



M.A. EDUCATION
SEMESTER - II (CBCS)

CORE COURSE- VII

TEACHAR EDUCATION

SUBJECT CODE - CCMAED7

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**M.A. EDUCATION
SEMESTER II (CBCS)
CORE COURSE VII
TEACHER EDUCATION**

**Theory: 60 Internals: 40
Total Marks 100**

Total Credits: 6

Core Objectives:

1. To explain the conceptual framework of Teacher Education.
2. To understand Teacher Competencies.
3. To study the various agencies of Teacher Education
4. To create awareness of Innovative Practices in Teacher Education
5. To explain Profession and Professionalism in Teacher Education
6. To study various issues in Teacher Education

**Module I Teacher Education: Concept, Practicum and Agencies
Credits: 2**

Unit 1: Concept of Teacher Education

- a) Meaning, Nature, Need of Teacher Education.
- b) Scope and Objectives of Pre-service and In-service Teacher Education
- c) Futuristic Views of Teacher Education. (Preparation of Teachers for Special Schools, Inclusive Classrooms and the Global Context

Unit2: Managing Practicum in Teacher Education

- a) Integration of theory of Practice
- b) Organization, Observation, Supervision and Assessment of Practice Teaching
- c) Principles and Organization of Internship, Concept and Types of feedback to Student Teachers.

Unit 3: Agencies of Teacher Education

- a) Agencies of Teacher Education at the State Level and their Role and Functions- State Institute of Education (SIE), SCERT, State Board of Teacher Education (GBTE), University Department of Education, S.S.A.

- b) Agencies of Teacher Education at the National Level and Their Role and Functions – UGC, NUEPA, NCTE, NCERT, RMSA.
- c) Agencies of Teacher Education at the International Level and Their Role and Functions- UNESCO.

Module II Teacher Education: Innovations, Professionalism and Issues Credits: 2

Unit 4: Innovations in Teacher Education

- a) Models of Teacher Education- Behavioristic, Competency-based and Inquiry Oriented Teacher Education Models.
- b) Reflective Teaching – Meaning and Strategies for Promoting Reflective Teaching
- c) Innovative Practices in Teacher Education: Need, Significance, Types-Activity based Learning, Experiential Learning, Cooperative and Collaborative Learning

Unit 5: Teacher Education as a Profession

- a) Professionalism: Concepts, Dimensions, Professional Ethics and Code of Conduct.
- b) Performance Appraisal of Teachers 360- Self, Principal, students, colleagues and stakeholders
- c) Research in Teacher Education- Areas, Trends, Implications.

Unit 6: Issues in Teacher Education

- a) Quality Management of Teacher Education
- b) Globalization, Privatization and Autonomy in Teacher Education
- c) Issues in Special Education and Integrated Teacher Education

Module 3: Internal Assignment:

Credits: 2

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/ Projects/ Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/ Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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CONCEPT OF TEACHER EDUCATION

Unit Structure

1.0 Objectives

1.1 Introduction

1.2 Meaning, Nature, Need of Teacher Education

1.3 Scope and objectives (Pre-Service and In - Service Teacher Education)

1.4 Futuristic Views of Teacher Education (Preparation of Teacher for Special Schools, Inclusive Classrooms and Global Context)

1.4.1 Futuristic Views of Teacher Education (Preparation of Teacher for Special Schools, Inclusive Classrooms)

1.4.2 Futuristic Views of Teacher Education (Preparation of Teacher for Global Context)

1.5 Let us sum up

1.6 Unit End Exercise

1.7 References

1.0 OBJECTIVES:

After reading this unit, you will be able to:

- Explain the meaning of teacher education.
- Discuss the nature of teacher education.
- Enumerate the objectives of teacher education.
- Describe the scope of teacher education.
- Explain and analyse futuristic Views of Teacher Education

1.1 INTRODUCTION:

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.” This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation ‘s school system can in no way be overemphasized. The National Curriculum Framework 2005

places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

1.2 MEANING, NATURE, NEED OF TEACHER EDUCATION

➤ Meaning and Definitions

Education is a man making process and it implies practicing and ensuring information of the human stuff at various levels of socialization. This process of transformation gets stimulated with the help and support of a teacher for whom the Indian coinage 'Guru' provides the best of meanings and importance of the job. How to produce and ensure the constant supply and delivery of component 'Guru Force' is the main burden of the institution, called 'Teacher Education'.

'Teacher Education' occupies a central position in the total programme of education. This programme is responsible for equipping the teachers with competence and abilities so that they may guide the destiny of the society and nation through proper handling of future citizens. Teacher education implies to provide that knowledge, skills and ability to the teacher that is relevant to the life of a teacher as a teacher. It is a process tries to re-shape the attitudes, remodel the habits and reconstitutes the personality of a teacher.

The term 'Teacher Education' has been defined in C.V. Good's Dictionary of Education (1973), as "All formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge his responsibilities more effectively"

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

According to Prof. B.K Passi (1997), "Teacher education means programmes of education, research or training of persons for equipping them to teach at primary, secondary, and senior secondary stages in schools and includes non-formal education, part time education, adult education, and correspondence education".

Thus, though the term 'teacher education' is defined in several ways in professional literature, the definition and meaning given in the National Council for Teacher Education Act (NCTE 1993) is worth mentioning. According to the Act, "Teacher education means programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and includes non-formal education, part-time education, adult education and correspondence education through distance mode".

This definition covers as many as seven inter-related areas of education and teacher education. It also refers to three approaches of teacher preparation, such as professional programmes of education, training and research leading to the preparation of teachers of pre-school, formal schooling, non-formal schooling, and open education and so on.

For successful teaching, a teacher is required to acquire adequate knowledge, skills, interests and attitude towards the teaching profession. It can be done through well-planned and effective pre service and in-service training programmes. These training programmes may be designated as 'Teacher Education.' Teachers are the largest professional group engaged in human development activities. Training of practitioners is considered one of the most important characteristics of a profession. Therefore, in order to benefit the teachers to their roles, a sound professional training is needed. Induction training and continuous education thereafter equips the teachers with adequate knowledge and skills to perform their professional functions. Hence, the training of teachers assumes special importance. Professional training of a teacher or teacher education implies his mastery in knowledge of the subject, in pedagogy and techniques, love and dedication for the world of learning and to develop the ability to carry the whole world along with it and march ahead to the future.

Training of teacher is an important component of Teacher Education. Teacher Education covers all the activities in the accomplishment of the teaching profession. Teacher Education denotes a real and holistic perception of teacher for that task they are required to perform and continuously upgrade their professional skills. Pre-service training programmes, induction programmes are the major activities involved in it.

Teacher Education includes the total educative experiences, which contribute to the preparation of a person for the teaching profession. It also includes every aspect of the student-teachers personality. The three basic features of teacher education are-

1. Teacher education is continuous process. Its pre-service and in-service components are complementary to each other.
2. Teacher education is based on the thesis "Teachers are made, not born" in contrary to "Teachers are born, not made." Teaching is considered an art as well as science and the teachers have to acquire some skills that are "tricks of the trade".
3. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession.

In this way teacher education, is an important area of concern in our educational system. It does not mean only training the teachers how to teach. It means something more than mere education of the teachers and training for the trainers. It goes to mean to improve teacher's interest and attitudes, modifies his behaviour and habits, and reconstitutes his personality.

➤ **Nature of Teacher Education:**

- 1) Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopaedia of Teaching and Teacher education (1987), “Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.”
- 2) Teacher education is based on the theory that “Teachers are made, not born” in contrary to the assumption, “Teachers are born, not made.” Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called “tricks of the trade”.
- 3) Teacher education is broad and comprehensive. Besides 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.

The need and importance of teachers and their training is increasing day-by-day. Teachers play a vital role in the improvement of the quality of education. They are regarded as the builders who determine the destiny of a nation. Teachers can make or mar the society. Hence, no society can afford to neglect the education and training of teachers because of the fact that the quality and standard of education primarily depends on the quality of teachers. Prof Humayun Kabir rightly stated, "Without good teachers, even the best of system is bound to fail. With good teachers, even the defects of a system can be largely overcome"

Various Commissions and Committees appointed by the Central and State Governments in recent decades have emphasized the need for quality teacher education, suited to the needs of the educational system. Recognizing the importance of teacher education, The Kothari Commission (1964-66) stressed as, "In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people and that a sound programme of professional education of teachers is essential for the qualitative improvement of education"

The need and importance of teacher education are as follows:

1. **Knowledge of the Child:** Teacher Education helps the teacher to understand the nature of the child i.e. his abilities, aptitudes, emotions, instincts, sentiments and developmental level etc. It helps the teacher to understand the problems of the pupils and to assist them in making better adjustments.
2. **Knowledge of Teaching and Learning:** Teacher Education assists the teacher to understand the principles, techniques and processes of teaching and learning. It helps them in using various teaching devices, audio-visual aids and instructional materials.
3. **Helps in organizing Co-curricular activities:** Teacher Education helps the teacher in organizing, supervising and participating in co-curricular activities of the school.
4. **Organizing Guidance:** Teacher Education helps the teacher in organizing guidance and counselling programme in the school.
5. **Knowledge of methods of Evaluation:** Teacher Education helps the teacher in assessing and evaluating the attainments of students by various methods.
6. **Building of favourable Attitude:** Teacher Education helps in building favourable attitudes towards teaching profession. At the time of training, many doubts of the teacher trainees are removed. It helps in creation of love and respect for the teaching profession.
7. **Improving standards of Education:** A teacher trained or educated in the real sense can help in raising the quality or standards of education.

8. Creation of social Insight: Teacher Education is needed to teach the teachers to lead a community life. Training is necessary to create a social insight in them.
9. Familiarity with the latest in Education: Teacher Education familiarizes the future teachers with all that is latest in education. It gives information regarding the recent research and experiments in the fields of education.
10. Pre-requisite for better planned Education: Teacher Education may be regarded as one of the pre-requisites for the promotion and continuation to more purposeful and better-planned education.

Need and importance of Teacher Education in teaching profession is evident as a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counselling the students, organizing co-curricular activities, participate in community programmes, diagnose and remedy student's problems, etc. together with activities which are intrinsic to teaching and learning. This needs excellence in academic and professional preparation of teachers.

Check your progress;

1. Define Teacher Education and state its meaning.
2. Illustrate with example the need and importance of Teacher Education

1.3 SCOPE AND OBJECTIVES (PRE-SERVICE AND IN - SERVICE TEACHER EDUCATION)

Pre-Service Teacher Education

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. Teacher education program in India serve the varying needs of the diploma /degree level of teacher education and prepare teachers from m Pre-primary level to Institution/University level. In context to Indian contemporary education system different areas like, subject related pedagogical theory and practical components, community work, practice teaching, internship, etc are being covered under teacher education programs. Teacher education in India prepares teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary.

➤ **Objectives of Pre-Service Teacher Education Programmes**

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

I. Knowledge and understanding of:

- The Indian socio-cultural context and the role of education in national development.

- The process of human development and learning in all its dimension and its implications to education. Concept of Teacher Education

II. Professional competencies and skills related to:

- Effective communication.
- Effective curriculum transaction, utilizing learning resources of various kind and employing interactive teaching learning strategies to promote all-round growth of learners.
- Comprehensive and continuous evaluation of learner's progress through appropriate tools and techniques.
- Effective management of learning within and outside the classroom to maximize learner's 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 all-round growth of children.
- Offering guidance to students in their personal, academic and occupational problems.
- Research and experimentation in Education.

III. Social Commitment through participation in:

- Developmental activities in the community, extension activities and community service.
- Complementary and parallel educational service systems like non-formal education, adult education, work education.

IV. Positive attitude towards:

- Learners, learning school, professional growth and manual work.

V. Social, cultural and moral values oriented towards unity and integration of our people through the concepts of:

- Democracy, secularism, scientific temper, egalitarianism, cultural heritage, conservation of the environment, civil responsibility.

VI. Aesthetic interests and appreciation towards:

- **Literary, cultural and artistic pursuits.** All these objectives of pre-service teacher education interpret and unfold the enigma that modern education aims at the holistic growth and development of a person. Every teacher should have deep knowledge and understanding of children and have the capacity of practically applying the knowledge into practice. These cannot be acquired by rule of the thumb and very often an untrained teacher has to learn the job by an arduous and long practice/ experience. Thus, to create good teachers the whole teacher education system should be built on sound foundation of the practical and practice oriented theoretical knowledge. The emphasis should be on special techniques, devices and literary education that produce informed, cultural and disciplined minds; and to make teacher education comprehensive in nature, wide and varied in scope. The practice teaching has to be more effective and adequate to ensure success in the profession. Thus, the Pre-

Service Teacher Education Programmes should be able to keep the entire personality of the prospective teacher in mind.

➤ **Scope of Pre-Service Teacher Education**

Pre-service teacher education is very important aspect of the entire system of teacher education. According to the NPE (1986), "The teacher education is a continuous process and its pre-service. and in-service components are inseparable"

- In view of the major policy changes to any place in the field of education, it is time to review and restructure curriculum for teacher education. There is need to have a fresh look into the pre-service teacher education programme and it should have linkage with emerging trends in in-service education of teacher.
- All teacher education institution should meet the norms and standards developed by NCTE for quality control.
- With the introduction of MLL based teaching learning process in the school it has become imperative to reorient teachers' education curriculum, particularly at the elementary level for formulation of teacher education.
- Pre- service teacher education should only be trough face to face institutional course.

In Service Teacher Training

In-service teacher education and training means the form of lifelong education of professional workers in education, which, in addition to study courses forobtaining education and for their improvement. It also provides professional workers the opportunity for refresher, dissemination and deepening of knowledge and pairs them with the developments in the profession or serve to obtain a basic license (the so-called pedagogical and andragogical education). 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).

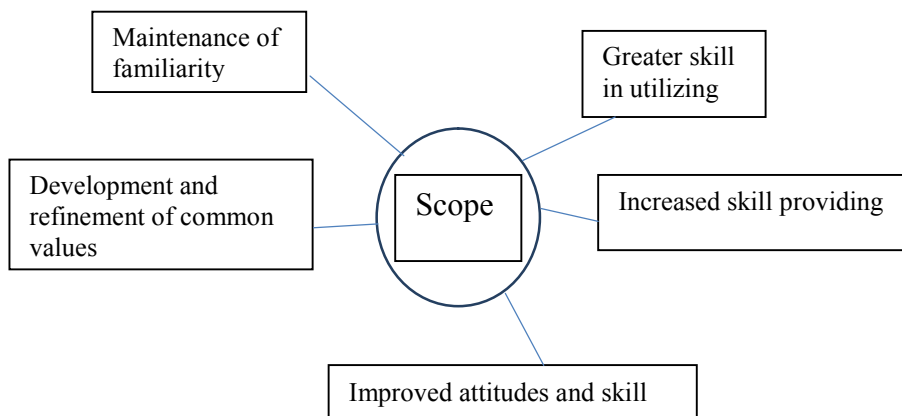
Objectives of In-Service Teacher Education Following are the aims and objectives of in-service teacher education.

- (i) To provide incentive to the teachers to function more efficiently.
- (ii) To help the teachers to know their problems and to solve them by pooling their resources and wisdom.
- (iii) To help the teachers to use more effective methods of teaching.
- (iv) To help the teachers to be acquainted with the modern techniques of teaching and learning.

- (v) To broaden the mental outlook of the teacher towards the profession as well as other aspects of life.
- (vi) To upgrade the teacher's knowledge and understanding of the contents.
- (vii) To increase the professional efficiency of the teachers.
- (viii) To develop positive attitudes, so far as to make the teacher able to help in progress of the nation.
- (ix) To eliminate deficiencies in teachers' professional preparation
- (x) To promote the continuous improvements of teachers

Scope of In-Service Teachers Training

- a) Maintenance of familiarity with new knowledge and subject matter- One of the features of a profession is that its members regularly update themselves of the relevant knowledge.
- b) Increased skill providing.
- c) Improved attitudes and skill - Educational literature frequently re-emphasizes the idea that curriculum improvement is primarily a consequence of the improvement of people. An important skill needed by all educators is that of cooperative group work. Mastering the principles of cooperative group work is not easy. Any newly formed group would do well to give attention to these principles.
- d) Greater skill in utilizing community resources and working with adults - An important task of modern education is the development of intelligent civic loyalties and understanding.



- e) Development and refinement of common values and goals- One of the major purposes of in-service education is the development of common value and goals in the staff of an institution, a group of administrations or supervisors in any other professional group that must work cooperatively over a period of time

Check Your Progress:

1. Explain the need for Teacher Education.
2. Describe the scope of Teacher Education.
3. Enumerate the objectives of Teacher Education.

1.4.1 Futuristic Views of Teacher Education (Preparation of Teacher for Special Schools, Inclusive Classrooms)

The National Curriculum Framework for Teacher Education developed by the NCTE envisaged provision of Special Education for the disabled as an integral component of ordinary pre-service teacher education programme. On these grounds, we can plan and propose an integrated pre-service teacher education programme at initial stage besides those which are in existence as ordinary and special teacher education programmes.

The objective of the integrated pre-service teacher education programme should be to educate and train the teachers for common as well as for disabled group of learners, to cater the common specific need.

The planned program may incorporate compulsory papers on special needs of disabled learners and their socio-cultural background, causes and limitation due to various sorts of disabilities with specialization in any one of them. Details of various specific training techniques for better communication among disabled learners such as through Braille system for visually disabled learners or symbolic system of communication for the hearing impaired etc. are to be incorporated too.

This theoretical and technical curriculum be in addition to the other compulsory or core courses prescribed for ordinary teacher education program at graduation level, in lieu of optional course/ paper of now-a-days.

As far as the practice of teaching part is concerned for such program the prospective teachers may be required to undergo through practice-in teaching activities in different special schools for disabled also, besides practising in the ordinary schools for a specific time period not less than fifteen days. Their performance should be assessed separately to provide them with grades in practical teaching.

The sessional and practical part of such program may include activities concerned with special skills like preparation of Braille text, three dimensional maps and models, learning kits for mentally retarded Children, preparation of improvised teaching-learning materials and

hearing aids etc., besides other activities of ordinary program. 'The Concept of Teacher Education duration of the course may be extended up to two years, if needed.

IMPLICATIONS

After having the degree of Bachelor of Education (Integrated) the prospective teachers will be in a position to work in special as well in integrated classes and schools.

The special schools be in function to provide the disabled learners with training in various basic and compulsory skills like that of communication and signalling, self-help and personal care, basic academic skills of reading, writing and arithmetic etc., at pre-primary primary level without any specific limitation of time period.

Beyond this level the functions of such special schools for disabled learners like visually disabled, hearing impaired, mentally retarded etc., should be to serve those who could not be integrated at any level due to their higher degree of disability and inability to learn basic skills along with others.

To meet the targets of National Policy on Education, Program of Action (1986) concerned with universalization of elementary education for such ever neglected group of disabled learners, integrated schools are needed indeed in large number to extend equal educational and mainstreaming opportunity to all such learners. Thus, to improve the effectiveness of the system of education, in general and teacher education, in particular, provision of such integrated teacher education program is the call of the day. Special teacher education programme amount to the specialization in a specific field of disability may be needed for those prospective teachers who want to serve in special schools and to those disabled learners who could not be mainstreamed in general schools. Thus, such programmes may be designed at higher or post-graduation (M.Ed.) level of teacher education programme, ultimately to reduce the need of special teacher education programmes at graduation level like B.Ed. (special).

Considering the ever growing number of disabled learners and call for their integration or mainstreaming for their all-round social and psychological development, integrated teachers education programme for preparation of prospective all-rounder teacher has become inevitable at graduation level to save time, human and economic resources as well as to get the disabled learners rid of various psycho-social complexes which are developed frequent in number among those who used to stay at a special school without provision of any such sort of mainstreaming practice, for a longer or full duration of learning period.

1.4.2 Futuristic Views of Teacher Education in Global Context:

Globalization is changing what and how we teach. To thoroughly understand what globalization is, authors Hill (2009), and McShane and

Von Glinow (2008) have defined globalization as the economic, social and cultural connection with more integrated and interdependent world economies, and with people in other parts of the world. Simply put-we now live in one huge global marketplace where goods, services, and people are constantly moving across different boundaries (Zeszotarski, 2001). This movement of human capital places a greater demand for institutions of higher education to train their students for employment in the global marketplace.

Why Teach with a Global Perspective?

As the world becomes "flat" with goods and services, and people move from one country to another, educators must teach global tolerance with an understanding that the new workforce may work for a foreign company in America or abroad (Friedman, 2005). Therefore, educators must equip students with knowledge about global economics that will have a direct impact on students' future job choices (Dowling & Welch, 2005).

Globalization is not limited to business related courses, but is relevant to all courses that are taught in higher education (White and Toms, 2009). For example, the first human face transplant occurred in France. The fastest train in the world belongs to China, and the tallest building in the world over looks the landscape of Dubai. Therefore, classroom instructors for all disciplines must shift their teaching philosophy from a domestic one to a global one.

The Global Teacher

Generally speaking, college students are introduced to global issues from their instructors. Teachers who travel abroad have different experiences and can bring those experiences into the classroom. They can provide first-hand knowledge about the people, the food, the architecture, the language, the landscape, and the culture of a foreign country. These experiences, good and bad, can support or contradict what the author is saying in a textbook.

By displaying authentic artifacts from their travels, global teachers can make the global experience become real for students who have not travelled abroad. Authentic artifacts such as foreign currency, pottery, jewellery, clothes, and artwork can validate the importance of global experiences, and make an indelible impression on a student. This may inspire the student to learn more about the world he or she lives in, and can arouse the curiosity of the learner through touch and sight.

The global teacher plays a key role in educating students for the Twenty-First Century. As the world economies continue to change, the paradigm of teaching has to change to meet these demands. Therefore, the global teacher has to draw from all possible best practices that will give his or her students the necessary knowledge, skills, and abilities to compete and work in the global economies.

➤ Gaining Global Experience through Teacher Exchange Programs

If a teacher has not studied or travelled abroad as a student or for pleasure, there are various opportunities to do so. Many institutions participate in faculty exchange programs where faculty members can gain the global experience needed. The grants can be provided to faculty members to do research projects abroad, and it will provide valuable global experience to the faculty member who participates in them. By participating in these programs, the faculty:

- Gains knowledge of different cultures, values and norms,
- Brings a global value-added perspective to the classroom and to the college community at large,
- Learns a different way of teaching the respective disciplines,
- Supports campus wide globalization, and
- Supports the concept of global citizenship.

Global education involves

- (1) the study of problems and issues which cut across national boundaries and the interconnectedness of cultural, environmental, economic, political, and technological systems and
- (2) the cultivation of cross-cultural understanding, which includes development of the skill of “perspective-taking,” that is, being able to see life from someone else's point of view.

Global perspectives are important at every grade level, in every curricular subject area, and for all children and adults. (Tye&Tye, 1992) The literature generally suggests that the best way to infuse global perspectives into teacher education programs is by modelling pedagogy through the use of not just readings and lectures, but role plays, case studies, and collaborative investigation of useful resources among colleagues. Merryfield (1997) sets out methods for pedagogy for global perspectives that include exploration of self-knowledge, cross-cultural experiences and skills, perspective consciousness, values analysis, and authentic learning. Given the wide range and capacities for educating large numbers of new teachers in many countries, infusing global perspectives into otherwise technically oriented training programs is often poorly managed.

Check Your Progress:

1. Explain the changing context of Teacher Education in the Indian scenario.

1.5 LET US SUM UP:

No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalisation concept, if taken into account, would require that teachers and teaching should be recognised like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

1.6 UNIT END EXERCISES:

1. What is teacher education? Explain it's nature and scope.
2. Explain the changing scenario of teacher education in global context and its impact on India.
3. How Futuristic Views of Teacher Education in context with Special Schools, Inclusive Classrooms benefits the country?

1.7 REFERENCES:

- <file:///C:/Users/tanaj/OneDrive/Documents/global%20context.pdf>
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MANAGING PRACTICUM IN TEACHER EDUCATION

Unit Structure:

2.0 Objectives

2.1 Integration of Theory of Practice

2.2 Organisation and Observation of Practice Teaching

2.3 Supervision during Practice Teaching

2.4 Assessment of Practice Teaching

2.5 Principles of Internship and its Organisation

2.6 Feedback to Student Teachers- Concept

2.7 Types of Feedback to Student Teachers

2.8 Let us Sum up

2.9 Unit End Exercise

2.10 References

2.0 OBJECTIVES

After reading this unit, the student will be able to:

- Explain the need for integration of theory of practice in teacher education
- Describe the NCTE guidelines for the organisation of teaching practice by teacher education institutions
- Identify the broad aspects to focus upon while observing and supervising lessons
- Describe the role and duties of institute supervisor
- Discuss the use various methods used for the assessment of teaching practice
- Explain guiding principles of internship for teacher education as provided by NCTE in 2014
- Differentiate among various types of feedback given to student teachers.

2.1 INTEGRATION OF THEORY OF PRACTICE

The preparation of student teachers is a crucial aspect of their journey for being professional teachers. A teacher's job demands specialized knowledge, skill, and behavior. In teaching field, professionalism refers to competence, performance, and behavior on the part of teachers. Essentially, professional competence involves preparing teachers for classroom activities, learning how to adjust to different circumstances, communicating effectively, and analyzing their students' behavior. A competent teacher is expected to perform better in terms of overall child development by strengthening communication skills, empowering pedagogy, and demonstrating organizational leadership. Professional competence is measured by the effectiveness of the teacher. Simply put, it's not adequate for student teachers to only observe and read about teaching theories if they don't also practice it.

Interdependence of theory and practicum in teacher education:

Theory plays significant role in defining the nature and scope of teacher education. It is, therefore, necessary to recognize the significance of theory in teacher education, and also determine the impact that theory has on teacher education. Theory uncovers the whole realm of methods, techniques of teaching practices that are the results of psychological and philosophical constructs. At the same time, it allows student teachers to critically reflect on their teaching practice in the classroom. It does this through basic methods of enquiry that are focused on uncovering and analyzing beliefs, assumptions and values implicit in psychological and philosophical theories. In light of a sincere concern for best practice, it is accordingly essential for prospective teachers to acquire the fundamental theoretical sagacity, in order to connect with those cultural, psychological and social concerns which impact their classroom practice profusely. But only knowledge of theory may not be sufficient. Student teachers must know how to appraise and distinguish that is useful for the development of their students.

The practicum involving teaching practice is the most important aspect of this preparation process of prospective teachers. As it puts the real-world experiences that students acquire from actual classroom teaching before they are qualified teachers. It ensures the integration of practice and theory. It provides student teacher an opportunity to test the theoretical knowledge they have established by learning a concept. As professional skills include application of the techniques, strategies and approaches in to real classroom situation. Hence in India, all teacher education institutions are instructed through policy to include teaching practice as part of the Diploma in Elementary Education and Bachelor of Education courses.

While experience can be a great teacher, it cannot replace what can be taught best in a classroom, and vice versa. Both are interdependent and searching proper balance among fragmented parts of teacher education is only possible through integration of theory and practice.

Need for integration of theory of practice:

The optimal form of teacher education can only be reached through the congruence of theoretical knowledge and practical expertise.

Dewey (1904/1974), in his essay "The Relation of Theory to Practice in Education" articulated that content knowledge should not be separated from the practical challenges that instructors face. He further argued, teachers' practical expertise and real-world experiences serves as a significant resource for improving educational theory.

Although the significance of integrating theory and practice has been universally accepted, there has been widespread gap between theory and practice in teacher education, there is still more to learn about how well the practicum facilitates integration of these two dimensions of teacher preparation.

As Darling-Hammond (2006) observes: "One of the perennial dilemmas of teacher education is how to integrate theoretically based knowledge that has traditionally been taught in university classrooms with the experience-based knowledge that has traditionally been located in the practice of teachers and the realities of classrooms and schools."

Let's focus on two main objectives of teacher education i.e.

- To promote in prospective teachers a proper understanding of the basic principles of child growth, development and process by which pupils learn.
- To develop communication and psychomotor skills and abilities conducive to human relations for interacting with children in order to promote learning in them both inside and outside the classroom.

To achieve those objectives, it is imperative that student teachers in professional courses be able to put into practice what they have learnt in the classroom. Philosophy, psychology and sociology of education, as well as essential theories, maxims and constructs on how to teach and assess various subjects constitutes the major part of theoretical portion of Teacher Education courses. This comprehensive theory introduces the teacher to psychological, social, philosophical, and technological aspects of education as well as educational concepts. It is carried out with the aim of instilling fundamental understanding of the profession among future teachers. As well as, it is catalyst in developing certain critical abilities and skills required for various teaching-learning tasks. Through practicum-based theory, teacher trainees are introduced to principles underlying teaching, such as the aims of education, the curriculum, the nature and characteristics of child development, methods of teaching and learning, and the resources which teachers can draw for the purpose of teaching.

- Practice teaching and other practicum related activities provide them with the platform to use their knowledge of theories of education, child psychology, teaching methods and techniques, problems and remedies of education, etc.
- Teaching becomes grounded by relating theory to practice effectively.
- In addition to applying their professional knowledge in a variety of settings, they get chance to reflect on how to improve preparation from their experiences in real setting and through observation of students in their classrooms.
- Positive role modelling can occur when a teacher trainee uses his/her own life experiences and thus stimulates a desire for further learning.
- Prospective teachers can realize how learning happens in its inherent social and cultural contexts, and teaching and be able to put these understandings into practice in complicated classrooms environment.

It is only possible when the teacher education will lay emphasis on engaging increasingly more directly with schools through practicum. The “WHAT” of teacher education needs to be integrated with “HOW” by skillful organization of experiences that translate theory into practice. The practice teaching and internship are the instruments that provides a scope for translating theory “what” into practice “how”. These components will be discussed further:

Check your progress:

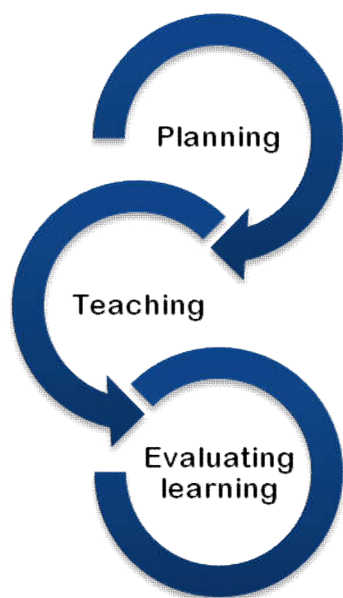
1. Describe the interdependence of theory and practicum in teacher education.

2.2 ORGANISATION AND OBSERVATION OF PRACTICE TEACHING

Field experience occupies a place of importance in all professional courses. As a part of pre-service teacher training, the field experience usually known as practice teaching provides an opportunity for the student-teachers to tryout the methods and techniques of teaching which they will have learnt during the course earlier. Practice teaching has been accepted as the most important and crucial activity in teacher training.

The Merriam Webster Dictionary defines practice teaching as “teaching by a student under the supervision of an experienced teacher.”

Berstein (2000) defined that teaching practice is the art and science of organizing knowledge and demonstrating relevant skills. Managing Practicum in Teacher Education



Essentially, practice teaching is a cyclic process of planning, actual teaching and assessing learning, wherein the student teacher explores the fundamentals of teaching in real classroom situation.

Under the guidance of a mentor, a student teacher progresses through the entire teaching process. During to practice teaching,

the pre-service teacher puts all that he or she has learned in theory courses, techniques or methods of teaching, as well as pedagogical content knowledge acquired in related courses to the actual practice. It is commonly referred to as an arrangement for student teachers to put all of their knowledge about theories of learning, child and adolescent psychology, guidance and counselling, classroom management, educational administration, planning and supervision. Different cooperating schools are arranged by their respective institution for the purpose of practice teaching sessions.

Organisation of Practice Teaching:

For pre-service teacher training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. NCTE has provided following guidelines to teacher education institution for organization of internship including practice teaching in 2014.

As per NCTE guidelines, the teaching practice begins in the first year of enrollment for the student teachers of Bachelor of Education. During the first schedule for practice teaching, the student teachers are sent to schools for a time to observe an experienced in-service teacher in the actual process of teaching and managing other curricular activities. This concept is known as Shadow teaching. It provides an important insight to the student teachers about the life of a school teacher and how they deal with

unexpected and unanticipated events that occur during a lesson or outside the classroom.

In the next phase, the student teachers are given a theoretical and practical orientation on crucial components, such as:

- Different skills of teaching such as skills of developing concept map, skills of introduction, skills of questioning, skills of explanation, skills of blackboard writing, skills of classroom management
- Guidance for writing instructional objectives for their pedagogy
- Demonstration lessons and observation of the same.
- Detailed workshops for lesson plan construction
- Class management strategies

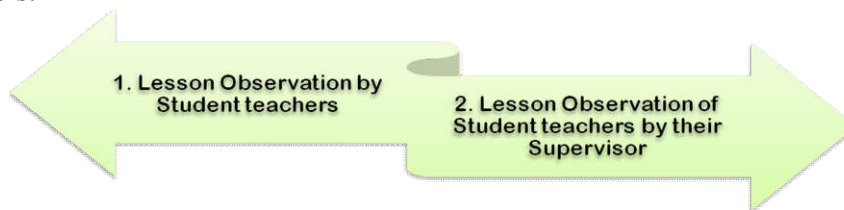
After developing theoretical and practical understanding on skills of teaching, the student teachers are sent for practice teaching institutes. During these schedules of practice teaching, the student teachers begin the actual teaching under the mentorship of an experienced mentor teacher from their respective institute. During this process of practice teaching, student teachers entering the profession are supported to realize that teaching is not just about applying learnt theories. It also requires practical problem-solving expertise that leads to effective teaching.

The organisation of practice teaching/internship schedule generally attempts:

- (i) To familiarize the student-teachers with school organization and its culture.
- (ii) To enable the student-teachers to plan the lesson effectively with proper understanding of the child psychology and organize the subject matter
- (iii) To encourage the student-teachers to try out the methods and techniques of teaching
- (iv) To update the student-teachers about equipment, materials and facilities available in the institution.
- (v) To assist and guide the student-teachers in the conduct of various recreational and social activities.
- (vi) To acquaint the student-teachers with general duties and responsibilities of a school teacher.
- (vii) To reflect upon the effectiveness of their teaching in relation to pre-planned objectives.

The observational part of practice teaching is as follows:

Lesson observation strategy has been utilized as crucial aspect at two levels.



1. Lesson observations by student teachers:

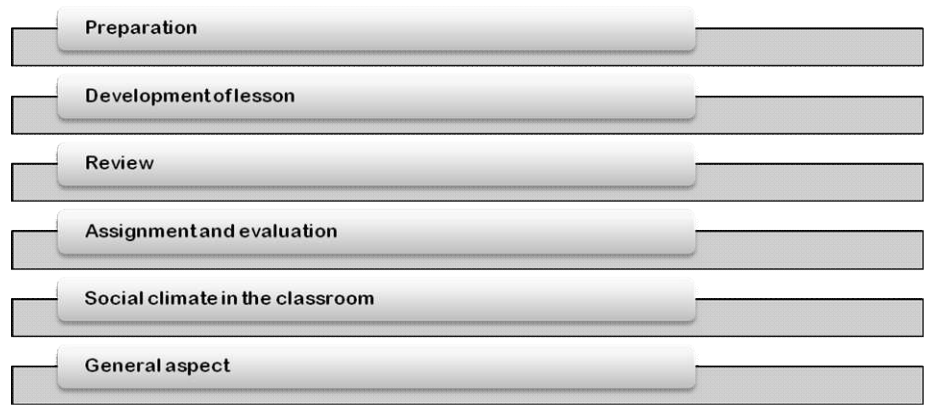
The first step toward being a competent teacher is to learn the strategies that underpin effective teaching. As a result, each student teacher must observe a few lessons in each subject of specialization, prior to beginning supervised practice teaching. This observation of lessons could be of many forms i.e. and delivered by their peer and teachers or by trained and experienced school teachers. The purpose of these kind of lesson observation is to gain a better understanding of the learning process and not the assessment of the lessons that are observed. The approach should be that of a student who is curious about what happens in the classroom and how it happens, rather than that of a supervisor. The observer's job is to keep an eye on what's going on in the classroom. In order to make observation effective, it is important to know very clearly what to observe, how to observe and how to record the observations.

2. Lesson Observation of Student teachers by their supervisor:

Lesson observation of student teachers by their supervisor is the most common form of assessment. The type of observation method implemented by the supervisor depends on what the student teacher is aiming at by employing the particular strategy or method. As for example, the focus of supervisor may be mostly on value inculcation during observation of value-added lessons and not on final evaluation of content. For a lesson based on gaming, he would certainly like focus on the process rather than on product. Valid and relevant tools are essential when assessing the effectiveness of any lesson through classroom observations. It's also crucial to have well-trained and calibrated observers/ supervisors who can use the tools in a consistent manner. If utilized intelligently, observations can give useful information about a student teacher's performance and growth.

Aspects to focus upon for observation and assessment of lessons:

Whether it is an observation done by a student teacher to learn or an observation done by supervisor to assess the student teacher following criteria are to be kept in mind while observing a lesson. The student teacher's performance is rated for these aspects by the Institute supervisor for assessing him/her for the practice lesson. Ramakanta Mohalik, professor of Education at RIE Bhuvneshwar, in "Handbook on Internship in Teaching" discusses following aspects. These aspects generally fall under broad headings, namely:



(a) Preparation:

This is the first stage of a lesson. The following things should be noted during observation:

1. How is the aim of the lesson stated?
2. How is it delivered to the pupils?
3. What is the method for determining whether or not prior knowledge is relevant?

(b) Development of the Lesson:

This is the central and the most important part of the lesson:

1. How are the major objectives of the lesson in terms of terms, facts, concepts, content, skills, and interests?
2. What are the main teaching points? How effective is the sequencing of learning experiences? Is the order in which the teaching concepts are presented logical? Is each point's progression psychological?
3. What are the various learning outcomes that have been achieved?
4. Are the methods and activities effective for realizing the objectives? Are there better procedures which will be more suitable to the situations?
5. Is the teacher's explanation appropriate, clear, and effective? Has he/she used appropriate linking words?
6. Are the questions----
 - (a) meaningful and purposeful?
 - (b) Is it simple, clear, and well-written?
 - (c) Is it present it to the entire class?
 - (d) Is it effective at achieving high levels of student participation?

7. Are the responses to the questions----

- (a) Accepted wherever correct?
- (b) Corrected when wrong?
- (c) Explanation provided where necessary?
- (d) Improved and reinforced in an appropriate and effective manner?

8. What teaching aids are used? Is there any demonstration using teaching aids? Is it well-organized, well-explained, and useful? Are the teaching aids ready-made or improvised?

9. How is the lesson correlated with other lessons, subjects, activities and life situations wherever possible?

(c) Review:

- 1. How is recapitulation of the significant points covered in the lesson done?
- 2. How is the black board summary built up for the benefit of the students?
- 3. Is the student's attention maintained till the conclusion, and if so, how? Are they enthusiastic and attentive till end?

(d) Assignment and Evaluation

- 1. How is evaluation of pupil achievement done? (Oral questions, written test, assignments, -observation and other methods.)
- 2. What kind of remedial work is done?
- 3. Has the teacher given application-based assignment? How purposeful, clear, appropriate and useful are they?

(e) Social climates in the class Room:

- 1. What is the nature of the relationships in the classroom, both between the teacher and the students, and among the students?
- 2. Does the teacher allow the students considerable freedom? Is he capable of maintaining discipline and order?
- 3. Do students have enough opportunities to ask questions, express themselves, and take initiative?
- 4. Are they encouraged to observe, perform, and learn as much as possible on their own? Is there enough engagement and participation among the students? Is there an atmosphere of co-operative learning?

(f) General aspect:

1. How are the difficulties of the students noticed? How are they dealt with?
2. Has he used his presence of mind while dealing with unexpected responses?
3. How was the overall personality of the teacher- friendly/ affectionate/ systematic/ conscious/strict? How has it affected student's behavior?

Thus, observation of lessons demands a 360-degree view of what is happening in the classroom, in teacher's mind and seen through students' behavior.

Check your progress:

1. What is practice teaching? Define practice teaching.
2. Enumerate the broad aspects to focus upon while observing lessons

2.3 SUPERVISION DURING PRACTICE TEACHING

The importance of supervision in practice teaching cannot be understated. Teaching is an art and a teacher's ideas and action must be in harmony. Hence, supervision needs to ensure that teaching is improved through supervisory approaches and that the supervisor is able to make sure that integration between teaching practice and educational theories on which the lessons are based are in sync too.

Meaning:

'Supervision' is comprised of two words: 'super', which means superior or extra, and 'vision', which means sight or perspective. The term 'supervision' literally means 'to watch over' or 'to inspect the work of others'. As a result, 'supervision' refers to the act of inspecting or supervising the work of others to determine whether they are functioning efficiently or not.

R.P. Bhatnagar and I.B. Verma define Supervision in education as, “a creative and dynamic process giving friendly guidance and direction to teachers and pupils for improving themselves and the teaching-learning situation for the accomplishment of the desired goals of education.”

For practice teaching, the term "supervision" refers to the act of stimulating and directing the development of a student teacher. Supervision involves direction, guidance and regulation of student teachers with a view to see whether they are working according to plan and are keeping time schedule for their practice lessons. It includes guiding, observing, and assessing student teachers' practice lessons.

To make supervision effective, it is crucial to know exactly what to observe and how to document the observations. Right type of supervision makes effective and efficient teachers. Let's discuss the key aspects involved in the procedure of supervision.

The Procedure of Supervision should focus on following key aspects:

- The procedure of supervision needs to be well defined and sudden variations needs to be avoided. Generally, daily one period is allotted for seeking clarification and understanding comments and suggestions.
- It is desirable that supervision should be done in such a way that the objectives of Student-Teaching may be achieved. The supervisor can create a congenial environment where points of common interest are raised, discussed and explained.
- Supervision in the beginning phase can be more regular because the student teacher needs help and guidance. Whenever new techniques are applied, supervision needs to be more detailed and wholly guidance oriented. Supervision of every lesson is not necessarily. Only a few aspects should be taken up for improvement at a time, particularly in the beginning.
- It is also suggested that supervision has to become diagnostic in nature. A long list of weaknesses discourages and retards the total progress of student teacher, rather focus can be on alternate technique or remediation. Supervision should be done for supervision's sake only.
- Supervision should be scientific and constructive in nature. Instead of commenting on weak points, constructive remarks keeping focus on scope of improvement is desirable.
- Use of prescribed proforma and checklists are very essential for systematic supervision. It also ensures uniformity in supervision when teacher educators visits institutes on rotational basis. These proforma and checklists should be available to student teachers as well so they can perform as per required standards.

Role and duties of Institute Supervisor:

The main responsibility of supervision falls on teacher educators. Though the arrangements of supervision of student teachers differs from institutes to institutes, generally the teacher educators are assigned to each practice teaching institution to supervise. In the absence of the staff of training college, practice teaching lessons can be supervised by the headmaster or vice principals of the practice teaching schools. Some institutes insist that supervisor of practice teaching should rotate from one school to other either on weekly or bi-weekly basis.

He is the representative of the teacher education institute and acts as a connection between the institute and the school. In addition to supporting the student teachers in their practice teaching and other activities, he/she is responsible for resolving any issues that arise, whether it is a human relationship between the student teachers and the school community or some health and security issue faced by trainee teacher that requires

immediate attention. The Institute supervisor must exercise extreme caution, patience, and wisdom in handling delicate situations.

The institute supervisor who visits the practice teaching / internship center and remains there for a specific period has numerous duties to perform. We can enumerate some of the most important ones below:

1. Reporting to the practice teaching/internship center on the scheduled date and commencing the work punctually and remaining there till the scheduled last date of his stay at the center.
2. Visiting the teaching/internship schools as per schedule and finding out the challenges of the student teachers, how the things are going on, their progress etc. both from the student teacher and school teachers and their heads.
3. Conducting pre-lesson and post-lesson discussions for every observed lesson.
4. Keeping the student teacher informed about his/her strength and weakness as for particular lessons and providing him/her with helpful suggestions for improved classroom performance.
5. Holding a meeting with school teachers and student teachers to discuss issues with practice teaching/internship at the center.
6. Assessing the lessons timely and accurately by enlisting the observations and rating in the profile/diary and other records for submission to the Institute.
7. Suggesting organization and conduct of useful activities at the school, looking to the available resources in the school.
8. Maintaining the Institute supervisor's logbook/ diary, which should include all details about the lessons observed and be submitted to the Institute.
9. Attending to any problem that may arise (e.g., health of student teacher, personal security, discipline issues, problems with the school community, etc.) and keeping all parties (e.g., the college, school authorities, guardians/parents of student teachers) involved and informed of the actions taken at the Institute supervisor's level.

Thus, a supervisor's job is to observe and document the significant approaches, methods, experiences, and activities, as well as accomplishments, that student teachers use. It is critical to understand what to observe, how to analyse, and how to record the observations systematically for supervision to be effective. While it is impossible to prescribe how diverse situations should be handled, it is sufficient to

realize that the Institute supervisor's resourcefulness, human traits, and understanding of the issue necessitate effective and immediate action.

Check your progress:

1. What is supervision? Which are the key aspects involved in the procedure of supervision?

2.4 ASSESSMENT OF PRACTICE TEACHING

The true worth of teacher educational programme is found in the achievement of its desired and feasible goals and objectives. Practice teaching is essentially a purposeful activity and the fulfillment of its purpose can only be realized through proper assessment.

Meaning:

The word 'assess' comes from the Latin verb 'assidere' meaning 'to sit with'. Essentially, assessment is the systematic collection, analysis, and use of information about educational activities with the purpose of determining their effectiveness.

According to Harlen, Gipps, Broadfoot, Nuttal (1992), "Assessment in education is the process of gathering, interpreting, recording, and using information about pupils' responses to an educational task."

Huba and Freed (2000) has given the most comprehensive definition of Assessment. According to them, "Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning."

Need for Assessment tool:

Assessing classroom practice teaching is one of the most important aspects of internship and practicum programme. The assessment of these aspect is often subjective. Hence, it is crucial to assess practice teaching as far objectively as possible. The responsibility of assessing student teaching rests with institute supervisor. It is important to have a proper scheme and tool of assessment of practice teaching. The effectiveness of practice teaching assessment is determined by the assessment tool employed for the purpose. Simple rating scale including space for comments on the particular strengths and weaknesses of the teacher can be asked to be rated by institute supervisor, peers, subject expert or school head. This tool should

- (a) assist the supervisor in assessing the strengths and weaknesses of student teaching in terms of various teaching skills and competencies,
- (b) provide specific and concrete guidelines to the supervisor regarding the student teacher's teaching abilities, and

- (c) objectively assess the student teacher's performance and quality as a teacher.

Because of its intricacy, teaching is one of the most difficult tasks. This necessitates the development of an assessment tool that provides an objective assessment of the student teacher being assessed. Another issue that must not be disregarded is the proper application of such an assessment tool.

Aspects to consider for the assessment of a lesson:

The responsibility of assessing student teaching rests with institute supervisor. The major aspects that are generally considered by supervisor in assessing a lesson are-

- a) Preparation
- b) Development of lesson
- c) Review
- d) Assignment and evaluation
- e) Social climate in the classroom
- f) General aspect

The components under these aspects and criteria to be used for assessment of the components are given while discussing the subtopic - **Criteria to focus upon for Observation and Assessment of lessons** under Observation of practice teaching. The criteria remain same as the assessment based on the observation of the practice lesson. Here observation is the technique used for assessment.

Teaching Practice Assessment Methods for

Pre-Service Teachers

Assessment methods for Practice Teaching Lessons:

The assessment needs to be done during the practice lesson. Nowadays, apart from traditional way of lesson observation by teacher educator, various other assessment methods are used to assess the pre-service teachers during teaching practice. Various type of assessment methods that can be used to evaluate pre-service teacher during teaching practice are discussed below:

- a) Observation by teacher educator
- b) Peer review
- c) Assessment by school representative of the practice teaching institute
- d) Feedback by Students
- e) Self-reflection on teaching
- f) E-portfolios:

a) Observation by teacher educator:

Observation and rating by institute supervisor i.e. teacher educator is always employed as the major approach for assessing pre-service teachers. This assessment method comprises of two main elements, which are scoring criteria and scoring procedures. Teacher education institutes generally brief the staff members and external supervisors (if any) about the nuances and expectations involved in scoring procedure. Readymade proforma containing all essential scoring criteria are given to each supervisor. It is a professional development procedure that includes a series of lesson observations in order to provide feedback on classroom interaction and help pre-service teachers in teaching more effectively.

b) Peer reviews:

Peer reviews from classmates can be a useful approach to acquire different viewpoints on teaching and learning. Rather, peer teachers can better help to assess the student teacher, as they are sailing in the same boat. Peer assessment improves the self-esteem of pre-service teachers. Peer assessment was regarded appropriate for monitoring pre-service teachers' performance during teaching practice in order to improve the quality of the learning process, promote critical capacities in students. But here, the peers who are raters should keep in mind that they are rating one another for one another's development.

c) Assessment by school representative of the practice teaching institute:

This assessment strategy may be employed where school principal and subject heads are willing be part of the assessment process. The subject experts can provide a distinct assessment with their vast and varied background of particular subject. Besides, other general qualities like leadership, initiative, sincerity, punctuality are can be observed and assessed by school representative.

d) Feedback by Student:

Getting feedback from school students on their experiences as students in class is an excellent approach for assessing student teacher's teaching. Google forms, webQs, questionnaires, and open-ended feedback forms are all good ways to get input from students. In order to secure objective ratings, students should be given opportunity to rate practicing teacher anonymously and with complete freedom.

e) Self-reflection on teaching:

It is critical for a student teacher to reflect on his/her own teaching in a focused manner. Self-assessment can also help the pre-service teachers to be reflective teachers. Analyzing lesson plans and feedback on his/her teaching on a regular basis is a simple but effective strategy for keeping track of one's growth. This will help him/her in strengthening his skills and/or eliminating mistakes previously done.

f) E-portfolios:

Portfolios have transformed from paper-based to electronic-based storage resources as technology has progressed. This type of portfolio is more accessible from any location, making it a viable alternative to a paper-based portfolio. E-portfolios, on the other hand, differ from traditional portfolios in various ways. Digital photos, audio, video, and animations, rather than static paper-based artefacts, are samples of materials that can be collected for creating E- portfolios. They can serve as instruments for learner reflection and growth, assessment and even employment in future.

Thus, Assessment of practice teaching/internship is the process of gathering and discussing information from multiple and diverse sources like supervisor's rating, peer observation, observation by school representative and students' feedback. Effective assessment is reliant on the supervisor's understanding of the student teacher's strengths and weaknesses. While knowing the student teacher's strong points instils confidence in the student teacher, recognising weaknesses in the student teacher's teaching allows the supervisor to give solutions for correcting the upcoming lessons. Through systematic assessment, it is possible to identify the strengths and faults in student teaching. Consequently, assessment results are used to improve subsequent learning, and the assessment process culminates

Check your progress:

1. Justify the need of using proper assessment tool for the assessment of practice teaching lessons.

2.5 PRINCIPLES OF INTERNSHIP AND ITS ORGANISATION

In teacher education like any other professional course, the student's theoretical knowledge is required to be tested in a real-world context. This chance is provided by field experience or practice teaching, which adds to the course's value. Internship is even more broad based than practice teaching. The internship is carried out with a view to develop basic insight into the student teachers about profession and some key skills required for various teaching-learning tasks.

Meaning:

The term "internship" originates from the medical profession. In context to Indian teacher education system different areas like, subject related pedagogical practical components, community work, practice teaching, etc. are being covered under internship heading of teacher education programs.

National Commission on Teachers–I (1983-85) in National Commission on Teachers –I (for school teachers), suggested that the practice teaching should be replaced by the word,, “Internship”.

Internship in teaching is an opportunity where the student teacher identifies himself with the school to which he/she is assigned. While practice teaching is an important component of the programme, the student-teacher participates in every activity of the school in the total school life. Internship is the period during which the student teacher or internee, apart from observing lessons and completing the practice lessons completes following tasks. Intern.....

- ✓ stays in the school for a certain extended period, mingles with the school community,
- ✓ gets the firsthand knowledge of the school situation and the related problems,
- ✓ participates in the programs of the school,
- ✓ involves in multi-level teaching through theme-based lessons and co-teaching lessons with school teachers and peers
- ✓ develops year plan, unit plan, unit test and analysis of results
- ✓ studies various school records
- ✓ organizes new and productive programs for the benefit of the school,
- ✓ develops the right skills, attitudes, interests and appreciations by being a part of school family
- ✓ makes best use of the expertise and resources in the school to blossom himself as a good teacher who could be an asset to any school providing him vocation in future.

Internship is a valuable experience. During the internship, internee learns some universally accepted teaching principles and ethics, as well as how to live a basic and disciplined life. It is during this time that he/she should adjust to the reality of the situation, make the best use of whatever resources are available, modify himself/herself and his/her requirements to whatever is available in school environment, and continue to perform his duties happily. An intern is similar to an apprentice who works under the supervision of highly motivated and experienced teachers of the school and institute supervisor. Internship is a crucial step between his education and his professional career or job. This change has aided him in becoming a successful future teacher to a large extent. Internship experience is a component that has a significant impact on how he shapes himself as a teacher.

Principles of Internship:

In May 2014, NCTE constituted a committee for reviewing the existing regulatory functions of NCTE regarding grant of recognition and related functions under the Chairpersonship of Prof. Poonam Batra. In July 2014 following views / Comments / Observations on the Report of Committee constituted by NCTE in 2014 has provided following guidelines for teacher education in the country. The specific comments of the Poonam Batra Committee about Internship have been mentioned below. These guidelines are used by universities across nation as guiding principles for Internship.

- Minimum duration of internship is required to be 16 weeks for a two-year programme
- An initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice teaching lessons.
- The Internship shall be conducted in two phases The first year would include 4 weeks of orientation, of which:
 - one week is to be dedicated to classroom observations,
 - one week for community experiences and
 - two weeks for unit planning & teaching in opted teaching subject.
- The Internship shall be conducted in two phases Teaching during the second year of school internship would be spread over 12 weeks spread over secondary and/or senior secondary level.
- In the second year, interns will be expected to: be in school for 4 continuous days of a week. 2 days in a week shall be dedicated to planning, developing materials, reflective journal writing, and interacting with faculty at the institute.
- One faculty to support a maximum of 7 students in a school for feedback, support, guidance and assessment
- Programme Implementation Enter into an MoU with at least ten schools indicating their willingness to allow the internship as well as other school-based activities of the programme.

Besides, the NCFTE (National Curriculum Framework for Teacher Education.) 2009 recommends that the current model of teacher education at all levels of school education to be transformed in such a way that they merge education with professional development along with a demanding internship with schools. According to NCFTE, 2009, School internship should include:

1. Visits to innovative centers of pedagogy and learning, wherever feasible;
2. Classroom-based research projects;
3. School internship of four days a week for a minimum period of six-ten weeks, including an initial phase of observing a regular classroom.
4. creating and maintaining resources in the internship schools.
5. Developing unit plans and maintaining reflective journals.

The practice of teaching during school internship would include not more than four-unit plans per subject. Planning of the units would include a critical engagement with content from multiple sources, including the school textbook, organization and presentation of subject matter, formulating questions, specifically to:

- a) Assess knowledge base understanding of students.
- b) Further the progress of knowledge construction and meaning-making in the classroom.
- c) Assess students' learning to improve pedagogic practice and further enhance learning.

While functioning as a regular teacher for a sustained period of a minimum of 12-20 weeks, the intern would get an opportunity to learn to set realistic goals in terms of learning, curricular content and pedagogic practice. The school would benefit from such an alliance in terms of witnessing possibilities of unconventional pedagogies. In this process of internship, teacher trainees develop new materials for teaching-learning which can become a valuable resource for the regular teachers of the school.

Organisation of Internship:

The guidelines for organisation of internship are framed keeping in mind that internship ought to provide excellent opportunity for the prospective teacher to learn to teach, acquire all the necessary understandings, skills, attitudes and appreciations in a real school situation. During his internship, intern can learn the art of communication, problem-solving skills, the sensitivity to manage even the most delicate situations, and the ability to plan and create educational and beneficial programs for the benefit of school students.

Here the general guidelines are provided by NCTE for organisation of Internship in various teacher education courses in India. Each university or autonomous body plan the curriculum and guidelines for organisation of internship as per the guideline issued by NCTE.

- **Master of Education Programme leading to Master of education (M. Ed) degree.**

Field attachment /internship/field engagements are facilitated with organizations and institutions working in education. These would aim at engaging students with field-based situation and work in elementary and other level of education and to provide opportunity for reflection and writing on the same.

- **Bachelor of Education Programme leading to Bachelor of Education (B. Ed) degree.**

School internship is a part of broad curricular area of engagement with the field and designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. Students are to be engaged actively for 16 weeks in the final year of course. They have to engage at two levels such as upper primary (VI-VIII) and secondary (IX-X) or senior secondary with at least 16 weeks in secondary/senior secondary classes. Hence internship in school is for a minimum of 20 weeks for a two-year programme (4 weeks in the first year and 16 weeks in second year). This should also include, beside practice teaching an initial phase of one week for observing a regular classroom with a regular teacher and would also

include peer observations, teacher observations and faculty observations of practice lessons.

- **Elementary teacher education programs leading to Diploma in Elementary Education (D.El.Ed).**

A minimum of 20 weeks of internship in school during two-year course, of which 4 weeks would be dedicated to classroom observation etc. during the first year. Second year school internship will be for minimum period of 16 weeks in the elementary classes including primary and upper primary. It includes activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school, community or parent interface and reflections on self - development and professionalization of teaching practice.

- **Diploma in early childhood education programme leading to Diploma in Pre-school Education (DPSE):**

It envisaged as a three-stage process that includes observation of preschool classes in different setting, planned practice teaching in school classes for part of day and full-time internship or immersion in preschool programs across range of provision public private, NGO. It is desirable that it has attached preschool of its own. The institution shall make arrangement with at least 10 preschool/preprimary schools indicating their willingness to allow internship as well as other school-based activities of the programme. The preschools shall form basic contact point for all practicum activities and related work during the course of the programme. The district/block office of the state education department may allot schools to different TTIs.

For all the various teacher education courses in India, internship is organized under the supervision of the qualified and experienced teachers of respective teacher education institution. There is a broad agreement between teacher education institution and the participating school/college for providing the quality and scope of varied experiences during internship. This emphasizes the importance of student teachers participating in a diverse range of school programs during this period. In a nutshell, an internship is a period during which a student-teacher connects himself with the institution.

Check your progress:

1. What is the term “internship” mean in teacher education? Will you organize How will you organize internship for Bachelor of Education Programme?

2.6 FEEDBACK TO STUDENT TEACHERS- CONCEPT

One of the most successful educational tools is feedback, which has a direct impact on learning process. Feedback is an important part of the continuous learning and assessment process. Providing frequent and regular feedback is an important part of improving student learning. Feedback is a process of telling the students whether or not they are on the correct path or not.

Feedback is more often considered of as “information given to a student with the purpose of influencing them to change their behavior that result in learning”. It comprises the sharing of information regarding many aspects of understanding and performance among teacher educators, peers, and the student teacher himself.

Hattie (1999) claims that, “Feedback has a significant impact on learning; it has been described as “the most powerful single moderator that enhances achievement”.

Feedback is information about the performance that can be used to improve that performance. Feedback aids in bridging the gap between actual and desired performance. To gain a better understanding of the nature of feedback and to bridge the gap between actual and desired performance, feedback given by supervisor needs to answer three essential questions:

- ✓ How is the current performance of student teacher?
- ✓ How the current performance relates to the desired learning goals?
- ✓ Which activities need to be undertaken by him/her to make better progress?

In a nutshell, feedback gives insight into current knowledge and skill development to both the teacher educator and the student teacher. The teacher educator can make decisions about the next steps in the lesson plan/ presentation by assessing their progress and degree of achievement. It enables the student teachers to reflect on their learning techniques in order to substantiate or modify them in order to improve their performance.

Characteristics of feedback given by teacher educator to student teachers:

Feedback given by a teacher educator to student teachers will.....

- focus on the effectiveness of the student teacher’s work product and processes involved
- be directly linked to the learning objectives and grading criteria
- acknowledge whatever the student has done well and identifies what has been misunderstood or not understood

- challenge the student teachers to further develop their knowledge and skills
- Put more emphasis on the quality of the work
- Be specific and explicit about feedback using examples where possible
- Not use judgmental language.
- Encourage them to ask questions about feedback and avoid use of praise, reward or punishment
- be spoken, a gesture or formalized in writing.

Hence, Feedback can be directive, in which case students are told where they went wrong, or it can be facilitative, in which case students are given suggestions on how to improve. Elaborative feedback includes detailed suggestions for improvement.

Check your progress:

1. What is feedback? Which characteristics of feedback should be kept in mind while giving feedback to a student teacher?

2.7 TYPES OF FEEDBACK TO STUDENT TEACHERS

Feedback can be given for a variety of reasons and in a variety of formats. Feedback can be given as a single thing – for example, informal feedback at the end of a class observation for excellent poetry recitation by student teacher – or as a wide variety of things – for example, detailed formal feedback for all the aspects of the lesson in the student teacher’s diary. Formal or Informal, formative or summative, self or peer feedback, each has a role to play in encouraging and optimizing student teacher’s performance. There are many wide varieties of feedback, and we come across many of them in our daily lives. They are:

1. Informal feedback:

Informal feedback can happen at any time since it occurs spontaneously in the moment or during an action. In order to effectively motivate, help or advise student teachers in classroom management and lesson presentation, informal feedback necessitates the development of rapport with them. This can happen in a physical classroom, in school corridors, through a message etc.

2. Formal feedback:

Formal feedback is brought into the process in a structured and organized manner. Formal feedback is usually related with assessment tasks. It includes things like marking criteria, skills on standard proforma. Mostly, all practice teaching lessons are assessed on predefined criteria which needs to be rated on rating scales along with the comments wherever

required. It is recorded for both the student teacher and the teacher education institution as evidence.

3. Formative feedback:

The purpose of formative assessment is to track progress of student teachers and provide continuing feedback that educators and student teachers can utilize to improve their teaching and learning. As a result, formative feedback should be provided early in the course, before summative evaluations. As for example, during microteaching sessions educators use this type of feedback. So, student teachers get benefit from formative feedback and replan to develop that skill by avoiding the same mistakes. Here, the feedback is required before the next cycle of teaching, that encourages them and they feel capable of progressing.

4. Summative feedback:

Summative assessment is used to assess student teacher's learning or performance at the end of a unit of instruction or at the end of a phase of internship by comparing it to a standard or benchmark. As a result, summative evaluation includes extensive comments on specific areas of their work, a clear explanation of how the credits were calculated using the criteria provided. It may also include extra constructive suggestions for how the performance can improve.

5. Peer feedback:

Peer feedback from classmates can be a good way to have a variety of perspectives on the lesson presentation. Peer teachers, on the other hand, can better assist in assessing the student teacher because they are on the similar plane. Along with the Teacher educator, other student teachers can learn to give great feedback, which is highly valued by peers. Regular opportunities for students to give and receive peer evaluation increases their learning experiences and develops their professional skill set.

6. Self-feedback:

A student teacher's ability to reflect on his/ her own teaching in a focused manner is crucial. Teacher educators can use feedback to not only provide direction to students, but also to teach them self-assessment. Self-feedback can also assist pre-service teachers in becoming reflective educators. Regularly analyzing lesson plans and classroom performance for writing feedback on one's teaching is a simple but effective technique for tracking one's progress. This will aid him in refining his talents and/or identifying and correcting earlier errors.

7. Constructive feedback:

Whether its formal or informal, formative or summative, feedback should focus on progress, upgradation. Constructive feedback refers to building up matter rather than breaking it down. It is about providing assistance and increased understanding of what is expected and not about pinpointing mistakes and weaknesses. Constructive feedback exhibits respect for the

receiver by demonstrating mindfulness of acceptable boundaries or physical/ psychological/cognitive limit of the student teacher. Each one is unique and is blessed with different set of skills. Constructive feedback identifies that set of skill and chisel them for his/her betterment and improvement. It strictly avoids using judgmental language and provides specific feedback using accurate and credible information. Hence, it appears that constructive and relevant feedback can lead to successful teaching and learning, as well as self-improvement. Relevant, timely, accurate, useful, discreet, respectful, suited to specific needs, and encouraging feedback are all desirable characteristics.

Thus, feedback can also come from a wide range of sources. It is not necessary to provide formal feedback always. In fact, each type of feedback has its own worth attached to it. The role of teacher educator therefore is really crucial in deciding what type of feedback will be effective in given situation.

2.8 LET US SUM UP

It is important that students in professional field like teacher education not only learn theory and understand why theories are important, but also learn to apply the theoretical frameworks in practice. This need is all the more explicit in 21st century classrooms where diverse learners are to be catered. Practice- teaching, which is at the heart of the internship experience, allows the student-teacher to apply all of theoretical knowledge about teaching and learning, as well as his/her understanding of students' psychology, in an actual classroom environment. The student teachers learn how and when to use, adjust, and improvise teaching strategies relevant to the classroom context as they learn the art of teaching.

To prepare a qualified teacher, internship including teaching practice must be rigorously organized, supervised and assessed keeping in mind the guidelines and directions of governing bodies of teacher education. The assessment approaches that have been implemented should aid in the growth of pre-service teachers while they are in the classroom. What has been assessed needs to be reported through proper and accurate feedback. Feedback has a significant impact on improving learning, especially in the areas of field experiences like practice teaching and internship activities. Effective feedback is critical if we want our students to comprehend a task completely and build abilities that they can apply to other activities in the future.

2.9 UNIT END QUESTIONS

1. Explain the need for integration of theory of practice in teacher education
2. Discuss in brief the per NCTE guidelines for the organisation of teaching practice by teacher education institutions.

3. Differentiate between lesson observations by student teachers and lesson observation of student teachers by their supervisor.
4. Explain the role and duties of institute supervisor as the liaison officer between the teacher education institute and the school.
5. Discuss various methods used for the assessment of teaching practice by teacher education institutions in India.
6. Discuss guiding principles of internship for teacher education as provided by NCTE in 2014.
7. Which are the various types of feedback? Which method of providing feedback will you find most effective? Give reasons.

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AGENCIES OF TEACHER EDUCATION

Unit Structure :

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Agencies of Teacher Education at State Level
 - 3.2.1 State Institute of Education (SIE) and Role of SIET
 - 3.2.2 State Council of Educational Research and Training (SCERT)
 - 3.2.3 State Board of Teacher Education – (SBTE)
 - 3.2.4 University Departments of Education – (UDE)
 - 3.2.5 SSA
- 3.3 Agencies of Teacher Education at National Level
 - 3.3.1 University Grant Commission (UGC)
 - 3.3.2 National University of Educational Planning and Administration (NUEPA)
 - 3.3.3 National Council of Teacher Education (NCTE)
 - 3.3.4 National Council of Educational Research and Training (NCERT)
 - 3.3.5 RMSA
- 3.4 Agencies of Teacher Education at International Level
 - 3.4.1 United Nations Educational Scientific, Cultural Organisation (UNESCO)
- 3.5 Let us Sum up

3.0 OBJECTIVES :

After reading this unit, you will be able to:

- State various agencies of Teacher Education Programme at State, National and International Level
- Explain the role of functions of various agencies of Teacher Education Programme at State, National and International Level.

3.1 INTRODUCTION :

Due to explosion of knowledge, there is a spread of education not only in India, but all over the world. Due to this change, social needs are changed accordingly. 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.

3.2 AGENCIES OF TEACHER EDUCATION AT STATE LEVEL :

To enhance 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, council and associations. In this unit, we will discuss the role and functions of the following state agencies :

- State Institute of Education (SIE)
- State Council of Educational Research and Training (SCERT)
- State Board of Teacher Education (SBTE)

3.2.1 State Institute of Education (SIE) :

Training, preparation of teaching aids and evaluation needs continuity to achieve quality education. Considering this aspect, Maharashtra state has established “State Institute of Education” (SIE). Initially, SIE looked after primary education only. Later on, its scope is widened to pre-primary, secondary and higher secondary education. In 1984, it secured constitutional status like NCERT and is renamed as “Maharashtra State Council of Education Research and Training (MSCERT).”

The Functions of SIE are as under:

- Organization of pre-service and in-service training of Teacher Education with special emphasis on content training
 - Training of Key Resource Persons
 - Training of Resource Persons
- Organization of workshops/orientation programmes in collaborations with national level agencies and state Education Department
- Preparation of Instructional Material/ Guide books for teachers in various subjects Modules, Glossaries, List of Equipments and material for laboratories of Secondary and Higher Secondary Schools

- Organization of meetings, conferences, Quiz programmes, Seminars, Lectures, Demonstrations and other programmes like Science Exhibition at District and Divisional Level
- Publication of Educational Journal, reports, Studies etc from time to time in the field of educational research and training.
- Organization of short training programmes/Courses in modern Management techniques for Education Officers and Administrators
- Conduct of Action Research in the Field of:
 - Survey
 - Strengthening of labs
 - Academic Guidance
 - Academic Inspection
- The other functions of SIE are to implement centrally sponsored Schemes like PMOST, OBB, SOPT SS, Improvement of Science Education, Computer Education, and Conduct of RIMC Examination. Besides this the staff of SIE gets training from NCERT New Delhi, NUEPA New Delhi, RIE Ajmer, IMPA, J&K, MHRD, BOSE and other allied Agencies for improvement of trends and techniques of Education Process

Role of State Institute of Educational Technology (SIET) in India

State Institute of educational technology has been set up in six states such as Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh in order to implement the INSAT for education project effectively. These institutes are functioning under the administrative control of the SCERT in some states and in the Directorate of Education in other states.

The Ministry of Human Resource Development (MHRD) renders financial assistance of SIETs. The State Council of Education Research and Training (SCERTs) are mainly expected to implement the educational technology projects utilizing all kinds of modern media, methods and materials.

Now-a-days, more emphasis is given to the production of ETV programmes for the children in the age group 5-8 and 9-11 years and teachers of primary schools. Recently, it has taken up specific programmes for providing audio and video materials for supporting educational movements of Total Literacy Campaigns (TLC) and Universalization of Primary Education.

Under the “INSAT for EDUCATION” project, launched in 1982, State Institute of Educational Technology (SIETs) are being set up in the states of Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh and a Central Institute of Educational Technology (CIET) has been established in the NCERT, with 100% central assistance, to generate educational software for children. For the proper implementation and the

developments of the potential of modern communication technology in the country, the Government has decided to make these SIETs autonomous in order to make them more professional.

SIETs in U.P., Maharashtra, Orissa and Andhra Pradesh have already been conferred autonomous status. However, the working of the SIETs and their output is still sub-optimal. There is a need to improve the quality of the programmes. The New Education Policy 1986, states that in order to live the education with the requirements of the 21st Century, there is urgently need for introduction of appropriate and feasible technologies in the educational system. Because the modern media can provide useful support to education related to the curriculum as well as its enrichment.

The policy says:

“Modern communication technologies have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable. In order to avoid structural dualism, modern educational technology must reach out to the most distant areas and the most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability. Educational Technology will be employed in the spread of useful information, the training and retraining of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc., both in the formal and non-formal sectors. Maximum use will be made of the available infrastructure. In villages without electricity, batteries or solar packs will be used to run the programme. The generation of relevant and culturally compatible educational programmes will form an important component of educational technology and all available resources in the country will be utilized for this purpose.”

3.2.2 State Council of Educational Research and Training (SCERT):

State council is the apex institute of the state. In Maharashtra, it was established in 1964 – 65 as a state institute of Education (SIE). It was upgrade and renamed as Maharashtra State Council of Education Research and Training in 1984. For quality improvement of school education it (MSCERT) carries the responsibility of teacher education, research and evaluation.

Objectives :

It's objectives are :

- To enhance quality of education by conducting various types of educational research.
- To improve teacher education
- To enhance quality of educational institutions
- To upgrade educational methodology
- To offer publicity to educational innovations.

Structure :

Main office of MSCERT is at Pune. It is an academic wing of education. It is headed by Director of education. It's various departments are looked after by second class gazzeted officer. It has an advisory Board presided by Education Minister of the State.

Role and Functions :

The Role and functions are primarily concerned with ensuring quality in respect of :

- Planning
- Management
- Research
- Evaluation and
- Training

Its functions are as under:

- To improve school - education, continuing education, non-formal education and special education.
- To impart in service - training to the inspectors of preprimary to higher secondary education.
- To impart in service - training to the teachers from pre-primary to higher secondary schools.
- To make available extension - services to teacher - education - institutions and co-ordinate the same.
- To prepare teaching aids for educational institutions.
- To motivate teachers to undertake /investigative research regarding content cum methodology.

MSCERT functions through following departments -

- Teacher - education department.
- Extension services department.
- Research department
- Evaluation department
- curriculum development department
- Population Education department.
- Publicity Department.

3.2.3 State Board of Teacher Education (SBTE) :

- Kothari Commission for the first time in 1966 recommended for establishing SBTE, whose main function was to develop teacher education in the state to be administered by the state board. State

boards were established in M.P in 1967, and Maharashtra, Jammu and Kashmir and Tamil Nadu in 1973. Ministry of education forced states to have SBTE suggestions NCERT such boards almost all states established.

Functions :

- Determine the standards of TE Institutions.
- Modifying and improving the curriculum, text books and the system of TE of the state.
- Developing the criterion for the recognition of the TE institutions.
- Organizing the guidance facility of TE institutions.
- Developing the criteria for admission in TE and evaluating the teacher efficiency of pupil teachers.
- Preparing the plan for the qualitative and quantitative development of teacher education.
- Providing guidance to the Universities and State institutes for improving and modifying curriculum, textbooks and examination system of teacher-education.
- Determining the educational and physical conditions of the teacher education institutions for affiliations.
- Developing the sense of cooperation among university departments and other training institutions
- Providing financial assistance – different facilities for TE at different levels.
- Provide suggestions for the development of state teacher-educators.

3.2.4 University Departments of Education (UDE) :

Education is now considered an independent field of study; UGC provides the grants to the University Department of education. Higher level training is essential for teachers for their development. Department of Education (DOE) provide training for educational administrators and curriculum specialists to improve evaluation procedures as well examination system. University DOE organize the M.Ed, B.Ed, and M.Phil classes as well as research work for Ph.D and D.Litt degree in education. In 1917, first education department was started at Calcutta University. At present there are departments of education in all the Indian Universities for M.Ed and Ph.D Degrees.

Functions :

- Develop the post graduate studies and research work.
- Organize training for school teachers.
- Provide solid programmes for teacher education and developing research work.

- Starting and organize some programmes for post graduate teachers which are not organized at other centers. Agencies of Teacher Education
- Developing language laboratory, preparing instructional material and use new innovations and practices in TE.
- Encouraging the interdisciplinary courses and interdisciplinary research studies so that the requirements of other departments can be fulfilled.
- Organize extension lectures and programmes to encourage the teachers and research workers to contribute in the discipline of education.
- Providing awareness of new methodology and technology to upgrade the standard of TE.
- Developing the effective procedure of evaluation of theory and practical in education.

A very strong academic and administrative machinery at the state level should further aim at economy and integration of divergent elements, avoid duplication of efforts, consider and examine the needs of different types of institutions, give a proper turn to arising ideologies and tendencies and eliminate corruption and exploitation.

There should be a University of teacher education in every state on its own. It should be unitary as well as affiliating for all the teachers', colleges at graduate and post graduate levels within the state.

3.2.5 SARV SHIKSHA ABHIYAN (SSA)



Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. Ministry of Human Resource Development (MHRD), Government of India (GoI) anchors the SSA Programme. The SSA has been operational since 2000-2001. With passage of the Right to Education (RTE) Act, 2009 changes are incorporated into SSA approach, strategy and also norms. SSA is being implemented by the Central and State Governments funding and cover the entire country. Currently, through SSA around 192 million children of 1.1 million habitations are served. People participation is the base for success of SSA. The community participation & monitoring are

encouraged by the scheme at each stage of implementation of the programme.

WHAT IS SARVA SHIKSHA ABHIYAN?

- A programme with a clear time-frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj institutions, the School Management Committees, the Village Education Committees, the Parents' Teachers' Associations, the Mother Teacher Associations, the Tribal Autonomous Councils in the management of elementary schools.
- An expression of political will for universal elementary education at the highest level.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS OF SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2000. There is also another goal to bridge social and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each others' well being rather than to per it mere selfish pursuits.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

1. All children in school, Education Guarantee Centre, Alternate School, “-to-School camp by 2003;
2. All children complete five years of primary schooling by 2007.
3. All children complete eight years of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.

5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010. Agencies of Teacher Education
6. Universal retention by 2010.

Major Central interventions and Their Integration with SSA

There have been several innovative schemes in the sector of elementary education following the national policy on Education in 1986 such as Operation blackboard, Teacher Education, Non Formal Education, Mahila Samakhya, National Programme for Nutritional Support for primary Education, State Specific Education projects in Bihar, Rajasthan, up and Andhra Pradesh and DPEP in 219 districts of 15 States. It proposed to integrate these in the fold of Sarva Shiksha Abhiyan in the following manner : -

i) **Operation Blackboard** aimed to improve physical infrastructure of education whereby school space was expanded and more teachers proved. However, Operation blackboard could not cover the entire spectrum of schools. The SSA will qualitatively improve and expand the existing structure. No fresh teacher recruitment will take place under OBB once SSA programme is operational zed. Support for teachers' salaries under OBB will, however, continue where teachers have already been appointed under that scheme. Efforts to access funds for classrooms from rural/urban employment schemes will continue to be made, even though ear marking is no more applicable to these funds.

ii) Strengthening of Teacher Education :

The revised scheme of Teacher Education provides for a Memorandum of Understanding with the states in order to ensure that they receive priority attention of state governments, especially with regard to filling up of vacancies through a rigorous selection criteria. The scheme will be a part of the SSA framework till the end of the IX Plan, after which it will merge in the SSA programme. This will supplement the DIETs, which provide guidance at district level.

iii) National Programme of Nutritional Support for Primary Education:

Evaluation of the National Programme of Nutritional Support for Primary Education indicate that the supply goods grains leads to improvement in student attendance while raising their nutritional standard. *It is proposed to continue the scheme with suitable modifications, in consultation with States.*

iv) Mahila Samakhya :

Evaluation studies on the Mahila Samakhya approach indicates the progress made in empowerment of women. This in turn generates demand for elementary education of girls. There is a need to further strengthen these linkages with basic education of girls by giving women's groups a more active role in the management of the school. Though the scheme of

Mahila Samakhya will retain its district identity at the State and the district level, *it will provide support for the planning and implementation of SSA in districts implementing Mahila Samakhya.*

v) Education Guarantee Scheme and Alternative and Innovative Education :

Studies on the Non-Formal Education scheme have pointed out the lack of flexibility which impedes effective implementation across different States. Efforts to provide for a diversity of interventions have been made in the revised scheme that has been approved recently such as setting up of Education Guarantee Schools, Alternative Schooling facilities, Balika Shikshan Shivir, 'to School' camps, etc. The revised NFE scheme called EGS and AIE will be a component of the SSA and be absorbed in it by the end of the IX Plan. *SSA programme will provide planning and management support to operationalize the EGS and AIE scheme.*

vi) District Primary Education Programme (DPEP):

DPEP districts indicate that decentralized planning and implementation facilitates community involvement on the process of enrolment. DPEP has met with variety of degree of success in different States. Some have availed of DPEP benefits and have improved their elementary education sector. A large number of teacher vacancies have been filled up in many DPEP states. Setting up of Block and Cluster Resource Centres has facilitated academic interaction among teachers. Development of new textbooks with the participation of teachers and experts have been encouraging in most DPEP states. All DPEP districts would also be part of the SSA framework. Efforts to prepare comprehensive District Elementary Education Plans will be made in DPEP districts. *The focus will be on vertical expansion into Upper Primary Education and on consolidation of the primary schooling efforts.*

vii) Lock Jumbish Project :

Under the LJP, evaluation studies indicate the positive impact of the micro planning and school mapping in which the community is involved. There are specific interventions for girl's education through Balika Shiksha Shivirs and Sahaj Shiksha Kendras. While there has been improvement in enrolment and retention, the actual learning achievements have been modest. *LJP will be implemented in 13 districts of Rajasthan and holistic District Plans will be prepared for these districts also. LJP will be a part of the SSA framework.*

PROVISION UNDER SARVA SHIKSHA ABHIYAN

All the interventions listed above can be undertaken in the Sarva Shiksha Abhiyan. The following provisions have been made for girls' education :

- i. Interventions for Early Childhood Care and Education
- ii. School/EGs like alternative facility to be set up within one kilometer all habitations.

- iii. Up-gradation of EGS to regular schools
- iv. Special mainstreaming camps for out-of-school girls under the Alternative and Innovative Education component.
- v. Mahila Samakhya like interventions from the innovation fund.
- vi. Provision of process-based community participation with a focus on the participation of women
- vii. Provision of context specific innovative intervention for girls' education - upto Rs.15 lakh per intervention and up to Rs.50 lakh in a district in a particular year.
- viii. Training programme for community leaders to develop capacities for school management
- ix. Setting up of Block and Cluster Resource Centres for effective academic supervision.
- x. Free textbooks to all girls up to Class - VIII.
- xi. Mid-day-meal programme to continue as at present.
- xii. Incentives like uniforms and scholarships to be funded from State Plan only.
- xiii. Adequate Teaching Learning Equipment for all Primary and Upper Primary schools.
- xiv. At least 50% of the teachers to be appointed have to be women
- xv. Provision for
 - * school and teacher grants for all teachers.
 - * 20-day in-service training each year for all teachers.
 - * all disabled children
 - * community-based monitoring, partnership with research and resource institutions, and periodic feed on interventions

Check your progress :

- 1) Explain the functions of State agencies of teacher education.

3.3 NATIONAL LEVEL AGENCIES OF TEACHER EDUCATION PROGRAMME :

3.3.1 University Grants Commission (UGC) :



Established on 28th December, 1953, at New Delhi. UGC was given autonomy by govt. of India in 1956.

Functions :

- It provides financial assistance to universities and colleges to meet their requirement.
- It extends the financial aid for the development of Universities and maintenance.
- It provides a guide-line to Center and State Govt. for giving grant to a University.
- It provides the grants for five years to establish as new University in the state.
- It provides the grants for five years to start 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 Agencies of Teacher Education 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 researches. In 1953-54, 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.

Centre for Advanced Studies (CASE) :

- For the improvement of standards of teaching and research in India.UGC has set up CASE in different branches of knowledge. It selected the faculty of Education and Psychology, Baroda as the CASE in Education which functions on an all India basis and aims at raising standards of teaching and research in education. It has built up its programme in collaboration with research workers from outside

3.3.2 National Institute of Educational Planning and Administration: (NUEPA/ NIEPA) :



Functions :

As the highest organization of educational planning and Administration- has the following functions to perform:

- Providing training of educational planning and administration to develop the abilities and competencies in the educational administration as the in-service program.
- Providing training facilities in educational planning and administration at state level and regional level to develop efficiency at their level.
- Integrating educational studies and researches under the area of educational planning and administration and make co ordinations in these activities.
- Encouraging the teachers to solve the problems of educational planning and administration by organizing seminars and workshops.
- Arranging extension programs for new developments and innovations in the area of planning and administration.
- Establishing contact with other countries to understand the developments and innovations of the developed countries.
- Providing guidance at National and State levels in the area of planning and administration.
- Multi –dimensional activities- under extension programs– journal on educational planning and administration and other books are published.
- Review of educational planning and administration of other countries- used to develop our educational system and solve educational problems.
- Orientation programs for educational administrators- provide awareness of new developments in this area.
- Educational research reports are published. The publication unit established the coordination between theory and practice.
- Seminars and workshops are organized and their discussions and results are published.
- Training Institutions for special fields for school and colleges- these provide elementary in special fields like- computers, educational technology and fine arts.

Language Institutions :

- Kendriya Hindi Sanasthan.
- Central Institute of English, Hyderabad,
- Central Institute of Indian Languages, Mysore.

Language training is given.



Kothari commission Report (1964-66) criticized Teacher Education Programme being conventional, rigid and away from reality. Therefore it expressed the need of establishing 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 fifth National plan. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993.

Objectives :

- To work especially towards planned and coordinated development of teacher-education.
- To improve the standard and functioning of teacher-educators.

Functions :

According to the Act 1993, NCTE performs the following functions :

- Undertake survey and studies relating to various aspects of teacher-education and publish the results.
- Making recommendations to the center and State government Universities, the U.G.C and other institutions in the preparation of plans and programme's in the field of teacher education.
- Coordinating and monitoring teacher education and its development in the country.
- Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher- educators at different levels.
- Developing norms for any specified category of courses or training in teacher-education, including minimum eligibility criterion for admission.
- Preparing a guideline and specified requirements for starting new courses and programmes under teacher education.
- Developing a guideline for general teacher-education programme.

- To advise 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.
- To advise state governments on any matter of their concern.
- To review the progress of plan of teacher- education, submitted by central / state governments.
- To advise the government on ensuring adequate standards in teacher - education.
- To give approval to teacher - education institutions.
- To lay down norms for maintaining standards of teachers - education.
- Promoting innovations and research studies and organize them periodically or annually.
- Supervising the teacher education programmes and providing financial assistance.
- Enforcing accountability of teacher development programmes in the country.
- Preparing a programme for in-service teacher education for orienting teachers for latest development.

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.

3.3.4 NCERT - National Council of Educational Research and Training :



Introduction :

- Due to 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 through training for new trends in education. Such training - needs are satisfied by following National level agencies of Teacher Education programme NCERT and NCTE.

National Council of Educational Research and Training (NCERT) :

Establishment :

Ministry of Education of 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 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 researches 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.

a) Major function of NCERT are as under/ Role of NCERT :

- To monitor the administration of NIE /Regional colleges of Education.
- To undertake aid, promote and co-ordinate 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

It is quite interesting to know how following constituent institutes works.

- National Institute of Education (NIE)

In order to fulfill the objectives of NCERT, NIE Functions through 9 departments, 7 units and 2 cells as Under :

Departments of NIE :

- Academic Depts.
- Production Department.
- Dept of Maths Education
- Dept. of textbooks
- Dept of Teacher education
- Dept of Teaching Aids
- Dept of Educational Psychology Publication Department.
- Dept of Educational Psychology Workshop Department
- Dept of Text - books.

Units of NIE

- National Talent Search unit
- Survey and Data processing Unit
- Policy, planning and Evaluation Unit
- Library and Documentation Unit
- Vocationalisation of Education Unit
- Examination Reform unit
- Examination Research unit

Cells of NIE

- Primary Curriculum
- Journals cell

b) Central institute of Educational Technology (CIET) :

Functions of CIET are as under –

- To encourage the use of Educational technology in the spread of education.

- To organize training programmes in connection with school-broadcasting and Educational Television.
- To develop learning aids based on Educational technology.

C) Regional Institutes of Education (RIE) :

- NCERT established Institutes of Education as model institutes in different regions of the country.
- Besides Teacher Education programme (4 years integrated B.Ed Course), these colleges conduct programme with respect to in-service - training, extension services and Research.
- They run 4 years B.Ed. course with a view that Education is a professional subject like engineering, medicine and B.Ed. student should be trained in the content and methodology simultaneously.
- This course offers B.Sc. B.Ed. (Science) and BA, B.Ed (languages) degree.
- These colleges conduct one-year B.Ed. course especially in science, agriculture, commerce and languages.
- They also run M.Ed course.
- These. Colleges are situated at Ajmer, Bhopal, Bhubaneswar and Mysore as centers of excellence for the four regions of India.

The role of NCERT in Indian Education :

- NCERT organizes / conducts various programmes with respect to Research, Development, Training, Extension-services, publishing study - material, and evaluation.
- It aims at qualitative improvement of school - education.
- It aims at qualitative improvement of school - education rather than quantitative expansion.
- It wants to make our education relevant to national objectives and social needs.
- Besides researches conducted at NIE, NCERT offers financial aid to research projects of the teachers.
- It also organizes summer Institutes to school teachers and teacher - educators for attaining their professional growth. Through these measures NCERT wants to achieve qualitative improvement in Education.

3.3.5 Rashtriya Madhyamik Shiksha Abhiyan (RMSA)



The [Rashtriya Madhyamik Shiksha Abhiyan \(RMSA\)](#) is a flagship scheme of Government of India, to enhance access to secondary education and improve its quality.

[Rashtriya Madhyamik Shiksha Abhiyan \(RMSA\)](#) aims to increase the enrolment rate by providing a secondary school within reasonable distance of every home. It also aims to improve the quality of secondary education by making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, and providing universal access to secondary level education.

The implementation of the scheme to generate human capital and provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India. The scheme involves multidimensional research, technical consulting, implementation and funding support.

This scheme 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.

OBJECTIVES

- The scheme envisages achieving a gross enrolment ratio of 75% from 52.26% in 2005-06 for classes IX-X within 5 years of its implementation, by providing a secondary school within reasonable distance of any habitation.
- Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms.

- Remove gender, socio-economic and disability barriers.
- Provide universal access to secondary level education
- Enhance and universalize retention by 2020

Important physical facilities provided under the scheme are:

(i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas.

Important quality interventions provided under the scheme are:

(i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms.

Important equity interventions provided in the scheme are:

(i) special focus in micro planning (ii) preference to Ashram schools for upgradation (iii) preference to areas with concentration of SC/ST/Minority for opening of schools (iv) special enrolment drive for the weaker section (v) more female teachers in schools; and (vi) separate toilet blocks for girls.

Implementation mechanism of the Scheme

The scheme is being implemented by the State government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments.

Revision of certain norms of the Scheme

The Government of India has approved the following revised norms of RMSA, with effect from 01.04.2013 :

- To permit State/UT Governments to use State Schedule of Rates(SSOR) or CPWD Rate, (whichever is lower) for construction of civil works permissible under the RMSA.
- To increase the Management, Monitoring Evaluation and Research (MMER) from 2.2 percent to 4 percent of the total outlay under the programme, with 0.5 percent of the 4 percent earmarked for national level and the rest of the 3.5 percent as part of the State allocation. In cases of States where even with this enhanced allocation of 3.5 percent MMER would not be adequate and would hamper the activities under the head, within the 3.5 percent of the overall State MMER component; variations across State/UTs can be approved by the PAB, subject to a maximum of 5 percent of the outlay in any particular State/UT.

- To subsume the other Centrally Sponsored Schemes of Secondary Education– Information and Communication Technology (ICT)@ School, Girls’ Hostel, Inclusive Education for Disabled at Secondary Stage(IEDSS) and Vocational Education(VE) in their existing form under the Umbrella of RMSA.
- To extend the benefits of RMSA to aided Secondary Schools (excluding infrastructure support/core areas, i.e. Teacher’s salary and Staff salary) for quality interventions as per RMSA umbrella schemes components for aided schools.
- To continue existing fund sharing pattern of 72:25 for the remaining of the 12th Plan the period for non-NER States and 90:10 for NER States (including Sikkim).
- To authorize the RMSA Project Approval Board (PAB) of the Ministry of Education to consider for approval Integrated Plan of the umbrella scheme of RMSA, including the four subsumed Centrally Sponsored Schemes of Secondary Education.
- To authorize the release of funds to the RMSA State Implementation Society directly for all components of the RMSA umbrella scheme.

Check your progress :

- 1) Discuss the functions of National agencies of teacher education.

3.4 AGENCIES AT THE INTERNATIONAL LEVEL :

3.4.1 UNESCO :



At no time in human history was the welfare of nations so closely linked to the quality and outreach of their higher education systems and institutions. (World Conference on Higher Education Partners, June 2003).

As the only United Nations agency with a mandate in higher education, UNESCO facilitates the development of evidence-based policies in response to new trends and developments in this field emphasizing its role in achieving the Millennium Development Goals and particularly poverty eradication.

The Organization fosters innovation to meet education and workforce needs and examines ways of increasing higher education opportunities for young people from vulnerable and disadvantaged groups. Agencies of Teacher Education

It deals with cross-border higher education and quality assurance, with a special focus on mobility and recognition of qualifications, and provides tools to protect students and other stakeholders from low-quality provision of higher education. UNESCO promotes policy dialogue and contributes to enhancing quality education, strengthening research capacities in higher education institutions, and knowledge sharing across borders.

Teacher education :

- Global leadership on teachers,
- Their status,
- Their professional training,
- Their management and administration and key policy issues.
- The UNESCO/ILO Recommendations concerning the Status of Teachers and provide the framework for the same.
- The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) is a core initiative addressing key issues in the African context.

What UNESCO is doing for Teacher Training- (ROLE AND FUNCTIONS) :

UNESCO promotes the development of a professionally-trained corps of teachers who provided the human contact, understanding and judgment necessary to prepare our children for the world of tomorrow.

UNESCO and Teachers :

Good teachers are the cornerstone of quality education. On a daily basis, teachers contribute to sustainable development by building its human foundation – nurturing each child’s capacity and desire to learn. Without teachers, Education for All (EFA) by 2015 would be an unobtainable dream.

Teachers : Creating hope for tomorrow :

- Teachers are at the very heart of UNESCO’s work. Each day, over 60 million teachers care for 1 billion children, cultivating their souls and minds. Any process that attempts to improve the quality of education promote peace and harmony and eliminate discrimination requires teachers. Teachers work with children who will be the leaders of tomorrow.
- But for teachers to be effective, they must be well-trained, motivated, have a decent work environment, good pay and an attractive career path. UNESCO enables the world’s teachers by building on the standards for the professional, social, ethical and material concerns of

teachers set in the 1966 and 1997 recommendation concerning the status of teachers and education personnel.

- There is currently a severe shortage of teachers worldwide. UNESCO helps adjust national policies to reverse teacher flight, teacher drop-out and assists countries with the professionalization of “volunteer” teachers recruited by hard-pressed governments to fill crisis-level gaps.

UNESCO and Teacher Education :

- Emphasizing the essential role teacher training and education policy play in national development goals.
- Producing and disseminating policy guidelines on open and distance learning, e-learning, and use of ICTs in teacher education.
- Advocacy to improve the training and status of teachers worldwide.
- Integrating international standards regarding HIV/AIDS and life skills into national teacher education policies.
- Promoting exchange of good national practices and lessons learnt within groups of countries with common teacher-related agendas through networking and exchange.
- UNESCO promotes the development of a professionally-trained corps of teachers who provided the human contact, understanding and judgment necessary to prepare our children for the world of tomorrow.

UNESCO’s Teacher Training Initiative in Sub-Saharan Africa :

- UNESCO’s Teacher Training Initiative is a new 10-year project to dramatically improve teacher training capacities in 46 sub-Saharan countries.
- The programme is designed to assist countries to synchronize their policies, teacher education, and labour practices with national development priorities for Education for All and the Millennium Development Goals (MDGs) through a series of four-year cycles.

Teacher training for the achievement of Education for All :

- The acute shortage of qualified teachers has been identified as one of the biggest challenges to EFA. If EFA is to be achieved by 2015, then between 15 and 30 million more teachers are needed worldwide. In sub-Saharan Africa, 4 million additional teachers will be needed by 2015 to meet the goal of Universal Primary Education alone. Additional teachers will be needed for non-formal education and literacy training, as well as in-service training of teachers.
- UNESCO recognizes that teacher education is integrally related to quality education and closely linked to curriculum renewal, improved

learning outcomes, and a positive school environment. At the end of four years, each country participating in the Teacher Training Initiative is expected to integrate a comprehensive teacher education plan into the national education plan, improve the quality of training in teacher education, address the issues of severe teacher shortage and the status of teachers, and implement an internationally prescribed standard and national policy regarding HIV prevention education. Agencies of Teacher Education

UNESCO's teacher training activities :

- Dynamic national information mapping completed in Angola, Zambia, and Niger and in progress in Burundi
- Providing of a full-time country-designated expert in seventeen countries for the first phase of the Initiative
- Establishing and maintaining comprehensive and integrated national databases concerning the state of teacher education
- Assisting countries in analysing their teacher shortages and in implementing policies and strategies to increase the number of qualified teachers and professionalize currently under qualified teachers
- Encouraging consultations between governments and teachers in planning and implementing fully EFA reforms
- Sharing and distributing good teacher policies and practices
- Coordinating relevant research to guide EFA policies and disseminating good teacher policies and practices
- UNESCO's Teacher Training initiative is aimed at redirecting policies, improving institutional capacity, improving teacher quality, and stemming the teacher shortage in order to achieve Education for All by 2015.
- The UNESCO Chair for Teacher Education is an addition to the UNITWIN / UNESCO Chairs Programme that is already well established in the region. The Chair has been established in East China Normal University, Shanghai, PR China. The purpose of the Chair is to promote an integrated system of research, training, information and documentation in the field of teacher education and training, and educational research. It will serve as a means of facilitating collaboration between high-level, internationally recognized researchers and teaching staff of the East China University and other institutions in China, and South East Asia region.

Check your progress :

- 1) Discuss the role and functions of UNESCO as an International agency of teacher education programme.

3.5 LET US SUM UP :

In this unit, we have discussed various agencies like SIE, SCERT, NCERT, NCTE, UGC and UNESCO and their functions towards teacher education at state, national and international level. But it is the role of yours to work out these planning's into reality.

Unit End Exercises :

1. Explain the functions of MSCERT with relation to development of teacher education.
2. Name various agencies at national level. explain the role of NCTE towards teacher education.
3. Write Short Notes on :
 - a) UGC
 - b) UNESCO

Suggested Readings :

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INNOVATIONS IN TEACHER EDUCATION

Unit structure

4.0 Objectives

4.1 Introduction

4.2 Models of Teaching- Concept and Importance

4.3 Models of Teacher Education

4.3.1 Behaviourist Approach

4.3.2 Competency based approach

4.3.3 Inquiry based approach

4.4 Reflective teaching –Concept and Importance

4.4.1 Strategies to promote reflective teaching

4.5 Innovation

4.5.1 Types of innovative practices

4.5.1.1 Activity-based learning

4.5.1.2 Experiential Learning:

4.5.1.3 Cooperative learning

4.5.1.4 Collaborative learning

4.6 Let Us Sum Up

4.7 Unit End Exercise

4.8 References

4.0 OBJECTIVES

After learning this unit you will be able,

- To create awareness about the concept of different models of teacher education
- To enable the students to understand the importance of different models of teacher education

- To create awareness about the concept and importance of reflective teaching
- To create awareness about the concept and importance of innovative practices in teacher education
- To create awareness about different types of innovative practices in teacher education.

4.1 INTRODUCTION :

A teacher educator needs to be aware of different models of teaching to make the teaching learning process more effective. There needs to be different strategies which are to be followed by a teacher for making an interactive class. Such strategies include different methodology, techniques, approaches and innovations. The teacher educator needs to be a reflective practitioner. The time is changing and change is inevitable. In the 21st century the students need modern methods and techniques. For this a teacher needs to be updated and adopt to the need and demand of her students. Hence different models of teaching and approaches are discussed here.

4.2 MODELS OF TEACHING

Concept :

Models of teaching are really models of learning. As we help students acquire information, ideas, skills, values, ways of thinking and means of expressing themselves, we are also teaching them to learn. In fact, the most important outcome of instruction may be students' increased capabilities to learn more effectively in the future, both because of the knowledge and skill they have acquired and because they have mastered the learning processes. How teaching is conducted has a large impact on student's abilities to educate themselves. Successful teachers are not simply charismatic, persuasive or expert presenters. Rather, they present powerful cognitive and social tasks to their students and teach the students how to make productive use of them. Thus a major goal in teaching is to create effective learners who draw information, ideas and wisdom from their teachers and use learning the resources optimally.

Importance of models of teaching : In a very real sense, increasing aptitude to learn is a Contemporary one of the fundamental purposes of models of teaching. Students are likely to change as their repertoire of learning strategies increases and they will be able to accomplish more and more types of learning more effectively. Models of teaching thus serve as tools which influence the capabilities and strength of our learners. They are evaluated not only by how well they achieve the specific objectives to which they are directed but also by how they increase the ability to learn. Let us now try to understand each of the models.

There are different types of models of teacher education. Some of these models are presented below. Each model has its own feature and importance. Teachers need to be aware of such models and use it as per the need and context to which it is to be used.

4.3.1 BEHAVIOURIST APPROACH :

According to behaviourism, learning is a mechanical process of associating the stimulus with response, which produces a new behaviour. Such behaviour is strengthened by reinforcement. Behaviourists view the learner as a passive person, who responds to the stimuli. The behaviourist school sees the mind as a “black box”, in the sense that a response to a stimulus can be observed quantitatively, totally ignoring the effect of thought processes occurring in the mind. The school therefore looks at overt behaviours that can be observed and measured as indicators of learning. An obvious characteristic of the behaviourist model is its emphasis on teachers’ and students’ observable development and changes. In an educational environment these are seen as representing effects and outcome of teaching and the sign of learning and understanding among the pupils. First of all, behaviour is composed of reactions and movements that an organism gives and does in a certain situation. The term, behaviour is mostly used for actions that can be observed from outside. The model is, as the name suggests, direct. It approaches academic content, systematically. Its design is shaped to generate and sustain motivation through pacing and reinforcement. Through success and positive feedback it tries to enhance one's self esteem. As a model, it is highly structured. The role of the teacher, according to this model is to provide the knowledge of results, help students pace themselves and reinforce desirable behaviours. Behaviourist learning approach mostly focuses on how behaviours are acquired. Behaviourist approach claims that learning can develop by means of establishing a connection between stimulus and behaviour, and that any behaviour can be changed through reinforcement. Behaviourists address learning as a mechanical process and give particular importance to objectivity. According to behaviourists, people are not good or bad from birth. Experiences and environment constitute a human's personality. According to them, human brain can be compared to a black box. Neither can we know what is going on in this black box nor do we need to know it. What is important is not what is happening in this black box, but what is important is what goes in this black box (input) and what comes out of it (output). Outputs are objective, observable and measurable. Inputs and outputs can be adjusted, arranged and controlled. What is important is not the senses of a person, but the reflection of them. The pioneers of behaviourist approach are I. Pavlov, J.B. Watson, E.L. Thorndike, E.R. Guthrie and B.F. Skinner.

Basic Concepts of Behaviourist Approach: While behaviourist approach claims that the research subject of psychology should be observable behaviours, this approach also claims that all behaviours have learning as its base and that learning is conditioning. According to behaviourist

approach, there are conditionings at the base of human behaviours. Behaviourist approach came out against concepts that express mental processes such as mind and conscious.

The basic concepts of behaviourist approach are:

Conditioning: Behaviourist approach claims that learning takes place through conditioning. Conditioning occurs in a way that an organism matches a certain stimulus around with a certain reaction. When a reaction is associated with a stimulus apart from a stimulus that naturally moves itself, it is said to be conditioned. Conditioning can be divided into two such as classical and operant. Classical conditioning states that a neutral stimulus is matched with an unconditioned reaction while operant conditioning states that the possibility of an organism to display a certain behaviour again through reinforcement. Behaviourist approach prefers using a more general term, organism instead of human or individual. The term, organism included both people and animals. Reaction Behaviourist psychologists are also called S-R theorists. In this relationship, reaction is a behaviour displayed by the organism to a stimulus. Stimulus is composed of changes in the internal and external states that move the organism. For a great part of behaviourist approach, this change of state is mostly external. They may not deal with internal changes of state.

High-level Conditioning: Conditioning is associating a stimulus with a reaction. High-level conditioning occurs when an organism is provided to give reaction to a new stimulus as a result of associating a different stimulus with the related stimulus.

Reinforcement and Punishment Reinforcement is the process of increasing the possibility of an organism to display behaviour to a certain stimulus once more. The stimulus used in this process is called reinforce. Reinforcers help a motivation of the organism to be satisfied at least to some extent. The responses to an organism's behaviour may be three kinds: (a) reinforcement, (b) punishment and (c) not reinforcing. While reinforcement increases the possibility of behaviour to be displayed once more, punishment is used to increase the possibility of not displaying a certain behaviour. On the other hand, not reinforcing means not giving any response and it generally decreases the possibility of behaviour to be repeated.

In general, behaviourists are against punishment. Because punishment does not give any clue to the organism about which behaviour it should display as well as causing some negative feelings. Or, in more familiar words, punishment teaches what should not be done rather than teaching what should be done. Such a case is not included in definitions of learning and education. Because education tries to teach a student what she/he should do rather than what she/he shouldn't do. If we come to think from the point of organism, reinforcement guides organism about what it should do while punishment does not include a guide about what to do. Moreover, the studies have shown that reinforcement is more efficient than punishment. Reinforcement, which can be understood as rewarding in

daily language, is divided into two as positive and negative. While positive reinforcement means adding a nice stimulus to the situation in which the organism lives, negative reinforcement means eliminating a bad stimulus from the situation. From the point of student, giving chocolate to a student who displays a good behaviour is positive reinforcement. Allowing a prisoner who displays the expected behaviours in jail to go home for the weekend is negative reinforcement, because the prisoner is allowed to avoid prison or to get rid of the limitations on his/her freedom (for a certain time). Punishment is also accepted to be in two types. In the first type of punishment, an unpleasant stimulus is added to the situation in which an organism lives while in the second type of punishment, a pleasant stimulus is eliminated from the environment. It is the first type of punishment if a student who doesn't do his/her homework suffers from physical violence while it is the second type of punishment if his/her toys are grabbed. Extinction "Repetitions that are not reinforced tend to fade away." Conditioning should be reinforced at least from time to time in order to continue after it is established. When behaviour is not reinforced, it tends to disappear after a time.

Generalization Generalization is called an organism's displaying the same conditioned reaction to a stimulus similar to the one to which the organism naturally responds. Discrimination It expresses organism's ability to differentiate two separate stimuli. The process of discrimination should be processed especially when stimuli are given the same reactions. Otherwise, the organism will tend to give the same reactions to both of the stimuli even if they are different.

Reinforcement ratio Another concept of behaviourism is reinforcement ratio. Skinner defined different applications of rewarding an organism depending on time and behaviour. Carrying out reinforcement with variable and steady intervals and ratio is called application of reinforcement ratio.

Spontaneous return A forgotten behaviour starts to be displayed again after a certain time. Behaviour fades away when it is not reinforced, but it has also been observed that after a certain time, a learnt behaviour starts to be displayed again. This is called spontaneous return.

Behavioural approaches to learning:

Common behavioural approaches to learning are as follows.

- 1) The learner takes on a predominantly passive and reactive role.
- 2) Instruction is structured and systematic.
- 3) Concrete and defined instructional goals, objectives and strategies aimed at learners in general and not on the individual learner.
- 4) Learning can be measured.
- 5) It assumes that a well planned instructional intervention can result in a desired learning outcome.
- 6) Focus on simplification (start with easy and progress to more difficult)
- 7) Instruction is instructor controlled.

Implications of behaviouristic model of teaching.

- 1) Learners should be told the explicit outcomes of the learning, so that they can set expectations and can judge for themselves whether or not they have achieved the outcome of the day's lesson.
- 2) Learners must be tested to determine whether or not they have achieved the learning outcome. Testing and assessment should be integrated into the learning sequence to check the learner's achievement level and to provide appropriate feedback.
- 3) The learning materials must be sequenced appropriately to promote learning. The sequencing could take the form of simple to complex, known to unknown and knowledge to application.
- 4) learners must be provided with feedback so that they can monitor how they are doing and take corrective action if required.
- 5) The technique of reinforcement and punishment have been employed by the teachers in the classroom to promote desirable behaviour and discourage unwanted behaviour of the learners.

Teaching can be assessed and understood by what the teacher does in the classroom and what visible effects the teacher's work has on the pupil's learning, understanding, intellectual growth or skills. If teaching is an art, then from behaviourist perspective it is closely related with performance and result. Good teaching has a positive influence on the pupils. For teaching and teacher education it is said that if a very good teacher is found then this teacher can be used as a model and it can be found out what is the secret of this teachers' teaching ability.

4.3.2 Competency Based Approach

Competency or the outcome based approach to teacher education developed in the 60's and 70's. This approach has a mechanistic view of the child and of what should be taught to the child. For the proponents of this approach knowledge comprises of discrete competencies that can be taught and assessed separately.

According to Houston and Howsam (1972), a competency based teacher education program specifies the competencies to be demonstrated by the student's performance of the competency, and holds the student accountable for meeting that criteria. Those competencies are the attitudes, understandings, skills, and behaviors that facilitate intellectual, social, emotional, and physical growth in children. Three kinds of criteria are used in assessing the student's competency: (1) knowledge criteria for the student's cognitive understandings; (2) performance criteria for his teaching behaviors; and (3) product criteria, which assess his teaching effectiveness by examining the achievements of his pupils. Competency-based programs emphasize the use of performance and product criteria, while traditional programs have emphasized knowledge criteria.

Competency based teacher education model according to leading theories refers to a type of training that focuses on a teacher's acquisition of specific competencies. Teachers essentially need two kinds of competencies.

- 1) Competencies in knowledge and skills, which include the professional knowledge base regarding learning disabilities and
- 2) Competencies in human relationship abilities, such as cooperation ,which require teachers to be helpful, deferential ,empathic and open. Houston and Clark (2000) identified and categorized Competency base teacher education into five categories.
 - 1) Cognitive competencies. Which relate to knowledge and intellectual skills and abilities that are expected of the learners.
 - 2) Performance competencies, wherein the learner demonstrates that he or she can do something.
 - 3) Consequence competencies, to bring change in others.
 - 4) Affective competencies, which are the expected attitude and values that are more difficult to assess.
 - 5) Exploratory competencies, which include activities that provide opportunities for teachers to learn more about teaching.

There are several essential **characteristics** that a competency- based teacher education program advocates. One of these characteristics is emphasis on field work. The trend in teacher education is to place increasing emphasis on the use of performance and product criteria and less reliance on the traditional knowledge, or course completion, criterion (Cooper, 1972). Competency-based programs tend to be reality oriented; the students spend a great deal of time in the schools interacting with children, and many of their competencies are evaluated in that setting.

Another desirable characteristic of a teacher education program is personalized instruction. This means active involvement of the student in the learning process. The flexibility of the competency based program allows students a choice of goals and objectives within the framework of specified college of education goals. This increases their chances of becoming independent self-directed, and continuing learners. This model enables teachers to translate the principles and processes of personalized instruction to the education of their students.

In a competency-based program achievement is held constant in a sense, and time varies . The program specifies the criteria levels at which competencies are achieved, and the student moves through the program at his own rate; he moves as quickly as he wishes and is able.

At the heart of the competency-based teacher education program ^ is the instructional module. An instructional module can be defined as a set of learning activities intended to facilitate the learner's acquisition and demonstration of a particular competency or particular competencies.

Competency-based programs tend to be more field-oriented than traditional programs; consequently, students spend a great deal of time in the public schools interacting with children and many of their competencies are evaluated in that setting. In competency-based programs clearly stated objectives are used to specify the competencies to be acquired by the student.

- i) **Inquiry is trying to seek information. Inquiry-oriented teacher education model** : is an approach to instruction that begins with a question. Students construct their own knowledge as they engage in a variety of experiences that provide them an opportunity to investigate solutions. Inquiry in education can be transformative. It can be used
- As a process for constructing curriculum in the classroom.
 - As a process of questioning and knowledge building.
 - As a means through which research is accomplished.
 - As means to discover through construction, narration, discovery and revelation.
 - As a means to generate or enhance practical knowledge and
 - As a way of knowing what is happening in the community since purpose of inquiry is both social and will have policy implications.
 - To make student teachers critical thinkers and creative problem solvers.

4.3.3 Inquiry-oriented Teacher Education Model

It starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a **facilitator**. Inquirers will identify and research issues and questions to develop their knowledge or solutions. Inquiry-based learning is closely related to **problem-based learning**, and is generally used in small scale investigations and projects, as well as **research**. Inquiry-based instruction allows students to develop and practice critical thinking skills. Inquiry-based instruction is “a teaching method that combines the curiosity of students and the scientific method to enhance the development of critical thinking skills.” Inquiry-based learning promotes engagement, curiosity, and experimentation. Rather than being ‘instructed to,’ students are empowered to explore subjects by asking questions and finding or creating solutions. It’s more a philosophy and general approach to education than a strict set of rules and guidelines.

Characteristics of Inquiry based teacher education Model:

Specific learning processes that students engage in during inquiry-learning include:

- Creating questions of their own
- Obtaining supporting evidence to answer the question(s)
- Explaining the evidence collected
- Connecting the explanation to the knowledge obtained from the investigative process
- Creating an argument and justification for the explanation

Inquiry learning involves developing questions, making observations, doing research to find out what information is already recorded, developing methods for experiments, developing instruments for data collection, collecting, analyzing, and interpreting data, outlining possible explanations and creating predictions for future study

How Can Inquiry-Based Teaching Be Implemented?

Teachers play a vital role in adapting the inquiry process to the knowledge and ability level of their students. When using inquiry-based lessons, teachers are responsible for

1. Starting the inquiry process;
2. Promoting student dialog;
3. Transitioning between small groups and classroom discussions;
4. Intervening to clear misconceptions or develop students' understanding of content material; 5. Modeling scientific procedures and attitudes; and,
6. Utilizing student experiences to create new content knowledge.

Based on the objectives of the lesson and the abilities of the students, teachers must decide how much guidance they will provide. Regardless of the amount of assistance that teachers provide, the fundamental goal of inquiry is student engagement during the learning process. When incorporating inquiry-based methods into the classroom, educators should ensure that each of the **six stages** of the inquiry cycle, is complete.

Six Stages of the Inquiry Cycle

1. Inquisition—stating a “what if ” or “I wonder” question to be investigated
2. Acquisition—brainstorming possible procedures
3. Supposition—identifying an “I think” statement to test
4. Implementation—designing and carrying out a plan
5. Summation—collecting evidence and drawing conclusions.
6. Exhibition—sharing and communication results

Importance of Inquiry oriented teacher education model:

- This kind of instruction is student-led and requires meaningful participation and promotes student engagement.
- Students perform better on standardized tests
- A more positive school community and learning environment
- A school culture that promotes academic achievement and deters boredom
- Engaged students are more emotionally, behaviourally, and intellectually invested in their own learning.
- In a more traditional lecture lesson, teachers have fewer chances to watch students work. This means they have fewer opportunities to correct inaccuracies or misconceptions and fewer chances to guide skill development and learning.
- For example, a math teacher can see how students work through problem-solving during inquiry lessons. Teachers in math may demonstrate how to solve problems, but by watching students come up with solutions, they're able to get a better understanding of the steps it took to get there.
- It allows the instructor to correct and guide. But it also lets them see how each student views a problem and its solution in a unique way. Teachers are then able to gain a deeper understanding of how their students think and learn.

The **role teachers play in inquiry-oriented model** encompasses several factors:

- Teachers begin the inquiry process by introducing topics and encouraging questioning.
- They promote and guide focused dialogue and discussion among students attempting to answer their questions.
- The teacher leads students between small-group and whole-classroom discussions. They determine the transition.
- Teachers pay attention to discussions and clarify misconceptions. They add information to further develop students' understanding of the material.
- Teachers model inquiry behaviours for students.
- They bring student experiences into the discussion to make learning more relevant.

The amount of guidance and leading a teacher provides may vary. Teachers are able to make changes on the fly to adapt to particular lessons

and concepts. Additionally, by knowing how their students respond teachers can create truly engaging learning experiences.

4.4 REFLECTIVE TEACHING : CONCEPT AND MEANING

“We do not learn from experience...we learn from reflecting on experience.”- John Dewey

Reflective practice is ‘learning through and from experience towards gaining new insights of self and practice’ (Finlay, 2008).

Reflective practice is generally seen as a process in which individuals go back over their experiences, critically envision their past actions and the situations (Al Mahmud, 2013). In the educational field, reflective practice refers to “making informed and logical decisions on educational matters, then assessing the consequences of those decisions” (Taggart & Wilson, 1998, p.2). It is a thought and an evaluation of previous experiences in order to take further actions. Thus, it is understood that with the help of reflective practice, people look back on experiences, people, and situations, evaluate all these and gain from them in educational sense (Çimer, Odabaşı-Çimer&Vekli, 2013). Jasper (2003) also suggests that basically, reflective practice is learning by thinking about the things that people experience and looking at those from a different perspective, which helps them to take further steps. In this regard, reflective practice necessitates critical thinking, developing self-awareness, using individual knowledge, and resolving problems (Chant, Heffner &Bennett, 2004). Moreover, it promotes the harmony of new experiences with the existing beliefs (Kumari, 2014).

“A reflective teacher:

- examines, frames, and attempts to solve the dilemmas of classroom practice;
- is aware of and questions the assumptions and values he or she brings to teaching;
- is attentive to the institutional and cultural contexts in which he or she teaches;
- takes part in curriculum development and involved in school change efforts; and
- takes responsibility for his or her own professional development”

Reflective teaching is a more systematic process of collecting, recording and analysing a teacher’s thoughts and observations, as well as those of their students, and then going on to making changes. It’s not a once and done approach to CPD, but a cyclical process that needs to occur regularly if it is to have an impact. Although critical reflection plays an important role in teacher education, over time our busy work lives tend to take over

and we can easily forget to take a step back, look at our practice from a different perspective and identify areas of improvement to better support our pupils' learning experience. Reflective teaching can make all the difference when you consider that many teachers have good days; however, many more teachers feel overwhelmed and do not know how to cope at the end of a very stressful and gruelling day. In this case, reflective teaching is an imperative tool for teachers. 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. **Reflective teaching is a process whereby teachers reflect on their teaching practices in order to examine the overall effectiveness of their instructive approaches. Improvement or change in teaching methods may be required, depending on the outcome of this analytical process, which is based on critical reflection.**

Definition :

Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes. Some points of consideration in the reflection process might be what is currently being done, why it's being done and how well students are learning.

The reflective teaching process can be an excellent way for new and seasoned teachers to improve their teaching methods and overall mental health. So you may be asking yourself, how do I integrate this method of reflective teaching and self-assessment into my already very busy schedule? The next few sections will provide you with some practical ideas and suggestions, along with ways you can use a reflective teaching journal to document your self-reflective work.

4.4.1 Strategies for Promoting Reflective Teaching Practices

Being reflective requires a process, and in order to become an effective reflective practitioner, there are various tools to be employed. Three of these reflective tools are namely reflective diaries, reflective video analysis, and reflective peer collaborations/sessions in order to help to gain insights into the role of these reflective tools in teaching and how these tools can promote teachers' growth.

Reflective Diaries: A reflective diary or journal is defined as “typically a notebook, booklet of blank pages, or any other source for students to record thoughts, reactions to learning experiences, and even innermost fears about a learning activity” (Hiemstra, 2001, p.19). According to Gallego (2014: 97), a reflective diary is “a potential avenue for raising awareness and enhancing the practice of experienced teachers as well as advancing the professional development of novice teachers”. Reflective diaries or journals are accepted as one of the invaluable tools that foster reflective practice in the teaching field. Diary provides a valuable means of presenting a record of personal, important learning and teaching

experiences that have occurred, offering teachers an opportunity to indicate their self-development. Keeping a diary assists in systematically writing down particular events and feelings about their experiences, and returning to these recorded experiences when it is wanted. Hence, reflective journals can be considered as a way to re-think over the memories, prevent them from being forgotten, and make the events concrete. In addition to the impact of diary writing on remembering and writing down past experiences, diaries also help individuals to discuss their concerns and problems, share their opinions, and engage in reflective thinking. Diaries aid teachers to question and monitor what they do in their teaching practices. In this way, teachers consciously examine and analyze their teaching practices. As a consequence of this questioning and analysis, a reflective diary allows for creating awareness and fostering the professional practices of teachers. Writing a diary promotes teachers' self-awareness, helps them to gain consciousness about some issues related to teaching, and enhances their reasoning abilities. Reflective journaling enables teachers to strengthen their practices, raise awareness of and gain understanding about their own beliefs and knowledge about language teaching.

Accordingly, teachers' awareness of their teaching beliefs and knowledge allows them to realize their strengths and weaknesses, and therefore, advance their teaching practices and broaden their perspectives. What is more, writing a regular diary can assist teachers to develop a more profound understanding of their teaching styles, investigate their actions and values, and more confidently look back on their teaching experiences. This reflective tool is beneficial for helping teachers in demanding situations and gaining insights into the difficulties confronted in teaching contexts. Critically reflecting upon classroom processes through a diary allows for gaining autonomy and improving decision-making skills. It also underlines the impact of keeping a diary on becoming more sensitive to students' needs. In addition to the many advantages of diary writing, diary writing is viewed as an effective method that promotes meaningful reflection and increases critical thought on previous teaching experiences. In short, a diary creates a vital opportunity for teachers to critically look back on important incidents and details in the classroom, have a deeper understanding of their skills and practices, and guide them in evaluating their actions and in engaging in critical reflection.

Reflective Video Analysis As well as reflective diaries, video analysis of actual teaching also emerges as another profitable tool that helps for engaging in reflective practice for the sake of enhancing teaching practices. Videos, as a part of reflective teaching, are regarded to be 'an innovative, effective and objectivity-driven tool'. Reflective video analysis can be defined as a way for teachers to record their own teaching, then watch and reflect on their teaching performances for the purpose of increasing the quality of their teaching. Increasing literature highlights the use of videos as a powerful way of improving teachers' ability, becoming more conscious of their own teaching, and encouraging reflective teaching. The use of videos helps teachers to make a critical analysis of their teaching in detail and reflect on that and enhances teachers'

awareness about teaching and learning .As well as increasing awareness and reflection among teachers, the use of videos in teaching provides teachers with other benefits in terms of being more reflective and effective teachers. For example, videos offer an opportunity to understand the link between theory and practice, and make an analysis of the teaching and learning processes by allowing to “replay, freeze, or view actions frame by frame”.

In this way, teachers realize certain aspects of their teaching and compare what they remember about their performance after the class and what they objectively see in the videos. That is, videos are considered as a “mirror” to one’s own teaching since they reveal what really happens in the classroom as an authentic, real-world. Further, video-captured episodes of teaching allow teachers to “keep a record of and investigate their actual performance in detail”, and “help teachers to track their own progress”. In this way, teachers have a great chance of analyzing, reviewing, and reflecting upon their individual, unique teaching practices. With the help of this analysis and evaluation through videos, teachers can identify their problematic areas, strengths, and weaknesses in their teaching performances .Video self-analysis may offer a window into teachers’ actual thinking, which aids researchers to understand the relationship between their beliefs and actions. Video use is an advantageous medium for teachers to develop a more critically reflective approach, ascertain their own teaching behaviors in the classroom, and take actions for improving their professional actions..Video use is one of the effective ways of fostering reflective thinking, bringing about promising changes, creating awareness about one’s individual teaching performances, and thus expanding teacher professional development.

Reflective Peer Collaboration Similar to reflective diaries and video recordings, reflective peer collaboration or session is a core way of engaging in critical reflection. During reflective peer sessions, teachers work and discuss together, produce ideas, interact with one another on their teaching practices, and learn from each other. In this process, communication is an integral part of this reflection. The process that includes actively evaluating oneself ensures a supportive communication for professional improvement In this regard, sharing with peers plays a powerful role in exchanging ideas and facilitating reflective thinking . Reflective peer collaboration is also assumed to have a number of benefits for teacher development. For example, it helps to explore ideas about teaching and learning, enables reflection upon past experiences, enhances teacher quality, and accordingly improves the teaching and learning process. Through peer sessions, teachers have a chance to become more conscious of their beliefs and assumptions and investigate the causes of these assumptions. In addition, it promotes both self-evaluation and collaboration for empowering teaching and facilitating learning. collaborative reflection promotes student achievement by promoting the quality of teachers’ practices as well. collaboration with colleagues can open the way for continuous development and gaining more self-confidence. Besides, working together with other colleagues ‘triggers the sharing of experiences about cases and fosters the building of mutual

understanding of common problems' Therefore, it allows for critically reflecting on classroom problems, trying out new ideas and solutions, creating new ways of instruction, providing fresh viewpoints, reviewing each other's actions, and stimulating teacher growth Similar to reflective diaries and reflective video analysis, teacher collaboration can be also challenging.. It is not only working together but also a process of increasing cooperation with the help of careful planning and practice for the sake of being more reflective practitioners.

7 Reflection activities for teachers:

- **The ratio of interaction** - How much are children responding to the teacher, versus how much they are talking to them? Is there a dialogue of learning in their classroom or is the talking mainly one-sided?
- **Growth vs. fixed mindset** - The way a teacher responds to their students can inspire either a fixed or growth mindset. Praising students for being 'smart' or 'bright' encourages fixed mindsets whilst recognising when they have persistently worked hard promotes growth mindsets.
- **Consistent corrections** - Is the teacher correcting the students consistently? Teachers should avoid inconsistency; such as stopping a side conversation one day but ignoring it the next, as this will cause confusion with students and the feeling that the teacher is being unfair.
- **Opportunities to respond** - Is the teacher giving the students enough opportunities to respond to what they are learning? Responses can include asking students to answer questions, promoting the use of resources such as whiteboards or asking students to discuss what they have learnt with their neighbour.
- **Type and level of questions** - Do the questions the teacher is asking match the method of learning that they want to foster in their classroom? The type of questions they ask their students can include open or closed, their opinion on certain topics, or right or wrong. Is the level of questions they're asking appropriate for the students' level of learning?
- **Instructional vs. non-instructional time** - The more students are engaged in learning activities, the more they will learn. Teachers should try to keep track of how much time they give to learning activities compared to how much is spent on other transitional things such as handing out resources or collecting work at the end of the lesson.
- **Teacher talk vs. student talk** - Depending on the topic, teachers must decide how much students should be talking about what they're learning compared with how much they should be talking to them.

4.5 INNOVATION

Concept :Innovation is usually understood as the introduction of something new and useful, like introducing of new methods, techniques, or practices or new or altered products and services .Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching –learning ,training or management of schools in order to improve efficiency of the institution to overcome problem and difficulties, they face in day to day functioning .The present structure of teacher education is supported by a network of national ,provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in –service programs for serving teachers throughout the country .Teacher education is now becoming more challenging to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has wider the area of responsibilities of the teacher. Now teacher has to perform various role likeencouraging, Supporting and facilitating in teaching –learning situations which 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.

Meaning and Concept of Innovative Practices in Teacher Education

There is wide variation among countries with regard to what they believe constitutes an innovation, reform or development in the teaching learning process .For example, the use of colour chalk and basic audio –visual materials may be regarded as being as educational innovation in some developing regions, whereas in other more affluent countries innovations may refer to the development and use of sophisticated technologies and methods, practices etc. In our country also, this electronic technology has dramatically penetrated in to every area of our society and every aspect of our social and cultural lives. There has been a tremendous shift in the ways and means of education services over the years.

Need and importance of innovative practices: Research and innovations play an important role in improving the quality of teachers and the training imparted to them for all levels of teaching. They demand to introduce new ideas and practices in classroom transaction and other curricular and co-curricular activities .The teachers effectiveness can be enhanced with good leadership and appropriate teaching methodologies .The purpose of teacher education is to prepare teachers who have professional competencies to lead the nation forward through their manifold roles. The biggest challenge any teacher faces is capturing the students□ attention, and putting across ideas in such a way that it stays with them long after they have left the classroom .For this to happen, classroom experience should be redefined and innovative ideas that make teaching methods more effective should be implemented .So here are innovative ideas that will help teachers reinvent their teaching methods and make their classes interesting (1) Creative teaching (2) Audio & Video Aids (3) “Real –

World” Learning (4) Brainstorm (5) Classes Outside the Classroom (6) Role Play (7) Strong-board Teaching (8) Stimulating Classroom Environment (9) Work Together As a Team

4.5.1 Types of Innovative practices in teacher education

4.5.1.1 Activity-based learning

Activities are meant to provide varied experiences to the pupil to facilitate the acquisition of knowledge, experience, skills and attitudes.

- **Meaning** :Anything which is carried out with a purpose in a social environment involving physical and mental action is called as activity. Activity-Based Learning is a **type of teaching where children learn at their own pace through various supervised activities**. It is a more interactive and engaging method of teaching children. It allows for monitoring factors such as coordination, speech, motor skills and social skills amongst other important factors. The method of learning by doing activities is known as activity-based learning. Rather than merely asking children to understand and write notes, activity-based learning allows students to personally engage in their own learning environment through meaningful experiences like problem-solving and autonomous inquiry. This helps to empower children with problem-solving, logical thinking, and imagination skills by enabling them to discover, practise, and think better through activity-based strategies. It is based on effective student teacher interaction.
- **Importance of activity based learning** :Active learning encourages students to inquire, explore, experiment, collaborate and experience the joy of learning . In this technique the role of teachers shifts from that of delivering knowledge to that of facilitating and motivating. Activity Based Learning (ABL) - a child-centric and activity-based pedagogy - provides an example of an approach that has been adopted in primary schools in certain parts of India, taking root in Tamil Nadu and subsequently spreading to other Indian states as well as to others parts of the developing world. The main feature of this approach is that learning is self-initiated, independent and at an individual pace. Unlike a standard classroom setting, it allows for multi-age and multi-grade learning to occur. Again, unlike a standard classroom setting, each child progresses at their own pace along what is called a ‘learning ladder’. The concept of a learning ladder is that each rung depicts mastery of a given competency which a child must achieve before progressing on to the next milestone. This pedagogical approach is more conducive to supporting differentiated learning whilst allowing the teacher to deal with mixed-ability classes. This pedagogy is more amenable to situations where there is a dearth of teachers or where their levels of education and training are low.

The concentration in activity-based learning is on autonomous inquiry and study. This teaching approach allows students to be critically inquisitive, consider creatively, and learn about their own learning by asking them to

work through their own or in organized teams. This self-directed learning method, in particular, facilitates their knowledge accumulation both within and outside of the educational system.

The child builds self- confidence and develops understanding through work and play in groups.

Activities can be of the following types

- 1) Exploratory
- 2) Constructive-Experience getting
- 3) Expressional -presentation

4.5.1.2 Experiential Learning:

Experiential learning is a teaching – learning strategy where in learners learn by doing practically by appreciating the realworld relevance of the subject which helps the students to retain the concepts for a longer period. Such learning by nature, enables the development of a variety of capabilities, such as planning, team work, coping with stressful situations, responsibility and leadership (Davidovitch, N., Yavich, R., Keller, N., 2014).

The term ‘experiential learning’ is being used with two connotations. On the one hand, it is used to describe the learning where a student acquires and applies knowledge, skills and feelings in an immediate and relevant setting. It thus involves a ‘direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it”

The second connotation of experiential learning is “education that occurs as a direct participation in the events of life” (Houle, 1980). Unlike in the first connotation, learning here is not sponsored by some formal educational institution but is undertaken by people themselves. It is learning that is achieved through reflection upon everyday experience and is the way that most of us do our learning.

Morris T. Keeton and Pamela J. Tate (1978) offered this definition of experiential learning: “[L]earning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process”

Boud, Cohen and Walker (1993) believed that experiential learning is premised on a set of assumptions about learning from experience that may be organised as:

- experience is the foundation of, and the stimulus for, learning
- learners actively construct their own experience
- learning is a holistic process
- learning is socially and culturally constructed
- learning is influenced by the socio-emotional context in which it occurs.

Experiential learning theory is a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction

Kolb's Experiential Learning theory is one of the most popular and most frequently cited educational theories. The Experiential Learning theory involves studying in four phases connected with doing, sensing, observing, reflecting, thinking and planning. According to Kolb, learning is cyclical in nature. The four-component cyclical mode of learning is known as the 'Kolb Learning Cycle'.

For successful learning, the learner should involve actively in all the four modes, i.e. Concrete experience (CE), reflective observation (RO), abstract conceptualization (AC) and active experimentation. The first stage requires the learner to be open minded towards new experiences and fully immerse themselves in gaining knowledge from the experience. The second stage is reflective observation, which is indispensable to any successful learning. As the stage suggests, the learner must reflect on the experience and observe any meaningful knowledge from various perspectives. This is followed by the abstract conceptualization stage where the knowledge gained from the two stages are integrated. In other words, integrate their observations with their past experience and create concepts. The last stage in the experiential cycle is the active experimentation, in which the learner transforms the new knowledge gained from observing and reflecting on the experience to theories that could be applied in making decisions and problem solving.

Importance of experiential learning: Experiential learning places the attention on the learners. Experiential learning also encourages teaching that diverges from the traditional approach to pragmatic learning. In the traditional approach, the teacher is the central stream of information who drills the learners in what they have to accomplish. This method of teaching does not equip learners with the skills and competencies to cope in an ever-changing world. Learners need to develop critical thinking and life-long learning skills. Teachers must therefore rethink whether their strategies are in line with teaching learners the necessary Life Sciences' skills. It is important that teaching and learning styles are congruent so that maximum learning can take place. Learners are able to integrate many disciplines (performing arts, music, information and communication technology, education, engineering, performing arts, among others) and gain numerous skills while enjoying what they do. I'm not sitting you down here to tell you anything, go out there and experience life, then come in here and say what you experienced so we can place your unique experience in an already partially understood, accepted and archived framework so you are better able to appreciate it and pass it on to the next generation. Successful experiential learners have the capacity and willingness to reorder or alter their conception of any given topic. Because they can reason for themselves they are successfully able to explain and clearly articulate their position. They tend to undertake tasks independently and manage themselves without the need for an instructor, whether they operate alone or in a group.

1. Use of multiple senses can increase retention of what is learned
2. Multiple teaching/learning methods can be integrated to maximise creativity and flexibility
3. Client-centred learning becomes the focus
4. The process of discovery of knowledge and solutions builds competence and confidence
5. Learning is more fun for both students and teachers
6. If clients are more actively engaged in learning, they have a greater stake in the outcome of what they learn and are less likely to become discipline problems
7. Students can learn life skills that will be used over and over.

Teaching incorporates technology in to teaching learning methods to create a rich learning experience for students and a rewarding teaching experience for faculty. With the increase of the globalization, educators are required to have the ability to adapt to technological changes and meet the new needs to solve complex problems. To address this challenge, active methods of teaching and learning are required with a particular emphasis on making the connection between theory and practical application that helps the students to understand the content of the course. With the use of these active methods, students are required to evaluate project scenarios with a diverse range of external and internal variables that require both technical and non-technical skills during the solution process. So, the use of active methods improves the understating of basic concepts, encourages deep and creative learning, and develops teamwork and communication skills, responsibility and leadership .

Six characteristics of experiential learning:

1. Learning is best conceived as a process, not in terms of outcomes. Although punctuated by knowledge milestones, learning does not end at an outcome, nor is it always evidenced in performance. Rather, learning occurs through the course of connected experiences in which knowledge is modified and re-formed. As Dewey suggests, "...education must be conceived as a continuing reconstruction of experience: ... the process and goal of education are one and the same thing" (1897, p. 79). 5
2. All learning is re-learning. Learning is best facilitated by a process that draws out the learners' beliefs and ideas about a topic so that they can be examined, tested and integrated with new, more refined ideas. Piaget called this proposition constructivism—individuals construct their knowledge of the world based on their experience.
3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. Conflict, differences, and disagreement are what drive the learning process. These tensions are

resolved in iterations of movement back and forth between opposing modes of reflection and action and feeling and thinking.

4. Learning is a holistic process of adaptation. Learning is not just the result of cognition but involves the integrated functioning of the total person—thinking, feeling, perceiving and behaving. It encompasses other specialized models of adaptation from the scientific method to problems solving, decision making and creativity.
5. Learning results from synergetic transactions between the person and the environment. In Piaget's terms, learning occurs through equilibration of the dialectic processes of assimilating new experiences into existing concepts and accommodating existing concepts to new experience. Following Lewin's famous formula that behavior is a function of the person and the environment, ELT holds that learning is influenced by characteristics of the learner and the learning space.
6. Learning is the process of creating knowledge. In ELT, knowledge is viewed as the transaction between two forms of knowledge: social knowledge, which is co-constructed in a socio-historical context, and personal knowledge, the subjective experience of the learner. This conceptualization of knowledge stands in contrast to that of the "transmission" model of education in which pre-existing, fixed ideas are transmitted to the learner.

In experiential learning, the learner's individual learning style and natural preferences are taken into consideration and growth occurs from the inside, as opposed to the transfer of skills and competencies into a learner from the outside. In such an inclusive environment, the learner can develop in his own way as methods and strategies that are most comfortable to the learner are organised to make the learning experience enjoyable. Often there are unknown and unpredictable outcomes that have the potential to sustain the activities.

4.5.1.3 Co-operative learning

It is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member. Cooperative learning structures have been in and out of favour in American education since the early 1900s, when they were introduced by the American education reformer John Dewey. Cooperative learning is described as small groups of students organized for study.

Cooperative learning is sometimes thought of simply as 'group work,' but groups of students working together might not be working collaboratively. Cooperative learning is group learning activity organised. Learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.- Oslen and Kegan.

Cooperative learning is a successful teaching strategy in which small teams, Each with students of different levels of ability ,use a variety of learning activities to improve their understanding of the subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of successfully understand and complete it. One of the most important characteristic of cooperative learning is that students plan their own learning through open ended tasks rather than following the teacher's assignments. It places learning responsibility on students and makes learning more fun.

Importance of cooperative learning: Cooperative learning

- 1) Promotes student learning an academic achievement
- 2) Increase student retention
- 3) Enhance student satisfaction with their learning experience.
- 4) Helps students develop skills in oral communication
- 5) Increases in self esteem through the feelings of being respected and cared for by others
- 6) Reduce loneliness
- 7) Increase in positive feelings towards others.
- 8) Make views of the learner positive
- 9) Help to produce connectedness.
- 10) Students work effectively
- 11) Student work with each others in cooperative spirit
- 12) Help build relationships
- 13) Help student work with others with capabilities
- 14) Develop students' social skills
- 15) Promote student self esteem
- 16) Help to promote positive race relations.
- 17) Gives opportunity to work productively together.

4.5.1.4 Collaborative learning

It occurs when students work together in small groups and everyone participates in a learning task. There is a range of collaborative learning approaches, each involving different kinds of organisation and tasks (Education Endowment Foundation, 2015). With a focus on meaningful learning, the teacher uses strategies (such as cooperative learning strategies and strategic selection of groups) to establish an

atmosphere of cooperation and collaboration. Collaborative learning is supported by designing meaningful tasks and inviting group responses to questions. Collaborative learning relies on students actively participating in negotiating roles, responsibilities and outcomes. Their collaboration may involve projects undertaken by the whole class, such as an environmental project in the school or a community survey.

This strategy is demonstrated when the teacher

- regularly sets group tasks and establishes ground rules about how groups operate
- explicitly teaches students to work as a team by assigning different roles within groups so that students take responsibility for particular aspects of tasks
- differentiates learning by assigning group content based on student readiness
- designs tasks that require sharing expertise and ensuring each student's contribution is valued by other students
- promotes interactions by organising students in flexible groupings in which group membership varies and may be based, for example, on friendship, mixed academic ability or common interests.

Innovative Practices and their Implications

There may be several advantages of using innovative practices in teacher education. A few of them are given below;

a) Student Motivation Levels Increases:

innovative practices are easy to manage the students and direct them towards the task. There is no chance of students' distraction which ultimately increases the motivation level of students. .

b) Removing Stressful tasks:

innovative practices are better in satisfying teachers' experience and make tedious tasks simple and easy to understand which makes students to be busy and engaged, thus remove stressful task of teachers.

c) Self-Learning:

innovative practices provide self-learning opportunity to learners. Learning may not be directed towards teachers' objectives in classroom teaching but extra coordination can be observed in the classroom.

d) Extension of students thinking:

Ideas and thinking of students may go beyond teachers' capabilities and experience which may bring and provide double confidence of levels of teachers.

e) **Active Learning Process:** using innovative practice in teacher education students may go beyond the teacher's own subject of expertise. Learning becomes active and complex subject matter becomes easy.

f) **Instruction to the right learner:** Teachers feel easy to spend time with students that need extra attention and practice to catch up with the subject.

g) **Attention:** Using innovative practices slow learners have also concentration on the teaching-learning process without deviation and distraction.

h) **Changing Status and Roles of Teachers:** Teacher Education is one of the most accessible accounts of the choices facing educational systems regarding teacher preparation. Innovative practices have a strong focus on developing the teachers' pedagogical knowledge and ability to apply that knowledge in teaching learning process which brings confidence in teachers and creativity in teaching profession. There is a challenge for teacher educators to articulate for themselves the set of theories and practices that will best enable them to have the most positive impact on the teachers they educate in the context of really preparing teachers to implement the curricula and assessment modes of the 21st century.

4.6 LET US SUM UP

We have discussed about the concept of models of teaching and the different approaches of the models like the behaviourist approach, inquiry model approach and competency based approach. Each of the models are different and are useful for a teacher according to the context. Reflective teaching and their importance to the teacher and her students as also discussed. Innovation is the need of the hour. The concept, importance and types of innovative practices such as collaborative learning, co-operative learning and experiential learning was also discussed in this unit.

4.7 UNIT END EXERCISE

- 1) What is meant by behaviourist approach as a model of teacher education?
- 2) Explain the concept and importance of reflective teaching.
- 3) How is collaborative learning technique useful for a teacher?
- 4) Explain any two types of innovative practices which can be used by a teacher in her classroom.
- 5) Elaborate the different strategies to promote reflective thinking in the classroom.

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TEACHER EDUCATION AS A PROFESSION

Unit Structure :

- 5A.0 Objectives
- 5A.1 Introduction
- 5A.2 Concept of Profession
- 5A.3 Concept of Professionalism and Dimensions
- 5A.4 Developing Professionalism for Teacher Educators
- 5A.5 Developing Professional Ethics and Professional Code of Ethics for Teacher Educators
- 5A.6 Let us sum up

5A.0 OBJECTIVES :

After reading this unit you will be able to :

- Know about the concept of profession.
- Relate and differentiate between profession and professionalism.
- Explain how to develop professionalism for teacher educators.
- Explain how to develop professional ethics and code of ethics for teacher educators.
- Define teacher effectiveness.
- State the components of teacher effectiveness.
- Know performance appraisal.
- Explain how performance appraisal helps in enhancing and evaluating teacher effectiveness of teachers and teacher educators.

5A.1 INTRODUCTION :

Teaching is a profession-indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training of the practitioners is considered to be one of the important characteristics of a profession. Therefore, in order to befit the teachers to their roles, a sound professional training is needed. Induction training and continuous education thereafter equips the teachers with

adequate knowledge and skills to perform their professional functions. Hence, the training of the teachers assumes special importance. Professional training of a teacher implies his mastery in knowledge of the subject, in pedagogy and teaching techniques.

Training of teachers is an important component of teacher education. Teacher education covers in its ambit the whole gamut of activities involved in the accomplishment of the teaching profession. Teacher education denotes a real and holistic perception of teacher for that task they are required to perform and to continuously upgrade their professional skills. Therefore, in this unit we will discuss about profession, professionalism and how to develop professionalism, professional ethics and professional code of ethics for teacher educators. We also discuss about teacher effectiveness, its components and how to enhance and evaluate teacher effectiveness through performance appraisal.

5A.2 CONCEPT OF PROFESSION :

From Wikipedia, the free encyclopedia

“A profession is a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain.”

History :

Classically, there were only three professions : Divinity, Medicine, and Law. The main milestones which mark an occupation being identified as a profession are :

1. It became a full-time occupation;
2. The first training school was established;
3. The first university school was established;
4. The first local association was established;
5. The first national association was established;
6. The codes of professional ethics were introduced;
7. State licensing laws were established.

Just as some professions rise in status and power through various stages, so others may decline. This is characterized by the red cloaks of bishops giving way to the black cloaks of lawyers and then to the white cloaks of doctors. With the church having receded in its role in western society, the remaining classical professions (law and medicine) are both noted by many as requiring not just study to enter, but extensive study and accreditation above and beyond simply getting a university degree. Accordingly more recently-formalized disciplines, such as architecture, which now have equally-long periods of study associated with them.

Although professions enjoy high status and public prestige, all professionals do not earn the same high salaries. There are hidden inequalities even within professions.

Examples of Professions :

Professionals include, for example : Lawyers, Engineers, Professors, Military Officers and Non-Commissioned Officers, and Qualified Teachers, Architects, Accountants, Notaries, Advocates, Actuaries, Dentists, Midwives, Pharmacists, Medical Technologists, Nurses and Physicians.

Formation of a Profession :

A profession arises when any trade or occupation transforms itself through “the development of formal qualifications based upon education, apprenticeship, and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights.”

Regulation :

Professions are typically regulated by status, with the responsibilities of enforcement delegated to respective professional bodies, whose function is to define, promote, oversee, support and regulate the affairs of its members. These bodies are responsible for the licensure of professionals, and may additionally set examinations of competence and enforce adherence to an ethical code of practice. However, they all require that the individual hold at least a first professional degree before licensure. There may be several such bodies for one profession in a single country.

Autonomy :

Professions tend to be autonomous, which means they have a high degree of control of their own affairs : “Professionals are autonomous insofar as they can make independent judgements about their work.” This usually means “the freedom to exercise their professional judgement.”

Professional autonomy which is an essential characteristic of the concept of professional ideology is based on three claims.

- First, the work of professional entails such a high degree of skill and knowledge that only the fellow professionals can make accurate assessment of professional performance.
- Second, professionals are characterized by a high degree of selflessness and responsibility, that they can be trusted to work conscientiously.

- Third, in the rare instance in which individual professionals do not perform with sufficient skill or conscientiousness, their colleagues may be trusted to undertake the proper regulatory action.

However, it has other meanings. “Professional autonomy is often described as a claim of professionals that has to serve primarily their own interests... this professional autonomy can only be maintained if members of the profession subject their activities and decisions to a critical evaluation by other members of the profession.” The concept of autonomy can therefore be seen to embrace not only judgement, but also self-interest and a continuous process of critical evaluation of ethics and procedures from within the profession itself.

Status and prestige :

Professions enjoy a high social status, regard and esteem conferred upon them by society. This high esteem arises primarily from the higher social function of their work, which is regarded as vital to society as a whole and thus of having a special and valuable nature. All professions involve technical, specialized and highly skilled work often referred to as “professional expertise.” Training for this work involves obtaining degrees and professional qualifications (see Licensure) without which entry to the profession is barred (occupational closure). Training also requires regular updating of skills through continuing education.

Power :

All professions have power. This power is used to control its own members, and also its area of expertise and interests. A profession tends to dominate, police and protect its area of expertise and the conduct of its members, and exercises a dominating influence over its entire field which means that professions can act monopolists, rebuffing competition from ancillary trades and occupations, as well as subordinating and controlling lesser but related trades. A profession is characterized by the power and high prestige it has in society as a whole. It is the power, prestige and value that society confers upon a profession that more clearly defines it.

Characteristics of a Profession :

The list of characteristics that follows is extensive, but does not claim to include every characteristic that has ever been attributed to professions, nor do all of these features apply to every profession :

1. **Skill based on theoretical knowledge :** Professionals are assumed to have extensive theoretical knowledge (e.g. medicine, law, scripture or engineering) and to possess skills based on that knowledge that they are able to apply in practice.
2. **Professional association :** Professions usually have professional bodies organized by their members, which are intended to enhance the

status of their members and have carefully controlled entrance requirements.

3. **Extensive period of education** : The most prestigious professions usually require at least three years at university. Undertaking doctoral research can add a further 4-5 years to this period of education.
4. **Testing of competence** : Before being admitted to membership of a professional body, there is a requirement to pass prescribed examinations that are based on mainly theoretical knowledge.
5. **Institutional training** : In addition to examinations, there is usually a requirement for a long period of institutionalized training where aspiring professionals acquire specified practical experience in some sort of trainee role before being recognized as a full member of a professional body. Continuous upgrading of skills through professional development is also mandatory these days.
6. **Licensed Practitioners** : Professions seek to establish a register or membership so that only those individuals so licensed are recognized as bona fide.
7. **Work autonomy** : Professionals tend to retain control over their work, even when they are employed outside the profession in commercial or public organizations. They have also gained control over their own theoretical knowledge.
8. **Code of Professional conduct of ethics** : Professional bodies usually have codes of conduct or ethics for their members and disciplinary procedures for those who infringe the rules.
9. **Self-regulation** : Professional bodies tend to insist that they should be self-regulating and independent from government, Professions tend to be policed and regulated by senior, respected practitioners and the most highly qualified members of the profession.
10. **Public service and altruism** : The earning of fees for services rendered can be defended because they are provided in the public interest, e.g. the work of doctors contributes to public health.
11. **Exclusion, monopoly and legal recognition** : Professions tend to exclude those who have not met their requirements and joined the appropriate professional body. This is often termed professional closure, and seeks to bar entry for the unqualified and to sanction or expel incompetent members.
12. **Control of remuneration and advertising** : Where levels of remuneration are determined by government, professional bodies are active in negotiating (usually advantageous) remuneration packages for their members. Though this is sometimes done in sometimes done

in good intention but can be proven good when the partner, family or mentor recommend something contrary to the general norms. This was further buttressed in the world bank essay paper written by Idiario Abdulazeez Paper Challenges and associated solutions for companies working together in collective action to fight corruption. This has caused for global audience and even the worldbank launched an international competition in it people are used to Some professions set standard scale fees, but government advocacy of competition means that these are no longer generally enforced.

- 13. High status and rewards :** The most successful professions achieve high status, public prestige and rewards for their members. Some of the factors included in this list contribute to such success.
- 14. Individual clients :** Many professions have individual fee-paying clients. For example, in accountancy, “the profession” usually refers to accountants who have individual and corporate clients, rather than accountants who are employees of organizations.
- 15. Middle-class occupations :** Traditionally, many professions have been viewed as ‘respectable’ occupations for middle and upper classes.
- 16. Male-dominated :** The highest status professions have tended to be dominated although females are closing this gender gap Women are now being admitted to the priesthood while its status has declined relative to other professions. Similar arguments apply to race and class : ethic groups and working-class people are no less disadvantaged in most professions that they are in society generally.
- 17 Ritual :** Church ritual and the Court procedure are obviously ritualistic.
- 18 Legitimacy :** Professions have clear legal authority over some activities (e.g. certifying the insane) but are also seen as adding legitimacy to a wide range of related activities.
- 19 Inaccessible body of knowledge :** In some professions, the body of knowledge is relatively inaccessible to the uninitiated. Medicine and law are typically not school subjects and have separate faculties and even separate libraries at universities.
- 20 Indeterminacy of knowledge :** Professional knowledge contains elements that escape being mastered and communicated in the form of rules and can only be acquired through experience.
- 21 Mobility :** The skill knowledge and authority of professionals belongs to the professionals as individuals, not the organizations for which they work. Professionals are therefore relatively mobile in employment opportunities as they can move teacher employers and

their talents with them. Standardization of professional training and procedures enhances this mobility.

Teacher Education as a Profession :

Teachers play a vital role in the improvement of the quality of education. In any assessment of the educational system, it is important to know whether there are enough teachers, who are not only well qualified to each different subjects, but are also able to cope with the changing curriculum and growth in knowledge. It is important to know about the facilities that exist for upgrading their knowledge and improving their skills of teaching.

The professional development of teachers has received a great deal of attention in all countries, including India. The volume of professional and research literature on in-service education and professional development is also considerable. In comparison, the attention that teacher education has received is marginal. Even when research and policy initiatives are directed towards teacher education, the focus is on curriculum reform, programme structure, institutional development, instructional resources, and the like. The content of teacher educators' professional development is rarely examined and critiqued. More specifically, the concept of an identifiable body of Knowledge a knowledge base for teacher education does not seem to have been addressed so far in any meaningful way.

Eraut draws a useful distinction between propositional knowledge and personal knowledge. The former owes its origin to institutions of higher education where it is developed, organized and codified. It acquires academic status and legitimacy. It becomes public knowledge, available for further research and testing. Personal knowledge is that which resides within the working professional. It is obtained over many years from observation, social interaction and experience, and gets reflected in the person's performance. In fact, it forms an important part of a person's competence. Eraut's map of professional knowledge provides useful guidance for those about to engage in the difficult task of determining the knowledge base of a profession. Such a map is needed for teacher education for several reasons :

- i) To correct wrong notions about teacher education that are in circulation.
- ii) To illuminate the debate about theory-practice links and the role of experiential learning.
- iii) To highlight aspects of knowledge that have been somewhat neglected in the teacher education programmes.
- iv) To shed light on the growing debate about competence based approaches to professional standards and qualifications.

The term professionalism is used to describe the methods, manner, and spirit of a profession and of its practitioners. Each profession has its own

culture derived from the role of its practitioners and the expectations the society at large has with respect to the professional service.

If teacher education is to become a truly professional enterprise fundamental changes are needed in the way teachers, colleges and departments of education operate. The bureaucratic – administrative model needs to be replaced by a professional – managerial model. The following comparison of the two models is intended to help visualize the needed change.

The Administrative – bureaucratic model :

Largely a legacy of the British rule in India, the administrative bureaucratic hierarchical model has taken deep roots in our country and is reflected, in varying, degrees, in almost all types of organizations, public as well as private.

The Managerial – Professional Model :

By contrast, this model derives its characteristics from two sources, the body of knowledge called management developed in the context of business and industry but by no means limited to them, as well as from the values inherent in professionalism.

**Table 1 : Comparison of Characteristics of the
Administrative-Bureaucratic Model and Managerial Model**

The Administrative – bureaucratic Model	The Managerial-professional Model
Input orientation	Output orientation
Accountability for maintenance and control	Accountability for growth and outcomes
Relationships based on authority and jurisdiction	Relationships based on expertise and autonomy
Rigidity in rules and procedures	Flexibility in rules and procedures
Reward system linked to seniority	Reward system linked to performance

The Image of Teacher Education :

It would be useful to review the basic assumptions and reality of teacher education in order both to understand the image problem in its historical perspective and to create an appropriate agenda to deal with it. Some of the basic assumptions underlying university based teacher education programmes are as follows :

- i) That there is a common body of knowledge theory and skills associated with teaching that must be acquired by every prospective teacher;
- ii) That universities are the repositories of this professional knowledge;
- iii) That universities tend to be future oriented with respect to professional needs and development;
- iv) That colleges and departments of teacher education enjoy congenial relationship with academic departments and research activity in higher education;
- v) That teacher education programmes are best managed when associated with professional research and development and service activities;

How does reality (the prevailing situation in teacher education generally) fit with these assumptions? Critics point out the following.

- i) Preparation of public school teachers is viewed by many as a low level academic enterprise, counter to the intellectual traditions of the university;
- ii) Teacher education departments have not developed adequate programmes for knowledge synthesis. We do not have a coherent theory for the utilization of academic disciplines in preparing teachers;
- iii) Students in teacher education programmes are generally a theoretical and practice-oriented, and show little confidence in or felt need for research and theory;
- iv) Research provides conflicting evidence regarding the influence of university – based teacher education programmes in shaping the professional perspective of students. It is described as liberal, conservative, or non – existent;

An analysis of these assumptions and reality leads to two fundamental problems for teacher education.

- i) Unlike in the more mature professions, such as medicine and law, there is little consensus among teacher educators as to whether a prescribed body of professional knowledge is really necessary in order to prepare a practitioner and if so, what the ingredients of this knowledge are, or should be.
- ii) Although teacher education institutions, public schools, and state departments and agencies of education are the principal partners in preparing and certifying teachers, there seem to be major differences in their role concept, convictions, and values.

Healthy Practices in Teacher Education :

Theoretical aspect of professional management of teacher education is clarified and glorified in all its dimensions. When it comes to practical reality in teacher education institution it is a matter of divine glory of the

time. There has been knowledge explosion in every discipline. A college / university teacher has to continuously update his / her knowledge in his / her chosen field of expertise, or run the risk of becoming totally outdated in a very short period of time.

While the really motivated and industrious teachers use their own resources to keep themselves abreast of new knowledge and to train themselves in the latest processes, methodologies and techniques of teaching, it is necessary to provide systematic and organized orientation programmes for the large number of teachers at the college and university level.

The Academic Staff Colleges developed by University Grants Commission under the National Policy on Education (1986) has the main philosophy to keep in mind that teacher is central to the system. While it is universally accepted that the teacher is the pivot of the educational system, our system does not provide adequate opportunities for their professional development. It is, therefore, necessary to develop inbuilt mechanisms to provide opportunities for teacher within the framework of knowledge society. It is also accepted that a teacher must not be confined only to transmitting information, she / he must also orient students to meet the challenges of life, to not merely become a trained professional, but also a better citizen.

It was believed in the past that a college / university teacher learnt the 'art' of teaching on the job by emulating outstanding models such as his / her own teachers or senior colleagues. The stock – in – trade of the college / university teacher has always motivated the students. Today, it is no longer possible to expect a newly appointed teacher to acquire the 'art' of teaching by emulating his / her peers.

The concept of an orientation programme emphasizes teachers as agents of socio-economic change and national development. As per the guideline issued by UGC it is intended to inculcate in young lecturers the quality of self reliance through their awareness : inner and outer. In order to achieve this objective, the curriculum for the orientation course includes the following four components with minimum of 144 contact hours, that is six hours daily for a four – week programme.

- Component A : Awareness of linkages between society, environment, development and education.
- Component B : Philosophy of education, Indian education system and pedagogy.
- Component C : Resource awareness and knowledge generation.
- Component D : Management and personality development.

The above components are illustrative in nature depending upon the requirements of lectures and their academic background, the Academic Staff College is empowered to select the number of topics and methodologies of teaching.

One of the major criticisms of teacher education as a profession, or perhaps as one claiming professional status, is the lack of an identifiable body of knowledge that is established by a consensus as a prerequisite of effective performance as a practicing teacher. While the criteria that distinguish the profession from other occupations are subject to continuous revision and refinement, the validity of at least some of these has never been questioned. Foremost among these relates to the knowledge base. As Eraut points out, “The power and status of professional workers depend to a significant extent on their claims to unique forms of expertise which are not shared with other occupational groups and which are valued by society.”

Check your progress :

1. Define profession
2. Give example of some Profession
3. Explain any three characteristics of Profession.
4. Explain the managerial Professional model.

5A.3 CONCEPTS OF PROFESSIONALISM :

It is sometimes difficult to identify the true meaning of professionalism. Many individuals use professionalism as a façade to cover their lack ability to perform their job effectively. Others use it to for intimidation to gain power. Still others use it as a way to impress the unknowing. However, it seems that very few individuals use it for its original intent to provide a foundation for effective communications and efficient performance.

Different people have different opinions about the term “Professionalism”. We will now discuss different views about it. This can cause considerable confusion for someone trying to define professionalism in their own career. But, you should always keep one point in your mind that the core definition of Professionalism is always the same. A general, raw view is “professionalism is a focused, accountable, confident, competent, motivation toward a particular goal, with respect for hierarchy and humanity, less the emotion.” What this means is that you leave out the outbursts and emotional thralls that accompany stressful situations and success. You maintain focus, with a sense of urgency, and accept responsibility on a path towards a specific goal. In the process, you maintain respect for your superiors, peers, and subordinates as well as respect them as human beings.

Dictionary meaning of professionalism is the expertness characteristics of a professional or the pursuit of an activity as an occupation. We often talk about the quality of what we do and measure the professionalism of our work against others. Although we often use different terms, the overall meaning is the work of 'x' is more professional than 'y'. Some views are given below for getting more idea about it.

- “Professionalism is the expertness characteristic of a Professional person.”
- “Professionalism is following the rules and regulations and have the courage to change them.”
- “Professionalism is balancing the personnel and professional life. It means to be practical and professional in life. One who has skills, knowledge and attitude and uses them is called a professional. The attitude which a professional shows is called professionalism.
- “Professionalism is all about attitude towards work i.e. the dedication, sincerity with which you approach to your work, the work which makes you earn money.”

To get clear idea about Professionalism you should agree on something that just because one is professional, he or she automatically does not exhibit professionalism. A very general, raw idea of Professionalism is a bundle of the following concepts :

- A focused approach
- Pride in what one is doing
- Confident
- Competent
- Motivation towards a particular goal
- Accountability
- Respect for people irrespective of rank, status and gender
- Responsibility whole on the path to a particular goal
- Commitment to word and deed and
- Control of emotions well

From the above discussions you may got idea about Professionalism. It is anything done with lot of common sense. It is something done with end result in mind. It is something that is done with planning. It is something where person shows forward thinking.

It means it is not important that what types of work you are doing but important that how you are doing it. To develop professionalism you should follow the following criteria.

- Have pride in yourself and confident in your abilities
- Do your best and be your best
- Achieve your full potential
- Be on time no matter what
- Dress for the job

You should follow the quotes “Professionalism is knowing how to do it, when to do it and doing it.”

In short, professionalism are language, behaviour, act, dress and work. It has to do with how to handle ourself in situations. It is the character, spirit and competencies demonstrated by the standing practice of the profession. The challenge of maintaining professionalism involves subscribing to the ideal behaviours and values shared by colleagues.

Dimensions of Professionalism

There are four main dimensions, or standards, of professionalism in the field of teaching are;

- 1) Professional Knowledge
- 2) Competence
- 3) Commitment to the Ethical Standard
- 4) Personal Characteristics

1) Professional Knowledge

Professional knowledge is essential knowledge of best practices within the field. For example, knowing that three-year-old children learn best through manipulation of materials. A three-year-old will learn to count a lot better with counting bears or sorting mats, than looking at a worksheet about how to count. We need to be able to honestly share that knowledge, sometimes with our colleagues, and very often with parents.

Another aspect of professional knowledge is understanding the way children learn and grow, and applying that knowledge. That's part of what separates us from the rest of the education field. Early childhood professionals focus on teaching the way that children learn, and the way that the brain acquires skills and information, versus trying to teach to the actual skill. As teachers, as facilitators of the environment, we can apply this knowledge to engage children in a way that will maximize learning.

Professional knowledge also includes staying in the know about issues that affect young children and their families. This might include learning more about legislation that relates to early childhood or young children. It might mean staying up-to-date with school zonings, or changes in curriculum in the public school realms. We have a responsibility to stay current on issues that pertain to our children and families. Additionally, it is beneficial for us to stay up-to-date on issues that affect early childhood

professionals and our work with young children and families. Are there issues that involve how we can do our job better, or how we can be more successful? Perhaps new research has emerged suggesting new techniques that would benefit how we teach the children in our classroom.

2) Competence

The next dimension of professionalism is competence. Competence has many facets. First, when we portray ourselves as competent in our skills and our professional abilities, we exhibit a professional image. Parents want to know that we are capable and competent in our position. When a parent picks up their child, if something happened to the child during the day (e.g., they hit their head), it is frustrating when they are told "I don't know what happened to your child. I wasn't in the room because I was on break." Those kinds of phrases make us seem less competent in our work. A better answer would be to tell them, "I'm not sure, but let me find out for you." That presents a more professional image to your parents.

There are a wide variety of things we can do to portray competence. One of the things we can do is to get to know the children in our classroom. Remember their names, get to know their personalities, find out their preferences. Parents are impressed when you know what their child likes and doesn't like, as well as when you know a little bit about their temperament and personality.

Portraying competence also can include developing a philosophy of education. It includes assessing the growth and development of children, as well as your own growth and development as a professional. If you want to put forth the competent image that you are well-prepared, that requires a lot of planning, reflecting and thinking. Review your lesson plan, and determine whether or not you are meeting your learning goals. Are you challenging the children enough? Are you challenging them too much? It is also essential that we report data, either to parents or to other stakeholders, such as your director. It may be necessary to submit information to your state legislators, or other people who are responsible for funding your program.

As stated earlier, in order to maintain a competent and professional image, we need to seek out professional development opportunities. Early childhood professionals wear a lot of hats, so to speak. As such, we should make an effort to go above and beyond what is required of us, to ensure that we obtain enough professional development hours to remain competent and current in all aspects of our field.

As a professional, possessing a strong understanding of what's developmentally appropriate and why will allow us to best serve not only the children, but also help to educate younger, newer teachers. Sometimes people will express their dislike or dread in training new teachers, claiming that it is exhausting. Our field is known for having a high rate

of turnover. Sometimes just as soon as we train someone, they leave and we have to start all over. However, we need to put aside that frustration and realize that someone a long time ago took the time to train us. We must make sure that we're growing and grooming that next set of professionals. Part of that process is understanding child development, and being able to apply it and explain it to others.

We need to be able to observe and assess children's behavior for use in planning and individualizing curriculum. The ability to assess children's behavior is a skill that takes a lot of practice, and involves using the ABC mentality. In other words, we need to recognize the antecedent, the behavior, and the consequence for the behavior. How is the child benefiting from this action? What kind of reward or consequence is coming because of the behavior? How do we stop that cycle? If we're not good observers, it becomes very difficult for us to truly evaluate why children are acting a certain way. If we are not good at assessment, we will have difficulty ascertaining how our learning goals are being met, or if our lesson plans are effective. Are we challenging children enough, or too much? Are we frustrating children because we're expecting them to do things that they are not biologically ready to do yet? That's all part of observing and assessing, so that we can implement an appropriate and individualized curriculum, as well as a welcoming and safe classroom environment.

Some key areas where we can exhibit competence:

- Philosophy of Education
- Planning
- Assessment
- Reporting
- Thinking and Reflecting
- Teaching
- Collaborating

Developing a philosophy of education. A philosophy of education is a set of beliefs about how children develop and learn, and what and how they should be taught. Developing your own personal philosophy of education can be a little bit overwhelming, because you need to evaluate the reasons why you believe what you believe. There is no right or wrong answer, because it is your opinions and beliefs.

3) Commitment to the Ethical Standard

Commitment to the Ethical Standard is the third dimension of professionalism. This is responsible behavior with children, families, colleagues, and community members.

It includes seven core values for ethical conduct:

1. Appreciate childhood as a unique and valuable stage of the human life cycle. Early childhood does not exist so that we can hurry children along and make them kindergartners faster. It is a valuable and unique stage that needs to be valued and respected, and taken for what it is, in all those opportunities for learning.
2. Base our work on knowledge of how children develop and learn. We need to understand how the brain of a developing young child works.
3. Appreciate and support the bond between the child and family. We don't try to replace that or alter that bond in any way.
4. Recognize that children are best understood and supported in the context of family, culture, community, and society. Remember that they don't develop in a vacuum.
5. Respect the dignity, worth, and uniqueness of each individual. This includes not only the children we teach, but also family members and colleagues. We respect and support each other.
6. Respect diversity in children, families, and colleagues.
7. Recognizing that children and adults achieve their full potential in the context of relationships that are based on trust and respect. During this presentation, we've talked a lot about relationships. It is critical to remember that both adults and children thrive when they are in trusting and respectful relationships.

4) Personal Characteristics

The fourth dimension of professionalism involves some personal characteristics, which fall into four categories:

1. Personal Character
2. Emotional Qualities
3. Physical Health
4. Mental Health

Personal character. Having a love and true respect for children is something that cannot be taught. That's something that you're born with. Also, as alluded to earlier, having an understanding of children and their families is important as well, in order to develop positive relationships. A professional must exhibit ethical behavior. This means having high moral and value standards, as well as being legally and ethically proper. The professional must be guided by Code of Ethical Conduct to inform our practice. We must possess civility and courteousness toward others. Do people have trust in us? Do we have trust in others? Are we tolerant, are we dedicated, are we motivated to do our absolute best in this field?

Emotional qualities. The professional should possess compassion, empathy and sensitivity. I know for some of us in the field, we're

extremely sensitive, and some of us think that's a downfall. I happen to think that's a positive trait. There's something to be said for a sensitive, tender-hearted person. We must exude friendliness, kindness and warmth, in order to be perceived as approachable. Are we patient and helpful? Do we have enthusiasm and excitement for the job? Do we have excitement for working with children? Are we excited to come to work most days? If you wake up every morning and you dread going to work because of the children or because of the job itself, then this might not be the best field for you. Do you have a genuine passion for seeing young children learn new skills?

Physical health. Why is it important to be healthy and fit as an early childhood professional? First of all, when you're healthy, you can do your best and be your best. Children are naturally energetic. When we're healthy, we can keep up with them. We can chase them. We can get down on the floor and play with them, and participate in all of those active situations that we might miss if we weren't physically healthy. Wellness and healthy living are vital for energy and enthusiasm, and for that stamina that teaching requires and demands. We've got to be able to keep up with the interests, desires, and needs of the children. In addition, we're role models for young children in every single way. We have to demonstrate a concern for our own physical health. We have to make sure that by our example, we are modeling a healthy lifestyle. That doesn't mean that every early childhood professional needs to be a supermodel or a bodybuilder. It simply means that we need to be physically healthy and that we can take care of ourselves, so that ultimately, we can take care of the children.

Mental health. Just as our physical health is so important, our mental health is as well. Good mental health is important because it enables us as early childhood professionals to instill good mental health habits in children. If we feel good about ourselves, about the profession and the work that we do, then we can make sure that children feel good about themselves, about their childcare center, and about what they're learning. We can make sure that children feel good about their families and the members who comprise their family.

A good professional should possess the following key mental health qualities:

- **Optimism:** Positivity about the future, and about what's to come. Thinking in terms of "can" and "able", instead of "can't" or "unable".
- **Attentiveness:** Awareness of what is going on around you and the ability to stay focused on a task are good mental health habits. Focusing on a person when they're communicating with you is also a good mental health habit.

- **Self-Confidence:** We want to teach children self-confidence at as young of an age as possible. We want children to have confidence in who they are as people. By time a child turns five, if they don't feel good about who they are, that child will likely struggle with self-confidence for the majority of their life. That's why those first five years are so important, because it lays the foundation for that child's future success, or future challenges. This also relates back to that guidance and discipline portion. If you have children that struggle and have challenging behaviors, every day is a negative. If a child thinks every day, "What kind of trouble am I going to get into today?" or "How's the teacher going to be upset with me today?" that can be damaging for that young child's self-esteem and self-confidence. A child cannot grow and thrive in that kind of negative environment. Think about how you would feel if every single day you went in and your boss had a list of things that you did wrong, but never commented on things you did right. We need to constantly keep that in mind when we are working with young children.
- **Self-Respect:** Self-respect is treating yourself in a way that shows that you value yourself. Not to the detriment of others, but being able to say, "This is what's right for me, and this is what I'm going to do, because I respect myself as a person."

Good mental health helps us as early childhood professionals maintain a positive outlook on life. Don't get me wrong -- there are going to be good days and bad days. What I want you to do is, after a bad day, get up and say, "I am changing things for the better, for the future. I am doing good work here. I have a positive outlook on life, and on the profession. I'm in this for a reason." For most of us, we were called to do this work. Good mental health plays a major role in that.

The four dimensions of professionalism (professional knowledge, competence, commitment to the ethical standard and personal characteristics) work in tandem to make up a qualified, competent, and ethical workforce of early childhood professionals. Ultimately, if we wish to change how society views our work, we can use these four dimensions as a guide for ensuring that we hold ourselves to the highest of standards.

5A.4 DEVELOPING PROFESSIONALISM FOR TEACHER EDUCATORS :

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in return affects the student's ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging, and inspiring young adult minds to prepare for ever-advancing technology. However, this definition does little to exemplify precisely how a professional teacher carries himself or herself. Due to the growing autonomy being given to

educators, professionalism remains one of the most influential attributes of education today. Teacher professionalism contains three essential characteristics, competence, performance and conduct, which reflect the educator's goals, abilities, and standards, and directly impact the effectiveness of teaching through the development of these qualities.

To begin, the characteristic of competence is fundamental in an educator's pursuit of excellence. A discussion on competence focuses on three important ideas : preparation, knowledge of subject area, and defined pedagogy. The first, preparation, prepares the professional for the adversity of the classroom. From language and cultural barriers to socio-economic differences, all educators face deterrents in the classroom that must be broken down by individualized techniques. "Decision making by well-trained professionals allows individual clients' needs to be met more precisely and... promotes continual refinement and improvement in overall practice" (Darling – Hammond, 1988, p. 59). Thus, by bridging these barriers, the educator will be better prepared for classroom management and create an effective learning environment. Furthermore, by doing this, the professional teacher leads students by his or her example: one who is prepared for difficulties will be able to overcome them.

Along with preparation, a professional educator with a strong knowledge of his / her subject area has the opportunity to concern themselves with preparing innovative techniques to teach material rather than spending significant amounts of time studying the material. With the advantage of knowing one's curriculum material well, the educator has more confidence in their teachings, having already placed significant thought on the material being taught. Thus, a professional is able to dwell on how to relate subject matter to the students and their cultures in an original method.

The final portion of competence is discovering and assuming a defined pedagogy. A professional teacher who has a defined pedagogy has already journeyed through several trials to discover which pedagogical techniques are more effective. According to Lunenburg and Ornstein (2000), "Hiring teachers by subject and skill presumes that curricular priorities have been established, which means that decisions have been made about how much time will be devoted to each segment of the curriculum." Although this may take years to fine-tune, a professional is willing to self-evaluate his or her pedagogy as s/he develops it, revise their edification when deemed necessary, and apply one's ideas to a practical situation. Furthermore, by acquiring a defined pedagogy, a professional creates more autonomy for him or herself, allowing for a partial release from the constraints constructed by the administration, school board, or parents.

Although competence is essential to teach professionalism, it is only useful if the educator is able to perform. Performance is the ability to effectively teach the concepts of a curriculum. However, this is performance defined at its most fundamental level. "As individuals,

professionals have the right to perform their work as they see fit, based on knowledge acquired through specialized training” (Newman, 1998, p. 121). Such a quote demonstrates the essentiality of performance, which derives from both premeditated and improvisational techniques. A professional teacher educates so that students learn concepts and apply them to their lives. Although this undermines the school’s emphasis on state test results, a quality educator prepares for the tests through this unique style of applying to his / her students’ lives. Thus, the application of these concepts must be inside the bounds of students’ lives. Furthermore, an educator that has a high standard of performance is reliable and dedicated. This type of educator becomes an active teacher rather than a passive teacher, showing the students a genuine interest in their progress as a student.

The final characteristic of teacher professionalism, conduct, is equally as significant as the first two. The manner in which an educator carries himself or herself is a reflection on one’s classroom, school, community, and educational system. Conduct is a representation of how well one takes care of himself or herself, from aesthetics to language and behavior. However, these are minor qualities of conduct. Conduct also includes one’s ability to initiate and maintain quality communication with all the parties involved in education : students, fellow teachers, school board, administration, and parents. It is through energetic communication by a professional that initiates understanding, whether it be a student grasping their potential or the professional voicing their displeasure on a newly implemented regulation. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals.

In conclusion, a completed definition of teacher professionalism far exceeds the simple notion that a teacher be prepared in a certain manner. A professional is trained to handle all situations, as most episodes in the classroom require quick thinking. Also, teacher professionalism extends beyond one’s ability to understand content; the educator must discover if the students are being reached in an effective way. With the role of “teacher” becoming more autonomous, an educator must be competent in their studies, perform well under the eye of the administration and parents, while maintaining good conduct to facilitate quality communication.

Check your progress :

1. What is Professionalism?
2. How can you develop Professionalism as a teacher educator?

5A.5 DEVELOPING PROFESSIONAL ETHICS AND PROFESSIONAL CODE OF ETHICS FOR TEACHER EDUCATORS :

Every profession is expected to evolve a set of ethical principles to guide the conduct and behaviour of its professional members. The Ethical

principle provides the base to differentiate between desirable and undesirable conduct of behaviour.

Ethics are trends in away which has been established and maintained over the years. It is time tested and socially accepted. It deals with moral principles usually accepted voluntarily by an individual or a group. The code of professional ethic may be defined as a set of self imposed professional ideals and principles necessary for the attainment of self satisfaction and professional excellence. Professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities.

Every profession has different work culture and work climate and accordingly the professional ethics are decided. Professional ethics are decided by the society and it is also the contribution of great exponents of the same profession. It is mainly to provide a guideline and also to judge any professional individual. The definition and parameter of professional ethics varies from society to society and from time to time, it is dynamic in nature. With change in social set up, pattern and dimension of the society the ethics also change. In fact at the same time professional ethics will differ from place to place and hence there is no distinct line to distinguish ethic. What govern any ethic are social benefit, moral correctness, truth, value and progress of mankind.

Need of Professional Ethics :

For self correction : Man and his thinking keep changing. It is human to tend towards comfortability, selfishness, laziness and money. It is difficult to follow and abide by truth, hard work, simple living, honesty etc. As a result individual turns towards the easier ways of life without thinking what effect will it have on him, his family, profession and society. Man slowly turns selfish and unethical without realizing. In present time we all are affected by such factors and feelings to some extent. Professional ethics correct us if we are doing any wrong or intending.

For self satisfaction : Self satisfaction is more related to our inner self, our feelings and thought process. When we follow the ethical code of society and profession we are regarded as hard working, honest, dutiful, righteous etc. All this makes us more respectable and more prominent than others. Whenever anyone is acknowledged for a right job, he starts governing respect and liking, all this gives self satisfaction. Professional ethics enable a person to judge himself and decide and not accept what others decide for him.

To guide the conduct and behaviour : The behaviour of students is moulded by the teacher and the teacher's behaviour by professional ethics. Professional ethics in education is supported by philosophy and

psychology of teaching. By following professional ethics, the teacher's conduct and behaviour becomes respectable and socially acceptable.

To shape the personality : Teacher keeps developing his personality by adding to his knowledge and by refining his actions. The professional ethics in teaching profession emphasize the teacher to follow pre-established norms in his thought and in actions, even in one's dressing up, speaking, etiquettes etc. By following similar ethics, the personality of an individual is reshaped and he becomes a teacher in real sense.

To set up Ideals for Students : Students come to school not just to study the subjects and books but also to learn to behave and polish their personality. Everyday students come in contact with different teachers and are influenced by them. If a teacher is behaving in a very positive and appropriate manner, the students follow him and want to become like him. Hence by behaving in ethical manner teacher becomes ideal for students.

Improvement of Human Relation : Professional ethics guide to keep in mind the social betterment, respect for others, sense of brotherhood, tolerance, co-operation etc. Individual guided by professional ethics helps others to the maximum, by doing so there develops positive feeling. Positive feelings improve human relations.

When human relations improve the school becomes the best place for teacher, students and parents to work and co-ordinate. All this ultimately gives better result and improves over all standards.

Development of Society : School is the outcome of social necessity, the society makes the school then the school makes the society. It is a cycle which grows bigger and bigger with time. If the professional ethics are forgotten the individual as well as the society starts moving in wrong direction. By following Professional ethics teacher takes the society in right direction and make it a better place to live in.

The Professional Excellence : Every profession has a unique work culture and work climate. The work culture is strengthened when the professionals of the profession act and interact in professionally ethical manner i.e. so they do not cross each others way or contradict bluntly instead cooperate and motivate. All this develops a smooth co-ordination and effective functioning thereby bringing professional excellence.

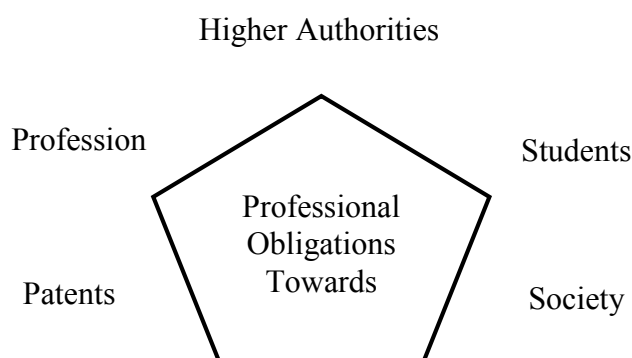
To improve the Professional Environment : Professional environment includes the people, infrastructure, working conditions and working hours. Professional ethics ensure that due place and respect is given to the seniors, to the higher authorities, responsibility and working hours. When we follow such ethical codes of a profession the environment remains calm, congenial and relaxed for effective working.

To follow norms and principles of the profession : Norms and principles of a profession are nothing but rules and regulation already

framed in advance for effective functioning. These rules change with time and situation. Professional ethics binds us to our job and helps us to differentiate between professional development and self interest. It also prepares us for extra responsibility which we have to shoulder from time to time. Professional ethics are self-binding for better professional output.

Professional Obligations :

Obligation is a responsibility which an individual imposes on himself. It is ethical and in the line of duty. A professional when follows rules and regulation and correctly interprets it for the progress of humanity. It creates a sense of brotherhood which makes others respect that individual and his profession. All this is done selflessly without any pressure. Teacher has obligation towards :



I. Obligation towards Students :

Students and teachers are integral part of educational process. Teacher teaches whereas student learns. Unless there is dedication on the part of teacher and sincerity on the part of students the whole educational process can not be effective. It is expected that teacher of today will go beyond limit for the betterment of child.

- 1. Sincerity in Teaching :** It is obligatory on the part of the teacher to teach effectively and to the fullest in the best possible way in required time with the help of available resources. Teacher also ensures that the students are gaining as desired.
- 2. Motivating the Students :** Teacher should motivate the student not only to study subject but also for life. Without motivation, achievement decreases drastically. Motivation succeeds in difficult times and hence, the teacher should encourage students in all the possible ways.
- 3. Providing Emotional Stability :** Students are highly emotional by nature and very often situation comes where a normal student may also get emotionally unstable. In such situations teacher has to comfort the students in the best possible manner.

For example : After closely missing or losing inter school / state level football competition etc.

4. **Psychological Handling of Students Impulses :** In day-to-day activities students may display very strange habits or actions. The teacher should make an attempt to understand the motives and feelings behind particular action and deal with it psychologically so that the action of the student gets positive direction.
5. **Conscious Workers :** There are various works which a teacher has to perform besides teaching. These works appear suddenly in day to day affairs which is important for the school as well as the student where as, no such work is mentioned in the duty book of profession. When the teacher does all the required work for the improvement and development of school and students he fulfills his obligation towards the students and school.
6. **Help the Students in taking decisions :** Teachers educate and inspire students for better life, development and progress. All this is very much related to what students think and decide in day today routine. The decisions which students take should have logical base and aim in view. Teacher guides the student in taking such decisions.

For Example : Opting for right subject after Xth keeping in view the aim, aptitude and attitude of the students.

7. **Development of Leadership Qualities :** Every student when prepared for life has to act as a leader in different situation. Teachers provide such opportunity to the students by making them participate in stage activities, morning assembly etc. Teacher also demonstrates leadership qualities by exhibiting it himself.

II. Obligation Towards Parents :

Parents send their children to school with a hope that their children will do better, learn every required language and ability along with the subjects. It is the teacher who helps the child in achieving the desired goals of society as well as of parents. Hence, it becomes obligatory on the part of the teacher to remain in touch with the parents for the well being and educational growth of the child. Some of the obligations towards parents are as follows:

1. **Providing Regular Information about Child's Performance :** Parents usually do not come to know how their ward behaves and performs in the class in routine manner. Teacher should inform the parents about the general behavior and performance in relation to, attention towards studies, paying respect to senior's teacher's etc. The teacher should discuss all this during parent-teacher's meet so that if any problem is corrected it is corrected in the very beginning.

2. **Guiding Parents in Deciding the Child's Future :** Parents usually have knowledge of only a few fields / profession which they have acquired personally or from friends or relatives. Parents tend to decide the option for their children on the basis of their limited personal experience and knowledge. The reality is that professional arena is expanding every day. Hence, a teacher should guide parents about the professional / educational options available for better future of child keeping in mind the caliber of student and current trend prevailing among the students of present generation.
3. **Informing about the Attitude and Aptitude of Child :** In present time parents are not able to judge the attitude and aptitude of their child owing to busy schedule or lack of awareness. Whereas, the teacher observes the children every day, individually, as well as in group where child reveals all his aptitude and attitude, which is of great importance in understanding the personality of child. Teacher should share all his findings with parents so that parents are able to understand their children in a better manner.
4. **Help Parents in Providing Conducive Home Environment :** At some point of time students face some of the other problem which has its origin at home or which can be solved at home only. Students find it difficult to share their problems with parents due to various reasons. In such situations when a teacher learns of such problems he / she should call the parents and share the situations and suggest them various ways to improve the home environment.
5. **Counselling of Parents :** Parents generally treat their children as they were treated during their childhood or as per their own assumptions. They impose their mind set on their wards without considering the change of time and situation because of which children start turning away from parents.

When a teacher does counselling of parents he discusses all such matters keeping in mind the changing situation and mind bent of present generation, so that parents, teachers and students are able to make education more meaningful.

6. **Giving Proper Direction to Hobbies and Interest :** Parents find hobbies and interests as wastage of time. Teacher gathers such information of hobbies and interests of individual student and shares it with parents. Teacher convinces the parents on the pursuit of different hobbies and interest as it is of great importance and benefit for all round development of Child's personality. Teacher suggests parents to give better dimension to such outlet of feelings so that students become more creative and talented.
7. **Establishment of good relationship between School and Parents :** It is obligatory on the part of the teacher to keep informing parents about the ways of working of school and also about the achievements

of school, new activities introduced in the school etc. All this makes the parents feel closer to the school and a better relationship is built.

III.Obligation Towards Society :

School is the outcome of the need of the society. It aims at helping the younger generation in improving. The school is also said to be the society in miniature. It is the teacher who as a craftsman craves the future of society and nation.

Following are the obligations of teacher towards the community:

- 1. Providing good citizens :** When a child is sent to school he becomes a student who is taught various subjects and also the ways of life. During his stay in school he learns how to become a useful member of society by attending to his duties in an honest manner. The teacher has to install all the desired qualities by means of education which makes the students a good citizen.
- 2. Making a student responsible towards rights and duties :** While living in a society one has to interact regularly with the members of the community. All the interactions should be based on ethical norms which are guided by the legal rights and duties. All such rights and duties ensure that no one interferes in the personal sphere or liberty of other individual and performs ones own duty in the best possible manner. The correct training of practicing rights and duties have to be conducted by the teacher for smooth functioning of the society.
- 3. To follow social norms :** Every society is governed by social norms which have been developing since the society originated. These social norms are established for the smooth and effective functioning of the society. Young children initially do not agree to established norms of society and want to change the setting or establish new norms.

Whenever the young generation is confused or influenced by such feeling the teacher guides them by making the existing norms very clear in all the ways. It develops respect for the social norms and students become socially adjusted individuals.

- 4. Setting up of Ethical Standards :** Ethical standard are the standard which guides an individual and the society towards betterment. Children of today are the citizens of tomorrow unless they are ethically erect; we cannot assume the society of tomorrow to be upright. Teacher can install ethical qualities in the students by means of moral lecture, personal demonstration and other related activities.
- 5. Development of Religious tolerance :** India is multi religious country with more than seven religions binding and dividing the people. Unless the students understand and familiarize themselves with the

basics of all the religions they will not understand it. This delicate task of unifying the community has to be done by the teacher because people of all the religion trust teachers. Teacher makes the students understand the similarity of different religions by taking the students to worship places of different religions and also by celebrating holly festivals of all the religions in an appropriate manner.

6. **Integration of National Feeling :** A nation cannot progress unless its people are integrated. In a country like India where language and culture dominate the society along with other differences. All these differences needs to be carefully understood and tolerated or else the nation would disintegrate.

School is a society in miniature where teacher can develop the feeling of National Integration by giving importance to all the region, languages and religion by celebrating various national festivals and National Integration Day in particular.

7. **Balancing the community relationship :** No individual or a group of people can live in isolation. Despite being in majority or at a socially, economically advantaged position.

When a teacher makes the students realize the importance and contribution of every independent individual or a community and its relationship with others a balance is created between all the members of the society and students understand its importance and try to balance the existing relationship.

8. **Living in Harmony with nature :** Every individual belongs to a community and every community depends on natural environment as a biological being. Hence, protecting the nature and safe guarding it is the duty of every individual. Students are taught about the advantages and the role of nature in leading a healthy life by the teachers by means of education (Environmental education) and activities like growing trees, reducing pollution, spreading awareness etc.

IV. Obligation towards the Profession :

Teacher profession is considered as one of the noblest professions. It is expected from a teacher to act, behave and display excellent behaviour in the society so that the society gets new dimensions and meaning in life. Since society considers teaching a very noble profession therefore obligation on the part of the teacher also increases to a great extent.

1. **Safe-guarding and Enhancing the Professional Mechanism :** Teacher being the professional of the noblest profession has to display a very noble behaviour in and outside the school. His manners and appearance should always reflect simplicity and wisdom. While interacting with students and individuals he should display his concern for improvement of education and overall progress of humanity.

2. **Respecting the Profession :** It is obligatory on the part of a teacher to respect the profession even if he is in it by chance and not by choice. By showing his respect for the profession he makes others respect the teaching profession which ultimately makes all the teachers respectable. The teacher should always share the positive and bright side of the profession because discussing negatives will only result in rejection and at the same time one should not forget that every profession has negative as well as positive.
3. **To be open to professional growth :** The teacher should always make an effort towards the professional growth by attending in service training, seminars, workshops etc. organized by concerned educational board for educational enhancement. Teacher can strengthen his growth by reading new books, magazines, journals etc.
4. **Contributing towards the growth of Profession :** With growing experience and knowledge the teacher realizes certain facts concerning the students, education and educational process. He should contribute his thoughts in the form of article and research paper in various journals which will benefit all the teachers, educators and policy maker's through out the country. There by resulting in growth of the profession.
5. **Maintaining congenial atmosphere at work place :** It is the duty of every professional to maintain congenial atmosphere at work place so that the profession is liked by each and everyone involved in it. It can be done by being friend, guide and philosopher to students, respectable and co-operative to colleagues, obedient and courteous to seniors and also by performing all the duties expected and delegated from time to time.
6. **Inspiring people to join the profession :** Whenever a teacher comes across an individual who is capable and interested in joining the teaching profession. He should be guided to the fullest and inspired, so that good people with required attitude and aptitude join the profession. It is an indirect service rendered to an individual and the profession.
7. **Active Participation :** Every teacher should become active member of professional organization, consisting it as professional obligation. At the same time he / she should participate actively and contribute to the maximum in every professional meeting and activity organized for the formulation of policies and programmes. The teacher should also be keen to strengthen the unity and solidarity of the professional organization.
8. **Maintaining Secrecy :** Every profession deals with various kinds of restricted information, it may be concerning policy matters, student's records, examination performance, setting up of question paper,

checking of answer sheets etc. All such information should be guarded with maximum care. It should be guarded with maximum care. It should not be discussed with any unauthorized person except concerned authorities and neither be disclosed before appropriate time. While maintaining one's own secrecy teacher should not interfere in others affairs.

V. Obligation towards the Higher Authorities :

“Higher Authorities” is the section or the group of people who have been entrusted with the task of formulating and managing the rules, regulations and policies for the development of the institution.

In a way if they are legislature than the teachers are the executives who enforce or execute the programmes formulated by the higher Authorities. For effective functioning and development of any institutions, it is important that a teacher coordinates his actions with the Higher Authorities as per the changing need and situation.

- 1. Abiding by the rules and regulation :** The teacher should abide by the rules and regulations of an institution framed by the higher authorities from time to time so that there is uniformity, even growth and development throughout and discipline among the staff, then only teachers will be able to enforce discipline among the students. Without discipline progress is not possible.
- 2. Acting as a link between higher authorities and students :** From time to time higher authorities formulate educational as well as non-educational policies for all round development of students as well as institutions. These policies cannot bear fruits until effectively communicated and administered. The professional obligation of a teacher is to understand these policies in true spirit and effectively propagate it for achieving the desired result, for this the teacher has to act as an effective link between higher authorities and students.
- 3. Providing strategic information :** Higher authorities are not in the direct contact with the students and the actual happenings. Hence they depend greatly on the teachers to know about the exact situation and information so that they are able to effectively plan policies. Teacher should suggest and present a true picture, whenever asked.
- 4. To effectively implement the policies and programmes :** Drawing or framing a programme or policy is a theoretical aspect. The success of any policy depends completely on the co-ordination of the policy makers, managers, evaluators and teacher as executor. The teacher has a great role in it and has to act as a helping hand in effective implementation of various programmes and policies to the above mentioned authorities.

5. Being respectful (courteous) to higher authorities : It is often observed that the teachers and the other staff members do not show due respect to higher authorities when alone because they implement changes which disturbs the existing equilibrium. Staff members often discuss newly implemented policies or programmes and criticize the higher authorities and sometime even share it with students. The teacher should remember that higher authorities bring in changes for betterment because it is their duty. In any cases due respect should be maintained in and out of the institution.

Apart from the above mentioned obligations there are innumerable obligations which a teacher has to take care of. These obligations change their face with time, situation and people.

A teacher can become a professional in real sense if he fulfills all the obligations and remembers that a Profession is above the professional and in no case he should allow his human instincts and feelings to come in the way of his profession. So all over we can say that a teacher has greater duties and responsibilities to perform for the betterment of the society. Professional ethics and mannerism should go hand in hand so that the teacher is able to move ahead as a real professional in changing time.

Check your progress :

1. Write short notes on
 - a) Professional ethics
 - b) Professional obligations

5A.6 LET US SUM UP :

In this unit we have studied that :

Teaching is a profession. Teacher's training is an important component of teacher education. Profession is a vocation founded upon specialized educational training. Some examples of professionals are – lawyers, Engineers, Professors, Military officers and qualified teachers. Some of the important characteristics of professions are :

- Skill based on theoretical knowledge
- Professional association
- Work autonomy
- Code of professional conduct or ethics
- High status and rewards and
- Mobility

Professionalism is the expertness characteristics of a professional person. It has to do with how to handle ourselves in situations. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals.

Like every profession, in teacher education also teacher educators should develop professional ethics and code of ethics to correct himself and get self satisfaction by developing his conduct, behavior and personality. Teachers and teacher educators develop professional ethics by imposing responsibility on himself by showing obligation towards students, parents, society, higher authority and profession.

Unit End Exercises :

1. What is Professional Obligation? Why it is necessary?
2. What is Professionalism? How can one develop it?
3. Differentiate between Profession, Professionalism and Professional Ethics.

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TEACHER EFFECTIVENESS

Unit Structure :

5B.0 Objectives

5B.1 Introduction

5B.2 Meaning and components of Teacher Effectiveness

5B.3 Enhancing and evaluating Teacher Effectiveness through Performance Appraisal of Teacher Educators

5B.4 Performance Appraisal 360 degree feedback Teacher- Self, Students, Principal , Colleagues, stakeholders.

5B.5 Let us Sum up

5B.0 OBJECTIVES :

After reading this unit you will able to :

- Define teacher effectiveness.
- State components of teacher effectiveness.
- Know performance appraisal.
- Explain how performance appraisal helps in enhancing and evaluating teacher effectiveness of teachers and teacher educators.

5B.1 INTRODUCTION :

This section explores those factors that make a teacher effective. Recent research reveals that most variation in overall school effectiveness is due to class-room level factors rather than school level factors. For these reasons it is important to try to identify what makes an effective teacher.

5B.2 MEANING AND COMPONENTS OF TEACHER EFFECTIVENESS :

Teacher effectiveness is the result of effective teaching. Aspects of effective teaching include :

- Having a positive attitude
- The development of a pleasant social / psychological climate in the classroom
- Having high expectations of what pupils can achieve

- Lesson clarity
- Effective time management
- Strong lesson structuring
- The use of a variety of teaching methods
- Using and incorporating pupil ideas
- Using appropriate and varied questioning.

However, effective teaching methods are context specific. What is needed for a teacher to be effective can vary depending upon factors such as :

- The type of activity in the lesson
- The subject matter
- The pupil backgrounds (such as age, ability, sex, socio-economic status and ethnicity)
- The pupils' personal characteristics (such as personality, learning style, motivation and self-esteem)
- The culture / organization of the department, school.

From the above discussion we can conclude teacher effectiveness as follows.

Teacher effectiveness is the impact that class-room factors, such as teaching methods, teacher expectations, class-room organizations and use of class-room resources, have on Student's performance.

“Teacher effectiveness is the power to realize socially valued objectives agreed for teacher's, especially, but not exclusively, the work concerned with enabling students to learn.

“Teacher effectiveness is the attribute of a teacher who has the capability or potential of having a positive impact on student learning, behaviour and attitudes.”

5B.3 ENHANCING AND EVALUATING TEACHER EFFECTIVENESS THROUGH PERFORMANCE APPRAISAL FOR TEACHERS AND TEACHER EDUCATORS :

Teachers become public figures when something goes wrong with education systems or when they are needed to implement reforms. They acquire public status also when they negotiate salaries and working conditions or take a stand in relation to some issue. Most of the times, teachers work in their classrooms and schools ignorant of the discussions about their functions and performance. Many policies on teachers are

being framed to assess their conceptual knowledge as well as their Teacher Effectiveness practicality in producing expected results.

Today, a drastic change in education system leads to change in performance of teachers. In present times, teachers build up an invaluable armory of long-term strategies and quick fixes that every novice would give a right arm for. Present teachers are busier than ever. Thus, the problem before us is to regulate the quality of teaching through setting of standards and at the same time, evaluate teacher's performance. We all are working tooth and nail for setting the standards, but we need less attention towards the appraisal or evaluation of teacher's performance.

Meaning of Performance Appraisal (P.A) :

P.A. is personnel evaluation method seeking the measurement of employee work effectiveness using objective criteria. P.A. systems hope to achieve higher productivity outcomes by delineating how employees meet job specifications. A major challenge for performance appraisal systems is to define performance standards while maintaining objectivity.

P.A. is one of the important components in the rational and systematic process of human resource management.

“Appraisal may be defined as a structured formal interaction between a subordinate and supervisor” that usually takes the form of a periodic interview.” (Annual or Semi Annual)

Uses :

- 1) To identify the better performing employees who should get the majority of available merit pay increases, bonuses and promotions.
- 2) To manage performance.
- 3) To know how P.A. contributes to performance.
- 4) To review past behaviour and provide opportunity to reflect on past performance.

From employee view point :

- 1) Tell me what you want me to do?
- 2) Tell me how well I have done it?
- 3) Help me improve my performance
- 4) Reward me for doing well.

Organizational view point :

- 1) To establish and uphold the principles of accountability.

Meaning of Teacher's Performance Appraisal :

Teacher's Performance Appraisal or Evaluation means a systematic evaluation of the teacher with respect to his/her performance on job and also, her potent development. Infact, performance appraisal is formal, structured system of measuring, assessing and evaluating a teacher's job,

her behaviour and judging how he / she is presently performing the job. It also includes forecasting how he / she can perform the job more effectively in future.

Criteria for Teacher's Performance Appraisal :

- 1) The evaluation of teacher should be linked to the mission of the school.
- 2) The evaluation of teacher should be linked to the standards set up by teacher for herself.
- 3) The evaluation of teacher should be viewed as a continuing process. There should be alternative formative techniques used as forms of evaluation and when one gets completed, implement a new one.
- 4) The new evaluation system of teacher also emphasizes upon summative evaluation, i.e. judgements of teachers made through collaboration of students' outcomes, opinions of peers, administrators, parents.

Mission of the School :

'Mission' is a goal, an aim, a purpose or an objective. Every school has its own mission. Infact, mission depends upon the vision of the school. The effective teacher is expected to shoulder the school in order to accomplish the mission of the school. The teacher can be evaluated through the efforts he / she has made in accomplishing the mission. For example The mission of 'Seventh – Day Adventist Higher Secondary School' in Maninagar at Ahmadabad is 'Committed to empower each student to achieve all round development through Academic Excellence, Physical Fitness, Mental and Spiritual Health and Social Consciousness.'

Hence teacher can be evaluated not only on the basis of in-class learning experiences that he / she provides, but also on the basis of out-class and off-campus learning experiences. So, her personality should not be like a veneer that can be applied to a person by herself, nor something he / she can turn on and off like an electric current, Rather, her personality needs to have its roots in physical health, emotions, intelligence, knowledge, ideals, spiritualism and sociability.

Standards set up :

The saying 'Teachers are born, not made' is wrong. The basic qualities of mind and personality that predispose an individual to success in teaching are influenced greatly by the home and community in which he is reared; also, such qualities can be cultivated. The knowledge of desirable and undesirable qualities help the teacher to set her goals for becoming an effective professional person. The teacher can be evaluated through the standards that he / she has set – up for himself / herself.

In order to know what standards a teacher has set up for himself / herself, Teacher Effectiveness a form known as 'Pre teaching Form' can be filled by teachers.

Pre-Teaching Form Sample :

1. What are the goals for your subject?
2. What are the goals for particular lessons?
3. What do you want students to learn?
4. How far do such goals accomplish the mission of the school?
5. How far do such goals support district's curriculum and standards set-up by the state?
6. How far do such goals relate to broader curriculum goals?
7. How do you plan teaching work to accomplish those goals?
8. What instructional materials will you use?
9. What teaching-aids will you use?
10. How will you correlate theoretical knowledge to practical aspect of your subject?

The responses in 'Pre Teaching Form' can help to evaluate the teacher's performance in terms of her willingness to do hard efforts, in preparing interesting hand-out materials, preparing learning packages, organizing resource, managing time and making learning process meaningful to students.

Formative Evaluation :

Teacher continuously steers the boat of education. He / she constantly strives to help the students to recognize their vital problems, to face their problems with confidence, skill and creative imagination. He / she guides the students day and night to recognize their desire and also nourish it in order to develop more adequate understanding.

With a view of evaluate teacher's constant efforts, formative evaluation of teachers should be done. Formative evaluation can be done through various techniques by bifurcating teacher's responsibilities into four main domains :

Domain 1 : Planning and Preparation

- a) **Demonstrate knowledge of content and pedagogy :** This refers to what planning has the teacher done to demonstrate her knowledge of a particular subject by interrelating it with teaching skills.
- b) **Select instructional goals :** This refers what goals has the teacher set for herself, her subject, her lessons and her students.

- c) **Manage Resources** : This refers to how far has the teacher planned her teaching-learning activities in limited available resources.
- d) **Design Coherent Instructions** : This refers to what has the teacher planned in coordinating curriculum with extra activities.

This domain can be evaluated through –

- Sample Unit Plan made by teacher
- Sample Lesson Plan made by teacher
- Teaching Artifacts planned by teacher

Domain 2 : The Classroom Environment :

- a) **Create an environment of respect and rapport** : This refers to how far the teacher has been successful in creating environment of respect and rapport. This can be evaluated on the basis of Table 2.

Table 2 : Creating Environment on Respect and Rapport

Sr. No.	Teacher's Behaviour	Student's Reaction
1	Teacher interaction with some students is negative, demeaning, sarcastic or inappropriate.	Students exhibit disrespect for teacher.
2	Teacher – student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students cultures.	Students exhibit only minimal respect for teacher.
3	Teacher student interaction is friendly and demonstrates general warmth, caring and respect	Students exhibit respect for teacher.
4	Teacher demonstrates genuine caring and respect for individuality of every student.	Students make such teachers their role models.

- b) **Establish a culture for learning** : The culture for learning can be established by
- Becoming an effective tutor
 - Getting pupils to talk to you
 - Helping pupils who do not believe in themselves

- Coping with emotional pupils
 - Providing personal and pastoral care
- c) **Manage classroom procedures :** The teacher can be evaluated on the basis of how far he / she has been successful in managing classroom procedures
- Preparing herself well for the lesson
 - Preparing children for the lesson
 - Providing practical activities
 - Keeping children on task
 - Involving children
 - Displaying work
 - Preparing for consolidator activities like worksheets, experiments etc.
- d) **Manage Students Behaviour :** The teacher can be evaluated on basis of how far he / she could manage student behaviour. This includes :
- Dealing with upset children by being gentle but firm giving them, more time and space and becoming their friends.
 - Dealing with bad behaviour through knowledge of psychology.
 - Making Children feel secure and comfortable by being consistent, fair, judicious and not being too rigid.
 - Helping children to build self esteem by praising them, managing stressful situations and supporting their proper decisions.
- e) **Organize Physical Space :** The teacher's evaluation can also be done on the basis of how far he / she has provided satisfactory seating arrangement in available classroom, cares for hygien and sanitation and providing sufficient lighting facilities 'playground facilities etc.'

This domain can evaluated through –

- Direct observation of teacher in classroom by an expert principal or supervisor
- Teacher – student relationship table
- Student surveys
- Samples of student work
- Teaching artifacts

Domain 3 : The Classroom Instruction

- a) **Communicate clearly and accurately** : The effective teacher is expected to have good command over the spoken language of school, speak in raised voice, with clarity in speech, proper speech-patterns and neither too fast nor too slow.

This is necessary part of classroom instruction. One of the factor to evaluate the teachers performance can be her clear and accurate speech and communication skills.

- b) **Use various techniques** : The effective teacher should make use of various techniques like questioning, discussion, demonstration, etc. to stimulate students and bring variety in teaching.

Use of suitable techniques will make the lesson easy and interesting for students. The teachers performance can be evaluated on basis of her selection and implementation of a particular technique in particular lesson.

- c) **Engage students in learning** : The effective teacher develops broad outlines, formulates objectives to be attained, selects materials and teaching aids suitable to age and level of student, uses appropriate teaching methods, does demonstration, experimentation illustrations, projects, fieldworks to give practical view of the subjects, develops and maintains pupil's interest in learning process, develops suitable study-habits in pupils, develops sense of appreciation for subject among pupils, evaluates pupil's progress using various evaluation techniques.

Thus the effective teacher constantly strives to engage students in learning. The teachers performance can be evaluated by assessing how far he / she has been successful in engaging students in learning.

- d) **Provide feedback to students** : The effective teacher needs to be a minute observer and evaluator herself. He / she is expected to do formal and informal observation of her students and give them appropriate feedback and also judge their potentials.

This domain can be evaluated through –

- Direct observation of teacher's class by an expert, supervisor or principal
- Teaching artifact
- Samples of students' work
- Assignment provided by teacher

Domain 4 : Professional Responsibilities :

It is sometimes said that degrees do make a teacher, but it is professionalism which develops a teacher. Indeed there is great deal more

to being a teacher than just teaching. Every teacher will be faced with an array of additional duties. The effective teacher needs to fulfill these duties also. Hence the teacher can be evaluated on the basis of professional responsibilities. Teacher Effectiveness

- a) **Competence in the subject** : The effective teacher, at whatever level, should be thoroughly competent in the subject he / she teaches. He / she should acquire from advanced study a much wider and deeper knowledge of the subject matter that is directly needed in the class. One cannot teach what one does not know, nor can one teach with enthusiasm unless one knows so much about his field of learning that he is confident and enthusiastic about his specific subject. Facts, ideas and inspiration flow from a mind that is full.

The teacher can be evaluated on the basis of her subject competency.

- b) **Attending clinics, workshops, seminars, conferences** : Such professional gatherings are held on special topics of discussion. The procedures are informal and the groups are small enough that problems of individual teachers can be sorted. The teachers who attend these sessions have greater opportunities to learn, better ways of helping their students.

The Teacher can be evaluated on the basis of her visits to such sessions.

- c) **Conducting experimentation and research** : Teachers may initiate their own experiments, or participate in large projects which aim at discovering new and different techniques for effective teaching.

This can also be one of the factors to evaluate teacher's performance.

- d) **Keeping Intellectually alert** : Teacher should have daily association with magazines and books – professional and recreational, and in addition, should hold discussions with friends and colleagues to enliven his intellectual interest and deepen his thinking.

This becomes one of the factors to evaluate teacher's performance.

- e) **Working with Outside Agencies** : Teacher is expected to show professionalism while working with outside agencies. The teacher should maintain individual student records up to date, keep a case diary of relevant incidents or occurrences, keep accurate notes about any communication carried on with outside agencies and be prepared to express her opinions on the basis of records maintained.

The teacher's performance can be evaluated on the basis of what proportion of professionalism does he / she show in relation to working with outside agencies.

f) Summative Evaluation : One of the evaluation technique to correct ineffective behaviour of the teachers is to do subjective evaluation i.e. evaluation by all live elements surrounding teacher. This evaluation needs to be done at the end of the semester or academic year. Simple evaluation scale including space for comments on the particular strengths and weaknesses of the teacher can be asked to be rated by :

- a) Students
- b) Peers or Colleagues
- c) Administrators

a) Rating by Students : In order to secure objective ratings, a teacher should give her students the opportunity to rate her anonymously and with complete impunity. Any feeling on the part of the student that there may be an attempt to discover his identity as a rater will, of course, influence his rating and thus defeat the entire purpose of the procedure. In order to prevent the handwriting from revealing the individual students the comments should be typed. Single, isolated comments may reflect a student's weakness, rather than the teachers; but when the same comment turns up a number of times, it is likely to be a good indication of teacher's behaviour. Many research studies have indicated that student's opinions for their teacher's behaviour in the classroom are competent. Even children in the lower grades seem to 'know what they are talking about' when they comment on teachers.

Again the teacher should have full opportunity to study the comments made for her. Also, it is very important that he / she not be offended by unfavorable ratings and comments or sensitive about learning that her teaching is not totally effective. On the contrary he / she should regard it as an opportunity to improve his / her professional skills.

b) Rating by Peers : Working in a school or college can be really miserable if the people around you are not supportive and helpful. It is very essential that colleagues around you are helpful and supportive. Infact fellow teachers can better help to evaluate the teacher. But here, the fellow teachers who are raters should keep in mind that they are rating one another for one another's development. Hence, too much friendship or animosity should not become the hurdle. Again, all the peers should avoid to join together to rate one another high. Further, the rating scale should not create conflicts among them.

c) Rating by administrators : One of the important jobs of the teachers is to comply with the rules made by administrators, try to tackle them by working on his / her own terms and at the same time by not offending them, acting as a bridge between administrators and students and making sure that protocols as defined are respected cordially. Also, the teacher should exhibit co-operation in his / her behaviour with non teaching personnel's

and peons. They being the helping hands of the organization, the teacher should not take undue advantage of his / her status. Besides, novel ideas, leadership qualities, punctuality are additional qualities that administrators expect from a teacher. Teacher Effectiveness

Hence a teacher can also be evaluated through administrators.

Problems of Rating :

Teacher's Performance Appraisals are subject to a wide variety of inaccuracies and, biases which can be termed as 'rating errors occurs in the rater's observation, judgement and can seriously affect assessment results.

The most common occurring rating errors are :

- a) **Leniency or severity :** Leniency or severity on the part of any rater makes the assessment subjective. Subjective assessment defeats the very purpose of performance appraisal.
- b) **Central Tendency :** This occurs when teachers are incorrectly rated by the raters near the average or middle of the scale. Here the attitude of the rater is to play safe.
- c) **Halo Error :** A halo error takes place when one aspect of an individual's performance influences the evaluation of entire performance of the individual. For a teacher, a halo error occurs when a teacher who stays late at school to guide students might be rated high on content and method of teaching. Similarly, an attractive or popular teacher might be given a high overall rating.
- d) **Rater Effect :** This includes favoritism, stereotyping and hostility. Excessively high or low scores are given only to certain individuals based on rater's attitude towards the ratee, not on actual outcomes.
- e) **Perceptual Set :** This occurs when the rater's assessment is influenced by previously held beliefs. E.g. If the administrator has a belief that teachers hailing from one particular region are intelligent and hardworking his subsequent rating of the teacher hailing from that region tends to be favourably high.
- f) **Performance Attributes Order :** Two or more attributes on the rating-scale follow or closely follow each other and both describe or rotate to a similar quality. The rater rates the first dimension accurately and then rates the second dimension similar to the first because of the proximity. If the attributes had been arranged in a significantly different order, the ratings might have been different.
- g) **Spill over Effect :** This refers to allowing past performance appraisal ratings to unjustifiably influence current ratings. This may happen in case of ratings done by Administrators or Peers.

If the above mentioned problems are overcome while rating, summative evaluation can give a clear picture of teacher's present performance and also can judge her potential development.

Teacher's Performance Appraisals are never welcomed. They can seem a bit daunting, but if teachers prepare for it. (Trainees of B.Ed. colleges can be for this, too) they aim at improving the performance. Now when affective teaching has become prominent and that the role of individual is undermined, there is necessity of teachers to reach not only intelligently but affectionately and also, learn to work in attribution to system.

Hence it is a high time that as performance appraisals are made compulsory in various other professions like Management, Business, Medicine, Pharmacy. It should also be made compulsory in the field of education also.

Check your progress :

- 1) What is performance appraisal? What are it's uses?
- 2) What is Teacher's Performance Appraisal? Explain it's criteria.

**5B.4 PERFORMANCE APPRAISAL 360 DEGREE
FEEDBACK TEACHER- SELF, STUDENTS,
PRINCIPAL, COLLEAGUES, STAKEHOLDERS**

360 Degree Feedback Tools in Education Benefit Teachers, Schools and Students.

Education presents an ironic challenge when it comes to performance evaluation. Administrators occupied by the significant demands involved in developing students' knowledge and skills sometimes fail to carve out enough time to develop the knowledge and skill sets of educators themselves.

When educators don't receive the specific, constructive feedback they need to guide their behaviour and performance, problems can go unnoticed. This challenge has driven learning institutions to look for new methods of performance assessment.

What is a 360 degree performance evaluation?

There are many differences between 360 degree feedback v/s traditional employee assessments.

360 degree feedback is a performance evaluation survey that collects confidential, anonymous, and candid feedback from various individuals involved in the employee's day-to-day work, including managers, coworkers, subordinates, peers, and customers.

Managers and leaders use 360 degree feedback assessment tools to get a thorough understanding of employee performance from various perspectives, identifying strengths and areas of weakness that can be improved. Teacher Effectiveness

360 performance evaluation system for education!

School boards, universities and educational institutions have implemented 360 degree assessments to varying levels of success. Some teachers and professors reject the idea based on the premise that the evaluations shift the power structure, putting their livelihood in the hands of their students. In contrast, others accept the assessment as a valuable tool for personal development and helping create educational environments that are conducive to learning.

For 360 degree feedback for education institutions to see positive results, two important requirements need to be in place:

1. 360 degree assessments are developmental not evaluative

The first requirement involves perception. Performance assessments can make people feel like their jobs are on the line. In an environment where grades can hold a high level of significance, the idea of grading a teacher can feel hostile.

When introducing a 360 degree feedback assessment in education, it is essential to be conscious of perceptions and reiterate that the 360 degree performance evaluation is not punitive or evaluative; it is designed to provide an opportunity for personal development, support and mutual growth.

The value in a 360 degree assessment tool for education comes from its inherent lack of bias, offering a thorough, wholesome evaluation of teacher performance from various perspectives. Assessment results provide contextual insights and can open constructive conversations about strengths and possible areas of improvement that can directly impact student learning.

2. 360 degree evaluation surveys in education must adjust for fluctuations

The second requirement involves data. Raw data doesn't tell the full story in an educational setting, and it is crucial to account for naturally occurring fluctuations.

Predictable factors that are out of a teacher's control, such as time of year, class size, and average classroom achievement level, can have an impact on a teacher's assessment. These factors can be taken into account, and 360 degree assessment results can be adjusted to negate these fluctuations. Another aspect to consider when it comes to data is customization. A student in first grade will not be able to express themselves the way an eighth-grader can. Information can and should be collected from both sources, but the survey does need to be adjusted for the audience.

Benefits

- Identify classroom management skills or gaps that have a direct effect on the learning environment.
- Identify gaps in communication skills that can be improved to boost student engagement and learning.
- Allow students to voice concerns and get the help they need in their classroom.
- Develop interpersonal skills so that teacher interactions with students are positive and productive.
- Education leaders can gain insight on their management skills, improve on weaknesses, and become more effective leaders for teachers, schools and students.

Schools, colleges and universities can implement personal development plans to help their teachers and professors work on the skills needed to engage and educate students effectively.

Teachers can use their 360 evaluation as a benchmark for progress and personal development, referencing their ratings as a point of comparison for future 360 assessments.

360 degree evaluation tools in education encourage a more open, honest and supportive environment for teachers to discuss issues with colleagues openly, and gain valuable input from coworkers.

Key competencies we measure in this 360 assessment

Authority & Empowerment	Communication	Innovation	Managing Change	Performance & Accountability
Makes quick, confident, and clear decisions, even when faced with limited information and empowers others to do the same.	Communicates clearly, openly, and honestly, and encourages open dialogue.	Generates new ideas, tries new things, and challenges the status quo.	Adapts and acts as a champion of change.	Takes accountability and maintain a strong sense of focus on results, driving tasks and projects to completion.
Respect	Recognition	Training	Work Process	Strategic Alignment
Treats everyone with respect irrespective of who they are, or the situation in which they find themselves.	Recognizes others' efforts and shares credit appropriately.	Promotes other people's learning and development to help them achieve their goals and fulfil their potential.	Continually improves the way work gets done and drives process efficiencies.	Focuses on the future and takes a strategic perspective on issues and challenges.

Teacher Evaluation Form

Class: * Teacher's name: *

Please choose the best answer for each question. The teacher: *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Treated students with respect	☐	☐	☐	☐	☐
Made students feel free to ask questions	☐	☐	☐	☐	☐
Was capable of answering questions	☐	☐	☐	☐	☐
Communicated clearly	☐	☐	☐	☐	☐
Assigned homework that was relevant to course material	☐	☐	☐	☐	☐
Allowed sufficient time to complete homework assignments	☐	☐	☐	☐	☐
Gave exams that reflected the material covered in lectures and assignments	☐	☐	☐	☐	☐
Provided constructive feedback on graded material	☐	☐	☐	☐	☐
Kept students informed about their class grades and progress	☐	☐	☐	☐	☐

Teacher Evaluation

Teacher's name: _____ Your name: _____

1 = rarely 2 = once in a while 3 = sometimes

EXPLICIT CURRICULUM: How well does the teacher teach the core subject?				
1	Teacher is prepared for class.	1	2	3
2	Teacher knows his/her subject.	1	2	3
3	Teacher is organized and neat.	1	2	3
4	Teacher plans class time and assignments that help students to problem solve and think critically. Teacher provides activities that make subject matter meaningful.	1	2	3
5	Teacher is flexible in accommodating for individual student needs.	1	2	3
6	Teacher is clear in giving directions and on explaining what is expected on assignments and tests.	1	2	3
7	Teacher allows you to be active in the classroom learning environment.	1	2	3
8	Teacher manages the time well.	1	2	3
9	Teacher returns homework in a timely manner.	1	2	3
10	Teacher has clear classroom procedures so students don't waste time.	1	2	3
11	Teacher grades fairly.	1	2	3
12	I have learned a lot from this teacher about this subject.	1	2	3
13	Teacher gives me good feedback on homework and projects so that I can improve.	1	2	3
14	Teacher is creative in developing activities and lessons.	1	2	3
15	Teacher encourages students to speak up and be active in the class.	1	2	3

EMPLOYEE SELF-EVALUATION TEMPLATE

EMPLOYEE NAME

POSITION/TITLE

EMPLOYEE ID

DEPARTMENT

REVIEW PERIOD

DATE OF REVIEW

CURRENT RESPONSIBILITIES

LIST KEY RESPONSIBILITIES

ASSESS YOUR PERFORMANCE IN RELATION TO YOUR KEY RESPONSIBILITIES

PERFORMANCE GOALS

LIST PERFORMANCE AND WORK OBJECTIVES

ASSESS YOUR PERFORMANCE IN REGARD TO PREVIOUSLY SET PERFORMANCE AND WORK OBJECTIVES.

CORE VALUES

ASSESS YOUR PERFORMANCE IN RELATION TO CORE VALUES.

COMMENTS AND APPROVAL

INCLUDE ANY ADDITIONAL COMMENTS

EMPLOYEE SIGNATURE

YOUR LOGO
HERE

Company Name

Peer Review Questionnaire

Please answer the questions thoroughly and truthfully. Your responses will be compiled along with those provided by other employees. The individual who is being reviewed will not be told which co-workers were asked to complete questionnaires. Thank you for your participation.

Peer Review for:

Date:

Ratings Definition

Use the following scale, thinking specifically of the person whose name appears above.

1 = Never 2 = Occasionally 3 = Sometimes 4 = Most of the Time 5 = Always NE = No Experience

Circle the number that most accurately describes your perception for each item. Please note that "NE" means you have no firsthand knowledge or experience with the individual.

1.	Behaves in a manner consistent with the company's mission, vision and values	1	2	3	4	5	NE
2.	Is viewed as a person of integrity by co-workers	1	2	3	4	5	NE
3.	Has an attitude of helpfulness toward co-workers	1	2	3	4	5	NE
4.	Complies with company policies and procedures	1	2	3	4	5	NE
5.	Is professional and courteous when communicating with coworkers	1	2	3	4	5	NE
6.	Represents the company in a positive manner when interacting with customers	1	2	3	4	5	NE
7.	Is interested in continuing to develop new skills and to grow as a professional	1	2	3	4	5	NE
8.	Follows through with tasks and responsibilities in an appropriate and timely manner	1	2	3	4	5	NE
9.	Demonstrates respect for the work and ideas of others	1	2	3	4	5	NE
10.	Is considerate of the needs of others	1	2	3	4	5	NE
11.	Is willing to accept responsibility for his or her own actions	1	2	3	4	5	NE
12.	Is someone that you feel would make an effective supervisor	1	2	3	4	5	NE
13.	Is someone you feel comfortable approaching to ask for assistance or advice	1	2	3	4	5	NE
14.	Stays focused on helping internal and external customers	1	2	3	4	5	NE
15.	Demonstrates a willingness to listen to what others have to say	1	2	3	4	5	NE

PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS

Name: _____ School: _____
 District/Division: _____ Region: _____
 Rating Period: _____ First Semester _____ Second Semester _____ School Year _____

	D	VS	S	Unsatisfactorily	Poor	Equivalent
PERFORMANCE INDICATOR	10	8	6	4	2	Rating
I. INSTRUCTIONAL COMPETENCE (70%)						
<i>A. Lesson Planning and Delivery</i> (45% for Teachers, 40% for Master Teachers)						
1. Formulates/adopts objectives of lesson plan	☐	☐	☐	☐	☐	
2. Selects content and prepares appropriate instructional materials/teaching aids	☐	☐	☐	☐	☐	
3. Selects teaching methods/strategies	☐	☐	☐	☐	☐	
4. Relates new lesson with previous knowledge/skills	☐	☐	☐	☐	☐	
5. Provides appropriate motivation	☐	☐	☐	☐	☐	
6. Presents and develops lessons	☐	☐	☐	☐	☐	
7. Conveys ideas clearly	☐	☐	☐	☐	☐	
8. Utilizes the art of questioning to develop higher level of thinking	☐	☐	☐	☐	☐	
9. Ensures pupils/students participation	☐	☐	☐	☐	☐	
10. Addresses individual differences	☐	☐	☐	☐	☐	
11. Shows mastery of the subject matter	☐	☐	☐	☐	☐	
<i>Assessment</i>						
12. Diagnoses learner's needs	☐	☐	☐	☐	☐	
13. Evaluates learning outcomes	☐	☐	☐	☐	☐	
14. Assesses lesson to determine desired outcomes within the allotted time	☐	☐	☐	☐	☐	
<i>Management of time and learning environment</i>						
15. Maintains clean and orderly classroom	☐	☐	☐	☐	☐	
16. Maintains classroom conducive to learning	☐	☐	☐	☐	☐	
Total Score						
Sub-Rating (Total Score/16 x 45% or 40%)						
TOTAL RATING						

Stakeholders	Needs	Drivers
Government	Quality education. Well-formed citizen.	Education policies, approval rate, evaluation results, public acceptance.
Society	Well-formed citizen. Economically productive.	Job market, individual and collective desires, economy, technological trends.
School Management	Well-formed citizen. Individual capable of performing professionally. Operational efficiency.	Regulatory policies and laws, market positioning, financial health, operational efficiency, learning, technological trends.
Parents	Well-formed children. Children capable of achieve their goals. Feedback. Synergy with teachers.	Learning, communication, technological trends, child training, economics.
Teachers	Reliable information. Learning process. Synergy with parents. Identify improvement points.	Learning, communication, technological trends, teaching methods.
Students	Learn. Being engaged. Feel himself/herself as part of the process.	Learning, engagement, trends, communication.



IQAC Satisfaction Survey for Employer
(On Curriculum, Course, Teaching-Learning and Evaluation)

Dear Employer,

Many graduates from VIT are already working in your organization. We are thankful to you for providing them employment with your esteemed organisation. We appreciate if you can spare your valuable time to fill up this feedback form. It will help us to improve the Institute further and provide you better employees in future.

S. No.	Descriptor	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The technical knowledge of the students is good					
2	The curriculum and syllabus provide sufficient knowledge in the area of study					
3	The students are able to work as part of the team					
4	The students maintain cordial relation with peers and seniors					
5	Communication skills of the students are good					
6	Students have the required managerial / leadership qualities					
7	Students volunteer to get into new initiatives taken up by the industry					
8	Students contribute substantially to the growth of the industry					
9	Students align themselves to the demanding needs of the industry					
10	The curriculum and non-curricular initiatives taken up by VIT has helped the students to attain the required competency level					
11	Students have the ability to learn industrial practices fast and mould themselves into the stream					

Any other points to improve the student quality:

Signature with Name and Industry Name

5B.5 LET US SUM UP :

Teachers in the contemporary society need to be through professionals fully equipped with both, high academic standards, Pedagogical and practical skills and ethical and moral values. However, it is unfortunate that teaching is still in a transitional stage and is experiencing serious occupational identify crisis. The debate on whether teaching can be called a profession dominates the educational scene even at the fag end of twentieth century. Teachers, often themselves are uncertain as to the nature of their occupation and to which category they belong non-professional, semi-professional or professional. There is a feeling among teaching community that they have been accorded a second class status while being given first class responsibilities.

Teacher educators as a world wide group also seem to lack clarity on the professional identify of teaching and the preservice or in-service levels. Such confusions may be damaging for the teachers and their occupations. It may also create an obstacle in delineating the professionalism expected from them for the emerging society. Therefore, it is high time teaching is accorded the status which other professions like medicine, law etc. enjoy.

Professionalism for a global society demands teachers to be innovative in their attitude, flexible in their approach and inquisitive and reflective in their mind always refreshing themselves with the day today increase of knowledge in their subject area Professionalism, therefore, implies professional preparation of teachers and their professional development through the mechanism of continuous in-service training programmes. The National Policy on Education (NPE 1986) has rightly remarked that “teacher education is a continuous process and its pre-service and in-service components are inseparable. NPE also suggested complete overhauling of the system of teacher education and establishment of DIET and SCERT to bring qualitative improvement in both pre-service and in-service education of teachers. However, it is still a distance drawn because of inadequate trained personnel and lack of proper infrastructural facilities.

Teacher effectiveness depends on the Professional accountability of the teachers. An individual teacher’s performance is monitored by a principal or educational authorities of varying levels of hierarchy. Teachers in the global world are considered as moral agents of change and not merely technicians imparting knowledge. The first accountability is the willingness to accept the responsibility, second, the access and right of community to know what is going on in school and third the teachers become the judge of students improvement in teaching.

Teacher effectiveness can be enhanced and evaluated through performance appraisal for teachers and teacher educators. Therefore, performance appraisal in the field of education is the need of the hour.

In sum, the dream of a learning society can become reality only when the dream teachers are well equipped with moral, professional intellectual, practical and communication skills to convince the students through their

efficient teaching. We can also conclude with the quote: “To be a good Teacher Effectiveness teacher, you have to have heart for the kids, integrity to push for excellence and a lot of creativity. And it takes stamina like you would not believe.”

Unit End Exercises :

- 1) What is Profession?
- 2) Differentiate between Profession and Professionalism.
- 3) What is Professional Ethics? Why it is necessary?
- 4) Explain the meaning and components of teacher effectiveness?
- 5) What is P.A.? What are it's uses?
- 6) What is P.A.? How can you enhance and evaluate P.A. for teachers and teacher educators development?
- 7) Prepare a Performance appraisal for school principal.

P.A. – Performance Appraisal

References :

- Prasad, Himadri and Prasad Dharmendra, (2005) Towards Professionalism in Education, University News, 43(18) May 02-08.
- www.google.com
- <https://www.grapevineevaluations.com/360-degree-feedback-tools-in-education>



RESEARCH IN TEACHER EDUCATION

Unit Structure :

5C.0 Objectives

5C.1 Introduction

5C.2 Nature & Purpose of Research in Teacher Education

5C.3 Scope of Research in Teacher Education

5C.4 Areas of Research in Teacher Education

5C.4.1 Problems of Research in teacher education

5C.5 Trends in Research in Teacher Education

5C.6 Importance of Networking and Collaboration in Teacher Education

5C.7 Implications of Research for Teacher Education

5C.8 Let Us Sum Up

5C.0 OBJECTIVES:

After reading this unit, you will:

- Become aware of Purpose of Research in Teacher Education.
- Become aware of Scope of Research in Teacher Education.
- Become aware of Problems of Research in Teacher Education.
- Become aware of Trends in Research in Teacher Education.
- Become aware of Importance of Networking in Teacher Education.

5C.1 INTRODUCTION :

Educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. Same is true for Teacher Education. The contributions of research to educational knowledge are easy to demonstrate through reviews of related literature. However, it is difficult to determine whether the

accumulation of research findings has made an impact on the practice of education. Even when research knowledge attracts the attention of policy makers in education, they generally consider it just one source of information to use it in shaping a particular policy, or use it to justify a unpopular decision, or cut funds, or may dismiss the research findings which are contradictory to their beliefs.

In spite of this research in education in general and teacher education in particular continues to grow and make its contributions to the body of knowledge.

5C.2 NATURE & PURPOSE OF RESEARCH IN TEACHER EDUCATION :

Essentially there are two broad purposes of research in Teacher Education.

- To understand the educational phenomenon and
- To transform it.

Understanding the Educational Phenomenon implies that it should fit into a theoretical framework. This helps to conceptualize, explain, control and predict the dynamics of a given phenomena. For example, to explain the phenomena of teaching means arriving at a conceptual framework of relationships with regard to teaching, explaining the nature and extent of relationships among the variables and controlling the effect of certain variables related to teaching on certain other variables. Prediction would then give a comprehensive understanding of the phenomena. Conceptualizing means arriving at interrelated set of variables. Conceptualizing may not involve verification since many paradigms are hypothetical in nature. A well-articulated framework applicable to many contexts based on systematic perspective is the presage-process-product paradigm of teacher education. Prestage variables would include the personality variables, process variables would imply curriculum transaction i.e. mode of teaching students and product variable would be a performance of students on a test. Explaining relationships among variables in teacher education is important. There is a relationship among variables is one thing but explaining why they have a relationship is another. Thus it is essential to know the forces that influence the relationships and at the same time understand the underlying unobservable processes acting on theses relationships. Controlling variables in a network of relationships among variables operating in teacher education is essential. It is highly difficult to study the dynamics of a variable in isolation. For example

Performance of a teacher trainee in practice teaching may depend on several factors such as mental make-up, personality, language fluency, communication skills, training received, experience, motivation, the grade level of students taught, subject matter and classroom conditions. The researcher wishes to study how the new method of training the teacher affects the performance of teacher trainees in practice teaching he/she probably has to control many of the variables listed above. Other wise the researcher will not be able to reach a precise conclusion about the effectiveness of the training. Thus the influence of the intervening variables has to be controlled if not experimentally then at

least statistically. Prediction i.e. the researcher should be able to foresee the nature of changes that would occur in dependent variables based on his/her knowledge of the relationships of this variable with another variable which is independent in its influence on the given variable.

Transforming the Educational Phenomenon means incorporating changes in the phenomena as it exists because of some dissatisfaction with it. In order to improve it. This is true of teacher education too. When there is dissatisfaction with the existing practices in teacher education changes may be required in the structure as well as the processes of teacher education. Research provides necessary ground for any changes to take place because changes based on research are sound and effective.

Check your progress :

1. What are the main purposes of research in Teacher Education?
2. How will research in the area of Teacher Education help in understand the educational phenomena?
3. How will research in the area of Teacher Education help in transforming the educational phenomena?

5C.3 SCOPE OF RESEARCH IN TEACHER EDUCATION:

The system of Teacher Education has several sub-systems. There is constant interaction among them. As such the components of the system, the inputs, processes and the outputs lend themselves to research.

Inputs include the goals of Teacher Education, characteristics of the teacher educators, characteristics of the students teachers, and infrastructural facilities.

Processes include the classroom interactions among teacher educators, student teachers and pupils. Interactions consist simulated learning experiences in order to provide learning of various skills such as teaching and evaluation.

Outputs are the immediate outcomes as well as delayed outcomes. Immediate outcomes include the gaining of theoretical knowledge, acquisition of the required skills and attitudes. Delayed outcomes are the retention of the theoretical knowledge, skills, attitude and developing teacher effectiveness.

Research Methodologies adopted are mainly descriptive surveys, experimental studies, developmental studies, as well as relational studies. Action research is also conducted by teacher educators to improve classroom practices. Descriptive surveys are used to procure data in teacher education or describe the characteristics of teacher education. Experimental studies are conducted mainly to study the effect of

intervention strategies or training programmes. Relational studies try to study relationships between the input and process, process and output, or input, process and output. Developmental studies put forth the historical developments in teacher education in order to explain the status of teacher education at a particular time or changes over a period in one or more sub systems of teacher education. This gives a systemic view of the temporal dimensions of teacher education.

5C.4 AREAS OF RESEARCH IN TEACHER EDUCATION :

There is a wide spectrum of variables related to teacher education. For example, selection procedures, development of battery of tests for selection and then try to predict success based on the selection criteria. Research areas would include personality of student teachers, teacher educators, different types of training such as pre service and in service training, or the different levels of teacher education i.e. teacher education for elementary level or secondary level. Most of the researches are isolated and there seems no connection between them. As such, super imposing of a classificatory system helps to identify cluster of variables. A cluster of variables thus identified may be called an 'area' of research.

During the seventies researches in teacher education were classified in five areas such as selection criteria, abilities and qualities of a teacher, pre and in service training of teachers, work load, job expectations and difficulties expressed by teacher, procedures and practices of teacher education in India and personality variables of teachers. In the later years researches were classified under context, input process and output variables. During the eighties context, presage, process, product were the categories.

The context variables include student-teacher characteristics, institutional characteristics related studies and on classroom context. Student-teacher characteristics means student-teachers formative experiences, academic qualifications, abilities, personality factors, intelligence, etc. Institutional characteristics include climate of teacher education institutions, administrative set up, classroom climate, curriculum framework.

The presage variables include teacher-educator characteristics i.e. formative experiences of teacher educators, their education and training, motivation, abilities, personality factors, intelligence, and teaching and training skills.

The process variables such as classroom interactions, classroom transactions and mediating processes that lead to learning. Such variables are attending, practicing, task persistence, active learning time and student teacher engagement with learning task.

Teacher behaviour in the classroom and supervisory behaviour of teachers relating to student teaching too are some of the research variables.

The product studies on outcome of teacher education include two types of variables. One, those describing immediate outcome of teacher education i.e. student-teacher outcomes such as their achievement, attitudes and skills, and two long term outcomes describing level of professional skills and teaching success or teaching effectiveness.

Check your progress :

- 1) Explain the context, presage, process and product variable that need to be researched in Teacher Education.

5C.4.1 Problems of Research in Teacher Education:

There has not been much headway in research since the researchers face a number of problems. More research is needed in the area of teacher education and there needs to be qualitative improvement too. Problems of research are both intrinsic and extrinsic to the researcher. Following are some of the glaring problems of research in teacher education.

Lack of Qualified Personnel :

Researchers lack the minimum abilities, skills, Acquiring these is a deliberate process. It is important that besides acquiring the qualifications researchers gain knowledge of the theory of teacher education, skills of scientific inquiry, ability to analyze and interpret data and make rational judgments.

Lack of Motivation :

This happens when researcher has no qualification and no inclination to do research. The system fails to encourage them and utilize their abilities. There are no proper incentives to do research.

Lack of Resources and Facilities :

Many a times there is lack of several adjunct conditions influencing undertaking of research. For example unavailability of expert advice for proper planning, or statistical procedures for analyzing the data, or proper reporting of findings. Lack of material facilities such as hardware, stationary can also cause hindrances.

Problems of Finance :

There is less research done due to lack of finance. Fund agencies such as UGC, NCERT and ICSSR at times fail to provide funds.

Arbitrariness :

Arbitrariness in research means lack of meaningful relation among studies. Any research should be based on previous research for its assumptions, hypotheses and theoretical background. Only then will there be hierarchical growth in the discipline. Therefore it is important to establish proper linkage among studies to develop a coherent

understanding of the phenomenon after a certain number of studies. This avoids duplication in research and enhances the possibility that all aspects and variables involved are attended to properly. Prediction becomes difficult and it becomes difficult to establish as to the direction in which research in teacher education is going. Instead of paradigmatic set of hypotheses getting tested, individual hypotheses are tested. As a result the growth of knowledge is slow or zero. Thus it is important to have long term plans for research.

Lack of Consensus :

There are as many views and priorities in education as there are researchers involved in it. Concurrence of views in a point of time will help researchers to work within common theoretical purpose.

Lack of Coverage :

Lack of attention to some of the areas of teacher education or differential attention from researchers to some areas of research comes in the way of covering a large number of areas needing attention. At some period of time certain areas come into prominence. As a result many researches get done in the area, while

other areas get receded. For example there are many studies on test construction or on teacher behaviour, or only on micro-teaching. What is required is thematic research for balanced and uniform progress.

Check your progress :

- 1) What are the problems of conducting research in Teacher Education?

5C.5 TRENDS IN RESEARCH IN TEACHER EDUCATION :

Quantitative Leap :

The first study reported in Teacher Education was by Banerji in 1956. After the first study was reported the First Survey reported

45 studies on Teacher Education upto 1973. The Second Survey

during the next five years i.e. up to 1978 reported 65 studies. During the period 1978 to 1983, 116 studies were reported. The growth of researches in Teacher Education indicates that the researchers were getting attracted towards this area. Some of the reasons cited for this attraction were easy accessibility of sample for the studies, availability of ready-made tools and expertise.

Systematization of Instruction :

Instruction dominated by 'lecture' method, which is usually a one way interaction and often unstructured was called the traditional method.

Research on instruction show a shift of emphasis from lecture method to structured methods such as programmed learning, instructional model-based teaching or structured lectures. The purpose of research was to make instruction at Teacher Education level a systematic activity. The main intention was to make instruction reproducible. Further, the purpose was to develop instructional strategies for Teacher Education.

Larger Coverage of Objectives :

Attempts to cover a larger number of objectives was seen. These included classroom interaction analysis for objective evaluation of lessons to achieve the objective of understanding dynamics of classroom teaching. Micro-teaching studies aimed at developing skills of teaching. Programmed learning for imparting theoretical knowledge. Discussion as an alternative method for developing social interaction skills and higher order cognitive skills, and simulation for development of application and decision making skills and abilities were also areas of research. The trend which emerges indicates that objectives of teacher education were researched.

Alternative Model :

Earlier researches on the Harbartian model as a method of teaching, Flanders interaction model, micro-teaching were seen as the behaviouristic models. However, recent researches indicated a different trend wherein other behaviouristic models such as Concept Attainment, Inquiry Training, Advanced Organizer Models. This was indeed a welcome change.

During the current period researches on the context, presage, process and product variables highlighting the importance of areas of teaching and learning styles of teachers and students, cognitive styles, student and teacher characteristics, management of education and technology of education and technology in education are gaining importance and attention of researchers.

Check your progress :

- 1) According to you what are some of the areas of research which need immediate attention of researchers?

5C.6 IMPORTANCE OF NETWORKING AND COLLABORATION IN TEACHER EDUCATION:

One of the reviews made on the status of Teacher Education at the time of the formulation of the NPE (1986) and its POA was concerning isolation of institutions of Teacher Education. It was observed that institutions of Teacher Education are isolated from each other and from schools. There is limited communication between institution at one level and another. Institutions of Teacher Education were found to be isolated from state and national level agencies. In order to ensure

efficiency and smooth functioning appropriate networking of Teacher Education institutions as well as state and national level agencies is therefore needed. Following are some of the advantages of networking. Research in Teacher Education

Advantages of Networking : Resource Utilization :

Resource material and facilities at district, regional and state levels can be mobilized for optimum utilization. This will avoid duplication and wastage. Several agencies provide men and material need by schools.

Development of Teachers :

Networking will facilitate development of required teacher capabilities for qualitative improvement of the teaching learning process. This developed and available expertise can be then utilized to meet needs of teachers working in remote areas.

Improvement of Quality :

Networking will lead to rationalization of programmes of pre- service and in-service courses and thereby help develop a system of quality teacher education which in turn will affect school education.

Feedback for Improvement :

Efficient and effective monitoring and evaluation of teacher education programmes can be done through networking.

Structure of Networking :

Horizontal linkages among institutions of Teacher Education is essential to enable the institutions to assist one another by sharing educational resources Institutions need linkage to rationalize the

pre-service training programmes and the in service programmes of a continuous nature to develop a national system of Teacher Education. DIETS at the **district level** will have academic linkages with District Boards of Education, have direct linkage with secondary schools and have on its complex elementary schools.

Vertical linkages are needed to remove isolation with **state level** agencies such as State Departments of Education, SCERTs, State Institutes of Education, State Institutes of Science Education, State Educational Technology Units.

Linkages are to be established between **regional agencies** such as Regional Institute of English, Regional Technical Teacher Training Institute, Regional Collages of Education and other support institutes.

5C.7 IMPLICATIONS OF RESEARCH IN TEACHER EDUCATION :

Teaching, like other professions, has a developing knowledge base that serves to guide practitioners. Knowledge generated by research is an important component of this knowledge. Teacher education and staff development programme might be considered to be a central avenue of knowledge dissemination on one hand, and of practicing it's use in varied contexts on the other hand. The curriculum of teacher education and the text books they use, determine what aspects of research knowledge will be brought to the attention of becoming teachers. The practicum and teacher induction programmes might serve student teachers and novices in learning how to use this knowledge base. Research findings constitute a regular feature of teacher education courses in the foundation disciplines, like psychology, and in method courses, but the translation of the findings into class-room action is usually left to the student teachers who find this an extremely difficult or even impossible task.

Teacher education is an important field for research since the quality of teacher education has been regularly questioned. At the same time as teacher quality is increasing being identified as crucial to educational outcomes and pupil gains. Consequently teacher education researcher need to work together in order to

- Share emerging research findings.
- Develop innovative research methodologies within teacher education.
- Disseminate innovative pedagogical methods within teacher education.
- Find new publishing outlets within an overcrowded academic field.
- Support colleagues in institutions with under developed research profiles.
- Develop important emerging themes to give teacher education research a distinctive positive.

Networking should be established with **central level** agencies working in the area of Teacher Education. They are Teacher Education unit in the MHRD, National Council for Teacher Education (NCTE), National Council Educational Research and Training (NCERT), University Grants Commission (UGC). There are other supporting institutions like National Institute of Educational Planning and Administration (NIEPA) now known as National University of Educational Planning and Administration (NUEPA), Central Hindi Institute (CHE), Central Institute of English (CIE), Central Institute

of Indian Languages (CIIL), Directorate of Adult Education (DAE), Research in Teacher Education National Institute for Handicapped (NIH).

Check your progress :

- 1) Why is networking between Teacher Education institutes at different levels important?

5C.8 LET US SUM UP :

This unit covers the nature & purpose of research in Teacher Education, which is to understand the educational phenomenon and transform it. The scope of research in Teacher Education encompasses the whole system of i.e. the inputs, processes, the context, presage, and process variables in Teacher Education.

Problems of research in Teacher Education are many. They are lack of qualified personnel, lack of motivation, arbitrariness, lack of resources and facilities, problems of finance, lack of coverage, and lack of consensus among researchers. Trends in research in Teacher Education indicate a quantitative leap in the number of researches conducted, systematization of instruction, larger coverage of objectives and alternative methods and models available. Finally importance of networking between teacher education institutions, and district, regional, state and central agencies has been highlighted. Special importance has been given to its implications in the field of teacher education.

Unit End Exercises :

1. Discuss the trends in research on Teacher Education in India.

Based on the findings of this research, what suggestions will you make to transform the structure and process of Teacher Education?

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

Suggested Readings :

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ISSUES IN TEACHER EDUCATION

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6.0 OBJECTIVES

After reading this unit, you will be able to:

- Explain the concept of quality
- Discuss quality control indicators in teacher education
- Analyses the quality management in teacher education
- Describe the suggestive measures to improve the quality of teacher education
- Define privatization, globalization and autonomy
- Explain the need for autonomy and challenges before autonomous institutions.
- Explain the concept of privatization, globalization and autonomy with reference to teacher education
- Define special education.
- Explain the roots of special education.
- Discuss the various government schemes and recent initiatives by the government
- Enumerate challenges in special education.
- States the recommendations for integrated education.

6.1 INTRODUCTION

Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times.

Professionally powerful teaching is very important and increasing in our contemporary society as a result of the stream of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. As a result, teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment.

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 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 who makes a conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing society.
- 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.

Unfortunately, the programmes of teacher education are alleged to be static and stagnant. The existing teacher education model is inherited mostly from British system of education and is suffering

a lot due to its inability to keep pace with time adopting necessary modification in its conceptual based theory and practices (Yadav et al., 2011). N.P.E. (1986) and the subsequent program of actions have realized that the program of teacher education in various stages requires a thorough reconstruction in its input, process and output in order to make the system quality oriented.

At the time of independence India declared itself a socialist democratic state. Public sector undertakings were initiated and developed to provide for all and usher India towards development. But the nineteen eighties witnessed disillusion with socialist economics which led to dissatisfaction with the public sectors. Education too was considered as a public good and the government set up institutions just as other public enterprises, which provided education to the masses. With passage of time these institutions became inefficient.

As a reaction to the inefficient working of the state-owned enterprises, the wave of privatization has spread all over the world, including India. The idea of privatization was seen as a panacea to all the problems. India too could not remain unaffected and the wave of privatization has influenced the education sector.

6.2 CONCEPT OF QUALITY

The dictionary meaning of quality is-” The degree of excellence”.

According to Bennis (1993) —” Quality often is not measured at all, but is appreciated intuitively. One’s response to quality is a feeling, a perception

that is connected intimately with our experience of meaning, beauty and values in our lives.”

According to Jan D. Timmer —” quality is a state of mind...the relentless pursuit of excellence, of never being satisfied with what you do, how you do it and how quickly you do it. There is always room for improvement. Everything can always be done better. Quality should be a part of our soul”.

Quality is contextual. It is very difficult to give a comprehensive definition of quality. It is the totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs. In the educational context, quality is seen as a complex issue as education is concerned with human beings. When we describe human beings as a product, the description cannot encapsulate all the characteristics of teachers or learners in the same way, as one would describe the quality of commodities. Hence, the definition of quality varies depending upon the individual, institution and educational situation, social and national context.

To ensure quality in education (as well as in teacher education particularly), is a massive challenge since it deals with the most sensitive creation of earth i.e., the human resources (Rogers, 1995). Quality has become a defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are

greatly influencing the “next society”. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality makes education as socially relevant as it is personally indispensable to the individuals. In this context, quality and excellence should be the vision of every higher education institution including teacher education. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

6.3 QUALITY CONTROL INDICATORS IN TEACHER EDUCATION

In the field of teacher education, in order to assess the quality of teacher education institutions, certain quality control indicators are to be considered. NAAC (2005) has identified following seven indicators to assess and control the quality in teacher education: -

A. Curricular Aspects: which include goal orientation, curriculum development, programs options, academic flexibility and feedback mechanism.

B. Teaching, Learning and Evaluation:

Which includes the admission process, catering to diverse needs, teaching-learning process, teacher quality, evaluation of teaching, evaluation of learning, and examination reforms.

C. Research, Development and Extension:

Which includes promotion of research, research output, publications output, consultancy extension activities, participation in extension and linkages.

D. Infrastructure and Learning Resources:

which includes physical facilities, maintenance of infrastructure, library as a learning resource, computers as learning resources and other facilities.

E. Student Support and Progression:

Which includes students' profile, students' progression, student support and student activities.

F. Organization and Management:

Which includes goal orientation and decision making, organization structure, powers and functions of functionaries, perspective planning, human power planning and recruitment, performance appraisal, staff development program, resources mobilization and financial management.

G. Healthy Practices:

Which includes total quality management, innovations, value- based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives.

6.4 QUALITY MANAGEMENT OF TEACHER EDUCATION

Though the concept of quality management has been introduced mostly to improve the quality of industrial products, its relevance in the field of academic institutions has also been realized by educators. Particularly in the field of teacher education, its effective implementation might ensure a better possibility of increased involvement of various stakeholders, more teamwork, the process of redesign, competitive benchmarking, constant measurement of the outcomes, long range vision, team based problem solving, and closer relationship with community (Kaun, 1996).

In any educational institution there are three aspects to be managed-academic, administrative and financial. Besides these there are the human and physical resources to be managed to their optimum level. In other words, management of input-process- product is of utmost concern in the system of teacher education. If every component is of good quality, then the final product will be perceived as fulfilling the needs of the consumers.

Applied to the field of Teacher Education, quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teacher education program. If the expectations of the schools, students, parents and the society are met, this indicates that the right type

of teachers have been prepared by the teacher education institutions. And if the teachers continue to improve themselves, then there is value addition in education. Such teachers will continue to meet the needs of the society. There is fitness of educational outcome and experience for use. There will be defect avoidance in the education process of teachers in a quality teacher education institution.

Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance.

The principles are: Customer focus, Leadership, Involvement of people, Process approach, System approach to management, Continual improvement, Factual approach to decision making, mutually beneficial supplier relationships. Various essential criteria and steps to be taken for an effective quality management program in teacher education are as follows -

A. Commitment of Management and Governing Body:

Management should be accountable and committed to their service, have adequate concern of various quality aspects and norms in the field of teacher education and not only profit-making approach.

B. Identification of Quality areas :

Areas to which quality improvement is required are necessary to identify. Teacher education institutions may consult various indicators identified by apex bodies like NAAC in this regard.

C. Appointment of Quality Assurance Cells :

Teacher education institutions should have their own internal quality assurance cell to monitor various functions of the institution and suggest the necessary improvements.

D. Establishment of Various Steering Committees: Various Committees may be formed and the tasks may be distributed among them in view of the priority of quality areas.

E. Design of Process and Objectives :

Objectives of each steering committee need to be formulated and operationalized in terms of achievable outcomes. Depending upon this, the process of functioning of each committee may be decided.

F. SWOT Analysis :

It is one of the most essential functions of various steering committees to identify strength-weakness opportunity-threat in the related fields and to prepare the necessary plan of action in this regard.

Assurance of quality is a team work. Therefore, all concerned persons should be well informed about the quality criterion and various efforts planned and acted upon by the management to raise the quality standard of the institution.

6.5 SOME SUGGESTIVE MEASURES TO IMPROVE THE QUALITY OF TEACHER EDUCATION

With liberalization and globalization of economic activities, the demand for teacher education at comparable and internationally acceptable standards has increased. This demands the teacher education institutions to be innovative, creative and entrepreneurial in their approach to skill development among the students.

Teacher education institutions have to shoulder the responsibility of inculcating the desirable value system among the student teachers commensurate with social, cultural, economic and environmental realities at the local, national and universal level.

Our teachers should be trained to the technological innovations that are readily available. Effective use of information and communication technologies in teacher education institutions can improve the quality of teacher education.

Instead, Quality assessment by NAAC and NCTE, we should consider those indicators, which are applicable to a variety of situations sensitive to the specific needs and functions of teacher education.

Hence, there should be flexibility in approaches and methodology for assessment of teacher education institutions. There should be a continuous in-service program organized both through face-to-face and distance mode in order to allow the teachers to cope with the latest development.

Each teacher should do action research for qualitative improvement of classroom teaching. They should also be involved in developing teaching and learning (print and non-print) instructional materials, psychological tools, etc. this will help the teachers in updating their knowledge and skills continuously as well as improving their self-esteem. There should be continuous monitoring of teacher education institutions by NCTE and the affiliating University in order to maintain the standard of the teacher education program and its quality enhancement.

6.6 GLOBALIZATION

6.6.1 Concept of Globalization

The term "globalization" means integration of societies and economics through cross country flows of ideas, information, technologies, good services, finance, capital and people. Cross border integration can have

several dimensions – social, cultural, economical and political. Globalization has made economic life more competitive and demanding, making human expertise development more significant. Only an educated workforce equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization.

Globalization is an economic phenomenon that brings the producers and consumers of different continents and regions into functional relationships through the free exchange of goods, services and capital. For converging the world three factors are mainly responsible. The first factor, which has brought radical changes for globalization, is the dismantling of the Eastern Bloc and the emergence of new regional economic blocs like the SAARC, the EU and ASEAN. The second factor is the dominance of an ideology of market-led regulation, initially applied to financial and economic exchanges, and now applied to a variety of other sectors of human activities including health and education. The third factor, the introduction of technological and scientific innovations in the field of communication has removed all the boundaries which earlier blocked the process of coming closer to the nations of the world.

Globalization has entered discussion in various fields and branches. What follows is a critical review of contrasting perspectives on globalization as it relates to education. In each section, after these general considerations, concerns are narrowed down to the effects of globalization on education in relation to the teaching profession. Teachers' identity will be explored in terms of the role of teachers in a given society and the way specific societies conceive of this identity and adopt criteria to judge teachers effectiveness and success. Given the ascendancy of the global economic model, this discourse includes other agencies that are exerting their influence on teacher identities. Teacher education and its evolving nature cannot be isolated from teacher identity. The globalization way is conceived of, and the role one assigns to teachers in relation to it, will definitely bear an influence on the manner in which teacher education is structured.

6.6.2 Globalization and teacher education

If we are to select and prepare a new generation of teachers equipped with the knowledge and skills. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, skills, behaviors and attitudes. They are required to perform their tasks effectively in the classroom, school and wider community. It is a programme that is related to the development of teacher competence and proficiency that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, motivation and sensitivity. Beyond the quality of its education system, no nation develops which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge.

The purpose of globalization and global education is to develop a 'global perspective' and sensitize the youth for understanding the multicultural world and maintaining peace and harmony in the world. People in general and the youth in particular have to be aware of the global happenings and issues and the interdependence of people.

Global perspective means sharing and cooperation with others allowing them to use whatever resources are available to attain individual as well as common goals. Further, empathy towards others, i.e. understanding and sharing feelings, communication ability in order to exchange and express thoughts, feelings and information and resolving conflicts by finding satisfactory ways of dealing with disagreement between people, groups, societies or nations.

6.6.4 In Globalization challenges for teacher education

Research in teacher education: Enhanced scope of Teacher education requires researchers and studies to visualize scope of teacher education in the context of globalization. Research must respond to the area of policy issues, curriculum issues, evaluation systems, classroom practices, training strategies, value inculcation, technology mediated education, school community relationship, quality in education, inclusive education, interactive education, practice teaching school etc.

a. Curriculum based on competency: The curriculum based on competency represents an approach to instructions, which emphasize the application of the knowledge in a manner, which may be measured. Curriculum based on competency guides focus on a components listing of most important objectives to be mastered and competencies which every student should be able to demonstrate when instruction is completed. Competency based lesson, which changes the students in activities designed to apply learning with an increased emphasis on higher order thinking skills. Students are evaluated not only on knowledge, but also primarily on their ability to perform tasks associated with knowledge acquired.

b. Professionalism and Adaptability: The standard of education will improve if all the teachers have a global perspective, well prepared and provided with ongoing professional development and appropriate support. Teachers need to be adapted to the social, economical and cultural diversities of the students in order to compete in the international sphere.

c. Quality of education: Today we are now more interested in the quality of teacher education. High quality teacher education is one more challenge which caters to the following conditions without any bias such as staff pattern as prescribed by NCTE, Infrastructure catering to the needs of teaching learning situations, effective technique assessment and effective learning outcome assessment.

d. The need for skills alongside knowledge: The phenomenon of globalization has helped to widen the gap between those who are globalized and those who are globalized of the process at the local, regional, national and international levels. Teaching to live together is synonymous with developing an understanding and appreciation of interdependence in the spirit of respect for the value of pluralism, mutual understanding and peace.

e. Use of Integrated Technology: A growing challenge in education is establishing and implementing strategies to develop the skills and knowledge necessary for the teacher to essentially use technology as an instruction tool. The extent to which a teacher is prepared to infuse technology into curriculum and instruction is a major contextual factor.

6.7 PRIVATIZATION

6.7.1 Concept of Privatization

The term Privatization refers to many different educational programmes and policies. Privatization is the transfer of activities, assets and responsibilities from Government and Public institutions and organizations to private individuals and agencies. (Levin, 2001). Privatization involves a change in the ownership of an enterprise from the public or government, to the private sector or individual private companies (Aggarwal, 2007).

Privatization is the hottest currently being debated in the education sector, it is fast becoming a widespread trend when considering education reform, as it eases the pressure on government to meet immersing demand and relieves them of exclusive costs in developing countries, the issues at hands are provision and accountability there, privatization can be advantageous to parents who are given more freedom and choice when deciding on schools for their children are educated.

6.7.2 Education and Privatization

Applied to the education sector, privatization can be seen as part of the wider reform of the public sector. Education is both a private and social investment. It is therefore the responsibility of both the individual including the student, his family and even his employers and the society which includes the community and the state. The areas of shift in the education sector are decision and responsibility of money, administration and a relevant curriculum of high quality. Privatization is management by the private sector with total absence of government intervention. Such institutions generate their own funds through higher fees, user charges and full use of resources. They survive on the philosophy that they do not have to pay for those who can pay.

Privatization of higher education has emerged in several forms and types in the recent decade in India.

1. Privatization within government higher education institutions takes place in the form of introducing self- financing courses within government institutions.
2. Converting government aided private institutions into private self- financing institutions.
3. Allowing to expand self-financing private institutions with recognition and also without recognition, which may be termed as commercial private higher education institutions.

6.7.3 Factors which are responsible for Privatization

a. Need for competitive efficiency: A more competitive economic environment, operation of public sector enterprises is considered inefficient is the main justification for privatization. It is believed that private ownership and control are more efficient in terms of resource allocation and work.

b. Growth in population: India has a population of nearly one hundred and twenty five crores. In order to provide to a large number of people more private institutions are needed. To fulfill the demand for higher education of young people in the country, privatization of higher education is needed.

c. Financial problem: Higher education in India is in financial stress. The government of center and state can no longer bear the financial burden of public enterprises. Current spending on education in India is not more than 3.5% of GDP. The center itself concedes that the minimum should be

6%. Very little is being spent on higher education. This compares unfavourably with the international level, especially when compared with countries such as South Africa, which invests eight per cent of GNP on education. Therefore there is a need to evolve policy through which private resources are mobilized.

d. For quality education: Private institutions do not require long procedures for procurement of human as well as material resources. In order to purchase and maintain good qualitative infrastructure and equipment like buildings, furniture, different types of laboratories and qualified and competent academic staff, who can be paid as per the demand, there is a need for privatization for quality education.

e. For skilled manpower: There is very little initiative from the public sector due to limited freedom. Private institutions are free to initiate modern and advanced courses in order to fulfill the demand for subjects which facilitate economic development of the nation. The demands of the market and the times can be fulfilled. For this privatization is needed.

f. Desire for more autonomy: Privatization of higher education will provide autonomy to institutions and there will be less dependency on the

government. This will remove political interference in areas of management, finance and administration.

g. Need for Technological developments: Information revolution has been brought about and strengthened due to technological developments such as microchips, genetics, communications, robots, lasers, growth of satellite TV and computer technologies. Due to limited resources the public sector cannot meet the demands of the industry and other sectors of economy. Thus the private sector should undertake to train manpower in technology and respond to market demands.

6.7.4 Advantages of Privatization

Tailor made services and provision of a wide choice of courses and subjects to students.

- Competition
- Quality of education and training.
- Availability and better maintenance of resources transparency in all procedures.
- Utility of human and physical resources in the proper way.
- Innovativeness in teaching and evaluation.
- Decentralization of educational institutions.

6.8 AUTONOMY IN TEACHER EDUCATION

Higher education system in India is one of the largest in the world and is continuing to progress. Many universities are burdened with an unmanageable number of affiliated colleges, because of which many of the reputed universities and colleges have lost their eminent positions. Only some universities and colleges manage to maintain their status and dignity in an environment of complex social and economic pressures and worldwide changes in approaches to the educational process.

6.8.1 Concept of Autonomy

An attitude of the mind which can be equated with critical intelligence, independent mindedness, a determination and to think things out for one self is called autonomy. One's own

independent judgments freely choosing among alternatives and governing one's own action and attitudes in the light of one's own thinking consists of autonomy.

Etymologically, there are two features of autonomy viz. the nature of self- i.e. 'autos' and the kind of norm and rule – 'nomos'. Putting together autonomy would thus mean adopting for oneself "self-norms" "self-governance" and "responsibility". Autonomy thus introduces the idea of 'self-direction' as well as recognition of norms. Autonomy therefore, essentially means the relative independence of an individual in guiding and regulating his or her own conduct without any external control.

Autonomy or 'freedom' is accompanied by 'accountability'. Autonomy means accountability to stakeholders and society. Therefore, it is important to strike a balance between stakeholders' needs, societal demands and institutional autonomy.

6.8.2 Need for Autonomy

In India some universities are too large and have many affiliating colleges. Managing its own post graduate courses, teaching and research is getting difficult by the day. Managing the colleges, conducting a number of exams, recruitment of employees, declaring results and certification has become unwieldy. The colleges, on the other hand, feel restricted in developing themselves due to lack of freedom. They feel that too many controls only hinder their development. It is also observed that the same regulations govern all colleges irrespective of their performance or non-performance, management or mismanagement, regularities or irregularities. The colleges which are doing well face the same appraisal. Academic freedom of teachers is also affected. The curriculum, its transaction as well as evaluation without consideration of the needs and aspirations of the students residing in different parts of the city decided by the university bodies. The teachers in an institution are too occupied completing what is mandated by the university and are not motivated to give beyond the minimum requirements.

6.8.3 Challenges before autonomous institutions

- Running an autonomous institution is problematic and challenging.
- Survival depends on achievement. This is the same as a free market economy, where there is greater productivity than in a controlled economy.
- Institution's achievement measure on the basis of student's placement and employability •Autonomous institutions have their own policy.
- It has to match declared objectives and performance.
- Autonomous Institutions have to ensure coordination of teachers for qualitative change.

6.9 SPECIAL EDUCATION - INTRODUCTION

The question of how Québec's education system deals with students with handicaps, with social maladjustments and with learning disabilities has been a preoccupation since the 1980s, when educators, parents and student associations began to focus on issues of human rights and discrimination. Some English-language schools were already quite open to the inclusion and integration of students with special needs into regular classrooms. Since then, the principle of integration has become widely accepted, and there has been a steady growth in the implementation of various forms of desegregated classrooms, in some instances for all classroom activities, in others for only putting this principle into practice,

however, it is becoming more complicated for school boards. The number of students identified as having special needs has risen significantly, while the resources for providing appropriate services have not kept pace. As a result, teachers feel that they are being left on their own to manage classrooms with relatively high percentages of students who have a variety of different special needs.

Even though classroom mainstreaming—having all but the most severely disabled students in the same classroom—has been part of the culture of English-language schooling in Québec for about two decades, many educators in the English-language school boards are now questioning the effectiveness of across-the-board integration. Some now view the “imposition” of inclusion as compounding the problems that teachers already face arising from the curriculum reform—an extensive operation in itself—for which school commissions and teachers feel unprepared and under-resourced.

6.9.1 Roots of Special Education

United Nations Convention on Rights of Persons with Disabilities (UNCRPD, 2008)

UNCRPD is the first human rights instrument to protect the rights of people with disabilities. It is an International Law. India was one among the first 81 countries that signed the convention on the first day. The key guiding principles of the Convention are non discrimination, full participation and inclusion, equality of opportunity and accessibility. The Convention has 50 Articles. Article 24 deals with Education. The Convention mandates an

inclusive education system at all levels and lifelong learning. To achieve this, the Convention stresses upon non-discrimination of persons with disabilities on the basis of disability; access to quality inclusive education; provision of required support within the general education systems as per the need of the individual and effective individualized support.

The Convention gives importance to creation of environments which maximize academic and social development. It further calls upon the State Parties to take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities. The Convention was followed by the enactment of Right to Children to Free and Compulsory Education.

Right to Children to Free and Compulsory Education

The *right to education* is a universal entitlement to education. The RTE Act provides for the Right of children to free and compulsory education

till completion of elementary education in a neighborhood school. It clarifies that ‘compulsory education’ means the obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. It makes provisions for a non-admitted child to be admitted to an age-appropriate class.

Section 3 of the Act states that “provided that a child suffering from disability shall have the right to pursue free and compulsory elementary education.” The RTE Amendment in 2012 stated that “a child with ‘severe disabilities’ and a child with ‘multiple disabilities’ referred to in National Trust shall also have the right to opt for home based education.”

Some of the enabling provisions for CWDs under are as follows:

- Provision of free & compulsory education
- Access to neighborhood school
- Barrier free access
- No discrimination till the completion of elementary education cycle
- Admission without any kind of fees or charge
- Free textbooks
- Special training for age-appropriate enrolment
- No capitation fees
- No affidavits at the time of admission
- No screening procedures
- Age-appropriate admission.

Section 29 of the Act clearly mentions that,” the curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government. The RTE Act lays emphasis on building up child’s knowledge, potentiality and talent; development of physical and mental abilities to the fullest extent; learning through activities, discovery and exploration in a child friendly and child- centered manner; making the child free of fear, trauma and anxiety and helping the child to express views freely; and comprehensive and continuous evaluation of child’s understanding. Further Section 30 of the Act mentions that, “No child shall be required to pass any Board examination till the completion of elementary education. Every child completing elementary education shall be awarded a certificate.”

6.9.2 Government schemes for special Education

Rights of Persons with Disabilities Act, 2016 – India is a signatory to the UNCRPD. Once a country ratifies a Convention, it is legally obliged to bring its laws and policies in alignment with the Convention. It is in line with this principle that the Rights of Persons with Disabilities Act, 2016 has been developed as per the guiding principles of the UNCRPD. The Act lays thrust on full participation and equality of the persons with disabilities and provides for their education, employment, creation of barrier free environment, social security, etc. 21 disabilities have been included in the Act. Every child with benchmark disability between the age group of 6 and 18 years shall have the right to free education. Government funded educational institutions as well as the government recognized institutions will have to provide inclusive education to the children with disabilities (CWDs).

Other provisions included in the Act include:

- Survey of school going children in every five years for identifying children with disabilities; • Employing qualified teachers;
- Training professionals and staff to support inclusive education at all levels of school education;
- Establishing adequate number of resource centers;
- Promoting the use of appropriate augmentative and alternative modes including means and formats of communication;
- Providing books, other learning materials and appropriate assistive devices and scholarships to students with benchmark disabilities;
- Making suitable modifications in the curriculum and examination system and
- Promoting research to improve learning.

The above Acts have led to implementation of various schemes and programmes in IE. The programmes currently being implemented are explained below.

Schemes and Programs on CWDs in India

The very first seeds of integrated education in India were sown by international agencies like Royal Commonwealth Society for the Blind and Cristophael Blinden Mission, which began experimenting with the integration of visually impaired children and other children in regular schools. At the same time, the Ministry of Education launched in 1952 a comprehensive scheme of awarding scholarships to children with disabilities in regular schools. The Government of India started giving scholarships for elementary and higher education to the visually impaired, hearing impaired and locomotor impaired children in 1955. Gradually the number of scholars rose to 10,000.

In 1974 the scheme was transferred to the States and today most of the States are awarding scholarships to those CWD who are pursuing elementary education in regular schools without support services. Though no support was provided to those CWD who were going to regular schools, the launching of the scholarship scheme could be regarded as a rudimentary beginning of the integrated education initiative by the Government of India.

The success of an international experiment in placing CWD in regular schools began to be noticed in the early 1970s. As a result, the Planning Commission agreed to include in the plan a programme for including CWD in regular schools. The Government's appreciation of integrated education came in 1974, when it launched the Scheme of Integrated Education of Disabled Children (IEDC).

Since then many programmes have been launched by the Government of India for the education of the CWDs. Some of the programmes are the:

- UNICEF funded Project Integrated Education for the Disabled (1987),
- District primary Education Programme (1994) and
- Janshala (1998).

6.9.3 Recent Initiatives

Samagraha Shiksha Abhiyan

An initiative of the Government of India to Universalise Secondary Education Sarva the Integrated Scheme on School Education aims to look at education of all children including children with Special Needs (CwSN) in a continuum from pre nursery to class XII. The scheme will cover all children with special needs with one or more disabilities as mentioned in the schedule of disabilities of the Right of the Persons with Disabilities (RPwD) Act, 2016 studying in Government, Government-aided and local body schools. The scheme stresses on working in convergence with all the line Departments/ Ministries and intends to provide relevant holistic support for effective and appropriate services.

The objectives of the scheme are:

- Identification of children with disabilities at the school level and assessment of her/his educational needs.
- Provision of aids and appliances, assistive devices, to the children with special needs as per requirement.
- Removal of architectural barriers in schools so that students with disabilities have access to classrooms, laboratories, libraries and toilets in the school.
- Supplying appropriate teaching learning materials, medical facilities, vocational training support, guidance and counseling services and

therapeutic services to children with special needs as per his/her requirement in convergence with line departments.

- General school teachers will be sensitized and trained to teach and involve children with special needs in the general classroom. For existing special educators, capacity building programs will be undertaken.
- CWDs will have access to support services through special educators, establishment of resource rooms, vocational education, therapeutic services and counseling.
- Girls with disabilities will receive special focus and efforts would be made under the scheme to help them gain access to schools, as also to provide motivation and guidance for developing their potential.

Other important interventions of the Scheme include:

- Hiring of special educators
- Training of teachers and stakeholders
- Curricular access and reform in examination system
- Building synergy with special schools
- Research and Development
- Increasing awareness through parent empowerment programs, peer sensitization, etc

Undoubtedly India has come a long way from the time it signed the UN Convention in 2007. It has enacted two major Acts namely the Right to Education Act and the Right to Persons with Disabilities Act. Both these Acts have highlighted the issues of rights and inclusion of persons with disabilities. In a simple way it states that let the persons and children with disability enjoy the same rights of the non-disabled people. It does not mention any segregated provisions. It emphasizes on making an inclusive environment with reasonable accommodation so that persons and children with disabilities can also participate effectively. India has a major responsibility to take affirmative actions toward the inclusion of the rights of people with disabilities in all laws, policies, services and practices. The major challenge shall be to implement these Acts effectively and to develop an inclusive society where children and persons with disabilities can equally participate like and with their non disabled peers.

6.9.4 Challenges in Special Education

Attitudes

Societal norms often are the biggest barrier to inclusion. Teachers and educational administrators still resist the accommodation of students with disabilities and learning issues. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The

challenges of inclusive education might be blamed on the students' challenges instead of the shortcomings of the educational system.

Poor Infrastructure

Children with disabilities are expected to attend schools that are inaccessible to them. In rural areas, dilapidated and poorly-cared-for buildings can restrict accessibility. Some of these facilities are not safe or healthy for any students. Many schools don't have the facilities to properly accommodate students with special needs, and local governments lack either the funds or the resolve to provide financial help. Environmental barriers can include doors, passageways, stairs and ramps, and recreational areas. These can create a barrier for some students to simply enter the school building or classroom.

Rigid Curriculum

Schools follow a prescribed mandated rigid curriculum that does not allow flexibility or the use of different teaching methods can be an enormous barrier to inclusion. Study plans that don't recognize different styles of learning hinder the school experience for all students, even those not traditionally recognized as having physical or mental challenges.

Lack of Trained Teachers

Teachers who are not trained or who are unwilling or unenthusiastic about working with differently-abled students are a major drawback to successful inclusion. Training often falls short of real effectiveness, and instructors already straining under large workloads may resent the added duties of coming up with different approaches for the same lessons. Moreover, pre Service training of teachers still does not train teachers on inclusive teaching. Hence, they come to teach in the classrooms without exposure or experience in handling inclusive classrooms, which poses to be one of the biggest barriers.

Exclusion from Assessments

Nation - wide assessment surveys exclude children with disabilities. The national assessment survey conducted by National Council of Educational Research and Training that captures learning levels of children till the elementary level does not include the learning levels of CWDs. Similarly, the Annual Status of educational research also excludes the learning levels of CWDs. This is a serious issue as either the system doesn't consider it important to capture the learning processes of children with specific disabilities or the system lacks the competency to develop tools in a format that can also capture the learning levels of CWDs.

Lack of political will

Many policy makers don't understand or believe in inclusive education. This leads to poor implementation of policies and programs on inclusion. This further excludes children with disabilities from accessing the

mainstream educational system. Hence, they are denied equal opportunities for education and learning like their non disabled peers.

Support Services

For implementing inclusion in all educational institutions, at all levels, a strong continuum of support services are needed. These include therapy support, adequate manpower, teaching learning material, equipment, ICT support, assistive devices / technology, etc. But existing support services are scarce and inadequate.

Insufficient and improper pre service teacher education

The pre - service teacher education programs run in the country are failing to sensitize and equip prospective teachers in inclusive education practices, modifications are needed to make these teacher education programs more effective. Currently, teacher education programs producing special teachers are controlled by Rehabilitation Council of India but whereas those producing General Teachers are controlled by National Council for Teacher Education. These two bodies need to collaborate and devise measures for producing skilled teachers capable of implementing inclusive education.

Since education of CWDs requires a ***multisectoral approach***, inter-Ministerial convergence and collaboration with civil societies needs strengthening. This would also help to enhance delivery of direct services and resource support to CWDs.

Fund Flow

The SSA norm is Rs. 3500/- per child per annum..The key challenge here is that budgets are fragmented and do not allocate resources efficiently. It is also seen that rigid regulations prevent resources from being attributed effectively where they are needed. Hence, it is important that effective planning and budgeting for inclusive education is ensured and the use of funds is decentralized to the maximum extent possible so that children can access services directly. In the year 2014-15, the fund flow arrangement has undergone change. Funds are released by the Ministry to the respective State Governments and subsequently the State Government transfers the grant to SSA Societies. In some States there has been delay in release of grants to the SSA Societies as the system was not aligned for this arrangement. The system has gradually been streamlined, but the delay in release of funds still continues.

Inadequate Funding

There has to be adequate allocation of resources if full inclusion is to be achieved. Good quality inclusion entails providing need based appropriate support in the form of a continuum of services and supports to the child. IE forms a very small proportion of the entire SSA budget. Moreover, the percentage allocation to IE has shown a constant decline.

- 1) “Special Education” which currently comes under the purview of the MSJE must be transferred to the MHRD.
- 2) The disability component should be well integrated into the curriculum of the bachelor’s/master’s degree/diploma/certificate courses in education so that all teachers become aware and are given the capacity to teach children with disabilities.
- 3) Compulsory training should be imparted to all existing teachers in the area of inclusive education.
- 4) Concerted work should be undertaken by the MHRD for providing flexible curricula and modifying such curricula to suit children with different abilities right from the primary level till the vocational level.
- 5) Trained ancillary staff and personal assistants should be provided to assist children with disabilities in schools whenever they require the same. Children with disabilities should be consulted on any measures taken by the school authorities regarding them.
- 6) The Government must penalize those private and public educational institutions which do not provide accessible infrastructure and educational services to disabled students.
- 7) There should be specific programs for promoting education for girls with disabilities.
- 8) All colleges and universities must have a Disability Cell to provide the needed support to students with disabilities. They should clearly state the accessible services offered on their websites/college prospectus.
- 9) MHRD should ensure that all their digital content is accessible as per standards.
- 10) Ensure comprehensive training on inclusive education, both theory and practice, are integrated into pre- and in-service teacher education. In the new integrated teacher preparatory program, make inclusive education a mandatory paper and fully integrated in the foundational courses.
- 11) Set clear requirements for qualifications and training of master trainers with regard to inclusive education.
- 12) Strengthen the capacity Cluster Resource Coordinators and Block Resource Coordinators to monitor and provide supportive supervision with regard to inclusive education, with a focus on children with disabilities, including monitoring of individual education plans and collaboration between general and special education teachers.

- 13) Ensure the development and adequate provision of accessible textbooks, teaching and learning materials and assistive devices for children with disabilities under available schemes [e.g., Samagra Shiksha and Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP)].
- 14) Ensure learning assessment is universal, including assessment of learning levels of children with disabilities. Build the capacity of National/State Councils of Educational Research and Training in this regard and allocate adequate resources to adapt assessment tools and methodology.
- 15) Ensure the conduct of a survey of school-aged children to identify children with disabilities and get a better understanding of their needs and how these are being met, as per the RPWD Act. (The RPWD Act refers to 'school going' children with respect to this survey, but it is recommended that this be expanded to cover 'school-aged' children, given the large proportion of children with disabilities who are out-of-school.)
- 16) Raise awareness of education functionaries and build the capacity of civil works personnel on making school infrastructure accessible to children with disabilities.

6.9.6 Challenges in Inclusive Education

Whatever the circumstances, there is widespread consensus among the guests consulted by the Advisory Board that the application of the policy of inclusion in the English language sector is not working as effectively as it should, even though some boards are allocating a very substantial proportion of their budgets to it.

The Advisory Board was repeatedly told that the human and material resources required to create the kind of classroom that could integrate and include students with many different difficulties and disabilities are either not available to the school boards or not allocated within the school boards in the manner that the Advisory Board's guests would like to see.

1) Issues perceived by teachers

The first and most important stumbling block is that many teachers feel unprepared for dealing with the range and number of students with behavioral problems, learning disabilities and difficulties and physical handicaps who are now included in their classrooms.

The second hindrance, in many cases, is the lack of adequate support for teachers and students involved with inclusion, often as a result of insufficient resources being made available to the boards. Most of today's new teachers do not come to the classroom with an intimate knowledge and understanding of disorders such as aphasia, autism, Down or Asperger syndrome, or other disabilities. If, in addition to students with these conditions, the teacher has a certain number of students with

difficulties such as dyslexia, and with increasingly disruptive behavior, the job of teaching becomes highly unpredictable and potentially unsatisfying.

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2) Early intervention

Today, concerns about the acquisition of basic literacy skills transcend the elementary grades. Whereas secondary school teachers were once uninterested in inclusion and in students with special needs, these teachers are now developing a greater awareness as it becomes evident that there is no guarantee that all students will be functionally literate by the time they reach high school.

Early intervention prevents the accumulation of failures by students who, by the very fact they cannot read, become "at risk". In the absence of systematic dedicated funding, teachers try to do their own screening; they need help in this regard.

In addition to early intervention, the ongoing identification of students beyond kindergarten has proved to be less than satisfactory, in the opinion of the Advisory Board's guests. The limited availability of psychologists, psychometricians, etc. results in students having to wait months, if not years, to have their disabilities or difficulties evaluated and diagnosed. Many simply remain undiagnosed, exacerbating their risk of failure in schools.

3) The budgetary rules and the "at risk" students

Ministerial financial rules for special needs education have changed pursuant to the Special Needs Policy and Action Plan. At present, on the one hand, there is a per-student grant to fund support services for students with physical handicaps and identifiable disabilities based on certain disability codes; on the other hand a lump sum based on a percentage of the student population covers a new category referred to as "at risk". This dichotomy represents a new recognition of learning and behavioral difficulties as being distinct from traditionally recognized handicaps, and is a relatively recent ministerial initiative, compatible with the overall orientation of special needs education policy, which stipulates that there are different ways of achieving success for different students.

The "at risk" notion was introduced into ministerial policies as a preventative measure. Realizing that a certain proportion of a school's population is likely to have some special needs—the Advisory Board was told 80% of the students who have trouble at school have some form of learning or behavioral problem—a budgetary category to deal with "at-

risk” students allows for services and intervention to be provided at the earliest possible moment, even before a detailed evaluation of the student’s difficulty has taken place. Rather than requiring coding—often a time-consuming clinical procedure—as a prerequisite for services, an Individual Education Plan (IEP) can be developed as a means of helping students to surmount their difficulties before they get too pronounced. Many of the issues that the “at risk” concept intends to deal with are related to the learning environment of the school in question, the relations between staff and students, school regulations and classroom management techniques.

The financial challenges are omnipresent, and it is sometimes difficult to persuade some principles that giving extra resources to students who are different is part of their school’s mission. Some administrators still have the sense that these students should be elsewhere, and are reluctant to channel scarce resources in their direction.

4) Issues in teacher training: initial and continuing

Everyone whom the Advisory Board consulted agreed that the greatest share of the burden of integration falls upon classroom teachers, who receive insufficient support to be able to carry out what they have been trained to do: to teach. Since those teachers with the most experience are often the ones who received the least initial training in special education, there is an ironic challenge, since in today’s classroom, all teachers must be equipped to work with a classroom of students with mixed abilities.

University faculties and departments of education are already paying attention to training their students on issues of special needs students and, as inclusion becomes more widespread, it is evident that all teachers will become teachers of special needs students.

As an example, the Advisory Board was told that at Bishop’s University, education students have special needs content both in their courses and in their practicum (practice teaching in the classroom). Courses, for both elementary and secondary certification include managing

“behavioral disorders” , “psychology of reading and reading disabilities” , “individual differences (which includes the writing of IEPs) and educational psychology. In the practicum, students are frequently placed in classrooms that are inclusive and many are placed with a resource teacher. McGill’s Faculty of Education is currently offering a Certificate in Inclusive Education through its Continuing Education program, aimed at teachers, assistants and aides, professionals and administrators in the school system but also open to parents and community members involved in schools.

There is considerable debate on whether issues related to students with special needs should be taught in specific, dedicated courses or integrated throughout the curriculum. It is widely agreed that all teachers need to understand the psychology of children with difficulties. It therefore follows that a certain amount of child psychology should be woven into

every area of pedagogy and subject matter. University professors must also be knowledgeable about this necessary teaching skill, even though many, perhaps even most of them, have had little such classroom experience themselves involving students with special needs.

Student teachers are often in shock when they come back from their first experiences as practice teachers in the classroom. They have learned about the curriculum but not necessarily about developing relationships with different kinds of students. Learning to manage large and diverse groups is a first step towards being able to accomplish the complicated task of teaching.

6.9.7 The Advisory Board on English Education recommends

An inclusive school is one that does not exclude anyone, except in cases of disability causing severe dysfunction. Inclusion, as practiced at this time in the English school system, does not necessarily mean that all students are included in regular classrooms all of the time. However, this may be the case in small rural schools, mainly because there might not be sufficient resources or students in sparsely populated regions to provide specialized expertise outside the regular classroom. Students with certain pedagogical or behavioral special needs can often benefit from concentrated attention paid to their specific difficulties for some part of the school day.

Successful inclusion, whatever form it takes, must be based on solid intellectual principles aimed at promoting the human rights of all students, on the political will to implement the policy in all its aspects, and on a process of implementation integrating three fundamental factors:

- i) Prepared teachers
- ii) Adequate funding
- iii) Appropriate professional support

Without these elements solidly in place, inclusion will continue to be controversial, if not problematic.

Concerning initial teacher training

Universities have begun to pay more attention to the issues involved in preparing teachers for the growing number of special needs students in their classrooms. Recent education graduates should therefore be familiar with the range of difficulties and disabilities they will be meeting. But knowing what to expect does not give teachers the tools they require to teach even the easiest cases of disabilities and difficulties in their classrooms.

Teachers must learn to manage a multifaceted classroom. And they have to master the concept of differentiated learning: teaching the same subject matter in different ways that will reach students with widely varying

degrees of learning abilities. This approach to teaching, on the universal design principle, operates on the premise that both the planning and delivery of instruction, as well as the evaluation of learning, can include attributes that respond to the diversity in learners without compromising academic standards. These aspects of teacher training should be introduced early in a student teacher's education.

Concerning teachers' professional development

Teachers faced with the new curriculum as well as inclusion would benefit from such prescribed approaches to the new regime and the networking that would result from the exchange of ideas with peers. The focus of in-service programs must target and be appropriate to the needs of the majority of teachers if inclusion is to become the norm rather than a special education add-on.

Concerning the implementation of inclusion

Based on the observation that enacted regulations get implemented while a mere policy may be ignored, norms should be enacted to regulate inclusion. The budgetary rules concerning inclusion should be made clear and take into account the particularities of implementing inclusion, rather than simply handing out lump sums to all boards.

Concerning early intervention

Government makes early intervention at the kindergarten level a requirement of special education policy and regulation and that its costs be funded directly through annual budgetary allocation.

Concerning funding of inclusion

What does inclusion cost? Do the school boards that are seriously and systematically implementing a policy of inclusion incur more expenses than are provided for under general budget rules? Are they at a financial disadvantage in comparison to those boards that take a less rigorous approach to integration?

If inclusion/integration is to be the standard policy of the Québec school system, funding will have to be commensurate with the effort invested. If boards are spending more than the government is making available to them, and if it appears that any board that implements the policy rigorously finds itself at a financial disadvantage, inclusion is unlikely to be wholeheartedly embraced across the province.

As the costs incurred by these special education functions may vary from board to board, there should be some generally accepted yardstick of objective assessment of the services offered. Are the differences between boards solely or only partially a matter of funding?

If support services and all decisions affecting them are centralized at the school board head office, they will not necessarily result in classroom teachers having the support required to ensure quality education for all students.

Concerning the evaluation of student learning and of the IEPs-

That school boards be required to regularly evaluate the learning of special needs students based on the criteria elaborated in the Individual Education Plans of these students, in order to ensure accountability and provide feedback to the parents, the student and the school principal, while allowing the Minister to monitor the application of the Special Education Policy.

6.10 LET US SUM UP

In this unit, we have learned that due to the expansion of the higher education system, the quality declines. Teacher education system is not the exception. In the name of development of teacher education for access to maximum, self financing teacher education institutions are mushrooming nowadays. Quantitative expansion has been accompanied by qualitative deterioration. The implication of quality management in this way may help an institution to achieve quality in various fields by ensuring customer satisfaction, accountability, credibility, and thus to maintain a certain standard of excellence. We have discussed Privatization, its concept, need and advantages. Globalization, its concept, features and how to professionalize the teacher and teacher education for the global world. We have also discussed autonomy, its concept, need and challenges before autonomous institutions. Its uses and misuses in the field of teacher education is to be analyzed and care should be taken for effective development in teacher education.

6.11 UNIT END EXERCISE

1. Explain the need for quality in teacher education.
2. Describe the concept of quality.
- 3.. Explain the concept of privatization.
4. Explain privatization in education.
5. Define special education.
6. Role of government in special education.
7. Explain the challenges in special education.

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