.

9.   **Preparation for Certification or Licensure**: Prepare candidates to meet the requirements for initial teaching certification or licensure, ensuring they possess the necessary qualifications and competencies to legally teach in schools.

10.   **Professional Identity and Growth**: Support the development of a professional identity as educators committed to lifelong learning, professional growth, and advocacy for educational excellence and equity.

These objectives collectively aim to equip aspiring teachers with the knowledge, skills, attitudes, and dispositions needed to be effective educators who positively impact student learning and contribute to the improvement of educational practices and outcomes.

All these objectives of preservice teacher education interpret and unfold the enigma that modern education aims at growth and development of the whole person. So every teacher should have a deep knowledge an understanding of children and skill in applying that practically. These cannot he acquired by rule of the thumb and very often an untrained teacher has to learn the jobs by an arduous and long practice. Thus to create good teachers the whole teacher education should be built on a sound foundation of the practical and practice oriented theoretical knowledge. The emphasis should be on special techniques, devices and literal education that produce informed, cultured and disciplined minds; and to make teacher education comprehensive in nature, wide and varied in scope. The practice teaching has to be more effective and adequate to ensure success in the profession. A true learner accomplishes his potentialities in any endeavour. Therefore, need of the hour is to look upon preparation as an education of the entire personality of the teacher, intended to prepare him to live a complete, useful and satisfying life at home, at school and in the wider social groups which will go a long way to fulfill the hopes and challenges before teaching profession to prepare the teacher to come upto the highest expectations o the profession.

SELF CHECK EXERCISE-2

Q.1   What is the primary objective of pre-service teacher education programs?

A) To provide advanced research opportunities

B) To prepare individuals for teaching careers

C) To offer managerial skills training

D) To focus on administrative roles

Q.2   Which objective emphasizes hands-on experience in real classroom settings?

A) Cultural competence and diversity

B) Professional skills development

C) Reflective practice

D) Field experience and practicum

Q.3   What do pre-service teacher education programs aim to develop regarding teaching practices?

A) Leadership in educational policy

B) Ethical and professional standards

C) Financial management skills

D) Public relations strategies

Q.4   Why is collaboration emphasized in pre-service teacher education?

A) To increase competition among teachers

B) To facilitate teamwork with students

C) To support school fundraising efforts

D) To work effectively with colleagues and stakeholders

Q.5   What credential are pre-service teacher education programs designed to prepare candidates for?

A) Business administration certificate

B) Medical doctorate degree

C) Teaching certification or licensure

D) Engineering license

10.5   FUNCTIONS AND SCOPE OF PRE-SERVICE TEACHER EDUCATION

The functions and scope of pre-service teacher education encompass a range of critical aspects aimed at preparing individuals for the teaching profession. Here's an overview:

Functions of Pre-Service Teacher Education:

1.   **Professional Preparation**: The primary function is to equip prospective teachers with the knowledge, skills, and competencies necessary for effective teaching. This includes understanding educational theories, instructional strategies, curriculum development, and assessment techniques.

2.   **Pedagogical Training**: Provide pedagogical training to develop teaching methods that cater to diverse learning needs and promote student engagement and learning outcomes.

3.   **Field Experience**: Offer opportunities for practical experience through teaching practicum or internships in real classroom settings. This allows candidates to apply theoretical knowledge, gain teaching experience, and receive mentorship from experienced educators.

4.   **Cultural Competence and Diversity**: Foster cultural competence and sensitivity to diverse student populations, preparing teachers to create inclusive and equitable learning environments.

5.   **Professional Ethics and Standards**: Emphasize ethical practices, professionalism, and adherence to professional codes of conduct in interactions with students, colleagues, and the community.

6.   **Collaboration and Communication**: Develop collaboration skills to work effectively with colleagues, administrators, parents, and community stakeholders to support student learning and school improvement efforts.

7.   **Research and Inquiry Skills**: Cultivate research literacy and critical inquiry skills to engage in evidence-based practice, educational research, and lifelong learning.

8.   **Reflective Practice**: Encourage reflective practice among teachers to critically examine their teaching practices, assess student learning outcomes, and continuously improve instructional approaches.

Scope of Pre-Service Teacher Education:

1.   **Curriculum Design and Development**: Design and develop a comprehensive curriculum that includes foundational coursework in educational theory, subject-specific content, and practical teaching methods.

2.   **Instructional Methods and Techniques**: Provide training in effective instructional methods, classroom management strategies, technology integration, and differentiated instruction to meet diverse student needs.

3.   **Assessment and Evaluation**: Teach candidates how to design assessments, analyze student performance data, and use assessment results to inform instructional decisions and support student learning.

4.   **Professional Development**: Offer opportunities for ongoing professional development to keep abreast of educational research, trends, and innovations in teaching practices.

5.   **Certification and Licensure Preparation**: Prepare candidates to meet the requirements for initial teaching certification or licensure, ensuring they have the qualifications and competencies to legally teach in schools.

6.   **Quality Assurance and Accreditation**: Ensure programs adhere to established standards of quality, accreditation requirements, and regulatory guidelines to maintain program effectiveness and credibility.

7.   **Community and School Partnerships**: Foster partnerships with schools, community organizations, and educational stakeholders to enhance learning experiences, provide resources, and support professional growth.

8.   **Global Perspectives and Educational Trends**: Incorporate global perspectives, cross-cultural understanding, and emerging educational trends into the curriculum to prepare teachers for diverse educational landscapes.

In essence, pre-service teacher education programs play a crucial role in preparing future educators by equipping them with the necessary knowledge, skills, and experiences to effectively meet the demands of teaching in today's educational environments. These programs aim to cultivate reflective, competent, and culturally responsive teachers who are committed to student success and continuous professional growth.

The curriculum of pre-service teacher education envelops all those important areas which help in preparing an effective teacher like.

(1) Knowledge of how children and youth absorb formal and informal learning in the school, at home and in the community;

(2) Knowledge of the objectives of school education as related to the needs of the Indian society and its relationships with the international communities;

(3) Knowledge of the school as an institution and of the principles and the skills involved in the organisation of its managerial and instructional work by best utilising the available facilities, abilities, and energies of teachers and pupils;

(4) Knowledge of the curricular subjects for which instruction is to be imparted in the school and of the techniques suited to each topic of the subject;

(5) Knowledge of the different roles of the teacher in the school and the community and the attitudes and skills which have to be acquired for playing the roles successfully;

(6) Knowledge of the educational system and the professional conditions within which the teacher must operate;

(7) Knowledge of how to utilize the resources and programmes which would lead to continuous professional growth.

Most educationists are now of the opinion that all good education should consist of three basic elements:

(a) Study of languages and humanities; (b) study of mathematics and science, (c) work experience based on participation in the productive arid social activities, appropriate to the needs of the community as well as to the child's development.

Work experience induces creative activities and may also help in economic production. It also bridges the gap between intellectual and manual work by encouraging in the students, the attitudes which would help them to engage in productive process. All work experience develop their inventiveness, generate in them habits of precise, persistent work and self- respect through socially useful productive activity. When community service is added to manual work, the aims of work experience

become wider and the child is led towards removing the separation of the educated from the mass. Work experience is therefore, given in two forms; productive work experience related to technology and work experience in community services and group life, and through selected activities from among a variety of suggested programmes, which can be usefully applied by the teacher suited to the age of the student and related to the psychological and physical development of children during various stages of school life.

The major recommendations of the NCTE curriculum framework were:

- adoption of task-oriented and performance based teacher education;
- relating the curriculum of teacher education to national ideology and problems;
- providing for flexibility for relevance, continuing education and mobility;
- adoption of inter-disciplinary and integrated approaches and task-oriented teacher education;
- Reform in practice teaching and evaluation.

To accomplish these recommendations the NCTE curriculum framework suggested:

- reduction of weight age for theory courses,
- Introduction of "working with the community" as and integral part of teacher education.
- Development of training programme packages for core-skills and special skills in the different subjects.
- Provision for 'socially useful productive work (SUPW) and health and physical education.
- Orienting practice teaching towards the development of competencies and skills.
- Adoption of the semester system and encouraging innovative practices; experimentation and research.

SELF CHECK EXERCISE-3

Q.1   What is the primary function of pre-service teacher education programs?

A) Providing advanced research opportunities

B) Equipping prospective teachers with teaching skills and knowledge

C) Offering managerial training for school administrators

D) Focusing on educational policy development

Q.2   Which aspect is included in the scope of pre-service teacher education programs?

A) Accounting principles

B) Cultural competence and diversity

C) Medical terminology

D) Legal studies

Q.3   What does pre-service teacher education emphasize regarding assessment?

A) Curriculum design

B) Classroom management strategies

C) Effective instructional methods

D) Designing assessments and using data for instructional decisions

Q.4   Why is collaboration emphasized in pre-service teacher education?

A) To compete with colleagues

B) To facilitate teamwork with students

C) To support fundraising efforts

D) To work effectively with colleagues and stakeholders

Q.5   What is a key objective of professional development in pre-service teacher education?

A) Enhancing personal hobbies

B) Engaging in school management

C) Staying updated with educational research and trends

D) Practicing legal skills

10.6 SUMMARY

In the education of pre-service teacher preperation, those methods of teaching are taught which are suitable for professionally motivated adult students. But Instructional skills, professional attitudes and educational values can only be learned and not taught. Self study through reading, active thinking through groupwork, and an application of educational principles to solve problem situations, is the only methods which produce effective teachers. Some lecture-discussions with the use of audio visual aids are very useful. Programmed instructions are also tried in some institutions for training the teachers. The NCERT has prepared self instructional modules for pre-service training of teachers at different levels. They are extremely flexible and can be used in cyclostyled sheets, printed textbooks, loose-leaf notebooks, blackboard exercises for group work, through teaching machines, computers etc. In teacher education programmed instruction does not help in the acquisition of knowledge but in developing the self study habits. It develops logical thinking which helps in developing and sequencing the teaching material.

Pre-service teacher education, thus, develops better understanding of children, builds confidence in the new teachers, makes them familiar about using methodology of teaching with new techniques, builds positive attitude towards teaching profession, familiarizes with the latest knowledge of the profession, develops attitude towards research and experimentation, creates social insight and teaches the teachers to live a community life, improves their standards of teaching and strengthens the democratic set up of the country by making him a good and useful citizen of the country, The regional colleges of education conduct courses like M. Sc. Science education and M. Tech. educational technology for teacher educator to make them more effective in their respective fields.

10.7 GLOSSARY

Pre-Service Teacher Education: Formal training and educational programs designed to prepare individuals who aspire to become teachers for their future roles in education.
Pedagogy: The art and science of teaching; encompasses instructional methods, strategies, and techniques used to facilitate learning.

10.8 ANSWERS TO SELF CHECK EXERCISES

Exercise-1
Answer1: C) Preparing individuals to become teachers
Answer2: C) Teaching practicum
Answer3: B) Pedagogical skills and instructional strategies
Answer4: B) Teaching certification or licensure
Answer5: C) To ensure program quality and standards

Exercise-2
Answer1: B) To prepare individuals for teaching careers
Answer2: D) Field experience and practicum
Answer3: B) Ethical and professional standards
Answer4: D) To work effectively with colleagues and stakeholders
Answer5: C) Teaching certification or licensure

Exercise-3
Answer1: B) Equipping prospective teachers with teaching skills and knowledge
Answer2: B) Cultural competence and diversity
Answer3: D) Designing assessments and using data for instructional decisions
Answer4: D) To work effectively with colleagues and stakeholders
Answer5: C) Staying updated with educational research and trends

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10.10 TERMINAL QUESTIONS

Q.1 Describe the nature of Pre- Service Teacher Education

Q.2 Describe the functions and scope of Pre-Service Teacher Education

Unit-11   COMPONENTS OF PRE- SERVICE TEACHER EDUCATION

11.1   INTRODUCTION

A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society. School education has seen significant development over the decades since independence. According to the Government of India estimates while 82 per cent of the 20 crore children of the 5-14 age group were in school as per enrolment, nearly 50 per cent of these children drop out before completing class VIII . One finds the situation on the ground ridden with difficulties. Regional, social, and gender disparities continue to pose new challenges. This reality increases the challenge of implementing the Right of Children to Free and Compulsory Education Act and, in particular, the role and place of the school teacher. The issue of quality teacher education is closely tied up with the concern for the duration of initial teacher preparation (pre-service) programmes. Any form of initial teacher preparation needs to be of reasonable duration that provides enough time and opportunity for self-study, reflection and involved engagement with learners, the school, the classroom and pedagogic activities, along with rigorous theoretical study.

11.2   LEARNING OBJECTIVES

After completing this unit, the learners will be able to;
Define the various components of Pre-Service Teacher Education

Understand the concept of Practicum Internship in Pre-Service Teacher Education

11.3   COMPONENTS OF PRE-SERVICE TEACHER EDUCATION
Pre-service teacher education programs typically consist of several key components aimed at preparing future educators for their roles in the classroom. Here are the primary components:

1.   **Foundational Courses in Education**: These courses provide a theoretical foundation in educational principles, theories of learning, and educational psychology. Topics may include child development, educational philosophy, and principles of curriculum design.

2.   **Subject-Specific Pedagogy**: Courses focused on teaching methods and strategies specific to various subject areas (e.g., mathematics, science, language arts). These courses prepare pre-service teachers to effectively teach subject content and integrate relevant instructional techniques.

3.   **Field Experience and Practicum**: Practical experiences in real classroom settings under the guidance of mentor teachers. This component allows pre-service teachers to apply theoretical knowledge, develop teaching skills, and gain firsthand experience in lesson planning, classroom management, and student interaction.

4.   **Assessment and Evaluation**: Courses that teach pre-service teachers how to design assessments, analyze student learning data, and use assessment results to inform instructional decisions. This component emphasizes the importance of effective assessment practices in promoting student learning and achievement.

5.   **Technology Integration**: Training in the use of educational technologies and digital tools to enhance teaching and learning. Pre-service teachers learn how to effectively incorporate technology into their lessons, engage students in digital learning activities, and promote digital literacy.

6.   **Cultural Competence and Diversity**: Courses that promote understanding and appreciation of cultural diversity, equity, and inclusion in education. Pre-service teachers learn strategies for creating inclusive and culturally responsive classrooms that meet the needs of diverse student populations.

7.   **Professional Ethics and Standards**: Training in professional ethics, legal responsibilities, and ethical decision-making in educational settings. This component emphasizes adherence to professional codes of conduct, confidentiality, and maintaining professional relationships with students, colleagues, and parents.

8.   **Reflective Practice and Professional Development**: Opportunities for pre-service teachers to engage in reflective practice, self-assessment, and continuous professional development. This component encourages critical reflection on teaching practices, ongoing learning, and professional growth.

9.   **Collaboration and Communication**: Training in effective communication skills and collaboration with colleagues, administrators, parents, and community

stakeholders. Pre-service teachers learn the importance of teamwork, interpersonal relationships, and building positive partnerships in support of student learning and school improvement.

10.   **Capstone Projects or Seminars**: Culminating experiences that integrate and apply knowledge and skills acquired throughout the program. Capstone projects may involve action research, curriculum design, or presentations that demonstrate proficiency and readiness for the teaching profession.

These components collectively provide a comprehensive preparation for pre-service teachers, equipping them with the knowledge, skills, and practical experiences necessary to be effective educators in today's diverse and dynamic educational environments.

At present, different types of Teacher Education Institutions are running for different levels of pre-service teacher education. A description of some such major institutions is as follows –

1.   **Pre- Primary Teacher Education Institutions –** These are of two types -
   a). Pre-Primary Teacher Education Institutions.
   b). Nursery Teacher Education Diploma Departments.
2.   **Primary Teacher Education Institutions –** These are of three types –
   a). Normal Schools.
   b). District Institute of Education and Training DIETs.
   c). Department of Correspondence Courses.
3.   **Secondary Teacher Education Institutions –** These are of six types
   a). Colleges of Teacher Education.
   b). Departments of Teacher Education.
   c). Central Institute of Education. CIE.
   d). State Institutes of Education, SIEs.
   e). Regional Institutes of Education, RIEs.
   f). Departments of Correspondence Courses.
4.   **Teacher Education Institutions for Exceptional Children** – These are of two types –
   a). Training Institutes, of Dumb and Deaf Children's Teacher.
   b). Training Institutes of Blind Children's Teachers.
5.   **Training Colleges for Specialized Subjects and Activities** – These are of four types –
   a). Colleges and Departments of Language Teaching.
   b). Colleges and Departments of Art Teaching.
   c). Colleges and Departments of Home Science Training.
   d). Colleges and Departments of Physical Education.

SELF CHECK EXERCISE-1

Q.1   Which component of pre-service teacher education programs focuses on theoretical foundations of education and principles of learning?
A) Field experience
B) Technology integration
C) Foundational courses in education
D) Assessment and evaluation
Q.2   What does the field experience component of pre-service teacher education involve?
A) Conducting research projects
B) Attending professional conferences
C) Observing and practicing teaching in real classrooms
D) Learning about educational policies
Q.3   Which component emphasizes the use of digital tools and technologies to enhance teaching and learning?
A) Assessment and evaluation
B) Cultural competence and diversity
C) Technology integration
D) Professional ethics and standards
Q.4   What is the focus of courses on cultural competence and diversity in pre-service teacher education?
A) Teaching methods specific to subject areas
B) Understanding educational psychology
C) Promoting inclusive classrooms and understanding diverse student backgrounds
D) Legal responsibilities and ethical decision-making
Q.5   Which component of pre-service teacher education programs emphasizes continuous professional growth and reflective practice?
A) Collaboration and communication
B) Reflective practice and professional development
C) Capstone projects or seminars
D) Professional ethics and standards

11.4 CONCEPT OF PRACTICUM INTERNSHIP IN PRE-SERVICE TEACHER EDUCATION

Practice – teaching is one of the most influential components in the preparation of pre-service teachers. In order to make the program effective, it needs to be spread over a suitable period taking into consideration the schedule of different school activities and the training institutions. Practice – teaching is concerned with development of teaching competencies and skills in actual classroom situations.

Teaching is one of the oldest and most noble professions with a variety of roles, functions, and preparation of teachers undergoes changes from time to time. But the

preparation of competent personnel for this profession is of recent origin, in fact only two centuries old in India. the present system can trace its lineage to the efforts of missionaries under the East India Company in the late 18th Century. The First such efforts were formally set up by Carery, Marshaman and Ward in Sermpur (Bengal) in 1793 which was followed by many other sporadic attempts (known as normal schools) in Madras and Bombay presidencies in the early 19th Century, Presently we have more than 11,000 pre-service teacher training institutes in India providing training to secondary school teachers (NCTE, 2011).

According to the NCTE (1984), the most crucial part of the training program is its component of practice teaching. Under this component, the student-teacher is expected to give twenty or more lessons in the school subject in which She/He is being trained. It also includes such activities like the demonstration lesson given to the students of the school, criticism lesson by student-teachers, observation of lessons by the student teachers and feedback process, Therefore, understanding, development and further strengthening of the teacher training programs become essential to prepare competent teachers who in turn produce good citizens and thereby help in the progress and development of a nation.

According to Choen & Garner (1963), the student – teacher school practice is the most vital part of his/her professional training. According to Cohein et al. (2004), a student teacher is faced with the exciting but challenging task assimilating a variety of context very rapidly when embarking upon practice-teaching during a course of initial teacher pre-service education.

Practice – teaching is one of the most influential components in the preparation of pre-service teachers (Clark et al., 1985; Graham, 2006; Koehler, 1988; Lemma (1993); Tang, 2003). Practice – teaching is the most important part of the teacher education program, but unfortunately, the most neglected part of training is that student – teachers complete their required lessons in hurry ignoring all principles of education (Panday,1990). It is observed that lessons are covered in numbers and not by principles. Mere completion of the fixed number of lessons in a school does not enable student – teachers to be acquainted with all the aspects of school life and mastery over the teaching skills.

Practice – Teaching

Practice – teaching is known as, "A Student –teacher, who goes through professional preparation course where theory and practice are combined together under the supervision of experienced teachers in a real school situation." The term practice – teaching has three major connotations; the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in school; and the practical aspects of the course as distinct from theoretical studies (Stones and Morris, 1977). Practice- teaching as the embryo teacher, under the direct and continuing of supervision of experience masters, begins to teach, to appy the

theory-learned in the practice (Naik-1998). Practice – teaching refers to the period of time in which a student – teacher gains first –hand experience in working with a particular group of children (Perry, 1977). Practice – teaching refers to the opportunity given to the trainee to develop and improve his/her professional practice in the context of real classroom, usually under some form of guidance or supervision (Wallace, 1991).

Pre-service training program comprises of three components, a) Academic preparation b) Pedagogical skills c) Practice – teaching (arends, 1994)

According to Tang (2003), the practice –teaching context is conceptualized as consisting of three major aspects. The aspects are: the action / classroom context (Eraut, 1994); the socio-professional context (Mcnaly et al. 1997); and the supervisory context (Slick, 1998)

According to Buckely and Jim (2000), practice – teaching occupies a key position in the program of teacher education. It is a culminating experience in teacher preparation. According to Furlong, Hirst, Pocklington (1988), it provides opportunity to beginning teachers to put theory into practice and become socialized in the profession. It provides an opportunity to the intending teachers to have a clear idea of teaching – learning situations. According to Den (1977), it cindlues teaching by student – teachers, observation of their lessons by cooperating teachers and college supervisors, participation in class discussion and sharing of the classroom experiences with school and college teachers. Performance in the classroom during practice –teaching provides a basis for predicting the future success of teacher.

By bee & Trowbridge (1984) gave the following advantages of practice – teaching a) Improving in confidence b) Putting theory in to practice c) Learning about students behavior d) Testing knowledge of subject matter e) Receiving constructive criticism f) Discovering teaching strength and weakness g) Gaining poise and fineness.

The confidence which one expresses in practice – teaching offers a real challenge to those working in and responsible for teacher education program. Students have a right to expect that their teacher training institutions should provide teaching experience that gives them a minimum growth in learning required to assume responsibilities as a full –fledged teacher (Gimeno & Lbanez 1981) If the practice – teaching program is effective and efficient the prospective teacher can make a significant contribution to the profession as well as to the quality of education (Sing and Sharma, 1995). Practice – teaching provides the exposure of the student – teacher to teaching with all required communication skills, planning of lessons, varied experiences with students, classroom climate, associated senior teachers, head teacher, observation and supervision, guidance, feedback and revision with a continued scope for improvement. Hence, practice –teaching is of great importance as, it forms the practical setup for the skill-oriented course such as teacher education (Vsihwanath 2006)

Practice – teaching is of crucial importance in the entire design of teacher education as it is concerned with the fulfillment of the central objectives of development

of professional competencies and skills in teachers with respect of functions of teachers (Rajput, 1996)

According to NCFTE (2009), practice – teaching is essentially is joint responsibility of teacher training institution and the school involving teacher educators, prospective teachers and schoolteachers. Teacher educators will help in facilitating and guiding the activities as implied by the pre-instructional, instructional and post – instructional phases through which a student – teacher has to progress. The role of a schoolteacher in this joint effort lies in extending cooperation to the teacher educator and the intending teacher. Various aspects as referred to above will have to suitably adapt to varying structures and designs at different stages of teacher education. The practice – teaching is now not merely confined to the teaching of certain subjects. Pedagogical analysis of the subject offered for practice – teaching has been made compulsory. The prospective teacher will analyze the subject before going to class and evolve a need – based pedagogy and transactional strategy. The teacher educators will now deliver model lessons of different types in actual classroom situation and the prospective teachers will not only learn the techniques but make its critical appraisal and evaluation to be subsequently discussed witht eh teachers. Teacher educators supervising the classroom performance and pupil teachers will discuss their observations with them for providing proper feedback to improve their performance. The practice – teaching will, thus, require thorough preparation, detailed supervision and adequate time. Its gain would be acquisition of higher level of competencies.

Recommendations of Various Committees on Practice Teaching

Sadler Commission (1917) recommended that a demonstration school should be attached with every training college. In 1949 the University Education Commission suggested that theory and practice should support each other and more emphasis on practice – teaching should be given. The Secondary Education Commission Report (1952-1953) stressed the importance that should be attached to practice – teaching in schools; the commission reiterated the utility of having a demonstration school attached to every teacher training institution, with all required material and resources for practice teaching. The Education Commission (1964-66) suggested that practice – teaching for teachers under training should be organized in active collaboration with selected schools named as cooperating schools and special grant for equipment and supervision should be given to them.

A review of POA was done in1990 by Ramamurthy Committee (1992) which recommended the following directions to improve teacher education program.

a).   Practice – teaching period allotted is not adequate in terms of education and experience gained and what is done during this program is often stereotyped.

b).   Materials prepared during practice – teaching have no relevance to the realistic conditions of the school.

c).   Catering to all types students during practice –teaching is not taken care of

d).   The training program should be competence –based and there should be an integration of theory and practice for situational applications.

NCTE Norms & Standards for Practice – Teaching

According to NCTE (2009), the norms and standards for Bachelor of Education program leading to Bachelor of Education (B.Ed.) degree are the following:-

a).   Working Days

There shall be at least two hundred working days each year exclusive of the period of examination and admission. Out of which at least forty (40) days shall be for practice – teaching or skill development in nearby schools.

b).   Instructional

The institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice – teaching related activities of the student – teachers. The institutions shall furnish an undertaking from the schools that they are willing to provide facilities for practice – teaching. Not more than ten and twenty students. Teaches shall be attached with a school having pupil strength up to 100 (one hundred) and 200 (two hundred) respectively. It is desirable that the institution has an attached school under its control.

c).   Curriculum Transaction

A). Practical work to be performed by each student.

	Item		Essential(Numbers)
a)	Lesson planning and teaching in real school situation including internship	a)	Thirty lessons – fifteen lessons in each subject
b)	Lesson planning and teaching in simulated situation	b)	Ten lessons-five lessons in each teaching subject
c)	Observation of lessons taught by fellow student	c)	Ten lessons –five lessons in each teaching subject.
d).	Action Research	d)	1 day
e)	Stand-alone experience of school organization	e)	Two days
f)	Field – specific community experience	f)	Five days

d) Supervision of Practice Lesson

Out of prescribed practice teaching lessons, teacher educators on feedback given to the students orally as well as comments in writing would supervise fifty percent lessons fully. Record of lesson planning, teaching and supervision would be maintained.

Conclusion:-

It is quite evident from the above discussion that the objectives of the different components of practice – teaching need to be more distinctly specified in order to

ensure its effectiveness. Moreover, to conduct such a program, certain physical facilities and cooperation of the practice –teaching schools become imperative. In order to make the program effective, it needs to be spread over a suitable period taking into consideration the schedule of different school activities and the training institutions. The teacher educators also do not find much time to give adequate guidance to the trainees within the tight schedule. It has also been observed that the evaluation process leaves much to be desired as it is a subjective process based on the performance in the practice – teaching

SELF CHECK EXERCISE-2
Q.1   What is the primary purpose of a practicum internship in pre-service teacher education?
A) Conducting educational research
B) Observing classroom management techniques
C) Providing practical teaching experience
D) Attending professional conferences
Q.2   Who typically supervises pre-service teachers during their practicum internships?
A) School administrators
B) Experienced mentor teachers
C) University professors
D) Educational policymakers
Q.3   What does a practicum internship integrate into pre-service teacher education?
A) Theoretical knowledge with research skills
B) Educational philosophy with legal studies
C) Practical experience with classroom theory
D) Cultural competence with financial management
Q.4   Which aspect of a practicum internship fosters professional growth in pre-service teachers?
A) Attending seminars
B) Conducting experiments
C) Engaging in reflective practice
D) Developing marketing strategies
Q.5   How do practicum internships contribute to pre-service teachers' preparation for the teaching profession?
A) By providing opportunities for research publication
B) By emphasizing administrative roles
C) By integrating technology in teaching
D) By bridging theory and practice in classroom settings

11.5   CO-CURRICULAR ACTIVITIES

Meaning

Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of non-academic curriculum helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular Activities.

Definition of Co-curricular Activities

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning.

These activities are organized after the school hours, so known as extra-curricular activities. Co-curricular Activities have wide horizon to cater to the cultural, social, aesthetic development of the child.

Examples and Types of Co-curricular Activities

- Sports
- Musical activities
- Debate
- Model
- Art
- Music
- Drama
- Debate and discussion
- Declamation contest
- Story writing competition
- Essay writing competition
- Art craft
- Recitation competition
- Wall magazine decoration
- Writes ups for school magazine
- Folk songs
- Folk dance
- Flower show
- School decoration
- Sculpture making
- Fancy dress competition
- Preparation of chart & models
- Album making
- Photography

- Clay modeling
- Toy making
- Soap making
- Basket making
- Organization exhibitions.
- Celebration of festival

Role of Co-curricular activities in student's life

Co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are solely accomplished by Classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Frankness and clarity in language and personality is supported by these activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, etc. among student both at the school as well as college levels.

Importance and Benefits of Co-curricular Activities

1. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students.
2. Activities like participation in game debates, music, drama, etc., help in achieving overall functioning of education.
3. It enables the students to express themselves freely through debates.
4. Games and Sports help to be fit and energetic to the child.
5. Helps to develop the spirit of healthy competition.
6. These activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-all these helps in leadership qualities.
7. It provides the avenues of socialization, self-identification and self-assessment when the child comes in contact with organizers, fellow participants, teachers, and people outside the school during cultural activity.
8. Inculcate the values to respects other's view and feeling.
9. It makes you perfect in decision making.
10. It develops a sense of belongingness.
11. CCA provides motivation for learning.
12. CCA develop the values like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values

Role of a Teacher in organizing curricular Activities

1. The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.

2.   It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.

3.   The Teacher should act as Innovator by introducing some innovative programmes.

4.   The teacher must be a good organizer so that the students experienced maximum of it.

5.   He should too act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gained maximum of finer aspects of Co-curricular activities.

List of Outdoor Co-curricular Activities

1.   Mass parade
2.   Mass drill
3.   Yoga
4.   Athletics
5.   Bicycling
6.   Gardening
7.   Cricket
8.   Football
9.   Basketball
10.   Volleyball
11.   Kabaddi
12.   Khokho
13.   Hand ball
14.   Trips to place of geographical, historical, economic or cultural interest
15.   Mass prayer
16.   Morning assembly
17.   Excursions
18.   Social service in neighborhood
19.   Village Survey

List of Indoor Co-curricular Activities

1.   Dramatics
2.   Music and dance
3.   Drawing and painting
4.   Decoration
5.   Weaving
6.   Clay modeling
7.   First Aid
8.   Tailoring
9.   Rangoli
10.   Book binding

11.   Card board work
12.   Leather work
13.   Organizing school panchayat
14.   Student self-government
15.   Art and craft

Work Experience

The concept of work experience is a recent development in the field of education. If analyzed literally, the term consists of two prominent words; "work" and "experience". The dictionary sense, the term work has been defined as application of effort to some purpose. This denotes creation of a situation wherein one has to apply energy or effort to a cause. There can be numerous types of situations wherein human effort or energy can be involved. But in order to be purposeful it has to be productive, as emphasized by the Indian Education Commission, which has not only personal but social significance as well. It, therefore, implies that any productive creative work should be socially significant and desirable besides being useful and satisfying to the individual.

Taking a broad view of work experience, productive work has been defined as –

"The participation of pupils in productive work either in school, in home, in workshop, in farm, in factory or any other productive situation".

Purpose of work experience

The programmes of work experience in these areas can be utilized for the following broad purposes:

(1). Provides Exposure :- Providing first exposure to various fields of work in order to help students discover their aptitudes and capabilities b exploring occupations, experiencing professionals demands and testing their own endurance for making right choice when they finally take to productive / creative work;

(2). Self-Supportive:- Engaging the students in production process to make them self – supporting in living and productive in functioning,

(3). Make Self-Dependent :- Gaining experiences in maintenance of items useful to him, his house, his family, his school, his community etc. this may bring him or his institution savings by doing this kind of work by himself or by supervising the work effectively;

(4). Development of Scientific Attitude: Orientating the mind for scientific and technological outlook for executing various jobs whether in farm, factory or home,

(5). Creativity: - Encouraging creativity (both technological and artistic), through his medium by engaging in such activities which have economic or aesthetic significance.

With this end in view a wide range of work experience is being provided in the curriculum, which relates to the following important areas:-

(a)   Science and Technologies
(b)   Agriculture
(c)   Handicrafts and Cottage Industries

(d)   Fine Arts

(e)   Household Activities

(f)   Commerce & Trade

Aims and objectives of Work Experience

The research reported here explores what can be done to increase the opportunities for students to gain work experience and how the learning from these experiences can be maximized. The work experience has aimed to specify the range and variety of work for the students.

In suggesting ways of increasing the quantity, quality and relevance of work experience in its various forms, following points should be considered:-

• Providing a definitive mapping of the range and variety of work experience;

• Providing an account of the organizational issues related to establishing and accrediting each type of work experience;

• Exploring and assessing the value of the different types of work experience from the point of view of:

o   Employers;

o   Undergraduate students and recent graduates;

o   Teachers in higher education;

• Identifying ways to offer more work experience to students;

• Outlining ways in which higher education institutions could develop the opportunities for students to undertake work experience;

• Specifying the constraints on further expansion of provision and recognition of work experience opportunities for each type of work experience.

Significance

In modern times many educationists, philosophers and thinkers in India and abroad have underlines the significance and relevance of the experiences based on work not only as one of the means to impart education but also to see it as one of the aims of education.

In western thought of education, the concept of Kindergarten forwarded by Froebel has primary emphasis on learning by doing. Formation of social service centers, hobby clubs based on the doctrines of sense training and motor training manifests the necessity of work experience in education as stressed by Monstessori. Rouseau advocated the spontaneous unfolding of child's capacities with the specific stress on physical education and sense training.

Work experience encourages competence in vocational field by in calculating love of labour among the students. Most of the Chinese products available in the market to compete with highly sophisticated capitalists producers are assembled in the schools as a part of work experience in their curriculum. Japan is another example in this regard.

Work experience, along with the study is very useful for the students to achieve bread and butter aim during their course. These experiences are of three types:

• An organized, planned work setting, usually during the long vacation, designed to provide students with development of employability skills and an introduction to a world of work;

• Courses that help develop employability skills;

• Work shadowing to provide students with an insight into particular types of jobs.

Summary

• Work experience and related benefits are not a new issue for higher education. Work experience has particular prominence at present because of the rapidly changing nature or organization and subsequent demands of students.

• A range of stakeholders are involved in work experience and in order to successfully expand there must be a recognition of the parties involved, clear links between the parties and clarification of how each group benefits in the short and long term.

• There is a wide range of work experiences and these are relevant to most types of students, including;

o Traditional school leavers;

o Full-time, mature students who may have had work experience but not reflected on it;

o Part-time students in work who may need some guidance on reflection and evaluation of work experience in order to add value;

o Part-time unemployed students.

SELF CHECK EXERCISE-3

Q.1 Which of the following is an example of a co-curricular activity in schools?

A) Math class

B) Lunch break

C) Science fair

D) Recess

Q.2 What is the primary purpose of co-curricular activities in education?

A) To provide students with additional academic lessons

B) To develop social skills, teamwork, and leadership qualities

C) To extend school hours

D) To focus on individual academic achievement

Q.3 Which of the following is considered a co-curricular activity?

A) Standardized testing

B) Field trips

C) Daily classroom lectures

D) Homework assignments

Q.4 How do co-curricular activities contribute to student development?

A) By increasing homework assignments

B) By promoting creativity and self-expression

C) By limiting social interactions

D) By decreasing academic performance

Q.5 Which of the following is an example of work experience beneficial for students?

A) Completing a research paper

B) Participating in a summer camp

C) Volunteering at a local organization

D) Attending a school assembly

Q.6 What skills can students develop through work experience?

A) Academic knowledge only

B) Leadership and teamwork

C) Rote memorization

D) Standardized testing skills

Q.7 Why are co-curricular activities important in education?

A) To replace academic learning

B) To encourage student engagement and motivation

C) To reduce teacher workload

D) To eliminate standardized testing

Q.8 How can work experience benefit students in their future careers?

A) By decreasing employability

B) By limiting practical skills

C) By providing real-world job skills and insights

D) By increasing academic performance

Q.9 Which of the following is NOT a typical goal of co-curricular activities?

A) Promoting physical fitness

B) Enhancing academic competition

C) Fostering creativity and innovation

D) Developing cultural awareness

Q.10 What role do co-curricular activities play in holistic student development?

A) They hinder social interaction

B) They focus solely on academic performance

C) They complement academic learning with practical skills and experiences

D) They eliminate the need for standardized testing

11.6 SUMMARY

As we engage in the act of envisioning the role of the teacher and the shape of teacher education unfolding in the coming years, it would do us well to take note of the

movement of ideas, globally, that have led to current thinking on teacher education. While the search for a philosophy of teacher education that satisfies the needs of our times continues, we seem to be converging on certain broad principles that should inform the enterprise. Modern teacher education functions under a global canvas created by the concepts of 'learning society', 'learning to learn' and 'inclusive education'. The concern is to make teacher education liberal, humanistic and responsive to the demands of inclusive education. The emphasis in teaching is not on didactic communication but on non-didactic and dialogical explorations. There is increasing recognition of the worth and potential of social context as a source for rejuvenating teaching and learning. Multi-cultural education and teaching for diversity are the needs of contemporary times. We acknowledge the existence of a diversity of learning spaces and curriculum sites (farm, workplace, home, community and media), apart from the classroom. We also appreciate the diversity of learning styles that children exhibit and learning contexts in which teachers have to function – oversized classrooms, language, ethnic and social diversities, children suffering disadvantages of different kinds. Lastly, we have realized the tentative and fluid nature of the so-called knowledge-base of teacher education. This makes reflective practice the central aim of teacher education. Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristic of teaching-learning environments.

11.7 GLOSSARY

Practicum: The term "practicum" refers to a practical learning experience that provides students with hands-on opportunities to apply theoretical knowledge and skills in real-world settings relevant to their field of study.

Co-curricular Activities: Activities that complement and enhance the formal curriculum of academic studies, typically involving participation in clubs, sports, student government, arts, and community service.

Extracurricular Activities: Similar to co-curricular activities, these are activities pursued outside of regular class hours that contribute to a student's personal and social development, often including clubs, sports teams, and special interest groups.

11.8 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: C) Foundational courses in education

Answer2: C) Observing and practicing teaching in real classrooms

Answer3: C) Technology integration

Answer4: C) Promoting inclusive classrooms and understanding diverse student backgrounds

Answer5: B) Reflective practice and professional development

Exercise-2

Answer1: C) Providing practical teaching experience

Answer2: B) Experienced mentor teachers

Answer3: C) Practical experience with classroom theory

Answer4: C) Engaging in reflective practice

Answer5: D) By bridging theory and practice in classroom settings

Exercise-3

Answer1: C) Science fair

Answer2: B) To develop social skills, teamwork, and leadership qualities

Answer3: B) Field trips

Answer4: B) By promoting creativity and self-expression

Answer5: C) Volunteering at a local organization

Answer6: B) Leadership and teamwork

Answer7: B) To encourage student engagement and motivation

Answer8: C) By providing real-world job skills and insights

Answer9: B) Enhancing academic competition

Answer10: C) They complement academic learning with practical skills and experiences

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11.10   TERMINAL QUESTIONS

Q.1   Enlist the components of pre-service teacher education

Q.2   Define co-curricular activities

Unit-12   ROLE OF DIET's and CTE's IN PRE- SERVICE TEACHER EDUCATION
Structure

12.1   INTRODUCTION

The National Educational Policy, 1986 announced several programmes for improvement in teacher education, one of which was the setting up of the District Institutes of Education and Training. Under it, the work of setting up of one such institute in each district was undertaken from 1987. By the year 2011, 555 District Institutes of Education and Training have been set up in the country.

The District Institutes of Education and Training are being set up in two ways: by raising the level of the existing primary teacher education institutions, and by setting up of new institutes. When it is established anew, the land is made available by the State Governments, and the rest of the expenditure is borne by the Central Government. As per the norms prescribed by the Human Resource Development Ministry, there should be about 10 acre land for the setting up of a new District Institute of Education and Training, and its infrastructure should include principal's office, staff room, accommodation for principal and other staff, hostel facility, psychology laboratory, science laboratory, sports facilities and computer cell etc. Also, there should be a provision for an institute clinic and a part-time doctor. A liberty for it should contain about 10,000 books. An established institute should have a principal, a vice principal, 43 lecturers in different departments, 15 support staff, such as technicians and administrative officers etc. The newly established District Institutes of Education and Training should have a principal, 7 senior lecturers and 17 lecturers besides 23 other workers, such as technicians, laboratory assistants and clerical staff etc.

12.2   LEARNING OBJECTIVES

After completing this unit, the learners will be able to;

Gain knowledge about working with the community & work experience
Explain the Role of DIETS
Explain the Role of CTEs

12.3 WORKING WITH THE COMMUNITY & WORK EXPERIENCE

Teacher educators benefit significantly from integrating community engagement and work experience into their professional development. Working with the community allows them to foster meaningful partnerships, enhance learning environments, and promote social responsibility among students. Engaging in practical work experiences, such as practicums and internships, equips teacher educators with firsthand knowledge of classroom dynamics and effective teaching strategies. These experiences facilitate reflective practice, continuous professional growth, and the ability to innovate within educational settings. By bridging theory with practical application and collaborating with diverse stakeholders, teacher educators not only enrich their teaching methods but also contribute positively to the broader educational community. Working with the community and gaining work experience are essential aspects of teacher educator preparation. Here's an overview:

Working with the Community:

1. **Community Engagement**: Involves collaboration between educational institutions and local communities to enhance learning experiences and support student development.
2. **Service Learning**: Integrates community service with academic coursework, promoting civic responsibility and real-world application of knowledge.
3. **Partnerships**: Establishing partnerships with community organizations, businesses, and stakeholders to enrich educational programs and resources.
4. **Experiential Learning**: Opportunities for students to apply classroom learning in community settings, fostering practical skills, cultural awareness, and social responsibility.

Work Experience for Teacher Educators:

1. **Practicum and Internships**: Hands-on teaching experiences under supervision, essential for developing teaching skills and classroom management.
2. **Fieldwork**: Observation and participation in educational settings to understand diverse teaching methods, student interactions, and school environments.
3. **Professional Development**: Continuous learning through workshops, conferences, and collaborative projects to stay updated with educational trends and practices.
4. **Reflective Practice**: Critical analysis of teaching experiences to improve instructional strategies, student engagement, and learning outcomes.
5. **Mentorship**: Guidance from experienced educators to navigate challenges, enhance pedagogical approaches, and foster personal and professional growth.

6.   **Research and Innovation**: Conducting research, implementing innovative teaching practices, and contributing to educational scholarship to advance the field of teacher education.

These components ensure that teacher educators are well-prepared to facilitate meaningful learning experiences, promote community engagement, and contribute effectively to the educational landscape.

SELF CHECK EXERCISE-1

Q.1   What is the primary purpose of community engagement in teacher education?

A) To reduce teaching workload

B) To promote social responsibility and citizenship

C) To standardize educational practices

D) To limit student interaction

Q.2   Which of the following is an example of community engagement in teacher education?

A) Attending a professional conference

B) Participating in a research project

C) Collaborating with local schools for service-learning projects

D) Writing an academic paper

Q.3   What does work experience in teacher education primarily focus on?

A) Conducting theoretical research

B) Developing practical teaching skills

C) Attending academic seminars

D) Writing curriculum plans

Q.4   Why is reflective practice important for teacher educators?

A) To memorize educational theories

B) To enhance classroom management

C) To improve teaching effectiveness and student learning outcomes

D) To increase administrative duties

Q.5   How does community engagement benefit teacher educators?

A) By reducing professional responsibilities

B) By promoting collaboration and cultural understanding

C) By limiting teaching strategies

D) By eliminating research opportunities

Q.6   Which aspect of work experience helps teacher educators stay updated with educational practices?

A) Conducting surveys

B) Writing lesson plans

C) Attending workshops and conferences

D) Participating in community events

Q.7   What role does mentorship play in work experience for teacher educators?

A) It limits professional growth

B) It provides guidance and support from experienced educators

C) It reduces student interaction

D) It increases administrative tasks

Q.8   How do practical teaching experiences benefit teacher educators?

A) By decreasing classroom observations

B) By improving pedagogical skills and classroom management

C) By eliminating student assessments

D) By standardizing teaching methods

Q.9   What does service-learning involve in teacher education?

A) Writing research proposals

B) Implementing curriculum changes

C) Integrating community service with academic learning

D) Attending professional development workshops

Q.10   How does work experience contribute to the professional development of teacher educators?

A) By reducing workload

B) By fostering practical skills and innovation in teaching

C) By limiting professional responsibilities

D) By avoiding educational research

12.4   ROLE OF DIETS

District Institutes of Education and Training (DIETs) are instrumental institutions in the Indian educational framework, established with the mandate to elevate the standards of elementary education at the district level. Each DIET functions as a pivotal hub under the supervision of State Councils of Educational Research and Training (SCERTs), aiming to cater specifically to the educational needs and challenges of its respective district. The primary roles of DIETs encompass comprehensive teacher education and training programs, encompassing both pre-service and in-service training initiatives. These programs are designed to enhance the pedagogical skills, subject knowledge, and professional competencies of elementary school teachers. Additionally, DIETs are pivotal in curriculum development, aligning educational content with national and state-level policies while addressing local educational requirements. They undertake educational research to evaluate teaching methodologies, student learning outcomes, and educational practices, thereby fostering innovation and improvement within the education system. DIETs also play a crucial role in community engagement by forging partnerships with local communities, parents, and stakeholders to promote collaborative efforts in education. They conduct monitoring and evaluation activities to ensure the effective implementation of educational programs and initiatives, providing valuable

feedback for continuous improvement. Moreover, DIETs serve as centers for capacity building and professional development, organizing workshops, seminars, and training sessions to empower educators and educational administrators with updated knowledge and skills. Overall, DIETs serve as vital catalysts for educational enhancement at the grassroots level, contributing significantly to the holistic development and quality of elementary education across districts in India.

Roles and Functions:

1. **Teacher Education and Training**:
o   DIETs conduct pre-service and in-service training programs for elementary school teachers. These programs focus on pedagogical skills, subject knowledge, and effective teaching methodologies.
o   They also organize orientation programs for newly recruited teachers to familiarize them with curriculum frameworks and teaching practices.

2. **Curriculum Development**:
o   DIETs contribute to the development and adaptation of curriculum frameworks for elementary education. They align curriculum content with national and state educational policies while addressing local educational needs and challenges.
o   They develop instructional materials, textbooks, and supplementary resources to support effective teaching and learning in schools.

3. **Educational Research and Innovation**:
o   DIETs engage in educational research to evaluate teaching-learning processes, assess student learning outcomes, and identify best practices.
o   They conduct action research projects to address specific educational issues and contribute to educational reforms and policy recommendations.

4. **Community Engagement and Extension Activities**:
o   DIETs collaborate with local communities, parents, and stakeholders to promote community participation in education.
o   They organize workshops, seminars, and awareness programs to enhance community awareness about educational initiatives and encourage parental involvement in school activities.

5. **Monitoring and Evaluation**:
o   DIETs monitor the implementation of educational programs and initiatives at the district level. They conduct assessments and evaluations to measure the effectiveness of educational interventions and provide feedback for improvement.
o   They compile and analyze data related to student enrollment, attendance, and academic performance to inform policy decisions and educational planning.

6. **Capacity Building and Professional Development**:
o   DIETs build the capacity of educational administrators, school leaders, and teachers through professional development programs.

o   They organize training sessions, workshops, and conferences to update teachers and administrators on emerging trends in education, teaching methodologies, and use of educational technology.

7.   **Support to Elementary Schools**:

o   DIETs provide academic support and mentoring to primary and upper primary schools within their jurisdiction.

o   They assist schools in improving teaching practices, implementing innovative educational strategies, and enhancing overall school effectiveness and performance.

The aim and functions of the District Institutes of Education and Training can be enumerated as follows –

(1)   To provide pre-service teacher education for qualitative improvement in primary education.

(2)   To provide in-service training for primary school teachers.

(3)   To provide in-service training for guides of informal education and workers in adult education.

(4)   To arrange for refresher courses for principals of primary and upper primary schools and to construct innovative and micro-level projects.

(5)   To conduct research work in the fields of primary, informal and adult education.

(6)   To run training programmes for community workers and other related people as per their needs.

(7)   To establish evaluation centers for primary and upper primary schools and informal education and adult education centers.

(8)   To organize extension services as resource centers and learning centers.

(9)   To give educational advice and guidance to educational institutions, district education boards and school complexes.

(10)   To arrange for decentralization of school administration and educational reforms.

(11)   To construct educational plans at district level.

(12)   To organize training programmes for resource persons working for universalization of primary education.

(13)   To assist the district administration in running of primary, informal and adult education.

For the realization of the above aims and functions, different departments are set up in each District Institute of Education and Training. In different District Institutes of Education and Training of the country, there are different departments, units and cells. We shall discuss different departments of these District Institutes of Education and training in brief –

1. Department of Pre-service Teacher Education (PSTE) -

This department arranges for pre-service training for primary teachers. These programmes are run by different names in different states, such as BTC, STC etc.

2. In-Service Programme,

     Field Interaction and Innovation Coordination (IFIC)- This department is responsible for running in-service teacher education porgrammes and refresher courses for innovation. Also, it assist the district education administration in formulating educational project in the district. Its duties include to find solutions to academic problems and effective use of innovative teaching techniques.

3. District Resource Unit (DRU) -

     Its scope is adult and informal education. It coordinates adult and informal education programmes in the district and train its supervisors.

4. Planning and Management -

     It trains principals of primary schools and block level education officers. Also, it assists in school mapping and micro-planning. It duties include compilation of academic data and estimation of backward areas from academic viewpoint.

5. Department of Curriculum Material Development and Evaluation (CMDE) –

     It develops primary teacher education curriculum. Also, it organizes workshops on evaluation techniques.

6. Department of Work Experience –

     It prepares teaching – learning material. Also, it assists primary schools, upper primary schools, adult education centers and informal education centers in work experience activities. It also community service programmes.

7. Department of Educational Technology –

     This department creates low cost teaching aids. It also maintains, computer laboratory and audio-visual aids, and gathers audio-video cassettes and teaches how to use slides in teaching.

Contribution of District Institutes of Education and Training in the Field of Primary Education and Primary Teacher Education

     The responsibility of District Institutes of Education and Training is limited to primary education and primary teacher education. We shall discuss the contribution of District Institutes of Education and Training in the field of primary education and primary teacher education.

Contribution in the Field of Primary Education

(1)   These institutes are deciding and maintaining the form of primary education in the districts.

(2)   They are constructing teaching aids relating to primary education.

(3)   They are preparing software relating to primary education.

(4)   They are developing objective methods for evaluation of students' achievements.

(5)   They are trying to understand the problems of primary education and are finding the solutions to them; it is another thing that this work cannot be efficiently done in the absence of adequate human resources.

(6)   They are conducting research work in the field of primary education; this is however, another thing that this work is being undertaken by only 50% of them.

Contribution in the field of Primary Teacher Education

(1)   These institutes are organizing primary school teacher training.

(2)   They are running refresher courses for in-service primary teachers; this is another thing that about 50% of the District Institutes of Education and Training are running these.

(3)   They are undertaking research work in the field of primary teacher education; though about 50% of the District Institutes of Education and Training are engaged in this task;

(4)   They are trying to understand the problems of primary teacher education and are trying to find their remedies.

(5)   They are guiding other equivalent institutions in the district; of course, not all District Institutes of Education and Training are doing it.

As per the government announcements, the District Institutes of Education and Training should generally be well equipped teacher education institutions; yet about 50% of the post are lying vacant in most of the District Institutes of Education and Training as on today (2012), and 70% of them have no librarians. As a result, they are not able to function properly. Still some of them are carrying out their responsibility in the fields of primary education and primary teacher education, and conducting research work. Though these District Institutes of Education and Training have good primary teacher education system, and the teachers passing out of them are skilled in the use of modern methods of teaching and educational technology; yet their performance does not match the investment and expenditure being incurred on them. The only need is for the staff to work honestly and devoted.

SELF CHECK EXERCISE-2

Q.1   What is the primary role of DIETs in the Indian education system?

A) Conducting university examinations

B) Enhancing standards of elementary education at the district level

C) Managing international student exchanges

D) Providing vocational training

Q.2   Who supervises the functioning of DIETs in India?

A) Ministry of Health

B) State Councils of Educational Research and Training (SCERTs)

C) Ministry of Defense

D) National Human Rights Commission

Q.3   What type of training programs do DIETs primarily offer to teachers?

A) Medical training

B) Engineering training

C) Teacher education and training

D) Agricultural training

Q.4   Which activities do DIETs engage in to promote community involvement in education?

A) Conducting business seminars

B) Organizing cultural festivals

C) Forging partnerships with local communities

D) Hosting sports events

Q.5   What role do DIETs play in curriculum development?

A) Designing fashion courses

B) Aligning curriculum with national and state-level policies

C) Creating culinary arts programs

D) Organizing music concerts

Q.6   How do DIETs contribute to the professional development of educators?

A) By organizing music competitions

B) By conducting workshops and training sessions

C) By hosting dance workshops

D) By organizing book fairs

Q7.What is the focus of educational research conducted by DIETs?

A) Astronomy

B) Evaluating teaching methodologies and student learning outcomes

C) Marine biology

D) Political science

Q.8   What is the significance of DIETs in monitoring and evaluation?

A) Monitoring traffic regulations

B) Evaluating healthcare facilities

C) Monitoring the implementation of educational programs

D) Assessing environmental impact

Q.9   Which organization collaborates closely with DIETs to enhance educational standards?

A) World Health Organization (WHO)

B) State Boards of Education

C) International Monetary Fund (IMF)

D) United Nations Educational, Scientific and Cultural Organization (UNESCO)

Q.10   What do DIETs emphasize in their role as centers for capacity building?

A) Conducting art exhibitions

B) Empowering educators and administrators with updated knowledge and skills

C) Organizing fashion shows

D) Hosting sports tournaments

12.5   ROLE OF COLLEGES OF TEACHER EDUCATION (CTES)

The National Education Policy, 1986 announced several programmes for improvement in teacher education, one of which was to upgrade some good standard secondary teacher education institutions to the Colleges of Teacher Education. By the year 2011 a total of 104 Colleges of Teacher Education has been set up in the country.

As per norms prescribed by the Ministry of Human Resource Development, the infrastructure of College of Teacher Education should comprise of a principal room, a staff room, an office room, classrooms as per the number of trainees, a seminar hall, a library with reading room, an audio-visual room, an art and craft room, a psychology laboratory, a science laboratory, a mathematics laboratory, a language laboratory, a common room for girls, toilet facilities and hostels. As far as human resource is concerned, there should be 17 academic staff, 3 readers, 13 lecturers, together with a librarian and 7-8 technical staff.

Aim and Function of Colleges of Teacher Education

The aim and functions of the Colleges of Teacher Education can be enumerated as follows –

(1)   To provide good quality pre-service teacher education for preparing secondary teachers.

(2)   To organize short term subject oriented in-service teacher education programmes for teachers of secondary level, and to give each teacher an opportunity to take part in them once in five years at the least.

(3)   To provide resource support and extension services to secondary schools, school complexes and individual teachers.

(4)   To conduct experiments in the field of secondary education and start innovation programmes.

(5   To organize training in value-oriented education, work experience, environmental education, population education, information and communication technology, vacationalization and science education.

(6)   To assist professional bodies.

(7)   To encourage community cooperation in teacher education programmes.

Contribution of Colleges of Teacher Education in the Field of Secondary Education and Secondary Teacher Education

Though the scope of Colleges of Teacher Education is secondary education and secondary teacher education, but they hold educational reform programmes from pre-primary to secondary level. The contribution of Colleges of Teacher Education in the fields of secondary education and secondary teacher education is as follows –

Contribution in the Field of Secondary Education

(1)   Most of the Colleges of Teacher Education are preparing teaching aids related to secondary education.

(2)   Some of them are preparing software related to secondary education.

(3)   Some of them are developing objective methods of evaluation of student's achievements.

(4)   Some them are working to understand and solve any problems pertaining to secondary education.

(5)   Some of them are undertaking research work in school education.

Contribution in the Field of Secondary Teacher Education

(1)   These Colleges of Teacher Education are running one-year B.Ed. courses and are providing quality teacher education at secondary level.

(2)   Some of them are also running two-year B.Ed. Courses as well as M.Ed. courses. All these programmes are of high quality.

(3)   They are also organizing in-service teacher education programmes. Though they are not running such programmes as per the desired norms, yet some of them are running them quite satisfactory.

(4)   With an aim of providing quality teacher education, some of them have set up internal quality assurance cells (IQACs).

(5)   Some of them are working to find out new dimensions of teacher education and to undertake research work for linking it with education.

(6)   Some of them are working for development of learning resources related to secondary teacher education.

(7)   Programmes are also held in them for capacity building of the teacher educators working in these Colleges of Teacher Education; though these programmes are not held in sufficient numbers or the teacher educators do not take part in them in adequate number.

(8)   These Colleges of Teacher Education are guiding equivalent teacher educational institutions.

SELF CHECK EXERCISE-3

Q.1   What is the primary role of Colleges of Teacher Education (CTEs)?

A) Conducting university examinations

B) Preparing future educators through comprehensive programs

C) Offering medical training

D) Providing vocational courses

Q.2   What do CTEs contribute to in the field of education?

A) Healthcare services

B) Curriculum development and revision

C) Agricultural research

D) Industrial training

Q.3   What type of programs do CTEs offer to practicing teachers?

A) Professional development opportunities

B) Engineering courses

C) Business management degrees

D) Fashion designing workshops

Q.4 What is one of the key activities CTEs engage in to advance knowledge in teaching and learning?

A) Agricultural practices

B) Educational research

C) Legal studies

D) Financial management

Q.5 What practical experiences do CTEs provide to teacher candidates?

A) Art exhibitions

B) Field experiences and practicum placements

C) Cooking classes

D) Music concerts

Q.6 How do CTEs collaborate with schools and communities?

A) Organizing fashion shows

B) Hosting sports tournaments

C) Fostering partnerships and educational initiatives

D) Conducting scientific experiments

Q.7 What do CTEs advocate for within the teaching profession?

A) Environmental conservation

B) Technological advancements

C) Teaching excellence and leadership

D) Public health awareness

Q.8 How do CTEs ensure quality standards in teacher education programs?

A) Through agricultural practices

B) By organizing cultural events

C) Through accreditation and program evaluation

D) By conducting business seminars

Q.9 What role does technology play in CTEs?

A) Legal counseling

B) Promoting digital literacy and effective teaching practices

C) Managing financial accounts

D) Conducting medical research

Q.10 What aspect of diversity do CTEs emphasize in teacher preparation?

A) Cultural competence and understanding

B) Environmental sustainability

C) Architectural design

D) Political ideologies

12.6 SUMMARY

DIETs play a pivotal role in the educational ecosystem by serving as catalysts for educational improvement at the district level. They contribute to the professional development of teachers, curriculum innovation, community engagement, and overall enhancement of elementary education quality. By bridging the gap between educational theory and practice, DIETs significantly impact the educational outcomes and holistic development of students across districts in India.

Though, in the meantime, 104 of the teacher educational institutions have been upgraded to Colleges of Teacher Education, yet according to a research survey in 2011, though the infrastructure of most of them is satisfactory but most of them lack adequate staff, it is below 50%. I about 60% for them there is no reader, in about 50% of them there is no librarian and in about 90% of them there is no laboratory asstt. In to, these institutions are confronted with deficiency of human resources. These institutions also lack programme advisory committees as per the prescribed norms, about 11% of them have the internal quality assurance cells working. Besides, 60% of the Colleges of Teacher Education are not producing curriculum material. Not only this, most of the people working in them are not even aware of the norms. The truth remains that some secondary teacher education institutions are promote to colleges of Teacher Education without fulfilling the norms, just due to corruption. At present, the National Assessment and Accreditation Council (NAAC) has been set up, but its inspections have not yielded any benefit. The inspectors often give B-grade to these intuitions, while they should be a A-grade. As a conclusion, it can be said that these intuitions are not able to give desirable results. The need is for them to work honestly and devotedly.

12.7   GLOSSARY

District Institutes of Education and Training (DIETs): Institutions established at the district level in India to enhance the quality of elementary education through teacher training, curriculum development, and educational research.

Teacher Education: The process of preparing individuals to become effective educators through formal training and professional development programs.

Pedagogy: The art and science of teaching, including instructional methods, strategies, and techniques used to facilitate learning.

12.8   ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) To promote social responsibility and citizenship

Answer2: C) Collaborating with local schools for service-learning projects

Answer3: B) Developing practical teaching skills

Answer4: C) To improve teaching effectiveness and student learning outcomes

Answer5: B) By promoting collaboration and cultural understanding

Answer6: C) Attending workshops and conferences

Answer7: B) It provides guidance and support from experienced educators

Answer8: B) By improving pedagogical skills and classroom management

Answer9: C) Integrating community service with academic learning

Answer10: B) By fostering practical skills and innovation in teaching

Exercise-2

Answer1: B) Enhancing standards of elementary education at the district level

Answer2: B) State Councils of Educational Research and Training (SCERTs)

Answer3: C) Teacher education and training

Answer4: C) Forging partnerships with local communities

Answer5: B) Aligning curriculum with national and state-level policies

Answer6: B) By conducting workshops and training sessions

Answer7: B) Evaluating teaching methodologies and student learning outcomes

Answer8: C) Monitoring the implementation of educational programs

Answer9: B) State Boards of Education

Answer10: B) Empowering educators and administrators with updated knowledge and skills

Exercise-3

Answer1: B) Preparing future educators through comprehensive programs

Answer2: B) Curriculum development and revision

Answer3: A) Professional development opportunities

Answer4: B) Educational research

Answer5: B) Field experiences and practicum placements

Answer6: C) Fostering partnerships and educational initiatives

Answer7: C) Teaching excellence and leadership

Answer8: C) Through accreditation and program evaluation

Answer9: B) Promoting digital literacy and effective teaching practices

Answer10: A) Cultural competence and understanding

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12.10 TERMINAL QUESTIONS

Q.1 Describe the aims and functions of district institutes of education and training.

Q.2 Describe the role of CTEs in pre-service education.

UNIT-13   PROBLEMS OF PRE - SERVICE TEACHER EDUCATION

Structure

13.1   INTRODUCTION

Generally, in the societies, the status of teachers holds a very high position because the teachers is the only person on whose shoulders lies the burden of the development of the younger generation and the reconstruction of the nation. Secondary Education Commission has rightly stated: - "we are, however, convinced that the most important factor in the contemplated reconstruction is the teacher; his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the various problems connected with the improvement of their status."

Teacher is still facing many problems. Problems of Teaches and teachers Education are closely related. Therefore we are presenting these problems there.

13.2   LEARNING OBJECTIVES

After completing this unit, the learners will be able to;

Understand the issues and concerns related to Pre - Service Teachers Education

Enumerate the problems concerning teacher education

13.3   ISSUES AND CONCERNS OF PRE SERVICE TEACHERS EDUCATION

Pre-service teacher education faces several critical issues and concerns that impact the preparation and readiness of future educators for the challenges of modern classrooms. One significant issue is the adequacy and relevance of the curriculum. Many pre-service programs struggle to balance theoretical knowledge with practical teaching skills and contemporary educational trends. There is often a gap between what is taught in teacher preparation courses and the real-world demands of diverse classrooms,

including managing student behavior, integrating technology effectively, and addressing the needs of diverse learners.

Another pressing concern is the quality of mentorship and supervision during practicum experiences. While practical teaching experiences are crucial for developing classroom management skills and pedagogical strategies, the supervision and feedback provided to pre-service teachers vary widely. Inconsistent mentorship can hinder the development of effective teaching practices and confidence in new educators.

Furthermore, the integration of technology in teacher education remains a challenge. While digital literacy and technology integration are essential for modern teaching practices, many teacher preparation programs struggle to provide sufficient training and support in this area. Pre-service teachers need opportunities to learn how to use educational technology effectively and to adapt to rapidly evolving digital tools.

Additionally, there is a growing emphasis on cultural competence and inclusive education within pre-service teacher education. Educators need to be prepared to work with diverse student populations, including those from different cultural, linguistic, and socioeconomic backgrounds, as well as students with disabilities. However, ensuring that pre-service teachers receive adequate training in cultural awareness, equity, and inclusive practices is an ongoing concern.

Lastly, the transition from pre-service education to actual teaching positions can be challenging for new teachers. Many graduates face high expectations and stress in their initial years of teaching, navigating curriculum implementation, classroom management, and professional relationships. Support systems and induction programs for new teachers are crucial to help them succeed and stay in the profession.

In addressing these issues, continuous collaboration between teacher education institutions, schools, and educational stakeholders is essential. Revising curriculum frameworks, enhancing practicum experiences, providing mentorship and professional development opportunities, and integrating cultural competence and technology training are critical steps toward preparing competent and resilient educators who can meet the diverse needs of students in today's educational landscape.

Problems of the Teachers Education concern with the training research and application. There is dearth of teachers and to meet this demand various programmes have been started by the Government and the universities. However, the following issues have been identified which hinder Teacher Education.

a. **Absence of synchronisation between training institutions**- According to K.G. Saiydain, the candidate's knowledge of theory and actual conduct in the class-room remain two discrete elements, instead of blending with and strengthening or reinforcing each other. Hence, it is necessary that there should be a balance between theory and practice, so that the gulf between the schools and the training establishments is effectively bridged.

b.   **Imbalance between theory and practice** – Training schools normally lay too much stress upon the principal or theory of teaching, where as equal importance should be given to practice teaching and theory.

c.   **Lack of suitable curriculum** – The curriculum of training is defective. The student is compelled to study subject which bear no relationship whatsoever to actual teaching.

d.   **Neglect of human values** - During training, the entire focus is upon objectives, goals, etc. While human values are completely neglected. In the opinion of K.G. Sayidain, the candidates are unable to visualise the fact that education is a specific social and culture process. Because of lack of foresight and undue emphasis upon minor details or technical necessities, the close relationship of the school with society, the living problems of schools, and other important issues are lost sight of.

e.   **Absence of a free, untrammelled atmosphere**- In training schools, the atmosphere of freedom is noticeably lacking, and because of the oppressive atmosphere, students are often seen indulging in flattery so that they may   obtain good divisions.

f.   **Problems of selection of training**- at present, training colleges are facing the problem of granting admission, and undoubtedly, the choice of able and suitable individuals for training as teachers is a major problem.

g.   **In service training**- In service training takes within its arnbit such activities as refresher courses, short term intensive curricula , practical knowledge of workshops, seminars, professional conference, etc. However, even those suffer from numerous problems.

h.   **Traditional influence**- even today, the curriculum is an ancient and traditional one, the ideal lessons are patently unpsychological, teaching aids are not used effectively and intelligently, considerable indifference and neglect are often displayed. In addition, the opportunities for fruitful discussion are few and far between, hostel facilities are often lacking, and opportunities for mutual contact and co-operation are negligible.

Kothari commission remarks "The destiny of India is being shaped in its classroom". No doubt education plays a very significant role in nation's development but the quality of education is greatly determined by the quality of teachers, therefore great efforts were made and still are being made to import the quality of teacher education. Yet we don't find much improvement in general education. This situation makes us to analyse critically the teacher education programme to find its weakness and according to make some suggestions to overcome the problems of teacher education.

SELF CHECK EXERCISE – 1

Q.1   Which of the following is a significant issue in pre-service teacher education concerning curriculum?

A) Lack of professional development opportunities

B) Insufficient access to technology

C) Inadequate integration of theoretical and practical knowledge

D) Limited cultural diversity in classrooms

Q.2   What is a common concern regarding mentorship during practicum experiences in teacher education?

A) Overemphasis on technology integration

B) Inconsistent supervision and feedback

C) Lack of diversity in student populations

D) Limited access to educational resources

Q.3   Why is technology integration considered a challenge in pre-service teacher education?

A) Teachers' resistance to using technology

B) Limited availability of digital tools

C) Inadequate training and support

D) Lack of interest among students

Q.4   What is an important aspect of cultural competence in teacher education?

A) Mastery of foreign languages

B) Understanding of diverse student backgrounds

C) Expertise in global economics

D) Knowledge of historical events

Q.5   What challenge do many pre-service teachers face during their transition to actual teaching positions?

A) Over qualification for teaching roles

B) High levels of job satisfaction

C) Low expectations from school administrators

D) Stress and high expectations

Q.6   Which area requires continuous collaboration to address issues in pre-service teacher education?

A) Professional development opportunities

B) Curriculum development

C) Student assessment techniques

D) Parent-teacher relationships

Q.7   What is a critical step toward preparing competent educators in pre-service teacher education?

A) Limiting access to educational technology

B) Reducing diversity in student populations

C) Enhancing mentorship and support systems

D) Decreasing emphasis on cultural competence

Q.8   Which factor contributes to the effectiveness of pre-service teacher education programs?

A) Resistance to change among educators

B) Limited access to educational resources

C) Integration of digital literacy skills

D) Homogeneous student populations

Q.9   What is a primary concern regarding inclusive education in teacher preparation?

A) Limited classroom management skills

B) Insufficient understanding of student needs

C) Overemphasis on standardized testing

D) Lack of curriculum frameworks

Q.10 Which aspect of teacher education is crucial for promoting student success in diverse classrooms?

A) Uniform teaching methods

B) Ongoing professional development

C) Exclusion of technology

D) Limited cultural awareness

13.4   PROBLEMS CONCERNING TEACHER EDUCATION

Teacher education faces several significant challenges and problems that impact the preparation and effectiveness of educators. One of the primary concerns is the gap between theory and practice in teacher training programs. Many pre-service education programs focus heavily on theoretical knowledge but often fail to adequately prepare teachers for the practical demands of real-world classrooms. This gap can lead to new teachers feeling unprepared to manage diverse student needs, implement effective teaching strategies, and navigate classroom dynamics.

Another critical issue is the quality and relevance of the curriculum in teacher education. Outdated or inadequate curricula may not align with current educational standards, advancements in pedagogical research, or the needs of modern learners. There is a growing demand for teacher education programs to integrate contemporary teaching methodologies, digital literacy skills, and cultural competence training to better prepare educators for diverse and inclusive classrooms.

Furthermore, the lack of effective mentorship and supervision during practicum experiences poses a challenge. Teacher candidates require ongoing support and feedback from experienced educators to develop their teaching skills, classroom management techniques, and professional identity. Inconsistent or inadequate mentorship can hinder the development of confidence and competence among new teachers, impacting their ability to succeed in their roles.

Additionally, the integration of technology in teacher education remains a pressing issue. While digital literacy and technology integration are essential for 21st-century teaching, many programs struggle to provide comprehensive training and resources in this area. Teachers need practical experience and guidance on how to effectively use

educational technologies to enhance learning outcomes and engage students in meaningful ways.

Moreover, there is a concern about the diversity and inclusivity of teacher education programs. Educators must be prepared to work with students from diverse cultural, linguistic, and socioeconomic backgrounds, as well as those with varying learning abilities and needs. Teacher education programs need to emphasize cultural competence, equity, and inclusive teaching practices to ensure that all students have equitable access to quality education.

Addressing these problems requires collaboration among teacher education institutions, schools, policymakers, and educational stakeholders. Revising and updating curricula, enhancing mentorship and supervision programs, integrating technology effectively, and promoting cultural competence are crucial steps toward improving teacher education and ensuring that educators are well-prepared to meet the diverse challenges of modern educational environments.

1) **Problem of Selection**: Defects of selection procedure lead to deterioration of the quality of teachers. Better selection methods would not only improve the quality of training but also save the personnel and social wastage.

Some elaborate techniques like that of C.I.E. should be used for the selection of candidates for admission somewhat following are suggestions to improve the selection procedures:

1. Candidate should be interviewed through structured interview.

2. Test of General Knowledge should be applied.

3. Test in school subjects may be conducted to judge competence in various fields of study.

4. Language tests should be used.

5. Intelligence test, like Raven's Progressive Matrices Test should be administered.

6. Aptitude, interest and attitude inventory should be administered.

7. Candidates who wish to join a teacher college should be able to analyses themselves, and determine as objectively as possible their own suitability for the teaching job.

8. A well directed guidance service should be provide in Teacher College to give scientific advice to the prospective candidates.

2) **Deficiencies of Small Time Period Provided for the Training of Teachers:** In India, the period of training of teachers for secondary schools has all along been of one year after graduation- the effective session being of eight to nine months. The main purpose of teacher education programme is to develop healthy attitude, broad based interest and values consistent with dignity of training profession and thereafter, develop a personality too. It is not possible, during the short duration of nine months.

3)   Incompetency of Student Teachers: The existing training programme does not provide adequate opportunities to the student teachers to develop competency to face varied type of situations in their real teaching life because the organizers of teacher's training programme are not aware of the existing problems of schools. They are not in direct contact of schools.

Due to this gap between the school and the training institution, the growth of content stagnates, methodology gets stale and contact with academic discipline becomes weak. Therefore, there should be a close matching between the work schedule of the teacher in a school and the programme adopted for teacher preparation in a training college.

4)   Defects Concerning Papers: A student teacher should know the meaning of education, its objectives, the socio-cultural and politico-economic background, various agencies that influence education, the principles that guide construction of curriculum etc. But a proper preparation towards a good orientation is impossible in a short duration of 9 months.

Following steps may be taken in this connection:

i.   Allowing more time to learners for good reading a sound build-up of the intellect and attitude,

ii.   Pruning the existing course,

iii.   Arranging for exchange of experiences than merely attending lectures,

iv.   Changing the mode of testing inputs,

v.   The content of the teacher education programme should be taken from the real life situations. It must have direct implications in the daily school teaching, and

vi.   The teaching practice of the student teachers should be directly related to their theory courses so that they understand and make use of the knowledge provided to them in their theory courses.

5)   Problems of Practice Teaching: In most of the institutes more emphasis is laid on the theory in respect of marks and time. The ratio of marks between theory and practice generally remains of 5 : 2. In some institutes practical aspect is given equal importance to that of theory. Teaching practice plays a significant role in B.Ed. programme. Its main purpose is to help student teachers to acquire the powers of observation, attention, imagination and a sense of time. One learns how to prepare lesson his lesson independently and how to mark pupil's work.

a)   Sessional practical work ranger from school assignments projects, to psychology practicals and visual education. Its constitute craft work, community services and co-curricular activities. It is intended to strengthen the school practice of the student teacher when he is under training and later the dimension of his role as a teacher in-service. But the planning and implementation of such practical work is very poor. While these activities are important so long as the pupils are under training, little of their impacts are carried over to school practice field.

b) Criticisms lesson is aimed to assess the overall teaching personality of the student teacher after having a sufficient amount of training. This assessment is a basis for the final examination of the student teacher.

c) Pre-teaching preparation should be made to improve the organization of teaching practice. Adequate in internship practices should be exercised and the theory classes should be suspended.

d) Inspite of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty, irresponsible, aimless, indifferent to children, lacking innovative measures in teaching which are great obstacles in development of pedagogical skills.

6) **Problem of Supervision of Student Teaching:** The purpose of supervision is the improvement of instructions in the student teaching situation. The supervisory organization for practice teaching and the supervisory techniques and practice aim at bringing improvement in the instructional activity of the student teachers by familiarizing the student teachers, with various techniques and practical skills in teaching and help them to develop confidence in facing the classroom situations. This is done through following two types of supervision:

(i) **Supervision before classroom teaching :** its aim at guiding the student teachers in planning their lessons, learning to organize contents of their teaching, formulating suitable gestures of right type to evoke right responses from the students and developing other related abilities and skill that enable them to enter and successfully face the class with confidence.

At present the students are asked to prepare the lesson plans them self without introducing them with its proper procedure. The lesson plans are checked superficially. No discussion is made by the subject method specialist. The students enter the classes without having any type of pervious knowledge of facing the classroom situations.

(ii) **Supervision during the classroom teaching:** it is generally exercised by the teachers of training colleges in local schools selected from amongst those in the vicinity of the training institutions. In term supervision team of two or more teachers supervise the teaching of student teachers in a school.

The team of supervisors may or may not relate form one school to another. The teaching of student teachers is supervised by teachers who may or may not be the method specialists. The student teachers receive a general supervision form the college supervisor who is neither subject method specialists nor an active school teacher of the subject for years. These supervisors offer descriptive type of criticism, while constructive type of criticism is desirable. Their remarks are related to the general personality of the student teachers.

The supervisor seldom critically appreciates the students' teacher's knowledge of the subject and order of its presentation to the students. He fails to supervise all the lessons taught by a trainee. The percentage of lessons supervised by the subject

method specialist varies from 5 percent to 25 percent of the lessons taught by a student teacher due to the faculty staffing pattern resulting in shortage and non availability of the subject method specialists, un even distribution of teaching subject among the student teachers, lack of time and too many lessons to be supervised in a class period, defective time table, etc.

The supervision of student teaching should be the joint responsibility of the college faculty represented mainly by the method specialist and the school teachers. The measure share of responsibility should rest with the school teachers. To guide and appraise the student teacher, the supervisor must obviously have a more thorough understanding of his field and of educational discipline like psychology. The school teacher should be assisted by the college supervisor in his work of supervision of student teacher.

Frequent conferences and consultation between them will help to relate them to practice and the student teacher will improve the performance in a realistic school setting. Until the method specialists and the successful school teacher are given the highest status in the faculty, the student teaching will continue to fall short of its potentialities.

7)   **Lack of Subject Knowledge:** The B.Ed. programme does not emphasis the knowledge of the basic subject. There is no provision to increase and strengthen the knowledge of the particular subjects of the student teacher. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

8)   **Lack of Realism:** The whole B.Ed. programme does not make the student to complete his whole prescribed syllabus in his real teaching life with in the limited time of session. The teaching practices which he exercise during his training period do not help him t5o take his class and to complete his prescribed course with in the period provided. The student teacher should be given a chance to face the real problems of classroom teaching. He should practice the particularly skill needed for his particular subjects. He should know how to complete his course and how to perform other related work other than the teaching.

9)   **Faculty Methods of Teaching:** In India teacher educators are averse to innovation and experimentation in the 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. Their lectures are dull, monotonous and uninspiring. Student teachers talk about the methods but cannot use them with facility and ease. The teacher educators have no planned and systematic awareness and control over the instructional technology.

10)   **Absence of professional attitude:** In India the entire teacher education programme is lacking in professional attitude which is so important for a sound programme of teacher education. In some states the teacher education programmme has been commercialized.

Optimum saving is made through the revenues raised by such departments. This has resulted into sub-standard facilities in the colleges. It is also reflected in the policies followed in the recruitment of teacher educators whose poor quality coupled with the sub-standard provision of facilities, is largely responsible for lack of vigorous and dynamic progrmme on the campus.

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.

11)   **Isolation of teacher education department:** As has been observed by the Education Commission the teacher's education, both at primary and secondary level, has become isolated from schools and current development in school education. In the schools the method of teaching curricula and various other requirements in are different forms those advocated and actually implemented in the teacher education departments.

The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher. The teacher education departments only observe the formality of finishing the prescribed number of lessons not carrying for the soundness of pedagogy involved in the procedure.

12)   **Poor Academic Background of the Student Teachers:** Proper admission procedures are not observed in most of the institution. Most of those applying for admission to teacher education departments, do not have the requisite motivation and the academic background for a well deserved entry in the teaching profession. Therefore they remain indifferent to work and studies. In some states the girls because of their merit get admitted in a sizeable proportion though they never enter into the teaching profession and are not willing to serve in the rural areas. This has created the problem of untrained teacher backlog. In some of the states the female teachers are available for being hired on considerably reduced rates of emoluments.

13)   **Lack of Proper Facilities:** In India, the teacher education programme is being given a step-motherly treatment. About 20% of the teacher education institutions are being run in the rented buildings without any facility for an experimental school or laboratory, library and other equipments necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

14)   **Lack of Regulation in Demand and Supply:** In majority of cases the State Education Departments have no control on starting of post-graduate teacher education departments. The teacher education departments have no data on the basis of which they may work out the desired intake for their institutions. There is a considerable lag between the demand and the supply of teachers. This has created the problem of unemployment and under-employment.

15)   **Lack of Interaction with the Main Academic Stream:** As the teacher education departments in the states are cut off and isolated, they cannot function as models for the University Departments. Other university departments treat the teacher training

section as something inferior. They do not collaborate in any programme sponsored by teacher education section. Teacher education departments have not been able to make any dent even in such areas as evaluation, teaching methods and curriculum development.

16) **Inadequate Empirical Research:** In India, research in education has been considerably neglected. Whatever research is being conducted is of very inferior quality. The teacher education programmes have not been properly studied by undertaking any systematic research. Unwarranted suggestions based on speculation are the guiding principles in teacher education programmes.

17) **Lack of Facilities for Professional Development:** There is lack of facilities for the professional growth of the teacher educators. Even the summer institutes being run with the help of UGC and NCERT are not able to deliver the goods. Most of the programmes are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.

18) **Insufficient Financial Grants:** In most of the states teacher education is still being run by the fee collected from student-teachers. While the share of the state grant is much too small. Most of them are in a bad shape of a sub-standard nature.

 SUGGESTIONS

Prof. K.G. Sayidain has put forward the following suggestions for overcoming the shortcoming and problems of teachers' education:

a)   **Manpower and planning-** State should, with the assistance of its training colleges and department of education, carry out a survey at least once in every five years to ascertain the need for male and female teachers in all the schools of the state. Admissions to teachers training establishment should be based exclusively upon this estimate.

b)   **Short term course**- Short term curricula should be prepared for the old and experienced teachers, who, for one reason or the other, could not take admission to training colleges. On receiving systematic training, these teachers will add to their efficiency, win promotions to higher ranks and feel more secure in their jobs.

c)   **Prospective teachers**- Having made arrangements for the training of old and experienced teachers in the manner outlined above, the question now remains of those individuals who, having completed their college or university admission, wish to secure admission to a teachers' training institution. From among these candidates, only those individuals, who really possess the potential for becoming able and successful teachers, should be chosen.

d)   **Selection of trainees-** The rough and ready, stereotyped methods in use for the selection of new candidates should be replaced by more effective, adequate and scientific techniques of selection. These techniques should be capable of accurate evaluation of the aspiring candidates moral and mental qualities.

e)   **Understanding the profession-** Individuals inserted in adopting the teaching profession should keep in mind the need of their future profession so that they do not acquire piecemeal knowledge and then seek then admission to a training establishment such individuals should shun all knowledge which bears no relationship to teaching, which is not to be their future profession.

f)   **Pedagogy of teaching-** As is the case in some universities, the science of education should be made one of the alternative or optional subjects.

The view of the Kothari Commission and the Secondary Education Commission is that in order to make professional education more effective, it is necessary to link it, on the one hand with universities, and on the other, with schools. Only then can the development of both aspects take place conveniently.

Suggestions by Secondary Education Commissions

The following are the views of the Commission:-

a)   **Elective subject**- Education should be introduced as a elective subject for the first as well as the second degree.

b)   **Colleges of education**- universities should set up college of education which may provide assistance in training teachers and research.

c)   **Extension service** – in order to bridge the gulf between training institutions and schools, there should be extension service department at the pre-primary, primary and secondary levels in each in each training establishment. There should also be an organisation of old students, and it should offer its suggestions regarding the curriculum of training. Candidates receiving training should be sent to recognized schools. The supervisory staff should be transferred from one school to another at regular intervals.

d)   **Barriers should be removed**- The distance and barriers between particular subjects such as arts, physical education, etc., should be done away with.

e)   **Status of training institutions**- Training colleges should be raised to the same status and levels as that of the colleges of universities.

f)   **State board of teacher education**- State board of teacher education should be established at the state level.

g)   **Period of training** – the period of training for those who have received secondary education should be two years, while graduates should receive training for one year.

h)   **Part time teacher education** – proper arrangements should be made for part time education.

Dr. Sampurnananda has started that the nation should be conscious of the sentiments and needs of its teachers. On the other hand, it is expected of the teachers that they will provide able and devoted leaders in every sphere of life, despite the fact that the teachers themselves are compelled to live in circumstances which are not conductive to efficiency, skill or even self- respect.

SELF CHECK EXERCISE – 2

Q.1   What is a primary concern regarding the gap between theory and practice in teacher education programs?

A) Overemphasis on practical skills

B) Inadequate integration of digital literacy

C) Lack of preparation for classroom dynamics

D) Limited access to educational resources

Q.2   Which aspect of curriculum in teacher education programs is often criticized for its relevance?

A) Integration of cultural competence

B) Emphasis on historical events

C) Outdated content and methodologies

D) Focus on administrative skills

Q.3   Why is effective mentorship and supervision during practicum experiences crucial for pre-service teachers?

A) To improve student-teacher ratios

B) To enhance classroom infrastructure

C) To develop teaching skills and confidence

D) To increase teacher salaries

Q.4   What is a pressing issue regarding the integration of technology in teacher education?

A) Overemphasis on traditional teaching methods

B) Limited access to educational technology

C) Inadequate funding for technology initiatives

D) Lack of interest among students

Q.5   What aspect of diversity poses a challenge in teacher education programs?

A) Homogeneous student populations

B) Limited classroom management skills

C) Insufficient understanding of student needs

D) Overemphasis on standardized testing

Q.6   Which factor hinders the effective preparation of educators for diverse classrooms?

A) Integration of digital literacy skills

B) Inadequate training in cultural competence

C) Overemphasis on theoretical knowledge

D) Limited professional development opportunities

Q.7   What is a critical concern regarding the professional readiness of new teachers?

A) High job satisfaction rates

B) Overqualification for teaching roles

C) Stress and high expectations

D) Limited access to educational resources

Q.8 Why do teacher education programs need to emphasize inclusive teaching practices?

A) To reduce student-teacher ratios

B) To integrate standardized testing

C) To address diverse student needs equitably

D) To promote vocational training

Q.9 What is a significant challenge in revising and updating teacher education curricula?

A) Lack of interest among educational stakeholders

B) Inadequate funding for curriculum development

C) Overemphasis on historical content

D) Limited research in pedagogical advancements

Q.10 What collaborative effort is essential for addressing problems in teacher education?

A) Overemphasis on traditional teaching methods

B) Integration of technology in classrooms

C) Collaboration among institutions, schools, and stakeholders

D) Reduction in teacher salaries

13.5 SUMMARY

In the context of teachers' education, Dr. Radhakrishan has brought about the transfer of the level of technological skill and keeps the light of civilisation burning bright. He not only guides the individual, he shows the whole nation the right direction. The Kothari Commission, too, has been constrained to observe that the most important thing is to create satisfactory conditions of work for the teachers of our country.

13.6   GLOSSARY

Pre-service Teacher Education: The initial training and education that individuals undergo to become certified teachers before they start teaching in a classroom. This includes coursework, practical experiences, and assessments aimed at preparing future educators for their professional roles.

Teacher Preparation Program: A structured program designed to equip preservice teachers with the knowledge, skills, and competencies needed for effective teaching. These programs typically include both theoretical coursework and practical teaching experiences.

13.7 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: C) Inadequate integration of theoretical and practical knowledge

Answer2: B) Inconsistent supervision and feedback

Answer3: C) Inadequate training and support

Answer4: B) Understanding of diverse student backgrounds

Answer5: D) Stress and high expectations

Answer6: B) Curriculum development

Answer7: C) Enhancing mentorship and support systems

Answer8: C) Integration of digital literacy skills

Answer9: B) Insufficient understanding of student needs

Answer10: B) Ongoing professional development

Exercise-2

Answer1: C) Lack of preparation for classroom dynamics

Answer2: C) Outdated content and methodologies

Answer3: C) To develop teaching skills and confidence

Answer4: B) Limited access to educational technology

Answer5: A) Homogeneous student populations

Answer6: B) Inadequate training in cultural competence

Answer7: C) Stress and high expectations

Answer8: C) To address diverse student needs equitably

Answer9: B) Inadequate funding for curriculum development

Answer10: C) Collaboration among institutions, schools, and stakeholders

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13.9 TERMINAL QUESTIONS

Q.1 Enlist the problems of Pre-Service Teacher Education

Q.2 Discuss the suggestions given by Secondary Education Commissions for Pre-Service teacher education.

Q.3 What are the Issues of Pre-Service Teachers Education?

UNIT – 14   IN-SERVICE TEACHER EDUCATION

Structure

14.1   INTRODUCTION

The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed. makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is a expected to sort them out. There is need of more and more knowledge, more a2nd more education for making him a better teacher.

There are formal an informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for over all proficiency and betterment.

According to Lawrence, "In-service education is the education a teacher receives after he has entered to teaching profession and after he has had his education in a teacher's college. It includes all the programmes – educational, social and others in which the teacher takes a virtual part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes.

The teacher education organized for the working teachers is termed as "In-Service Teacher Education". It is of two types – First, training for the untrained working teachers and second, continuous education for working trained teachers.

History of In-Service Teacher Education

In-service education and training of teachers has its own historical roots. Its journey from pre-independence to post independence period is characterized by numerous policy statements recommendations of different commissions regarding its content and strategies for implementation it has grown from a concept to a process and gained its importance for preparing teachers towards professional growth and development. The root of in-service education can be traced back to pre-independent period of 1904 in Lord Curzon's resolution of educational policy which stated, "The trained students whom the college was sent out should be occasionally brought together again in seeing that the influence of the college makes itself felt in the school." Hartorg committee and sergeant committee referred to in-service education as refresher courses and recommended for their organization on a continuing basis. The secondary education commission was more specific in recommending the programme of extension services for secondary teachers.

14.2   LEARNING OBJECTIVES

After completing this unit, the learners will be able to;

Gain knowledge about the concept, scope and objectives of Continuing Professional development of In-Service Teacher Education

Know the importance of Continuing of Professional development of In Service Education for Teachers

14.3   CONCEPT, SCOPE, OBJECTIVES OF CONTINUINIG PROFESSIONAL DEVELOPMENT OF IN-SERVICE EDUCATION FOR TEACHERS

In service teacher education is a programmed, systematized attentive, needful and scientific planning with a definite purpose in view. It is a continuous process which contributes to the behavioural changes of teachers in terms of acquisition of knowledge and insights, development of right attitudes and interests. It is gnal oriented and organised in such a manner that the teachers feel the desire and necessity for the improvement of their mental faculties and skills through such programmes because it is essential to promote professional competence and intrinsic motivation of teachers as the present day teacher preparation programmes can hardly keep pace with the all round rapid technological changes. World education commission has emphasised again and again on quality in service education to keep pace with the recruitment of trained, fresh or untrained or under qualified teachers.

There has always been a gulf between teaching and practising in the colleges of education. There are big challenges in front of educational institutions for curriculum implementation, examination and evaluation system, and admission policies. Due to the introduction of new concepts of education to enter twenty first century successfully, the improvement in the professional education of teachers has left much to be desired. The

new innovations aim at evolving more effective and more flexible forms of education. Modern technology of education has changed the techniques and methodology of teaching-learning process. Therefore, the teachers have to be abreast with new innovations and concepts of education. POA (1986) appraised the role of teachers in extension and social service, participation in management of variety of services, activities which educational institutions undertake, in research and innovations, creative and responsive to the needs and concerns of the community, support in administrative hierarchy and in implementation of educational programmes. Nonetheless, it emphasizes the need for effective and efficient in service education of teachers at various levels of education to motivate & inspire teachers in order to become constructive, creative, innovative and professionally responsible.

The need for inservice education of teachers was recognised as early as 1904 in Lord Curzon's Resolution on Educational Policy. Mudaliar Commission (1952-1953) was more specific in recommending the programme of extension services to provide inset-vice education to secondary school teachers. NCERT promoted experimentation in the classroom instruction by teachers through extension services departments. In 1964 SIEs were established to organise in service education of primary school teachers. Today STEs/SCERTs are main agencies for planning, implementing and monitoring inset-vice education at state level. At district level DIETs are performing pace-setting role for training and orientation of elementary school teachers, Headmasters, supervisors, etc.

Although pre-service teacher education and in-service teacher education are given at different stoppages of education, they have to he planned and executed as two essential constituents of a single integral system, neither being complete without the other. In fact, inset-vice education follows a full-fledged face-to-face regular preset-vice education which enables a person to enter a teaching career. Inset-vice teacher education is a form of movement, in which all teachers, teacher educators and administrators participate enthusiastically and enjoy this activity. A well designed, carefully planned and properly executed system of JNSET in our educational system is the need of the hour (NPE-1986). Accordingly it should have following considerations:

1)   The pre-service teacher education programme which merely leads a prospective teacher to the profession of teaching is never complete if it is not supplemented by periodic inservice programmes due to faster changes in content areas, pedagogical science, changes in socio political scenario, expectations of teachers etc. Therefore, the learning's of preservice programmes need to be examined, confirmed, rejected, modified reinforced on the anvil of experience of the real teaching-learning situation and the developing maturity of the teacher.

2)   The beginning teacher needs support and guidance during the period of transition from the supporting culture of pre-service education to the act problems of the school; otherwise he falls back for mere survival to routine ways.

3) In-service education of the teachers becomes all the more necessary not only in view of the advancement in knowledge of the subject he teaches but also due to experiments and innovations in the field of pedagogy the skills required to adopt those innovative practices. Periodic adoption new education policies and consequent changes in the curricula instructional materials also necessitates in-service education programmes teachers in order to enable them to handle the new materials with e and effectiveness.

4) A teacher can make his teaching more interesting and effective with the help of teaching aids, produced with ever-developing technology. He needs to be trained and retrained periodically in the production and use appropriate audio-visual aids.

5) A teacher has to handle special groups of children like the disabled the backward, the gifted, the socially disadvantaged and the economics deprived. In the pre-service education programme such knowledge is given theoretically but in service education programmes further equips the teachers with necessary practical skills to handle such children.

6) In service education brings into focus the desirability of a teacher always remains a learner during his professional life, thus avoiding obsolescence, fossilization and irrelevance of knowledge.

7) The teachers could he made abreast of global perspectives regard changes in the ideas about the theory and practice of education in different countries, which may help them to give a fresh look at their own think and working styles.

Therefore the goals of in-service education are to:

- remedy the teacher's deficiency arising out of defects in his initial pre-service education;

- advancement of the teachers skills and pedagogical knowledge required for new teaching roles;

- advance and update the teacher's knowledge of subject matter; train them as an agent of change;

- provide education for rapid and self-conscious adaptation to changing world;

- prepare teachers for self-education and as learners;

- prepare them for lifelong education;

- prepare them for utilizing all the formal and informal agencies education;

- train the teachers for non-tutorial posts;

- make them understand and face in time new situations coming up in society and to prepare their students for the new economic, social and cultural challenges.

To fulfill these goals the nature of in-service programmes suggested fall under following areas:

- Full time correspondence courses leading to a degree or diploma,

- Postgraduate courses of one year duration leading to a degree,
- Short in-service programmes of 3 to 6 months duration covering general and special fields.
- Summer institute and summer camps.
- Short orientation programmes, induction courses
- Evening or part time courses etc.
- Exchange of senior professors for short periods, visiting fellowship for younger teacher educators for independent study in selected university departments, research institutions and other specialized agencies, study groups etc.
- Sabbatical leave arrangements for staff of training colleges.

SELF CHECK EXERCISE-1

Q.1   What is the primary focus of Continuing Professional Development (CPD) for teachers?

A) Initial teacher certification

B) Enhancing and updating teaching skills throughout a teacher's career

C) Student assessment and grading

D) Curriculum design

Q.2   Which of the following best describes the scope of CPD?

A) Only focusing on administrative skills

B) Limited to subject knowledge improvement

C) Encompasses professional knowledge, educational technology, assessment techniques, and career development

D) Only involves participation in workshops

Q.3   What is a key objective of CPD in relation to technology?

A) Ignoring technological advancements

B) Learning outdated technology tools

C) Integrating digital tools and resources to enhance teaching and learning

D) Avoiding the use of technology in the classroom

Q.4   Which activity is an example of CPD focused on pedagogical skills?

A) Attending a conference on student assessment

B) Participating in a workshop on new teaching strategies and classroom management

C) Reviewing subject content for a certification exam

D) Completing paperwork for student records

Q.5   How does CPD contribute to a teacher's career development?

A) By providing certification for new teaching roles

B) By equipping teachers with skills needed for leadership roles and specialization

C) By focusing solely on administrative tasks

D) By offering incentives for attending events

Q.6   What does reflective practice in CPD involve?

A) Attending meetings with no reflection on practice

B) Continuously evaluating and improving one's teaching practices based on feedback and self-assessment

C) Only completing mandatory training hours

D) Focusing solely on student behavior management

Q.7   Which of the following is NOT typically a component of CPD for teachers?

A) Professional knowledge and skills

B) Subject-specific training

C) Classroom management techniques

D) Personal hobbies and interests

Q.8   Why is it important for teachers to engage in CPD related to educational technology?

A) To ignore technological changes

B) To keep up with and utilize new teaching tools and methods

C) To focus only on traditional teaching methods

D) To avoid using any form of digital resources

Q.9   What role does CPD play in adapting to new educational policies?

A) CPD has no role in adapting to new policies

B) CPD provides teachers with the knowledge and skills to effectively implement and comply with new policies

C) CPD focuses only on past policies

D) CPD is irrelevant to policy changes

Q.10   Which of the following is a benefit of engaging in CPD for teachers?

A) Increased job satisfaction and improved teaching effectiveness

B) Limited professional growth

C) Decreased motivation to teach

D) Reduced student engagement

14.4 IMPORTANCE OF CONTINUINIG PROFESSIONAL DEVELOPMENT OF IN SERVICE EDUCATION FOR TEACHERS

In our country, the trend is that once a teacher has joined service as a teacher, he continues to be so; through he may or may not study. It is not like that in countries like U.S.A. There the teacher has to face the screening committee to his re-appointment as a teacher after two or three years. In-service education is badly needed for all types of teachers in India. The following points indicate its need and importance.

1. Education- A Life Long Process

The teacher who does not study side by side can't remain a good teacher. Training of a teacher is a lifelong process. He should continue making efforts in this direction for the whole life. Rabindra Nath Tagore has rightly stated, "A lamp can never light another lamp unless it continues to burn its flame. " According to secondary education commission "However, excellent the programme of teacher training may be, it

does not by itself produce an excellent teacher. Increased efficiency will come through experience critically analyzed and through individual and group effort and improvement.

2. Professional Growth

Every teacher is a expected to be professionally bound, for the professional growth, he always needs the guidance and help of others. The efficiency of the teachers must be covered up. So the teacher need be up to the mark in every way.

3. Education is Dynamic

Education is very dynamic. It depends upon the society which is fast changing. Due to the advancement in the field of science and technology, there is explosion of knowledge. Accordingly the curriculum and syllabus are also being changed with a good speed. Continuous in-service education of the teacher can save the teacher from facing dire consequences.

4. Makes Democratic

In-service education helps the teacher in becoming fully democratic. By in-service education programmes, the teacher is able to meet people of all types and he is also able to share his experience with others.

Continuing Professional Development (CPD) for in-service teachers is crucial for maintaining and enhancing the quality of education. It ensures that educators are well-equipped to meet the evolving needs of their students and adapt to changes in educational practices and policies. Here's an in-depth look at the importance of CPD for in-service education:

1. **Enhances Teaching Skills and Knowledge:**

o **Updating Pedagogical Strategies:** CPD helps teachers stay current with the latest teaching methods, techniques, and educational theories, ensuring that their pedagogical practices are effective and engaging.

o **Subject Knowledge:** Teachers gain deeper insights into their subject areas, which helps them provide more accurate and comprehensive instruction.

2. **Adapts to Educational Changes:**

o **Curriculum Updates:** Educational standards and curricula frequently change. CPD ensures that teachers are informed about and able to implement new curriculum requirements and standards.

o **Technological Integration:** As technology evolves, CPD enables teachers to integrate new digital tools and resources into their teaching practices, enhancing the learning experience for students.

3. **Improves Student Outcomes:**

o **Effective Teaching Practices:** By adopting new teaching strategies and methodologies, teachers can better address diverse learning needs and improve student engagement and performance.

o   **Assessment Techniques:** CPD helps teachers refine their assessment methods, leading to more accurate evaluation of student learning and more effective feedback.

4.   **Supports Professional Growth:**

o   **Career Advancement:** CPD provides teachers with opportunities for specialization and leadership roles. This can lead to career advancement and greater professional recognition.

o   **Skill Development:** Continuous learning helps teachers develop additional skills such as research abilities, advanced instructional techniques, and leadership skills.

5.   **Promotes Reflective Practice:**

o   **Self-Assessment:** CPD encourages teachers to reflect on their teaching practices, assess their effectiveness, and make necessary adjustments.

o   **Feedback Utilization:** Teachers learn to use feedback from peers, mentors, and students to improve their teaching methods and professional skills.

6.   **Boosts Job Satisfaction and Motivation:**

o   **Professional Fulfillment:** Engaging in CPD helps teachers feel more competent and confident in their roles, which enhances job satisfaction and reduces burnout.

o   **Renewed Enthusiasm:** CPD can reignite teachers' passion for teaching by exposing them to new ideas and approaches.

7.   **Addresses Diverse Learner Needs:**

o   **Inclusivity Training:** CPD often includes training on how to effectively teach diverse and inclusive classrooms, addressing the needs of students from various backgrounds and with different learning needs.

o   **Differentiated Instruction:** Teachers learn strategies for differentiating instruction to cater to individual student needs, ensuring that all students can succeed.

8.   **Enhances Collaboration and Networking:**

o   **Professional Community:** CPD provides opportunities for teachers to collaborate with colleagues, share best practices, and build professional networks.

o   **Interdisciplinary Learning:** Collaboration during CPD can lead to innovative approaches and interdisciplinary teaching methods.

9.   **Supports Policy and Educational Reforms:**

o   **Implementation of Policies:** CPD helps teachers understand and effectively implement new educational policies and reforms at the classroom level.

o   **Adaptation to Standards:** Teachers can better adapt to national and regional educational standards and guidelines through targeted professional development.

10.   **Encourages Lifelong Learning:**

o   **Commitment to Learning:** CPD fosters a culture of lifelong learning among educators, encouraging them to continually seek new knowledge and improve their practice.

o   **Professional Development Mindset:** Teachers develop a mindset of continuous improvement, which benefits their teaching practice and professional development.

Continuing Professional Development is a vital component of the teaching profession. It ensures that educators remain effective, adaptive, and innovative in their practice. By engaging in CPD, teachers not only enhance their own skills and knowledge but also contribute to improved student outcomes and a more dynamic educational environment.

SELF CHECK EXERCISE-2

Q.1   What is one of the primary benefits of CPD for in-service teachers?

A) To reduce the number of teaching hours

B) To stay updated with the latest teaching methods and educational technologies

C) To focus solely on administrative tasks

D) To limit interactions with students

Q.2   How does CPD contribute to improving student outcomes?

A) By reducing teacher-student interaction

B) By ensuring that teachers use outdated teaching methods

C) By helping teachers adopt effective teaching strategies and refine assessment techniques

D) By limiting the scope of the curriculum

Q.3   Which of the following is NOT a component typically covered in CPD programs?

A) Pedagogical strategies

B) Subject knowledge enhancement

C) Personal hobbies unrelated to education

D) Integration of educational technology

Q.4   Why is CPD important for adapting to new educational policies?

A) It helps teachers ignore policy changes

B) It provides teachers with knowledge and skills to implement and comply with new policies

C) It focuses on policies from previous decades

D) It excludes updates on policy changes

Q.5   What role does CPD play in addressing diverse learner needs?

A) It focuses only on teaching homogeneous groups of students

B) It provides training on inclusive education and differentiated instruction

C) It disregards individual learning differences

D) It only addresses behavioral issues

Q.6   How can CPD affect a teacher's career advancement?

A) By reducing professional opportunities

B) By providing skills for specialization and leadership roles

C) By limiting career growth

D) By focusing only on routine tasks

Q.7   What is one key aspect of reflective practice encouraged by CPD?

A) Ignoring feedback from peers and students

B) Continuously evaluating and improving teaching practices based on feedback and self-assessment

C) Avoiding self-reflection on teaching methods

D) Focusing only on administrative duties

Q.8   Which of the following best describes how CPD supports professional growth?

A) By keeping teachers engaged only in their initial training

B) By offering opportunities for further learning, skill development, and career advancement

C) By limiting teachers to their current knowledge and skills

D) By focusing only on teaching traditional methods

Q.9   What is a common outcome of effective CPD for teachers?

A) Increased job satisfaction and improved teaching effectiveness

B) Decreased motivation and job dissatisfaction

C) Reduced interaction with students

D) Ignoring new educational research

Q.10 Why is it important for teachers to engage in CPD related to educational technology?

A) To avoid using modern tools and resources

B) To integrate new technology into teaching practices and enhance student learning

C) To maintain traditional teaching methods only

D) To limit the use of digital resources in the classroom

14.5   SUMMARY

To sum up all the above needs and importance of in-service teacher training, let us repeat what was stated by the Ministry of Education in England which holds good even today in our country. "The hall mark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people. In short, a teacher-should he a person who, because of his attitude to knowledge, to ideas, to his fellows and to life generally is better educated today than he was yesterday and will; tomorrow better educated than he is today."

14.6   GLOSSARY

Continuing Professional Development (CPD): Ongoing learning and training that educators engage in after their initial qualification to enhance their skills, knowledge, and effectiveness in teaching.

In-Service Training: Professional development activities and training that teachers participate in while they are actively employed, aimed at improving their teaching practice and professional skills.

14.7 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) Enhancing and updating teaching skills throughout a teacher's career

Answer2: C) Encompasses professional knowledge, educational technology, assessment techniques, and career development

Answer3: C) Integrating digital tools and resources to enhance teaching and learning

Answer4: B) Participating in a workshop on new teaching strategies and classroom management

Answer5: B) By equipping teachers with skills needed for leadership roles and specialization

Answer6: B) Continuously evaluating and improving one's teaching practices based on feedback and self-assessment

Answer7: D) Personal hobbies and interests

Answer8: B) To keep up with and utilize new teaching tools and methods

Answer9: B) CPD provides teachers with the knowledge and skills to effectively implement and comply with new policies

Answer10: A) Increased job satisfaction and improved teaching effectiveness

Exercise-2

Answer1: B) To stay updated with the latest teaching methods and educational technologies

Answer2: C) By helping teachers adopt effective teaching strategies and refine assessment techniques

Answer3: C) Personal hobbies unrelated to education

Answer4: B) It provides teachers with knowledge and skills to implement and comply with new policies

Answer5: B) It provides training on inclusive education and differentiated instruction

Answer6: B) By providing skills for specialization and leadership roles

Answer7: B) Continuously evaluating and improving teaching practices based on feedback and self-assessment

Answer8: B) By offering opportunities for further learning, skill development, and career advancement

Answer9: A) Increased job satisfaction and improved teaching effectiveness

Answer10: B) To integrate new technology into teaching practices and enhance student learning

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14.9   TERMINAL QUESTIONS

Q.1 Explain the Concept of in-service teacher education

Q.2 What is the role of in-service teacher education in teaching profession?

Q.3 Explain the historical background of In-Service Teacher Education.

UNIT-15   ORGANIZATION OF TRAINING

Structure

15.1   INTRODUCTION

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to bum its own flame."-R.N. Tagore.

It is the education a teacher receives after he has entered the teaching profession and after he had his education in a Teacher's college. It includes all the programmes-educational social or others, in which the teacher takes vital part. It also includes all the extra education which the teacher received at different institutions by way of refresher courses and all the travels and visits which he undertakes. It may be noted that the predictive value of the Teacher Education Course is no longer a matter of concern today. On the other hand, it is being recognized as a continuous process, coextensive with teaching. That is why the Adiseshiah Committee put emphasis on the organisation of in service training courses for existing teachers in schools on a mass scale in addition to pre-service education. But, yet it can be treated as a corrective and pace-setting programme for the stage of general education for which it is designed.

15.2   LEARNING OBJECTIVES

After completing this unit, the learners will be able to;
Know about the different programmes of In-Service Teacher Education
Assess the progress of Teacher Training under Sarva Shiksha Abhiyan
Apply various Innovative Teacher Training Modules to the real life situations

15.3   PROGRAMMES OF IN-SERVICE TEACHER EDUCATION

Different institutions are functioning where there is a provision of in-service education of teachers. Some of them are doing commendable work in this field.

1. Training of The Untrained Working Teachers – There was a time when the number of untrained teachers in primary and secondary schools in our country for exceeded the number of trained teachers. Therefore, different types of courses were started to train them, some of them are still running.

      a). Full Time Teacher Education Courses.

      b). Part Time Teacher Education Courses.

      c). Summer Teacher Training Programme.

      d). Correspondence Courses.

2. Continuous Education for Working Trained Teachers – At present, the number of untrained teachers in primary and secondary schools, in our country has reduced to a great extent, but the pace of development taking place in the field of teacher education is so fast that continuous education has become necessary to provide update knowledge to the working teachers. At present, continuous education to trained working teaches is provided in the following forms –

      Seminar- In a seminar some problems of education are taken up and there is collective thinking. Discussions are held and conclusions are arrived at all under the guidance of some experts.

Refresher Courses - A refresher course means an educational programme organized for refreshing the knowledge of in-service teacher. Generally they acquire the teachers with the new development in the field of education. With the coming up of new education policy, refresher courses were arranged all around for teachers of different categories.

Workshops - Workshops are organized for giving in-service education to teachers. They involve more of practical work and less theoretical discussion. These types of programmes are more useful for the teachers. The teachers have to work practically and come out with final materials to be seen by others. Organization of workshops consumes more time than a seminar or conference.

Conference - In a conference, there is a broad discussion of subjects of practical interest. Generally there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. The session ends with the concluding remarks of the president

Study Groups - Forming study groups and using them as a technique for in-service education for teachers can work wonders. A group of teachers of the same subject and a subject expert in the college of education are combined and start working. They choose some topics of common interest (or) it may be a problem related to their teaching subject. Discussion is started under guidance and they continue thinking, studying and discussing that subject. If need arises, someone may be invited for extension lecture. The study groups may be meeting once in a week or even once in a month.

A Study Centre of Professional Writings - Generally the materials are not under the reach of teachers. The college of education, the extension service departments can help in this direction. Various publications of N.C.E.R.T, some good books, materials produced by different centers of education may be produced in the college library. The study of reading materials will help the teacher to acquire sufficient knowledge in their subjects.

Experimental Schools - The College of education should have their demonstration school and experimental school. These are actually practicing schools where some experiences can be performed. Whatever is taught in theory, which is put into practice by carrying out experiments?

The experimental schools become centers of learning for in-service teachers. Innovations done in these schools may be advocated among the teaching staffs of other schools.

Regional colleges of education affiliated to N.C.E.R.T have their experimental schools where those colleges are showing leadership to the working teachers of other schools in their areas. Other colleges have their practicing schools but they don't have any experimental schools or demonstration schools.

Correspondence Courses

Correspondence courses can be designed for giving in-service education to teachers. A few universities have already started working in the area of in-service teacher education programmes. Central Institute of English and Foreign Languages at Hyderabad provides post graduate certificate course and diploma course through correspondence.

3. Refresher Courses for the Higher Education Working Teachers – In the National Education Policy, 1986 emphasis is also placed upon the training of higher education teachers. Therefore Refresher Courses were made compulsory by UGC for the newly appointed higher education teachers. At present this training to the teachers of higher education is being imparted in the form of refresher programmes at

   a). Academic Staff Colleges (ASCs).
   b). Refresher Course Centers (RCCs).

State Institute of Education (SIE)- In different states, SIE have been set up which cater to the need of in-service education only. They organize seminars, workshops, etc.

State institute of Science- In some states, they have set up institutes for in-service education of science teachers. They make efforts for developing scientific attitudes among the teachers. Science exhibitions are also conducted there which attract large number of children from the state. Thus it's a great source of inspiration for teachers and their students.

Regional Institute of English-

Regional institute of English has been set up in different regions of the country. They have their affiliation with Central Institute of English and Foreign languages; Hyderabad.

These institutes impact four month certificate course in teaching English to in-service teachers. The institutes gives scholarship to the trainees and the teachers are paid full salary by the schools were they are employed. These institutes are working for efficiency and improvement of English teachers

Other Programmes - A few programmes for in-service education of teachers are suggested below:-
•	Educational tours
•	Radio broadcast
•	Film shows
•	T.V programmes
•	Extension lecture for teachers
•	Exhibitions
•	Exchange of teachers

SELF- CHECK EXERCISE-1

Q.1	Which type of in-service education program typically lasts a few hours to a couple of days and focuses on practical skills?
A) Workshops
B) Conferences
C) Webinars
D) Graduate Studies

Q.2	What is the primary purpose of professional learning communities (PLCs)?
A) To conduct research independently
B) To gather for large-scale educational events
C) To facilitate collaboration and continuous professional growth among educators
D) To provide certification for specialized areas

Q.3	Which program provides teachers with structured learning on specific subjects or methods and includes assignments and assessments?
A) Seminars
B) Courses and Modules
C) Online Courses and MOOCs
D) Action Research

Q.4	How do webinars primarily differ from traditional workshops or seminars?
A) They involve in-person participation only
B) They are conducted online and can be accessed remotely
C) They focus exclusively on theoretical concepts
D) They require long-term commitment and exams

Q.5	What is the main goal of mentoring programs in in-service teacher education?
A) To provide certification for advanced roles
B) To offer guidance and support from experienced teachers to less experienced ones

C) To conduct large-scale educational conferences

D) To facilitate self-directed learning through online platforms

Q.6   Which in-service program involves teachers conducting research in their own classrooms to address specific issues?

A) Mentoring Programs

B) Action Research

C) Professional Development Days

D) Graduate Studies

Q.7   What is the purpose of professional development days in schools?

A) To engage students in extracurricular activities

B) To provide dedicated time for teachers to participate in professional development without affecting regular teaching schedules

C) To conduct administrative meetings

D) To review student assessments

15.4   PROGRESS OF TEACHER TRAINING UNDER SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan (SSA) aims to provide **quality education to all** children in the 6 to 14 age group across the nation. SSA has several features that seek to improve the quality of elementary education. These essentially pertain to (a) ensuring basic provisioning to enable improvement in the quality of classroom transactions (b) large scale capacity building of States, for undertaking and evaluating interventions for quality enhancement and (c) focus on assessment of learning outcomes and their improvement, as key indicators of the quality of learning.

The programme places great emphasis on **building the capacity of teachers** for teaching, through regular training programmes. The Scheme provides for regular **annual in-service training for up to 20 days per teacher**. The SSA framework was recently amended w.e.f. 1-4-08 to give more emphasis to practical classroom related teacher training by providing for a maximum of 10 days institutional training at BRCs level, and another 10 days specifically at cluster/school level in order to ensure follow-up, peer learning and experience practical classroom transactions.

SSA also provides for **30 day induction training** for newly recruited trained teachers to orient them to their roles and responsibilities, the expectation of the SSA programme and specific state/district priorities in quality education.

60 day training is also provided for teachers that have not received pre service training in order to provide customized distance mode programmes for such teachers to acquire progressive qualifications in service mode.

All trainings funded from SSA cover **several pedagogical issues**, including content and

methodology, improving teaching learning transactions at classroom level. States have started exploring several innovative means of imparting these trainings, including use of

distance, self-learning mode and use of educational technology. Teacher training under SSA emphasizes child-centered pedagogy and activity based teaching learning. NCERT has prepared fresh guidelines for in service teacher training under SSA in January 2007 that has been shared with all States.

Norms for teacher training are as follows:

☐ Provision of up to 10 days in-service training for all teachers each year, at BRC level and above, @ Rs.100 per teacher per day.

☐ Up to 10 monthly cluster level meetings and peer group training sessions, for all teachers each year @ Rs.50 per teacher per day at CRC level.

☐ @ Rs.100 per day for 30 days induction training of newly recruited teachers.

☐ @ Rs.100 per day for 60 days for on the job, untrained teachers to acquire professional qualifications through in - service / distance programmes.

☐ Training of BRC & CRC co-ordinators & resource persons for up to 10 days each year @ Rs.100 per person per day.

☐ These ceilings of unit cost should not be allowed automatically as a default costing norm. Actual unit costs would need to be budgeted. The number of days of trainings would be decided by the State / UT. The unit costs for training would be based on the State norms for training as approved by the State SSA's Executive Committee.

☐ Assessment of capacities for effective training during appraisal will determine extent of coverage.

☐ Support for SCERT/DIET under existing Teacher Education Scheme

SELF CHECK EXERCISE-2

Q.1   What was the primary goal of Sarva Shiksha Abhiyan (SSA)?

A) To improve higher education infrastructure

B) To achieve universal elementary education for children aged 6-14 years

C) To focus solely on vocational training

D) To promote private education institutions

Q.2   Which type of training programs are regularly organized under SSA for teachers?

A) Pre-Service Training Only

B) In-Service Training Only

C) Both Pre-Service and In-Service Training

D) None of the Above

Q.3   How does SSA support the implementation of teacher training programs?

A) By focusing only on administrative training

B) By establishing training institutes and resource centers at the state and district levels

C) By limiting training to online modules only

D) By excluding state and district-level training centers

Q.4   What is one of the core focuses of in-service training programs under SSA?

A) Reducing the number of school days

B) Updating teachers on new teaching methodologies and educational policies

C) Decreasing teacher-student interaction

D) Limiting the use of technology in the classroom

Q.5   What type of training is aimed at newly recruited teachers and experienced teachers under SSA?

A) Pre-Service Training

B) Orientation Programs and Refresher Courses

C) Specialized Vocational Training

D) Extracurricular Activity Training

Q.6   Which of the following is NOT a focus of the teacher training programs under SSA?

A) Modern assessment techniques

B) Innovative pedagogical practices

C) Upgrading higher education infrastructure

D) Curriculum development

Q.7   How has SSA incorporated technology into teacher training programs?

A) By using outdated teaching methods

B) By promoting the use of Information and Communication Technology (ICT) in education

C) By excluding technology from training programs

D) By focusing solely on traditional teaching methods

Q.8   Which aspect of teacher training under SSA includes training on child development?

A) Administrative Training

B) Pedagogical Skills Development

C) Curriculum Design

D) Facility Management

Q.9   What type of training modules are developed under SSA to ensure effectiveness?

A) Generalized modules for all states

B) Comprehensive modules tailored to local needs and languages

C) Modules focused only on urban education

D) Generic modules with no specific relevance

Q.10 What is one significant outcome of the training programs under SSA for teachers?

A) Improved quality of education through enhanced teaching practices

B) Reduction in the number of teachers required

C) Decreased student enrollment in schools

D) Increased focus on non-educational administrative tasks

15.5 INNOVATIVE TEACHER TRAINING MODULES:

Apart from giving access and availability of quality secondary education, in-service teacher training plays a major role in improving the quality output of the pupil. Under RMSA, for the years 2009-10 and 2010-11 around 50,000 teachers were trained in CASCADE MODEL.

Need of In-Service Teacher Training

Quality improvement has a significant impact not only on enrolment and retention of children in the school but also on the possibilities of further education for increased productivity and exercise of citizenship rights and responsibilities.

Towards improving the quality in teaching learning process, it was planned to organize orientation to teachers handling various school subjects of classes IX and X and to provide them enrichment material so as to plan for their teaching more effectively and ultimately to see that the students are benefited with better understanding and application of knowledge thus gained.

IDENTICATION OF TRAINING NEEDS

To conduct in-service training programmes, it becomes necessary to arrange by training needs. For identifying these needs a questionnaire was circulated to all the Secondary Schools in the State. In this questionnaire school teachers were asked to identify and list out the difficult concepts in their respective subjects of classes IX & X. Such collected questionnaires were placed before the panel of subject experts for consolidation. These topics became basis for the preparation of enrichment material.
PREPARATION OF MODULES:

Subject wise module writers were identified from SCERT, SIET, IASE, and CTE, retired faculty of department of School Education, School Assistants of Government Schools and PGTs of APR Schools.

- A series of module writing workshops were conducted during February and March 2010. Necessary guidance was provided by the State Project Office personnel. These modules are focused mainly to enrich the teachers handling Classes IX and X for effective class room transaction.
- The material thus prepared was refined by the selected subject experts. Modules consisting of enrichment material in each of the school subjects of classes IX and X mainly English, Telugu, Hindi, Urdu, Mathematics, Physical Sciences, Biological Sciences and Social Studies. The modules were simultaneously prepared in Telugu and English version.
- The modules of Mathematics, Physical Sciences, Biological Sciences and Social Studies were got translated into Urdu Translation Department of Moulana Azad National Urdu University (MANUU) for the benefit of teachers and students of Urdu Medium.

- Modules thus developed were got printed at Government Text Book Press and were used as training material in the training programmes of School Assistants.

TRAINING MODULES:

Nearly all States have developed **training modules** for use during in-service training programs. The major **focus areas** on which these modules have been developed, as reported by States, is as follows:

- Subject-specific content or subject-wise hard spots (22 states)
- Classroom processes and pedagogical improvement, specifically active learning
- methods (19 states)
- Training geared towards the Learning Enhancement Program (11 states)
- Development and use of TLMs (11 states)
- Continuous and comprehensive assessment (12 states)
- Inclusive education, including education of children with special needs, SC/ST,
- gender issues, tribal children (13 states)
- Data management (use of DISE, QMT) (5 states)
- ADEPTS performance indicators (5 states)
- Teacher attitudes and motivation (6 states)
- Training of HMs (6 states)
- Computer training (8 states)
- Other topics indicated include revised curriculum/ textbooks, NCF 2005, classroom management, life skills, value education or extracurricular activities, etc.

States have reported a variety of follow-up mechanisms to monitor the impact of the training programs, including:

- School visits and interaction with teachers
- Classroom observations
- Pre-test and post-test during training programme, evaluation sheets to test content
- knowledge and aptitude
- Orientation of school principals for conducting follow-up
- Peer-sharing during monthly cluster level meeting
- Monitoring through Quality Monitoring Tools and ADEPTS
- Exposure of child's learning through Community Participation.
- Baseline and Terminal Assessment for LEP
- Feedback forms during training
- Observation of training by Monitoring officers: Delhi,
- Videoconferencing
- Conducting Impact Studies

Innovative teacher training modules are crucial for improving educational outcomes and adapting to the evolving needs of both educators and students. Here are

some cutting-edge and effective approaches to teacher training that have been developed to enhance teaching practices and professional development:

1. Blended Learning Modules

Description: Combines online digital media with traditional face-to-face classroom methods.

Components: Online courses, webinars, virtual workshops, and in-person training sessions.

Benefits: Flexibility in learning, access to a variety of resources, and the ability to revisit materials.

2. Flipped Classroom Model

Description: Teachers provide instructional content for teachers to study at home, and use classroom time for interactive, hands-on activities.

Components: Pre-recorded video lectures, interactive online resources, and in-class activities.

Benefits: Maximizes face-to-face time for practical application and discussion, promotes active learning.

3. Microlearning

Description: Delivers content in small, specific bursts, focused on a single learning objective.

Components: Short videos, quick quizzes, and brief reading materials.

Benefits: Enhances retention by focusing on one concept at a time, and allows for on-the-go learning.

4. Peer Coaching and Mentoring

Description: Involves experienced teachers providing guidance and feedback to less experienced peers.

Components: Observations, feedback sessions, and collaborative planning.

Benefits: Encourages professional growth through real-world practice and support, fosters a collaborative teaching culture.

5. Simulation-Based Training

Description: Uses virtual simulations to replicate classroom scenarios and challenges.

Components: Virtual reality (VR) environments, role-playing scenarios, and interactive simulations.

Benefits: Provides hands-on experience in a controlled setting, enhances problem-solving skills.

6. Gamification

Description: Incorporates game design elements into training to engage and motivate teachers.

Components: Point systems, leaderboards, badges, and interactive challenges.

Benefits: Increases engagement, encourages continuous learning, and makes training more enjoyable.

7. Personalized Learning Paths
Description: Tailors training programs to individual teachers' needs and skill levels.
Components: Adaptive learning technologies, personalized feedback, and customized training plans.
Benefits: Addresses specific areas of improvement, promotes self-paced learning.
8. Collaborative Learning Communities
Description: Creates networks of teachers who work together to share knowledge and resources.
Components: Online forums, professional learning communities (PLCs), and collaborative projects.
Benefits: Builds a support network, fosters shared learning and best practices.
9. Action Research
Description: Involves teachers conducting research within their own classrooms to identify problems and test solutions.
Components: Data collection, analysis, and reflection on teaching practices.
Benefits: Empowers teachers to take an active role in their professional development, leads to practical improvements in teaching.
10. Culturally Responsive Training
Description: Focuses on understanding and addressing the diverse cultural backgrounds of students.
Components: Training on cultural competence, inclusive teaching strategies, and responsive curriculum development.
Benefits: Enhances teachers' ability to connect with and effectively teach students from diverse backgrounds.
11. Technology Integration Workshops
Description: Provides training on using technology tools and platforms to enhance teaching and learning.
Components: Workshops on digital tools, educational apps, and online resources.
Benefits: Helps teachers integrate technology effectively into their teaching, keeps them updated with the latest tools.
12. Mindfulness and Well-being Programs
Description: Includes strategies for managing stress and promoting mental well-being among teachers.
Components: Mindfulness exercises, stress management techniques, and wellness workshops.
Benefits: Supports teachers' mental health, which in turn improves their effectiveness in the classroom.
13. Design Thinking Workshops
Description: Uses design thinking principles to solve educational challenges and innovate teaching practices.

Components: Empathy mapping, ideation sessions, and prototype development.

Benefits: Encourages creative problem-solving and innovative approaches to teaching. These innovative modules aim to provide teachers with practical, engaging, and effective tools and strategies to enhance their teaching practices and adapt to the dynamic educational environment.

SELF CHECK EXERCISE-3

Q.1 Which of the following is a key feature of the Blended Learning Model?

A) Solely online instruction with no in-person components

B) Combination of online and face-to-face learning experiences

C) Only traditional classroom lectures

D) Use of printed materials only

Q.2 In the Flipped Classroom Model, what is typically assigned for homework?

A) Classroom discussions

B) Interactive group projects

C) Instructional content like pre-recorded lectures

D) Physical exercises

Q.3 What is the main advantage of Microlearning in teacher training?

A) Provides extensive lectures on a single topic

B) Delivers content in small, specific bursts focused on single learning objectives

C) Requires long, continuous training sessions

D) Focuses solely on theoretical knowledge

Q.4 Peer Coaching and Mentoring primarily involves:

A) Training teachers through online modules

B) Experienced teachers providing guidance and feedback to less experienced peers

C) Solo study of educational theories

D) Attending large conferences

Q.5 Simulation-Based Training in teacher development is used to:

A) Provide theoretical knowledge only

B) Replicate classroom scenarios and challenges through virtual environments

C) Focus exclusively on administrative tasks

D) Conduct in-person role-playing without technology

Q.6 Which strategy incorporates game design elements into teacher training to enhance engagement?

A) Peer Coaching

B) Gamification

C) Action Research

D) Personalized Learning Paths

Q.7 Personalized Learning Paths in teacher training are designed to:

A) Provide uniform content to all teachers

B) Tailor training to individual teachers' needs and skill levels

C) Focus on group training sessions only

D) Use only generic content without adaptation

Q.8   Collaborative Learning Communities involve:

A) Isolated study sessions

B) Networks of teachers working together to share knowledge and resources

C) Solely online self-paced modules

D) Formal lecture-based training

Q.9   Action Research in teacher training involves:

A) Conducting research within one's own classroom to address problems and test solutions

B) Only participating in external research studies

C) Solely reviewing published research papers

D) Attending traditional lectures

Q.10   Culturally Responsive Training focuses on:

A) Standardizing teaching methods for all students

B) Understanding and addressing diverse cultural backgrounds of students

C) Teaching only in one language

D) Ignoring cultural differences in the classroom

Q.11   Technology Integration Workshops are designed to:

A) Focus exclusively on administrative software

B) Provide training on using technology tools and platforms to enhance teaching

C) Only cover traditional teaching methods

D) Replace the need for technology in the classroom

Q.12   Mindfulness and Well-being Programs for teachers aim to:

A) Focus only on academic content

B) Promote mental well-being and manage stress among teachers

C) Replace classroom management techniques

D) Provide only theoretical content without practical exercises

Q.13   Design Thinking Workshops in teacher training use principles to:

A) Solve educational challenges and innovate teaching practices

B) Focus solely on rote memorization techniques

C) Maintain traditional teaching methods

D) Standardize educational practices across all classrooms

15.6   SUMMARY

Innovative teacher training modules are transforming how educators develop their skills and adapt to evolving educational needs. The Blended Learning Model combines online and face-to-face learning, offering flexibility and diverse resources. Flipped Classrooms assign instructional content for home study, freeing up in-class time for interactive

activities. Microlearning delivers content in small, focused segments, enhancing retention. Peer Coaching and Mentoring provide guidance from experienced educators to peers, fostering practical improvement. Simulation-Based Training uses virtual environments to replicate classroom scenarios, while Gamification incorporates game elements to boost engagement. Personalized Learning Paths tailor training to individual needs, and Collaborative Learning Communities facilitate knowledge sharing among teachers. Action Research empowers teachers to address classroom challenges through research, and Culturally Responsive Training focuses on understanding diverse student backgrounds. Technology Integration Workshops train educators to effectively use digital tools, and Mindfulness and Well-being Programs support teachers' mental health. Finally, Design Thinking Workshops encourage innovative solutions to educational challenges. These approaches collectively enhance teaching practices and professional growth.

15.7 GLOSSARY

Professional Development (PD): Continuous learning and training activities designed to enhance teachers' skills, knowledge, and effectiveness.

In-Service Training: Training provided to teachers while they are actively working, aimed at improving their skills and updating their knowledge.

Pre-Service Training: Training and education that teachers receive before they begin their teaching careers.

15.8 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: A) Workshops

Answer2: C) To facilitate collaboration and continuous professional growth among educators

Answer3: B) Courses and Modules

Answer4: B) They are conducted online and can be accessed remotely

Answer5: B) To offer guidance and support from experienced teachers to less experienced ones

Answer6: B) Action Research

Answer7: B) To provide dedicated time for teachers to participate in professional development without affecting regular teaching schedules

Exercise-2

Answer1: B) To achieve universal elementary education for children aged 6-14 years

Answer2: C) Both Pre-Service and In-Service Training

Answer3: B) By establishing training institutes and resource centers at the state and district levels

Answer4: B) Updating teachers on new teaching methodologies and educational policies

Answer5: B) Orientation Programs and Refresher Courses

Answer6: C) Upgrading higher education infrastructure

Answer7: B) By promoting the use of Information and Communication Technology (ICT) in education

Answer8: B) Pedagogical Skills Development

Answer9: B) Comprehensive modules tailored to local needs and languages

Answer10: A) Improved quality of education through enhanced teaching practices

Exercise-3

Answer1: B) Combination of online and face-to-face learning experiences

Answer2: C) Instructional content like pre-recorded lectures

Answer3: B) Delivers content in small, specific bursts focused on single learning objectives

Answer4: B) Experienced teachers providing guidance and feedback to less experienced peers

Answer5: B) Replicate classroom scenarios and challenges through virtual environments

Answer6: B) Gamification

Answer7: B) Tailor training to individual teachers' needs and skill levels

Answer8: B) Networks of teachers working together to share knowledge and resources

Answer9: A) Conducting research within one's own classroom to address problems and test solutions

Answer10: B) Understanding and addressing diverse cultural backgrounds of students

Answer11: B) Provide training on using technology tools and platforms to enhance teaching

Answer12: B) Promote mental well-being and manage stress among teachers

Answer13: A) Solve educational challenges and innovate teaching practices

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15.10 TERMINAL QUESTIONS

Q.1 Discuss the impact of the Blended Learning Model on teacher professional development and student outcomes. Include specific examples of how this model can be implemented in a classroom setting and the potential challenges it may face.

Q.2 Describe how Gamification can be applied in teacher training to enhance engagement and motivation. Provide examples of gamification elements that could be used and discuss potential challenges associated with this approach.

UNIT-16   IN- SERVICE TRAINING OF TEACHERS UNDER SSA & RMSA
Structure

16.1   INTRODUCTION

In the context of educational planning and teacher training, the **Cascade Model** and the **Split-Up Model** are two approaches designed to effectively disseminate information and ensure the professional development of educators. Each model offers a unique framework for training and implementation, and understanding these models can help in selecting the most appropriate strategy for a given educational context. The **Cascade Model** employs a hierarchical framework where training is delivered in stages, starting from the top level of an organization and trickling down through successive layers. This systematic approach ensures consistent dissemination of information and skills across large educational systems. For instance, a national education reform might begin with training national trainers, who then train regional coordinators, school principals, and finally classroom teachers. While this model facilitates broad reach and standardized practices, it can suffer from dilution of information and dependence on the effectiveness of initial training levels.

In contrast, the **Split-Up Model** breaks training into distinct, modular segments that can be targeted to different groups or delivered at different times. This modular approach allows for more customized and flexible training, catering to the specific needs of various participants. For example, a district might offer separate workshops on different aspects of a new digital learning platform, allowing teachers to choose sessions based on their needs and experience. However, this model requires careful coordination to ensure that all modules fit together cohesively and can be resource-intensive in terms of development and management. Both models have their merits and limitations, and the choice between them depends on the specific objectives and context of the training program.

16.2 LEARNING OBJECTIVES

After completing this unit, the learners will be able to;
Know and explain Cascade Model in training of teachers
Understand the Split Up Model for training of teachers

16.3 CASCADE MODEL:

The cascade model, a mechanism delivering training messages from trainers at the central level to trainees at the local level through several layers, is largely used for in-service training, as it can deliver many trained teachers quickly and economically. However, despite of its advantages, it is often criticized for its ineffectiveness, because the message is often distorted through long-distanced one-way process, and it hardly makes change at classroom. As most developing countries can afford only cascade, this study is examining if it is indeed ineffective through the case study research on in-service training for multigrade teaching conducted in Nepal for twenty months. First, the inputs of the training including training materials, facilities and the characteristics of trainers and trainees were studied. Second, the process of three layers of training, Training of Trainer at regional level, TOT at district level and local in-set training for teachers, were observed. Third, the classroom practice of selected trainee-teachers before and after the training was compared to examine the difference. The result is that intended messages were distorted, but some of key concepts were transferred and reached teachers. Then the teachers adopted them in their own perception to solve their own problems at classroom. Although some of practice was not delivered as intended, the core concepts survived in the long journey throughout the layers.

The teacher is the most decisive factor in the qualitative improvement in primary education. A large number of unqualified teachers are the crucial obstacle to improving the quality of education in just beginning courtiers. Teacher training is a direct means to enhance the quality of teaching and student achievement. In-service training is one of the strategies for improving the knowledge and skills of unqualified teachers already employed.

When in-service training is delivered, the cascade model is often used. The cascade model means that the 'training messages flow down from experts and specialists through several layers of personnel and eventually to the teachers. It has been used for many years, particularly in industry and commerce.

The cascade model is a strategy for training large numbers of people within a limited period of time. It can deliver a large number of trained teachers relatively quickly and to reduce the cost of training. Therefore, it is suitable for staff development and the training of facilitators.

Despite its advantages, the cascade model is often criticised. Even though it is economically advantaged, if teachers don't change their practice at classroom at last, not providing training at all could be cheaper than conducting meaningless trainings.

Cascade Model
Overview: The Cascade Model is a hierarchical approach to training and professional development. It involves a sequential, tiered process where information and skills are passed down through different levels of an organization or educational system.

Key Features:

- **Hierarchical Structure**: Training starts at the top level (e.g., policy makers or master trainers) and is cascaded down to lower levels (e.g., district-level coordinators, school leaders, and finally, classroom teachers).

- **Sequential Dissemination**: Each level of the hierarchy receives training first and then trains the next level, ensuring that information and skills are systematically shared throughout the organization.

- **Consistency and Standardization**: This model aims to ensure uniformity in the delivery of training content and practices across different levels and locations.

Advantages:

- **Systematic Reach**: Facilitates broad dissemination of information across large systems or networks.

- **Structured Training**: Provides a clear and organized pathway for training, making it easier to manage and monitor.

- **Capacity Building**: Strengthens the skills and knowledge of trainers at each level, who can then support others.

Challenges:

- **Potential Dilution**: Information or skills may become diluted as they are passed down through multiple layers, leading to inconsistencies.

- **Dependence on Upper Levels**: Success heavily relies on the effectiveness of the training at the upper levels; any issues at these levels can impact the entire cascade.

- **Time-Consuming**: The process can be lengthy, as each level must complete training before moving to the next.

Cascade Model is often used in educational training and implementation processes. It typically involves the following steps:

- **Training of Trainers**: Initial training is provided to a few key individuals who are experts or master trainers.

- **Training of Teachers**: These master trainers then pass on the training to other teachers.

- **Classroom Implementation**: The trained teachers implement new methods or practices in their classrooms.

In the context of SSA and RMSA:

- **SSA**: The Cascade Model is used to train teachers and educational administrators to improve primary education quality. Initial training is given to key

personnel, who then train others in their regions, ultimately reaching all primary school teachers.

- **RMSA**: Similarly, for secondary education, the model helps in rolling out new curricula, teaching techniques, or administrative procedures to improve secondary education.

Implementation Example: In a national education reform initiative, a government might start by training national trainers on new teaching methods. These national trainers then train regional coordinators, who in turn train school principals, who finally train teachers in their classrooms.

DISADVANTAGES OF THE CASCADE MODEL

Despite its advantages, the cascade model is often criticised. Its main weakness is the distortion of the messages transferred during the training, because they are passed down through many different levels of personnel. The intended messages are often altered and their effects are diluted through miscommunication and different interpretations of the same messages. The cascade model envisages a series of consecutive training processes. The participants are constantly changing in the process. Each training takes place as a result of the previous one, in principle imparting an agreed and consistent body of knowledge, skills and attitudes, but evaluation studies in the UK reveal that there is no continuity within a three-layer cascade model. Training plan and guidelines are only loosely followed in the processes of the training. Often different strategies are adopted and new elements are introduced.

The second weakness of the model is the distance between the central and the local level. McDevitt concludes that 'if you are too far away from the source, you cannot get soaked.' Additionally, there are few opportunities to check process and outcomes of each stage. The evaluation study of a three-layer cascade model in Uganda indicates problems especially at the lowest level. The trainers for the training at the lowest level had not internalised the messages from their own training. Consequently, they could not perform well for some steps of the training contents.

A third limitation is one-way transmission. The cascade model is constructed according to a centre-periphery and top-down structure, so that it is too inflexible to respond to the needs at grassroots level. Additionally, the higher levels often lack experience of primary school teaching. This makes it difficult to predict the needs of the lowest level and widens the gap between levels. The evaluation study in Botswana reveals that the cascade model fails to be a means of transferring ideas or of changing behaviour, because it has little impact on commitment. A process of justifying or validating communicated ideas is needed in order to transfer new ideas which are perceived and comprehended. A top-down approach does not encourage participation and commitment. Consequently a justification of the new ideas which need to be transferred in order to change behaviour hardly takes place.

DEBATES OVER THE CASCADE MODEL

Some researchers believe that this failure lies with *the cascade model itself*. Others argue that the quality of a cascade model depends on *the quality of planning and implementation*, rather than on inherent weaknesses of the model itself. They suggest the ten components of conditionality to maintain the quality of planning and implementation as follows:

(1) To run a successful cascade model, the trainees and their needs are to be well defined.

(2) Clear training objectives are to be set.

(3) It should be supported by high quality consistent training material.

(4) The trainers are to be carefully selected for their competence as trainers and their understanding of the particular knowledge and skills which are to be transferred. Cascade training is only effective if the trainers are fully familiar with the practice and not only the theory, and sufficient time is given to the trainers to acquire new knowledge.

(5) The role and function of each actor needs to be defined.

(6) Each stage has to provide sufficient time for trainers to prepare, and for trainees to absorb the messages.

(7) Each stage should be well structured.

(8) Any ambiguity in training objectives and materials has to be removed in order to avoid the risk of personal interpretations.

(9) Commitment at the local level is needed.

(10) The training process should be supervised to ensure the following of training procedures and the accountability of the trainers.

SELF CHECK EXERCISE-1

Q.1   Which of the following best describes the Cascade Model in educational training?
A) Direct training of all teachers simultaneously
B) A hierarchical approach where a few individuals are trained first, and they in turn train others
C) Training focused only on administrative staff
D) A model where training is conducted only online

Q.2   In the context of SSA, the Cascade Model is primarily used for:
A) Developing new educational policies
B) Training teachers and educational administrators
C) Assessing student performance
D) Managing school infrastructure

Q.3   Which model is particularly useful for implementing new curricula in a tiered manner?
A) Split Model
B) Cascade Model

C) Direct Training Model

D) Online Training Model

Q.4   The primary goal of the Cascade Model in SSA is to:

A) Streamline administrative processes

B) Ensure uniform training across all educational levels

C) Train a small group of key individuals who will then train others

D) Focus exclusively on student assessments

Q.5   Which model is commonly used to ensure that educational policies and practices are implemented effectively across various levels?

A) Cascade Model

B) Split Model

C) Modular Model

D) Integrated Model

16.4   SPLIT-UP MODEL

These guidelines in the name of "The Reflective Teacher" have been developed by NCERT in 2006, through the first edition has been printed in January 2007. The key features are It takes into account the `Constructivist' approach, as advocated in NCF 2005. This means that the teacher should act as a `facilitator', and should work towards creating a variety of learning experiences in and out of the classroom that enable children to construct knowledge from activities and experiences in day to day life. The teacher is not to be a `transmitter' of knowledge to passive recipients (the children). This approach requires teachers to be reflective, that is they need to become 'mindful enquirers' into their own experiences, to guide children meaningfully. 46  The guidelines advocate a `spilt up' model of in service training, in which 6-8 days training is provided at the BRC/DIET level and 2 days training through actual observation of classroom situations. Thereafter, teachers are expected to return to their school setting for 2- 3 months, to try out the recommended methodologies and ideas. At the end of the training programme, they once again return to the BRC/DIET for 2 days to share their experience and reflect on the new ideas before they complete the training. The guidelines recommend a formal training duration of 10 days, as evident from above. In keeping with NCF 2005, the guidelines recommend training of teachers in areas such as art and heritage crafts health and physical education, work education and education for peace, besides training in basic subjects like language, EVS and Mathematics. The guidelines stress identification of training needs and development of appropriate training modules through BRGs/DEGs/ SRGs. It is also recommended that the training design should emphasize local contextuality and specificities in the teaching learning situation. A list of suggested readings, educational audio and video programmes for teachers have also been provided in the guidelines. States have reported a variety of follow-up

mechanisms to monitor the impact of the training programs, including: School visits and interaction with teachers Classroom observations. Pre-test and post-test during training programme, evaluation sheets totest content knowledge and aptitude 47 Orientation of school principals for conducting follow-up Peer-sharing during monthly cluster level meeting Monitoring through Quality Monitoring Tools and ADEPTS Exposure of child's learning through Community Participation Baseline and Terminal Assessment of LEP Feedback forms during training Video conferencing Conducting Impact Studies. Basic Features of Sarva Shiksha Abhiyan Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. A programme with a clear time frame for universal elementary education. A response to the demand for quality basic education all over the country. An opportunity for promoting social justice through basic education. An effort at effectively involving the Panchayat Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parent-Teacher Associations, Mother-Teacher 48 Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools. An expression of political will for universal elementary education across the country. A partnership between the Central, State and the local government. An opportunity for States to develop their own vision of elementaryeducation. Objectives of Sarva Shiksha Abhiyan All children in school, Education Guarantee Centre, Alternate School, Back-to-School' camp by 2003; All children complete five years of primary schooling by 2007; All children complete eight years of elementary schooling by 2010; Focus on elementary education of satisfactory quality with emphasis on education for life; Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; Universal retention by 2010. Sarva Shiksha Abhiyan as a Framework and as a Programme: Sarva Shiksha Abhiyan (SSA) has two aspects It provides a wide convergent framework for implementation of Elementary Education schemes; It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all 49 investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

Split-Up Model

Overview: The Split-Up Model, in contrast, involves breaking down the training process into distinct segments or modules that are delivered to different groups or at different times. This approach can be used for various training activities, including curriculum development, educational technology integration, or pedagogical strategies.

Key Features:

- **Modular Approach**: Training is divided into separate modules or units, each focusing on a specific aspect or skill.
- **Targeted Delivery**: Different modules can be delivered to different groups based on their roles or needs, allowing for more customized and relevant training.
- **Flexibility**: Participants can complete modules at different times or paces, accommodating diverse schedules and learning styles.

Advantages:

- **Customization**: Allows for targeted training that meets the specific needs of different groups or individuals.
- **Flexibility and Adaptability**: Participants can engage with modules at their convenience, making it easier to fit training into busy schedules.
- **Focused Learning**: Each module addresses a specific topic or skill, leading to more detailed and in-depth learning.

Challenges:

- **Coordination Required**: Requires careful planning and coordination to ensure that all modules are effectively integrated and that participants receive a comprehensive education.
- **Potential Gaps**: Without careful design, there may be gaps between modules or a lack of coherence in the overall training experience.
- **Resource Intensive**: Developing and managing multiple modules can be resource-intensive, requiring significant time and effort.

Implementation Example: A school district might implement a new digital learning platform by first offering a series of separate workshops: one on basic platform functions, another on integrating digital tools into lesson plans, and a third on assessing student progress with digital tools. Teachers can choose which modules to attend based on their needs and experience levels.

The **Split Model** is generally used for organizational and programmatic management. It divides responsibilities into separate parts or units, each handling specific functions or areas. This can lead to a more focused and effective approach in different domains.

In the context of SSA and RMSA:

SSA: The Split Model can be applied to manage different aspects of primary education improvement, such as curriculum development, teacher training, infrastructure development, and student assessment. Each unit or department focuses on one aspect, allowing for specialized attention and resource allocation.

RMSA: Similarly, for secondary education, different units might focus on areas such as school infrastructure, teacher recruitment and training, academic standards, and student support services. This segmentation helps in addressing specific needs and challenges more effectively.

Implementation Under SSA and RMSA

SSA (Sarva Shiksha Abhiyan):

Objective: To achieve universal elementary education.

Model Application: Cascade Model for teacher training, Split Model for managing various aspects of primary education, such as infrastructure, curriculum, and teacher recruitment.

RMSA (Rashtriya Madhyamik Shiksha Abhiyan):

Objective: To improve access to and the quality of secondary education.

Model Application: Cascade Model for rolling out training programs and pedagogical improvements, Split Model for addressing distinct elements of secondary education, such as facilities, educational resources, and administration.

Both models help in structured and effective program implementation and management, contributing to the overall goals of SSA and RMSA in improving educational outcomes.

SELF CHECK EXERCISE-2

Q.1   The Split Model in the context of educational programs is used to:

A) Consolidate all responsibilities into a single department

B) Divide responsibilities into specialized units for better management

C) Focus solely on curriculum development

D) Train teachers directly without any intermediaries

Q.2   Under RMSA, the Split Model helps in addressing:

A) Only infrastructure needs

B) Different aspects of secondary education such as curriculum, teacher training, and student support services

C) National policies on education

D) Only administrative tasks

Q.3   In RMSA, what is a key advantage of using the Split Model?

A) It centralizes all functions in one office

B) It allows for focused attention and resource allocation to specific areas like infrastructure, curriculum, and teacher recruitment

C) It eliminates the need for teacher training

D) It replaces the need for student assessments

Q.4   Which model is commonly used to ensure that educational policies and practices are implemented effectively across various levels?

A) Cascade Model

B) Split Model

C) Modular Model

D) Integrated Model

Q.5   Which of the following is NOT a characteristic of the Split Model?

A) Division of responsibilities into specialized units

B) Coordination among different units to achieve a common goal

C) Sequential training from top to bottom

D) Focus on managing distinct aspects of a program separately

Q.6   In SSA, the Cascade Model helps in training teachers by:

A) Providing direct training to all teachers simultaneously

B) Training a few master trainers who then train other teachers

C) Using only online resources for training

D) Focusing solely on student evaluations

16.5   SUMMARY

"Good education requires good teachers" that it becomes essential that the most capable and appropriate be recruited into the teaching profession, provided with high quality pre-service programme of teacher education, and them offered opportunities to upgrade their knowledge and skills over the full length of their career. It is, therefore, essential that there is major reorientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them. It is strange to note that too often teachers are helpless in front of machines which refuse to work. How undignified it is for the teacher to be thwarted by machines With the increased capacity of communication technology, language will become a very powerful instrument. The teacher-education programme should be strengthened to develop language competency among our teacher-taught. The modern time demands multi lingual competence including the new computer languages that are bound to emerge with expansion of computer-technology. Continuing teachers and other educators which commences after initial professional education is over and which leads to the improvement of professional competence of educators all throughout their careers.

Both the Cascade and Split-Up Models provide structured approaches to training and professional development, each with its strengths and challenges. The Cascade Model is effective for broad, systematic dissemination of information, while the Split-Up Model offers flexibility and customization. Selecting the appropriate model depends on the specific needs of the educational system, the goals of the training program, and the resources available. Understanding these models allows educational leaders to design and implement effective training strategies that support the growth and development of educators.

16.6   Glossary

Cascade Model: A hierarchical training approach where information and skills are disseminated through multiple levels, starting from the top and moving downward.

Split-Up Model: A training approach that divides the content into separate modules or segments, allowing for targeted delivery to different groups or at different times.

16.7 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) A hierarchical approach where a few individuals are trained first, and they in turn train others

Answer2: B) Training teachers and educational administrators

Answer3: B) Cascade Model

Answer4: C) Train a small group of key individuals who will then train others

Answer5: A) Cascade Model

Exercise-2

Answer1: B) Divide responsibilities into specialized units for better management

Answer2: B) Different aspects of secondary education such as curriculum, teacher training, and student support services

Answer3: B) It allows for focused attention and resource allocation to specific areas like infrastructure, curriculum, and teacher recruitment

Answer4: A) Cascade Model

Answer5: C) Sequential training from top to bottom

Answer6: B) Training a few master trainers who then train other teachers

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16.9   TERMINAL QUESTIONS

Q.1   Enumerate the programmes of in-service teacher education.

Q.2   Discuss the innovative teacher training Modules.

Q.3   Explain the Cascade Model.

UNIT-17　ROLE OF DIET's IN IN-SERVICE TEACHER TRAINING

Structure

17.1　INTRODUCTION

Recent years have witnessed an enormous growth in elementary schools and adult education centers. This lead to the establishment of district level institutions to meet immediate needs of the teachers. Thus District Institutions of Education and Training (DIETs) have been setup in each district. The DIETs have been established with all the required infrastructural facilities so as to meet the pre-service and inservice training needs and other requirements of primary education functionaries. Often, DIET is seen as an agency linking primary and secondary school system too.

The DIETs have been established by upgrading erstwhile teacher training institutions in each district. DIETs which have been established with a Mission of "Providing academic and resource support at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education. The structure of these new establishments has been evolved considering the functions of the DIETs.

17.2　LEARNING OBJECTIVES

After completing this unit the learners will be able to;
Know about the establishment of DIET's
Understand various functions of DIET's

17.3 THE ESTABLISHMENT OF DIETS

Universalisation of elementary education and eradication of adult illiteracy were two important objectives of post-independent India. Though as a result of constructive efforts the literacy percentage 16.7% in 1961 raised to 52.11% in 1991, and 61% in 2007, the dream of complete literacy has remained only a dream. (Could present a graph and ask them to interpret/Read an article and Conclude) The difference in literacy

rates between male and female, rural and urban, advantaged and disadvantaged groups are quite alarming even today. The gaps are more than 20%. In universalisation of elementary education, universal enrolment, universal attendance and universal attainment are the three challenges. Efforts are made under DPEP and SSA to ensure the first two, yet we are unable to improve the quality of elementary education. In view of this, the Government of India introduced Minimum Levels of Learning programme to raise the learning levels of children and ensure an equitable quality across different contexts of schooling. To fulfill these basic requirements of elementary education, we need responsible teachers who can serve the cause more judiciously. To keep elementary teachers more active through continuous training, giving opportunity for continuing their education for the enhancement of their professional competencies. National and state level institutions like NCERT, NIEPA, DSERT etc. exist to cater to the needs of our elementary education. But, India as a geographically huge nation needs decentralisation.

District Institutes of Education and Training (DIETs) were established in India under the *National Policy on Education (1986)* and its *Programme of Action (1992)* to address the need for quality teacher education and training at the district level. The primary aim was to decentralize teacher training and educational planning to ensure that educational reforms and policies are implemented effectively at the grassroots level.

Key Objectives for Establishing DIETs:

- **Decentralization**: To bring educational planning and teacher training closer to the local level, enabling more responsive and context-specific interventions.

- **Capacity Building**: To develop the professional skills of teachers and educational administrators, enhancing their ability to deliver quality education.

- **Improved Implementation**: To ensure that educational policies and curricula are effectively adapted and implemented in local contexts.

History of District Institutes of Education and Training (DIETs)

1. **Early Education Reforms and the Need for DIETs**:

The need for specialized institutions to train teachers and support local education emerged as a response to the growing challenges in the Indian educational system. Despite various initiatives to improve education post-independence, there were gaps in teacher training, curriculum implementation, and educational administration at the district level. The existing central and state-level institutions were not adequately addressing these needs, which led to calls for more localized and effective solutions.

2. **National Policy on Education (1986)**:

The pivotal moment for the establishment of DIETs came with the *National Policy on Education (NPE)* adopted in 1986. The policy recognized the need for improving the quality of education and emphasized the importance of decentralized educational planning and administration. It identified the inadequacies in the existing teacher

training system and proposed the creation of District Institutes of Education and Training as a means to address these shortcomings.

3. **Programme of Action (1992)**:

Building on the NPE, the *Programme of Action (POA)* 1992 provided detailed guidelines for the establishment and functioning of DIETs. The POA aimed to:

- Decentralize the administration of education to ensure better implementation of policies at the district level.
- Develop the professional capacity of teachers and educational administrators through targeted training programs.
- Facilitate local adaptation of curricula and educational materials.

4. **Establishment of DIETs**:

DIETs were formally established in the early 1990s as part of the implementation strategy for the NPE and POA. Their creation was seen as a crucial step toward improving the quality of education by bringing training and educational planning closer to the local context. Initially, DIETs were set up in every district across the country, although the exact number and operational status have varied over time.

5. **Roles and Functions**:

Upon their establishment, DIETs were tasked with several key functions:

- Providing pre-service and in-service training for teachers.
- Assisting in curriculum development and adaptation to local needs.
- Conducting educational research and evaluation to inform policy and practice.
- Supporting school management and educational planning at the district level.
- Engaging with the community and other stakeholders to enhance educational outcomes.

6. **Evolution and Challenges**:

Since their inception, DIETs have undergone various changes and faced several challenges. Initially, there were issues related to infrastructure, faculty qualifications, and the effective implementation of their mandates. Over time, efforts have been made to address these challenges, including increased funding, enhanced training programs, and improved coordination with other educational institutions.

7. **Recent Developments**:

In recent years, there has been a renewed focus on strengthening the role of DIETs in the context of new educational policies and reforms. Initiatives such as the *National Education Policy (NEP) 2020* emphasize the importance of teacher training, curriculum development, and educational research, aligning with the core functions of DIETs. Efforts are being made to modernize DIETs, incorporate technology, and enhance their capacity to meet evolving educational needs.

8. **Conclusion**:

The establishment of DIETs marked a significant shift in the Indian education system, aiming to decentralize and improve the quality of education at the district level. While

DIETs have faced various challenges, their role in teacher training, curriculum development, and educational planning remains crucial. As educational policies and needs continue to evolve, DIETs are expected to adapt and enhance their contributions to the Indian education system.

SELF CHECK EXERCISE-1

Q.1   When were District Institutes of Education and Training (DIETs) formally established in India?

A) 1980s

B) Early 1990s

C) Early 2000s

D) 2010s

Q.2   Which policy document first proposed the establishment of DIETs?

A) National Policy on Education (1986)

B) National Curriculum Framework (2005)

C) Right to Education Act (2009)

D) Programme of Action (1992)

Q.3   What is one of the primary roles of DIETs?

A) Developing national educational policies

B) Conducting research on international educational practices

C) Providing pre-service and in-service teacher training

D) Designing national examination patterns

Q.4   Under which document were the detailed guidelines for DIETs' establishment and functions provided?

A) National Education Policy (2020)

B) Programme of Action (1992)

C) National Curriculum Framework (2005)

D) Right to Education Act (2009)

Q.5   What aspect of education is NOT typically a focus of DIETs?

A) Curriculum development and adaptation

B) National educational policy formulation

C) Teacher professional development

D) District-level educational planning

Q.6   Which of the following is a challenge that DIETs have faced since their establishment?

A) Excessive funding

B) Overqualified staff

C) Infrastructure and faculty issues

D) High teacher-to-student ratio

Q.7 Which recent educational policy emphasizes the role of DIETs in teacher training and educational planning?

A) National Education Policy (2020)

B) National Policy on Education (1986)

C) Right to Education Act (2009)

D) National Curriculum Framework (2005)

Q.8 What type of training do DIETs provide to teachers?

A) International training programs

B) Pre-service and in-service training

C) University-level education

D) Corporate training

Q.9 DIETs are primarily responsible for which of the following at the district level?

A) Developing international exchange programs

B) Implementing educational policies and programs

C) Designing national-level assessments

D) Setting up private educational institutions

17.4 FUNCTIONS OF DIETs

1. **Teacher Training and Professional Development**:

- **Pre-Service Training**: DIETs conduct pre-service training programs for prospective teachers, preparing them with the necessary pedagogical skills and subject knowledge before they enter the classroom.

- **In-Service Training**: They offer in-service training programs for currently practicing teachers to update their skills, incorporate new teaching methods, and address emerging educational challenges.

- **Workshops and Seminars**: DIETs organize workshops, seminars, and refresher courses to provide ongoing professional development for teachers.

2. **Curriculum Development and Implementation**:

- **Curriculum Adaptation**: DIETs play a role in adapting national and state curricula to local needs, ensuring that the content is relevant and applicable to the local context.

- **Textbook Development**: They may be involved in the development and revision of textbooks and other instructional materials to meet local educational requirements.

3. **Educational Research and Evaluation**:

- **Action Research**: DIETs conduct action research to identify local educational problems, test solutions, and develop best practices.

- **Monitoring and Evaluation**: They assess the effectiveness of educational programs and teaching practices, providing feedback for improvement.

4. **Educational Planning and Administration**:

- **District-Level Planning**: DIETs assist in the planning and implementation of educational programs at the district level, aligning them with state and national policies.
- **Data Collection and Analysis**: They gather and analyze educational data to inform decision-making and policy development.

5. **Community and Stakeholder Engagement**:

- **Community Involvement**: DIETs work with local communities to raise awareness about educational issues and encourage community participation in school management and improvement.
- **Stakeholder Collaboration**: They collaborate with various stakeholders, including local government bodies, NGOs, and educational organizations, to enhance educational outcomes.

6. **Support for School Management**:

- **School Leadership Training**: DIETs provide training and support for school principals and administrators, helping them to manage schools effectively and improve school performance.
- **Resource Management**: They assist schools in the efficient management of resources, including financial, human, and material resources.

7. **Promotion of Innovative Practices**:

- **Educational Innovations**: DIETs promote innovative teaching practices and educational technologies to improve the quality of education.
- **Pilot Programs**: They may implement and evaluate pilot programs for new educational initiatives before broader rollout.

8. **Guidance and Counseling**:

- **Career Counseling**: DIETs offer guidance and counseling services for students and teachers to support their educational and professional development.
- **Academic Support**: They provide academic support and resources to help students achieve their learning goals.

DIETs are crucial institutions in the Indian educational system, serving as the bridge between policy and practice at the district level. By focusing on teacher training, curriculum development, educational research, and community engagement, DIETs contribute significantly to enhancing the quality of education and addressing local educational needs. Their role in decentralizing educational administration and promoting innovative practices ensures that educational reforms are effectively implemented and adapted to the diverse contexts of different districts.

Training

Before implementing the trainings DIETs have got autonomy

1. To conduct the surveys of teacher identified needs and trainer identified needs.

2. To Design the training module according to the local needs DIETs are expected to provide training inputs to the following personnel of the district

i.) Elementary school teachers. (Pre and In-service)

ii.) Heads of schools, school complexes and educational officers at the cluster and block levels.

iii.) Instructors and supervisors of adult education.

iv.) Members of District Education Council, Members of SDMC, CAC, social leaders, women of self help help groups and youths and volunteers who are involved in educational programmes.

v.) Identified Resource persons who can be utilised by DIETs for its programmes.

Resource Support

Providing educational services, resources and advice to elementary schools and adult education centers in the district level in the form of:

1. Extension services through its actions and interactions.

2. As a resource center for instructors and teachers.

3. Provide Teaching and Learning material and evaluation tools.

4. Functioning as evaluation center for formal and non-formal educational institutions.

5. Provide resource support to state agencies in the form of data, software, etc.

6. Provide advanced technology resource support.

Research

In order to sustain the status and position conferred on them and in a state of readiness to meet the challenges of the future, DIETs have to be continuously equipping themselves. What is this process? Getting books, furniture, more people, and machinery, teaching aids, students - more of these? To an extent, yes. But, above all, equipping means having a firm understanding of the changing circumstances. Today enrolment in schools is improving but quality of attainment

is poor. Tomorrow, attainment standards might improve and higher level could be aspired. Diversified courses could be started. Different kinds and types of teacher training might be introduced. When the whole population is brought into the school-fold, the methodology of catering to their needs might vary. The capacity to deal with this challenge of the future cannot be given by an outsider/agency but has to emerge from within. This 'emerging' is possible when the institutions undertake research work in elementary education and work with the teacher to undertake 'Action research' to solve the problems in school activities. Only then perhaps the institution is set in motion. This activity should be integrated in the regular day-to-day functions of the faculty in DIETs.

Miscellaneous Functions

The three functions noted above create a multitude of activities/functions. They are:

1. Regular monitoring of the learning imparted in schools and evolving monitoring mechanism with local specific inputs.

2. Evaluating several schemes and programmes introduced/implemented by the department. This calls for different abilities. i.e., collection of the data (quantitative and qualitative) compilation of data, analysis-inference, reporting etc.

3. Coordination with the various agencies involved in the promotion of elementary education.

4. Interacting with various projects and implementing new-projects, building & developing the capacity of the community.

5. Practicing a participatory approach in all programmes and trainings conducted.

6. Conducting various exams called Departmental examination of KPSC, Commerce exams, Hindi and music exams.

7. It acts as a nodal agency of centralised admission of B.Ed., and D.Ed., courses.

6. Determining the value of pupil achievement.

7. Undertaking remedial work

8. Organizing fieldwork, workshop

9. Introspection.

SELF CHECK EXERCISE-2

Q.1   Which of the following is a primary function of DIETs?

A) Developing national education policies

B) Conducting pre-service and in-service teacher training

C) Designing international exchange programs

D) Setting up private educational institutions

Q.2   What role do DIETs play in curriculum development?

A) Creating national curricula

B) Adapting national and state curricula to local needs

C) Formulating examination patterns

D) Designing higher education programs

Q.3   Which function involves DIETs providing guidance and counseling services?

A) Educational Research

B) Community Engagement

C) Support for School Management

D) Guidance and Counseling

Q.4   How do DIETs assist in educational planning at the district level?

A) By developing national educational policies

B) By providing data for international comparisons

C) By aligning local educational programs with state and national policies

D) By creating textbooks for higher education

Q.5   Which of the following is NOT typically a function of DIETs?

A) Conducting action research

B) Implementing educational innovations

C) Developing national assessment frameworks

D) Training school principals and administrators

Q.6   What type of training do DIETs provide to support ongoing teacher development?

A) Pre-service training

B) International training programs

C) In-service training

D) Corporate training

Q.7   DIETs contribute to community engagement by:

A) Organizing international educational conferences

B) Raising awareness about educational issues and involving the community in school management

C) Developing national-level educational policies

D) Creating global partnerships

Q.8   Which function involves DIETs assisting schools in managing resources efficiently?

A) Curriculum Development

B) Educational Research

C) Support for School Management

D) Data Collection and Analysis

Q.9   What type of research do DIETs conduct to improve local educational practices?

A) Longitudinal studies on international education systems

B) Action research to address local educational issues

C) Research on global educational trends

D) Evaluation of national educational policies

Q.10 In what way do DIETs promote educational innovations?

A) By implementing pilot programs for new educational initiatives

B) By developing national educational standards

C) By designing global curriculum frameworks

D) By formulating international examination systems

17.5 SUMMARY

District Institutes of Education and Training (DIETs) play a pivotal role in the Indian education system by enhancing the quality of education at the district level. Established in the early 1990s as part of efforts to decentralize educational administration, DIETs focus on a range of functions essential for improving local education. They provide pre-service and in-service teacher training, ensuring that educators are equipped with up-to-date skills and knowledge. DIETs are also involved in adapting national and state curricula to local contexts, which includes developing and revising textbooks and instructional materials. They conduct action research to address local educational challenges and evaluate programs to enhance effectiveness. Additionally, DIETs support school management by training principals and administrators and assist in planning and implementing educational programs aligned with broader policies. Community engagement is another key function, as DIETs work

to raise awareness and foster local participation in education. By promoting innovative practices and providing guidance and counseling, DIETs help drive improvements in teaching and learning, making them crucial to the decentralization and enhancement of education in India.

17.6 GLOSSARY

District Institutes of Education and Training (DIETs): Institutions established to enhance the quality of education at the district level by providing teacher training, curriculum development, and educational planning.

Pre-Service Training: Training provided to prospective teachers before they start their teaching careers, including coursework and practical experience.

In-Service Training: Ongoing professional development provided to current teachers to update their skills and knowledge.

17.7 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) Early 1990s

Answer2: A) National Policy on Education (1986)

Answer3: C) Providing pre-service and in-service teacher training

Answer4: B) Programme of Action (1992)

Answer5: B) National educational policy formulation

Answer6: C) Infrastructure and faculty issues

Answer7: A) National Education Policy (2020)

Answer8: B) Pre-service and in-service training

Answer9: B) Implementing educational policies and programs

Exercise-2

Answer1: B) Conducting pre-service and in-service teacher training

Answer2: B) Adapting national and state curricula to local needs

Answer3: D) Guidance and Counseling

Answer4: C) By aligning local educational programs with state and national policies

Answer5: C) Developing national assessment frameworks

Answer6: C) In-service training

Answer7: B) Raising awareness about educational issues and involving the community in school management

Answer8: C) Support for School Management

Answer9: B) Action research to address local educational issues

Answer10: A) By implementing pilot programs for new educational initiatives

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17.9 TERMINAL QUESTIONS

Q.1   Discuss the establishment of District Institutes of Education and Training (DIETs) in India, including the historical context and the primary objectives behind their creation. How have DIETs evolved since their inception, and what challenges have they faced?

UNIT- 18   ROLE OF BRC's & CRC's IN IN-SERVICE TEACHER TRAINING
Structure

18.1   INTRODUCTION

Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) play pivotal roles in the in-service teacher training process within India's decentralized educational framework. BRCs, established at the block level, coordinate and organize comprehensive in-service training programs for teachers. They provide essential resources, such as educational materials and training modules, and facilitate workshops and seminars to update teachers on new methodologies and curriculum changes. Additionally, BRCs monitor and evaluate the effectiveness of these training programs, ensuring continuous professional development tailored to the specific needs of their blocks.

On the other hand, CRCs operate at the cluster level, encompassing several schools within a geographical area. They focus on delivering localized training sessions that address the unique challenges faced by teachers in their clusters. CRCs promote peer learning by organizing events where teachers can share best practices and experiences. They also offer ongoing support and guidance, serve as resource hubs, and facilitate communication between BRCs and schools. By acting as a bridge, CRCs ensure that teachers receive targeted professional development and access to necessary resources. Together, BRCs and CRCs work in a coordinated manner to enhance the quality of education through effective in-service training, ensuring that teachers are well-equipped to meet the evolving demands of their profession.

18.2   LEARNING OBJECTIVES
 After completing this unit, the learners will be able to;
Know about the functions of BRC's & CRC's

18.3 BRC'S AND CRC'S

BRC

BRC is a Block level institution to carry out the academic activities related mainly to primary education. BRC carries out its academic programmes under the guidance and supervision of DIET. Every BRC should have a vision shared with the vision of the DIET at the District level.To ensure realization of vision BRC plans, Implements, trains. It implements teacher training programs at the block level using the staff meant for it.

CRC

The programmes designed at the block level are implemented at cluster levels thorough Cluster Resource Centres. The Cluster Resource Person at the cluster level has to ensure quality of the education at the school levels. Monthly experience sharing meetings are to be arranged at the cluster levels. The CRP has to maintain the data base of all the teachers in his cluster. He should also conduct community mobilisation trainings at the cluster levels. CRC is linked directly to BRC, which inturn is linked with the DIET at the District level.

The creation of the Block and Cluster Resource Centres on a large scale throughout the country represents an ambitious effort to provide academic structures that support and improve the quality of education in schools. They were initially set up under the District Primary Education Programme (DPEP) which was implemented in a phased manner in selected districts of the country, and later expanded through Sarva Shiksha Abhiyan (SSA). They were seen as providing an alternative to the inspection system by shifting emphasis from inspection to resource support, in-service training of teachers, mentoring, onsite support and training follow up. In the context of the Right to Education (RTE) these institutions assume more importance as the Right to Education is a commitment to the provision of quality education for all. RTE requires the State to ensure, oversee and regulate the provisioning to quality infrastructure and teaching learning processes, to ensure that all children achieve their potential through education. In the context of the wide disparities in the current educational system, this commitment requires the Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) to actively promote and support a process of school quality improvement.

Role of Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) in In-Service Teacher Training

Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) are integral components of India's decentralized education system, designed to support and enhance the quality of education at the block and cluster levels. They play a crucial role in the in-service teacher training process. Here's a detailed look at their roles and functions:

1. Block Resource Centres (BRCs)

Overview: BRCs are established at the block level, which is a sub-district administrative unit. Their primary role is to support and improve the educational processes within the block.

Roles in In-Service Teacher Training:

- **Training Coordination**: BRCs coordinate and organize in-service training programs for teachers within the block. They ensure that training sessions are conducted effectively and cover relevant topics.

- **Resource Provision**: They provide necessary resources, including educational materials, training modules, and equipment required for effective teacher training.

- **Facilitator of Workshops and Seminars**: BRCs organize workshops, seminars, and refresher courses to update teachers on new teaching methodologies, curriculum changes, and educational technologies.

- **Monitoring and Evaluation**: They monitor the implementation of training programs and evaluate their effectiveness. This includes gathering feedback from participants and making necessary adjustments to training content and delivery.

- **Professional Development**: BRCs support continuous professional development by offering specialized training based on the needs identified in the block. They may focus on areas such as subject-specific skills, pedagogical techniques, or educational assessment.

2. Cluster Resource Centres (CRCs)

Overview: CRCs operate at the cluster level, which typically includes several schools within a geographical area. They function as support hubs for schools within the cluster.

Roles in In-Service Teacher Training:

- **Local Training Sessions**: CRCs organize and conduct localized training sessions for teachers in their respective clusters. These sessions are tailored to address specific needs and challenges faced by teachers in the area.

- **Peer Learning**: They facilitate peer learning opportunities by bringing together teachers from different schools within the cluster to share best practices, experiences, and teaching strategies.

- **Support and Guidance**: CRCs provide ongoing support and guidance to teachers by offering advice on implementing new teaching methods and integrating innovative practices into their classrooms.

- **Resource Sharing**: They serve as a resource hub, sharing educational materials, teaching aids, and other resources that teachers can use in their professional development and day-to-day teaching.

- **Facilitating Communication**: CRCs act as a communication bridge between BRCs and individual schools, ensuring that teachers are informed about upcoming training opportunities and receive necessary support.

Integration and Coordination Between BRCs and CRCs

• **Collaborative Efforts**: BRCs and CRCs work collaboratively to ensure that in-service teacher training is effectively delivered. BRCs often oversee and coordinate training activities at the block level, while CRCs focus on localized training and support within clusters.

• **Feedback Mechanism**: Both BRCs and CRCs gather feedback from teachers to continuously improve the quality of training programs. They use this feedback to adjust training content and methods, ensuring that they meet the evolving needs of teachers.

• **Implementation of Policies**: They help in the implementation of educational policies and training programs as outlined by higher educational authorities, ensuring that training aligns with national and state-level objectives.

BRCs and CRCs play complementary roles in the in-service teacher training process, with BRCs focusing on block-level coordination and resource provision, while CRCs handle localized training and support. Together, they ensure that teachers receive relevant and effective professional development, which is essential for improving educational outcomes and enhancing the overall quality of education in their respective areas.

SELF CHECK EXERCISE-1

Q.1 What is the primary role of Block Resource Centres (BRCs) in the in-service teacher training process?

A) Designing national educational policies

B) Coordinating and organizing in-service training programs for teachers within the block

C) Setting up private schools

D) Conducting international educational research

Q.2 How do Cluster Resource Centres (CRCs) support teachers in their respective clusters?

A) By developing national curricula

B) By conducting localized training sessions and facilitating peer learning

C) By providing financial aid to schools

D) By evaluating school infrastructure

Q.3 Which of the following is NOT typically a function of a Block Resource Centre (BRC)?

A) Organizing workshops and seminars

B) Providing resources such as educational materials and training modules

C) Monitoring and evaluating the effectiveness of training programs

D) Creating textbooks for national use

Q.4 What role do Cluster Resource Centres (CRCs) play in facilitating communication between BRCs and schools?

A) They provide financial support for school infrastructure

B) They act as a communication bridge to ensure teachers are informed about training opportunities

C) They develop national educational policies

D) They conduct national-level educational assessments

Q.5 In what way do BRCs and CRCs collaborate to enhance in-service teacher training?

A) BRCs develop training content while CRCs administer national assessments

B) BRCs oversee training at the block level, and CRCs handle localized support and training within clusters

C) CRCs design national curricula, and BRCs implement these curricula at the school level

D) BRCs provide funding for CRCs, and CRCs conduct international research

Q.6 Which of the following is a key responsibility of Cluster Resource Centres (CRCs) in supporting in-service teacher training?

A) Developing new educational technologies

B) Facilitating peer learning opportunities among teachers

C) Creating national educational policies

D) Conducting international teacher exchange programs

Q.7 What type of training activities are typically organized by BRCs?

A) International educational conferences

B) Localized training sessions for students

C) Workshops, seminars, and refresher courses for teachers

D) National curriculum design workshops

Q.8 What is one of the main benefits of localized training sessions conducted by CRCs?

A) They address specific needs and challenges faced by teachers in their clusters

B) They develop international education standards

C) They fund school infrastructure projects

D) They create national examination patterns

Q.9 How do BRCs ensure the effectiveness of in-service training programs?

A) By designing new national curricula

B) By conducting evaluations and gathering feedback from participants

C) By providing financial support to schools

D) By creating educational content for online platforms

Q.10 Which of the following best describes the support provided by CRCs to teachers?

A) CRCs offer guidance on implementing new teaching methods and integrating innovative practices

B) CRCs develop textbooks for national use

C) CRCs conduct international teacher training programs

D) CRCs set national educational standards

18.4 CRCs and BRCs during DPEP

During the DPEP period, the BRCs and CRCs functioned mainly to deliver training to reorient pedagogic practices of primary school teachers, to make them more sensitive to children from excluded groups and to make learning more enjoyable and interesting. Blocks served to provide trainings, drawing on a pool of Block Resource Persons (BRPs) and additional Master Resource Persons (MRPs). Cluster Resource Persons (CRPs) primarily conducted school visits and monthly meetings of teachers. Both CRPs and BRPs also met another important requirement of the DPEP which was to collect field data to monitor fund utilization as well as to provide statistics on various aspects of the school system and the system of in-service training. Most of this data requirement arose out of the needs of the centrally sponsored and externally funded character of the programmes, requiring huge amounts of data to be collated on a quarterly and annual basis. In-service training and management of various data requirements of the system have been two main tasks being carried out by BRPs and CRPs in all states. The DPEP pedagogic focus was largely on the early primary grades of school. It was also driven into the larger system in a project mode.

Roles of Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs) During the District Primary Education Programme (DPEP)

The District Primary Education Programme (DPEP), launched in 1994, aimed to improve primary education in India, particularly in districts with high educational deficiencies. During the implementation of DPEP, Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs) played crucial roles in ensuring the success of the program. Here's a detailed look at their roles:

1. Block Resource Centres (BRCs) During DPEP

Overview: BRCs were established at the block level to serve as focal points for implementing DPEP initiatives and improving educational outcomes at the block level.

Roles:

- **Training and Capacity Building**: BRCs were responsible for organizing in-service training programs for teachers, school administrators, and educational personnel. They facilitated workshops and training sessions to upgrade teaching methodologies, administrative skills, and understanding of the DPEP framework.

- **Resource Allocation**: They ensured that schools within the block received necessary resources, such as teaching aids, textbooks, and educational materials provided under DPEP.

- **Monitoring and Evaluation**: BRCs played a significant role in monitoring the implementation of DPEP activities. They assessed the progress of educational interventions, collected data on school performance, and provided feedback to improve program delivery.

- **Coordination and Support**: They coordinated between different stakeholders, including the state and district education offices, schools, and community members. BRCs helped in the effective execution of DPEP strategies and addressed any implementation issues.
- **Community Involvement**: BRCs engaged with local communities to garner support for the program, raising awareness about educational initiatives and involving community members in school management and decision-making processes.

2. Cluster Resource Centres (CRCs) During DPEP

Overview: CRCs were established at the cluster level, which included several schools within a specific geographical area. Their primary role was to provide localized support and coordination for DPEP initiatives.

Roles:

- **Localized Training**: CRCs organized training sessions and workshops for teachers and school staff at the cluster level. They focused on implementing DPEP strategies and practices, addressing specific needs of schools within their clusters.
- **Support and Supervision**: CRCs provided on-the-ground support and supervision to schools, helping them implement new teaching methods and educational innovations introduced by DPEP.
- **Resource Distribution**: They ensured that educational materials and resources from DPEP were distributed effectively across schools within their clusters. CRCs facilitated the use of these resources to enhance teaching and learning.
- **Peer Learning and Collaboration**: CRCs facilitated opportunities for peer learning and collaboration among teachers from different schools within the cluster. This helped in sharing best practices and addressing common challenges.
- **Feedback Collection**: CRCs gathered feedback from teachers, students, and communities regarding the implementation of DPEP activities. They used this feedback to inform BRCs and higher authorities about the effectiveness of interventions and areas needing improvement.

SELF CHECK EXERCISE-2

Q.1   What was a primary responsibility of Block Resource Centres (BRCs) during the District Primary Education Programme (DPEP)?
A) Developing national educational policies
B) Organizing in-service training programs for teachers and administrators
C) Conducting international educational research
D) Setting up new schools at the national level
Q.2   How did Cluster Resource Centres (CRCs) support schools during the DPEP?
A) By creating national curricula
B) By providing localized training and distributing educational materials
C) By funding school infrastructure projects

D) By designing international teacher exchange programs

Q.3   Which function was NOT typically performed by BRCs during DPEP?

A) Monitoring and evaluating educational interventions

B) Coordinating with state and district education offices

C) Developing new educational technologies

D) Engaging local communities in educational activities

Q.4   What role did CRCs play in the implementation of DPEP at the cluster level?

A) They were responsible for setting national educational standards

B) They offered support and supervision to schools and organized peer learning opportunities

C) They designed textbooks for national use

D) They conducted international assessments of educational quality

Q.5   During the DPEP, how did BRCs contribute to community involvement in education?

A) By developing national policies for community engagement

B) By raising awareness and involving community members in school management and decision-making

C) By conducting international community education programs

D) By providing financial support for community projects

Q.6   What was a key role of CRCs in terms of feedback during the DPEP?

A) They collected feedback from schools and communities about the effectiveness of DPEP interventions

B) They designed new educational policies based on international standards

C) They conducted national-level research on educational outcomes

D) They provided funding for educational research projects

Q.7   Which of the following was a major focus of training organized by CRCs during DPEP?

A) Developing new national curricula

B) Implementing DPEP strategies and practices specific to the cluster's needs

C) Conducting international educational assessments

D) Creating new educational technologies for global use

Q.8   How did BRCs ensure the effective distribution of resources provided under DPEP?

A) By managing the creation of national educational materials

B) By overseeing the allocation of resources to schools within the block

C) By organizing international conferences on educational resources

D) By developing new educational technologies

Q.9   What was a significant challenge faced by CRCs in supporting schools during DPEP?

A) Creating new national educational policies

B) Addressing specific needs and challenges within schools in the cluster

C) Designing international educational standards

D) Funding national-level educational research

Q.10   Which activity was NOT typically performed by CRCs during the District Primary Education Programme (DPEP)?

A) Facilitating peer learning among teachers

B) Providing ongoing support and guidance to schools

C) Setting up international educational research programs

D) Distributing educational materials and resources

18.5   CRCs and BRCs during SSA

SSA has widened the scope of school reform efforts. The scale is now country wide, and the range of activities is all encompassing. The systems are now aligned with existing institutions and structures of the states. The BRC and CRC are now more a part of the large SSA system and state institutions. Their purposes, focus and activities are now expected to flow out of state education department considerations. The contexts and the situations of state intervention, monitoring and vigilance now exhibit unprecedented diversity. The efforts for

annual planning and review that need to take place block wise and district wise, consolidated at the state and approved at the national level is a huge task. It includes both infrastructural requirements, educational quality – curriculum and pedagogy, and equity concerns with an emphasis on enrolling and retaining children in school. The concerns foreducational quality have widened. The need for data has also grown with the addition of DISE and qualitymonitoring efforts. In this scenario, many states are confronted with the need to revisit their vision for the CRPs and BRPs. The Central government has also taken on board the need to streamline these institutions from the point of view of actions and data flows. Exercises such as the NCERT Quality Monitoring Tools (NCERT, 2009) and Advancement of Educational Performance through Teacher Support (ADEPTS) (MHRD, n.d) attempt to bring in a focus and logic for the academic functions of these institutions. Documents such as 'Reflective Teacher' (NCERT, 2006) present ideas pertaining to how in service work with teachers can be re-conceptualised and conducted so that it is more effective. Many states have also worked on various formats as well as activity flows and cycles to bring a focus and cumulative effect to their work. There have also been a few non government interventions which have worked to strengthen and focus the academic work of these institutions.

During the Sarva Shiksha Abhiyan (SSA), which was launched in 2001 as a flagship program to achieve universal elementary education in India, Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs) played vital roles in implementing and

managing various aspects of the program. Here's a detailed look at their roles during SSA:

Roles of CRCs and BRCs During SSA

1. Block Resource Centres (BRCs)

Overview: BRCs are established at the block level, which is a sub-district administrative unit. Their primary role during SSA was to oversee and coordinate educational activities and improvements within their respective blocks.

Roles:

- **Training and Capacity Building**: BRCs were responsible for organizing in-service training for teachers, headmasters, and other educational staff. They conducted workshops and seminars to enhance teaching skills, familiarize educators with SSA guidelines, and update them on new pedagogical methods.

- **Resource Management**: They ensured the distribution and utilization of educational materials and resources provided under SSA, such as textbooks, teaching aids, and infrastructure support.

- **Monitoring and Evaluation**: BRCs played a crucial role in monitoring the implementation of SSA initiatives. They evaluated the progress of schools, assessed the impact of educational interventions, and reported on achievements and challenges.

- **Support and Coordination**: They coordinated with higher educational authorities, such as district and state education departments, and facilitated communication between schools, CRCs, and other stakeholders.

- **Community Engagement**: BRCs worked to involve local communities in educational activities. They facilitated community participation in school management committees and organized awareness programs to promote education.

2. Cluster Resource Centres (CRCs)

Overview: CRCs operate at the cluster level, which consists of a group of schools within a specific geographical area. Their role was to provide localized support and supervision to schools within the cluster.

Roles:

- **Localized Training**: CRCs conducted localized training sessions for teachers and school staff on SSA guidelines, teaching methods, and educational innovations. These sessions were tailored to address the specific needs of schools within the cluster.

- **Support and Supervision**: CRCs offered ongoing support to schools, including guidance on implementing SSA initiatives and addressing challenges in the classroom. They provided direct assistance to teachers and school leaders to improve educational practices.

- **Resource Distribution**: They ensured that SSA resources, such as teaching materials and infrastructure support, were effectively distributed and utilized within their clusters.

- **Peer Learning and Collaboration**: CRCs facilitated opportunities for teachers to collaborate and share best practices. They organized meetings and workshops that promoted peer learning and collective problem-solving.
- **Feedback Collection**: CRCs collected feedback from schools and communities about the implementation of SSA activities. They used this feedback to make recommendations to BRCs and higher authorities for improving program effectiveness.

SELF CHECK EXERCISE-3

Q.1   What was a primary responsibility of Block Resource Centres (BRCs) during the Sarva Shiksha Abhiyan (SSA)?
A) Designing national education policies
B) Organizing in-service training programs for teachers and educational staff
C) Conducting international educational research
D) Creating new educational technologies

Q.2   How did Cluster Resource Centres (CRCs) support schools under SSA?
A) By developing national curricula
B) By providing localized training, support, and supervision to schools
C) By setting up new schools at the national level
D) By funding international educational conferences

Q.3   Which of the following was NOT a function of BRCs during SSA?
A) Monitoring the implementation of SSA initiatives
B) Organizing workshops and training sessions for teachers
C) Conducting international assessments of educational quality
D) Coordinating with state and district education departments

Q.4   What role did CRCs play in the distribution of resources during SSA?
A) They developed new educational materials for national use
B) They ensured effective distribution and utilization of SSA resources within the cluster
C) They set up international educational exchange programs
D) They created national policies on resource allocation

Q.5   Which of the following best describes a major focus of training organized by CRCs during SSA?
A) Developing new national educational policies
B) Implementing SSA guidelines and enhancing teaching methods specific to the cluster's needs
C) Conducting international educational research
D) Designing new educational technologies for global use

Q.6   How did BRCs contribute to community engagement during the SSA?
A) By developing new community education policies
B) By facilitating community participation in school management and raising awareness about education

C) By organizing international community education programs

D) By funding community-based educational research

Q.7   What was a key role of CRCs in terms of feedback during the SSA?

A) Collecting feedback from schools and communities to improve SSA implementation

B) Designing new international educational standards

C) Conducting global assessments of educational quality

D) Developing financial support programs for schools

Q.8   Which activity was NOT typically performed by BRCs during the SSA?

A) Overseeing the allocation of SSA resources to schools

B) Conducting localized training sessions for teachers

C) Organizing international educational conferences

D) Monitoring and evaluating the progress of SSA initiatives

Q.9   What challenge did CRCs primarily address in supporting schools during SSA?

A) Designing new national curricula

B) Addressing specific needs and challenges within schools in their clusters

C) Setting national educational standards

D) Conducting international educational research

Q.10 How did BRCs and CRCs collaborate to ensure effective implementation of SSA?

A) BRCs managed block-level resources while CRCs handled international assessments

B) BRCs coordinated block-level training and resource distribution, while CRCs provided localized support and supervision

C) CRCs designed national policies while BRCs conducted international research

D) BRCs provided funding for CRCs and CRCs organized international conferences

18.6   SUMMARY

During the District Primary Education Programme (DPEP), BRCs and CRCs played complementary roles in the successful implementation of the program. BRCs focused on block-level coordination, training, and resource management, while CRCs provided localized support, training, and supervision within clusters. Their combined efforts were essential in improving primary education by ensuring that DPEP interventions were effectively implemented, monitored, and adjusted according to local needs and challenges.

During the implementation of the Sarva Shiksha Abhiyan (SSA), both BRCs and CRCs played crucial roles in ensuring the successful delivery of the program's objectives. BRCs focused on block-level coordination, training, and resource management, while CRCs provided localized support, supervision, and feedback. Together, they worked to enhance the quality of education, facilitate community involvement, and ensure that

SSA initiatives were effectively implemented at the ground level. Their efforts were instrumental in advancing the goal of universal elementary education in India.

18.7 GLOSSARY

Block Resource Centre (BRC) A facility established at the block level to coordinate and support educational activities, including teacher training and resource management, under programs like SSA.

Cluster Resource Centre (CRC) A support center at the cluster level, which encompasses several schools within a geographical area, providing localized training, supervision, and resource distribution.

Sarva Shiksha Abhiyan (SSA) A flagship program launched by the Government of India in 2001 aimed at achieving universal elementary education by improving the quality and accessibility of primary education.

18.8 ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) Coordinating and organizing in-service training programs for teachers within the block

Answer2: B) By conducting localized training sessions and facilitating peer learning

Answer3: D) Creating textbooks for national use

Answer4: B) They act as a communication bridge to ensure teachers are informed about training opportunities

Answer5: B) BRCs oversee training at the block level, and CRCs handle localized support and training within clusters

Answer6: B) Facilitating peer learning opportunities among teachers

Answer7: C) Workshops, seminars, and refresher courses for teachers

Answer8: A) They address specific needs and challenges faced by teachers in their clusters

Answer9: B) By conducting evaluations and gathering feedback from participants

Answer10: A) CRCs offer guidance on implementing new teaching methods and integrating innovative practices

Exercise-2

Answer1: B) Organizing in-service training programs for teachers and administrators

Answer2: B) By providing localized training and distributing educational materials

Answer3: C) Developing new educational technologies

Answer4: B) They offered support and supervision to schools and organized peer learning opportunities

Answer5: B) By raising awareness and involving community members in school management and decision-making

Answer6: A) They collected feedback from schools and communities about the effectiveness of DPEP interventions

Answer7: B) Implementing DPEP strategies and practices specific to the cluster's needs

Answer8: B) By overseeing the allocation of resources to schools within the block

Answer9: B) Addressing specific needs and challenges within schools in the cluster

Answer10: C) Setting up international educational research programs

Exercise-3

Answer1: B) Organizing in-service training programs for teachers and educational staff

Answer2: B) By providing localized training, support, and supervision to schools

Answer3: C) Conducting international assessments of educational quality

Answer4: B) They ensured effective distribution and utilization of SSA resources within the cluster

Answer5: B) Implementing SSA guidelines and enhancing teaching methods specific to the cluster's needs

Answer6: B) By facilitating community participation in school management and raising awareness about education

Answer7: A) Collecting feedback from schools and communities to improve SSA implementation

Answer8: C) Organizing international educational conferences

Answer9: B) Addressing specific needs and challenges within schools in their clusters

Answer10: B) BRCs coordinated block-level training and resource distribution, while CRCs provided localized support and supervision

18.9   REFERENCES/ SUGGESTED READINGS

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18.10 TERMINAL QUESTIONS
Q.1 Discuss the roles and responsibilities of Block Resource Centres (BRCs) during the implementation of Sarva Shiksha Abhiyan (SSA). How did BRCs contribute to the overall success of the program?

Q.2 Explain the role of Cluster Resource Centres (CRCs) in supporting the implementation of Sarva Shiksha Abhiyan (SSA). What were the key challenges faced by CRCs, and how did they address these challenges?

UNIT-19   TEACHER TRAINING & TEACHER
Structure
19.1   Introduction
19.2   Learning Objectives
19.3   Professional Development
       Self-check exercise-1
19.4   Training quality and access to expertise
              Self-check exercise-1
19.5   Summary
19.6   Glossary
19.7   Answers to Self Check Exercises
19.8   References/ Suggested readings
19.9   Terminal Questions

19.1   INTRODUCTION

Professional development of teachers is a crucial component in enhancing the quality of education and improving student outcomes. This process involves a range of activities designed to update and refine educators' skills, knowledge, and pedagogical strategies. Effective professional development programs are tailored to meet the specific needs of teachers and are often delivered through workshops, seminars, and training sessions that focus on contemporary teaching methods, subject knowledge, and classroom management. These programs help educators stay abreast of the latest educational research and innovations, fostering a culture of continuous learning and improvement.

Moreover, professional development encourages reflective practice, allowing teachers to assess and adapt their teaching strategies to better address the diverse needs of their students. It also provides opportunities for teachers to collaborate with peers, share best practices, and engage in professional learning communities. By investing in teachers' growth and development, schools can create a more dynamic and effective learning environment, ultimately leading to improved educational outcomes for students. Continuous professional development is essential for equipping teachers with the tools and knowledge necessary to navigate the evolving landscape of education and to inspire and motivate their students effectively.

19.2 LEARNING OBJECTIVES

After completing the unit, the learners will be able to;
Explain the importance of Professional Development.
Understand the Training quality and access to expertise.

19.3   PROFESSIONAL DEVELOPMENT

BRCs conduct trainings and keep track of the total number of days of training achieved. It is usually expected that CRPs will do follow up of the trainings to ensure that they are implemented. Monthly meetings of teachers for the purpose of discussions are also required to nurture peer group based interactions and finding solutions. However it is now widely acknowledged that there is 'training fatigue' among teachers who find trainings are often of poor quality, lack relevance to their work, and are conducted without adequate scheduling. Access to resources is also a limitation. Maintaining data relating to training has been evolved by individual blocks.

Professional Development of Teachers: Need and Objectives

Professional development of teachers is essential for maintaining and enhancing the quality of education. It encompasses a variety of activities aimed at improving educators' skills, knowledge, and practices to better serve their students and adapt to evolving educational standards.

Need for Professional Development

1. **Evolving Educational Standards:** Education is constantly evolving with new teaching methodologies, technologies, and curricula. Professional development ensures that teachers stay updated with these changes and can implement the latest practices effectively.

2. **Improving Teaching Quality:** Effective teaching is critical to student success. Professional development helps teachers refine their instructional techniques, enhance classroom management, and adopt innovative approaches to engage students.

3. **Addressing Diverse Student Needs:** Classrooms are diverse, with students having varied learning needs and styles. Ongoing professional development equips teachers with strategies to address these differences and provide personalized instruction.

4. **Enhancing Teacher Motivation and Job Satisfaction:** Professional growth opportunities can lead to increased job satisfaction and motivation. Teachers who feel supported and valued are more likely to remain committed to their profession.

5. **Facilitating Career Growth:** Professional development helps teachers advance their careers by providing pathways to leadership roles, specialized positions, and higher levels of expertise.

6. **Implementing Educational Reforms:** Educational reforms and new policies often require changes in teaching practices. Professional development supports teachers in understanding and implementing these reforms effectively.

Objectives of Professional Development

1. **Enhancing Pedagogical Skills:** One of the primary objectives is to improve teachers' instructional methods. This includes developing effective teaching strategies, incorporating active learning techniques, and using technology to enhance the learning experience.

2.   **Updating Subject Knowledge:** Professional development aims to keep teachers' subject knowledge current. This is crucial for delivering accurate and relevant content and for addressing emerging trends in their field of expertise.

3.   **Improving Classroom Management:** Training helps teachers develop skills to manage classrooms effectively, create a positive learning environment, and address behavioral issues constructively.

4.   **Promoting Reflective Practice:** Professional development encourages teachers to reflect on their teaching practices, assess their effectiveness, and make necessary adjustments to improve student outcomes.

5.   **Fostering Collaboration and Networking:** Professional development provides opportunities for teachers to collaborate with colleagues, share best practices, and build professional networks. This collaborative approach can lead to shared learning and support.

6.   **Supporting Educational Innovation:** Teachers are introduced to new teaching tools, resources, and technologies that can enhance their instructional practices. This objective focuses on integrating innovative solutions into the classroom to improve student engagement and learning.

7.   **Enhancing Student Achievement:** Ultimately, the goal of professional development is to improve student learning and achievement. By equipping teachers with better skills and knowledge, it aims to positively impact student outcomes.

8.   **Promoting Equity in Education:** Professional development helps teachers understand and address the diverse needs of students, including those from different cultural, socio-economic, and learning backgrounds. This promotes a more equitable educational environment.

9.   **Preparing for Leadership Roles:** Professional development often includes training for teachers to take on leadership roles within schools or districts. This includes skills in mentoring, curriculum development, and educational administration.

SELF-CHECK EXERCISE-1

Q.1   What is one primary objective of professional development for teachers?

A) To reduce classroom size

B) To enhance pedagogical skills and teaching methods

C) To increase the number of students in a class

D) To decrease teacher workload

Q.2   Why is professional development important for addressing diverse student needs?

A) It reduces the number of subjects taught

B) It equips teachers with strategies to cater to various learning styles and needs

C) It limits the range of educational tools used

D) It focuses solely on administrative tasks

Q.3   How does professional development contribute to teacher motivation and job satisfaction?

A) By offering higher salaries directly

B) By providing opportunities for personal growth and recognition

C) By reducing the number of teaching hours

D) By minimizing the need for lesson planning

Q.4   What is a common method used in professional development to enhance teaching practices?

A) Reducing class sizes

B) Conducting workshops and seminars

C) Increasing administrative paperwork

D) Standardizing all teaching materials

Q.5   Which of the following best describes the objective of integrating technology in professional development?

A) To create more paperwork

B) To enhance teaching methods and student engagement through digital tools

C) To replace traditional teaching methods completely

D) To increase the number of assessments

Q.6   Professional development aims to keep teachers' subject knowledge current to:

A) Increase the number of students in the classroom

B) Ensure that the content delivered is accurate and relevant

C) Reduce the need for classroom resources

D) Decrease the time spent on lesson planning

Q.7   What role does collaborative learning play in professional development?

A) It allows teachers to work in isolation

B) It promotes sharing of best practices and support among educators

C) It focuses on administrative tasks

D) It limits teachers' exposure to new ideas

Q.8   Which objective of professional development focuses on helping teachers take on leadership roles?

A) Enhancing classroom management

B) Preparing teachers for leadership and mentoring roles

C) Updating subject knowledge

D) Implementing educational reforms

Q.9   Professional development programs often include training for which of the following?

A) New administrative policies only

B) Effective instructional techniques and classroom management strategies

C) Increased standardized testing

D) Larger class sizes

Q.10   What is a measurable outcome of effective professional development?
A) Reduced student-teacher ratios
B) Increased teacher satisfaction and improved student learning outcomes
C) Decreased use of educational technology
D) More administrative tasks

19.4   TRAINING QUALITY AND ACCESS TO EXPERTISE

Training quality This is often compromised for a number of reasons:

(1) Good Master Resource Persons (MRPs) are not adequate. MRPs also do not get time before and after training to invest in discussions of design and conduct. Cascade trainings thus become routine events with no connection between sessions. Expertise for school subjects of class IV upwards is also not easily available.

(2) Advanced planning of trainings: is not achieved adequately in many states as fund flow is irregular.

(3) Selection of teachers: is not based on any assessment of who requires what training. Either the selection of teachers is completely arbitrary, or the approach of same for everyone is followed.

(4) Training content is limited and repetitive.

(5) Other forms of teacher professional development such as exposure visits, attending seminars, participating as trainers are not considered as professional development.

Training quality refers to the effectiveness and excellence of professional development programs designed for educators. It encompasses the relevance of the content, the expertise of the trainers, the methodologies used, and the overall impact on teachers' skills and knowledge.

High-quality training ensures that educators receive valuable, practical, and actionable insights that can be directly applied in their teaching practices. It enhances teachers' instructional strategies, keeps them updated with current educational trends, and ultimately contributes to improved student outcomes.

Key Components of Quality Training

Relevance: The training content must be aligned with teachers' needs and the current educational standards. It should address specific challenges faced by educators and offer practical solutions.

Expert Trainers: Trainers should be experienced professionals with subject matter expertise and a proven track record in educational practices. Their knowledge and skills greatly influence the effectiveness of the training.

Interactive Methods: Quality training employs interactive and engaging methods such as workshops, simulations, and peer collaboration. This approach facilitates active learning and better retention of information.

Feedback and Evaluation: Effective training programs include mechanisms for feedback and evaluation, allowing for continuous improvement and adjustment based on participants' experiences and outcomes.

Follow-up Support: High-quality training provides ongoing support through follow-up sessions, coaching, or mentoring, ensuring that teachers can implement new strategies and seek assistance as needed.

Access to expertise This is a genuine requirement of teachers. However in practice this is not addressed adequately as CRPs do not have expertise, and their visits to school are sporadic and unplanned. There is a genuine issue of how to develop and nurture adequate academic expertise at the block level. It is necessary to invest in developing key resource persons and subject resource groups for this purpose. It is unrealistic to expect an adequate pool of expertise within each cluster. It is more likely within a block. However for English and for subject of higher grades, the expert pool would need to be at the district level.

Access to expertise refers to the availability of knowledgeable and skilled individuals who can provide guidance, support, and insights to educators. This includes experts in various fields of education, such as subject specialists, instructional coaches, and educational researchers.

Access to expertise ensures that teachers can benefit from advanced knowledge, innovative practices, and evidence-based strategies. It helps educators enhance their teaching methods, address specific challenges, and stay updated with the latest developments in their fields.

Ways to Access Expertise

Professional Development Workshops: Regularly organized workshops and seminars led by experts provide teachers with direct access to advanced knowledge and best practices.

Mentoring and Coaching: Pairing teachers with experienced mentors or instructional coaches offers personalized guidance and support. This one-on-one interaction helps address individual needs and challenges.

Online Platforms and Communities: Digital platforms, webinars, and online professional learning communities offer teachers access to a wide range of experts and resources, regardless of geographical location.

Collaborations with Educational Institutions: Partnerships with universities, research organizations, and educational think tanks can provide teachers with access to cutting-edge research and expert knowledge.

Professional Networks: Participation in professional organizations and networks allows teachers to connect with experts, attend conferences, and engage in collaborative learning opportunities.

Monthly meetings: These need to be supported with availability of relevant expertise and/or organization around topics such as planning or review of workshop. General

'hard spots' or 'model lesson'based monthly meetings are not effective. State mandated discussions at monthly

meetings also do not support the development of a learning group. Monthly meetings that depend on a peer group alone may soon become routinised and ineffective. Experts with effective and discriminating facilitation are needed to enable a meaningful discussion to take place among a group of teachers. Teachers who have merely come together may not have or may soon run out

of important, significant, and interesting things to say to each other. Meeting could work if they were planned with a focus say on reviews and planning a subject teaching for coming week/month, i.e., planning for content and review of content, review of activities – suggested with try out – revision – selection of new content.

Resource availability is limited: trainers depend on module design and their limited resources for ideas. BRCs are not developed to support trainers and trainings through resource provision.

Training Management and Record Keeping: There are a multiplicity of institutions offering training to teachers and no coordination among them. A Block Resource Centre, supported through a Training management system and linked to the district would be an important way of converging information regarding various trainings and also ensuring that teachers do not get either over trained or over stressed. Records of trainings received by individual teachers also need to be maintained in a cumulative manner by teachers and made available to supervisory authorities during visits. Trainings are not linked to overall school improvement in any direct manner, and hence 'outcomes of training' are not visible; trainings do not seem to have an impact on the quality of education. In this regard 'the Reflective Teacher' by NCERT (2006) provides greater insight and detailed discussion regarding in-service training

Selection, Tenure, Profile, Capacity Building and Resource Support There is wide variation in the profile of Resource Persons in different state, on account of differences in processes of selection and different work expectations. This along with the nature of capacity building investments, resource support provided and organisational location results in wide variation in terms of the capabilities on the ground to carry out various tasks.

SELF-CHECK EXERCISE-2

Q.1   What is a key characteristic of high-quality professional development training?

A) Lack of practical application

B) Irrelevant content

C) Relevance to teachers' needs

D) Limited interaction

Q.2   Why is access to expert trainers important in professional development?

A) To increase administrative tasks

B) To ensure teachers receive up-to-date and accurate knowledge

C) To reduce the number of training sessions

D) To minimize classroom observations

Q.3   Which method is commonly used to ensure high-quality training is interactive and engaging?

A) Lecture-based presentations

B) Passive observation

C) Workshops and simulations

D) Written reports only

Q.4   What role does feedback and evaluation play in professional development training?

A) It extends the duration of training sessions

B) It helps in assessing the effectiveness and making necessary adjustments

C) It limits the involvement of participants

D) It replaces the need for expert trainers

Q.5   How can teachers access expertise through online platforms?

A) By attending in-person meetings only

B) Through webinars and online professional learning communities

C) By limiting interactions with peers

D) By avoiding digital resources

Q.6   What is the benefit of mentoring and coaching in professional development?

A) It provides generic advice without personalization

B) It offers personalized guidance and support tailored to individual needs

C) It increases the number of administrative tasks

D) It focuses solely on theoretical knowledge

Q.7   Which of the following is NOT typically a feature of high-quality professional development?

A) Follow-up support and coaching

B) Irrelevant content unrelated to teachers' classroom needs

C) Interactive and engaging learning methods

D) Evaluation and feedback mechanisms

Q.8   What is one way to enhance access to expertise for teachers in remote areas?

A) Limiting professional development opportunities

B) Using online platforms and virtual networks

C) Reducing the number of expert trainers

D) Focusing only on local experts

Q.9   Why is ongoing support crucial after a professional development training session?

A) It reduces the need for additional training

B) It helps teachers implement new strategies and seek further assistance as needed

C) It replaces the need for interactive training methods

D) It minimizes feedback collection

Q.10   What is a common challenge associated with ensuring high-quality training?

A) Availability of resources for all participants

B) Ensuring content is updated and relevant

C) Increased administrative workload

D) Limiting feedback from participants

19.5 SUMMARY

Professional development is integral to the growth and effectiveness of teachers. By addressing the need for continuous learning and skill enhancement, it ensures that educators are well-equipped to meet the challenges of modern education. The objectives of professional development align closely with improving teaching quality, supporting student success, and fostering a dynamic educational environment.

The quality of training and access to expertise are critical elements of effective professional development for teachers. High-quality training programs ensure that educators receive relevant and impactful learning experiences, while access to expertise provides them with the advanced knowledge and support necessary to enhance their teaching practices. Together, these factors contribute to a more effective educational environment and better outcomes for students.

19.6   GLOSSARY

Professional Development (PD): Ongoing training and education provided to teachers to enhance their skills, knowledge, and effectiveness in the classroom. This includes workshops, seminars, courses, and other forms of learning.

Training Quality: The measure of how effective, relevant, and impactful professional development programs are. This includes factors such as content relevance, expert trainers, and interactive methods.

Access to Expertise: The availability of knowledgeable and experienced individuals who can provide guidance, support, and insights to educators. This includes subject matter experts, instructional coaches, and educational researchers.

19.7   ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) To enhance pedagogical skills and teaching methods

Answer2: B) It equips teachers with strategies to cater to various learning styles and needs

Answer3: B) By providing opportunities for personal growth and recognition

Answer4: B) Conducting workshops and seminars

Answer5: B) To enhance teaching methods and student engagement through digital tools

Answer6: B) Ensure that the content delivered is accurate and relevant

Answer7: B) It promotes sharing of best practices and support among educators

Answer8: B) Preparing teachers for leadership and mentoring roles

Answer9: B) Effective instructional techniques and classroom management strategies

Answer10: B) Increased teacher satisfaction and improved student learning outcomes

Exercise-2

Answer1: C) Relevance to teachers' needs

Answer2: B) To ensure teachers receive up-to-date and accurate knowledge

Answer3: C) Workshops and simulations

Answer4: B) It helps in assessing the effectiveness and making necessary adjustments

Answer5: B) Through webinars and online professional learning communities

Answer6: B) It offers personalized guidance and support tailored to individual needs

Answer7: B) Irrelevant content unrelated to teachers' classroom needs

Answer8: B) Using online platforms and virtual networks

Answer9: B) It helps teachers implement new strategies and seek further assistance as needed

Answer10: B) Ensuring content is updated and relevant

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19.9 TERMINAL QUESTIONS

Q.1 Discuss the key components that contribute to the quality of professional development training for teachers. How do these components impact the effectiveness of the training and the subsequent improvement in teaching practices?

UNIT-20   ROLE OF UGC-HRD CENTRES IN IN- SERVICE TEACHER EDUCATION

Structure

20.1   INTRODUCTION

The University Grants Commission is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from providing grants to eligible universities and colleges, the Commission also advises the Central and State Governments on the measures which are necessary for the development of Higher Education. It functions from New Delhi as well as its six Regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune. Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four Institutions (established under various State legislations). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013.

The quantum growth in the Higher Education sector is spear-headed by Universities, which are the highest seats of learning.

In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognised by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the

UGC Act, 1956. Every year, millions of students from within the country and abroad, enter these portals mainly for their graduate, post graduate studies while millions leave these portals for the world outside.

Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in Universities & Colleges is entrusted to the UGC and other statutory regulatory bodies.

The Central Government provides grants to the UGC and establishes Central Universities/Institutions of National Importance in the country. The Central Government is also responsible for declaring an educational institution as "Deemed-to-be University" on the recommendations of the UGC.

20.2   LEARNING OBJECTIVES

After completing this unit, the learners will be able to;

Understand the concept of Human Resource Development (HRD)

Analyze the different functions of HRDC

Know the importance of Professional development of Teachers at Higher Education Level

20.3   HUMAN RESOURCE DEVELOPMENT (HRD)

The Department of Higher Education, MHRD, is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. Under a planned development process, the Department looks after expansion of access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions. The Vision, Mission, Objectives and Functions of the Department are as under:-

Vision

To realize India's human resource potential to its fullest in the Higher Education sector, with equity and inclusion.

Mission

•   Provide greater opportunities of access to Higher Education with equity to all the eligible persons and in particular to the vulnerable sections.

•   Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.

•   Initiate policies and programmes for strengthening research and innovations and encourage institutions - public or private to engage in stretching the frontiers of knowledge.

- Promote the quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring toward the inclusion of the hitherto deprived communities.

Objective

- To expand the Higher Education sector in all is modes of delivery to increase the Gross Enrolment Ratio (GER) in Higher Education to 15% by 2011-12 to 21% by 2016-17 and 30% by the year 2020.

- To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.

- To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.

- To provide opportunities of Higher Education to socially-deprived communities and remove disparities by promoting the inclusion of women, minorities and differently-abled persons.

- To remove regional imbalances in access to Higher Education by setting up of institutions in unnerved and underserved areas.

- To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research.

- To create conditions for knowledge generation through improved research facilities in universities and colleges.

- To promote collaboration with International community, foreign governments, universities/institutions and regional and international institutions, for the advancement of universal knowledge and intellectual property rights.

- To promote development of Indian languages.

- To promote autonomy, innovations, academic reforms in institutions of higher learning

- To undertake institutional restructuring for improving efficiency, relevance and creativity in Higher Education.

Key Components of HRD:

1. **Training and Development:** Structured programs designed to enhance employees' current skills and knowledge or to develop new skills. This includes both on-the-job training and formal educational programs.

Examples: Workshops, seminars, e-learning courses, and on-the-job training.

2.   **Career Development:** Activities aimed at helping employees plan and achieve their career goals within the organization. This includes career counseling, succession planning, and opportunities for advancement.

Examples: Career pathing, mentorship programs, and career coaching.

3.   **Performance Management:** A continuous process of assessing and improving employee performance to meet organizational goals. This includes setting performance goals, providing feedback, and conducting performance appraisals.

Examples: Performance reviews, goal-setting meetings, and feedback sessions.

4.   **Organizational Development:** Initiatives aimed at improving the overall effectiveness and health of the organization. This includes change management, team building, and fostering a positive organizational culture.

Examples: Team-building exercises, organizational restructuring, and culture change programs.

5.   **Employee Engagement:** Strategies to enhance employees' commitment, motivation, and satisfaction with their work and the organization. This involves creating a supportive work environment and recognizing employees' contributions.

Examples: Employee recognition programs, surveys, and team-building activities.

Importance of HRD:

1.   **Enhancing Skills and Competencies:** HRD helps employees develop the skills and competencies needed to perform their current roles more effectively and prepare them for future roles within the organization.

2.   **Boosting Employee Performance:** Through targeted training and development programs, HRD improves employee performance, leading to higher productivity and better achievement of organizational goals.

3.   **Facilitating Career Growth:** HRD provides employees with opportunities for career advancement, helping them achieve their professional goals and increasing job satisfaction.

4.   **Improving Organizational Effectiveness:** Effective HRD practices contribute to a more competent and motivated workforce, enhancing overall organizational performance and adaptability.

5.   **Supporting Change Management:** HRD plays a crucial role in managing organizational change by equipping employees with the skills and knowledge needed to adapt to new processes, technologies, and organizational structures.

6.   **Fostering a Positive Work Environment:** By focusing on employee development and engagement, HRD contributes to creating a positive work culture where employees feel valued and supported.

7.   **Reducing Turnover:** Investment in employee development and career growth can lead to increased job satisfaction and loyalty, reducing turnover rates and retaining top talent.

SELF CHECK EXERCISE-1

Q.1   What is the primary goal of Human Resource Development (HRD)?

A) To handle payroll and administrative tasks

B) To enhance the skills, knowledge, and abilities of employees

C) To manage employee relations and conflicts

D) To develop marketing strategies for the company

Q.2   Which component of HRD focuses on improving employee performance through structured programs?

A) Career Development

B) Training and Development

C) Performance Management

D) Organizational Development

Q.3   What is the purpose of career development in HRD?

A) To handle day-to-day administrative tasks

B) To help employees plan and achieve their career goals

C) To implement company-wide policies

D) To conduct market research and analysis

Q.4   Which HRD activity involves setting performance goals and providing feedback to employees?

A) Training and Development

B) Career Development

C) Performance Management

D) Employee Engagement

Q.5   What is meant by organizational development in HRD?

A) Improving employees' technical skills

B) Enhancing overall organizational effectiveness and health

C) Managing payroll and benefits

D) Recruiting new employees

Q.6   Which of the following is an example of an employee engagement strategy?

A) Employee performance appraisal

B) Team-building activities

C) Career pathing

D) On-the-job training

Q.7   What is a key benefit of HRD for employees?

A) Increased workload and responsibilities

B) Reduced opportunities for career growth

C) Enhanced skills and career advancement opportunities

D) Limited feedback and support

Q.8   How does HRD contribute to managing organizational change?

A) By focusing solely on administrative tasks

B) By equipping employees with skills to adapt to new processes and structures

C) By decreasing employee engagement

D) By limiting training and development activities

Q.9   What role does feedback play in performance management within HRD?

A) It extends the duration of training sessions

B) It helps in assessing performance and guiding improvements

C) It limits the need for career development

D) It reduces the need for expert trainers

Q.10 Which HRD component involves creating a positive work environment and supporting employees?

A) Training and Development

B) Performance Management

C) Employee Engagement

D) Organizational Development

20.4 FUNCTIONS OF HRDC (HUMAN RESOURCE DEVELOPMENT CENTRE)

Human Resource Development Centers (HRDCs) play a vital role in advancing the capabilities of employees and improving organizational performance. Their functions are designed to support the development of human capital through various strategic activities and programs. Here is an overview of the primary functions of HRDCs:

Functions of HRDCs

1.   **Training and Development:** HRDCs design, implement, and manage training programs that aim to enhance employees' skills and knowledge. This includes both general and specialized training tailored to meet organizational needs.

Example: Conducting workshops on new software applications or leadership training programs.

2.   **Career Development:** HRDCs provide resources and guidance to help employees plan and advance their careers within the organization. This includes career counseling, development planning, and succession planning.

Example: Offering career development workshops and creating personalized career paths for employees.

3.   **Performance Management:** HRDCs support performance management systems that involve setting performance goals, conducting appraisals, and providing feedback to improve employee performance.

Example: Developing performance evaluation tools and facilitating performance review meetings.

4.   **Organizational Development:** HRDCs work on initiatives that enhance the overall effectiveness and health of the organization. This includes change management, team-building activities, and organizational restructuring.

Example: Leading change management programs and conducting team-building exercises to improve collaboration.

5. **Employee Engagement and Motivation:** HRDCs create strategies to boost employee engagement and motivation, ensuring that employees are committed and satisfied with their work environment.

Example: Implementing employee recognition programs and conducting engagement surveys.

6. **Talent Management:** HRDCs focus on attracting, developing, and retaining top talent within the organization. This includes recruitment support, talent assessment, and retention strategies.

Example: Developing talent acquisition strategies and conducting talent assessments to identify high-potential employees.

7. **Learning and Development Evaluation:** HRDCs evaluate the effectiveness of training and development programs to ensure they meet organizational goals and employee needs. This involves assessing program outcomes and making improvements based on feedback.

Example: Conducting post-training surveys and analyzing data to measure the impact of training programs.

8. **Knowledge Management:** HRDCs manage and disseminate organizational knowledge and best practices. This includes creating knowledge repositories and facilitating knowledge-sharing initiatives.

Example: Developing an internal knowledge base and organizing knowledge-sharing sessions.

9. **Support for Employee Well-being:** HRDCs promote employee well-being through programs and initiatives that support work-life balance, health, and overall job satisfaction.

Example: Implementing wellness programs and providing resources for mental health support.

10. **Innovation in Learning Methods:** HRDCs explore and integrate innovative learning methods and technologies to enhance the effectiveness of training and development programs.

Example: Introducing e-learning platforms and virtual reality training simulations.

11. **Compliance and Legal Training:** HRDCs ensure that employees are trained on compliance with legal and regulatory requirements, including workplace safety, anti-discrimination laws, and ethical standards.

Example: Providing mandatory training on workplace safety regulations and legal compliance.

12. **Strategic HR Planning:** HRDCs contribute to strategic HR planning by aligning development programs with organizational goals and workforce needs.

Example: Collaborating with senior management to design development initiatives that support the organization's strategic objectives.

In nut shell the functions of HRDC may be enumerated as follows-

- Enhancement of Gross Enrolment Ratio by expanding access through all modes.
- Promoting the participation of these sections of the society whose GER is lower than the national average.
- To improve quality and to promote academic reforms
- Setting up of new educational institutions and also capacity expansion and improvement of the existing institutions.
- Use of Technology in Higher Education.
- Development of Vocational Education and Skill Development.
- Development of Indian Languages.
- International Collaboration in the field of education.

SELF CHECK EXERCISE-2

Q.1   Which function of an HRDC involves designing and managing training programs to enhance employee skills?

A) Career Development

B) Performance Management

C) Training and Development

D) Employee Engagement

Q.2   What is the primary purpose of career development activities conducted by HRDCs?

A) To handle payroll issues

B) To help employees plan and achieve their career goals

C) To implement company-wide policies

D) To manage employee benefits

Q.3   Which HRDC function involves setting performance goals, conducting appraisals, and providing feedback to improve employee performance?

A) Training and Development

B) Performance Management

C) Talent Management

D) Organizational Development

Q.4   What does organizational development in HRDCs aim to improve?

A) Employee recruitment and selection

B) Overall organizational effectiveness and health

C) Daily administrative tasks

D) Payroll processing

Q.5   Which function of HRDCs involves creating strategies to enhance employee commitment and job satisfaction?

A) Career Development

B) Employee Engagement and Motivation

C) Training and Development

D) Performance Management

Q.6   How do HRDCs contribute to talent management within an organization?

A) By managing employee payroll and benefits

B) By attracting, developing, and retaining top talent

C) By conducting market research

D) By handling day-to-day operational tasks

Q.7   What is the role of HRDCs in learning and development evaluation?

A) To design employee benefit packages

B) To evaluate the effectiveness of training programs and make improvements

C) To manage employee relations

D) To oversee organizational restructuring

Q.8   Which function involves managing and disseminating organizational knowledge and best practices?

A) Knowledge Management

B) Employee Engagement

C) Career Development

D) Organizational Development

Q.9   How do HRDCs support employee well-being?

A) By developing marketing strategies

B) By promoting work-life balance and health initiatives

C) By managing company finances

D) By handling legal compliance

Q.10   Which HRDC function explores and integrates innovative learning methods and technologies?

A) Performance Management

B) Training and Development

C) Strategic HR Planning

D) Innovation in Learning Methods

Q.11   What does compliance and legal training provided by HRDCs aim to address?

A) Employee performance issues

B) Regulatory and legal requirements

C) Career advancement opportunities

D) Daily operational tasks

Q.12   How do HRDCs contribute to strategic HR planning?

A) By managing employee benefits

B) By aligning development programs with organizational goals and workforce needs

C) By conducting market analysis

D) By handling administrative tasks

20.5 PROFESSIONAL DEVELOPMENT OF TEACHERS AT HIGHER EDUCATION LEVEL

Professional development for teachers in higher education is essential for maintaining and improving the quality of teaching, research, and academic leadership. It involves a range of activities designed to enhance the knowledge, skills, and abilities of faculty members, ensuring they remain effective educators and contributors to their academic fields. Here's a comprehensive overview:

Importance of Professional Development in Higher Education

Enhancing Teaching Effectiveness: To improve instructional strategies, incorporate new technologies, and develop innovative teaching methods.

Example: Workshops on active learning techniques or integrating digital tools into the classroom.

Advancing Research Skills: To support faculty in conducting high-quality research, including grant writing, data analysis, and publishing.

Example: Seminars on research methodologies or training on statistical software.

Promoting Academic Leadership: To prepare faculty for leadership roles within their institutions or professional organizations.

Example: Leadership development programs or mentoring for department chairs and program coordinators.

Keeping Up with Discipline Advances: To ensure faculty stay current with developments and trends in their academic fields.

Example: Conferences and specialized workshops related to emerging topics or recent discoveries.

Enhancing Professional Skills: To develop skills beyond the academic, such as communication, negotiation, and time management.

Example: Training sessions on effective presentation skills or conflict resolution.

Supporting Career Growth: To provide pathways for career advancement and professional growth, including tenure and promotion.

Example: Career planning workshops and portfolio development sessions.

Types of Professional Development Activities

Workshops and Seminars:

Description: Short-term, focused sessions on specific topics relevant to teaching and research.

Example: A workshop on digital pedagogy or a seminar on the latest research techniques in a specific field.

Conferences and Symposiums:

Description: Larger events where faculty can learn from experts, network with peers, and present their own research.

Example: Annual conferences in specific academic disciplines or educational technology symposiums.

Peer Observation and Feedback:

Description: Faculty members observe each other's teaching and provide constructive feedback.

Example: A peer review program where faculty members visit each other's classes and discuss teaching practices.

Online Courses and Webinars:

Description: Flexible, online learning opportunities that can be accessed from anywhere.

Example: An online course on advanced statistical methods or a webinar on student engagement strategies.

Mentoring and Coaching:

Description: One-on-one or small group interactions with more experienced colleagues or external experts.

Example: A mentorship program for junior faculty or coaching sessions on leadership skills.

Collaborative Projects and Research:

Description: Joint research projects or teaching collaborations that foster professional growth through teamwork.

Example: Collaborative research grants or team-based curriculum development projects.

Educational Leave and Sabbaticals:

Description: Periods away from regular duties to focus on research, advanced study, or professional growth.

Example: A sabbatical to conduct a research project or to gain new expertise through study abroad programs.

CHALLENGES IN PROFESSIONAL DEVELOPMENT

Time Constraints: Faculty members often have heavy teaching and research responsibilities, making it difficult to find time for professional development.

Funding Limitations: Limited budgets for professional development can restrict opportunities for faculty to participate in training and conferences.

Relevance and Quality: Ensuring that professional development activities are relevant to faculty needs and of high quality is crucial for their effectiveness.

Institutional Support: Institutions must provide support and incentives for faculty to engage in professional development, including recognizing and rewarding participation.

SELF CHECK EXERCISE-3

Q.1   What is the primary goal of professional development for faculty in higher education?

A) To increase administrative tasks

B) To enhance teaching effectiveness and research skills

C) To reduce the number of teaching hours

D) To handle student disciplinary issues

Q.2   Which type of professional development activity involves learning from experts and networking with peers?

A) Workshops and Seminars

B) Peer Observation

C) Conferences and Symposiums

D) Online Courses

Q.3   What is the purpose of peer observation in professional development?

A) To conduct administrative reviews

B) To provide feedback and improve teaching practices

C) To manage research funding

D) To develop institutional policies

Q.4   Which of the following is an example of a flexible, online learning opportunity for faculty?

A) Sabbaticals

B) Peer Observation

C) Webinars

D) Collaborative Projects

Q.5   What does mentoring and coaching in professional development typically involve?

A) Administrative responsibilities

B) One-on-one or small group interactions for guidance and support

C) Conducting classroom lectures

D) Handling student complaints

Q.6   Which challenge in professional development is related to finding time due to existing responsibilities?

A) Funding Limitations

B) Relevance and Quality

C) Time Constraints

D) Institutional Support

Q.7   What is the main benefit of educational leave or sabbaticals for faculty?

A) Reducing classroom teaching hours

B) Focusing on research, advanced study, or professional growth

C) Managing administrative tasks

D) Improving student engagement in classrooms

Q.8   Which of the following activities is designed to help faculty stay current with advancements in their academic fields?

A) Administrative Training

B) Career Counseling

C) Research Seminars

D) Conflict Resolution Training

Q.9   Which type of professional development is aimed at developing skills beyond academic knowledge, such as communication and leadership?

A) Training Workshops

B) Collaborative Projects

C) Leadership Development Programs

D) Online Courses

Q.10   What role does institutional support play in faculty professional development?

A) It provides funding for new research projects.

B) It recognizes and rewards participation in development activities.

C) It manages classroom schedules.

D) It handles student enrollment processes.

20.6   SUMMARY

Human Resource Development (HRD) is essential for the growth and success of both employees and organizations. By investing in training, career development, performance management, and organizational improvement, HRD ensures that employees are equipped to meet current and future challenges, contributing to the overall effectiveness and competitiveness of the organization.

Human Resource Development Centers (HRDCs) play a crucial role in fostering employee growth, enhancing organizational effectiveness, and ensuring a positive work environment. Through a range of functions such as training and development, career planning, performance management, and employee engagement, HRDCs contribute to the overall success and sustainability of the organization.

Professional development for teachers at the higher education level is vital for maintaining academic excellence and advancing both teaching and research. By engaging in a variety of development activities, faculty members can enhance their skills, stay current with disciplinary advances, and contribute effectively to their institutions and academic communities. Addressing challenges such as time constraints and funding limitations, while ensuring the relevance and quality of development opportunities, is essential for maximizing the impact of these programs.

20.8   ANSWERS TO SELF CHECK EXERCISES

Exercise-1

Answer1: B) To enhance the skills, knowledge, and abilities of employees

Answer2: B) Training and Development

Answer3: B) To help employees plan and achieve their career goals

Answer4: C) Performance Management

Answer5: B) Enhancing overall organizational effectiveness and health

Answer6: B) Team-building activities

Answer7: C) Enhanced skills and career advancement opportunities

Answer8: B) By equipping employees with skills to adapt to new processes and structures

Answer9: B) It helps in assessing performance and guiding improvements

Answer10: C) Employee Engagement

Exercise-2

Answer1: C) Training and Development

Answer2: B) To help employees plan and achieve their career goals

Answer3: B) Performance Management

Answer4: B) Overall organizational effectiveness and health

Answer5: B) Employee Engagement and Motivation

Answer6: B) By attracting, developing, and retaining top talent

Answer7: B) To evaluate the effectiveness of training programs and make improvements

Answer8: A) Knowledge Management

Answer9: B) By promoting work-life balance and health initiatives

Answer10: D) Innovation in Learning Methods

Answer11: B) Regulatory and legal requirements

Answer12: B) By aligning development programs with organizational goals and workforce needs

Exercise-3

Answer1: B) To enhance teaching effectiveness and research skills

Answer2: C) Conferences and Symposiums

Answer3: B) To provide feedback and improve teaching practices

Answer4: C) Webinars

Answer5: B) One-on-one or small group interactions for guidance and support

Answer6: C) Time Constraints

Answer7: B) Focusing on research, advanced study, or professional growth

Answer8: C) Research Seminars

Answer9: C) Leadership Development Programs

Answer10: B) It recognizes and rewards participation in development activities

20.9   REFERENCES/ SUGGESTED READINGS

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20.10   TERMINAL QUESTIONS
Q.1   What is the role of UGC-HRD Centres in in- service teacher education

SAMPLE QUESTION PAPER
M .A. (EDUCATION) Ist SEMESTER

Course Type /Nature: Elective
Course Code: EDUC402
Course Title: <u>TEACHER EDUCATION</u>
Credits= 4
Time Duration: 3 hrs   **MM=70**
Note: Section A is compulsory. Answer to short questions should be completed in around 100 words each. Attempt one question each from section B, C, D, and E.

Section – A

Q 1 -[A]
(a) The oldest system of teacher education is _____ system.
(b) Our teacher education is influenced by the
(i) Ancient period   (ii) Monitoring system
(iii) British period   (iv) Buddha period
(c) Teaching professional ethics is theoretical as well as operative in teaching situations.
                                     (True/False)
(d) The main pillar of teaching is_____
(i) Teaching is to know.   (ii) Teaching is to do and to be
(ii) Teaching is to live together   (iv) All the above.
(e) The summer courses are organized for _____ teacher education.
(f) The latest area of teacher education is –
(i) Training technology   (ii) Teaching technology
(iii) Pedagogy   (iv) Behavioral technology. (6x1=6)
[B]
(a) Differentiate between teacher training and teacher education .
(b) Indicate the code of ethics of teaching profession.
(c) Write short note on work experience in Pre-service teacher education .
(d) Discuss the organization of training material and modules.   (4x2=8)

Section – B

Q2   (a) Indicate the period of teacher education development in our country.   (8)
        (b) Enumerate the characteristics of British period teacher education.   (6)
(or)
(a)   Indicate the recommendations of Kothari Commission for teacher education.(8)
(b)   Enumerate the role and responsibility of NCTE as recommended by NPE. (6)

Section – C

Q3   Explain the term professional ethics. Indicate the components of professional ethics or values.   Describe the role of ethics which are related to entire teaching profession. (14)

(or)

i) Indicate the role of teacher for inculcating values among students. (7)

ii) Define and explain the term accountability and enumerate its characteristics. Indicate its need in school education. (7)

Section - D

Q4 (a) Explain the term pre-service education. What are its components? (7)

(b)Describe the problems faced during Pre-service teacher-education. (7)

(or)

Write short notes on :

(a) Concept of practicum internship in Pre-service education. (7)

(b) Role of CTEs in Pre-service Teacher education . (7)

Section-E

Q5 (a) Explain the importance of Continuing Professional Development of In-service Teacher. (8)

(b)Describe Cascade model followed in In-service Training of teachers under SSA and RMSA. (6)

(or)

i) Explain the role of DIETs in In-service Teacher Training. (7)

ii) Role of UGC in Professional Development of Teacher at Higher Education Level. (7)