

**TWO-YEAR  
POST GRADUATE DEGREE PROGRAMME**

**M.A. in EDUCATION**

**SEMESTER-III**

**COR-312**

**Teacher Education**

**Self-Learning Material**



**DIRECTORATE OF OPEN & DISTANCE LEARNING**

**UNIVERSITY OF KALYANI**

**KALYANI-741235, WEST BENGAL**

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2021-2023

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Directorate of Open and Distance Learning, University of Kalyani  
Published by the Directorate of Open and Distance Learning, University of Kalyani, Kalyani-741235, West Bengal

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## **Foreword**

Satisfying distance learners' needs of verifying kinds and magnitude as well as minimizing distance and to reach the unreached in Open and Distance Learning (ODL) systems has the novelty in it. Nevertheless, this novelty puts challenges to the ODL systems managers, curriculum designers, Self Learning Materials (SLMs) writers, editors, production professionals and may other personnel involved in it. A dedicated team of University of Kalyani under leadership of Hon'ble Vice-Chancellor have puts their best efforts, committed professionalism as a Team for promoting Post Graduate Programmes under distance mode under University of Kalyani. Developing quality printed SLMs for students under DODL within a limited time to cater academic requirements of the Course as per standards set by Distance Education Bureau of the University Grants Commission, New Delhi, India under Open and Distance Mode UGC Regulations, 2020 successfully completed with best efforts.

Utmost care has been taken to develop the SLMs useful to the learners and to avoid errors as far as possible. Further, suggestions from the learners-end will be gracefully admitted and to be appreciated.

During the academic productions of the SLMs, the team received continuously positive stimulations and feedback from **Professor (Dr.) Amalendu Bhunia**, Hon'ble Vice-Chancellor, and University of Kalyani, who kindly accorded directions, encouragements and suggestions, made constructive criticisms to develop it within proper requirements. We gracefully, acknowledge his inspiration and guidance.

Due sincere thanks are being expressed to all the Members of PGBOS (DODL), University of Kalyani, Course Writers- who are serving subject experts serving at University Post Graduate departments and also to the authors and academicians whose academic contributions have been utilized to develop these SLMs. We humbly acknowledge their valuable academic contributions. I would like to convey thanks to all other University dignitaries and personnel who have been involved either in conceptual level or in the operational level of the DODL of University of Kalyani.

For a comprehensive, learners friendly, adaptable text that meets curriculum requirements of the Post Graduate Programme through distance mode.

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Director  
Directorate of Open & Distance Learning  
University of Kalya

**SEMESTER – III**  
**COR-312, Teacher Education**

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# **COR-312**

## **Teacher Education**

### **Block – 1**

#### **Introduction to Teacher Education**

##### **Unit 1**

##### **Meaning, Nature and Scope of Teacher Education**

#### **Content Structure:**

- 1.1.1 Introduction
- 1.1.2 Learning Objectives
- 1.1.3 Meaning of Teacher Education
- 1.1.4 Nature of Teacher Education
- 1.1.5 Scope of Teacher Education
- 1.1.6 Roles and Functions of School Teacher
- 1.1.7 Let us Sum up
- 1.1.8 Assignments
- 1.1.9 Suggested Reading

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#### **1.1.1: Introduction**

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Once Kothari Commission remarked that the future of a nation is there in the classroom. Classroom prepares the young minds to be a grown up man to become an ideal citizen of a nation. And the responsibility of preparing the young minds to become what the citizens of features is solely bestowed upon the teachers. So, every teacher should have that competency, quality, and efficiency with which they run their task of educating or preparing the young minds in the classroom. Here comes the necessity of teacher education. Earlier it was termed as “teachers training”, but a more perfect time “teacher education” has come into existence as it is not only the mechanical training of the motor skill of the teachers, but they are also educated with

sociological, philosophical and psychological perspectives. So, while deciding the policy of education of a nation, a proper road map for teacher education is also taken not only in our nation but also in almost all the nation of the world. Being a student of education, one should have a clear knowledge about the meaning, nature, and scope of teacher education. One should also have the idea regarding the role of a teacher and the functions of a teacher appearing to contemporary socio philosophical psychological aspect. This chapter will discussed regarding the meaning, nature, and scope of teacher education as well as the role and function of a teacher.

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### **1.1.2: Learning Objectives**

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

1. Conceptualize the meaning of teacher education
2. understand the nature of teacher education
3. Create an awareness regarding the scope of teacher education
4. Recognize the rules of teachers in the society
5. recognize that functions of teachers as par the profession

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### **1.1.3: Meaning of Teacher Education**

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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. As W.H. Kilpatric put it, —Training is given to animals and circus performers, while education is to human beings.

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.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

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

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

**Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

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

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

Teacher education is an important training program in any educational setup. It deals with procedures, provisions, and policies, to make candidates learn and gain knowledge about various concepts. They get trained to equip themselves with the best teaching skills, knowledge, attitudes, and behaviors which are required to perform effectively in any learning environment like a classroom or school.

Teacher education helps the teachers to learn how to deal with the students and make them learn effectively. It is an ongoing process as the industry is always evolving and new effective ways of teaching keep emerging.

Under teacher education, the teachers can be trained on modern concepts and ideas in order to expand their boundaries of knowledge and adapt to the new learning environment. For example, with the advancing technologies, they are trained on e-teaching and virtual learning methods by teaching them how to handle the technologies and tools for effective teaching.

When it comes to teacher education, there seem to be several distinct components of it, while the two major ones include pre-service education and in-service education. In pre-service education, the candidates are being educated before they have undertaken any teaching. Alternatively, in-service teacher education refers to education given to candidates that have already begun teaching.

The way the education is carried out is usually a subject of political discussion in several nations, which showcases both the value attached by different cultures and societies to prepare young people for their life. This education is an important element of any education system, which must be reviewed for effectiveness.

Like doctors, lawyers, accountants, and architects, teachers have to master their disciplines to be effective in their professions, but knowing their subject matter is not sufficient.

Professionals are not simply holders of knowledge; they are people who act on this knowledge for the benefit of clients. The difference between teachers and other professionals in this regard, however, is striking. As Fenstermacher (1990) points out, most professionals use their knowledge to help the client with a problem, but they don't provide the client with the capacity to figure it out for himself or herself the next time around. "One of the ways that physicians have succeeded in garnering the status and income they presently enjoy is to 'lock up' or mystify their knowledge" (Fenstermacher, 1990, p. 136).

Most experts rent their knowledge without revealing its secrets in order to keep its power to themselves. Clients are forced to go back to the expert for another fix, another intervention, or another rental of expertise the next time they require assistance with a medical, legal, or accounting issue. Teachers are distinctive.

They give freely their knowledge rather than renting it. A good teacher's goal is to enable students to study on their own without the need for the teacher's assistance. Teachers who operate in this manner deconstruct their own knowledge and voluntarily give up the source of client control that other professions so zealously defend. They don't rent their expertise, they give it away. A good teacher is in the business of making himself or herself unnecessary, of empowering learners to learn without the teacher's help. By doing things this way, teachers demystify their own expertise and thus willingly abandon the source of power over the client that other professions guard so jealously.

In the same manner, teacher educators are in the business of demystifying teaching, giving away their own expertise to empower the prospective teacher to carry on the practice of teaching without need for continuous consultation and chronic dependency. In both cases, teacher and teacher educator put themselves in positions that diminish their own status and power in order to enhance the capacity and independence of their students. This distinctive mode of professional practice helps explain much of the disdain that both professions must endure, but at the same time this quixotic

selflessness also endows teachers and teacher educators with just a hint of frayed nobility.

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#### **1.1.4: Nature of Teacher Education**

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Socially, politically and economically the world is changing at a dramatic rate. Hence, it is certainly not possible to foresee any slowing in the pace over the next decade. As the world has changed, so has the school, and so has what we mean by teaching and by learning. The teacher-student relationship is far more complex and demanding than ever before. The implication of this more diversified role for the teacher is what impelled a new view of the process of teacher education and training. Thus, teacher education is seen as a continuous process, beginning with a phase of initial training and continuing throughout the teacher's professional life throughout regular and sustained periods of in-service training. Maintaining the view that a teacher must remain a learner during the scope of their service is mandatory.

The nature of Teacher education may be listed as follows:

1. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia 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 preservice 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.
9. According to UNESCO (2005), teacher education “addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers.”
10. Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely (Perraton, 2010).
11. Teacher Education has the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education serves as key change agents in transforming education and society, so such a future is possible.

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### **1.1.5: Scope of Teacher Education**

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Teacher Education is one of the important components to determine the quality of a teacher. Untrained teachers remains deprived of becoming aware realising many good

qualities of a teacher. Teaching is a profession which requires the development of typical the feelings and skills of harnessing the good qualities in a learner.

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 such as:

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

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 vital concerns that have emerged in the light of changing national development goals and educational priorities.

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.

There are various scopes of teacher education in teaching profession which are as follows:

- Through teacher education, the students of the teaching profession can learn certain skills to teach pre-primary, primary, elementary, and higher secondary

levels. Thus, teacher education becomes a different programme to be analysed properly by amateur teachers.

- Through teacher education, the courses can be separated and diversified according to the levels of the student education.
- Teacher education can be related to various subjects such as humanities, art, science, philosophy, sociology, etc.
- Teacher education paves a way for the analytical study of child psychology to be associated with the learning in the classroom with which teachers can develop a deep understanding of the behaviour.
- Teacher education can lay the foundation for sociological aspects related to child's relationship with the environment and society which be studied closely by the teachers.
- Teacher education provides opportunities to observe and engage with children, communicate with and relate to children
- Teacher education provides 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.
- Teacher education provides 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.
- Teacher education provides opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social setting and develop critical thinking.
- Teacher education provides opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

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### **1.1.6: Roles and Functions of School Teacher**

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Teachers have an important role and contribution to society. Apart from preparing and delivering effective classes, they are in charge of measuring and evaluating students' progress. Being an instructor, counsellor, collaborator, etc., all at once makes a

significant difference in the lives of their students. Therefore it is important to understand the *roles and functions of a teacher* to deliver a better learning and teaching experience.

Broadly speaking, the function of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another.

The current system of schooling poses tremendous burden on children. Educationists are of the view that the burden arises from treating knowledge as a ‘given’, an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The NCF 2005, requires a teacher to be a facilitator of children’s learning in a manner that the child is helped to construct his/her knowledge. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted.

### **The Roles of Teacher:**

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The duties of a teacher extend much further beyond standing at the front of a classroom and delivering lessons. Behind the scenes, a lot of work goes into planning and preparing for lessons and providing additional support to students. A good teacher may also make a positive impact on students, often becoming a source of inspiration and motivation.

As mentioned, the roles of a school teacher cannot be listed in a few words. It goes without saying that there are a lot of unwritten rules and responsibilities that a teacher should take upon. What we are going to discuss are the basic roles and responsibilities that are expected to be carried out by a school teacher.

### **1. Character Development**

Students look up to teachers. The fables and stories that you tell them stay with them for longer than you can even imagine. Do you remember the story of the tortoise and hare where the tortoise won the running race? It taught us that pride goes before a fall and such moral tales and stories have a huge impact on students. It aids in character

development, and it is up to the school teacher to incorporate such stories and discussions in the classroom that helps students get an idea of rights and wrongs. They should be able to make sense of what's right and wrong and also create their own ideologies.

## **2. Conveying Concepts**

It goes without saying that one of the most important duties of a teacher is to teach! It is a no-brainer! Conveying the concepts and syllabus material is an important part of a school teacher's responsibility. Planning and preparing the lessons and conducting the classes are at the heart of school teacher duties. Being punctual and showing up at scheduled times be it online classes or normal classes.

## **3. Classroom Management**

Managing the classroom and maintaining the decorum of the classroom helps to increase the effectiveness of the classes and it is on the school teacher to create a rapport between the students and conduct the classes while maintaining discipline and order of the class. Managing student behavior, conflict resolution, problem-solving and quick thinking are all skills that are expected out of a teacher.

## **4. Promoting Student Motivation**

As discussed, a teacher plays a huge role in influencing a student and shaping their behaviour. Building a student's ability and motivating them to do better is a part of being a teacher. They should try to promote intrinsic motivation and should be able to encourage students who are not doing great from an academic standpoint. Teachers should be able to reinstate faith in students and be a pillar.

## **5. Student Engagement**

Engaging with the students and using various different approaches to do so is an integral part of teaching. The essence of teaching is not just to read out what's in the textbook or curriculum. It is about engaging students in the lessons and involving them in hands-on activities and problem-solving exercises so that they are prepared.

## **6. Evaluation and Assessment**

A huge part of teaching is analysing whether your students have understood the essence of what you have taught them, conducting regular quizzes, and tests, and

evaluating the students in a just manner. These findings should be reported to the authorities or the management. School teachers should act on these evaluations accordingly and alter their approach based on what they conclude from the evaluation reports.

## **7. Learning and Adapting**

A great teacher is one who never stops learning. The education landscape is changing every minute and it is the duty of a teacher to learn and adapt to the changes effectively. For instance, learning management systems, online teaching apps and virtual classrooms are the new normal, and teachers should introduce these new opportunities to their students and also fit into this new way of teaching so that they can stay on top of their game.

### **Functions of a Teacher:**

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It is very tough to make a line of demarcation between the roles and functions of a teacher. These two are almost overlapping to each other. The functions of a teacher may be listed as follows:

#### **1. Planning and preparing lessons**

This can include a lot of work, especially if you're new to the role and haven't taught the subject or students before. A good place to start when planning or preparing for a lesson is to get to know your students and their preferred learning styles and find out how much they already know about the subject. This will help to guide you when deciding the aim and objectives of each lesson and the best activities and resources to use.

#### **2. Encouraging student participation**

Students tend to become more engaged and learn more during lessons when participation is actively encouraged. Teachers should incorporate different techniques into lessons to help create a learning environment that encourages students to have a voice and participate.

#### **3. Researching and developing new teaching materials**

As well as planning lessons, teachers are required to research and source appropriate teaching materials to complement the contents of the lesson. This includes both

materials that will be used during the lesson and information to take home and revise from.

#### **4. Research and implementing new teaching methods**

Choosing the right teaching methods is key to effective teaching. When selecting a teaching method, the factors that you should consider are:

- Class size
- Teaching objectives
- Your audience
- Subject matter
- Student's background knowledge

#### **5. Marking student work and recording performance**

Teachers should keep a record of student grades so that they have some indication of what level they're working at and the progress of their performance over time. Keeping track of student performance can also help teachers to improve their teaching by indicating which methods of teaching have been most effective and where further time and resources need to be invested.

#### **6. Setting assessments and overseeing examinations**

Assessments and exams monitor student performance and assess what they have learnt. Exams can prove a student's level of competence in any given subject and also show teachers which areas students are finding most difficult to understand.

#### **7. Providing learners with one-to-one support**

As well as teaching full classes, teachers are also responsible for providing one-to-one support to students when required. This could involve acting as your students' personal tutor or helping students to arrange any additional support they may require with their learning.

#### **8. Open days or other events**

Depending on the kind of educational organisation that you work for, you may occasionally be required to represent the organisation or your department at open days for prospective students or trade events.

### **9. Furthering your own learning and professional development**

New teaching methods and techniques are being created all the time and it's a teacher's responsibility to stay up-to-date with the most effective resources and techniques available to help them deliver engaging lessons.

### **10. Communicating effectively with other teachers and educational organisations**

Being able to communicate effectively with other teachers and educational organisations can help teachers to work together and collaborate to provide a more joined-up, engaging, and effective learning environment for students.

### **11. Administrative tasks**

As with most jobs, teaching doesn't come without admin. Some of the administrative tasks you may be required to complete regularly include:

- Printing or photocopying resources for lessons.
- Word processing documents for lessons.
- Setting up IT equipment.
- Ordering equipment and resources.
- Keeping and filing records.

This list of responsibilities is in no way exhaustive as teaching is such a multifaceted role. It's also worth noting that there are key differences in the responsibilities of a teacher depending on whether they are teaching in a school or a higher education setting.

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#### **1.1.7: Let us Sum up**

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Teacher education is a program of education that deals with the education research and training of persons to teach from preprimary to higher education level. It is a program which 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.

So for the nature of teacher education is concerned, it is a continuous process and its pre service and in service components are complementary to each other. It is based on Saturn theory and is broad and comprehensive in nature. Teacher education has become differentiated into stage specific programmes.

Teacher dedication is one of the important components to determine the quality of uh teacher. It derives its contents from the disciplines of philosophy, sociology and psychology. There are various scopes of teacher education in teaching profession such as teachers can learn certain skills, the process can be separated and diversified, it opens our way for the analytical study of child psychology and finally prepare a better teacher for an effective teaching.

Teachers role are very much pivotal in educational institutions as well as in the society. A teacher has to develop the character, convey the concept, has to manage the classroom, so much motivation for the students, engage the students into different activities and even has to evaluate and assess the learners.

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### **1.1.8: Assignments**

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1. Discuss the meaning of teacher education.
2. Comment on the nature of teacher education.
3. What are the scopes of teacher education?
4. Recognize the roles of a teacher.
5. What are the functions of a teacher?

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### **1.1.9: Suggested Reading**

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# **COR-312**

## **Teacher Education**

### **Block-2**

#### **Models of Teacher Education**

##### **Unit I**

##### **Understanding Knowledge Base of Teacher Education**

###### **Content Structure:**

2.1.1 Introduction

2.1.2 Learning Objectives

2.1.3 Knowledge Base of Teacher Education from the View Point of Shulman

2.1.4 Knowledge Base of Teacher Education from the View Point of Deng and Luke

2.1.5 Knowledge Base of Teacher Education from the View Point of Habermas

2.1.6 Let Us Sum up

2.1.7 Assignments

2.1.8 Suggested Reading

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###### **2.1.1: Introduction**

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Knowledge base of teacher education is the accumulated knowledge and know-how of teacher that developed from experience. It is about all the required cognitive knowledge for creating effective teaching and learning environments. The knowledge base of teacher education focuses on the professional related insights relevant for the teaching profession. It may also be seen as a body of common practices and wisdom accumulated by practitioners and scholars.

###### **History of knowledge base:**

- Earlier: teacher needed to know content to teach and knowledge of some pedagogical practices

- 1960s: attention shifted to various teachers' characteristics and behaviors associated with increased student achievement.
- “Scientific Basis of The Art of Teaching” Nathaniel L. Gage
- Shifted from Behavioral to cognitive perspectives- focus on mental life of teachers
- 1980s: Cognitive psychologists-began to categorize expert knowledge that is needed for good teaching
- 1986- Lee S. Shulman- catalyzed systematic study of knowledge underlying teaching.

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### **2.1.2: Learning Objectives**

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After going through this Unit, the learners will be able to—

1. Create an awareness regarding the knowledge base of teacher education.
2. Discuss the Knowledge Base of Teacher Education from the view point of Lee S. Shulman.
3. Understand Pedagogical Content Knowledge.
4. Discuss the Knowledge Base of Teacher Education from the view point of Deng and Luke.
5. Understand the Knowledge Base of Teacher Education from the view point of Habermas.
6. Differentiate among different knowledge bases.

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### **2.1.3: Knowledge Base of Teacher Education from the View Point of Shulman**

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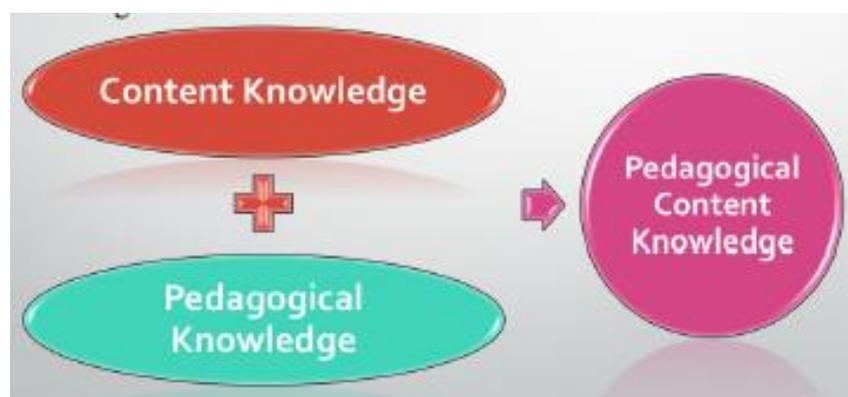
Lee S. Shulman is an American psychologist. Shulman (1986a, 1986b, 1987) states his interest in questions teachers ask and the explanations they offer. He is interested in where teacher explanations come from and how teachers decide what to teach, how to represent what they teach, how teachers question students about subject content and how teachers deal with problems of pupils' misunderstandings. Shulman observes that new teachers begin with expertise in the content they teach and an important issue for him is the transition they make from expert student to novice teacher. Fuller and Bown (1975) articulated a three-stage model of student-teacher development. They aver that concerns of student teachers shift outward from an initial pre-occupation of self to a focus on tasks and teaching situations, and finally to consideration of the impact of

their teaching on pupils. However, subsequent studies have challenged this model of discrete stages (see Burden, 1990 and Guillaume & Rudney, 1993). These studies show that it is possible to discern a number of types of progression amongst beginning teachers and that there were no common starting points for all beginning teachers. Furthermore, beginning teachers showed different rates of development.

Nevertheless, the issue of transition remains and Shulman (1986) ponders how beginning teachers transform their content expertise into a form that secondary students can understand. For example, when faced with unclear texts from books, how does a beginning teacher generate new explanations, representations and clarifications? What are the sources of analogies, metaphors, examples and rephrasings? How does the beginning teacher draw on expertise in the subject matter in the process of teaching? And what pedagogical prices are paid when a teacher's subject matter competence is itself compromised by deficiencies of prior education or ability? Shulman (1986a, 1986b, 1987) rejects the usual pedagogy-content dichotomy as ineffective and takes an in-depth look at content knowledge, which he breaks down into a number of constituent parts.

Subject content knowledge is concerned with the subject matter to be taught, and it encompasses what Bruner calls the structure of knowledge: the theories, principles and concepts of a particular discipline. It is concerned with the organisation of basic concepts (substantive structures) and the ways to validate them (syntactic structures). Teachers must be able not only to define and explain the subject content that they are teaching to their pupils but also to explain why a particular proposition is deemed warranted and worth knowing (Shulman, 1986b).

He proposed and popularized the phrase "Pedagogical Content Knowledge (PCK)".



General pedagogical knowledge is the generic knowledge about teaching gained from practice. The sort of knowledge to which Shulman is referring is knowledge of, for example, how to settle a class, how to attract and hold the attention of the class and how to manage educational resources. Much of general pedagogical knowledge appears to be procedural and learnt from practice; yet it is also likely, given that it is grounded in practice, that general pedagogical knowledge is constructed from innumerable „cases“ of teaching, and has a substantive base (Turner-Bisset, 2001). It follows that an understanding of pupils' learning is a necessary requirement for good teaching to be possible and that consequently the expert teacher will have a pedagogical repertoire of teaching techniques.

Shulman (1986b) describes curriculum knowledge as the „tools of the trade“ of teachers. Curriculum knowledge is knowledge of the curriculum in its widest sense, of the whole curriculum laid down for pupils, the programmes of study, and the kinds of curriculum materials used to teach each subject. Curriculum materials from other subjects are included to enable creation of cross-curricular connections. Teachers should also be familiar with what has been studied previously and what will be studied in the future.

Shulman (1986a, 1986b, 1987) reports various studies showing that teachers possess high levels of pedagogical content knowledge. For Shulman, pedagogical content knowledge conceptualises teachers' expert knowledge and in a sense it is an amalgam of various teachers' expertises. Teachers construct versions of reality that fit the experience of the context.

Pedagogical content knowledge is knowledge that is constructed from knowledge of environmental contexts, knowledge of students, knowledge of pedagogy and of subject matter. It is knowledge that has been specifically crafted by teachers for fitness of purpose. In the early days of one's teaching, a fundamental concern for a teacher is how to communicate one's own subject knowledge i.e. how can learners come to know and understand what the teacher knows and understands? The problem is one of representation: communicating concepts and processes of a subject discipline. For Shulman, representation is the process of turning subject knowledge

into knowledge for teaching which lies at the intersection of subject knowledge, pedagogy and knowledge of one's students as learners.

- **Content Knowledge :**
  - Knowledge about topics in one's subject area
  - 'What' of teaching
  - Knowledge of concepts, theories, ideas, knowledge of proofs and evidences as well as practices and approaches to develop this knowledge.
- **Pedagogical Knowledge :**
  - 'How' of teaching - Knowledge about pedagogy
  - Knowledge about approaches, methods or techniques used in the classroom, the nature of the target audience, how students learn, and strategies for assessing students' knowledge
  - Representations of knowledge, students learning difficulties and strategies to deal with them
- **Pedagogical Content Knowledge :**
  - Combination of both content and pedagogical knowledge
  - Amalgamation of 'What' and 'How' of teaching
  - Topic specific

Shulman (1986b) offers additional categories of knowledge bases that contribute to pedagogical content knowledge. Knowledge of learners includes general knowledge of what pupils of a certain age are like and specific, context bound, knowledge of a group of learners, i.e. „my class“. Knowledge of educational contexts is in the broadest sense knowledge of all settings where learning takes place. Teaching contexts may have a significant impact on teaching performance, and there are a range of contextual factors that affect teachers' development and classroom performance. These include the socio-economic level of the catchment area; the type and size of school; the class size; the amount and quality of support teachers and other colleagues give to each other; the feedback teachers receive on their performance; the quality of relationships in the school; and the expectations and attitudes of the headteacher.

There is a further aspect to teaching and that is its socio-moral element. Shulman (1986b) states that teachers have both short-term goals and long-term aims and that teachers should be explicit of the ethical and moral dimensions in their thinking and in their lesson planning.

Shulman (1987) states that the key to characterising the knowledge base of teaching lies at the intersection of content and pedagogy in teachers' capacities to transform content knowledge into forms that are pedagogically powerful and yet adaptive to the variety of student abilities and backgrounds.

Shulman describes five sub-processes in the transformation process:

- i. preparation
- ii. representation
- iii. instructional selections
- iv. adaptation and
- v. tailoring of instructions“.

**Preparation** involves examining and critically interpreting resources that will be used in the lesson in terms of teachers“ own understanding of the subject matter.

**Representation** involves thinking through the key ideas of the lesson and identifying alternative ways of representing them to students. This includes analogies, metaphors, examples, narratives and simulations that can help to build a bridge between the teacher’s comprehension and that desired for the students.

**Instructional selection** occurs when teachers draw upon a range of approaches for teaching and learning, such as Socratic dialogue, discovery learning, project methods, learning outside classroom settings.

**Adaptation** is the process of fitting the represented material to the characteristics of the students so as to reflect the characteristics of the students“ learning styles.

**Tailoring of instruction** entails fitting representations not only to particular students but also to a group of a particular size, disposition, receptivity, and interpersonal „chemistry“.

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#### **2.1.4: Knowledge Base of Teacher Education from the View Point of Deng and Luke**

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Zongyi Deng is Professor of Curriculum and Pedagogy at UCL Institute of Education, University College London. He is also an executive editor of Journal of Curriculum Studies (JCS) and has held faculty positions at Nanyang Technological University and the University of Hong Kong. His interest areas include curriculum content or subject matter, curriculum theory, didactics (Didaktik), curriculum policy and reform, and comparative and international educationless.

## Deng –liberal studies

- Purpose to broaden teachers and students knowledge bases
- Enhance social awareness
- Cultivate positive attitude and values
- Develop critical thinking
- Adaptability and life long learning capacities

**Allan Luke** is an educator, researcher, and theorist studying literacy, multiliteracies, applied linguistics, and educational sociology and policy. Luke has written or edited 17 books and more than 250 articles and book chapters. Luke, with Peter Freebody, originated the Four Resources Model of literacy in the 1990s. Part of the New London Group, he was coauthor of the "Pedagogy of Multiliteracies: Designing Social Futures" published in the Harvard Educational Review (1996). He is Emeritus Professor at Queensland University of Technology in Brisbane, Australia and Adjunct Professor at Werklund School of Education, University of Calgary, Canada.

## Luke – Four Resources Model (Peter Freebody)

1. Coding Competence - ability to decode
2. Semantic Competence – ability to make meaning
3. Pragmatic Competence – functional literacy
4. Critical Competence – critically select text

### **The conception of knowledge given by Deng and Luke**

The first knowledge distinction is called a disciplinary conception of knowledge.

This knowledge conception is characterized by putting facts, concepts, and methods, linked to a specific academic discipline, in the foreground.

Deng and Luke propose three conceptions of knowledge based on their examination of several disciplinary and epistemological knowledge classification schemes.

The practical conception of knowledge represented by procedural knowledge derives from the wisdom of practice.

According to Deng and Luke concept of knowledge-based teaching, there are three concepts:

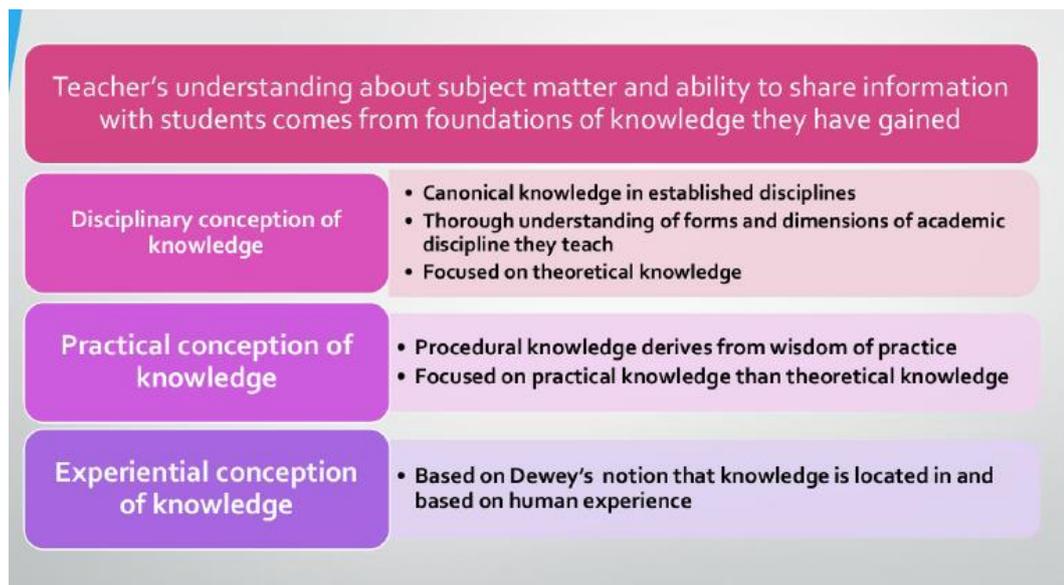
**Disciplinary:** The teaching procedure must follow a discipline to propagate the knowledge in the classroom.

**Practical:** Practical knowledge must be focused on, rather than theoretical knowledge.

**Experiment:** The knowledge can be gained and remember for a long time if the hand on experience is given for the same. That is learned through the experiential method

Therefore, the following can be associated with the conception of knowledge given by Deng and Luke:-

- **Disciplinary Conception of knowledge:**
- **The Practical Conception of knowledge**
- **The Experiential Conception of knowledge**



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### **2.1.5: Knowledge Base of Teacher Education from the View Point of Habermas**

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Jürgen Habermas is a German philosopher and sociologist in the tradition of critical theory and pragmatism. Jürgen Habermas currently ranks as one of the most influential philosophers in the world. Bridging continental and Anglo-American traditions of thought, he has engaged in debates with thinkers as diverse as Gadamer and Putnam, Foucault and Rawls, Derrida and Brandom. His extensive written work addresses topics stretching from social-political theory to aesthetics, epistemology and language to philosophy of religion, and his ideas have significantly influenced not only philosophy but also political-legal thought, sociology, communication studies, argumentation theory and rhetoric, developmental psychology and theology.

#### **Habermas's theory of communicative action.**

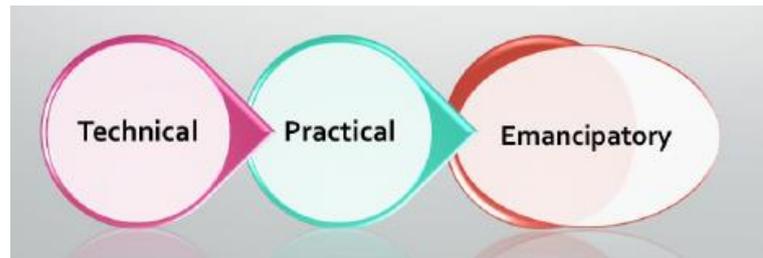
The theory is based on the idea that social order ultimately depends on the capacity of actors to recognize the intersubjective validity of the different claims on which social cooperation depends.

In communicative action, or what Habermas later came to call “strong communicative action” in “Some Further Clarifications of the Concept of Communicative Rationality” (1998b, chap. 7; German ed., 1999b), speakers coordinate their action and pursuit of individual (or joint) goals on the basis of a shared understanding that the goals are inherently reasonable or merit-worthy. Whereas strategic action succeeds insofar as the actors achieve their individual goals, communicative action succeeds insofar as the actors freely agree that their goal (or goals) is reasonable, that it merits cooperative behavior. Communicative action is thus an inherently consensual form of social coordination in which actors “mobilize the potential for rationality” given with ordinary language and its telos of rationally motivated agreement.

To support his conception of communication action, Habermas must specify the mechanism that makes rationally motivated agreement possible. Toward that end, he argues for a particular account of utterance meaning as based on “acceptability conditions,” by analogy to the truth-conditional account of the meaning of sentences. But rather than linking meaning with representational semantics, Habermas takes a pragmatic approach, analyzing the conditions for the illocutionary success of the speech act.

Habermas differentiates three primary generic cognitive areas in which human interest generates knowledge.

1. **Technical Knowledge** - The way one controls and manipulates one's environment.
2. **Practical knowledge**- it is the human social interaction or 'communicative action'.
3. **Emancipatory knowledge**- It is the 'self-knowledge' or self-reflection.



Habermas claims that, in communicative-oriented action, human agents are constantly and inevitably engaged in the assessment or evaluation of validity claims made by participants. These validity claims consist of the following (Habermas, 1973, p. 18):

1. **The comprehensibility of the utterance Claim of comprehensibility:** claiming that the language used conveys accurately what is to be conveyed
  2. **The truth of its propositional component Claim of truth:** claiming that the content of the language reflects the state of affairs in the wider world
  3. **The correctness and appropriateness of its performatory component Claim of rightness:** claiming that the language is used according to appropriate rules or norms
- Habermas and Teacher Leadership through Reflection
4. **The authenticity of the speaking subject Claim of authenticity:** claiming that the content of the language used is sincere in order to generate trust

Habermas' theory of communicative action and discourse ethics has much potential for guiding both policymakers and practitioners in contributing to the success of educational change through teacher reflection. One of the key factors that have been identified as hindering successful implementation of educational change and reform is the lack of congruence between the needs of policymakers and those of teachers (Hairon, 2006). While policymakers' primary concern is the efficient and effective implementation of educational changes and reforms, a primary concern of practitioners at the classroom or school level is the meaning that they derive in

implementing these changes and reforms. If teachers perceive the tool of implementation as meaningless, yet they are still constrained to carry out the implementation because of control mechanisms such as an appraisal system or a documentation regime, they may experience a loss of meaning to their calling as teachers, or a loss of meaning as human beings because being able to think and to make decisions are basic conditions of being human beings. This may result in system crises such as resistance to educational change and reform or lack of participation in such efforts, increased applications for medical leave, and increased resignations among teachers. To address these crises, policymakers or leaders in education need to provide spaces through teacher reflection where the voices of teachers could be heard and negotiated agreement could be reached so as to minimise the excesses of the system imperatives of power and money. Teachers can be leaders in educational change through critical reflections which promote democratic interactions and communications among stakeholders of education.

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### **2.1.6: Let Us Sum up**

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Knowledge base of teacher education is the accumulated knowledge and know-how of teacher that developed from experience. Earlier teacher needed to know the content to teach and knowledge of some pedagogical practices.

In 1986, Lee S Shulman catalyzed systematic study of knowledge underlying teaching. He proposed and popularized the phrase “pedagogical content knowledge”. It is a knowledge that is constructed from knowledge of environmental contexts knowledge of students, knowledge of pedagogy and of subject matter.

Deng and Luke provided different conception of knowledge by making a distinction and calling it additionally conception of knowledge. This knowledge conception is characterized by putting facts, concepts and methods, linked to specific academic discipline, in the foreground. Their concept knowledge based teaching have three concepts: disciplinary, practical, and experiment.

Habermas, a German philosopher, while providing his concept of knowledge base of teacher education propounded the theory of communicative action which is based on the idea that social order ultimately depends on the capacity of actors to recognize the

intersubjective validity of the different claims on which social cooperation depends. He differentiates 3 primary generic cognitive areas in which human interest generates knowledge hold on technical knowledge, practical knowledge and emancipatory knowledge.

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### **2.1.7: Assignments**

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1. What is called knowledge based off teacher education?
2. Discuss the knowledge base of teacher education from the viewpoint of Lee S. Shulman.
3. What is pedagogical content knowledge?
4. Discuss the knowledge base of teacher education from the viewpoint of Deng and Luke.
5. What do you understand by the knowledge base of teacher education from the viewpoint of Habermas?

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### **2.1.8: Suggested Reading**

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# **Block-2**

## **Models of Teacher Education**

### **Unit II**

### **Reflective Teaching**

#### **Content Structure:**

- 2.2.1 Introduction
- 2.2.2 Learning Objectives
- 2.2.3 What is Reflective Teaching?
- 2.2.4 The Reflective Model
- 2.2.5 Ways of Reflection:
- 2.2.6 Merits of Reflective Teaching
- 2.2.7 Strategies for Promoting Reflective Teaching
- 2.2.8 Let Us Sum up
- 2.2.9 Assignments
- 2.2.10 Suggested Reading

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#### **2.2.1: Introduction**

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Reflective teaching is an important concept in the arena of education. Reflective teaching is a process where teachers look back at their teaching practices and find ways how their teaching methods can be improved or changed for the better learning of students. A teacher reflects on their teaching process to learn about their practice and think if it's working for the students' learning process. It can help a teacher largely in the way he/she functions in the classroom. Following this process will be helpful for both the teachers and students as it will lead to effective teaching as well as a learning experience. This Unit will discuss in detail the concept of Reflective Model of Teacher Education as well as the Reflective Teaching strategies. The learners will also come to know about the strategies to promote Reflective Teaching.

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### 2.2.2: Learning Objectives

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

1. Know what Reflective Teaching is.
2. Discuss the Reflective Model of Teacher education.
3. Recognise the ways of reflection.
4. Understand the strategies to promote Reflective Teaching.
5. Understand how to reflect on one's own teaching.

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### 2.2.3; What is Reflective Teaching?

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Reflective teaching is an inquiry approach that emphasizes an ethic of care, a constructivist approach to teaching, and creative problem solving (Henderson, 2001). An ethic of care respects the wonderful range of multiple talents and capacities of all individuals regardless of cultural, intellectual, or gender differences. A premium is placed on the dignity of all persons. Teachers using a constructivist approach place emphasis on big concepts, student questions, active learning, and cooperative learning, and they interweave assessment with teaching.

A constructivist approach seeks to connect theory to practice and views the student as “thinker, creator, and constructor.” Integral to a constructivist theory of learning is creative problem solving. Teachers take responsibility for assessing and solving problems not with mechanistic “cook book” recipes, but by asking “What decisions should I be making?”, “On what basis do I make these decisions?”, and “What can I do to enhance learning?”

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### 2.2.4: The Reflective Model

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The reflective practice has become a dominant paradigm in language teacher education research and programmes worldwide. But it is not an innovation in teaching. It has its roots in the work of a number of educational theorists and practitioners. Most definitions on reflective thinking found in the literature of teacher education are based on **Dewey's** inquiry oriented concepts. In the 1980s, Dewey's foundational aspects on reflection were further extended by the American sociologist **Donald A. Schön**. Later on, in 1991 **Michael J. Wallace** described Schön's critique in a more explicit way.

The Reflective Model is based on the assumption that teachers develop professional competence through reflecting on their own practice. In other words, a teaching experience is recalled and considered to reach an evaluation and to provide input into future planning and action.

For Wallace a teacher education course should include two kinds of knowledge for it to be professionally structured:

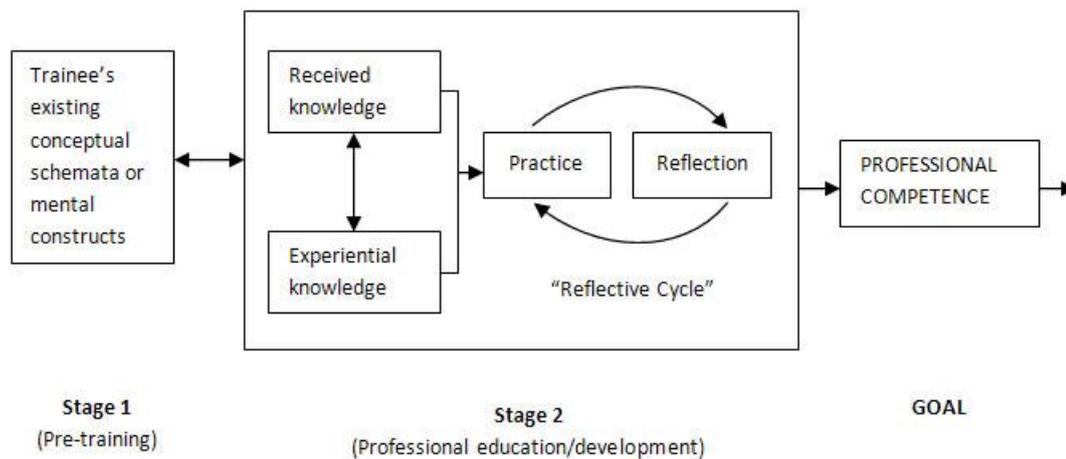
- **Received knowledge:** It is related to all the theories, concepts and skills that are studied during the student-teacher's ELT methodology lessons.
- **Experiential knowledge:** It is that knowledge which is developed by the trainees throughout their teaching practice.

Wallace's Reflective Model is applicable to both **pre-service** and **in-service** education. The model is separated it into three stages:

1. **The pre-training:** It is believed that the person who has decided to embark on professional education does not enter the programme with blank mind. He has, at least, some pre-training knowledge about teaching.
2. **The professional development:** It is the stage of professional education or development through theory and practice.
3. **The professional competence:** The ultimate goal of this model is to increase professional competence.

Wallace presents the Reflective Model as a **cyclical process** in which the trainees are involved throughout their teaching experience. Such a cycle aims for continuous improvement and the development of personal theories of action. There is an assumption that the student-teachers already have some knowledge that they acquired as students and during the development of their English programme. Once the student-teachers have the opportunity to enter the classroom environment, they discover the actual framework of teaching and become aware of the different classroom situations. Thus, they start recalling about their performance during the teaching practice, how some experienced teachers deal with those situations, and also, how they themselves could manage them. So, they make some decisions and think about possible actions they could apply to their context. Or sometimes they simply

reflect upon their classroom activities to evaluate their professional performance. Such a study helps them to figure out both the positive as well as the negative side of their teaching strategy. That means reflection helps them to avoid various future professional dilemmas by recalling and evaluating past experiences. The following illustration is a graphical representation of Wallace's Reflective Model of professional education or development:



This is a very common way in which **professional competence** is developed, and in it the process of **reflective practice** is clearly taking place, even though the practice element occurs outside the formal framework of the course. The use of reflective practice is obviously valid, but it should be noted that this sort of practice for professional education carries certain disadvantages:

- The main disadvantage is that the experience is private, not shared.
- The second disadvantage is the potential lack of focus in the discussion.
- The third problem could well be the lack of structure in the mode of articulating reflection.
- Ultimately, its flexibility and stress on participant initiative and input may cause lack of organisation and a pooling of ignorance, at the expense of genuine professional or personal progress.

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### **2.2.5: Ways of Reflection**

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When instructors engage in reflective teaching, they are dedicating time to evaluate their own teaching practice, examine their curricular choices, consider

student feedback, and make revisions to improve student belonging and learning. This process requires information gathering, data interpretation, and planning for the future. Reflective teaching involves examining one's underlying beliefs about teaching and learning and one's alignment with actual classroom practice before, during and after a course is taught.

When teaching reflectively, instructors think critically about their teaching and look for evidence of effective teaching. This critical analysis can draw on a variety of sources: Brookfield (2017) lays out four crucial sources: “students’ eyes, colleagues’ perceptions, personal experience, and theory and research.” Instructors can use various tools and methods to learn from these sources and reflect on their teaching, ranging from low-key to formal and personal to inter-collegial. For example, reflective teaching may include self-assessment, **classroom observations**, consideration of **student evaluations**, or **exploration of educational research**. Because each semester's students and their needs are different, reflective teaching is a continual practice that supports effective and student-centered teaching.

### **Examples of Self-Assessment**

- **Reflection Journals:** Instructors might consider capturing a few details of their teaching in a journal to create an ongoing narrative of their teaching across terms and years. Scheduling a dedicated time during the 5 or so minutes after class to write their entries will ensure continual engagement, rather than hoping to find a moment throughout the day. The instructor writes general thoughts about the day's lesson and might reflect on the following questions: What went well today? What could I have done differently? How will I modify my instruction in the future?
- **Teaching Inventories:** A number of **inventories**, like the **Teaching Practices Inventory**(**link is external**) (Wieman and Gilbert, 2014), have been developed to help instructors assess and think more broadly about their teaching approaches. Inventories are typically designed to assess the extent to which particular pedagogies are employed (e.g. student- versus teacher-centered practices).

- **Video-Recorded Teaching Practices:** Instructors may request the PoorvuCenter to video record their lessons while conducting a classroom observation, or instructors can video record themselves while teaching and use a **classroom observation protocol** to self-assess their own practices. Some Yale classrooms have video cameras installed for **lecture capture**, which instructors can then use for their self assessment.
- **Teaching Portfolio:** A more time-intensive practice, the teaching portfolio invites instructors to integrate the various components of their teaching into a cohesive whole, typically starting with a teaching philosophy or statement, moving through sample syllabi and assignments, and ending with evaluations from colleagues and students. Though less focused on classroom practices, a portfolio is an opportunity to reflect on teaching overall. The PoorvuCenter offers an opportunity for faculty new to Yale to complete a teaching intensive and reflective program, the **Faculty Teaching Academy**, which includes a culminating portfolio. Faculty who complete the program will receive a contribution to their research or professional development budgets. The University of Washington CTL offers best practices for creating a **teaching portfolio**([link is external](#)).

### **Examples of External Assessment**

- **Student Evaluations (Midterm and End-of-Term):** In many courses, instructors obtain feedback from students in the form of **mid-semester feedback** and/or **end-of-term student evaluations**. Because of potential bias, instructors should consider student evaluations as one data source in their instruction and take note of any prevailing themes (Basow, 1995; Watchel, 1998; Huston, 2005; Reid, L. (2010); Basow, S.A. & Martin, J.L. (2012) ). They can seek out other ways to assess their practices to accompany student evaluation data before taking steps to modify instruction. The PoorvuCenter offers **consultations** regarding **mid-semester feedback** data collected. They will also conduct **small group feedback sessions** with an instructor's students to provide non-evaluative, anonymous conversation notes from students in addition to the traditional survey format. If instructors are interested in sustained feedback over time

from a student perspective, then they can also participate in the **Pedagogical Partners** program.

- **Peer Review of Teaching:** Instructors can ask a trusted colleague to observe their classroom and give them feedback on their teaching. Colleagues can agree on an **observation protocol** or a list of effective teaching principles to focus on from a teaching practices inventory.
- **Classroom Observations:** Any instructor at Yale may request an **observation** with feedback from a member of the PoorvuCenter staff. Observations are meant to be non-evaluative and promote reflection. They begin with a discussion in which the instructor describes course goals and format as well as any issues or teaching practices that are of primary concern. This initial discussion provides useful context for the observation and the post-observation conversation.

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### **2.2.6: Merits of Reflective Teaching Model**

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Reflective teaching is very much beneficial for teacher development. It offers more advantages than disadvantages:

- Reflective practice helps the novice teachers become more aware of decision-making processes to help them determine the effect their decisions have in the context in which they are implemented.
- Reflective Model is broad in scope since it enables teachers to investigate, and clarify their own classroom processes, and their individual theories of teaching and learning, instead of relying on some specific method of teaching.
- The Reflective Model is a process oriented teaching approach since it provides an opportunity for the teacher to reveal his creative sides.
- Reflective practice provides an opportunity for the teacher to find a self-defined solution for a particular classroom problem.
- With a sharp contrast to the other models of teacher education, the Reflective Model does not treat the student-teacher as a passive participant. Here he works with his educator as a co-participant.
- This is the only model that fulfils almost all the requirements for **teacher development**.

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## **2.2.7: Strategies for Promoting Reflective Teaching**

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### **Peer Observations**

Peer observations can be a helpful way for understanding one's teaching techniques. With the help of peer observation, the teacher can understand in which aspects he/she shall improve for effective teaching in the classroom.

### **Record class lessons**

Recording class lessons can be an effective way of analysing one's class lessons. The teachers can notice things that they were not aware of. This can be a helpful way of understanding one's way of teaching.

### **Student Feedback**

After classes teachers can ask for feedback from students as to what teaching techniques they prefer, what can be improved, or if they are satisfied with the teaching process. Getting the feedback of students is essential because it enables teachers to acknowledge whether their teaching methods are being effective or not.

### **Student Evaluations**

The teachers may understand if the students are getting what's being taught in the class while evaluating the tests or exam papers. The grades of the students may help the teacher in knowing how well students are taking in the information being discussed in the classroom.

### **Making Notes**

The teacher can make notes after every class to understand how the lessons were taught and how did the students respond. This way the teacher will understand his/her strengths and weaknesses and can improve the teaching techniques.

By self-observation and self-evaluation, teachers can improve their teaching techniques. Through reflecting on one's teaching style, teachers will be able to provide an effective learning experience for the students. Reflective teaching allows knowing what works best in the interest of the students. Such a teacher is on the way to a successful path as well as leads the students to success.

**Ask yourself daily, "How did it go and how do you know?"**

This is a question from Cognitive Coaching training, and it's a useful tool to frame reflection. What are your general impressions, and what evidence do you have to support those impressions? Think of something right now that you believe to be effective. A literacy strategy, for example. Or a favourite unit. Maybe a **no-zero grading policy**.

You say it 'works.' How do you know? What can you point to as evidence? What would others say? What metrics are you using? (See #10 below.)

### **Keep a minimalist blog or journal**

This doesn't have to be anything ambitious—the point is reflection, not web design. Make it as basic as possible and try to blog at least twice a week—and don't skip it if you're feeling too tired or stressed to reflect. These can be the best times and writing about it can be therapeutic. You can even limit yourself to five minutes per entry.

The only goal here is to reflect—maybe create a list of sample prompts or stems to support the reflection. Then go back and read previous entries every now and then to see what you were thinking, when, and why.

### **Be honest with—but not critical of—yourself**

So many potentially great teachers are blind to their shortcomings.

This is probably a kind of defence mechanism. That, or they really can't see their hangups. No teacher is perfect, but reflection can help you identify those barriers that are keeping you from improving. This will require you to be honest with yourself; don't rationalize your own mediocrity, but don't tear yourself apart, either.

### **Surround yourself with enthusiasm**

The more potential you see around you, the more you'll observe, analyze, and design to try to fit some of those ideas in.

### **Look for what's working**

Don't become addicted to fixing the broken bits in your teaching; celebrate what you do well. Identify your own strengths, and use them to transform your teaching. If you're good at tinkering, use that in your teaching no matter the content area. If you thrive through interpersonal connections, use that to drive your work.

By looking for what's working, we can see how that affects everything else, tracing cause/effect patterns to understand how to reflect and grow.

### **Diversify your metrics**

It's tempting to have 'stuff you like,' but have a diverse set of measures of the effectiveness of what you do: Talk to students. Get feedback from parents. Have colleagues watch you. Record it and share with your PLN. Use a variety of **types of assessments**.

And that's just the content part. You also need to know if your manner of interacting with colleagues is working for both you and them. Your tone, body language, quantity and quality of conversation, and so on.

The same with how you grade papers, store unit materials, call the class to attention, manage your time, and on and on. Of all the ways to be a more reflective teacher, there is no single best approach. Just make sure you know what's working and what's not. So often, teachers spin their wheels wildly without knowing it.

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### **2.2.8: Let Us Sum up**

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Reflective teaching is an inquiry approach that emphasizes an ethic of care, a constructivist approach to teaching, and creative problem solving. The reflective practice has become a dominant paradigm in language teacher education research and programs worldwide. In the 1980s, John Davis' foundational aspects on reflection were further extended, and in 1991 a new critique came in a more explicit way. The reflective model is based on the assumption that teachers develop professional competence through reflecting on their own practice. In other words, a teaching experience is recalled and considered to reach an evaluation and to provide input into future planning and action. Wallace's model talks about received knowledge and experiential knowledge and is applicable to both preservice and in-service education. While discussing how to have reflection of a teacher, it has been mentioned that self-assessment and external assessment are effective in having a reflection of our teachers' competency. To develop or to promote reflective teaching in the classroom, all among the teachers, some basic factors should be kept into consideration such as peer observations, recording of

class lessons, student feedback, student evaluations, making notes, keeping a minimalist blog or journal and et cetera.

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### **2.2.9: Assignments**

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1. What is reflective teaching?
2. Discuss the reflective model of teacher education.
3. What are the ways of reflection of a teacher?
4. What are the merits of reflective model of teacher education?
5. Discuss the strategies for promoting reflective teaching.

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### **2.2.10: Suggested Reading**

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Alice Hansen (Eds.). 2012. *Reflective Learning and Teaching in Primary schools*. Sage Publication India Pvt. Ltd., New Delhi.

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Brookfield, S. 1995. *Becoming a Critically Reflective Teacher*. JosseyBass, San Francisco.C.A. Carr, M. 2011. *Assessment in Early Childhood Settings: Learning Stones*. Paul Champan, London.

Basow, S.A. & Martin, J.L. (2012). Bias in student evaluations. In M.E. Kite (Ed.), *Effective evaluation of teaching: A guide for faculty and administrators*. Society for the Teaching of Psychology.

Brookfield, S. (2017). *Becoming a Critically Reflective Teacher*, 2nd ed. San Francisco: Jossey Bass.



# Block-2

## Models of Teacher Education

### Unit III

### Three Models of Teacher Education

#### Content Structure:

- 2.3.1 Introduction
- 2.3.2 Learning Objectives
- 2.3.3 Behaviouristic Model of Teacher Education
- 2.3.4 Competency Based Model of Teacher Education
- 2.3.5 Inquiry Oriented Teacher Education Model
- 2.3.6 Let Us Sum up
- 2.3.7 Assignments
- 2.3.8 Suggested Reading

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#### 2.3.1: Introduction

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*Teaching models* act as the basis for the indoctrination of teaching theories and, thus, considered as hypothesis for teaching theories, therefore, teaching model contribute to make the teaching effective and interesting because development of teaching models is brought about by keeping in view the learning theories so that the teaching theories may be indoctrinated by using these learning theories.

In this way, the *teaching models* are the basic and the first step for the indoctrination of the theory of teaching. In every model, such situations are created in which an interaction of pupils occurs, causing the achievement of the objective, by bringing about changes in the behaviour.

According to Joyce and Weil, "A model of teaching is a plan or pattern that can be used to shape curriculum (long term courses of study), to design instructional materials, and to guide instruction in the classroom and other settings." As models of

teaching vary, so there are varied models of Teacher Education such as Behaviouristic Model, Competency Based Model and Inquiry Oriented Model. This Unit will discuss all these models in detail so that the learners can build up a knowledge of which model suits where.

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### **2.3.2: Learning Objectives**

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

1. Know what Models of Teacher education are.
2. Discuss the Behaviouristic Model of Teacher education.
3. Understand the detail of Competency Based Model of Teacher education.
4. Understand the principles and practice of Inquiry Oriented Model of Teacher Education.

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### **2.3.3: Behaviouristic Model of Teacher Education**

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Behaviorist approaches to learning originates from the minds of JB Watson and BF Skinner. According to Watson call mom the environment of a child plays a great role in shaping his behavior. He, with his is S-R model claims that “specific stimuli evoke observable responses in human behavior”.

According to Skinner, “we repeat behavior that are desirable and get rid of undesirable ones”. He believed in frequent use of reinforcement to modify and influence the behavior of students.

Using these in teaching learning environment, a teacher can find it easier to understand the behavior of his students and encourage them to perform the best of their abilities accordingly.

Learning text place through conditioning which occurs in such a way that Organism matches certain stimuli with certain reaction. Two types of conditioning are there:

1. Classical Conditioning
2. Operant Conditioning

#### **Basic concepts of behavioristic model:**

1. Conditioning

2. Organism (Is used for both people and animal)
3. Reaction (A behavior by an Organism against a stimulus)
4. Stimulus
5. Reinforcement and Punishment

There are three different behavioristic model in the field of teacher education. they are

1. Direct Instruction Model
2. Mastery Learning
3. Programmed Instruction Model

### **1. Direct Instruction Model:**

Direct Instruction is a model to teach students that focuses on carefully planned and well-developed lessons created around clearly explained teaching tasks and small learning increments. Direct Instruction is based on the theory that clear instruction eliminates misinterpretations, which can greatly enhance and accelerate the learning process.

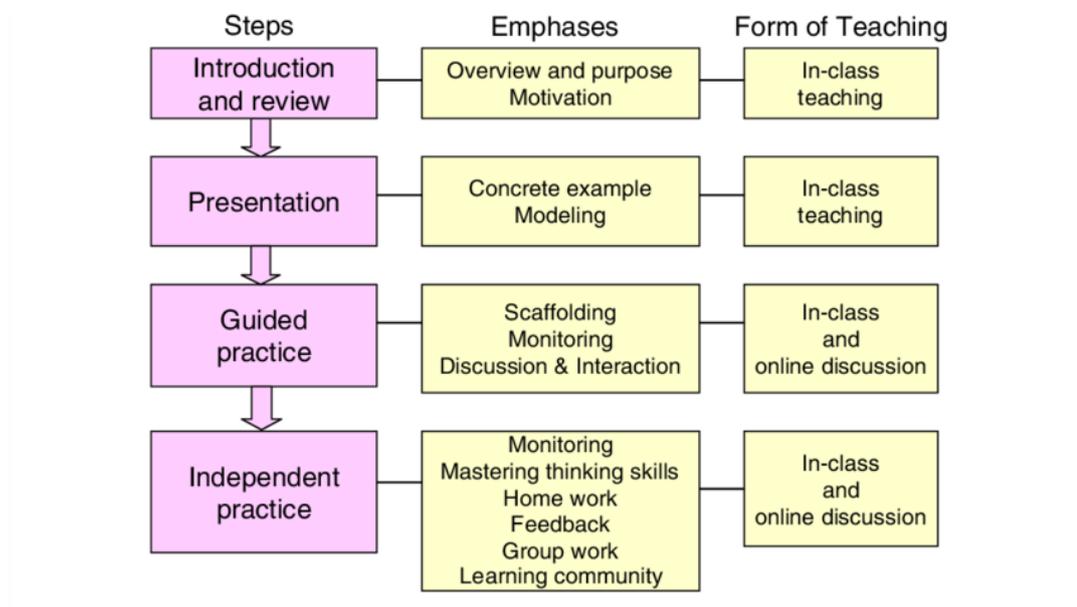
Direct Instruction (or DI) was begun by Wesley Becker and Siegfried Engelmann in the 1960s, who mentioned in his principles of instruction that applying DI correctly can enhance student performance as well as certain behaviours. It is currently in use in many primary and secondary schools in the UK and other countries of the world. In this article, we will explore this concept further and offer you some ways to bring this to life with your lesson content using a new teaching framework.

Unlike constructivist informed approaches, Siegfried Engelmann believed that letting students pursue their own lines of enquiry without the appropriate support would be deemed ineffective practice. Delivering interactive lessons is fine but students need absolute clarity in how they move through the lesson content. This alternative approach is based upon designing a well-crafted, well-taught lesson. The lesson material in this instructional approach is systematically taught in a way that reduces the chance of a student developing a misconception.

What is the philosophical underpinning of Direct Instruction?

The concept of **Direct Instruction** is based upon the following five key philosophical principles:

- Every **child** can be **taught**;
- Every **child** can gain **academic achievement** on basis of **self-image**.
- Every **teacher** can be **successful** if provided with sufficient **training** and learning material.
- **Disadvantaged** and **low performing** students can catch up to their **higher-performing and experienced contributors and peers** if they are taught using direct instruction.
- Each part of **instruction** needs to be controlled to reduce the chance of students' **misunderstanding** the details being taught and to increase the **reinforcement** of instruction.



Integrating the direct instruction concept

**How does Direct Instruction work?**

Direct instruction has **four** main features that ensure that the students learn quickly and more effectively than any other **teaching strategy** available:

**1. Instructions are provided according to the students' ability levels:** At the start of each programme, students are **assessed** to check in which topics In education they have gained mastery and where do they need to improve. Then, the students with a similar stage for learning are grouped rather than those studying in the same grade level.

**2. The programmes are structured to ensure mastery of the content:** The programmes are organised to introduce the skills gradually. This provides a chance of gaining student achievement and the children learn and apply the skills before learning a new set of skills. Concepts and skills and are taught in isolation and then combined with other skills in a more sophisticated and advanced manner.

**3. Teaching is modified according to each student's pace of learning:** A remarkable feature of DI is that learners are taught according to their respective **speeds of learning**. If any student needs more practice of any specific skill, instructors can provide **additional teaching** within the program until student satisfaction after the student gains mastery of the skill. Similarly, if a student has **quickly gained** mastery of basic skills, he/ she can be moved to **another placement** so that he/ she may not have to stick to the same 21st-century skills they already possess.

**4. Programs are reanalysed and revised prior to publication:** Direct instruction programme elements are very **unique** because they are **created** and **revised** if needed. Before **publishing**, each DI programme is field-tested using real students. This indicates that the programme students are receiving must have already been proven to work.

**Direct instruction** of a well-taught lesson occurs when teachers use **explicit instruction** to teach any particular **skill** to the students. This category of teaching is **teacher-directed**, in which a teacher presents information while typically standing at the front of a classroom. In this teaching method, teachers adjust their teaching according to the task to improve **students' understanding** of a topic and follow a strict lesson plan with little room for any change.

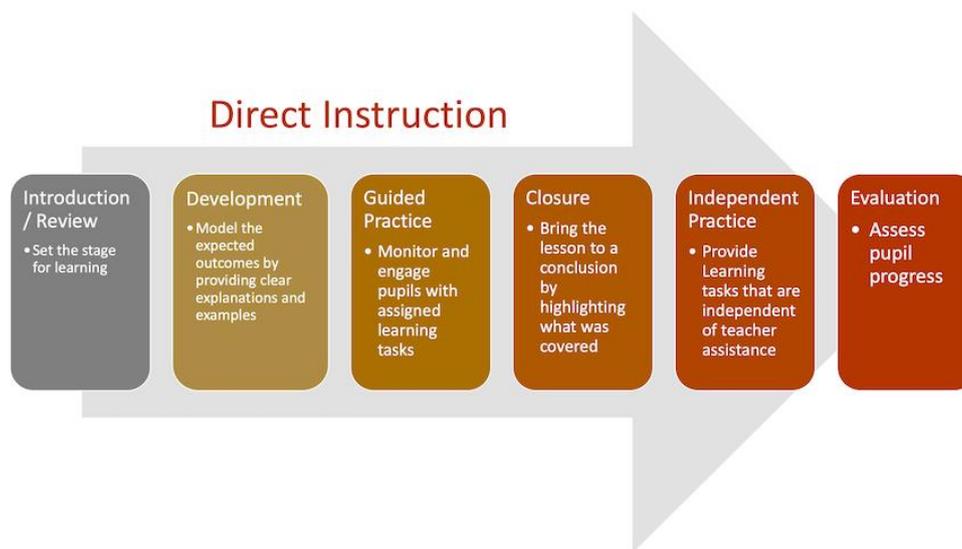
Direct instruction does **not** always involve active learning or active **learning activities** such as case studies, workshops or discussions. Presenting a **movie clip** or **video** to the students can be considered a type of **direct instruction** (although the instructor is not actively teaching students, the presentation of material and content was chosen by the instructor).

It must be remembered that **basic techniques** of teaching such as **direct instruction, scaffolding** or **differentiation**, are seldom **mutually exclusive**. Hence, in a variety of classroom settings, direct instruction can be incorporated with any other instructional approach in a given lesson or course. For instance, teachers can apply direct instruction to prepare learners for any activity in which the pupils work on a **group project** with **coaching** and **guidance** from the instructors as needed (the **group activity** is not considered a type of **direct instruction**).

What are the benefits of using explicit Direct Instruction in education?

The **independent practice** of direct instruction does not only extend beyond demonstrating, presenting or lecturing but many are considered as **foundational** for effective teaching strategies. For example:

- **Creating learning objectives** for projects, activities and lessons, and then ensuring that learners have understood the objectives.
- Purposefully **sequencing, and organising** a series of assignments, projects and lessons, that allow students to gain stronger knowledge and achieve specific educational goals.
- **Reviewing instructions** for an activity or project—such as a role play—so that learners understand what is expected from them.
- Providing learners with **clear descriptions, illustrations** and **explanations**, of the academic skills and knowledge being taught.
- **Asking questions** to ensure students' understanding of the teachings.



Direct instruction model

**Criticism:**

In current times, the concept of scripted lessons with explicit **direct instruction** is seen as a **negative practice** among some teachers. As direct instruction is frequently associated with **old lecture-style instruction** in classrooms with many **passive learners** obediently sitting on chairs and writing notes, it appears to be pedantic, outdated, or inadequately fulfilling **student learning needs** by some teachers and education reformers.

But, most **negative connotations** for the direct instruction seem to result from either a misunderstanding of its techniques or a **limited definition** of this concept. For instance, every educator, essentially, use some degree of direct instruction in his/ her teaching such as, while preparing lessons and courses, at the time of demonstrating and presenting information, and when teaching clear directions and illustrations of topics. These are all necessary, and to some extent inevitable, teaching activities.

The negative impact of **direct instruction** may arise when educators start to depend extraordinarily upon direct instruction, or when they fail to use **alternative techniques** that may bring better results in terms of improving **student interest**, comprehension and **engagement**.

In a 21st century classroom, many teachers do not consider a single 45-minute lecture sufficient for learning content, but the alternative techniques they may advocate - like **project-based learning** or **self-directed learning** - certainly involve some degree of direct instructions by educators.

Therefore, educators rarely use either the **direct instruction method** or some other type of instruction approach—in actual practice, diverse strategies are mostly a blend of explicit teaching strategies. Due to this, **negative opinions** of direct instruction mostly result from an over reliance on the approach, and due to viewing direct instruction as unimportant.

## **2. Mastery Learning:**

Moving away from the practices of traditional learning, mastery learning aims to address the limitations of teacher-centered approaches. It requires students to completely comprehend a lesson, regardless of the time and resources needed, before moving to the next level (Chargois, 2013). Furthermore, with the complexities of the human mind as explored by the information processing model, this educational model necessitates teachers to personalize the students' learning experience, allowing some learners to have additional time to understand the lesson or develop a particular skill. In a manner, mastery learning empowers students to progress at their own pace.

### **Origins**

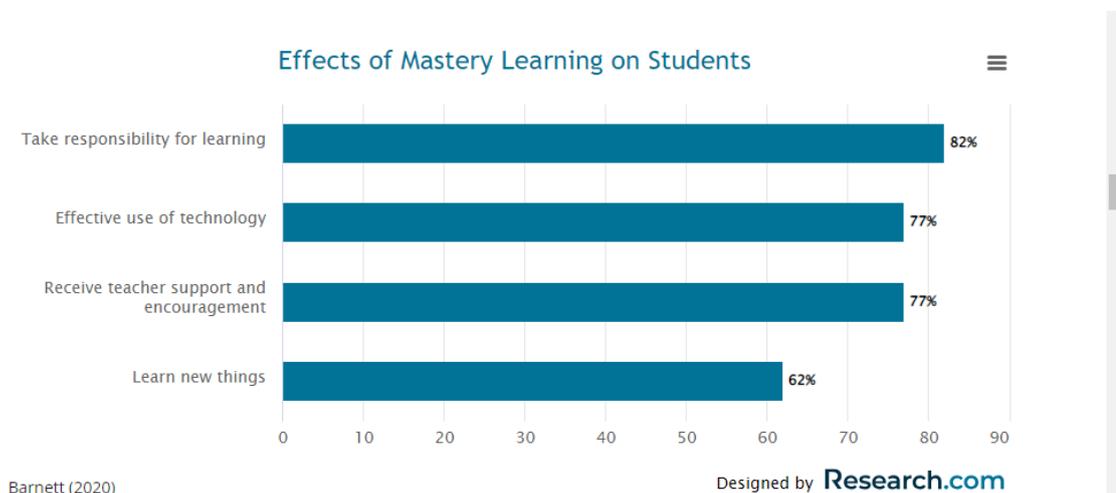
Although the movement to adopt mastery-based approaches in education systems gained momentum only in recent past decades, the concept of mastery learning theory is not new. Its practice was first outlined by Benjamin Bloom in the 1960s, stating that students can master any task given the right conditions (Kampen, 2019). Bloom's Learning for Mastery (LFM) strategy evolved and was later on implemented in primary and secondary school settings. Its basic features are as follows (McNeil, 1969, as cited in Chargois, 2013):

1. Students should understand the task and the procedures needed to complete the task.
2. There should be specific objectives for the task to be learned.

3. The subjects should be broken down into smaller sections, and students should be assessed after each lesson.
4. Teachers should provide students with feedback after each assessment.
5. Teachers should give students additional time to learn the lesson when needed.
6. Teachers could provide alternative learning opportunities if necessary.
7. It is recommended to let students work in groups for more than an hour, focusing on reviewing test results to increase student effort.

Aside from Bloom’s mastery learning, another prevalent mastery learning strategy is the Personalized System of Instruction (PSI). Developed by psychologist Fred Keller in the 1960s, the PSI is mostly implemented at the university level, focusing on five key principles (Kampen, 2019):

1. Students should be allowed to work at their own pace.
2. Students should achieve at least 90% accuracy on the assessment before moving to the next lesson.
3. Lessons should be considered as ‘vehicles of motivation.’
4. Teachers and students should consider using written communication in textbooks and study guides.
5. Teachers and students should get closer through repeated testing, immediate scoring, continuous tutoring, and progress tracking.



## **What Are the Elements of Mastery Learning?**

At its core, mastery learning presumes that students can truly gain mastery over the subject or high levels of mastery in any academic content if they are provided with favorable learning conditions. As researchers and educators alike continuously propose new ways to improve the application of mastery-based approaches in schools, research has consistently linked effective instruction and learning to the six elements of mastery learning model (Guskey, 2010).

### **Pre-assessment**

Theoretically, pre-assessments help teachers determine students' prior knowledge, experience, skill levels, and potential misconceptions before beginning instruction (Guskey, 2016). Through this, teachers develop a substantial understanding of the students' knowledge and abilities. This can be done through short quizzes or short discussions of previous learning experiences.

Diagnostic assessments are not only present in the mastery learning model. Almost every modern educational approach integrates some form of pre-assessment. As a matter of fact, studies have regarded pre-assessments as a way to make the learning environment "invitational" and to provide students with a metacognitive foundation for self-monitoring (Hattie, 2009; Tomlinson & Moon, 2013). In addition, Guskey (2016) noted that pre-assessment can assist teachers in:

1. Determining students' prior knowledge and skills
2. Monitoring student progress
3. Communicating expectations
4. Focusing students' attention on learning targets
5. Checking for misconceptions
6. Identifying students' interests, talents, and preferred ways of learning

### **Group-based initial instruction**

Although mastery-based approaches focus on personalized learning, the initial instruction is usually not done exclusively for each student. During the initial

instruction, students are taught “high-quality, developmentally appropriate,” and well-researched discussions in a group-based classroom—just like regular classes. But the instruction must be multifaceted, context-adapted, and student-oriented (Guskey, 2010).

### **Regular formative assessments**

Another element viewed as an essential strategy by many modern instructional models is the use of regular formative assessments. Formative assessments inform teachers about what students learned well, and what students need to learn better. With this, teachers can determine the next steps to undertake to increase student achievement.

Typically, assessments are administered after a week or two of instruction. This could be in the form of quizzes, written assignments, oral presentations, skill demonstrations, or performances, depending on the subject area, the grade level, and the learning outcomes involved (Guskey, 2010).

### **Corrective instruction**

In mastery learning classes, lectures do not end with quizzes or assignments. Next to performing formative assessments, teachers provide “high-quality corrective instructions” to mend learning problems that the assessments have identified. After all, what is mastery education if not ensuring students’ academic progress?

Different from “[reteaching](#),” corrective instruction approaches are versatile enough to accommodate different student learning styles, modalities, and intelligence levels (Sternberg, 1994, as cited in Guskey, 2010). [Recent school statistics](#) reveal that corrective learning activities usually take 10% to 20% additional time than initial learning units. However, these personalized lectures lessen the amount of time needed for remediation in the later units, allowing teachers to cover just as much material as they would using traditional teaching methods (Guskey, 2010).

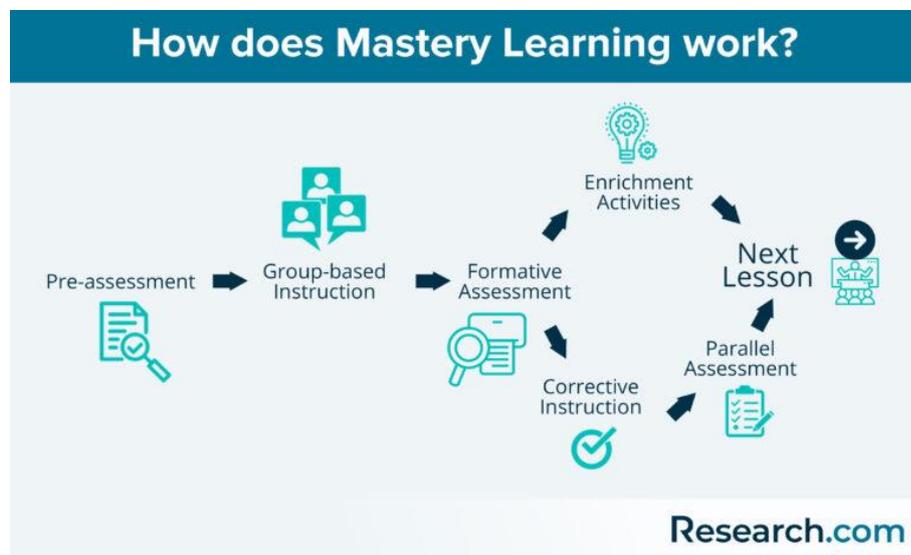
### **Parallel formative assessments**

Basically, the first assessment in mastery learning does not conclude the evaluation of student achievement. After corrective learning classes, mastery learning teachers conduct a second, parallel formative assessment to determine the effectiveness of the

corrective instruction. Through this, students are also given a second chance to experience success and show mastery of the subject matter (Guskey, 2010).

### **Enrichment activities**

Mastery learning educators also provide effective enrichment activities to learners who have mastered the material and do not need corrective instruction. Aiming to provide challenging yet rewarding learning experiences, these activities enable students to explore a greater depth of related topics that pique their interests. Enrichment activities could be in the form of academic games and exercises, various multimedia projects, and peer discussions (Guskey, 2010).



### **Principles of Mastery Learning**

As teachers and schools in the United States gradually move to mastery learning, it becomes important for school systems to establish a philosophical and pedagogical foundation in implementing the instructional model. For this reason, the Great Schools Partnership (2016) created the “Ten Principles of Mastery Learning,” which describe the features commonly found in the most effective mastery-based systems.

1. Students and families are consistently informed of all learning expectations. These include the long-term expectations (e.g., graduation competencies), the short-term expectations (e.g., learning objectives), and the general expectations (e.g., the school’s grading and reporting system).

2. The students' academic performances are assessed against common learning standards and performance expectations. This applies to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning experiences.
3. Since assessments are competency-based and criterion-referenced, student success is defined by the achievement of expected competencies.
4. Formative assessments are used to measure learning progress. Results from these assessments determine how to improve instructions, teaching practices, and academic support.
5. Summative assessments are used to evaluate learning achievement. Results from these assessments record students' level of mastery at a specific point in time.
6. Students' work habits, character traits, and behaviors, such as attendance and class participation are monitored and reported separately from academic progress and achievement.
7. Academic grades translate as a student's learning progress and are used to improve and facilitate the learning process.
8. When students fail to meet expected standards, they are given another chance to improve their work.
9. Personalized learning options, differentiated assessments, and alternative learning methods can help realize student learning progress.
10. Students are empowered to make important decisions about their learning, including contributing to the design of learning experiences and pathways.

### **3. Programmed Instruction Educational Model**

Programmed Instruction was developed by B. F. Skinner. Even though he used this model in experimental settings throughout the 1920s and 1930s, it wasn't until the 1950s when him and J. G. Holland began implementing programmed instruction at Harvard. As an educational technique, it is characterized by self-paced, self-

administered instruction, which is presented in a logical sequence and with multiple content repetitions. Skinner argues that learning can be accomplished if the content is divided into small, incremental steps, and if learners get immediate feedback, reinforcement and reward. As a method, it can be applied through “*teaching machines*”, and with computer-assisted-instruction.

### **The 2 models of Programmed Instruction Educational Model**

The two basic and most widely known models of Programmed Instruction are the following:

1. The first is *linear* and it's how Skinner's teaching machines presented material. According to this model, the content is divided into a sequence of small and unchanged steps, where learners respond at their own pace and are immediately provided with the results.
2. The second model is *branching* and was introduced by Norman Crowder. Based on this problem-solving model, students have to address a situation or a problem through a set of alternative answers. If they answer correctly, they move on to the next set. If their answer is wrong, they are detoured to remedial study, depending on their mistake. This process is repeated for each step throughout the entire program.

### **The Skinner's Programmed Instruction Educational Model Principles**

- ***Learners should be active***

Instructors are asking questions to confirm learners' comprehension. The extent of understanding is reflected by the answers.

- ***On the spot feedback***

Instructors are providing immediate feedback to learners. As soon as they know if the response was right or wrong, they proceed to the next question or they retest what was not understood.

- ***Gradual steps***

Learners should be examined on small chunks of information, something that will prevent them from failing a question. Learners should feel they are making progress, something that will encourage them.

- ***Self-pacing***

Each learner has his or her own pace. Instructors should respect this diversity and allow them to decide on the desirable speed of learning.

- ***Learner verification***

The purpose of this model is to examine about whether learning was established, not if the program was good based on a specialist's POV. Learners should be allowed to evaluate the instructional program under development and instructors should modify accordingly.

### **Programmed Instruction Design**

The design of programmed instruction usually involves the following steps:

1. Specify a goal, which means decide on what needs to be learned
2. Identify the level of skills of the learners
3. Develop a series of steps to guide learners where they should be
4. Provide the appropriate reinforcement

Today, Programmed Instruction can be applied at virtually every educational level. It is typically best performed in smaller groups, wherein the students can get personalized attention from instructors, if they need further explanation about a particular topic. However, Programmed Learning currently seen and implemented at schools and wider learning environments has little to do with Skinner's original concept.

### **Advantages of Programmed Learning**

1. Programmed learning makes the students active and self-reliant.
2. In this type of learning, result is known immediately which motivates the students for further learning.

3. The instruction is individualised in the same that each student is able to proceed this own pace. In branching programme, the learner receives information related to his own needs.
4. It makes learning easy because the learning material is presented in small instalments.
5. It provides feeding material to the self-instruction devices like computer, teaching machines, programmed text etc.
6. It may help the teachers in the reduction of their total load of work. The time thus saved may be utilised by the teacher in some creative activities.
7. The programmed instruction is a better prepared and planned material as compared to traditional teaching. So it is bound to yield good results.
8. Repetition ensures learning which further strengthens the purposes.

### **Limitations of Programmed Learning**

No doubt, programmed learning has a large number of advantages. It also has a few shortcomings which are stated below:

1. The orthodox teachers who are indifferent to any change in methodology of learning will not relish to accept programmed learning material for class-room teaching.
2. Some students who are not habitual of working at their own may not study. A few of them may become lazy and feel sleepy.
3. There is need for preparing suitable programmes for the learners in the Indian situations which is quite expensive.
4. It cannot foster proper attitudes, aesthetic appreciation, moral standards etc.
5. In programmed learning, subject matter is presented to the learners and they give the response. It does not help in the development of their imagination.
6. No flexibility is there because every learner has to follow the same track rigidly.

7. Good teachers are needed for preparing the programme but there is dearth of such teachers.
8. It can be used in some subjects only and that too for limited topics only
9. It may encourage guessing and thus may not result in real learning.
10. No remedy is suggested for responses.

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### **2.3.4: Competency Based Teacher Education (CBTE)**

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#### **Introduction**

Competency Based Education in America is claimed by some to be the most discussed movement in education and likely to be as influential in the 70s as Sputnik was in the 60s. It is particularly relevant to teacher education, and some State departments and training institutions with teachers' agreement, are transforming their teacher education programmes into a Competency Based Teacher Education (CBTE) format. A great deal of money and resources are devoted to these developments and thousands of teachers are being trained in this way. Although these developments have been continuing for more than a decade very little has percolated through to British teacher education. In America, as in the UK, contemporary economic problems give rise to demands for public accountability. CBTE is an American attempt to justify public expenditure on teacher education by requiring publicly demonstrated competency from its trainees.

The emphasis in CBTE is on public (observable) performance of the job assessed against declared criteria and not, as in traditional teacher training on entry requirements, hours of classwork, homework etc., assessed by written examinations. A behavioural philosophy underlies CBTE which manifests the teacher's role in terms of discrete competencies with specific objectives. Trainees are held accountable for demonstrating performance objectives but there is no specified manner or time period for their acquisition. Such flexibility is provided by personalised teaching/learning based on learning packs. Each competency is acquired through learning packs comprising an explanation of the competency and its purpose, a behavioural objective, a pretest of proficiency, concepts to be learned, questions to be

answered, required learning activities, optional learning activities and a description of the evaluation.

Difficulties arise when attempting to define, precisely, a teacher's role. Generally it is reckoned to comprise three components, knowledge, technique, and style. Knowledge will include subject matter and education theory; technique implies mastery and application of teaching skills; style embraces attitudes and traits. The competent teacher combines the three components to produce maximum learning in those being taught. American educators have analysed these three components into hundreds of discrete competencies based on behavioural psychology and on an estimate of the effective teacher. The competencies are variously categorised,

1. **Cognitive** — requiring knowledge, intellectual skills and abilities to be demonstrated.
2. **Performance** — requiring instructional strategies, technical and vocational skills to be used.
3. **Consequence** — requiring the performance of students taught by the trainee.
4. **Affective** — requiring attitudes and values to be demonstrated. . . ,
5. **Exploratory** - requiring an experience or activity in which the trainee is to participate.

The fifth category, often omitted, has no specific behavioural outcome. Using only the first two categories some schemes concentrate on the teacher's behaviour and thus provide Performance Based Teacher Education (PBTE). In the literature the terms CBTE and PBTE are indiscriminately used and, for some, 'performance' has the same meaning as 'competency'. An important difference is in the assessment of teacher effectiveness; in PBTE the teacher's own behaviour is evaluated; in CBTE a teacher's success is measured by the students' learning. Self-assessment is possible for the trainee by taking and marking a post-test.

'Competency', 'performance', 'function' and 'role' all imply behaviour and are used arbitrarily in the literature and variously describe the teacher's role. Whatever the conceptual framework the analysis of teaching activities is likely to produce a large number of individual competencies, for example one CBTE scheme recognises 481

varying from 'write or verbalise a philosophy of vocational education' to the specific 'demonstrate a manipulative skill'. The general idea is that a group of related competencies (a cluster) form a function and a group of related functions provide a role. The 'teaching role' would include the functions of planning, instructing and evaluating. Each function comprises a number of competencies. Difficulties arise when allocating competencies to a function, e.g. the competency 'formulate objective items' could belong in planning or evaluating. Furthermore, functions could be treated as roles.

Competencies can be chosen in different ways to comprise a programme and the selection procedures influence the form and content of the programme. One proposal offers four basic procedures,

1. **Role analysis** — observing what teachers actually do.
2. **Theoretical model analysis** — assumes certain teacher behaviours.
3. **Needs assessment** — considers what teachers ought to do to meet their students' needs.
4. **Course translation** — considers what teachers should do during the transition from traditional teacher training to CBTE.

CBTE emerges from much of the literature as a vehicle of widespread change justified by behavioural psychology and claims for public accountability.

### **Criticisms**

Despite the apparent extensive use of CBTE most American teachers and educators have not heard of it or have only vague notions about it leaving its development to a small but influential part of the educational community. It is also argued that establishment of CBTE schemes was not due to widespread pressure from educators and the public generally but to the need for '— a firm, sure-fire system —' yielding predictable results at a time of increasing uncertainty in American society and facilitating stricter certification to control the over-supply of teachers.

A consortium of parents, employers, trades unions and professional bodies is used by some States to select competencies and this leads to the view that in addition to the

proclaimed rationale of offering the best preparation for teachers there is a hidden political rationale to gain control of teacher education.

Opponents of CBTE, particularly academics, see this as a threat to academic freedom and have aroused opposition and generated public debate sufficiently to cause some States to withdraw their mandate for CBTE.

CBTE is severely criticised for its lack of an empirical research foundation. No large scale research has been attempted and no significant correlations between discrete competencies and pupil learning discovered.

Categorically, there is not any evidence from research of an empirical basis for CBTE. They argue that, compared with the proven effect on learning of socioeconomic factors the effects of teaching techniques are likely to be '—inherently trivial—'.

The provision of remedial work and retests for those not achieving a competency is '—a strong ally of the borderline student as staff may lower certification levels to avoid additional workloads (cf. TEC phase tests and problems of retesting)'.

Lacking conceptual clarity and definition CBTE, per se, cannot be researched and generalisations derived from investigation into individual programmes are highly questionable." Research is made more difficult by the uniqueness of each teaching situation in which teacher competency is only one of many, often uncontrollable, variables and hence behaviourist theory in this context cannot be accepted at face value.

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### **2.3.5: Inquiry Oriented Teacher Education Models**

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Inquiry is the systematic, intentional study of one's own professional practice. It is a stance, a way of learning about teaching and from teaching, and genuine inquiry is conceptualized as a transformative force for teacher development, student learning, and school change. The conceptual scholarship on inquiry-oriented teacher education is extensive, and over the last 25 years, a growing number of teacher education programs around the world are describing themselves as inquiry-oriented. Definitions of inquiry vary, as do inquiry-based practices in different teacher education programs, illustrated in this chapter through examples drawn from ten different countries.

It can be explained that the inquiry method emphasizes four main aspects, namely, process oriented-not content, emphasis on concept-not facts, student-centered, and

non-passive learning. The inquiry method also emphasizes reflective investigations and interesting findings in the teaching and learning process. What is emphasized in this method is that students no longer accept only what the teacher provides, but instead guide students to learn the right information?

What is important is that the inquiry method involves students as active thinkers, seekers, inquisitors, and processors of information gathered around them. This method is important for students to make decisions or find answers related to their guidance. In finding answers to problems, students need to use their thinking skills to find relevant evidence to conclude.

The inquiry method also involves the process of reasoning. According to Atan Long, this process is a way of obtaining conclusions or drawing conclusions based on many examples or related methods found through observation and the collection of details or data. From the details of the examples, it is possible to conclude or form a concept on the matter. (Atan Long, 1980: 220)

Through this method, it is hoped that students can instill curiosity among them. Students will also try to get relevant information about a study or event when they first become interested in it. They will search for evidence, gather evidence, types of evidence, find relevant information, and eventually make generalizations. The importance of the inquiry method is to encourage students to use logical minds on issues, problems, or knowledge and apply the knowledge with the present situation. (Abdul Rahim Abdul Rashid, 1989: 148)

In general, the inquiry method has three important goals. The first is to identify the essential elements of intellectual inquiry. In this regard, we will look at what a person shows in solving a problem or the ability to answer questions with systematic thinking. Second, to reinforce the teaching strategies developed for the process. The goal is to find teaching strategies that can help create a framework for daily teaching and the preparation of units or courses of teaching. Third, to analyse some of the implications of using such strategies for teachers, classrooms, and curriculum appropriateness. (Abdul Rahim Abdul Rashid, 1989: 148)

### **Aspects of Planning in the Inquiry Method:**

Before discussing more the implementation of the inquiry method, it is important to know some aspects that need to be emphasized in the design of the inquiry method. There are five aspects that need to be emphasized in the planning of the inquiry method.

(a) Planning Behavioural Objective In the process of planning the inquiry method, teachers should focus on students' abilities. In this case, the teacher should be aware of the students' background and their ability to carry out the activities in the inquiry method. This is important because each student will go through specific processes in the inquiry process, and teachers also need to know about the abilities of the students in their different classes.

(b) Designing Teaching Materials Teachers should also provide students with appropriate titles. At the same time, teachers should also ensure that the resources for a title are adequate and provide the resources needed to implement them. For example, teachers can provide appropriate reference materials to enable students to gather information. Reference materials may include reference books, textbooks, newspaper and magazine clippings, documents, maps, electronic media, and others.

(c) Designing Questioning Strategies In the inquiry method, the questioning strategy is more important than the answer. In this case, the teacher should plan the questions that can guide the students towards the learning objectives they want to achieve. The questions submitted must be able to develop critical and creative thinking among students. Questions that are more complex and challenge students' thinking. There are three levels of questions (i) for information (Recall Questions), (ii) questions that require interpretation, and (iii) High-Level questions in which students are required to develop tentative answers. The questions usually begin with the question of 'why' then 'how' and so on

(d) Designing Teaching and Learning Strategies Before implementing the inquiry method, teachers must be clear about what their students need to achieve and learn. Next, teachers should plan student activities according to specific steps. Teachers also need to instruct students to understand what they need to do. In this case, teachers can also decide whether the inquiry is to be conducted individually or in groups. If it's group work, teachers should take into account specific factors such as group size, group members of the same or different gender, problems to solve, and so on. In this

regard, teachers need to be more democratic in the formation of groups. Also, teachers should consider the techniques and methods that will be used in teaching and learning. For example, teachers can use the discussion method within the group they have formed.

(e) Evaluation Teachers should also know how to evaluate the inquiry process. Evaluation can be done through questions that students ask, how they perform in learning activities, and how they handle information. Evaluation can also be done using media or audio visual tools for viewing, listening, and analyzing.

### **Implementation of the Inquiry Method**

The inquiry method can be implemented in a variety of ways in a classroom. According to Edwin Fenton (1967), there are six major steps in implementing the inquiry method, as described below.

1. Identify Problems and Information
2. Design Hypothesis (a) Design analytical questions (b) State the hypothesis (c) Be aware of hypotheses formed
3. Identify the logic of the implications of the Hypothesis to the overall title.
4. Collecting Data and Information (a) Determine what data is required (b) Select or reject sources
5. Analyze, evaluate and interpret data or information (a) Select Relevant Data (b) Evaluate sources (c) Interpreting Data or Information
6. Evaluating Hypothesis based on Data (a) Modify the hypothesis, if necessary (b) Start or state generalizations

### **The Role of Teachers in the Inquiry Method**

Although the inquiry method is student-centered, it does require a lot of teacher involvement. The role of the teacher in the inquiry method is to be the primary mentor, advisor, and planner. In the early stages of the implementation of the inquiry, teachers should provide topics consistent with students' cognitive thinking and development so that they understand and are interested in a topic. Teachers should also plan the objectives of their students' goals, looking for resources that can guide

their students toward their goals. In this regard, teachers must also ensure that students use legitimate resources in their studies. Teachers can tell students where and how a resource is available for reference. This will help students find the right information if they are having trouble finding important information; students should do their research.

Besides that, teachers should encourage different interpretations of an idea so that not all the students give the same answers. Accordingly, the teacher will receive different answers from the students. Teachers should, therefore, be prepared to listen to and accept different responses from students to a problem. In this regard, teachers should create an atmosphere that promotes and strengthens the relationship or interaction between students and teachers and students with students. Also, teachers should help students through questions, comments, and suggestions so that students can gain additional knowledge.

**Benefits:**

Increases student involvement and ownership of curriculum and content

Stimulates curiosity

Enhances student performance

Encourages development of independent skills

**Examples:**

Scientific Inquiry

Thinking Like a Historian

The Big 6

Ontario Inquiry Model K-12

Resident Expert (Winebrenner, 2001)

Action research

**Situations where it's useful:**

When you would like to increase depth and complexity for students

For students that are passionate about a particular topic

In conjunction with curriculum compacting

As an anchor activity

May be particularly valuable for underserved and underrepresented populations

**Pointers:**

This strategy can be used with individual students, pairs of students, or teams of students

This strategy can be used as a whole group activity or with selected students

Complete an independent contract for the selected question, issue, or problem. The student and teacher should sign it. You may choose to also have a parent/guardian sign.

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**2.3.6:Let Us Sum up**

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Teaching models act as the basis for the indoctrination of teaching theories and, thus, considered as hypothesis for teaching theories. According to Joyce and Weil, “a model of teaching is a plan or pattern that can be used to shape curriculum, to design instructional materials, and to guide instruction in the classroom and other settings”. As models of teaching differ, so there are varied teacher education models too such as Behavioristic model of teacher education, Competency based model of teacher education and inquiry oriented model of teacher education.

Behavioristic model of teacher education is based on the concept of classical conditioning and operant conditioning. The basic concepts of this model are conditioning, Organism, reaction, stimulus, the reinforcement and punishment.

Competency based education it's claimed to be the most discussed movement in education and likely to be as influential in the 70s as Sputnik was in the 60s. it is particularly relevant to teacher education and some state departments and training

institutions with teachers agreement, Are transforming their teacher education programs into our competency based teacher education format. The competencies are variously categorized such as cognitive, performance, consequence, affective, and exploratory. Competencies can be chosen in different ways to comprise a program and the selection procedure influences the form and content of the program.

So for the inquiry oriented teacher education model is concerned inquiry is the systematic intentional study of one's own professional practice. It is a stance, a way of learning about teaching and from teaching, and genuine inquiry is conceptualized as art transformative force for teacher development, student learning, and school change. What is important is that the inquiry method involves students as active thinkers, seekers, inquisitors and processors of information gathered around them. It also involves the process of reasoning. The most important thing of this method is it is not teacher-centred, moreover it is learner-centred which require a lot of teacher involvement.

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### **2.3.7: Assignments**

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1. What is behavioristic model of teacher education?
2. What do you understand by direct instruction model?
3. Discuss mass study learning in detail.
4. What is programmed instruction educational model?
5. What are the limitations of programmed learning?
6. Discuss competency based teacher education model in detail.
7. What do you understand by inquiry oriented teacher education models?
8. What are the roles of teachers in the inquiry oriented method?

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### **2.3.8: Suggested Reading**

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**COR-312**  
**Teacher Education**  
**Block-3**

**Types of Teacher Education Programmes and Agencies**

**Unit-1**

**In-Service and Pre-Service Teacher Education**

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**CONTENT STRUCTURE**

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**Introduction**

**Objectives**

**Unit-1: In-Service and Pre-Service Teacher Education**

3.1.1: Introduction

3.1. 2: Rationale of In-Service Training

3.1. 3: Definition of In-Service Training

3 1.4: Needs of In-Service Teacher Education

3.1.5: Concept of Pre-Service Teacher Education

3.1.6: General Objectives of Pre-Service Teacher Education

**Unit-2: Distance & Teacher Education and Orientation & Refresher Course**

3.2.1: Concept of Distance Education

3.2.2: Objectives of Distance Education

3.2.3: Concept of Teacher Education

3.2.4: Objectives of Teacher Education

3.2.5: Concept of Refresher Course

3.2.6: Concept of Orientation Course

**Let Us Sum Up**

**Assignments**

**Suggested Readings**

**Block-3**

**Types of Teacher Education Programmes and Agencies**

# Unit-1

## In-Service and Principles Teacher Education

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### INTRODUCTION

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Teacher education refers to a complete programme for continuous professional development of the teachers. There is no break between the initial and further recurrent teacher education today. Moreover, it is an undisputed fact that the teachers at all levels of education needs their effective education and training with the assumption that though a few teacher is born but a large pool of teachers of a country needs to be professionally developed. There are also various avenues and mechanisms for teacher education, enlightenment and empowerment... In this Unit we shall learn all about these issues and dimensions of teacher education.

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### OBJECTIVES

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You will be able to:

1. Understand in-service teacher education in its entirety;
2. Discuss cortically pre-service teacher education;
3. Develop your critical understanding about teacher education through distance mode;
4. Acquaint with orientation and refresher courses for recurrent teacher development.

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### 3.1.1: INTRODUCTION

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In-service teacher education, within the overall framework of teacher development, has a crucial role to play. It is no cliché but a reality that those who teach should never cease to learn. The National Policy on Education, 1986, stipulates that teacher education is a continuous process and its pre-service and in-service components are inseparable. The initiatives taken in setting up District Institutes of Education and Training (DIETS). Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (IASEs) are some of the major developments in this regard.

Professional development of teachers begins with pre-service and gets renewed through in-service programmes. It does not, however, mean that there is a simple linearity between the two. There are elements of change and continuity in teacher education system which necessitates renewal and up gradation of skills and competencies. The in-service

programmes are also organised to sustain the ‘survival competencies’ acquired by teachers years ago during their pre-service education.

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### **3.1.2: RATIONALE OF IN-SERVICE TRAINING**

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In the professional updating of teachers, changes in the societal goals, educational structure, curriculum framework, transactional strategies, evaluation techniques and management processes play significant roles. New advances emerging on the educational horizon have to be addressed to and the teachers have to be made aware of the same as well.

Teacher development is a complex process. Teachers update themselves by putting in various efforts of self-learning, peer learning and interactions with the community. Other alternatives to professional development are participation in recurrent programmes, extension activities and continuing education programmes.

In-service teacher education programmes are essential in view of obsolescence as well as explosion of knowledge and are necessitated on account of changes in educational and social realities. Whenever teachers are required to execute new and different roles or get promoted to a position that requires new set of competencies, participation in appropriately designed in-service programmes is called for. Advances in the fields of curriculum, evaluation, audio-visual aids, telecommunication, etc. demand updating and orientation of teachers. Innovations, both at macro and micro levels, would fail if the teachers are not equipped and properly oriented to implement. In the Indian context, developments such as the 10+2+3 pattern, the making of science compulsory up to class X, new practices in evaluation like internal assessment, question banks, continuous and comprehensive evaluation, scaling and grading, introduction of new areas like environmental education, population education, computer education, AIDS education, gender sensitivity etc. demand in-service training of teachers.

In-service training programmes are offered in various ways. Resource institutions at the national level offer orientation programmes of varying duration for different target groups.

Besides this modality, there are others like attachments, visits, national exchange programmes and international study visits which form a significant component of in-service programmes. Pre-service and initial teacher education is reinforced by self initiated learning, in-service teacher education programmes and recurrent and continuing education. Self-initiated learning involves study on one's own for professional development. Recurrent and continuing programmes are organised through seminars, workshops, and orientation courses etc. as per the professional requirements. In the changing context of globalisation, liberalisation and advances in tele-communication, teachers and teacher educators need to become conversant with international trends multiculturalism, multi-racialism and other pluralities. Both pre-service and in-service teacher education programmes should be receptive to new thinking and new changes. However, reforms and innovations in education can reach schools in large magnitude and expeditiously through in-service education programmes.

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### **3.1.3: DEFINITION OF IN-SERVICE TRAINING**

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*M.B. Buch* puts, "In-service education is thus a programme of activities aiming at the continuing growth of teachers and educational personnel in-service". It is the sponsoring and pursuing of activities which bring new insight, growth, understanding and co-operative practices to the members of teaching profession and arouses them to action to improve themselves in every possible manner. It includes all activities and experiences participated in by the educational personnel in education during their services. These activities are planned and organized by various agencies to help the educators to improve as persons and to mature as professionals.

*Cane (1969)* says that In-service Teacher Education is "all those activities and courses which aim at enhancing and strengthening the professional knowledge, interest and skills of serving teachers".

This definition has the following significant components:

- Professional knowledge.
- Skill aspect (not only what he is to do but the and why also).
- Attitude towards profession.
- A code of conduct on ethics of profession.

- Professional skills such as - administrative skills, management skills, organising skills, leadership skills, etc.
- Interest towards teaching profession.
- Courses - Refers to the provision of such experiences based on sound pedagogical and empirical considerations as well as related to research findings.
- Activities - Such as seminars, symposium, workshops, discussion, brain storming, etc.

In-service Teacher Education is primarily meant for regular serving teachers. It includes such new courses whose fruitfulness and validity have been tested. It subjects the serving teachers to such activities which may enhance their professional knowledge, interest and attitude - so that they are able to maximize their pupil's learning and, in turn, derive maximum inner satisfaction and sense for achievement.

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### **3.1.4: NEEDS OF IN-SERVICE TEACHER EDUCATION**

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The needs for in-service teacher education may be discussed as:

**(i) *To help the teachers in their professional growth*** : Whereas pre-service education serves to provide an insight into the profession including the general psychological, sociological and philosophical principles concerning education, in-service education will enable them to reinforce their faith in these principles after applying them in practice. Pre-service education helps them to begin their work; in-service education provides opportunities to grow in the profession. They are enabled to find new significance and new understanding wherein they will develop new insight into their work and programme.

**(ii) *To enable the teachers to learn new ways of teaching***: Science and scholarship are rapidly increasing. There is a new mathematics, a new physics, a new chemistry, many new concepts and movements in the social studies and in language instruction. If the new science of today is to become the old science some years from now, as Oppenheimer has suggested, a continued in-service training of teachers is absolutely essential.

**(iii) *To rectify the omission of colleges of education***: In-service education is needed not only for teachers who entered the profession sometime ago, but also for teachers who are entering the profession now partly because the teacher education institutions are slow to respond to change and partly because the introduction of innovations on all fronts of education will cause a rapid obsolescence in teaching techniques, no matter how adequate the pre-service preparation.

**(iv) To help teachers in-service to face new problems efficiently :** A teacher in-service faces new problems in the class-room for example, how to teach slow learners, how to motivate students to do their best, how to deal with students having difficulties of emotional adjustment, how to teach complicated concepts in science or mathematics or languages, what to do about children who consistently fail to do their homework, how to challenge the most brilliant students, how to make co-curricular activities really worthwhile and so on. In-service study of such problems provides the best setting in which to learn how to solve them. While in pre-service training, theoretical solutions and generalisations only are possible, in-service study provides the specific situations in which a problem can be studied and dealt with.

**(v) To enable the teachers to contribute to the qualitative improvement:** Education must improve qualitatively. This can only be possible if teachers become alert, enlightened and wide awake. Let them not depend for all knowledge on the lessons from trial and error only. They must be educated directly to help them anticipate the problems and nip them in the bud.

**(vi) To boost the morale of teachers :** Researches have shown that the morale of persons who are helped to improve in-service is higher than those who go on doing the same thing day after day with no one seeming to care. Teachers, who go on learning, are more often admired and emulated by their pupils than teachers who stop learning.

A good in-service education programme contributes to the morale of workers by giving help and recognition to those who want to learn to do better. It helps Teacher renew professional identity. In view of the above needs specification, we may formulate the objectives of in-service teacher education for our country according to NCTE. These are:

- To upgrade the qualifications of under-qualified and/or un-trained teachers;
- To upgrade the professional competence of serving teachers;
- To prepare teachers for new roles;
- To provide knowledge and skills relating to emerging curricular changes;
- To make teachers aware of critical areas and issues, like multi-grade, multi-channel and multi-level teaching;
- To overcome gaps and deficiencies of pre-service teacher education.

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### **3.1.5: CONCEPT OF PRE-SERVICE TEACHER EDUCATION**

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Pre-service teacher education refers to preparation of freshers for the teaching profession. Freshers who have acquired some amount of general education and who want to join the teaching profession need to be provided with pre-service teacher education to equip them with the knowledge, skills and attitudes required to teach effectively and efficiently. A school completer joins the Secondary Training School or DIET for a two-year course in teacher training and gets a certificate after successful completion of the course. A graduate joins the Training College/ CTE/ IASE for one-year course in teacher training and gets a degree (B.Ed) after successful completion of the course. A limited number of institutions also offer 4-year integrated teacher education programme after 10+2 stage. Some institutions also offer B.Ed. (Elementary) degree. Some institutions also offer M.Ed. degree. There are institutions which offer B.Ed. (Special Education), D.Ed. (Special Education), B.P.Ed. and M.P.Ed. for physical education teachers, B.Ed. (Hindi), and Certificate in Pre-primary Teacher Training. Pre-service teacher education (PSTE) is of various types depending on the level for which it is meant and the type of teachers it produces. These are:

- PSTE for Early Childhood Stage
- PSTE for Elementary School Teachers
- PSTE for Secondary school Teachers
- PSTE for Sr. Secondary Teachers
- PSTE for Physical Education Teachers
- PSTE for Yoga Teachers
- PSTE for Science Teachers
- PSTE for Sanskrit Teachers
- PSTE for Hindi Teachers
- 4-year Integrated Teacher Education Programme

The duration of pre-service teacher education varies depending on the level of training. For example, preschool teacher education is of two years duration after 10 years of schooling. Elementary teacher education is also of two years duration after 10+2. Secondary teacher education is of one year duration in most states after graduation. Sr. secondary teacher education is also of one year duration after B.Ed. In view of the curriculum framework suggested by NCTE for B.Ed. there is a demand to increase the duration of B.Ed. to two years.

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### **3.1.6: GENERAL OBJECTIVES OF PRE-SERVICE TEACHER EDUCATION**

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The general objectives of pre-service teacher education are:

- To promote capabilities for inculcating national values and goals as enshrined in the Constitution of India;
- To enable teachers to act as agents of modernisation and social change;
- To sensitize teachers towards the promotion of social cohesion, international understanding and protection of human rights and rights of the child;
- To transform student teachers into competent and committed professionals willing to perform the identified tasks;
- To develop competencies and skills needed for becoming an effective teacher;
- To sensitize teachers and teacher educators about emerging issues, such as environment, ecology, population, gender equality, legal literacy, etc.
- To empower teachers to cultivate rational thinking and scientific temper among students;
- To develop critical awareness about the social realities; and
- To develop managerial and organizational skills

#### ***Let Us Check Our Progress***

1. Give a suitable definition of In-service teacher education.
2. What are the needs of In-Service Teacher Education?
3. Give a suitable definition of pre-service teacher education.
4. Mention three drawbacks of pre-service teacher education in our country.

## **Block-3**

### **Types of Teacher Education Programmes and Agencies**

#### **Unit-2**

#### **Distance Education and Teacher Education**

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##### **3.2.1: CONCEPT OF DISTANCE EDUCATION**

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Distance education system is an alternative mode for receiving higher education, professional education and technical education, which distinguishes it from the conventional campus-based mode of learning.

It is a method of indirect instruction, life-long education or continuing education. It implies geographical and emotional separation of the teacher and the taught.

Distance education is based on the philosophy that the learner is an active and self directed agent who makes choices, takes decisions, directs the process qualitatively and quantitatively and assumes responsibility for all this. He is a self-monitor, self-evaluator, self-feed-backer and self-improve. It is, therefore, a non-conventional and non-traditional teaching-learning programme which focuses on self-learning.

Distance education has emerged as a new mode of teaching, which is known as distance teaching. It is different from conventional mode of teaching. In distance teaching media of communication is most important factor whereas in conventional teaching method and techniques are essential for effective presentation. Thus, there should be two types of teacher education programmes for preparing teachers:

- (i) Teachers training for conventional teaching, and
- (ii) Teachers training for distance teaching.

The conventional teachers training is organised through conventional teacher-education as well as through distance-education.

The Programme of Action of the National Policy on Education 1986 aims at National Policy on Educational improvement and career enhancement of teacher on a continuous basis through distance education which has following features:

- (i) The large number to be catered to,
- (ii) The need to organise courses on a continuous basis in the career of a teacher, and
- (iii) the unique potential of the distance mode of education to intervene without taking the teachers away from work, thus emerging as a better means of transferring knowledge, understanding and skills to them in their day-day practice.

The main characteristics of distance education system are as follows:

- (i) There is very little face-to-face relationship between the teacher and the learner.
- (ii) There is very little oral instruction.
- (iii) There is no fixed classroom or lecture room.
- (iv) Learning is on an individual basis.
- (v) It makes use of multimedia approach - postal coaching, education through radio and television, etc.
- (vi) Learning is on part-time basis. Distance education system is now applied in teacher education programme. The NCTE has approved distance education for in-service education of teachers with certain restrictions.

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### **3.2.2: OBJECTIVES OF DISTANCE EDUCATION**

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- To provide knowledge and expertise to those teachers who are deprived of taking advantage of the regular in-service education programme.
- To promote the habit of life-long learning among teachers and thus to establish a learning society of teachers.
- To impart latest information and skills in the field of education.
- To prepare literature and source materials for teachers.
- To facilitate learning at one's own pace and convenience by being flexible about the time constraints.

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### 3.2.3: CONCEPT OF TEACHER EDUCATION

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It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

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.”<sup>1</sup>

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. As W.H. Kilpatrick put it, —”Training is given to animals and circus performers, while education is to human beings.”

1 Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

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

**Teaching skills** would include providing training and practice in the different techniques, approaches and strategies that would help the 3 teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

**Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

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

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

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### **3.2.4: OBJECTIVES OF TEACHER EDUCATION**

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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, and social justice as also excellence.

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 conducive conditions for learning, differences among students in respect of the kind, pace and styles of learning.
- View knowledge generation as a continuously evolving process of reflective learning.
- Be receptive and constantly learning.
- View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- 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.

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### **3.2.5: CONCEPT OF THE REFRESHER COURSES**

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The main objectives of the refresher course offered by the Academic Staff

Colleges are to:

- (a) Update the knowledge of the teachers in their respective disciplines;
- (b) Make the teachers aware of the developments in their specialised fields; and
- (c) Motivate the teachers for doing advanced research.

Further, the terms and conditions for Orientation Programme and Refresher Courses are as follows:

Participation in Orientation Programme and Refresher Course is mandatory for career advancement from Lecturer to Lecturer (Sr. Scale) and Lecturer (Senior Scale) to Lecturer (Selection Grade)/Reader.

The newly appointed teachers up to 6 years of continuous service are eligible for Orientation. Then, after a gap of one year, such teacher may opt for Refresher Course. The eligibility for attending refresher course for teachers who have not attended earlier.

Orientation Programme has been reduced to Two years from Five Years. However, the gap in two successive Refresher Courses should normally be One Year and may be relaxed if adequate number of participants is not available or it is essential for the teachers to fulfil eligibility condition for his career advancement.

Ad hoc/Temporary teachers who have been working for at least one year as Lecturer be permitted, to participate in Orientation Programme. However, part-time teachers are not eligible.

Participation in Orientation Programme should be a pre-requisite for admission to Refresher Course. Thereafter, with a gap of one year, one can opt for participation in Refresher Course. Also there would be a minimum gap of one year between two Refresher Courses.

Every participant shall pay an admission fee (Non-refundable) of Rs.500/- (Rupees five hundred) only at the time of admission. The amount so generated will form of the grant towards participation cost.

When possible in the concluding weeks of the programme, experts preferably external be asked to assess the participants on the basis of multiple choice objective test and give the grade to the participants, taking also into account the other evaluations already done. The grades are A (75% and above); B (60% to less than 75 %); C (50% to less than 60%); F (below 50%). The teacher-participants who get F grade are required to repeat the programme after a gap of one year without financial commitments to UGC-ASC.

The total marks be fixed at 100 and the same be decided in the following manner:

a) Overall response	20
b) Seminar	20
c) Project/Survey/Others	20
d) Micro-teaching/Participation	20
e) Multiple choice Objective tests	20

The above distribution is flexible and may be adjusted to meet the specific requirements. The grades should be indicated on the certificate to be given to the teacher participant at the end of the programme.

It may be glanced from the UGC-10<sup>th</sup> plan guidelines for the ASCs that the initial tentative approach in the formative years has been replaced by the more business-like and sharply focused objectives. In particular, the new features of the ASC may be summed up as follows:

- Introduction of the course-registration fee in order to ensure serious professional participation in the programmes.
- Professional evaluation of participants through award of grades and mention of grades on the certificates.
- Constant monitoring and mandatory provisions of attendance of the participants in the programmes of the ASC.
- Orientation Programme made compulsory within 6 years of recruitment for all category of teachers.
- Principals/ University Departments liable for explanation for non-sending eligible applicant teachers to ASC.
- Only the O.P. /R.O of ASC recognised for career advancement scheme.
- The formal and context for the O.P. made more exhaustive and broad-based.
- The ASC given more decisive role in the selection of R.P./themes/ topics even for the subject-Refresher Courses.
- Reinforcement of strictly residential character of ASC.

In nutshell these features reflect the seriousness attached to teachers' training and attainment at par with students' teaching and learning programme.

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### **3.2.6: CONCEPT OF THE ORIENTATION COURSE**

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The Orientation Course is organised for Higher Education/ Middle/Secondary/Senior Secondary School teachers and Teacher Educators from all parts of the country throughout the year. It is approximately of three weeks duration and consists of a variety of programmes such as lectures, lecture - demonstrations, practical classes on handicrafts and other academic areas of the training programme and educational tours to places of natural and cultural interest. The training programme introduces the participants to the rich fabric of our artistic and cultural heritage. It is designed to give the participants an idea of the variety of creative expressions in India and how the school children can be exposed to the beauty in nature and art. Members of the community and specially the younger generation need to understand the cultural heritage, the variety of geo-physical features and racial, religious, linguistic groups that have contributed to the aesthetic quality and richness of our culture. It is this awareness that fosters love for all mankind and helps in producing better citizens.

The Orientation Course has the following objectives:

- To create an awareness about Indian culture, its continuity and diversity.
- To develop methodologies for incorporating cultural components in classroom teaching to make teaching learning a total experience.

- To provide an opportunity to interact with scholars, artists, educationists for positive attitudinal changes towards innovative teaching
- To provide skills and training in creative expressions by integrating arts in education.
- To provide an opportunity to participants teaching various disciplines (subjects) in different parts of the country to work together for the integrated approach to education.

### **The Course Content:**

The framework of the Course consists of:

- Theoretical study of art and culture;
- Practical training in arts & crafts;
- Preparation of lesson plans, Project on methodologies of linking Education with Culture;
- Educational tours to historical monuments, museums and nature parks;
- Evaluation through discussions, and studies on culture and education;
- Other educational activities.

Illustrated lectures and lecture demonstrations on aspects of Philosophy, Aesthetics, Architecture, Sculpture, Painting, Literature, Music, Dance, Theatre, Folk and Traditional Arts, Handicrafts, etc. are arranged. These aim towards giving an orientation and background to the participants with regard to the various facets of India's rich artistic and cultural heritage in a concrete and tangible form. The lectures in each subject give brief historical background along with some essential definitions and details of techniques pertaining to the art forms. The major stress, however, is on how to create interest and appreciation of Indian Culture in the minds of the young generation. All these lectures are profusely illustrated and in subjects like music and dance etc. the lectures are supplemented with live demonstrations and recitals. The lectures are delivered by renowned experts in their respective fields.

Apart from these lectures, practical classes in wheel thrown pottery, book binding, macrame, tie & dye, and other traditional handicrafts are also arranged and each teacher participant is expected to learn at least three to four crafts indepth. Each teacher trainee spends about a week, learning skills and techniques of these crafts which can be easily taught in the schools. The teachers are offered training in those crafts which are suitable for Indian schools in terms of cost, availability of materials and productive value. In addition, songs in national languages are taught during the course. In these sessions an attempt is made to sensitize the teachers to the inherent beauty in all the languages and the richness and variety in musical expressions. The teachers are also introduced to movement and mime through body exercises and traditional mudras and gestures used in Indian dance forms. These activities help the teacher trainees to enhance their communication skills and relate their

classroom teaching to poetry, music and movement, to create an environment for discovering the inner potential and talents of the child. The teacher trainees prepare educational aids and other teaching materials on the use of art for education. The Orientation Course also aims at training teachers to devise innovative methodologies for making classroom teaching interesting and to integrate knowledge of arts & crafts with curriculum teaching.

Towards the end of the training, participating teachers finalize lesson plans and sometimes work with local school students for obtaining evaluation and feed-back. A unique feature of the Training Programme is that teacher participants teaching different disciplines coming from different parts of the country, speaking a variety of languages stay together and learn about the multifaceted aspects of life and culture of India. In addition to creating an awareness and interest in our heritage, it helps them to integrate this knowledge with curriculum teaching. The participating teacher should have a good academic record and is drawn largely from the disciplines of social sciences and language teaching. Teachers from other disciplines may also be selected if they are interested in this programme. A good command over the English language is necessary as the medium of instructions during the training will be in English. This is for the benefit of teachers participating from all parts of the country.

To enable the teacher to carry out the work effectively, each school from which the teacher is trained is provided with the CCRT's Cultural Software including cultural packages, subject to availability. The use of materials would entail extra work for the teacher, hence the Kit is supplied to selected schools, subject to the interest shown by the teacher in the course, his/her attendance and active participation in the programme & his/her performance in the evaluations during the training. The Cultural Software cannot be claimed as a matter of right by the institution which the teacher represents in the training programme.

### ***Let Us Check Our Progress***

1. What do you mean by distance education?
2. What do you mean by teacher education?
3. Describe the functions of distance education.
4. What is the objective of Orientation Programme?
5. What do you mean by refresher courses?
6. What do you mean by Orientation courses?

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## **LET US SUM UP**

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In this Unit we have been offered various aspects of and orientation to teacher education. First, we have learnt some aspects of in-service teacher education for those who

are serving teachers and who require recurrent professional knowledge and expertise for becoming effective in the transaction of their professional competencies and also building their renewed self-image and identity as competent teachers in the changing orders of the formal education scenarios. Secondly, we have learnt different aspects and dimensions of pre-service teacher education, especially designed and developed by NCTE, the key player in teacher education in our country. Thirdly, we have been acquainted with a new development in teacher education through distance mode. The programmes delivered through distance mode may be both pre-service and in-service teacher education. Finally and fourthly, we have also learnt how teachers can update their professionalism if they participate orientation and refresher course. This has got momentum after the formulation and implementation of National Policy on Education (1986, 1992).

All these mechanisms indicate that teacher education is a life-long education for the teachers.

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## **ASSIGNMENTS**

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- What do you mean by the term “In-service Teacher Education”? Why in-service education is needed? What arrangements have been made for, the in-service education of Secondary School teachers?
- Highlight the features of Distance Education. Critically estimate the scope of Distance education as a means of teacher education.
- Distinguish between pre-service and in-service teacher education. Discuss various modalities through which pre-service teacher education programmes are organized in our country.
- Discuss the orientation and refresher courses are prevalent in our country for development of effective teachers.
- Enumerate the Weaknesses of pre-service and in-service teacher education of our country and give your own suggestions for improving them.
- Write notes on —
  - (a) Teacher education is a life-long programme.
  - (b) Refresher courses for the teachers.
  - (c) Teacher education through distance mode.

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## **SUGGESTED READINGS**

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**COR-312**  
**Teacher Education**

**Block-4**

**Pre-service Teacher Education: Concept, Structure and Curriculum**

**Unit –1**

**Pre-service Teacher Education**

**Content Structure:**

**Unit –1: Pre-service Teacher Education**

4.1.1: Introduction

4.1.2: Objectives

4.1.3: Structure of Teacher Education

4.1.4: Types of Pre-Service Teacher Education Programmes

4.1.5: Needs of Pre-service Teacher Education Programme:

4.1.6: Objectives of Pre-service Teacher Education Programme

4.1.7: Scope of Pre-service Teacher Education Programme

**Unit –2: Structure of Teacher Education Curriculum (NCERT & NCTE)**

4.2.1: Structure of Teacher Education Curriculum:

4.2.2: Vision of curriculum document of NCERT at Elementary, Secondary and Higher Secondary Level:

4.2.3: Vision of curriculum document of National Council for Teacher Education (NCTE) at Elementary, Secondary and Higher Secondary Level:

4.2.4: Lets Sum-up

4.2.5: Assignment

4.2.6: Suggested Readings

# Unit –1

## Pre-service Teacher Education

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### 4.1.1: INTRODUCTION:

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An essential job of an educational institution is to give students learning experiences that lead them from the darkness of ignorance to the light of knowledge. Teachers are the most important people in schools and play a big part in making this change happen. In *Quality Concerns in Secondary Teacher Education*, published in 1998, NCTE said, "The teacher is the most important part of any educational programme." At any stage, it is primarily up to the teacher to make sure that the process of education is carried out. This shows how important it is to put money into training teachers so that the future of a country is safe.

Pre-service teacher education is the education that student teachers get before they start teaching. Teacher education programmes in India meet the different needs of diploma/degree level teacher education and prepare teachers from the Pre-primary level to Institution/University level. In the Indian education system of today, teacher education programmes cover things like subject-related pedagogical theory and practical parts, community service, practise teaching, internships, and so on. Teacher education in India prepares teachers for all levels of education: pre-primary, primary, elementary, secondary, higher secondary, and tertiary. India's policy on teacher education has changed over time. It is based on the recommendations made by the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), the Acharya Ramamurthy Committee (1990), the Yashpal Committee (1993), and the National Curriculum Framework (1993). (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which went into effect on April 1, 2010, has important implications for teacher education in the country.

In this present an attempt has been made to discuss needs, objectives and scope of pre- service teacher education programme. Further Structure of Teacher Education Curriculum, vision of curriculum document of NCERT & NCTE at Elementary, Secondary and Higher Secondary Level is also discussed in detailed manner.

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### 4.1.2: Objectives

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After reading this topic, the students will be able to:

- Understands needs objectives and scope of Pre-service teacher education program
- Comprehend the role & vision of NCERT in constructing the teacher education curriculum and curriculum documents
- Understand the role & vision of NCTE in constructing the teacher education curriculum and curriculum documents

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### **4.1.3: Structure of Teacher Education Programme**

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Structure means the design of a building, how it is built, and how the parts or particles of a substance, organization, or living thing are put together. The structure of teacher education is the way the units or parts of teacher education are put together in a way that makes sense. This includes teaching skills, keeping goals for individual and social development alive, and creates a teaching culture. Teacher training includes teaching skills, teaching goals, and the culture of teaching.

Teacher Education = Teaching Skills + Teaching Objectives + Teaching Culture

*Teaching skills* are part of the art of teaching, which is made up of different ways to teach, or methods and strategies.

*Teaching Objectives* have to do with goals for teaching that are in line with national goals and values. There are different kinds of courses that help people reach their goals.

*Teaching Culture* is related to social and logical values. It includes the modification of behaviour, development of human qualities and enrichment of social and ideological norms in the right direction.

The NEP-2020 set the new structure for teacher education. By 2030, the 4-year integrated B.Ed. that these kinds of multidisciplinary HEIs offer will be the minimum degree that school teachers need. The 4-year integrated B.Ed. will be a dual-major Bachelor's degree in Education and a specialised subject like a language, history, music, math, computer science, chemistry, economics, art, physical education, etc. In addition to teaching cutting-edge pedagogy, teachers will learn about sociology, history, science, psychology, early childhood care and education, basic literacy and numeracy, and more. They will also learn about India and its values, ethos, art, and traditions. The same higher education institution that offers the 4-year integrated B.Ed. may also offer a 2-year B.Ed. for students who already have a Bachelor's degree in a specialised subject. If you have a 4-year undergraduate degree in a specialised subject, you may also be able to get a 1-year B.Ed. There will be scholarships for students who do well in order to get more talented people to enrol in the 4-year, 2-year, and 1-year B.Ed. programmes.

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### **4.1.4: Types of Pre-Service Teacher Education Programmes**

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Pre-service teacher education stands for the programme which is designed to prepare teachers before going in for service. Different programmes are made for each level of schooling, such as pre-primary, elementary, and secondary. The teacher education programmes for these levels of school education are known as

1. Pre-Primary Teacher Education
2. Elementary Teacher Education
3. Secondary Teacher Education

## **1. Pre-Primary Teacher Education:**

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Pre-primary teacher education is a programme for training teachers for the primary classes, such as Nursery, Kindergarten, and so on. In India, neither the centre nor the state governments have yet agreed to prepare teachers for these classes. So, most places that train people to be nursery teachers are run by groups that are not part of the government. But in Delhi, both the state and the centre are training teachers for nursery school. For these courses, you need to be at least 10 and 2 years old. One of NCERT's departments works with Nursery teacher training institutions to come up with the right curriculum for each class and the right ways for teachers to deal with children. This programme gives people who want to be teachers the skills, knowledge, and attitudes they need to work with young children.

## **2. Elementary Teacher Education:**

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Elementary teacher education, which includes primary teacher education, is for training teachers for grades 1 through 7. In some states, though, these teachers are only allowed to teach the first five grades. The course takes 2 years to finish. Some states, such as Andhra Pradesh and Manipur, have a one-year programme. The course is given by elementary teacher training schools in the United States. District Institute of Teacher Training, which was started by MHRD, has courses for training elementary school teachers. Other than these DIETs, Private DIETs also offer courses that are directly supervised by the SCERT in their own states.

## **3. Secondary Teacher Education:**

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Teacher education colleges are in charge of the secondary teacher education programme. They are connected to different universities and are recognised by NCTE. Some state universities also have B.Ed programmes through their departments of teacher education. Some programmes that lead to a B.Ed are also called B.Ed in special education. The Rehabilitation Council of India has given their approval to these programmes. Students who have successfully completed can choose to become special educators.

### **4.1.5: Needs of Pre-service Teacher Education**

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There is a need for pre-service teacher education for the following reasons:

1. Everyone knows that the academic and professional standards of teachers are an important part of the learning conditions that are needed for a country to reach its educational goals. If teacher preparation was to have a positive effect on the quality of how curriculum is taught in classrooms, on how much students learn, and on how society changes as a whole, it had to change its focus from training to education. The things that need more attention are the length of academic preparation, the level and quality of subject matter knowledge, the range of pedagogical skills that teachers have to meet the needs of different learning situations, the level of commitment to the profession, sensitivity to modern issues and problems, and the level of motivation.

2. Making sure that all children get a good education means not only making sure that teachers have the knowledge and skills they need to do their jobs, but also that they take responsibility for making sure that all children learn well and act in the right way.
3. People come to teacher education with beliefs, values, commitments, personalities, and moral codes that come from their upbringing and schooling. These things affect who they are as teachers and what they can learn in teacher education and in the classroom. The main goal of teacher education is to help future teachers think critically about their own beliefs and values as they relate to teaching, learning, and the subject matter, and to help them come up with a vision of good teaching that will guide and inspire their learning and work.
4. Teacher education, like any other educational intervention, can only change professional behaviours or attitudes that can be changed. Even though we can't change a person's personality, we can change how we feel about them and develop a professional rather than a personal role orientation when it comes to teaching as a practise. The teacher needs to have the right amount of knowledge, skills, interests, and attitudes about the job. Due to new theories in psychology, philosophy, sociology, and modern media and materials, a teacher's job has become more complicated and technical. With well-thought-out and creative pre-service and in-service training, the teacher can learn how to do their job well.

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#### **4.1.6: Objectives of Pre-service Teacher Education Programme**

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Pre-service teacher education programmes at all levels should seek to equip the following prospective

1. **Teachers with Imparting an adequate knowledge of the subject- matter:**The goal of pre-service teacher education is for students to graduate with a solid understanding of the subject matter of their school assignments.
2. **Equipping prospective teachers with necessary pedagogic skills:** The major goal of pre-service teacher education is to cultivate the ability to encourage learning in students in an artificially manufactured environment, less through the use of material resources and more through the fostering of an emotional environment. The ability to do, observe, infer, and generalise should be developed in the teacher.
3. **Enabling the teacher to acquire an understanding of child psychology:**The purpose of this study is to gain an understanding of child psychology in the hopes that teachers will be better able to empathise with the challenges faced by students and, as a result, develop novel strategies and approaches for achieving educational objectives that are in tune with the responses of students.
4. **Developing proper attitudes towards teaching:** One of the main goals of pre-service teacher education is to help students develop the right attitudes toward teaching. This will help them get the most out of both their material and human resources. There is also the right way to think about the problems of universal enrollment, regular attendance, and promotion from year to year.

5. **Professional competencies and skills:** Some other objectives related to pre-service teacher education are to grow professional competencies and skills related to the following:

- Effective communication.
- Effective curriculum transaction, utilizing learning resources of various kinds and employing interactive teaching learning strategies to promote the all-around growth of learners.
- Comprehensive and continuous evaluation of learners' 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 as well the disabled learners.
- Organizing co-curricular activities of different kinds to promote the all-round growth of children.
- Offering guidance to students in their personal, academic and occupational problems.
- Research and experimentation in Education.

All of these goals of pre-service teacher education make it clear that modern education is meant to help a person grow and develop in every way. Every teacher should know a lot about children and understand them well, as well as be able to put what they know into practise. These can't be learned by rules of thumb, and a teacher who is not trained often has to learn the job through hard and long work. So, to make good teachers, the whole teacher education system should be built on a solid foundation of practical and practice-oriented theoretical knowledge. The focus should be on special techniques, devices, and literary education that help students become well-informed, culturally aware, and well-disciplined. Teacher education should also be all-encompassing, wide-ranging, and varied. For success in the profession, the practice teaching has to be better and more useful. So, the Pre-Service Teacher Education Programmes should be able to take into account the person as a whole.

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#### **4.1.7: SCOPE OF PRE-SERVICE TEACHER EDUCATION**

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Pre-service teacher education is a very important part of the teacher education system as a whole. "Teacher education is a continuous process, and its pre-service and in-service parts are inseparable," said the NPE in 1986.

1. Since there have been major policy changes everywhere in the field of education, it is time to review and restructure the curriculum for teacher education. There needs to be a fresh look at the pre-service teacher education teacher, and it needs to be linked to new trends in the education of teachers who are already working.

2. All institutions that educate teachers should meet the norms and standards set by the NCTE to ensure quality.

- 3.** Now that MLL-based teaching and learning is being used in schools, it's important to change the way teachers are trained, especially at the elementary level.
- 4.** Pre-service teacher education should only be done in a classroom setting.
- 5.** All programmes that prepare people to become teachers should meet the norms and standards set by the NCTE so that quality can be checked.
- 6.** Pre-service teacher education shouldn't just be face-to-face courses at an institution that last at least one academic year.
- 7.** The above point leads to the end of the private system of teacher education in many universities.
- 8.** People think that getting a B.Ed. by correspondence is not a good way to prepare a teacher to do their job professionally and well.

Teacher education can be seen as a long-term process that covers a lot of ground. The International Encyclopedia of Teaching and Teacher Education, which came out in 1987, says that the pre-service and in-service parts of teacher education go hand in hand.

## Unit –2

### Structure of Teacher Education Curriculum (NCERT & NCTE)

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#### 4.2.1: Structure of Teacher Education Curriculum

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The professionalism of teacher educators and the way it is imparted greatly influence the quality of pedagogical inputs in various teacher education courses that serve the purpose of nurturing aspiring teachers. A great deal also relies on the responsiveness and interest of the future teachers. According to common thinking, those with a B.Ed. are eligible to work as teacher educators for elementary school teacher preparation, and those with a postgraduate degree in education, such as an M.Ed. as qualified to become a teacher educator for secondary teacher education institute. Furthermore, numerous opponents contend that learning to be a good teacher and teaching well does not imply that one has also learned how others might be assisted or trained to be successful teachers. Although contemporary programmes for teacher education have continuously improved via the streamlining of content and curriculum, it still takes time to adapt to new developments in teaching methods. A nationwide framework for teacher education has been established in this regard.

The National Curriculum Framework for Teacher Education (NCFTE) intends to raise the standard of teacher education by addressing current issues, implementing significant reforms, and reorienting instruction to place an emphasis on activities, discovery of environment and surroundings. The goal is to provide inclusive education that uses e-learning resources and ICT (information and communication technology).

The epistemology that underpins learning has undergone a profound shift in the recent past. The emphasis has now switched to a constructivist approach to learning, and one can see that learning does not involve discovering reality, but rather making reality. The guiding idea of NCERT's National curricular Framework for School Education (NCF 2005) is that learning is inherent to the physical, social, and cultural context of the learner. According to the NCF 2005, a teacher is supposed to act as a learning facilitator for their students in a way that assists the students in the construction of knowledge and meaning, which ultimately makes use of the students' own personal experiences. The National Council for Teacher Education (NCTE) developed the NCFTE-2009 in an effort to refocus teacher education programmes.

It is possible to envision the structure of a curriculum for teacher education as consisting of three primary curricular domains, which are as follows: **(A) Foundation of Education:** It includes courses that fall under three broad rubrics, namely learner's studies, contemporary studies, and educational studies (understanding oneself as a person and as a teacher as well as of theories related to child development and learning and the social and cultural context of education); **(B) Curriculum and Pedagogy:** It includes courses that fall under two broad rubrics, namely curriculum studies and pedagogical studies (understanding of the nature of subject disciplines and how they are taught) and **(C) School Internship:** It leads to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills.

These subject areas, when taken as a whole, make up the core curriculum that all pre-school, elementary, secondary, and senior secondary levels of teacher education share in common. The nature and shape of these fundamental components, as well as their quantity, intensity, relative relevance, and the quality of learning experiences to be offered under them, might vary according to the level of teacher training, the school and learner context, and other elements. It is essential that these curricular areas not be seen independent and distinct from one another but rather as interrelated and mutually supportive of one another for the sake of the overall growth of the teacher.

The goal of the current exercise is to organise the entirety of the curriculum for teacher education so that it functions as a single, organically connected unit. Each of these curriculum areas is described in broad strokes, outlining the types of learning experiences they cover and the chances they afford beginning teachers to gain the necessary professional knowledge and abilities. These are not to be construed as prescriptive syllabi or course titles; rather, they are presented using more general language. They serve as the foundational concepts and topics on which the curricula and course offerings are to be based in order to accommodate various settings (stage for which teacher is being prepared, the nature and duration of the training programme, the school and children). It is reasonable to anticipate that the framework will give rise to a variety of context-specific approaches to the creation of curricula and courses, all of which will avoid compromising the fundamental ideals outlined in the vision of teacher and teacher education.

## **(A) Curricular Area: Foundations of Education**

### ***1. Learner studies: Childhood, Child and Adolescent Development and Learning***

**Rationale:** The learner studies courses were envisioned as the first comprehensive grounding in the study of childhood, child development, and adolescence. Rather than focusing solely on psychological theories of child development, beginning teachers must interact with and observe children of various ages in a variety of social, economic, and cultural contexts in order to engage with and understand them. This would include doing an in-depth study of adolescence in modern India due to the fact that this stage of life presents a number of unique obstacles that stem from the personal and social upheaval that is characteristic of cultures that are undergoing transition. Engaging with the social construct of childhood and adolescence, as well as the numerous socio-cultural and political components involved with its location and growth in society, is equally vital for educators to undertake.

Establishing links between the developmental constructs and principles found in psychological theory and the larger socio-political circumstances in which children grow and develop is an essential part of the foundational learning required in this field. In order to prepare student teachers to confront diversity in the classroom and to instruct within the framework of inclusive education, it is vital for them to have an understanding of the development of children in a variety of circumstances. It is important for pre-service teacher education programmes at all levels, including senior secondary, to incorporate the observation and study of young children.

This will allow students to have an understanding of the developmental process as a continuous progression.

Courses that are based on significant ideas and research from the fields of psychology, philosophy, and sociology can give students with an opportunity that is suitable for this purpose and adequately meets their needs.

To cultivate teachers who are learner sensitive, it is necessary to first understand the questions that children (of varying ages) have, as well as their observations of natural and social phenomena; to inquire into children's thinking and learning; and to learn how to listen to children with attention and empathy. Learning is not a process that proceeds in a straight line; rather, it is a process that branches off in different directions, is fundamentally spiral in nature, and takes place in a wide variety of contexts, including those that are encountered in everyday life. This type of engagement will assist educators in comprehending this concept. An exclusive engagement with learning theories is unable to supply this perspective.

Every child needs to be educated on the significance of leading a healthy lifestyle and taking preventative measures against disease. As a result, there is an immediate need to foster habits that are conducive to healthy living and raise knowledge about the importance of health. It has been suggested that an all-encompassing, scientific, and systematic approach to health education and health awareness should be included in the curriculum for the education of teachers. Nutrition, personal and environmental hygiene, family and school health, disease prevention and control including HIV/AIDS, mental health prevention of accidents, health information, which of health services, physical health, and sports are some of the topics that are proposed to be included in the book's contents.

**Theory course work:** Its consists of two to three courses that are aimed to engage student teachers with theoretical concepts and frameworks. These courses draw their central ideas and research from the fields of psychology, philosophy, and sociology. These would include a critical reading of theories of child and adolescent development; the context and process of socialisation; social and emotional development; the development of the self and identity; cognition and learning; the acquisition of language and communication; constructs of childhood and child rearing practises; school and physical health and inclusive education; and so on. Each of the theory classes should have a built-in field-based unit of study that leads to a project or assignment that focuses on observations and interactions with children and adolescents, their understandings and learning of natural and social phenomena, and the investigation of issues pertaining to school health and related social constructions.

**Practicum Course Work:** The objective is to provide students with hands-on experience working with children of varying ages and environments as children and as learners; and to enable students to travel back and forth between theory and the field. In order for student teachers to learn how to communicate and relate to children who come from a variety of backgrounds, including children who are first-generation learners and children living on the street, they need opportunities to spend time with these children, engage in conversation with them, and plan creative activities for the children. Many of the experiences that they have had

with children during this practicum are consciously brought into the classroom discourse as they are interacting with developmental theories and constructs. This helps them draw interconnections, validate and evolve theory, and help them articulate new ideas.

Using the layout of group and individual field-based assignments, followed by workshop and seminar presentations, specific practicum courses should be designed for student teachers to do the following:

- Observe, interact with, and study children and adolescents of different ages in natural settings both inside and outside of the school, in a variety of socio-economic, cultural, linguistic, and regional contexts.
- Observe and analyze learning and thinking processes of children of different age groups, including adolescents.
- In order to have a better understanding of the developmental process as a continuum, it is important to comprehend the questions that children have and the observations that they make of natural and social phenomena.

## ***2. Contemporary Studies***

### ***(a) Teacher and Learner in Society***

**Rationale:**It is necessary to move the focus away from an excessive reliance on the psychological features of the individual learner and toward the social, cultural, economic, political, and humanitarian background of the learner. Therefore, a rigorous engagement with the issues of contemporary India must necessarily be examined through an engagement with concepts drawn from a diverse set of disciplines, such as sociology, history, philosophy, political science, and economics. Issues of identity, gender, equity, poverty, and diversity should all be addressed in the context of India's heterogeneous nature in the context of teacher education, which should create a space for engagement with these topics. This would give educators the ability to contextualise education and foster the development of a broader knowledge of the function of education as well as its connection to society and humanity. Understanding the classroom as a social environment is also essential, as it provides a space for interaction, the formation of dialogue, and the ability to appreciate multiple perspectives on a particular problem. This is why it is essential to have this understanding.

Student teachers have the opportunity to engage in projects such as tracing the process by which a consumer product (such as tea) is made available to the public from its raw form to its finished product and studying the various factors of geography, economics, politics, and history as well as sociology that may have influenced it in some way. This type of engagement can help teachers examine their own conceptions of knowledge, construct knowledge through interactive processes, the exchange of views, beliefs, and reflection on new ideas, and break free from the overwhelming need to protect their individual perspectives on education and learning. Moreover, such engagement can help teachers break free from the need to protect their students' privacy.

A critical awareness of human and child rights provides educators with a sense of agency and enables them to adopt a more proactive stance. It is impossible to separate respect for human rights from an analytical awareness of the contexts in which human rights are to be observed. These contexts range from constitutional provisions (such as the right to education and reservation), to the institutional context, and then on to the social, national, and global contexts. Respect for human rights cannot be seen in isolation from an analytical awareness of these contexts. In addition to this, educators have a responsibility to be knowledgeable of children's rights, the part that the NCPCR plays in the protection of these rights, the rights to gender equality, and the implications these rights have for societal change. A democratic social order can only be maintained with the help of education, which is where the rights perspective comes in. The critical viewpoint of environmental education is a subset of this rights viewpoint.

***Theory Course work:*** one or two courses to introduce students to theoretical ideas and problems like: the classroom as a social setting; The social milieu and context that students and teachers come from has a significant impact on learning. It is also impacted by the social atmosphere in the classroom and at school. It offers a venue for dialogue, interaction, and the chance to appreciate other viewpoints on particular subjects; Themes of educational theorists like Gandhi, Tagore, and Dewey should be analysed in the socio-historical contexts in which they were produced. Contemporary Indian society's issues and concerns include gender equity, poverty, diversity, and a pluralistic culture that is inclusive of all people.

***In-built field-based units of study:*** Student-teachers examine the major characteristics of India's pluralistic makeup with the aid of projects based on locally conducted fieldwork or conduct field interviews while studying the issue of reservation as an egalitarian policy in order to compile people's experiences with such a provision and examine policy and theory. The student-teacher is not solely responsible for developing links between experience and theory within this pedagogical process. In the design of teacher-education programmes, learning spaces are structurally provided for establishing such linkages. Because the learner is at the centre of this process, learning becomes a search for meaning and the developing teacher learns to express the connections he or she makes.

***Projects:*** Student teachers work on projects like figuring out how a consumer product goes from being raw materials to a finished product and looking at how geography, economics, politics, history, and sociology may have affected it in some way. This kind of participation can help teachers look at how they think about knowledge, build knowledge through interaction, the exchange of ideas, beliefs, and thoughts on new ideas, and stop feeling like they have to protect their own ideas all the time. Workshops, seminars, and assignments that study issues and ideas can be used to supplement projects.

### ***(b) Gender school and Society***

**Rationale:** gaining an understanding of gender dynamics A pedagogical strategy that permits not only the systematic study of gender theory but also an engagement within one's own place in society through gender roles is necessary for the education of teachers. This pedagogical

approach is called for by necessity. A critical analysis of the current literature that establishes links between democracy and education from the standpoint of gender is another task that student teachers are required to complete. Within the context of these types of courses, there must be time and space allocated to the development of teachers' abilities to draw connections between theoretical concepts and actual-world scenarios. This necessitates not just in-depth study, but also extensive observation and evaluation of the situations that arise in the field. It is anticipated that the application of this strategy will improve teachers' capacity to conceptualise based on specific experiences.

**Theory Course Work:** A single course that examines theoretical perspectives in gender studies, questions of identity and self, their positions in society, analysing curriculum and text through the lens of gender, critically analysing disciplinary studies, analysing school cultures, participating in debates associated with professional education and the feminisation of the teaching profession, and developing strategies for effecting change. A practical knowledge that includes the examination of textbooks, curriculum framework, and course syllabi through the prism of gender would provide enormous opportunity for the development of critical perspectives. These can be incorporated into the curriculum as field-based units of study for the gender course.

Even though the course will provide the necessary focus on the theory and construct of gender, all of the other courses will require an engagement with gender perspectives, whether it be in the context of understanding the development of children and adolescents or in the context of understanding issues pertaining to society, culture, equity, and diversity.

### *3. Educational Studies*

#### *(a) Aims of education, Knowledge and Values*

**Rationale:** Among the numerous concerns that are excluded from contemporary educational discourse are philosophical questions regarding the fundamental goals and ideals that should serve as the intellectual foundation for contemporary education policy and practise. Therefore, it is essential to create chances for potential teachers to engage with philosophical questions and concerns relating to the goals and ideals of education. In order to be sensitive to the reality that educational discourse is never neutral and always tends to support some educational values while marginalising others, student-teachers and teacher practitioners must approach topics in a way that makes them aware of this fact.

True education is the process of growing the whole person: intellectually, physically, emotionally, socially, morally, and spiritually. Peace serves as an integrative principle for the value orientation of education. Education for peace is not only vocational training; it is education for life. Education for peace aims to provide individuals with the values, skills, and attitudes they need to be good people who live in harmony with themselves and others and are responsible citizens. Examining the sociohistorical backgrounds of the ideas of philosophers such as Gandhi, Tagore, Dewey, J. Krishnamurti, Montessori, and others would give the philosophical foundation for addressing these problems.

**Theory Course Work:** One or more courses covered educational philosophers, theoretical frameworks that aid in challenging and debating issues of aims of education and epistemological concerns, and other related topics. Critical units of study would include philosophical and sociological expeditions of the notions of knowledge, morality, and values; the status, problems, and concerns of school education in India; the frames and persuasions of peace education within the national and international contexts; and engagement with school culture and the school as a learning organisation. Aside from lectures and debates, students must be encouraged to engage in close readings of original works, seminar/term paper presentations, and self-study of specific study units.

***(b) Developing the self and aspirations as a Teacher***

**Rationale:** In order to create learning spaces for preservice teachers, a concentrated examination of topics concerning the self and identity, human interactions, the gaps between adults and children, assumptions, views, and attitudes is required. They could investigate the meaning of ethics and values, observe and comprehend feelings of fear and trust and their influences in personal and social attitude, attitudes toward competition and cooperation, analyse and observe the impact of competition in personal and social life, observe the role of listening, attention, and empathy, and investigate the role of a teacher in establishing a relationship with children and as a communicator.

**Theory Course Work:** There will be one course with programs that are more narrowly focused, linked to the theory, and will require special contributions from experts who have experience working with self-development, creative drama, and theatre. It is common for these to provide learning environments that are both non-threatening and non-judgmental, which in turn enables participants to reflect on their own roles in society. The theoretical study and the supplementary workshops need to emphasize on topics pertaining to the formation of identity, including the recognition of one's own capabilities and limitations, the cultivation of social sensitivity, and the acquisition of empathy skills.

**Practicum Course Work:** Student teachers must interact with their childhood experiences, personal aspirations, aspirations to become a teacher, perspectives on gender and identity issues, as well as personal, familial, and social conflict. The most effective way to accomplish this is to participate in seminars involving music, art, craft, and drama. They need to be encouraged to record and evaluate their observations so that they can interpret reality within a variety of conceptual and experiential frameworks.

## **(B) Curricular Area: Curriculum & Pedagogy**

### **1. Curriculum Studies**

#### **(a) Knowledge & Curriculum**

**Rationale:** It is critical to engage potential teachers with the conceptual information learned in general education. The majority of courses in teacher education are devoted almost entirely to discussing various approaches to instructing specific subjects in schools. It is taken as a given that those who are preparing to become teachers possess the subject-matter expertise that they may draw upon when necessary. As a result, the curriculum for teacher education do not engage teacher trainees with the content of the subjects they are studying. However, if we want to prepare teachers to present subject-content in ways that are developmentally appropriate and with critical perspectives, it is essential that several theoretical concepts learned during general education in school and college be revisited and reconstructed. In addition, the course intends to get student teachers involved with epistemological and ideological assumptions about knowledge, learners, and learning, as well as the implications these assumptions have for the curriculum, pedagogy, and assessment practises used in school education.

In spite of the fact that a significant amount of teaching and learning takes place within the home, the neighbourhood, and the communities of rural and tribal India, the child is first exposed to a teaching and learning environment at school. This environment, by its very nature, distinguishes itself from the rest of the child's environment. It is imperative that schools make it easier for critical connections to be made between the experiences that children have at home and in the community and the opportunities that the school provides for them.

**Theory Course Work:** Four to six courses in each of the four major academic fields of language, mathematics, social sciences, and natural sciences, each with units of study that are designed along the syllabi of the plus two level or the graduation level, depending on the circumstances. The student teachers go over the ideas they learned before in their general education all over again and reassemble them by participating in a variety of hands-on activities. This will make it possible to interact deeply with concepts and sub-concepts, bringing numerous misunderstandings to the forefront where they can be interrogated and, as a result, making it possible to gain clarity.

**Understanding school curriculum:** Philosophical and ideological foundations of curriculum design, knowledge selection; critical examination of curriculum, design and analysis of textbooks, curriculum negotiation; linking school knowledge with community life: analysing textbooks to contextualise school knowledge, learning to draw on resources other than textbooks, such as local oral histories. Built-in field-based units of study can enable continuous engagement with information through the in-depth analysis of particular themes. Science, for instance, can involve laboratory activity, library and reference, field surveys, group discussions, and seeking expert opinion on subjects that children frequently inquire about, such as "Why is the sky blue?" Why do stars twinkle? Similarly, mathematical concepts and operations can be reconstructed through activities and puzzles involving real-world materials and mathematical kits in order to arrive at solutions or perform investigations. These must be followed by a critical analysis of the concepts, solutions, outcomes, and methods employed, both "right" and "wrong." For this purpose, numerous investigating initiatives can be developed. Reconstructing concepts assists student teachers and teacher practitioners in appreciating the nature of subject knowledge and relating it to suitable pedagogical practises that enable meaningful communication with children.

Student teachers can complete projects in oral history, alternative medicine, appropriate technology, and informal learning situation pedagogies in order to comprehend the various nature of knowledge.

## **(b) Language Proficiency and Communication**

**Rationale:** The importance of language as a channel and instrument of communication is heightened by the fact that it is an integral component of the school curricula. A teacher speaks, explains, narrates, asks questions, provides examples, interprets, guides, instructs, warns, motivates, and encourages, among other functions. All of these conditions necessitate a suitable and context-appropriate use of language. The building elements of knowledge include concepts, constructions, and examples, and all of these are language-based. This means that the teacher's language skills and ability to communicate with students are just as important as their knowledge, teaching skills, and other professional skills.

**Theory Course Work:** One course that concentrates on enhancing the linguistic skills of student teachers. This is the language the teacher should use to teach. Regardless of stage specificity and subject specialisation, all teacher education programmes must emphasise and give great emphasis to the development of language proficiency and communication skills in prospective teachers. This course should be structured with a focus on listening, speaking, reading, understanding, and writing for a variety of contexts, as well as hands-on experience in utilising the language in a variety of contexts.

## **2. Pedagogic Studies**

### **(a) School Knowledge, Learner and Pedagogy**

**Rationale:** The objective of pedagogic study is to comprehend school subjects and their pedagogical strategies in the context of the school and the learner by establishing connections between the learner, the context, the subject discipline, and the pedagogical approach. The primary distinction between pedagogical courses and traditional teacher education would be a shift in emphasis from pure disciplinary knowledge and methodology to the learner and his or her situation as well. For example, a course on language pedagogy would foster a knowledge of the linguistic characteristics of learners, language usage, socio-cultural dimensions of language learning, language as a process, and the curriculum-wide functional use of language. This would necessitate departing from the traditional emphasis on language as a topic, which emphasises its grammatical structure rather than its usage.

The pedagogical study of school subjects such as the sciences, social sciences, languages, and mathematics must be arranged itself, and not for specific school subjects such as history, geography, or chemistry. This would enable a teacher to rely on epistemological insights when instructing any of the primary disciplines that lie under a single banner - the sciences or social

sciences. This method also has the benefit of educating teachers to instruct integrated courses in the social and natural sciences.

**Theory Course Work:** Two to four courses in Pedagogy: Knowledge as construction through experiences, nature of disciplines, critical analysis of the school curriculum, and pedagogy as the integration of knowledge about the learner, the discipline, and the social context. Languages, mathematics, social sciences, natural sciences, and environmental sciences would be taught separately at the elementary, upper primary, secondary, and senior secondary levels.

For example, a pedagogy course on EVS should cover the following: the philosophical and epistemological basis of EVS as a composite field of study that draws on the sciences, social sciences, and environmental education; familiarising student teachers with children's ideas about their physical and social worlds so that these ideas can later be used in the classroom; and helping student teachers learn how to plan comprehensive units that don't separate k-12 subjects into separate parts.

Engagement with research pertaining to various aspects of young children's learning in languages, mathematics, environmental education, history, and geography, followed by reflective discussion, observational records, and analysis, can be an integral part of developing elementary school teachers' pedagogical understanding. A critical study and engagement with teaching methods such as concept creation, inquiry-based instruction, problem solving, discovery, and activity-based learning, as well as associated concepts, can go a long way toward making a teacher reflective.

Teachers at the secondary and senior secondary school levels will need to be prepared to engage with more profound epistemological concerns pertaining to the fields in which they have chosen to study. In addition to a particular emphasis on content area literacy and tasks of writing observations and analysis for the purpose of improving conceptual understanding, specific tasks relating to how students engage with school subject-content misconceptions need to be addressed through a rigorous study of disciplinary knowledge. These tasks include how students interact with school subject-content. It will be necessary to construct pedagogy courses that take into account the various levels of education, beginning with preschool and continuing through elementary school (primary and upper primary), secondary, and senior secondary levels.

**Practicum Course Work:** Practicum courses in schools can be organised around topics such as classroom management, the creation of materials, and block teaching. Through hands-on experience in the creation of curricula and learning materials, the design of age-appropriate activities for children of varying ages, and the formulation of questions to facilitate the learning of student teachers, gain the ability to integrate their ideas, experiences, and professional skills. Teachers also need to acquire the skills necessary to discover how to prompt students to ask questions and how to aggregate these questions to improve learning processes. For example, student teachers who are taking a course in language pedagogy will be required to participate in projects that include listening to children read, observing and analysing reading difficulties, observing and identifying mismatches between school language and home language, and

analysing textbooks and other materials used in various subjects in terms of presentation, style, and language used.

Collecting and presenting specimens of rocks, leaves, stamps, and flags, using reports, newspapers, documents, local maps, atlas, map drawing and reading in the classroom are some examples of activities that could be used for practicum experiences in the social sciences. Other possibilities include organising and planning field trips, drawing upon local sources of evidence in history, conducting projects on oral history, and organising and planning field trips. After this, there may be a conversation in which participants reflect on their experiences while also learning how to make observations, write them down, and evaluate them. An method like this one would be helpful in forging links between the learner and the context in which they are learning, the substance of the discipline, and the educational style. It will be easier for them to design projects that are developmentally appropriate if they have student teachers working with learners in secondary and senior secondary schools. This would unavoidably call for a more in-depth and comprehensive engagement with the subject-matter knowledge. A practicum of this kind can assist teachers in the development of a repertoire of skills for reflective practise. Some examples of these abilities include making pedagogical sense of learner errors and learning styles, as well as critical reading of school textbooks.

### **3. Assessment and Evaluation Studies: Perspective and Practice of Learner Assessment**

**Rationale:** Assessing the children's growth, both in terms of their psychological development and in relation to the criteria outlined in the lesson plan, is an essential part of a teacher's job and an important part of the role that they are expected to perform. Achievement scores in a subject need to be linked with the child's overall development, and testing should cover higher level learning objectives, not just information. The scope of learner assessment and evaluation needs to be broadened so that it goes beyond the limited context of syllabus-based achievement testing. The National Curriculum Framework (NCF-2005) suggests that a long-term goal of test reform should be the implementation of school-based evaluation. Teacher education programmes will need to increase the capacity to introduce student teachers to the history of evaluation and present practises, including contemporary debates on perspective and the practise of testing. This is the aim that has to be achieved for this goal to be achieved. The importance of viewing assessment as a component of learning is something that needs to be emphasised more. The importance of evaluation as a means of inspiring children to learn should not be overlooked by educators. This is of the utmost importance if we are going to realise the potential of the right to education and ensure that every child receives an education of sufficient calibre. The existing method of evaluation, which uses failure as a technique of selection, is not compatible with the objective of making education accessible to all people. In the current global setting, which places an unreasonable amount of emphasis on student achievement, having a thorough and informed understanding of assessment procedures has become even more crucial.

**Theory Course Work:** Courses in pedagogical studies and curriculum studies need to incorporate theoretical work on assessing students' learning abilities. This engagement should include a rigorous reading and critical analysis of perspectives that regard learner assessment as the

panacea of school and teacher reform; an examination of the history of evaluation and current practises; the place of evaluation in the learning and development of the learner; and broadening the scope of assessment beyond achievement testing to cover a child's overall development.

***Practicum Course Work:*** Prospective teachers ought to gain practical experience in the design of assessment methods that are qualitative in nature and evaluate children's developing abilities to think critically and find solutions to problems. This type of evaluation is preferable to one that requires students to recall information. The tasks of formulating various kinds of questions, assessing their influence in terms of learner performance and learning grasp in the classrooms, and doing so on a consistent basis are able to be carried out. The systematic recording of learners' errors, the examination of those errors in the light of empirical research, and the attempts at moving learners towards newer ways of thinking are required to be closely recorded and discussed with faculty.

### **(C) Curricular Area: School Internship**

**Rationale:** It is general fact that the quality of practise teaching, which comprises the most functional component of the process of preparing teachers, has been severely neglected, and as a result, the amount of time spent on it has decreased. It is a common gripe that theory predominates in the curriculum, while practise teaching continues to be plagued by a variety of shortcomings, such as the following: it adheres to a mechanised routine (observation, micro teaching, teaching practise, and examination); it operates with rigid lesson plan formats; it does not have sufficient mentoring and supervision; it does not exhibit any original thought; it does not have enough variety in its teaching; and it does not take into account the specifics of the context in which it is being. There is not even an attempt made to conduct an all-encompassing, qualitative evaluation that takes into account professional attitudes and values as well as the provision of persistent involvement with schools. The following are the primary limitations of the model of practise teaching that is now in use:

- The way teacher education is done now, the school curriculum and textbooks are treated as "givens." Teachers are trained to meet the needs of the current school system by carefully planning lessons in standard formats and giving the required number of lessons.
- Repeated "practise" of teaching a certain number of separate lessons is thought to be enough for professional development.
- Teachers do not have the opportunity to analyse their own biases and views and reflect on their own experiences as part of classroom dialogue and inquiry.
- There is no clear connection between theory courses and practical work and ground realities.
- The evaluation process is overly theoretical, overly quantitative, and incomplete.

***Situating the practice of teaching in the broader context of the vision of the role of the Teacher***

It should come as no surprise that the actual experience of teaching and the rigorous theoretical study that goes along with it play a significant role in the process of transferring professional rigour into the preparation of a teacher. It is the effectiveness with which the multiple components of field learning—getting to know the school, observing children, observing teaching and learning in real classroom contexts, practising teaching, developing capacities to think with educational theories and applying concepts in concrete teaching-learning situations, managing classroom learning, evaluating learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice—combine. Specifically, it is the effectiveness with which these multiple components of field learning combine.

An understanding of where teaching practise fits into the larger scheme of things is a necessary first step for any initiative aimed at improving upon the status quo of existing procedures and developing fresh strategies for instruction in the field of practise teaching, as this can be seen right off the bat. The first thing that should be brought to everyone's attention is the fact that the actual act of teaching is at the centre of the many and different components that make up the overall programme of teacher education. It is integrated with theoretical research, field work, and practicum, in addition to a wide range of institutional experiences involving school kids, instructors, student teachers, and mentor teacher educators. It serves, in a sense, both as the instrument for evaluating an effective teacher education programme and as the essential quality indicator for such a programme.

### ***Curricular Provision: Sustained engagement with learners and the school***

The following are necessary essential components that should be included in the School Internship programme:

- Trips to Innovative Centers of Pedagogy and Learning, whenever and wherever they are possible;
- Research Project Carried Out in the Classroom;
- An internship in schools for a continuous period of four days per week and a minimum duration of six to ten weeks for a two-year course and fifteen to twenty weeks for a four-year programme, including an initial phase of one week for observing a regular classroom with a regular teacher;
- Preparing Unit Plans and being responsible for maintaining Reflective Journals; and
- Developing and maintaining pedagogical materials for use in the Internship schools' classrooms.

The student teacher intern would have the chance to study how to create realistic goals in terms of learning, curricular material, and pedagogical practise while operating as a normal teacher for a sustained length of time ranging from a minimum of 12 weeks to a maximum of 20 weeks.

A sustained contact through an internship would help teachers to choose, design, organise, and conduct meaningful classroom activities. It would also assist teachers in critically reflecting upon their own practises through observations, record keeping, and analysis. Finally, it would assist

teachers in developing strategies for evaluating students' learning for feedback into curriculum and pedagogical practise.

The school would gain from such an arrangement by being able to experience the possibilities of unconventional pedagogies being used in the classroom. During this phase of their training, student teachers create new resources for teaching and learning, which have the potential to become a useful resource for the instructors who are employed full-time at the school.

Instead of continuing with the model of practise teaching that is currently in place, in which trainees just "use" the school in order to fulfil their own "formal degree requirements," the internship needs to be structured as a model of cooperation between the school and the trainees.

The proposed process-based alternative to traditional teacher education is distinguished from traditional teacher education by the inclusion of the students' personal experiences at the forefront of the curriculum. The experience and wider social realities of the learner are the context in which engagement with theoretical concepts and frameworks takes place. In the process of designing the framework of the teacher education programme as well as the curriculum for each area of study, the structural provision for such an opportunity is to be provided. When we talk about "structural provision," we are referring to the arrangement of different fields of study and inquiry in such a way that makes it possible for there to be a smooth transition from experience to theory and from theory to field experiences.

**Table 1: Teacher Education Curricular Areas –A Schema**

<b>Curricular Areas</b>	<b>Major Components</b>	<b>Curricular Aspects</b>	<b>Curricular Provision</b>
<b>Area-A: Foundations of Education</b>	<b>1. Learner Studies</b>	<b>Drawing upon psychology, sociology, linguistics and education.</b>	<b>2-3 theory courses</b> with in-built field-based units of study; <b>Practicum</b> courses, workshops, seminars, group and individual assignments.
	<i>(a) Childhood, Child and Adolescent Development.</i>	<i>Constructs of childhood, adolescence; socialization; language; cognition, thinking and learning; school and physical health; self, identity; inclusive education.</i>	
	<b>2. Contemporary Studies</b>	<b>Drawing upon sociology, history, philosophy, psychology, political science and economics.</b>	<b>1-2 theory courses</b> with in-built field-based units of study, projects, seminars, group and individual assignments.
	<i>(a) Teacher and Learner in Society.</i>	<i>Issues and concerns of contemporary Indian society; human and child rights; classroom as social context.</i>	
	<i>(b) Gender, School and Society.</i>	<i>Identity development; understanding curriculum and texts from a gender lens; debates about professionalism and feminization of the teaching profession.</i>	<b>1 theory course</b> with inbuilt field-based units of study; group and individual assignments, seminar presentation.
<b>3. Educational Studies</b>	<b>Drawing upon educational theory, philosophy, history and sociology.</b>	<b>1-2 theory courses</b> with in-	

	(a) <i>Aims of Education, Knowledge and Values.</i>	<i>Basics of teaching-learning; theoretical constructs, educational thinkers; vision of education in India, issues and concerns; school culture and school as a learning organization; peace education.</i>	built field-based units of study; assignments, group presentations, term papers.
	(b) <i>Developing the Self and Aspirations as a Teacher.</i>	<i>Self and identity; interpersonal relations, adult-child gaps; personal and social constructs; schools as sites of contestation and social change.</i>	<b>1 course</b> workshop-based with a brief on theory; workshops on issues of gender; identity; social and personal conflict; childhood; relationships.
<b>Area-B: Curriculum &amp; Pedagogy</b>	<b>1. Curriculum Studies</b>	<b>Focus on key concepts of the basic disciplines of language, mathematics, social sciences and sciences; sociology of knowledge and curriculum.</b>	<b>4-6 theory courses</b> with inbuilt field-based units of study; investigative projects; recording and analysis of observations.
	(a) <i>Knowledge and Curriculum</i>	<i>Engagement with subject content and school curriculum, textbooks; philosophical and ideological basis of curriculum; design and selection of knowledge; Knowledge as construction; disciplinary knowledge.</i>	
	(b) <i>Language Proficiency and Communication</i>	<i>Language proficiency and communication skills; metalinguistic awareness; skills of speaking, listening, reading and writing in varying contexts; content area literacy.</i>	<b>1 course</b> designed as workshops with hands-on activity in the use of language for communication
	<b>2. Pedagogic Studies</b>	<b>Drawing upon pedagogical theory, constructivist and socio-constructivist perspectives.</b>	<b>4-6 optional theory courses</b> offering areas of specialization; <b>practicum courses</b> comprising of curriculum and text analysis and creation of alternative learning materials.
	(a) <i>Language</i>	<i>Nature of discipline and knowledge; understanding school curriculum; critical engagement with principles of teaching; epistemological issues.</i>	
	(b) <i>Mathematics</i>		
	(c) <i>Social Sciences</i>		
	(d) <i>Sciences</i>		
<b>3. Assessment and Evaluation Studies</b>	<b>Draw upon critical reading of psychometric approaches; sociological frames of analysis and constructive approaches.</b>	<b>1 theory course</b> with complementary practicum; analysis of question types and assessment formats; group and individual assignments.	
(a) <i>Perspective and Practice of Learner Assessment</i>	<i>Critical reading of evaluation perspective and practice; place of assessment for learning; qualitative and quantitative measures; hands-on experience clinical interviews, observation formats and interpretation of qualitative data.</i>		
<b>Area-C: School Internship</b>	<b>1. School Internship</b>	<i>Sustained engagement with schools; internship as a partnership model; teaching and participating in school activities; recording observation of learners, analysis and reflection on teaching; developing and maintaining teaching-learning resources; developing unit plans and maintaining reflective journals.</i>	<b>4 days of teaching for a period of 12-20 weeks</b> , including an initial one week of classroom observations; case studies, classroom research, development of learning resources.

Source: NCFTE-2009

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## **4.2.2: Vision of curriculum document of NCERT at Elementary, Secondary and Higher Secondary Level**

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Because there is such a wide range of difference in both the substantive and methodological components of teacher education programmes, the endeavour of trainee teachers for the many schools across the country has become a source of significant worry. This may be attributed in large part to the fact that much of the basis of contemporary teacher education is built on a set of attitudes and assumptions that are neither stated effectively nor analysed fully. The goal of the work should be to create a single structure that will be referred to as the "national system of teacher education" and will incorporate all of the different types of teacher education programmes that are currently offered. There should be a national system for the education of teachers, just like there is a national system for school education. This national system ought to be able to provide a broad framework within which state-specific and other local factors can appropriately inform the construction of more customised teacher development programmes and initiatives. However, in accordance with the observation of NCERT, when it comes time to create the curriculum for various levels of teacher education, the following matters are ones that should be kept in mind:

### **Teacher Education for Elementary Stage:**

The following are included in the vision for elementary teacher education:

- To be proficient in both the first and second languages, as well as mathematics, and the areas of natural and social science that are relevant to environmental studies I and II.
- To acquire the knowledge and abilities necessary to recognise, choose, and organise learning experiences for the purpose of instructing the aforementioned topics in both formal and informal settings.
- To have adequate theoretical and practical understanding of health, physical and recreational activities, job experience, art, and music, as well as the abilities necessary for participating in these activities;
- To achieve an understanding of the psychological concepts that underlie the growth and development of children ranging in age from six and a half to fourteen and a half;
- To obtain both theoretical and practical knowledge on the education of children, including methods of integrated teaching.

### **Teacher Education for Secondary Stage:**

Teacher education at secondary stage consists of teaching specialised subjects. After finishing their education, teachers are expected to possess the qualities listed below.

- To be capable of instructing courses within his area of expertise in accordance with accepted principles of learning and pedagogical best practises as they pertain to the recently implemented curricular changes at the respective schools;

- To cultivate the knowledge, abilities, passions, and perspectives that would allow him to encourage holistic growth and development in the children entrusted to his care; this would provide him the means to do so.
- To have sufficient theoretical and practical knowledge of health and physical education, games, and leisure activities, in addition to previous job experience.
- To acquire the knowledge and abilities necessary to discover, choose, invent, and organise learning experiences for the purpose of instructing the general and specialised topics listed above.
- To cultivate a grasp of the psychological concepts underlying growth and development, as well as individual differences and similarities, as well as cognitive, psychomotor, and behavioural instruction.

### **Teacher Education for Higher Secondary Stage:**

Vision for the teacher after completing teacher education for the higher secondary stage includes:

- To develop the competence necessary to teach the subject of this specialisation based on the accepted principles of learning and teaching, as well as knowledge of the subject by string, and to maintain awareness of the most recent advancements in both the subject matter and the teaching methodology.
- To build skills—both cognitive and psychomotor—for teaching academic and/or vocational subjects by providing appropriate learning experiences for students to participate in.
- To develop an understanding of the aims and objectives of education in general and of higher education in particular in the Indian background, to promote awareness of the role of education and of the teacher in building up a democratic, secular and socialist society.
- To acquire the knowledge and abilities necessary to teach academic and/or vocational courses using various forms of educational technology.
- To understand the bio-psychological needs of the adolescent and the problems arising out of their non-fulfilment; develop skills in guiding and counselling the adolescent solving his personal and academic problems.

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### **4.2.3: Vision of curriculum document of National Council for Teacher Education (NCTE) at Elementary, Secondary and Higher Secondary Level**

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National Council for Teacher Education is the apex body of teacher education in India. It regulates the teacher education throughout India both in regular and distance mode. It was established 1973 on the recommendation of Education commission (1964-66) and has its main campus in New Delhi. At first it was a non-statutory body getting its secretarial support from NCERT. NCTE developed a ‘National Curriculum Framework for Teacher Education’ in 1978 and created awareness about teacher education throughout India but it fails to stop proliferation of sub-standard teacher educational institute. So, it was needed to give more power to NCTE and

make it statutory body. So NCTE come into force as a statutory body on 17<sup>th</sup> August, 1995 by pursuance of National Council for Teacher Education Act, 1993.

### **Layout of teacher education curriculum:**

Teacher Education curriculum broadly divided in to three areas

1. Foundation course of education: This part includes Learner studies, Contemporary Studies, and Educational Studies.
2. Curriculum and Pedagogy studies: This includes curriculum studies and Pedagogy studies.
3. School Internship: This part includes real life teaching practice for professional skill development of teachers.

Together these areas constitute the core curriculum for teacher education in pre-primary, primary, secondary, and higher secondary.

### **Objectives of Teacher Education:**

1. **Elementary Level:** The objectives of teacher education at elementary level are such that it develops
  - a. Knowledge about first and second language, mathematics, social sciences and natural sciences.
  - b. Develop the abilities to recognise, choose, and arrange learning experiences related to the aforementioned disciplines as well as the conduct of them.
  - c. Have both theoretical and practical understanding of children's health, creative and physical activities, job experience, playtime, and music, as well as the abilities to lead these activities.
  - d. Develops an awareness of the key psychological concepts related to the development and maturation of the kids in their care.
  - e. possess understanding in both theory and practise related to early childhood education, including integrated teacher.
  - f. develops an awareness of the key concepts of education in both formal and informal contexts.
  - g. establishes a cordial interaction between the family and the school and recognises the influence of the community, peers, and school on a child's personality.
  - h. to educate the teachers on the nature, goals, difficulties, and concerns of elementary education.
  - i. to provide them the knowledge and maturity necessary to educate children and to ensure their multifaceted growth
  - j. enabling student instructors to provide and arrange instruction of integrated and unified subjects, their nature, and purpose in the new educational and social environment
2. **Objective of Teacher Education in Secondary level:**

- a. to be able to teach a subject of specialisation using recognised teaching and learning techniques in the framework of a new school curriculum
- b. their level of conceptual understanding of the relevant discipline.
- c. evaluates an article's quality both internally and externally using the
- d. principles against criterion.
- e. finds the shortcomings, notices the shortcomings, and shortfalls
- f. Knows the ways through which adolescent learns
- g. Recognize the concepts of experience and work
- h. respects the purpose of the curriculum
- i. possess the capacity to instruct
- j. Develop knowledge, abilities, interests, and attitudes that will help you to support the child's overall development.
- k. fully comprehends the concept of personality
- l. understands the numerous techniques used to create a person's entire personality.
- m. recognises the importance of allowing the youngster to develop a healthy individuality.
- n. properly communicate with students, one must possess communicative, mental, and social abilities.
- o. Psychomotor abilities are displayed in both formal and informal institutional settings.
- p. demonstrates a friendly and encouraging attitude toward the child's ideal physical, intellectual, emotional, and social development.
- q. demonstrates a concern for the child's progress as evidenced by both intrinsic and extrinsic readings about the demands and issues of adolescent development. Terminology for excursions and sociocultural functions. Holding a meeting with the teenagers.
- r. possess adequate knowledge of adolescent health and physical education programmes, employment experiences, and recreational pursuits.
- s. so that they can implement preventative measures against their harmful impacts and comprehend the implications of liberalisation, privatisation, globalisation (LPG), free markets, outsourcing, etc. on education.
- t. to educate students about the benefits, drawbacks, and safety measures of ICT
- u. By using appropriate educational strategies, the schools intended for the poor can help close the educational and cultural gap between them and the wealthy.
- v. to instil a sense of national pride and identity in the future teachers and to foster a love of Indian culture and its contributions to the world.
- w. to give future teachers the tools they need to introduce life skills education carefully and cautiously to kids and orient and sensitise them. Education about HIV/AIDS prevention and reproductive health

**3. The objectives of teacher education at Higher Secondary Level:**

- a. To foster in educators a desirable perspective on the academic stream and a grasp of its nature, purpose, and philosophy

- b. To inform them of the guiding principles, objectives, and instructional techniques for the subjects they must teach
- c. Empowering them to serve as role models for students, preparing them for independent study, self-study, the development of reference skills, group learning, critical thinking, conceptualization, self-evaluation of their own performance, and acquire knowledge through ICT and mass media.
- d. To cultivate in them the abilities to effectively explain abstract and sophisticated thoughts and concepts
- e. To cultivate in them the capacities for fostering national awareness, social cohesiveness, peaceful coexistence, and global brotherhood
- f. To give them the knowledge and tools they need to inform pupils about HIV/AIDS, preventive education, and to modify their attitudes about a variety of issues like stigma, discrimination, and leading healthy lives.

### **Structure of Teacher Education at different level:**

#### **1. Pre-primary and Primary Level:**

This curriculum is designed to prepare preschool instructors to work with children between the ages of 4-6. This will make it possible to build a cadre of pre-school educators. Preschool education needs to be distinguished from nursery teacher training, which is for kids in the age range of 4 to 8 years old, because it has not yet been merged with primary school education and is typically administered as a private effort.

#### **Duration and Intake:**

The programme must last for a full academic year. To ensure optimal use of the physical and instructional infrastructure, as well as the knowledge of the teaching staff, a unit of 50 pupils must be present.

#### **Curriculum Transaction:**

1. A minimum of 150 instructional days, excluding the admissions and exam periods, must be provided. Every student teacher is expected to complete an internship in a local preschool for at least 30 days. The programme may also be run by a facility with experience teaching nursery school in order to ensure the best possible contact between teacher-trainees and the children.
2. The emphasis of the curriculum should be on strategies and techniques, such as role-playing, games, quizzes, material preparation, project work, etc., that can be used to teach aspiring teachers how to make a fun environment so that kids between the ages of 4-6 will be interested in attending school.
3. The faculty for a class of 50 students must include the principal or head, two full-time teachers, and two part-time teachers. The number of teachers

must be increased correspondingly when the number of students exceeds the prescribed unit.

4. Part-time instructors may be appointed for co-curricular subjects like physical education, art, job experience, music, etc.

## **2. Elementary Level:**

The primary and upper primary/middle schools are the target audience for the elementary teacher preparation programme.

Duration and Intake:

Two academic years make up the elementary teacher preparation programme. There must be a unit of 50 students for admission each year in order to ensure successful curriculum transaction, the best possible use of physical and instructional facilities, and the experience of the teaching staff.

Curriculum Transaction:

- a. A year must have at least 150 instructional days, not including the time for applications, exams, etc. Additionally, every teacher candidate must complete a minimum 30-day internship in teaching (including practise teaching and skill building) in adjacent elementary schools.
- b. The teaching of various topics for the basic and upper primary curriculum, including Regional Language/Mother Tongue, English, Mathematics, Science, and Social Studies, will be available in addition to the teaching of foundational subjects.
- c. The Principal/Head and at least five Lecturers make up the full-time teaching staff for a unit of 50 students or fewer (with a cumulative strength of 100 students or less for the two-year course). For student enrollments that exceed the necessary unit, more full-time teachers must be employed.
- d. To ensure the necessary kind and degree of experience for teaching methodological courses and foundation courses, teachers should be appointed in a distributed manner.
- e. Part-time teachers may be appointed to teach courses like physical education, art, job experience, music, information technology literacy, etc.

3. **Secondary and Higher Secondary Level:** When deciding on the structure and curricular framework, the NCTE considered two factors: flexibility and integration. The ability to transition from one level to another, from one subject to another, and from pre-service to in-service is made possible by flexibility. Integration referred to combining a theory component with a single overall programme. Each stage comprised of 3 main areas – 1) Pedagogical Theory 2) Working with Community 3) Content cum methodology including practice teaching. Core training programmes in pedagogy, regardless of the subject, level, or area, focused on developing the skills of instructors. The development of particular teaching skills will also be a goal of each stage. Working with the community was first discussed specifically for the purpose of bringing theory to real-world circumstances. Weightage to be given to these 3 areas at the secondary stage is Pedagogy

- 20% Working with community - 20% Content cum methodology - 60% Weightage at higher secondary stage is Pedagogy - 30% Working with community - 20% Content cum methodology - 50%

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#### **4.2.4: Lets sum up**

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- Pre-service teacher education is the education that student teachers get before they start teaching. Teacher education programmes in India meet the different needs of diploma/degree level teacher education and prepare teachers from the Pre-primary level to Institution/University level.
- The NEP-2020 set the new structure for teacher education. By 2030, the 4-year integrated B.Ed. that these kinds of multidisciplinary HEIs offer will be the minimum degree that school teachers need. The 4-year integrated B.Ed. will be a dual-major Bachelor's degree in Education and a specialised subject like a language, history, music, math, computer science, chemistry, economics, art, physical education, etc.
- The goal of pre-service teacher education is for students to graduate with a solid understanding of the subject matter of their school assignments.
- The purpose of any teacher education programme to gain an understanding of child psychology in the hopes that teachers will be better able to empathize with the challenges faced by students and, as a result, develop novel strategies and approaches for achieving educational objectives that are in tune with the responses of students.
- Although contemporary programmes for teacher education have continuously improved via the streamlining of content and curriculum, it still takes time to adapt to new developments in teaching methods. A nationwide framework for teacher education has been established in this accordance with the observation of NCERT, when it comes time to create the curriculum for various levels of teacher education, the following matters are ones that should be kept in mind like To be proficient in both the first and second languages, as well as mathematics, and the areas of natural and social science that are relevant to environmental studies I and II.
- To acquire the knowledge and abilities necessary to recognise, choose, and organise learning experiences for the purpose of instructing the aforementioned topics in both formal and informal settings.
- To have adequate theoretical and practical understanding of health, physical and recreational activities, job experience, art, and music.
- NCTE developed a 'National Curriculum Framework for Teacher Education' in 1978 and created awareness about teacher education throughout India but it fails to stop proliferation of sub-standard teacher educational institute. So, it was needed to give more power to NCTE and make it statutory body.

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## 4.2.5: Assignment

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- Describe in detail types of pre-service teacher education programme.
- Write in detail the needs and objectives of pre-service teacher education programme.
- Explain major scope of pre-service teacher education programme
- Elaborate the vision of curriculum document envisaged in National Council for Teacher Education (NCTE) at Elementary level
- Highlight the vision of curriculum document envisaged in National Council for Teacher Education (NCERT) at Secondary and Higher Secondary Level.

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## 4.2.6: Suggested Readings

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**COR-312**  
**Teacher Education**  
**Block-5**

**Organization of Components of Pre-service Teacher Education**

**Unit –1**

**Meaning of Organization of Pre-service Teacher Education**

**Content Structure:**

**Unit –1: Meaning of Organization of Pre-service Teacher Education**

5.1.1: Introduction

5.1.2: Objectives

5.1.3: Organization of Components of Pre- Service Teacher Education

5.1.4: Curriculum of Pre-service Teacher Education at Secondary Stage

**Unit –2: Transactional Approaches, Expository, Collaborative and Experiential Learning**

5.2.1: Introduction

5.2.2: Objectives

5.2.3: Transactional Approaches

5.2.4: Expository Teaching

5.2.5: Collaborative Learning

5.2.6: Experiential Learning

5.2.7: Let us Sum up

5.2.8: Assignment

5.2.9: Suggested Readings

## Unit –1

### Meaning of Organization of Pre-service Teacher Education

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#### 5.1.1. Introduction

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In the previous unit, needs, objectives and scope of teacher education programs were discussed along with structure of teacher education curriculum in an elaborative way. Pre-service teacher education means an educational program that prepares and trains prospective teachers before they get entered into the service as professional teachers. In fact pre- service teacher education program equip pre -service teachers to train in a contemporary school climate with a global context. In the present unit, an attempt is made to discuss main components of pre-service teacher education programme. Further, an attempt has also been made to discuss its various approaches like transactional approaches, expository, collaborative learning and experiential learning.

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#### 5.1.2. Objectives

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After going through this unit, the learner will be able to

- understand the main components and objectives of pre -service teacher education program
- comprehend the structure of Curriculum of Pre-service Teacher Education at Secondary Stage

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#### 5.1.3: Organization of Components of Pre-Service Teacher Education

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A committee of National Council for Teacher Education prepared for quality Teacher education in 1998. It elaborated the curriculum, contents and evaluation systems for all the levels of teacher education. It formed a well emancipated curriculum for elementary teacher education. According to the documents, a number of Elementary Teacher Education Institutions (ETEIS) are putting meticulous efforts in preparing teachers for primary and upper primary classes in the country. The programmes, provided by the institutions, are divided into two types: i) for primary classes and ii) for elementary classes. The teacher education programme for primary classes are Junior Basic Training (JBT) and Diploma in Education (D.Ed.). The programmes of Elementary Teacher Education are Diploma as well as degree courses, which are known as Diploma in Early Teacher Training (DETT) and Bachelor in Elementary Teacher Education. (B.El.Ed.).

**The specific objectives of pre service elementary teacher education programme include:**

- Development of understanding of the psychological and sociological foundations relevant to the primary stage.
- Management of appropriate resources for organizing learning experiences of children.
- Acquainting student-teachers with special needs.
- Enabling student-teachers to acquire necessary skills so as to develop curiosity, imagination and creativity.
- Development of capacity to understand and analyze the social and emotional problems.
- Enabling student-teachers to organize grants, sports, physical activities and other co-curricular activities.

The curriculum of pre service elementary teacher education has been divided into three types of components: theory, practice teaching and practical work.

- Theory: It includes Education in Emerging Indian Society, History of Primary Education in India, Psychology of Teaching and Learning, with special reference to children of age groups six-eleven years, assessment, evaluation, counselling and action research.
- Practice Teaching: Practice Teaching has been assigned to provide the student-teachers an insight into the practical aspects of the theoretical knowledge. This would help the student-teachers to acquire the required skills in teaching through practice teaching in schools.
- Practical Work: This includes school experience inclusive of internship during the school internship. School-community interaction has also been included, which includes working with some Non-Government Organizations. The curriculum includes Action Research Studies and Organization of relevant Educational Activities during the course of programme.

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#### **5.1.4: Curriculum of Pre-service Teacher Education at Secondary Stage**

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The curriculum, prepared for Pre-service teacher education at Secondary level, is known as Bachelor of Education or B.Ed., which is more intensive and comprehensive. It is a two year program programme at present and can be pursued after graduation.

The specific objectives of B.Ed. programme are as follows:

- Enabling the prospective teachers to understand the nature, purpose and philosophy of Secondary Education.
- Developing understanding of the psychology of Pupils.
- Acquiring stage specific competencies to pedagogy, curriculum development, its transaction and evaluation.
- Enabling student-teachers to make pedagogical analysis of the subjects, they are to reach at the Secondary stage.
- Developing guidance and counselling skills.
- Enabling student-teachers to foster creative thinking among the students for construction of knowledge.
- Enabling student-teachers to utilize community resources as educational inputs.
- Developing communication skills and use the modern information technology.
- Acquiring student-teachers with the process of Research in Education including action research and pedagogical analysis.

The curriculum of pre service teacher education programme for Secondary level, is divided into three parts: theoretical subjects, pedagogical practices and practical work. The theoretical subjects are further divided into three categories of core, elective and pedagogy courses.

The pedagogical practices include three components, viz. Micro Teaching, Simulated Teaching and Practice Teaching.

The practical work in teacher education is of two types namely:

- i) Sessional Work: It provides a record of co-scholastic activities taking place during the whole session.
- ii) School based Projects: This includes lesson plan book, peer observation booklet, case study file, achievement test record analysis. The number of activities concluded under practical work is not standardized.

## **Block-5**

### **Unit –2**

## **Transactional Approaches, Expository, Collaborative and Experiential Learning**

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### **5.2.1: Introduction**

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In the previous unit, needs, objectives and scope of teacher education programs were discussed along with structure of teacher education curriculum in an elaborative way. Pre-service teacher education means an educational program that prepares and trains prospective teachers before they get entered into the service as professional teachers. In fact pre- service teacher education program equip pre -service teachers to train in a contemporary school climate with a global context. In the present unit, an attempt is made to discuss main components of pre-service teacher education programme. Further, an attempt has also been made to discuss its various approaches like transactional approaches, expository, collaborative learning and experiential learning.

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### **5.2.2: Objectives**

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After going through this unit, the learner will be able to

- explain the concept and characteristics of transactional approaches
- understand the meaning and concept of expository teaching
- understand the concept of collaborative learning, its types, advantages and limitations
- understand the concept of experiential learning and its importance
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### **5.2.3: Transactional Approaches**

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Transactional Approaches are very important matter of concern in the realm of teacher education. Teaching is a profession, characterized by an organized body of knowledge, and thus, the task of preparing a person for a profession is thus an rigorous task and engages action from multiple fronts and perspectives. It demands systematic evaluation of all facets of the professional training-knowledge and understanding of Educational theory, practical field skills and competencies related to learning and teaching and professional attitudes and values.

### **Characteristics:**

- **Teaching of Adult Learners:** Teacher Education programme is all about adult learners. It is necessary to incorporate adequate understanding of adult's learning process. As adult learners are autonomous and self-directed, it has a vast amount of life experiences and knowledge, are pragmatic and goal-directed and respond better to problem solving and task-oriented learning.
- **Based on Learners' Own Experiences:** It is notable that an engagement with theoretical concepts and frameworks is necessary, otherwise, a disorder can be happened in the matter of reducing all classroom discussions, including project work, based on personal experiences. In this case, it can be expected that the discourse from mere description of experiences to reflective analyze. This must be cautioned against, if we want to develop the student-teachers capacity to think, analyze, interpret and reflect.
- **Making Reflective Practitioners:** Teacher Education programme at all levels have been framed to enable the would-be teachers for understanding the self and others, develop sensibilities, the ability for self analysis and the capacity to reflect. They should also open huge opportunities for observing and engaging with Learners and learning to work in groups. It should be noted that adequate curricular space should be incorporated for critical content engagement and the development of professional capacities and it should be included in pedagogy observation, drama, craft, story-telling and reflective enquiry.
- **Dialectic of Theory and Practice:** The theoretical content must be designed and transacted through such a process that it paves the way to generate a deep understanding of linkages between knowledge, learner, learning and methods of learning. The most important condition for ensuring this learning is the inclusion of opportunities to engage with Theory as well as practical. The practicum should enable the student-teachers to engage with children and their contexts and themselves as persons aspiring to be teachers, which need to compliment theoretical study.
- **Effective Internship:** Pre service teacher education programmes should be eligible for providing sustainable engagement with learners in classroom situations, observing the

learners. The would-be teachers would get an opportunity to set realistic goals in terms of learners' learning, curricula content and pedagogic practice.

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#### **5.2.4: Expository Teaching**

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Expository Teaching is another name of direct instruction. In this learning method, a teacher delivers his/her lecture in front of the Learners and the learners follow the lecture; but it is not the means of presenting only the facts to the students; it denotes the presentation of clear and concise information in a purposeful way which enables the students to make connections easily from one concept to another. It becomes important to the students when they are engaging in studies on their own and getting distracted and confused by unnecessary information and cannot understand what is important; Expository Teaching, as an instructional strategy proves effective to the students. It is the strategy where subject matters and examples are presented by the teachers with the help of pictorial relationship, application of the rules, context through historical information and prerequisite information.

Expository Teaching is also considered as deductive teaching as the teacher may begin with a definition of concepts or principles with illustration and presents their implications to the students. According to Asubel, the cause behind the lack of research is that Expository Teaching has been identified with rote learning. Here, students can memorize the teacher's lectures through constant review and repetition. Thus, Expository Teaching is able to present a rich body of highly related facts, concepts and principles which the students can learn and transfer.

Textbooks are examples of Expository Teaching, as they may vary in their methods of teaching subject-matter and in their organization of that subject-matter.

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#### **5.2.5: Collaborative Learning**

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Collaborative Learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task or create a product.

According to Gerlach (1994), Collaborative Learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs.

Collaborative Learning, being an umbrella term for a variety of approaches in education, refers to the joint intellectual effort by students or students and teachers. It is a combination of methodologies and environment which engages the learners in a common task on which every individual depends and remains accountable to each other. In order to maximize the learning of the students and that of their peers, it chooses to use small groups. As a shared creation, two or more individuals interact to create a shared understanding of a concept, discipline or area of practice in a unique way.

A group of students, discussing a topic or students from different schools, working together over the internet on a shared assignment are both examples of collaborative learning.

### **Types of Collaborative Learning:**

- A. Collaborative Network Learning:** According to Findley (1987), Collaborative Network Learning (CNL) is that learning which occurs via electronic dialogue between self-directed co-learners and learners and experts. Learners share a common purpose, depend upon each other and are accountable to each other for their success. CNL occurs in interactive groups in which participants actively communicate and negotiate with one another within a contextual framework which may be facilitated by an online coach, mentor or group leader.
  
- B. Computer-supported Collaborative Learning (CSCL):** It is relatively modern educational paradigm under Collaborative Learning which utilize technology in a learning environment to help mediate and support group interactions, to regulate tasks, rules and roles and to mediate the acquisition of something new.
  
- C. Learning Management System:** In this system, a collection of tools has been used to assist the learners or be assisted by others. Virtual Classrooms, chat discussion threads, application sharing etc. are included in this system.

**D. Collaborative Learning Development:** It is used for enabling the developers of learning systems for working as a network. Here, developers can share and build knowledge into courses in a collaborative environment. Software systems have been incorporated to pull together knowledge of a single subject from remote locations.

**E. Collaborative Learning in Virtual Worlds:** At the initial stage, learning in virtual worlds was restricted to classroom meetings and lectures, but now it is evolving as companies which starts for taking advantage of unique features.

**Advantages:**

- It is useful for higher level thinking skills.
- It helps in the retention process of the students.
- It develops self esteem in the learners.
- Oral communication skills can be improved.
- It involves the learners in the development of the Learners and classroom interaction.
- It is effective for innovation in teaching.
- It helps to build leadership skills.

**Limitations:**

- It is a time taking process.
- Instructors may not be competent enough to use the method.
- As collaborative learning allows the learners to have more control over the flow information, there remains the possibility of veering of the focus of the instruction from its intended course.
- Assembling of all memories of a particular group can be a difficult task.

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**5.2.6: Experiential Learning**

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The concept of Experiential Learning was first propounded by John Dewey, Kurt Hahn, Kurt Lewin, Jean Piaget and others and it was popularized by David A Kolb. 'NaiTalim', explored by Mahatma Gandhi is an appropriate application of Experiential Learning.

Experiential Learning refers to the involvement of experience and observation. It can be considered as the natural way of learning. It plays a very predominant role in Education, training, facilitation and organizational development.

According to the Association for Experiential Education, Experiential Learning can be defined as follows: "challenge and experience followed by reflection and application leading to learning and growth."

### **Importance of Experiential Learning:**

- Experiential Learning proves fruitful for development of self and organization.
- It helps to polish the behaviour and attitude of the students
- It enhances the possibility of perfection in the performance of any job.
- It is appropriate for using new technology.

Peter Senge opined that in Experiential Learning the teaching is of great importance for motivating people or the learners.

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### **5.2.7: LET US SUM-UP**

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Pre-service teacher education means an educational program that prepares and trains prospective teachers before they get entered into the service as professional teachers.

A committee of National Council for Teacher Education prepared for quality Teacher education in 1998. It elaborated the curriculum, contents and evaluation systems for all the levels of teacher education. It formed a well emancipated curriculum for elementary teacher education.

The curriculum of pre service elementary teacher education has been divided into three types of components: theory, practice teaching and practical work.

Transactional Approaches are very important matter of concern in the realm of teacher education. Teaching is a profession, characterized by an organized body of knowledge, and thus,

the task of preparing a person for a profession is thus an rigorous task and engages action from multiple fronts and perspectives.

Expository Teaching is another name of direct instruction. In this learning method, a teacher delivers his/her lecture in front of the Learners and the learners follow the lecture; but it is not the means of presenting only the facts to the students; it denotes the presentation of clear and concise information in a purposeful way which enables the students to make connections easily from one concept to another.

Collaborative Learning, being an umbrella term for a variety of approaches in education, refers to the joint intellectual effort by students or students and teachers. It is a combination of methodologies and environment which engages the learners in a common task on which every individual depends and remains accountable to each other.

Experiential Learning refers to the involvement of experience and observation. It can be considered as the natural way of learning. It play a very predominant role in Education, training, facilitation and organizational development.

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### **5.2.8: ASSIGNMENT**

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1. Discuss in detail specific objectives of pre service elementary teacher education programme.
2. Define the concept transactional approaches in context of teacher education program. Write down its characteristics.
3. What is meant by Expository Teaching
4. Describe in detail the concept of Collaborative Learning. Write down its limitations
5. Discuss in detail the concept of Experiential Learning:

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### **5.2.9: Suggested Readings**

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# **COR-312**

## **Teacher Education**

### **Block- 6**

#### **In-service Teacher Education: Concepts, Organizations and Modes**

#### **Unit 1**

#### **In-service Teacher Education: Concepts and Organisation**

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#### **CONTENT STRUCTURE:**

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- 6.1.1: Introduction
- 6.1.2: Learning Objectives
- 6.1.3: In-service Teacher Education: Concept, Need, Purpose and Scope
  - 6.1.3.1 Concept of In-service Education
  - 6.1.3.2 Need and Importance of In-service Education
  - 6.1.3.3 Objectives of In-service Education
  - 6.1.3.4 Scope of In-service Teacher Education
- 6.1.4: Organization of In-service Teacher Education
- 6.1.5: Let us Sum up
- 6.1.6: Assignment
- 6.1.7: Suggested Reading

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#### **6.1.1:INTRODUCTION**

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In the arena of an educational institution the teacher plays a significant role in providing learning experiences to the students. 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’. A teacher is a lifelong learner. Like many other professions, in teaching profession too, a teacher needs to upgrade him/herself throughout the professional period. This is done through in-service teacher education. Such education provides professional teachers the opportunity for refreshing, dissemination and deepening of knowledge as well as be acquainted with the latest developments in the field of teaching. The basic objective of in-service teacher education and training is the professional development of professional

workers in education, thereby increasing the quality and effectiveness of the entire educational system (Devjak, and Polak, 2007).

This phase of in-service teacher education is the longest and relatively more important period in the professional life of a teacher. The formal education coupled with pre-service professional education provides only the basic minimum knowledge and teaching skills required for the profession. For continuous effective performance, a teacher requires continuous personal and professional renewal of knowledge and teaching skills. These enable the teacher to redirect tasks and expertise as per the demands of the changing society.

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### **6.1.2:LEARNING OBJECTIVES**

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

1. Understand the concept, need and purpose of In-service Teacher Education
2. Enumerate the scope of In-service Teacher Education
3. Explain the organizational structure and administration of In-service Teacher Education

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### **6.1.3:IN-SERVICE TEACHER EDUCATION: CONCEPT, NEED, PURPOSE AND SCOPE**

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There are certain pre-requisites which a teacher has to fulfil before entering the profession. Trainee teachers have to complete their training in a college of education, and obtain teaching degree, like B.Ed or Dl. Ed to enter into service as a teacher. However this repertoire of knowledge and skill is not enough for effectively executing teaching-learning process throughout his/her professional life. With changing time and circumstances, we cannot rely upon the obsolete content, methodology and ideologies to prepare our students to meet the varied challenges of the future. Therefore, we need to be innovative as well as creative in dealing with students inside and outside the classroom. Time is constantly changing and the only way to keep up with it is to keep growing and evolving. There is need for more knowledge, and novel skills for making one a better teacher.

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#### **6.1.3.1: Concept of In-service Education**

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In education it is essential to be innovative and bring holistic changes in educational system and management, eventually leading to the use of new content, methodology, technology and evaluation strategy. This will lead to management of the school plant in more efficient, transparent, logical and democratic way. This is possible only if the teachers refresh their knowledge and keep it up to the mark. There are formal and informal programmes of in-service education organized from time to time. These in-service teacher education programmes help in enriching the knowledge of teachers and also facilitates their overall 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.”

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### **6.1.3.2: Need and Importance of In-service Education**

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Different educationists have emphasized different reasons for the need of in-service education. According to the University Education Commission Report 1968- It is considered extraordinary ‘that school teachers learn all of whatever subject they teach before reaching its fullness and, to keep alive and fresh, need to become learners from time to time’. Later in 1952 The Secondary Education Commission Report highlighted the importance of in-service education—‘However excellent the programme of teacher training may be, it does not, by itself, produce an excellent teacher. It can only provide the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience.’

J. P. Leonard: In his article ‘Learning is lifelong’, edited by I. J. Patel, M. B. Buch, and M. N. Palsare in the book Readings in In-service Education, Leonard emphasized the need for in-service education programme due to the following reasons:

- Education is a lifelong process and no formal training in an institution can fully prepare a person for professional services.
- In the area of teaching, new investigations are constantly revising our ideas on how and what to teach.
- (All individuals have a tendency to repeat experiences and teachers, especially if they have a tendency to teach as they were taught.
- In many areas of India, especially in villages and small towns, there is short supply of books, research findings, demonstration of successful experiences and instructional aids, which are needed by a teacher to keep him up-to-date in his profession.

E. Green in his book ‘School Personnel Administration’, Green describes following multitude of forces, operating now and requiring increased attention to the in-service education of teachers in a school. These are:

- There has been a rapid increase in reinterpretation of knowledge, making obsolete much of what teachers were taught during their training period.
- There are a large number of poorly and differently educated teachers throughout the country.
- Many new techniques and tactics of instruction have been developed of which many educators are unaware.
- New and recently developed instructional media, language labs, teaching machines, computers and TVs require new ways of viewing the teaching and learning in school setting.

- As a result of research work on teacher behaviour in the classroom, new insight into the nature of teaching is being generated.
- Day-to-day problems encountered by teachers in classroom situations are related to the discipline and motivating the children.
- Changing social environments, norms, and values also force a teacher to adopt new methods and techniques of teaching and evaluation.
- A teacher has to play different roles of which each requires different kinds of knowledge, attitudes, and skills.
- After a period of time, a teacher generally forgets whatever he is taught in his pre-service training.
- The enthusiasm and morale of a teacher generally decreases as the time passes.

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### **6.1.3.3: Objectives of In-service Education**

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In-service education programme is uncouthly a significant programme, aiming at the continuous development of teachers in a desired direction.

Following are the chief objectives of in-service education for teachers:

- Enrich and update teachers' knowledge in their discipline, pedagogy and other areas of school curriculum continuously
- Provide incentive to the teachers to function more efficiently
- Develop a culture of shared learning and accountability such that teachers are not mere recipients of training conceptualized in a top down manner, but are engaged with the task to develop their own and the group's knowledge
- Evolve a mechanism by which effective programmes of teacher professional development can be initiated for large number of teachers in vastly different areas and to deal with a range of diverse learners for inclusive education
- Help teachers to know their problems and to solve them by pooling their resources and wisdom
- Help teachers to employ more effective methods of teaching
- Broaden the mental outlook of teachers
- Increase the professional efficiency of the teacher
- Research and reflect on the gaps in students' learning and their progress
- Understand and update their knowledge on social issues
- Apply Information Communication Technology (ICT) in their classrooms for better student learning
- Motivate and regenerate enthusiasm of teachers to inculcate interest in innovations

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### **6.1.3.4: Scope of In-service Teacher Education**

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The scope of in-service teacher education is varied. It includes an understanding of the concept and purpose of in-service teacher education. It also encompasses all the models of in-service teacher education, its transaction and evaluation.

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#### **6.1.4: ORGANIZATION OF IN-SERVICE TEACHER EDUCATION**

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Planning and organisation of In-service Training Programmes necessitate identification and assessment of training needs, preparation of training design, development of training material and involvement of experts. For identifying training needs, the organizers may personally visit schools/other institutions, meet teachers and other stake holders individually and collectively or gather information by sending questionnaire focusing both on content and pedagogy and the difficulties faced by the teachers in their classroom transaction. Need assessment will also include the observations based on various training programmes organized earlier. This exercise helps the organizers to carry out need based training. For any training programmes to be successful its execution has to be faultless. For the training to be effectively imparted, programmes should be implemented properly. The use of venue, resource persons, training materials, modalities etc are major aspects that are to be evaluated.

- Resource persons constitute the most important part of any training programme. In-service training programmes undertaken by various Department should engage resource persons both external and internal. Resource persons should be engaged in the various training programmes on the basis of their expertise in the respective field/area. They may also be selected from those who were trained as master trainers in the earlier training programmes. Their expertise, experiences enriched the training.
- The next step is invitation of participants. This includes in-service teachers of various organisations and levels for whom the programme has been designed.
- Preparations of training materials form an important part of formal in-service training programmes. These materials help to ensure that consistency in presentation of content is maintained and all training information on content processes, skills and other information important for target group are together at one place.
- The transaction modalities to be used in the training programme are often decided by the experts/ resource persons. Sometimes the organisers also decide on the transaction modalities. The traditional teaching methods need to be replaced by new and innovative methods of transaction. In-service Training Programmes requires a truly participatory, interactive and responsive methodology, raising questions rather than providing ready-made answers. Training programs should emphatically underscore the usefulness of providing hands-on experiences to the trainees also.
- Information about the use of ICT in the Training Programmes is a necessary part. Technological innovations are also necessary for appropriate equipment and aids for meeting the learning requirements of children. The use of ICT may be in the form of multimedia programmes, spreadsheet programmes, hands on experiences using Excel, data and sampling techniques, mathematics transaction and Geogebra, acquainting with online course etc.
- Evaluation and follow up of programmes forms and important part of In-service Training Programmes. The Training Cycle is considered as incomplete without proper

evaluation and follow-up. It also helps to determine whether the objectives of the programme have been attained or not.

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### **6.1.5:LET US SUM UP**

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- 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.
- Education is a lifelong process and no formal training in an institution can fully prepare a person for professional services so there is need for in-service teacher education.
- The primary objectives of in-service teacher education are to enrich and update teachers' knowledge in their discipline, pedagogy and other areas of school curriculum continuously. To provide incentive to the teachers to function more efficiently and develop a culture of shared learning and accountability such that teachers are not mere recipients of training conceptualized in a top down manner, but are engaged with the task to develop their own and the group's knowledge.
- The scope of in-service teacher education is varied.
- Planning and organisation of In-service Training Programmes necessitate identification and assessment of training needs, preparation of training design, development of training material and involvement of experts.

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### **6.1.6:ASSIGNMENT**

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1. Define in-service teacher education.
2. State the need and importance of in-service teacher education in teaching profession today.
3. What are the major objectives of in-service teacher education?
4. Discuss the steps involved in organisation of in-service teacher education programme.

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### **6.1.7:SUGGESTED READING**

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## Block- 6

### Unit 2

#### **In-service Teacher Education: Modes, Recommendations and CPD**

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#### **CONTENT STRUCTURE:**

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- 6.2.1: Introduction
- 6.2.2: Learning Objectives
- 6.2.3: Modes of In-service Teacher Education
  - 6.2.3.1 Models of In-Service Teacher Education
  - 6.2.3.2 Orientation and Refresher Courses
    - 6.2.3.2.1: Refresher Courses
    - 6.2.3.2.2: Orientation Programmes
    - 6.2.3.2.3: Short-term Orientation/Workshop Orientation Courses
- 6.2.4: Recommendations of different Commission AND Report on In-Service Teacher Education
  - 6.2.4.1 National Knowledge Commission on In-Service Teacher Education
  - 6.2.4.2 Report by NCERT (August, 2009)
  - 6.2.4.3 Recommendations of National Curriculum Framework for Teacher Education (NCFTE)-2009
  - 6.2.4.4 Recommendations of Justice Verma Commission
- 6.2.5: Continuous Professional Development (CPD)
  - 6.2.5.1 CPD through ICT
  - 6.2.5.2 MOOCs as Life-long Learning Opportunities Massive Online Open Courses (MOOCs)
  - 6.2.5.3 Using OER Repositories and NROER
  - 6.2.5.4 ICTs for Interaction and Collaboration
- 6.2.6: Let us Sum up
- 6.2.7: Assignment
- 6.2.8: Suggested Reading

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#### **6.2.1:INTRODUCTION**

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With changing time and circumstances, we cannot rely upon the obsolete content, methodology and ideologies to prepare our students to meet the varied challenges of the future. Therefore, we need to be innovative as well as creative in dealing with students inside and outside the classroom.

In-service teacher education helps teachers to remain updated with latest content and techniques of teaching. Teachers must be offered opportunities to associate with the best minds and to develop a disciplined intellect as well as the quality of appreciation of culture in

its various forms. The most important task of Teacher education is to improve the intellectual and technical competence in teachers through continuous professional development.

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### **6.2.2:LEARNING OBJECTIVES**

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

1. Recognise the different modes of In-service Teacher Education
2. Critically understand the recommendations of various Commissions and reports on In-service Teacher Education
3. Understand the concept and utility of Continuous Professional Development

### **6.2.3:MODES OF IN-SERVICE TEACHER EDUCATION**

There are various modes of in-service teacher education. Each mode follows a particular model. Following are some popular models of in-service teacher education:

- **Face to face institutional model:** In this model, the training institution offers in-service training programme on straight face-to-face training approach. It is most effective when the number of participants is around thirty to forty. Besides lecture-cum-discussion mode, many other strategies are also used, such as project method, case study method, library work, peer learning sessions, buzz sessions, and small group techniques. The advantage of this approach is that there is a direct and continued interface between participants and resource persons. The drawback of this approach is that it cannot be used when the institution desires to train a very large number of participants within a short time.
- **Cascade model:** In this model, a large number of persons are trained and training design is built on two or three levels. In the first level, the key resource people are given training. They train resource persons who in turn train teachers. The advantage of this model is that a large number of teachers can be trained within a short duration of time. Nevertheless, this approach has its limits. Knowledge and information passed on at the first tier of key resource persons and then, at the second tier of resource, persons get somewhat diluted resulting into transmission loss of training usefulness.
- **Media based distance education model:** With the advent of satellite technology and computers many training programmes are held using electronic media. Audio-conferencing and tele-conferencing are already being used. In these, the electronic media plays the key role while print material plays a supportive role. The benefit of this model is that training objectives can be achieved within limited period. The restraint of this approach is the inadequate availability of the technology itself, and its huge initial investment.

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#### **6.2.3.1:Models of In-Service Teacher Education**

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As a result of various recommendations and researches, many models of in-service education for teachers came into existence. These are:

- Orientation courses
- Refresher courses
- Summer courses
- Sandwich courses
- Educations conferences
- Extension centres
- Exchange of experts
- Short-term courses
- Bureau of publication
- Professional writings
- Indirect training
- Experimenting
- Science clubs
- Correspondence courses
- Evening courses
- Intensive courses
- Workshops
- Seminar and symposium

Some of these are used extensively to provide in-service teacher education.

- Correspondence courses for teachers: To clear the backlog of untrained teachers, correspondence courses for teachers were first started by the Central Institute of Education in New Delhi. They were also started at the Regional College of Education and Jamia Millia Islamia in New Delhi, M. D. U in Rohtak, K. U. in Kurukshetra, Himachal Pradesh University and many other universities which ran correspondence courses. Since the NCTE got the statutory status, all the courses have been stopped to maintain quality. Now, only open universities and other recognized universities are running distance courses in education, B.Ed and M.Ed for in-service teachers.
- Seminars: The duration of the seminar normally varies. These seminars have played an important role in the in-service training of teachers.
- Orientation courses: Sixty-six academic staff colleges have been established so far throughout the country to train the teachers working in the field of higher education.
- Short-term courses: In-service education is being imparted through short- term courses.
- Distance education: In-service education is being imparted as distance education. IGNOU is offering two year B.Ed course for in-service teachers. Similarly, M.Ed programme has also been started by IGNOU for in-service teachers.
- Sandwich courses: These courses help in-service education of the teachers to a great extent. In such courses, teachers get the exposure of training in a developed country.
- Holding workshops: In-service education is also being given by organizing workshops.

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### **6.2.3.2:Orientation and Refresher Courses**

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Academic staff colleges are advised and directed by the Academic Advisory Committee. Every year, UGC invites proposals from ASCs for organizing the programmes. These proposals are accepted on the basis of merits and strengths of the university and the number of programmes a university will conduct in the particular financial year.

National University for Educational Planning and Administration (NUEPA, New Delhi) monitored the activities of ASCs in initial years of the scheme. The trainees of the ASC programmes are called participants and trainers are called resource persons. These programmes benefit both as they share their knowledge and learning. The expenses of the participants and the resource persons and expenses for arranging programmes are funded by UGC.

In 2007, the UGC directed all the universities having Academic Staff Colleges to make regular appointments instead of temporary appointments in the teaching and non-teaching staff. Each Academic Staff College is supported by three core staff members, i.e., Professor-Director, Associate Professor and Assistant Professor, and nine non-administrative staff members. In the tenth Five Year Plan, funds were provided to ASCs to setup computer labs for imparting information and communicative skills to the trainees. In the eleventh Plan, the ASCs were asked to provide hostel facilities to the participants and resource persons.

Initially, only staff of government colleges and universities was encouraged to attend the programmes of ASCs, but now, due to rapid expansion of private colleges, the facility to participate in these orientation programs has been extended to private colleges as well. To encourage participation of faculty from private institutions, the government has linked affiliation of universities with faculty participation. Participation in orientation programmes and refresher courses are mandatory for college and university teachers for their career advancement.

#### **6.2.3.2.1:Refresher Courses**

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The duration of refresher courses is of three weeks, and they are composed of 108 working hours for in-service teachers of Universities and Colleges. Recently, they have introduced contract programmes for research scholars and post-doctoral fellows. Through such programmes, a platform is provided to exchange and share their experiences with their peers and reciprocally learning from each other. This course also helps teachers/research scholars to update their knowledge.

Completion of one orientation course is compulsory for participation in a refresher course. These programmes help in the career improvement of teachers in universities and colleges.

Subject specific and interdisciplinary or multidisciplinary refresher courses are the two types of refresher courses. Issues like social evils, aspects of cultures, human rights, gender issues, developmental issues, economics human values, research methodologies in various disciplines are offered as interdisciplinary refresher courses, apart from subject-specific

courses. One member from the teaching staff is designated as coordinator from the concerned department. This member helps Academic Staff College in planning and organizing the course. At the end of the programme, participants are evaluated and graded for their performance.

**Centres for Refresher Courses-** The University Grants Commission accepts proposals from Centres of advance studies, Centres of excellence, and departments of selected Universities for organizing Refresher Courses for Universities/institutions without Academic Staff Colleges. Such institutions are called Refresher Course Centres, and these helps and promote academic excellence in teachers.

**Programmes of Academic Staff Colleges-** The Academic Staff Colleges offer three kinds of programmes:

- Orientation programmes of four weeks for all new lecturers
- Refresher courses for three weeks for serving teachers
- Short-term orientation, workshops, and orientation courses for administrators, senior academicians, HODs, principals, and UGC officials

In the eleventh Five Year Plan, some more programmes have been included for Associate Professors, Professors, Research Scholars and Administrative staff., professional development programmes of six days for non-academic Group B and C, staff, including the UGC staff.

At least twenty participants are required to start or organize any of the programmes mentioned above. Various methods of advertising have been adopted by ASCs, like issuing notification in local newspapers, University News magazine, schedule display on UGC website, and by post to publicize information about their programmes.

#### **6.2.3.2.2:Orientation Programmes**

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Orientation programmes are of four weeks, constituting 166 working hours for newly appointed Assistant Professors of Universities and Colleges. Orientation programmes emphasize that teachers are agents who can bring about socio-economic changes and national development and also underline the need to make them skill-oriented. Orientation courses help young professors to become self-reliant by creating awareness of the social, intellectual and moral environment.

#### **Objectives**

The objective of this programme is to motivate and spread awareness among teachers about the systematic techniques and methodologies. It also provides opportunities for professional and career development, so that teachers can fulfill their role and responsibilities effectively. The ASCs are given flexibility to plan and execute the programme to achieve the following objectives:

- Understand the significance of education in general and higher education in the global and Indian context
- Understand the relationship between education and economic and socio- cultural development with particular reference to Indian politics
- Acquire and improve basic skills of teaching at the College/University level
- Make use of opportunities for development of personality, initiative and creativity

### Components

To achieve the above given objectives, the curriculum for the orientation course may have the following four components:

- Component A: Societal awareness, awareness about environment, awareness about development and education
- Component B: Educational philosophy, history of Indian Education and pedagogy
- Component C: Resource awareness and knowledge generation
- Component D: Educational management and personality development

Details of these are provided below:

- Component A:

This component helps the teacher in realizing the broad context of education and their role in society. Some illustrative topics are secularism, egalitarian society, national integration, multilingualism, multiple cultures, gender and women empowerment, equality, status of women and children, casteism, environmental pollution and biodiversity unemployment, industrialization, urbanization, rural development, sustainable development, public interest movements.

- Component B:

The aim of this component is to develop some basic skills and sensitivities that a teacher needs for effective classroom teaching-learning. These topics may be as given below:

- a) Educational philosophy: These topics may be on globalization of education, value-based education, comparative educational systems, role of society and institutions.
- b) Indian education system: These topics can be on planning, university autonomy, programs and policies, organizational structure.
- c) Resource mobilization: This includes economics of education and human resource development.
- d) Quality: This includes quality assurance in higher education, indicators of quality assurance, assessment and accreditation.
- e) The human aspect: This includes human growth and development, aptitudes, attitude, intelligence, learning theories learner and the learning process, understanding the developmental process of adolescent learner, need.

- f) Methods and materials of teaching: This includes prescribed texts, effective classroom teaching techniques, and assignments.
- g) Technology in teaching: This focuses on audio, video, educational films, computers, concept of teaching, levels of teaching and phases of teaching.
- h) Curriculum design: This includes needs-based courses, remedial courses, and curriculum development.
- i) Evaluation and feedback: Under this, topics can be setting question papers, measurement and examination, and reforms.
- j) Alternate methods of learning: This includes topics such as self-learning and informal learning, distance and open learning.

- Component C:

This component helps the teacher in becoming self-sufficient by continuously increasing techniques, processes, methods and sources of knowledge.

- a) Information technology
- b) Documentation centres
- c) Libraries
- d) Institutions such as museums, laboratories, specialized institution
- e) Research
- f) Industry-university linkages

- Component D:

This component aims in familiarizing teachers with the organization and management of the college and are made aware of various ways by which they can develop their own personalities. Some of these illustrative topics are:

- a) Verbal and non-verbal communication skills
- b) Thinking skills and scientific temper
- c) Leadership, team building and work culture
- d) Administrative skills, such as decision-making, service rules, human relations and interpersonal effectiveness
- e) Educational management, which includes institutional management, management of committees, examinations, hobby clubs, sports and co-curricular activities
- f) Student guidance and counselling
- g) Mental health, focusing on attitudes and values
- h) Career planning and time management
- i) Teacher efficacy, focusing on qualities of an effective teacher, code of conduct, accountability and empowerment

Depending upon the academic background requirements of the teacher, the ASC may select the number of topics and methodologies of teaching. Weightage to each component is kept flexible, and the ASC may decide the modalities and time allocation of the input based on the

needs of the respective groups. The above mentioned components are a small list of topics suggested by the UGC.

However, ASCs may choose topics, modes of instructions and methods of delivery of their own choice to bring out the best results. At times, they are designed with inputs from the trainees as well. Colleges have devised a method by which they can gauge the motivational levels of the participants at the time of enrolment that subsequently sets the tone and direction of the course.

Professionals from the fields of administration, journalism, academic disciplines, industry, social services, and literature are called for the benefit of young teachers and trainees. Various practical methods are employed in the development of teaching and research skills. Basic features in most of the orientation programs are micro-teaching, workshop orientation courses, language labs, curriculum development, computer training, field study, e-content development, extension work, and cultural activities.

#### Assessment

Variety of activities in teaching techniques and methodology makes the trainees participate in the courses actively. The trainees evaluate their trainers and, in turn, are evaluated by their trainers, coordinators and peers on the quality of their assignment, presentations and reports. Evaluation is also done on the level of participation in academic and organizational tasks, discipline, and promptness.

To ensure serious involvement of the trainees, certificates are awarded with grades. In case the participants get less than fifty per cent marks, they are required to attend the programme again after a gap of one year on their own expenses. This certificate is required for career improvement of the participants.

At the end-of-the-course, participants are supposed to give their feedback, which gives ASCs necessary information in terms of the impact and effectiveness of the course. This kind of self-evaluation and monitoring helps to improve the quality of these programs.

#### **6.2.3.2.3:Short-term Orientation/Workshop Orientation Courses**

Each ASC annually organizes one or two meetings for duration of two days for principals, Heads, Deans, officials of colleges, educational/administrative officers, including UGC officials with an objective to:

- Orient them with the importance and philosophy orientation programs and refresher courses and accordingly persuade them understand the activities of ASCs and depute teachers
- Enable them to understand their new roles as supervisors
- Facilitate reforms in higher education through appropriate modification of management systems at various levels
- Create awareness about quality issues in higher education system, new government, reforms in higher education, trends in global education, advances in information

technology, e-learning, e-content development, human rights issues, and value-based education.

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#### **6.2.4: RECOMMENDATIONS OF DIFFERENT COMMISSION AND REPORTS ON IN-SERVICE TEACHER EDUCATION**

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In India, teacher training programmes are generally categorized as pre-service and in-service teacher training programme. In broader sense, in-service teacher training programmes are considered as programmes for professional development of teachers. Many policy documents highlighted this dimension of in-service teacher education.

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##### **6.2.4.1: National Knowledge Commission on In-Service Teacher Education**

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Many review reports and documents on teacher education have critically examined the role of in-service teacher education in India. Highlighting the critical condition of in-service teacher education in India, National Knowledge Commission (NKC) (2006-09) commented that:

*“In-service training shows problems of inadequate quantity, uneven quality, outdated syllabi, and poor management. A very large proportion of school teachers in the country have received no in-service training at all. In any case, many DIETs are currently understaffed, demoralized, and incapable of giving good quality training to teachers. In part, this is because teacher training positions are often occupied by those who have not themselves been school teachers.”* (p.53)

In terms of remedy, it suggested that *“The teacher training course should not be seen in terms of a finite period of time, but as a process by which the quality of teaching and learning in the classroom can be regularly improved, in a context that fosters an attitude of lifelong learning. Therefore, there should be a mechanism for feedback and subsequent interaction between teachers and the training institutes, especially for pedagogical techniques that are new or require more continuous innovation from the teacher”*. NKC further *“suggests the provision of short term in-service courses (in both contact and distance mode) that teachers can choose from. These could include courses developed outside the DIET/SCERT structure, subject to a thorough review of quality. In addition to being made more flexible, in-service teaching courses need to be incentivized, possibly by making attendance and completion of such courses prerequisites to professional advancement.”* (p. 56).

NKC also suggested that if a web-based teachers’ portal could be developed, it will be a nice platform to interact, share experiences and ideas for teachers. It should be part of in-service teacher training programmes.

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##### **6.2.4.2: Report by NCERT (August, 2009)**

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The Report by NCERT (August, 2009) on “Comprehensive Evaluation of the Centrally Sponsored Scheme on Teacher Education” has set out the immediate tasks which form agenda as under:

- To enhance the institutional capacity available at present for ensuring the adequate supply of trained teachers for all levels of school education;
- To utilize all possible kinds of institutions, including university departments of education and teacher training institutions in the private sector, for in-service training of the existing cadre at all levels, in addition to State institutions, including CTEs;
- To recognize teacher education (for all levels of school education, from preschool to senior secondary) as a sector of higher education and to facilitate cooperation and collaboration between institutes of teacher training and colleges of general education or universities with a view to enabling interaction between different departments of a local college (or university) (e.g. sciences, languages, social sciences) and the institute of teacher training.
- To envision a comprehensive model of teacher education, utilizing the Chattopadhyaya Commission Report and updating its perspective, and ensuring that progress towards a new, comprehensive model is paralleled by necessary modifications in policies of teacher recruitment, deployment and service conditions, including emoluments;
- To prepare a curriculum policy and framework for teacher education which is consistent with the vision of the NCF, 2005, and to translate it into imaginative syllabi and textbooks for pre-service courses and sets of in-service training material suited to diverse conditions and needs; and
- To bring about synergy between institutional structures operating at different levels, e.g. NCERT and NCTE at national level, SCERTs and boards of education at State level, DIETs and under graduate colleges at the district level and so on.

The Report states that “Block and Cluster Resource Centers were established during DPEP in some selected districts after which these centres were expanded across the country as part of the SSA programme, for improving the quality of elementary education. Thus, the staff duties and responsibilities are presently based on the SSA Framework of Implementation and its objectives. But due to successful implementation of SSA programme the enrolment at secondary stage has increased. Besides this, universalisation of secondary education is also under active consideration. Keeping this in view, there is an urgent need to change the role and functions of BRCs and convert these into Block Level Institutions of Teacher Education (BITEs).”

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#### **6.2.4.3: Recommendations of National Curriculum Framework for Teacher Education (NCFTE)-2009**

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National Curriculum Framework for Teacher Education (NCFTE)-2009, proposed many initiatives to strengthen in-service teacher education as a mean of professional development. Chapter 6 of NCFTE deliberates in detail about continuous professional development and support for in-service teacher education.

It also suggested that various agencies can play a vital role in providing in-service professional development for teacher. Teachers could also be provided short-term fellowships and funding support (based on proposals) to either come to the DIET, CTE, IASE and

University Department or carry out specific activities for the school children and teachers in their own district.

- University and college faculties of sciences, humanities and social sciences could include extension services for school teachers, opening up their labs and libraries to teachers and sharing with them advances and new ideas.
- Colleges of pre-service teacher education could include extension activities which would also enable their learners and faculty to keep in touch with active teachers. Teacher Learning Centres (TLCs) in teacher education institutes can act as the hub of both pre-service education as well as continued professional development for teachers in service. They could also provide special services to their alumni, continuing to mentor and keep track of their developments.
- Schools, under the leadership of interested principals and able to support additional adjunct faculty, could themselves develop into resource centres for neighbouring schools. These could also include schools run by NGOs and other private agencies interested in contributing to the development of all schools in the neighbourhood, both government and private, and affiliated to any board.
- IASEs, CTEs, DIETs, BRCs and CRCs could also research and develop training aimed at overall school improvement or to target the needs of special schools or groups of children in the district. They could also focus on providing school based support to teachers, by working closely with the school heads.

The Revised Implementation Framework of SSA (2011) has recommended strengthening of the BRCs, Urban Resource Centres (URCs) and CRCs for providing academic support to teachers. BRCs/URCs and CRCs are the most critical units for providing training and on-site support to schools and teachers. Given the significance of these structures SSA, will strengthen faculty and infrastructure support to BRC/ URC and CRCs. States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration experience, qualifications and aptitude for training and research. States must provide facilities for continuous skill enhancement of BRC/URC and CRC coordinators and faculty. Functional linkages between BRCs/URCs and CRCs and DIETs and district level resource groups should be strengthened. The norms governing the support under SSA for BRC/URC and CRC have been specified in the Framework. Department of School Education and Literacy, Ministry of Human Resource Development, Government of India has come up with guidelines for implementation for Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, in June, 2012. In the guidelines it has been suggested that,

*“The in-service teacher education programmes would work for the development of Master Resource Persons (especially for training at the block level) as well as direct work with teachers with a view to continuously enhance understanding of and better quality of planning and implementation of all parts of the curriculum. DIETs are also expected to organize specially designed courses for Head Masters, Officers of the Education Department upto Block level, members of VECs, SMCs, Community Leaders, Heads of PRIs, BRC/CRC coordinators.”* (p. 32)

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#### **6.2.4.4: Recommendations of Justice Verma Commission**

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Report of the High-Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India (2012), titled "Vision of Teacher Education in India: Quality and Regulatory Perspective", commonly known as Justice Verma Commission, suggested to set up a model INSET policy, which should focus on following issues:

- The in-service teacher education as a strategy for continuing professional development must address all categories of educational personnel in the school system i.e., teachers at all levels, school heads, supervisors, library staff, etc. It also advocates that teachers working in private unaided schools are out of domain in various centrally sponsored schemes for professional development. New INSET policy must make provisions for inclusion of teachers of private schools also for in-service education.
- It should be obligatory for every teacher to participate in the in-service education programmes, at a time of his/her choice and convenience.
- The parameters of successful completion of a training module in a training cycle need to be defined and should be linked with some incentives in the form of advancement in career or in terms of financial gains.
- Separate training modules have to be developed for elementary stage (primary and upper primary), secondary and senior secondary teachers, heads of schools, supervisors and library staff, etc.
- There is need to develop a national as well as state action plans to implement INSET policy in desired manner.
- Institutions imparting in-service teacher education need to be strengthened in several ways- learning resources, academic support from universities and other institutions, qualified resource persons, etc.
- There is shortage of institutions for imparting training to teachers at secondary and senior secondary levels. Hence, existing CTEs should be strengthened and new training centres can be established.
- A training centre cum resource centre should be established in ODL as a resource centre for continuous professional development of teachers.
- The institutions of educational technology along with ODL institutions shall have to undertake programmes for development and production of audio-visual programmes.
- The success of in-service education depends on the strength of each of its four pillars: content of training, overall ethos of the training venue, resourcefulness and ingenuity of trainers and receptivity and involvement of the trainees.

Most of the governmental efforts are limited to teachers of government or government aided institutions and a large number of teachers teaching in private un-aided schools are deprived of it. The discussion also highlighted the efforts in terms of establishment of DIETs, CTEs

and IASEs and their present situation. These institutions designed institutionalized methods for professional development of teachers.

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### **6.2.5: CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)**

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CPD is the process by which teachers acquire, develop and strengthen their skills and know-how to become more effective. It is an ongoing process and is in response to the professional environment, which is ever changing.

- Updating Knowledge

Continuous professional development (CPD) helps teachers as new knowledge is being gained and used for improvement of knowledge. Not only in our subject areas, but also in teaching methodologies and technologies, new knowledge is emerging continuously. For example, in the recent past, we have experienced a shift in the teaching learning process from behaviourist approach to constructivist approach.

There are many more such new trends and developments. New discoveries and innovations are leading to increase in the corpus of knowledge base in various subjects. Knowledge domain of subjects ranging from languages to science, arts to social sciences is increasing day by day and a teacher has to be aware of these developments. As teachers we cannot remain oblivious of these developments in our subject area. A well informed feels confident and is respected by his/ her colleagues and the students. A teacher can respond to the queries raised by learners in a better way if s/he keeps him/herself abreast of the developments in his/her field.

- Improving Classroom Practices

A good teacher is not only a good communicator but is also a facilitator of learning. S/he not only teaches but also learns from classroom experiences. S/he also tries to apply the emerging innovations, techniques and technologies to the teaching-learning process and thus improves his/her teaching learning process.

- Dealing with Emerging Challenges

Today teachers are urged to adopt new methods of teaching and learning. They are also urged to integrate technology into the teaching and learning process. All these trends pose challenges to teachers. Managing the classroom without resorting to corporal punishment as a means for maintaining discipline, carrying out formative evaluation, teaching in inclusive classrooms and the like are also challenging. Challenges like dealing with diversity of learners in the classroom, ensuring gender, caste, class, ethnic, religious equity, making classroom inclusive, adopting positive discipline instead of corporal punishment, inculcation of humane values and ensuring social justice, are to be faced by a teacher in today's classroom. Many teachers find it difficult to adopt these new practices. For example, some teachers who are into the traditional educational system for a long time do not feel

comfortable with new technology and are reluctant to shift to technology mediated teaching learning process. On the other hand, increasing use of technology by children who are e-savvy make teachers feel that they are not properly equipped to teach them.

- Professional Networking

Unlike in the past, today it is the age of collaboration rather than competition and individual working. Team work, sharing of resources and networking enhance the capacity of individuals rather than grappling alone with problems. CPD also implies that teachers gain the ability and the attitude for cooperation and collaboration. Hence the ability for technology mediated networking for sharing information, ideas, and experiences, collaboration on projects, and so on is required. Professional networking is needed not only for educational benefits but also for discussing and reflecting collectively on professional issues. In such networked systems, more experienced and knowledgeable colleagues can provide effective guidance and facilitation. Opportunities of CPD provide us with the ability for creating technology mediated network and using the network for benefitting professionally. Now-a-days self-initiated efforts for professional development as life-long learning are also required.

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#### **6.2.5.1: CPD through ICT**

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Information Communication Technologies (ICTs) have become an essential part of whole teaching learning process. Ministry of Human Resource and Development, Government of India has launched a One Stop Education Portal on October 30, 2006 to facilitate lifelong learning for students, teachers and others in pursuit of knowledge, free of cost. The vision of the project 'SAKSHAT' is to cater to the learning needs of more than 50 crore people through a proposed scheme of 'National Mission on Education through Information and Communication Technology (ICT)'. The scheme is to provide connectivity to all institutions of higher learning to the world of knowledge in the cyber space, to leverage the potential of ICT, in providing high quality knowledge modules with right e-contents, to address to the personalized needs of learners, in order to take care of their aspirations. These modules are to be delivered through 'SAKSHAT'. Major benefits of SAKSHAT are that it brings all ICT initiatives from various government organizations at one place and provide information on new developments/ initiatives on integration of ICT in education.

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#### **6.2.5.2: MOOCs as Life-long Learning Opportunities Massive Online Open Courses (MOOCs)**

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MOOCs are one of the recent innovations in ICT based teaching learning. The philosophy underlying MOOCs visualizes teaching and learning as a lifelong process. MOOCs are ICT based initiatives in distance training programme, which have wide scope in teacher education, which provide ample opportunities for many people including teachers to get education. MOOCs based teacher training is in initial stage in developing countries like India and most of the initiatives are being taken by individuals and not by organization. Most of the MOOCs teacher training programme are of capsular in nature and focused on basic ICT skills or Content enrichment issues but MOOCs have potential to develop as full-fledged teacher

training medium in near future. In 2016, MHRD, Government of India has also launched its MOOCs platform called SWAYAM. SWAYAM stands for Study Webs of Active-learning for Young Aspiring Minds. MOOCs can best be utilized for continuous professional development of teachers. Organizations can initiate such projects or teachers can participate in any such course individually.

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### **6.2.5.3: Using OER Repositories and NROER**

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You must have heard about Open Education Resources (OERs) and its benefits for learners. OERs are basically the teaching and learning materials made available freely for everyone to use. Anyone, whether he/she is a teacher, a student, an educator, an educational administrator or a freelancer can get benefited by the content provided as OERs. Variety of content including texts, article, lesson plans, techniques and tools of learning and assessments, teacher made designs, laboratory manuals, text and reference books, pictorial quizzes, and many more resources in audio/video forms, picture, graphs, etc., are available as OERs.

The ideology of OER is in tune with collaborative and cooperative nature of teaching and learning. OERs are providing an opportunity to assess quality content to learners and teachers without much investment of time and money. There are many OERs platforms in various institutions but two indigenous models of OERs are – One is of National Institute of Open Schooling (NIOS) and other is the National Repository of Open Educational Resources (NROER) being managed by NCERT, New Delhi. These OERs can be used by teachers for various purposes.

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### **6.2.5.4: ICTs for Interaction and Collaboration**

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- WiKi

Wiki is very interesting and useful web application where people can add, modify, or delete content in collaboration with others. Teachers can use a number of wiki pages available for knowledge updating in their specific field.

- Blogs and Discussion Forums

Blogs provide a great way for people including teachers to share experiences, ideas and content like lesson plans, classroom management tactics and other helpful tips. There are blogs on various issues related to teaching and teacher. Some of them focus on specific issues or subjects while some are comprehensive in nature.

#### **Discussion Groups and Forums**

Another use of ICT is for creating discussion groups and discussion forums. Some discussion groups focus on a theme like problems of teachers, or that of teachers of specific subject groups. Online discussion groups and forums are dedicated online platforms where people post, share and discuss some issue in closed group. People add their comments by posting a block of text to the group. Others can then comment and respond. Discussion groups differ from chat-rooms and instant messaging because they usually deal with one topic and personal

exchanges are typically discouraged. Discussion groups are often archived. These archives may be organized by thread, which means all the messages that reply to a starting message can be read in some order. These discussion groups are providing a common platform to like-minded teachers to share, debate, discuss and enrich their knowledge and sharpen their skills. In order to experience its benefits, you are advised to develop your own discussion group or join any discussion group on any topic of your choice.

- Social Networking

Social media is one of the most influential innovations of the present times. Development of social networking sites (SNS) has boosted the tremendous growth of internet users. On-line social networking communities such as Facebook, Twitter, LinkedIn and others have become a part of daily life of many teachers and learners as they use these to communicate, share information and to build and maintain relationships. One can share, communicate, read, comment, update, criticize or suggest anything on these sites.

- Knowledge Sharing Communities

Mostly teachers use text or PowerPoint presentations or Audio/video content to communicate with learners. Many times teachers develop their own content in these commonly used forms. There are some dedicated online communities where a teacher can share and get useful material. For examples sharing PowerPoint Slides; Academia to share articles/research papers/experimental outcomes/action research documents; TeacherTube (to share audio/video developed by teachers). At slide-share, you can share PowerPoint presentation developed by you and post any slide of your interest. Your post can be linked with your social networking site (like Facebook) account and you can inform all members in your list about your presentation. The members of the community can access that content.

- E-conferences and Webinars

As a teacher we all are aware of role of seminars and conferences in our professional development. Such events not only provide us opportunity to interact with other people of our field but also provide us an opportunity to share our experiences and get benefited from experiments and experiences of our colleagues from various institutions. With the advancement of ICTs, traditional conferences and seminars have transformed accordingly. Now-a-days E-conferences and Webinars have been replacing traditional ones. There are a number of web portals providing opportunity to participate in e-conferences and webinars.

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## **6.2.6:LET US SUM UP**

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- There are various modes of in-service teacher education. Each mode follows a particular model. The Academic Staff Colleges offer three kinds of programmes:  
Orientation programmes of four weeks for all new lecturers  
Refresher courses for three weeks for serving teachers

Short-term orientation, workshops, and orientation courses for administrators, senior academicians, HODs, principals, and UGC officials

- Recommendations of various Commissions and reports on In-service Teacher Education emphasise the need for extensive in-service teacher education.
- CPD is the process by which teachers acquire, develop and strengthen their skills and know-how to become more effective. It is an ongoing process and is in response to the professional environment, which is ever changing.

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### **6.2.7:ASSIGNMENT**

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1. Name the different models of in-service teacher education
2. What is Refresher Course?
3. What is Orientation Programme? State its objectives and discuss its major components.
4. Why are Short-term Orientation/Workshop Orientation Courses organised as part of in-service teacher education programme?
5. State the major recommendations of National Curriculum Framework for Teacher Education (NCFTE)-2009 on in-service teacher education.
6. Enumerate the major recommendations of Justice Verma Commission on in-service teacher education.
7. Why Continuous Professional Development is needed now-a-days?
8. What are the various modes through which Continuous Professional Development may be acquired?

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### **6.2.8:SUGGESTED READING**

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# **COR-312**

## **Teacher Education**

### **Bock-7**

#### **Agencies and planning for In-service Teacher Education**

#### **Unit - 1**

#### **Agencies and Institutions of In-service Teacher Education at District, State and National Levels programmes**

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#### **CONTENT STRUCTURE:**

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- 7.1.1 Introduction
- 7.1.2 Learning Objectives
- 7.1.3 In-service teacher education at District level
- 7.1.4 In-service teacher education at State level
- 7.1.5 In-service teacher education at National level
- 7.1.6 Let us sum up
- 7.1.7 Assignment
- 7.1.8 Suggested Reading

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#### **7.1.1: Introduction**

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*“A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”-R.N. Tagore.*

It is a true fact that education is a lifelong process. It continues from birth to till death. In this process of learning teachers play a pivotal role. So, a good teacher always updates his or her knowledge as well as understanding. In the present day context, education has become an inseparable part of life owing to the rapid transformation of the economy from traditional agricultural based to service. According to the Kothari Commission the “Destiny of India is being shaped in her classroom”. Therefore, teacher education has been given the utmost priority because teachers are considered as architects of the classroom. The entire education of the country will be evolved by our teachers to make our future generation very much familiar with the explosion of knowledge as well as scientific advancement. A teacher is

expected to face the new changes by undergoing through training for new trends in education. Such training needs are satisfied by different agencies at different levels.

In this unit we will discuss the role of different agencies and their functions towards teacher education at state, national and international level.

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### **7.1.2: Learning Objectives**

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After reading this unit, you will be able to:

- Enumerate the meaning and significance of teacher education.
- Analyse the development of teacher education in India.
- State various agencies of Teacher Education Programme at State, National and International Level
- Explain the role of functions of various agencies of the Teacher Education Programme at State, National Level.

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### **7.1.3: In-service teacher education at District level**

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- **District Institute for Education and Training (DIET)**

District Institute for Education and Training (DIET) are district-level educational institutes which have been established in each district of India by the Indian government. These institutes help in coordinating and implementing government policies at district level. DIETs have been established as centres of guidance for educational institutes and schools of a district. DIETs act as a nodal agency for providing academic and resource support at the district and grassroots levels for the success of various strategies and programmes undertaken in the areas of elementary education. They also work as a platform for research and experimental work in the educational domain. It also organizes programmes to train teachers for new innovations. The teacher education agencies at National level were not able to discharge their functions properly; therefore the need was felt by the Govt. of India to formulate a plan for organizing the teacher education at state level for proper training of all categories of teachers. In 1986 National Policy on Education (NPE), stressed on the need for overhauling the entire system of teacher education in India and accordingly it recommended the need for developing the selected institutions as DIETS i.e District Institute of Education and Training. Pursuant to the provisions of NPE on teacher education, a centrally sponsored

Scheme of Restructuring and Reorganization of Teacher Education was approved in October 1987. One of the five components of the Scheme was the establishment of DIETs. Draft guidelines for implementing the DIET component were circulated to States in October 1987 and have, together with certain subsequent circulars, formed the basis for its implementation so far. Till October 1989, Central assistance had been sanctioned under the Scheme for setting up a total of 216 DIETs in the country. In India, while the sanctioned number of DIETs is five hundred and seventy one, currently there are a total of five hundred and fifty five functional DIETs across thirty five states and union territories in India.

In the 1989 government of India, DIETs are prescribed to establish seven departments. There has been on-going discussion about whether DIETs should be given the flexibility to establish departments as per their requirement and local context. The departments which need to be established in every DIETs are: All the DIETs have Major Seven Wings/units In-service programme Field interaction and innovation and coordination wing (IFIC) To assist educational authorities in planning and coordination of in-service education programmes for elementary teachers through-out district, and to plan and coordinate such programmes held in the DIET, pursuant to this the wing would :- 1. Identify training needs of elementary teachers in the district, and prepare a respective plan for meeting such needs. 2. Prepare an annual calendar for all programmes to be held in the DIET. 3. Help concerned authorities in preparing an annual calendar for in-service programmes to be held outside DIET. 4. Orientation programmes for resource persons who would conduct in-service programmes for teachers at other centres (i.e outside DIET ). 5. To evaluate and monitor the quality and efficacy of training programmes for their continuous improvement.

#### ❖ **Functions of DIET**

1. Identify training needs of elementary teachers in the district, and prepare a respective plan for meeting such needs.
2. Prepare an annual calendar for all programmes to be held in the DIET.
3. Help concerned authorities in preparing an annual calendar for in-service programmes to be held outside DIET.
4. Orientation programmes for resource persons who would conduct in-service programmes for teachers at other centres (i.e outside DIET ).
5. To evaluate and monitor the quality and efficacy of training programmes for their continuous improvement.

- **Sarva Shiksha Abhiyan (SSA):**

Sarva Shiksha Abhiyan or SSA, is an Indian Government programme aimed at the universalisation of Elementary education "in a time bound manner", the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 (estimated to be 206 million children in 2001) a fundamental right (Article- 21A). The programme was pioneered by former Indian Prime Minister Atal Bihari Vajpayee. It aims to educate all children between the ages 6 to 14 by 2010. However, the time limit has been pushed forward indefinitely.

Sarva Shiksha Abhiyan includes appointment of teachers, teacher training, qualitative improvement of elementary education, provision of teaching learning materials, establishment of Block and Cluster Resource Centres for academic support, construction of Classrooms and school buildings, establishment of education guarantee centres, integrated education of the disabled and distance education.

- ❖ **Functions of SSA**

- To establish new schools in such habitations with no schooling facilities.
- To arrange for alternative schooling facilities.
- To strengthen the existing school infrastructure by providing additional classrooms, toilets, and drinking water facilities.
- To give quality elementary education and life skills to the students
- To manage maintenance grants and school improvement grants.
- To provide uniforms and free textbooks to the school children.
- To provide and increase the strength of teachers by appointing additional teachers in schools with a shortage of teachers.
- To promote girls' education to bring a change in the status of women.
- To promote the education of children with special needs or differently-abled children.
- To promote equal education opportunity to children of households belonging to SC/ST, landless agricultural labourers, the Muslim minority, etc.
- To understand the educational requirements of the children of traditionally excluded categories.

- To bridge the digital divide by giving computer education to school children.
- To strengthen and enhance the capacity and skills of the existing school teachers through extensive training, grants for developing materials for teachers-learning and maintaining academic support structure at a block, cluster, and district level.

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#### **7.1.4: In-service teacher education at State level**

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To enhance the quality of education and quality of educational institutions, to update educational methodology and to offer publicity to educational innovations by conducting various types of educational research every state establishes some institutes, councils and associations. In this unit, we will discuss the role and functions of the following state agencies :

- **Rashtriya Madhyamik Shiksha Abhiyan(RMSA)**

Rashtriya Madhyamik Shiksha Abhiyan Was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. The implementation of the scheme started from 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

Rashtriya Madhyamik Shiksha Abhiyan Framework states that in-service teachers and heads of schools will be trained for five days every year. It also states that subject-wise teachers are required to be deputed in every school. Besides, the specialised teachers for physical education, Art/Craft and culture are also required to be deputed. There is great regional disparity in the provision for secondary teacher training institutions in the country e.g., some of the north-eastern states have very less number of institutions for secondary level teacher training. Hence, careful state-level planning is necessary for ensuring an adequate number of trained teachers and their continuous enrichment. Besides these training programmes, it is necessary to develop a mechanism whereby secondary school teachers can share their

expertise and experiences and learn from one another, thereby developing a learning community and culture.

❖ **Functions of RMSA:**

1. appointment of additional teachers to reduce PTR to 30:1,
2. focus on Science, Math and English education,
3. In-service training of teachers,
4. science laboratories,
5. ICT enabled education,
6. curriculum reforms;
7. teaching learning reforms.
8. special focus in micro planning
9. preference to Ashram schools for upgradation
10. preference to areas with concentration of SC/ST/Minority for opening of schools
11. special enrolment drive for the weaker section
12. more female teachers in schools
13. separate toilet blocks for girls.

● **State Council of Educational Research and Training (SCERT)**

In pursuance of the recommendations of NPE, 1986 and its Programme of Action, the State Council of Educational Research & Training (SCERT), Delhi was established as an autonomous organization on May, 27, 1988 for providing academic resource support in improving the quality of school education in Delhi.

In many states a state institute of Education (SIE) modified to SCERT. For quality improvement of school education it(SCERT) carries the responsibility of teacher education, research and evaluation.

❖ **Structure :**

It is headed by the Director of education. Its various departments are looked after by second class gazetted officers. It has an advisory Board presided by the Education Minister of the State.

## ❖ Objectives :

The main objectives of SCERT in the states are as follows:

- To work in the areas of elementary education and teacher education programme (elementary and secondary) in the state
- To organize pre-service training for prospective teachers, and capacity building programmes for in-service teachers, conferences, meetings, seminars and briefing sessions for state education officers and field functionaries
- To organize induction level training programmes for the new entrants / teaching workforce of the teachers training institutions
- To restructure syllabus and curriculum used at the elementary education and teacher education sector so as to make it need-based and relevant based and functional
- To undertake, aid, promote and coordinate research and innovation activities among faculty members of teacher training institutions
- To generate new ideas, innovations, improved practices in education, quality monitoring and supervision by conducting studies and researches both short term and longitudinal and their dissemination among faculty members of teacher training institutions
- To produce high quality teaching learning materials and enriched literature for teachers, trainers, supervisors and key educational functionaries
- To provide academic and professional support and guidance to agencies and institutions working in the field of education, population and development education, child rights and environment protection, and eco-friendly lifestyle, community education
- To collaborate with other agencies, institutions, organizations for the cause of quality in school education and teacher education programme
- To implement educational projects relating to school and teacher education launched by NCERT, NCTE, MHRD, and Department of School and Mass Education of various states

## ❖ **Functions of SCERT**

1. To act as an agent of change in school education including formal and nonformal education and teacher education
2. To control and supervise the working of the Elementary Teacher Education Institutions (Secondary Training Schools, and Elementary Training Schools) and to coordinate the work of the Teacher Education Institutes
3. To organize in-service training for different categories of teachers, inspecting officers, and teacher educators and to coordinate the work of other agencies operating at the state level
4. To organize programmes, including correspondence-cum-contact courses for professional development of teachers, teacher educators, and inspecting officers
5. To produce curricula, instructional materials, textbooks for the use of educational institutions, teachers of pre-schools and elementary schools
6. To provide extension service to teacher training institutions at various levels
7. To organize and implement the special education projects, sponsored by UNICEF, UNESCO, COL, NCERT, NCTE and other agencies, for qualitative improvement of school education, teacher education and supervisors of education
8. To prescribe curricula and textbooks for the schools and teacher training institutes
9. To produce instructional materials for the use of teacher educators and school teachers  
To conduct studies and investigations on various problems of education
10. To evaluate the adult and non-formal educational programme or any other programme relating to its jurisdiction
11. To conduct public examinations especially at terminal stages like end of Class III and Class V with a view to controlling quality of education and selecting candidates for scholarships through such examinations
12. Provides resource support in terms of development of curriculum and textbooks, training packages, prototype teaching learning materials, capacity building of district resource groups and block resource groups for DPEP / SSA and mid-day-meal and other projects
13. Provide assistance to preparation of perspective plan and annual work plan and budget for DPEP / SSA
14. Preparation of perspective plan and annual work plan and budget for teacher education

15. Introducing distance education programme for training of untrained elementary school teachers
16. Monitoring of schools, CRCs and training programmes by SCERT and DIETs
17. Renewal and revision of teacher education curriculum – both elementary and secondary
18. Disaster management and preparedness programmes in schools
19. Conducting NRTS examination in the state
20. Conduction of studies sponsored by NCERT, NCTE, NIEPA, UNICEF, DPEP / SSA, EFA Society
21. Preparation of ‘Vision 2020: An agenda for School and Mass Education: Report of the Task Force’
22. Implementation of externally assisted projects: Population and Development Education
23. Opening of state open school under the aegis of National Institute of Open Schooling
24. Collaboration with NGOs working for education

**The Role and functions are primarily concerned with ensuring quality in respect of :**

- Planning
- Management
- Research
- Evaluation and
- Training

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### **7.1.5: In-service Teacher Education at National level**

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- **National Council of Teacher Education (NCTE) :**

Kothari commission Report (1964-66) criticized the Teacher Education Programme as being conventional, rigid and away from reality. Therefore it expressed the need of establishing the National Council of Teacher Education in order to improve the standard of Teacher Education. In September 1972, Central Advisory Board in Education accepted the said proposal which was supported by the fifth National plan. Thereafter by law, the Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993. National Council for Teacher Education (NCTE) is an Indian government body set up under the National Council for Teacher Education Act, 1993 (#73,

1993) in 1995 is to formally oversee standards, procedures and processes in the Indian education system. This council functions for the central as well as state governments on all matters with regards to the Teacher Education and its Secretariat is located in the Department of Teacher Education and National Council of Educational Research and Training (NCERT). Despite the successful functioning in terms of the educational field, it is facing difficulties in ensuring the maintenance of the standards of teacher education and preventing the increase in the number of substandard teacher education institutions in the country.

❖ **Objectives :**

- To achieve planned and coordinated development of the teacher education system throughout the country.
- To regulate and properly maintain the Norms and Standards in the teacher education system and for matters connected therewith.
- To work especially towards planned and coordinated development of teacher-education.
- To improve the standard and functioning of teacher-educators.

❖ **Functions of NCTE :**

According to the Act 1993, NCTE performs the following functions:

1. Undertake surveys and studies relating to various aspects of teacher-education and publish the results.
2. Making recommendations to the center and State government Universities, the U.G.C and other institutions in the preparation of plans and programmes in the field of teacher education.
3. Coordinating and monitoring teacher education and its development in the country.
4. Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher-educators at different levels.
5. Developing norms for any specified category of courses or training in teacher-education, including minimum eligibility criterion for admission.
6. Preparing a guideline and specified requirements for starting new courses and programmes under teacher education.
7. Developing a guideline for a general teacher-education programme.

8. To advise the central government on matters like teacher - education (in building pre-service / in-service training), evaluation of the curricula for teacher -- education and periodical review with respect to revision of curricula.
9. To advise state governments on any matter of their concern.
10. To review the progress of the plan of teacher- education, submitted by central / state governments.
11. To advise the government on ensuring adequate standards in teacher - education.
12. To give approval to teachers - education institutions.
13. To lay down norms for maintaining standards of teachers - education.
14. Promoting innovations and research studies and organizing them periodically or annually.
15. Supervising the teacher education programmes and providing financial assistance.
16. Enforcing accountability of teacher development programmes in the country.
17. Preparing a programme for in-service teacher education for orienting teachers for latest development.

❖ **Organizational Structure of NCTE**

<b>Units</b>	<b>Structure</b>	<b>Situated at</b>	<b>States Covered</b>
NCTE, Head Office, New Delhi	Chairperson, Vice-chairperson, Member Secretary, and Deputy Secretary	NCTE, Hans Bhawan, Wing II, 1, Bahadur Shah Zafar Marg, New Delhi - 110 002.	All the States of Indian National besides the State Jammu and Kashmir
Northern Regional Committee (NRC)	Regional Director and Executive Committee	Northern Regional Committee (NCTE), 20/198, Kaveri Path, Mansarover, Near Mansarover Stadium, Jaipur - 302020. Rajasthan.	Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Chandigarh and Delhi, Uttaranchal

Western Regional Committee (WRC)	Regional Director and Executive Committee	Western Regional Committee(NCTE), Manas Bhawan, Shyamla Hills, Bhopal - 462002, Madhya Pradesh.	Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra, and Nagar Haveli and Daman & Diu, Chattisgarh
Eastern Regional Committee (ERC)	Regional Director and Executive Committee	Eastern Regional Committee (NCTE), 15, Neel Kanth Nagar, Nayapalli, Bhubaneshwar - 751 012, Orissa.	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagalanda, Odisha, Sikkim, Tripura, West Bengal
Southern Regional Committee (SRC)	Regional Director and Executive Committee	Southern Regional Committee (NCTE), Jnana Bharathi Campus Road, Nagarabhavi, Opp. National Law School, Bangalore - 560 072	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Lakshadeep, Andaman & Nicobar Islands, Pondicherry

❖ **NCTE functions through the following standing committees :**

- Pre – Primary, primary teachers’ education committee.
- Secondary college - teacher education committee.
- Special education - teacher education committee.
- In-service - teacher - education committee.

❖ **Activities of NCTE are with respect to :**

- Research - Extension services.
- Development programmes.
- Training.
- Evaluations

● **National Council of Educational Research and Training(NCERT) :**

**Introduction :**

Due to the knowledge explosion, there is a spread of education not only in India, but all over the world. Due to this change, social needs have changed accordingly. A teacher is expected to face the new changes by undergoing training for new trends in education. Such training - needs are satisfied by following

❖ **Establishment :**

The Ministry of Education of the Indian Government established NCERT in 1961. NCERT is an autonomous - organization, working as an academic wing of the Ministry of Education. It assists the said ministry in the formulation and implementation of its policies and programmes in the field of Education. It is expected to encourage student teachers and teacher educators to conduct educational research. In order to fulfill these main objectives, it has established the National Institute of Education (NIE) at Delhi and 4 regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore. It also works in collaboration with the departments in the states, the universities and institutes, following objectives of school education. It also maintains close-contact with similar national and international institutions throughout the world. It communicates results of its research to a common man by publishing books and journals.

❖ **Objectives :**

- To launch, organize and strengthen research works in various aspects of education.
- To arrange for pre-service and in-service training at the higher level.
- To publish necessary textbooks, journals and other literature for achieving the objectives.

- To organize extension centers in training institutes with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.
- To establish a National Institute of Education and manage for the development of research and higher training for educational administrators and teachers.
- To provide guidance and counselling services on a large scale.

#### ❖ **Major function of NCERT**

- To monitor the administration of NIE /Regional colleges of Education.
- To undertake aid, promote and coordinate research in all branches of education for improving school-education.
- To organize pre-service and in-service education programmes for teachers
- To prepare and publish study material for students and related teacher's handbooks.
- To search talented students for the award of scholarship in science, Technology and social sciences.
- To undertake functions assigned by the Ministry of education (Now HRD) for improving school –education

#### ● **University Grants Commission (UGC) :**

Established on 28th December, 1953, at New Delhi. UGC was given autonomy by govt. of India in 1956. University Grants Commission is a statutory body set up by the Department of Higher Education, Ministry of Education, Government of India in accordance to the UGC Act 1956 and is charged with coordination, determination and maintenance of standards of higher education in India.

#### ❖ **Functions of UGC :**

- It provides financial assistance to universities and colleges to meet their requirements.
- It extends the financial aid for the development of Universities and maintenance
- It provides a guide-line to Center and State Govt. for giving grants to a University.
- It provides the grants for five years to establish a new University in the state.

- It provides the grants for five years to start a new department or any academic programme in the University but now state concurrence is essential.
- It encourages higher level research work and teaching activities by providing financial assistance.
- It provides the grants for higher education and new programmes in the Universities and colleges.
- It provides the fellowship for teachers and project work for University and college teachers.

#### ❖ **Teacher Education Committees :**

- To upgrade the standard of education Teacher-education committees were formed consisting of seven members for two years duration.
- It provides awareness of new innovations and research in teacher-education.
- The national fellowship and teacher fellowship are granted for encouraging research and teaching work.
- UGC provides travel grants to the university lecturers for attending international conferences and seminars.
- Visiting professors are appointed from among the University professors for inter change programmes and delivering lectures.
- Residential facilities for university and college teachers are also provided.
- Research associates are appointed for post doctor work.

#### ❖ **Research :**

- UGC is giving substantial grants to University teachers for conducting their own research. In 1953-54, the Ministry of Education initiated a scheme providing grants to teachers, colleges and departments of education in the Universities in order to enable them to carry out research on educational problems selected by them and approved by the central ministry.
- The main purpose of the scheme is to provide facilities for research which, in many instances, has been held up owing to dearth of funds. It is to be carried on by the staff of the training colleges assisted by some research fellows assigned to them and some financial facilities. Equipment is provided to facilitate the completion of the projects.

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#### **7.1.6: Let us sum up**

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In this unit, we have discussed various agencies like DIET, SSA, SCERT, NCERT, NCTE, and UGC and their functions towards teacher education at District, State and National level. In India, the aforementioned nodal agencies play pivotal roles in teacher education as well as teacher training at different levels as mentioned. The objectives, management structure and way of dealing with other organizations of teacher education has been discussed in this module.

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### **7.1.7: Assignment**

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#### **Short-Answer Type Question:**

1. Write the importance of an in-service teacher training programme?
2. Discuss the functions of the University Grant Commission on in-service teacher education.
3. Write few important functions of the Rashtriya Madhyamik Shiksha Abhiyan (RMSM).
4. Mention any two functions of DIET.
5. State any two objectives of NCERT.
6. Give a short introduction of NCTE.
7. Give the introduction of SCERT.

#### **Long-Answer Type Question:**

1. Explain the roles of various agencies for in-service teacher education.
2. Discuss in detail the function of NCTE.
3. Write the function of SCERT in detail.
4. Describe in brief the functions of RMSA.
5. Write the functions of the Teacher Education Committee in UGC.
6. Write a brief note on NCERT.

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### **7.1.8: Suggested Reading**

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8. Mohan, Radha Teacher Education, PHI Learning Pvt. Ltd Page 3 of 6
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**Bock-7**  
**Unit-2**

**Preliminary Consideration in planning in-service teacher education programmes (Purpose, Duration, Resources and Budget)**

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**CONTENT STRUCTURE:**

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7.2.1: Introduction

7.2.2: Learning Objectives

7.2.3: Preliminary Consideration in planning in-service teacher education programme

7.2.4: Let us sum up

7.2.5: Assignment

7.2.6: Suggested Reading

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**7.2.1: Introduction**

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Teacher education is a lifelong process. Lifelong learning should be the motto of every teacher. The idea of In-service education has emerged to take care of the need to make the teachers up-to-date with respect to the knowledge of his subject of teaching, methods and techniques innovative ideas in each sphere of his academic life. In-service education is continuing education of teachers and other educators .It is designed to promote the continuous professional development by providing planned efforts to promote the professional growth and development of teachers. It includes all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. In-service education is a programme of activities aiming at the continuing growth of teachers and educational personnel in service. These programmes bring new insights, acumen, growth understanding and cooperative practices to the members of the teaching profession and arouse them to action to improve themselves in every possible manner. In this unit you will be acquainted with a few preliminary considerations of in-service teacher education like purpose, duration, resources as well as budget.

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**7.2.2: Learning Objectives**

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**After reading this unit, you will be able to:**

- define preliminary consideration of in-service teacher education.

- state about the purpose of in-service teacher education.
- discuss the duration of in-service teacher education.
- enumerate about the budget of in-service teacher education
- Explain the necessity of resources in conducting the in-service teacher education.

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### **7.2.3: Preliminary Consideration in planning in-service teacher education programme**

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- **Purpose**

A teacher is required to play different roles and each role requires a different set of skills, knowledge, attitudes, and the like. The same can be achieved through in-service teacher education. A teacher also needs to stay updated because there is a short supply of resources like teaching aids, research findings, and the like in many parts of the country. It enables the teachers to become better in their profession allowing them to practice the same with perfection. Education is a life-long process. Hence, one never stops learning therefore, in-service teacher education gives teachers more room for learning. New ideas are always emerging and new methods of teaching are always being introduced. Hence, in-service teacher education allows teachers to remain aware of the same. The teacher education is very vast and there is a lot of knowledge and skills one can gain through the same. Since teachers need to be oriented in various spheres of education, in-service teacher education is highly essential.

1. Institutionalization of teachers' in-service education with the establishment of a training network comprising NCERT, NIEPA, SCERTs, DIETS, CTEs and IASEs
2. Strengthening of SCERTs by providing financial assistance to the tune of Rs. fifty lakhs with a matching share of the state government during a five year Plan
3. Training of 1.7 million teachers under PMOST and 1.5 million teachers under SOPT
4. Finalisation of National Action Plan (NAP) for the training of Primary Teachers
5. Use of interactive television as a training mode in the four experiments conducted by the NCERT
6. Implementation of the project entitled In-service Training of Primary Teachers - An Application of Interactive Television (IPTT-ITV) as a precursor to the implementation of the National Action Plan
7. Establishment of sub-district resource institutions like BRCs and CRCs in the districts covered under primary education projects

8. Development of self- instructional material for teachers by the national, state and district level institutions
9. Orientation of Teachers of Kendriya Vidyalayas (KVs) , Novodaya Vidyalayas (JNVs) and CBSE affiliated schools on new textbooks developed in the light of National Curriculum Framework-2005 through Video conferencing
10. Orientation of Principals and Head Teachers of KVs on NCF-05 and primary level textbooks brought out in the light of NCF-2005 through Video conferencing.
11. Orientation of Fine Arts and Music Teachers
12. Orientation of Teacher Educators of SCERTs, DIETs, CTEs and IASEs on NCF-2005. through Video conferencing
13. Orientation of Teachers on the issues of Gender in Education
14. Orientation on New Trends in Evaluation of Teachers and Teacher Educators
15. Strengthening Guidance and Counseling Orientation of State Level Key Personnel through Video Conferencing

- **Duration**

At present, the duration Depending upon the purpose, the in-service teacher education can be for a few days, week or a month long. Duration plays an important role as it helps the teacher to decide whether they will be available for a particular period of time or not. The programme depends on various aspects. Generally it is 2-3 days, 5 days/one week, 10 days/two weeks, and 3 weeks. However it has been seen that the duration of an in-service teacher development programme is decided randomly without considering the needs, knowledge, theme, etc. Duration needs to be decided based on the need of the target group, focus, content, design of the programme.

- **Resources**

This involves assessing all available resources for conducting the programme. Human and financial resources are of particular importance.

- **Budget**

Currently the Institution's Programme Advisory Board, PABs of Centrally Sponsored Scheme (CSS) such as SSA, RMSA, UGC, UNESCO, UNICEF, etc. provide funding for the training programme. Generally, PAB provides funds for the programme having wide coverage. However, it has been noted that the allocation of funds often gets delayed which in

turn makes the training programmes for the necessary resources. Therefore, nodal agencies must get the funds for organizing and conducting ITPD well-on time at the planning stage itself from the states/UTs Government, SSA/RMSA, or any other concerned agencies if any. Also, there should be a synergy between RMSA, SSA and other teacher training institutions. The budget will depend upon the kind of programme being conducted and seminar will definitely have less budget than a training programme.

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#### **7.2.4: Let us sum up**

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In this extremely transition phase of advancement of science and technology, in-service teacher's education as well training is most important to make learners competent enough with the rapid changes. In this unit, the preliminary consideration of in-service teacher education has been discussed. For the smooth conduct of the in-service teacher education purpose as set by the institutions along with duration, budget and resources are prerequisites that have been discussed in this unit.

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#### **7.2.5: Assignment**

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##### **Short-Answer Type Question:**

1. Write any two purposes of in-service teacher education.
2. What should be the ideal duration of in-service teacher education according to you.
3. What is the budget?

##### **Long-Answer Type Question:**

1. Discuss in detail the preliminary considerations of in-service teacher education.
2. Write a brief note on the purpose of in-service teacher education.
3. Explain the necessity of resources in conducting the in-service teacher education.
4. Make a tentative budget to organize an in-service training programme.

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### **7.2.6:Suggested Reading**

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1. Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Pvt. Ltd.
2. Aggarwal, P. (2010). Teacher Education. New Delhi: Saurabh Publishing House.
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**COR-312**  
**Teacher Education**  
**Block-8**  
**Teaching as a Profession**  
  
**Unit-I**  
**Teaching as a Profession**

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**CONTENT STRUCTURE**

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- 8.1.1: Introduction
- 8.1.2: Objectives
- 8.1.3: Concept of Profession & Professionalism
- 8.1.4: Professionalism in the Workplace Explained
- 8.1.5: Characteristics & examples of Professionalism
- 8.1.6: Importance of Professionalism
- 8.1.7: Difference between Profession and Professionalism
- 8.1.8: Difference between Professionalism, Ethics & Personalism
- 8.1.9: Teaching as a Profession
- 8.1.10: Professional Ethics for Teachers
- 8.1.11: Let us Sum up
- 8.1.12: Assignment
- 8.1.13: Suggested Readings

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**8.1.1: INTRODUCTION**

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Teaching is one of the oldest and most revered professions in the world. It involves imparting knowledge, skills, and values to students, in order to help them develop into competent and responsible members of society. Teaching as a profession is highly respected and holds a critical role in the development and progress of a society. Teaching requires a unique set of skills and attributes, such as the ability to communicate effectively, to understand and empathize with learners, and to create a positive learning environment. Teachers also need to be knowledgeable about their subject matter and up-to-date with current pedagogical practices. Teaching as a profession offers a range of opportunities and challenges. It involves working with learners of all ages, backgrounds, and abilities, and requires adapting teaching strategies to suit the needs of each individual.

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**8.1.2: OBJECTIVES**

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After going through this Unit you will be able -

- To understand the concept of Profession & Professionalism.
- To know about Teaching as a Profession & Professional Ethics for Teachers.

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### 8.1.3: CONCEPT OF PROFESSION & PROFESSIONALISM

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#### **Concept of Profession:**

The term "profession" is a truncation of the term "liberal profession", which is, in turn, an Anglicization of the French term *profession libérale*. Originally borrowed by English users in the 19th century, it has been re-borrowed by international users from the late 20th, though the (upper-middle) class overtones of the term do not seem to survive re-translation: "liberal professions" are, according to the European Union's Directive on Recognition of Professional Qualifications (2005/36/EC), "those practiced on the basis of relevant professional qualifications in a personal, responsible and professionally independent capacity by those providing intellectual and conceptual services in the interest of the client and the public". Under the European Commission, liberal professions are professions that require specialized training and that are regulated by "national governments or professional bodies"

The Australian Council of Professions defines a '**Profession**' as: "A Profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others."

A **profession** is a specialized field of work that requires a certain level of education, training, and expertise. It involves the application of specialized knowledge and skills to provide services that are important to society.

It is inherent in the definition of a Profession that a code of ethics governs the activities of each Profession. Such codes require behaviour and practice beyond the personal moral obligations of an individual. They define and demand high standards of behaviour in respect to the services provided to the public and in dealing with professional colleagues. Often these codes are enforced by the Profession and are acknowledged and accepted by the community.

#### **Australian Council of Professions, 2003**

- (1) The Merriam-Webster Dictionary (2014) says a profession is 'a calling or a vocation requiring specialized knowledge and often long and intensive academic preparation'
- (2) Abraham Flexner (1915) says that professions involve 'essentially intellectual operations with large individual responsibility;

- (3) US legal scholar Roscoe Pound (1953, p. 5) in contending that a profession is ‘a group ... pursuing a learned art as a common calling in the spirit of public service—no less a public service because it may incidentally be a means of livelihood’ puts particular emphasis on service as an ethical obligation.
- (4) William M. Sullivan (2005, p. 36) takes a profession to be a kind of occupation with three characteristic features: ‘specialized training in a field of codified knowledge usually acquired by formal education and apprenticeship, public recognition of a certain autonomy on the part of the community of practitioners to regulate their own standards of practice, and a commitment to provide service to the public that goes beyond the economic welfare of the practitioner.’

### **Concept of Professionalism**

“The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well” - *Merriam-Webster, n.d.*

“Professionalism’ is commonly understood as an individual’s adherence to a set of standards, code of conduct or collection of qualities that characterize accepted practice within a particular area of activity” - *Universities UK et al. 2004*

Professionalism is a person’s abilities, competence, and behavior in a particular profession. It aims for higher standards, more remarkable performance, and better connections with clients and co-workers. Business professionalism entails honoring commitments, producing excellent work, and holding yourself up as an expert.



It aims to develop a courteous attitude when interacting with people at the workplace. It is a style of conduct typically designed to be composed, in control, impartial, and generous. It combines several traits, not just academic proficiency or polite behavior. A professional must possess specialized knowledge in their chosen subject.

### Key Words

- Professionalism is a person's skills, knowledge, and conduct in a particular profession. It strives for more significant standards, spectacular performance, and improved relationships with customers and employees.
- Supporting an inclusive culture, leading by example, cultivating a feeling of accountability, and coordinating one's actions and values with those of the organization are all ways to foster it.
- Important elements are reliability, competence, communication, appearance, and accountability. Managing emotions at the workplace is also among its key features.

**Professionalism** refers to the conduct, behavior, and attitude that are expected of individuals who work in a professional capacity. It involves adhering to a set of ethical standards, being accountable for one's actions, and displaying a high level of competence in one's area of expertise.

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### **8.1.4: PROFESSIONALISM IN THE WORKPLACE EXPLAINED**

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Professionalism at work exemplifies when a worker performs to the best of their abilities, especially on challenging days; exhibits the knowledge, skills, and behaviors necessary for their position; exceeds the requirements of their work, and continually seeks out chances to advance better both the organization and themselves.

- **Professionalism skills** ensure a friendly, secure, and inclusive workplace. It's about fostering an environment where individuals feel valued and a part of something. This involves being a courteous team member, being transparent in our communication, making sure everyone feels included, participating and interacting, and taking the opportunity to get to know co-workers.
- **Professionalism development** fosters a culture of inclusivity, setting a solid example, developing a sense of accountability, and aligning the personal behavior and values necessary to the organization. The workplace depends on our capacity to manage emotions rather than allowing them to influence behavior.
- Employee engagement increases the likelihood that they will act professionally. Additionally, professionalism ethics directly impacts the entire firm's functioning, resulting in profitability and customer satisfaction.

All of these elements will be noticeable in any profession. However, they vary in degrees in every workplace. The judgment of professionals determines management skills.

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### **8.1.5: CHARACTERISTICS & EXAMPLES OF PROFESSIONALISM**

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True professionals have several crucial traits that apply to almost every industry. Some of them are:

1. **Ethics** – Doctors, lawyers, and public accountants must follow a robust code of professional ethics. It would be best if it acted ethically, regardless of whether the business or sector has a formal code.
2. **Reliability** – It is also critical to return messages quickly and keep your word when you commit. Meeting expectations necessitates having strong communication skills. Always be cautious while making assumptions.
3. **Competence** – Professionals aspire to become experts in their sector, distinguishing themselves from the competition, extending their education by enrolling in classes, attending conferences, and earning relevant professional credentials.
4. **Appearance** – When meeting prospects or clients, pay close attention to how you seem and take style cues from their dress. Be careful to adhere to or even exceed your company's dress code requirements.
5. **Accountability** – Professionals are always responsible for their conduct. If there is a mistake, own up to it and try to resolve it. Avoid attempting to blame a co-worker. Instead, accept the need for a compromise when it arises and use the experience to improve.
6. **Communication** – One of the essential traits of a professional is effective communication. Communication is listening intently, understanding it effectively, and efficiently expressing a message. Professionals have an excellent grasp of language, which they use to communicate ideas.

**Examples: Let us understand through the following examples.**

**Example-1:** Suppose Daniel works in a chocolate-making company, a multinational company, in the post of manager. One day, he meets with the company's potential clients and promises them quality products. He ensures that the company meets the expected market demand on time. His courteous behavior exhibits professionalism, from meeting with the clients to delivering the product. If he fails to fulfill the orders, he takes responsibility and executes them on the next date.

**Example -2:** In December 2022, Chief Justice's Commission on Professionalism appointed James S. Perry as co-executive director. January 1, 2023, marks the start of his term. Between November 1999 and August 2017, Melvin Wright served as the organization's executive director. As of March 2019, Wright was back as executive director.

The Commission's main duties include upholding its mandate to improve the professionalism of North Carolina's attorneys. The CJCP is tasked with carrying out this mandate by continuing to pay attention to and support the legal profession to maintain it as a noble calling devoted to client service and the common good.

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### 8.1.6: IMPORTANCE OF PROFESSIONALISM

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Its significance can be understood in the following ways:

- **Sets Boundaries** – Boundaries between acceptable and unacceptable office behavior are set by it in the workplace. Although most managers encourage a fun and energetic workplace, limits must be set to prevent disputes and misunderstandings.
- **Encourages Individual Growth** – A workplace where employees conduct themselves and dress professionally is more successful. Professional clothing codes, for instance, are accepted to enhance professional and personal development at work. This is because professionals who dress and conduct themselves inspire their co-workers to give their clients more excellent services.
- **Increases Respect And Reduces Conflict** – Disagreements are likely to occur in a formal business setting. However, employees who act professionally and respect each other's boundaries rarely get into arguments that can only be settled slowly. The business also advantages diverse situations where business professionals and their clients have a variety of viewpoints and opinions.
- **Foster And Uphold Accountability** – Professionally written corporate reports, business strategies, and other communications aid in maintaining the degree of service accountability for businesses.
- **Builds Self-respect And Those In Authority** – Respect for superiors, customers, and co-workers are fostered via it. For example, maintaining a professional tone limits dazzling and improper personal talks that can be considered rude.

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### 8.1.7: DIFFERENCE BETWEEN PROFESSION AND PROFESSIONALISM

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While a profession is a career or occupation that allows a person to earn a living, professionalism encompasses every facet of a profession's practice. Crucial differences between the two are:

<b>Profession</b>	<b>Professionalism</b>
It is a field of study or a career.	It is a set of accepted behavior at the workplace.
It is limited and specified to particular fields.	However, it applies to any job.
Examples are medicine, law, and accounting.	Example – showing respect, working on time, and accepting accountability.

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### 8.1.8: DIFFERENCE BETWEEN PROFESSIONALISM, ETHICS & PERSONALISM

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While professionalism is a person’s conduct that exhibits honor, honesty, and politeness toward those competing with them in their work area, the morally right and wrong conduct norms refer to ethics. At the same time, personalism holds that personhood is the source of all reality and worth. Some of the critical differences among them are:

<b>Professionalism</b>	<b>Ethics</b>	<b>Personalism</b>
It is the conduct of the employee within a work environment.	It is the moral values set by society and business as a standard of behavior.	Personalism is the mentality and behavior of someone self-centered, wants to “win” at any cost, and treats others with disdain and disrespect.
It focuses on the behavior and demeanor of the employee.	It focuses on the differences between right and wrong, good and bad.	It focuses on self-development and growth.
Governs the behavior of professionals at the workplace.	Governs human character.	Governs momentarily win.

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### **8.1.9: TEACHING AS A PROFESSION**

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Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important steps in life. They keep working to boost the confidence of students and direct them in the right direction. There were many teachers who dedicated all their life to empowering their students and making them better and more successful human beings in their life. In the article, we will learn about **teaching as a profession** essay.

One such example of a teacher who dedicated their life to teaching students is Anand Kumar of the Super 30 coaching class who picks students only from underprivileged sections and gives them the best education to crack IIT through coaching IIT. These are those children who can never afford to take admitted to coaching classes for competitive exams. Anand Kumar teaches, guides, and motivates students to dream big and fulfill those dreams. The first Anand Kumar made a record of selecting 18 students for IIT out of 30 students.

The next example in front of us is Siva SubramaniaIyer. He was the teacher of Dr APJ Abdul Kalam and he was responsible to give India its Missile Man. He taught him to fly high and inspired him to make it big. And then India got its greatest space scientists of all time.

**Role of a teacher:** While writing an **essay on teaching as a profession**, the role of a teacher must be included. The general and first role of a teacher is to teach their students. Then motivate them and boost their confidence to take up things that can help them in their life. Teachers should find different ways to teach students and apply them in teaching so that the maximum information and knowledge reach the students.

- i. They should try to explain complex and difficult topics through fun activities and make them easier for students to understand. Teachers are not only teachers but they are your mentors and guide.
- ii. They are responsible not just to teach the syllabus but inspire students by exchanging thoughts, sharing a bond, and being with them in every up and down. If you will be able to portray all these roles for your students then teaching as a profession is perfect for you.
- iii. Teaching skills, matter knowledge, personality, and ways of imparting pieces of information are some factors that affect the learning patterns of students. It helps teachers to become successful teachers and mentors for their students.

If the above-explained traits inspire you to become a teacher and you are thinking about how to proceed then read the guide below.

**Academic Path for a Teacher:** To adopt **teaching as a profession**, we must realize that not only personality qualities are important but educational qualifications too are one of the main requirements. The right qualifications and passion to teach students can make a good teacher.

**Nursery Teacher:** To become a teacher in the nursery section or pre-primary section, you need certain qualifications. Teachers who teach students of age groups between 2-5 years are called Nursery or Pre-Primary school teachers. The kids studying in pre-primary are taught with Kindergarten educational methods. Some of the pre-primary schools run on the Montessori educational method and they are termed Montessori schools. In the kindergarten section of the school, kids are taught basics, language, numbers, communication, etc., and prepared for the primary section. They are taught using extra activities such as arranging objects in order, playing, singing, drawing, colouring, etc.

**Primary School Teacher:** Teachers who teach students from classes 1 to 5 are called teachers of primary school. They become a bridge for students in the pre-primary section and higher secondary section. They monitor and help in the overall development of children. In the primary section of teaching, you can have the chance of teaching students a variety of subjects and enhance the learning experience. If you want to make your career as a teacher for primary classes, then you have the following options:

**Secondary and Higher Secondary School Teachers:** If you want to become a teacher for secondary classes for teaching students of classes 5 to class 10 or for higher secondary classes for teaching students of classes 11 and class 12, then you can opt for any options given below. By becoming a teacher for a Secondary or Higher Secondary school, you will have the option to teach specific subjects.

### **How to become a Secondary and Higher Secondary School Teacher?**

You will need to complete your graduation and then complete a Bachelor in Education (B.Ed.) degree for 2 years. Getting a B.Ed. the degree is compulsory to pursue a career as a teacher in a secondary and higher secondary school. If you want to be a teacher of higher secondary classes then you can do a Master's degree after graduation and then pursue a B.Ed. degree.

If you want to qualify as a teacher for central government-run schools, then the Central Teacher Eligibility Test (CTET) will be the option for you. CTET is conducted by the Central Board of Secondary Education (CBSE) for applicants to be eligible to be a teacher at the secondary and higher secondary levels. You can also opt for Teacher Eligibility Test (TET) or a State Level Eligibility Test (SLET) for recruiting secondary-level and higher-secondary-level teachers.

**College and University Teacher:** If you want to teach students in colleges or universities or want to be called a lecturer in government or private colleges and universities, then follow the available options:

### **How to become a College or University Teacher?**

If you want to choose **teaching as a career** in a college or university, you must get a degree in a Master's program. However, after a master's degree, a PhD degree is also compulsory for promotion from Lecturer to Associate Professor.

Once you complete a Master's degree, you can apply for the National Eligibility Test (NET) conducted by the National Testing Agency (NTA). NET requires a postgraduate degree and a certification of eligibility for giving entrance. You can also have an option of giving a State Eligibility Test (SET) for the recruitment of Lecturers.

These all are the options available to choose teaching as a profession. By completing your basic qualifications requirements, you will get many options to choose from and become a teacher of Nursery, Primary, Secondary, Higher Secondary, and college. It is an essay on the teaching profession it can help you on your pathway to becoming a teacher.

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## **8.1.10: PROFESSIONAL ETHICS FOR TEACHERS**

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### **Introduction**

Professional ethics are ethical principles that a person or a group of people in a particular environment are obligated to follow. They are the guiding principles that need to be followed by or are supposed to be followed by the people in that particular profession. Professional ethics is different for different professions depending on the weight of responsibility that accompanies it. This blog specifically talks about the professional ethics that need to be followed by teachers.

### **Why Professional Ethics are Important**

Every workplace has its own set of work ethics - but why? Why are professional ethics so important in the workplace?

Good ethics can help gain the confidence of superiors while also promoting integrity, which means continuing to do the right things even when they are not watched. Even though the importance of ethics in professional life can be demonstrated by several instances of the failure of businesses, it is better to show it through the lens of positivity.

Professional ethics promotes equality, non-partiality, and a collaborative mindset within a workplace environment. Maintaining ethical standards ensures that all people at the workplace are treated equally and respectfully, and is a must for the prosperity of that school or organization as well as the development of a person's personality. Good ethics will help maintain the honest image of the school or organization as well. It will help refrain from such activities that would discredit the profession and as a result, the institution as a whole. Hence, adherence to ethics is to let conscience take the lead at all times.

### **Professional Ethics Teachers Have to Follow**

Just like in the case of a brand or organization, the school staff is also obligated to maintain a set of standards that are instrumental in promoting a safe and inclusive learning environment. Given below are a few professional ethics that these teachers need to follow at educational institutions, split into 5 based on the kind of interaction they have with each other.

#### **With Students**

- Teachers must respect the dignity and rights of the students in expressing their opinion
- Teachers should deal with students justly and impartially irrespective of their religion, caste, gender, political affiliation, social stature, and physical characteristics.
- They must be able to identify and recognize the differences in aptitude and capabilities among the students in their class and try their level best to meet their individual needs.
- They are supposed to encourage students as a means of improving their attainments, developing their personality, while at the same time, also contributing to community welfare.
- They are responsible for inculcating scientific temperament, the spirit of inquiry, and the ideals of democracy, social justice, environmental protection, patriotism, and peace among students
- They must treat the students with dignity and should not behave in a vengeful manner under any circumstance.
- They are obligated to make themselves available to students beyond their class hours and be ready to help and guide them with no extra remuneration
- Teachers should help students to develop a deep understanding of our national heritage and national goals
- Under no circumstance should a teacher incite students against each other, other teachers, or the administration.

#### **With Fellow Teachers**

- All teachers are expected to treat other faculty members in the same manner as they wish to be treated themselves

- They should help each other to grow professionally and be willing to help each other if the need arises.
- They must not make allegations against coworkers to higher authorities without substantial proof or evidence.
- All teachers must make sure that there is no discrimination in the workplace in any way shape or form because of one's caste, creed, religion, ethnicity, nationality, race, or gender in their professional endeavor.

### **With the Administration**

- Teachers must conduct themselves and deliver their professional responsibilities as per the existing rules and adhere to methods and procedures that are consistent with their profession when it comes to initiating steps through their own schools/colleges and/or professional organizations.
- Teachers should under all circumstances refrain from undertaking other forms of employment and commitment that are likely to interfere with their professional responsibilities, including private tuition, coaching classes, etc.
- They must be able to cooperate in forming policies of their respective institutions by accepting several offices and discharging responsibilities if their position demands so.
- They must show interest in the betterment of the institutions by keeping in view the dignity of the profession
- They must strictly adhere to the terms of the contract they signed when they joined the educational institution.
- They are expected to provide due notice (as prescribed in their document of contract) before a change of position takes place
- They must not avail leave except when it is completely unavoidable and as long as it is utterly unprecedented.

### **With Non-Teaching Staff**

- The teaching staff must treat the non-teaching staff with the same respect and dignity that they give to their colleagues.
- They must participate in and help in the general functioning of joint-council sessions that involve both teaching and non-teaching staff.

### **With Guardians/Parents**

- Teachers are obligated to inform guardians of students if they are misbehaving or if they want them to
- To help them improve in their academics.
- The teacher is answerable to a guardian if the student is not performing well.
- They must help the guardians in case of any queries they might have about their wards' further education.

### **Conclusion**

As can be inferred from the above section, it is clear that a teacher's role is multifaceted, having to wear several hats in the course of their time at the institution to facilitate their role. It is

therefore imperative that they adhere to their professional ethics strictly and hence be the perfect role model for their students as well as for their colleagues.

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### **8.1.11: LET US SUM UP**

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A Profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.

Professionalism is a person's abilities, competence, and behavior in a particular profession. It aims for higher standards, more remarkable performance, and better connections with clients and co-workers. Business professionalism entails honoring commitments, producing excellent work, and holding yourself up as an expert.

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### **8.1.12: ASSIGNMENT**

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1. Discuss the Meaning of Profession and Professionalism.
2. What are the Characteristics & Examples of Professionalism?
3. What are the importances of Professionalism?
4. Elaborate the differences between Profession and Professionalism.
5. Discusses about Professional Ethics for Teachers.

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### **8.1.13: SUGGESTED READINGS**

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## **Unit-II**

# **Teacher Development**

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### **CONTENT STRUCTURE**

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#### **8.2.1: Introduction**

#### **8.2.2: Objectives**

#### **8.2.3: Personal & Contextual factors affecting Teacher Development**

#### **8.2.4: ICT integration**

#### **8.2.5: Quality enhancement for Professionalization of Teacher education**

#### **8.2.6: Innovation in Teacher Education**

#### **8.2.7: Let us Sum up**

#### **8.2.8: Assignment**

#### **8.2.9: Suggested Readings**

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### **8.2.1: INTRODUCTION**

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Teachers also need to be knowledgeable about their subject matter and up-to-date with current pedagogical practices. Teaching as a profession offers a range of opportunities and challenges. It involves working with learners of all ages, backgrounds, and abilities, and requires adapting teaching strategies to suit the needs of each individual. Teachers may work in various settings, such as schools, universities, vocational institutions, or private tutoring. Despite the challenges, teaching can be a highly rewarding profession. Teachers have the opportunity to make a lasting impact on the lives of their students, shaping their thinking and helping them achieve their goals. They also have the satisfaction of seeing their students succeed and progress in their studies and personal growth.

Overall, teaching is a profession that requires a deep commitment to learning and to the welfare of students. It is a profession that demands continuous professional development, dedication, and a passion for teaching and helping others.

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### **8.2.2: OBJECTIVES**

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After going through this Unit you will be able -

- To know Personal & Contextual factors affecting Teacher Development.
- To know ICT integration & Quality enhancement for Professionalization of Teacher education.
- To know Innovation in Teacher Education.

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### 8.2.3: PERSONAL & CONTEXTUAL FACTORS AFFECTING TEACHER DEVELOPMENT

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Teacher development can be influenced by a variety of personal and contextual factors. Here are some examples:

#### **Personal Factors-**

**Prior knowledge and experience:** Teachers with more prior knowledge and experience in their subject matter are more likely to have a deeper understanding of the concepts they are teaching, which can enhance their professional development.

**Motivation:** A teacher who is motivated to improve and learn is more likely to actively seek out opportunities for professional development.

**Personality traits:** Certain personality traits, such as openness to new ideas, willingness to take risks, and a growth mindset, can facilitate teacher development.

**Self-efficacy:** Teachers with higher self-efficacy, or belief in their ability to achieve their goals, are more likely to engage in professional development and persist in the face of challenges.

#### **Contextual Factors-**

**School culture:** The school culture, including the norms, values, and expectations of teachers and administrators, can either support or hinder teacher development.

**Resources and support:** Access to resources and support, such as professional development opportunities, mentorship, and coaching, can facilitate teacher development.

**Time:** Teachers who have sufficient time to engage in professional development are more likely to do so.

**Curriculum and assessment:** The curriculum and assessment practices can influence the types of professional development that teachers engage in and the skills they develop.

It is important to note that these factors are interrelated and can have complex interactions with each other. For example, a teacher's motivation to learn may be influenced by the support and resources available to them in their school context. Therefore, it is important for schools and education systems to take a holistic approach to supporting teacher development, addressing both personal and contextual factors.

There are several personal and contextual factors that can affect teacher development. Here are some examples:

**Personal motivation:** A teacher's level of motivation and interest in professional development can significantly impact their development. Teachers who are motivated to learn and grow are more likely to engage in professional development opportunities and seek out new knowledge and skills.

**Prior experiences:** Previous experiences can shape a teacher's approach to professional development. For instance, if a teacher has had positive experiences with professional development in the past, they may be more likely to seek out similar opportunities in the future.

**School culture:** The culture of the school where a teacher works can also impact their development. Schools that prioritize and value professional development are likely to provide more opportunities for their teachers to learn and grow.

**Available resources:** The resources available to a teacher can impact their development. Teachers who have access to professional development resources, such as training, mentoring, or coaching, are more likely to develop their skills and knowledge.

**Student needs:** Teachers may be motivated to develop their skills and knowledge to better meet the needs of their students. For instance, if a teacher is working with students who have specific learning needs, they may seek out professional development opportunities that will help them better support those students.

**Time constraints:** The amount of time available for professional development can also impact a teacher's development. Teachers who have limited time due to heavy workloads, administrative duties, or personal commitments may struggle to find time for professional development.

**Leadership support:** The support and encouragement of school leaders can also impact a teacher's development. Teachers who feel supported by their leaders are more likely to engage in professional development and take risks to improve their practice.

Overall, personal and contextual factors play a significant role in shaping a teacher's development. By understanding and addressing these factors, schools can better support their teachers' professional growth and ultimately improve student outcomes.

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## 8.2.4: ICT INTEGRATION

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### **Introduction:**

Information and Communications Technology (ICT) has gone through innovations and transformed our society that has totally changed the way people think, work and live (Grabe, 2007). As part of this, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider ICT integration in their curriculum (Ghavifekr, Afshari&AmlaSalleh, 2012). In conjunction with preparing students for the current digital era, teachers are seen as the key players in using ICT in their daily classrooms. This is due to the capability of ICT in providing dynamic and proactive teaching-learning environment (Arnseth& Hatlevik, 2012). There is no doubt that technology in this contemporary society is used more and more widely, especially for the purpose of teaching and learning. ICT (Information and Communication Technology) integration refers to the use of technology tools, such as computers, software, mobile devices, and the internet, to support and enhance teaching and learning activities in education. ICT integration can take many forms, including online learning, blended learning, virtual learning environments, and multimedia content creation. It enables teachers and students to access a wide range of resources, communicate and collaborate with others, and create and share digital content.

### **Benefits of ICT integration in education include:**

**Improved access to learning resources:** ICT provides easy access to a wealth of information and educational resources, such as e-books, educational videos, and online libraries, making learning more engaging and accessible.

**Enhanced learning experience:** ICT can improve the learning experience by making it more interactive, stimulating, and engaging. Multimedia content, animations, and simulations can help students understand complex concepts and topics.

**Increased student engagement:** By using ICT tools, teachers can create a more interactive and collaborative learning environment, where students can engage with learning materials and with each other.

**Improved assessment and feedback:** ICT tools can help teachers to assess students' progress more effectively, provide timely feedback, and tailor instruction to meet individual student needs.

**Better preparation for the future:** ICT skills are essential in the modern workforce. Integrating ICT in education can help students develop the skills and knowledge they need to succeed in the digital age.

Overall, ICT integration has the potential to transform teaching and learning, making it more effective, engaging, and accessible to all students.

### **ICT Integration in Education**

Information and Communications Technologies (ICTs) have become the most basic building block of modern industrial society in a very short time. Mastering information technology and understanding basic skills and concepts of ICT are now highly regarded by many countries (Daniels, 2002; Rampersad, 2011). According to the Organization for Economic Co-operation and Development (2005) and Gbenga (2006), ICT can work in a number of general ways as follows:

- It can be used to train students in skills which they will need in further education and as an ongoing learning process throughout the rest of their lives and for their future jobs, e.g., word processing, email communication etc.
- It can provide access to information and communication outside the classroom e.g., via the internet.
- It can be used to support teacher development via external networks.
- It can support and potentially transform the learning and teaching process.

Jones and Preece (2006) reported that both students and teachers need to learn to trust the technology for technological performance as well as enhance the uptake and reduce resistance to technology. Teachers need to be confident and competent in using various ICT tools to build their trust in the technology. Without teachers' competency and mastery skills of ICT integration which is appropriate to their needs, ICT could not be put into good use for instructional delivery.

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### **8.2.5: QUALITY ENHANCEMENT FOR PROFESSIONALIZATION OF TEACHER EDUCATION**

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The quality enhancement of teacher education is essential for the professionalization of teachers. Here are some ways in which teacher education programs can be enhanced:

**Curriculum Revision:** The curriculum of teacher education programs should be regularly reviewed and updated to ensure that it aligns with current research, best practices, and the needs of the education sector. The curriculum should provide a comprehensive knowledge and understanding of the subject matter, teaching and learning methods, assessment, and classroom management.

**Integration of Technology:** Integrating technology into teacher education programs can enhance the quality of instruction and learning. Teachers need to be proficient in using technology to facilitate learning, and this can be achieved by incorporating technology into the curriculum and providing access to technology tools and resources.

**Practical Experience:** Teacher education programs should provide opportunities for pre-service teachers to gain practical experience through teaching practicum, internship, and other hands-on experiences. This can help them develop the necessary skills and competencies required for effective teaching.

**Continuous Professional Development:** Teacher education programs should provide opportunities for continuous professional development to enhance the knowledge, skills, and competencies of teachers. This can be achieved through in-service training, workshops, seminars, and conferences.

**Collaboration and Networking:** Collaborative efforts between teacher education programs, schools, and other education stakeholders can enhance the quality of teacher education. Networking and collaboration can provide a platform for sharing best practices, exchanging ideas, and developing common goals.

**Accreditation and Evaluation:** Accreditation and evaluation of teacher education programs can provide a framework for quality assurance. Accreditation can ensure that teacher education programs meet the standards and requirements set by education regulatory bodies, while evaluation can provide feedback to improve the quality of the programs.

In conclusion, the quality enhancement of teacher education programs is crucial for the professionalization of teachers. It requires a commitment to continuous improvement and collaboration between stakeholders in the education sector.

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## **8.2.6: INNOVATION IN TEACHER EDUCATION**

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Innovations in teacher education can help to improve the quality of education by equipping teachers with the necessary skills and knowledge to meet the changing needs of students. By embracing new approaches to learning and teaching, educators can create a more engaging, personalized, and effective learning experience for students. Innovation in teacher education is crucial to ensure that educators are equipped with the necessary skills and knowledge to meet the changing needs of students in today's fast-paced and ever-changing world. Here are some examples of innovations in teacher education:

**Digital and Online Learning:** With the increasing availability of digital technology, online learning has become an essential tool for teacher education. Online learning offers flexibility and convenience, allowing teachers to learn at their own pace and on their schedule.

**Blended Learning:** Blended learning is a combination of traditional classroom instruction and online learning. This approach allows teachers to take advantage of the benefits of both methods, combining face-to-face interaction with digital learning resources.

**Collaborative Learning:** Collaborative learning allows teachers to work together in groups to share knowledge and expertise. This approach fosters collaboration and teamwork among teachers, helping them to learn from each other and share best practices.

**Personalized Learning:** Personalized learning is an approach that tailors learning to the individual needs and interests of each student. This approach can also be applied to teacher education, allowing educators to focus on the areas they need the most help with and learn at their own pace.

**Professional Development:** Professional development programs provide ongoing learning opportunities for teachers, allowing them to stay up-to-date with the latest teaching techniques and technologies. These programs can be delivered in a variety of formats, including online courses, workshops, and conferences.

**Project-based learning:** Project-based learning is a teaching approach that emphasizes hands-on, real-world learning experiences. This approach allows teachers to develop critical thinking, problem-solving, and collaboration skills while also promoting creativity and innovation.

**Personalized learning:** Personalized learning is an approach to education that tailors instruction and support to each student's unique needs and interests. This approach can also be applied to teacher education, allowing teachers to receive personalized training and support to meet their individual goals and challenges.

**Classroom simulations:** Classroom simulations allow teachers to practice and refine their skills in a safe and controlled environment. These simulations can range from role-playing exercises to virtual reality experiences, providing teachers with opportunities to develop their instructional and classroom management skills.

Overall, innovation in teacher education is crucial for preparing teachers to meet the needs of a rapidly changing world. By adopting new approaches, strategies, and technologies, we can improve the quality of teacher training and help teachers develop the skills and competencies they need to succeed in their classrooms.

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### 8.2.7: LET US SUM UP

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A Profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.

Professionalism is a person's abilities, competence, and behavior in a particular profession. It aims for higher standards, more remarkable performance, and better connections with clients and co-workers. Business professionalism entails honoring commitments, producing excellent work, and holding yourself up as an expert.

Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important steps in life. They keep working to boost the confidence of students and direct them in the right direction. There were many teachers who dedicated all their life to empowering their students and making them better and more successful human beings in their life. In the article, we will learn about teaching as a profession essay.

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## **8.2.8: ASSIGNMENT**

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1. Discusses about Personal & Contextual Factors affecting teacher development.
2. Discusses about Quality Enhancement for Professionalization of Teacher Education.
3. Discusses about ICT integration for Professionalization of Teacher Education.
4. Discusses about Innovation In teacher Education.

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## **8.2.9: SUGGESTED READINGS**

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