

TEACHER EDUCATION



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Bookland

A Text Book of Education : Written by Dr. Sunita Agarwalla, Head of the Department of Education, Dispur College. Published by **Aditya Book Distributor**, Panbazar, Guwahati, Assam.

PREFACE

This Text Book has been prepared for the T.D.C. fifth semester Major students as per the revised syllabus of the Gauhati University, effective from the academic session 2011-2012. I have put my best efforts to include every topic as per the requirement of the syllabus and as per the suggestion made by my esteemed colleagues. Special attention has been given to the language where simpler terms have been used to be easily understood by the beginners. Further suggestions from the students, teachers will be appreciated and improvement will be made in the future edition. Hope this book will fulfill the need of the students. I extend my thanks to my friends, colleagues and well wishers who encouraged me to write this book.

At the end I am also extremely grateful to "Aditya Book Distributor" for giving me this opportunity to author the book and publish it within the shortest time with accuracy.

Guwahati
July, 2013

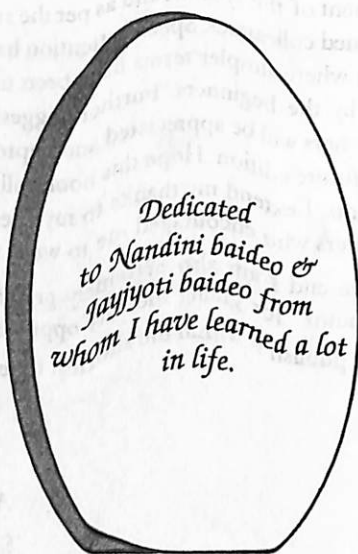
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Published by
Aditya Book Distributor
Panbazar, Guwahati-1
Ph.No.: (0361) 2637772, 2605553

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₹ : 150/-

First Published : 2013



*Dedicated
to Nandini baideo &
Jayjyoti baideo from
whom I have learned a lot
in life.*

SYLLABUS

Teacher Education Paper: 5.03 (Credits-6) (Major Course)

Objectives :

1. To acquaint the learner with the concept, aims, scope and development of teacher education in India.
2. To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.
3. To acquaint the learner with skilled based and competency based teacher education.
4. To develop understanding about professional ethics and accountability of teacher.
5. To acquainted the learner with different organizations involved in teacher education.

Unit: 1: Teacher education concept and brief history in India

- Teacher education – concept ,aims ,and scope
- Objective of teacher education
- Development of teacher education in India

Unit: 2 Teacher Education for different Levels of Education

- Preparation of teachers for
 - Pre-primary,
 - Primary, and
 - Secondary stages (Pre-services)
- In-service training programme –its need and importance

Unit: 3: Policies and practices and Quality Assurance in teacher education

- A critical appraisal of the present system of teacher education in India-a study of the various Policies and practices in teacher education in post-independence era,

- Quality Assurance in teacher education
- Present problems of teacher education and suggestions for solution

Unit: 4 Teacher education and Educational Technology

- Skill-based and Competency based teacher education
- Interaction analysis – Flanders interaction analysis
- Simulated Social Skill Training (SSST)

Unit: 5 Teacher's Role, Professional Ethics and Accountability

- Teacher's Role –
 - As a facilitator of learning
 - In transaction of curriculum
 - As a link between school and society
- Role Expectations of Teacher in the Twenty first century
- Professional ethics and accountability of teacher

Unit: 6 –Organizations for Teacher Education

- District education for Education and Training(DIET),
- State Council for Educational Research and Training (SCERT),
- National Council for Educational Research and Training (NCERT),
- National Council for Teacher Education (NCTE),
- Central Institution of Educational Technology (CIET),
- National University of Educational Planning and Administration (NUEPA)
- Regional College of education in India and their functions

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UNIT - 1

TEACHER EDUCATION, CONCEPT AND BRIEF HISTORY IN INDIA

TEACHER EDUCATION - CONCEPT AND MEANING.

It is said that teachers are born not made. This was true in the ancient times. In the modern times, however, we cannot depend on teachers to be born. Nowadays, almost every child goes to school to receive education. So we need a big number of teachers. To meet this demand we have to make or rather say create teachers. Here comes the need of teacher education.

Teacher education can be in simple terms be described as the education received by a teacher before joining the profession. It is the transformation Process of a lay man into a professional teacher.

The Dictionary of Education by C.V.Good defines teacher education as "*All formal and informal activities and experiences that help to qualify to assume the responsibility as a member of the educational process or to discharge his responsibility most effectively*"

In the Encyclopedia of Educational Research it has been defined as "*The total education experiences which contribute to the preparation of a person but the term is completely employed to designate the programme for courses and other experiences by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for the contribution to their growth in competency for such service. Such offered in teacher colleges, normal schools and colleges and universities*"

AIMS OF TEACHER EDUCATION-

The aims of teacher education are-

- i. The aim of teacher education is to make the teacher more mature and confident so that he/she can perform his/her task more effectively.

- ii. To acquaint the teacher with the knowledge of child psychology i.e how children grow, develop and learn
- iii. To impart the knowledge of teaching effectively so that the inner potentialities of the children can be identified and developed
- iv. To accord a professional status to the teaching profession.
- v. To make the maximum use of the time and energy of the teacher and students.
- vi. To kindle the imagination of the teacher, so that he/she uses innovative methods of teaching.
- vii. To develop the required teaching skills in a teacher.
- viii. To develop competencies in the teacher required for the profession.
- ix.. To train a prospective teacher to be able to correlate his knowledge with life.
- x. Develop in a teacher sympathy, tolerance, open-mindedness, intellectual adaptability and width of interest so that he/she can effectively with children
- xi. To develop a human teacher possessing qualities like spontaneity, acceptance, creativity and self - realization
- xii. To enable him/her to develop greater understanding of himself/herself
- xiii. To improve the intellectual and technical competence in the teachers
- xiv. To provide professional educated entrants to the teaching profession in adequate numbers.
- xv. To maintain or increase the quality of entrants for the teaching profession to satisfy the needs of the society

SCOPE OF TEACHER EDUCATION

The scope of teacher education is very vast. The following areas are covered under its scope—

- i. Teacher education covers the pre - service training of a prospective teacher
- ii. It covers the in - service training of the teachers already in the profession

- iii. It covers the training courses provided by the managing agencies
- iv. It covers the methods and techniques of teaching
- v. It also covers the models and strategies of teaching
- vi. It covers the educational and instructional technologies used in the teaching learning process.
- vii. It also covers the study of child psychology.
- viii. It covers the skills and competencies to be acquired by a teacher

OBJECTIVES OF TEACHER EDUCATION

Any programme has its own objectives. In the same way teacher education also has its own objectives. Different education commission has put forward their views regarding the objectives of teacher education. Here, we will discuss about the recommendations and views of these commissions and committees and also suggest some general objectives of teacher education.

The objectives of teacher education are as follows—

1. **Knowledge of Child Psychology:** The teacher education programme imparts a teacher trainee the knowledge of child psychology. It helps the prospective teacher to understand a child better and also to understand the needs of the child at different stages. It helps him/her to understand the process of growth and development with reference to individual difference.
2. **Builds Confidence:** Teacher training develops confidence in the student teachers. A trained teacher is not timid and shy and can tackle the classroom problems with confidence.
3. **Knowledge of the subject:** Teacher education acquaints a future teacher with all the new innovations and development of the subject the teacher has to teach. It attempts to create an attitude of continuous study, research and experimentation in them
4. **Knowledge of the Principles of Pedagogy:** Teacher training helps a student teacher to become familiar with the principle, process and techniques of teaching and learning.

5. **Knowledge of aims of education:** It helps a future teacher to get acquainted with the aims and purposes of education
 6. **Ability to organize instructional material:** A teacher education helps to develop a teacher's ability to use teaching devices, instructional material and audio-visual aids.
 7. **Planning of lesson:** Teacher education imparts a teacher the knowledge of analyzing the content, planning lessons effectively and the procedure of effective communication. They are trained to adjust their teaching according to the individual needs of the students
 8. **Knowledge of evaluation methods:** The teacher education programme acquaints the student teachers with the techniques and procedures of student's evaluation.
 9. **Developing positive attitude towards teaching profession:** Teacher education builds favorable attitude in the student teachers towards the teaching profession. It also develops in them a love and respect for the teaching profession.
 10. **Ability to organize co-curricular activities:** Teacher education programme develops in the student teacher an ability to organize and supervise co-curricular activities in the school
 11. **Assist in guidance programme:** Teacher education develops in the prospective teacher the concept and principle of educational, vocational and personal guidance.
- The University Education Commission of 1948 - 49 under the Chairmanship of Dr. Radhakrishnan was of the opinion that while formulating the objectives of teacher education, the following task of the teacher must be kept in view, *"The right kind of teacher is one who possesses a vivid awareness of his mission. He, not only loves his subjects but also those whom he teaches. His success will be measured not in terms of percentage of passes alone, not even by the quantity of original contributions to knowledge - important as they are, but equally through the quality of life and character of men and women whom he taught"*

The committee on Plan Projects of the Planning Commission after studying the issues and problems of teacher

education, stated in its draft report as, *"Modern education aims at education of the whole person. So every teacher should have a deep knowledge and understanding of children and skills to apply that knowledge and understanding. 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 during which it is highly probable that young children might be exposed to irreparable harm, because the teacher has not used the skills and knowledge which he should have. To argue that a few teachers are born and not made, would have its counter argument that one swallow does not make a summer and the overwhelming majority of the men and women can only become good teachers if their training programme is built on a solid foundation of the theoretical knowledge and supervision of practical work. This is what a training institution is designed to provide but admittedly, like all academic institution is of the same kind, no teacher training institute can produce teachers towards cent percent efficiency."*

The Committee had given the following objectives of teacher education -

- i. **Skills and Technique :** To enable the trainees to acquire the skills and techniques needed to teach young children, with the help of modern knowledge of child psychology and methods of teaching
- ii. **Ideals and Behavior patterns :-** To inculcate in the educands the ideals, and accepted behavior patterns of the society in which we live and whose purposes we serve
- iii. **Attitudes, Values and Interests :-** To develop in the teacher trainees certain attitudes, values and interests in conformity with the ideals of democracy and our developing economy.

The Education Commission of 1964-66 also known as the Kothari Commission put forward the following objectives of teacher education :-

- i. To develop Gandhian values of education such as non - violence, truthfulness, self - discipline, self - reliance and dignity of labor.
- ii. To act as a liaison between the school and the community and employ suitable ways and means for integrating community life and resources with school work.

- iii. To perceive his role as an agent of social change in the community.
- iv. To perceive his role as an agent of social change in the community
- v. To help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.
- vi. To possess warm and positive attitude towards children and their academic, socio - emotional and personal problems and skills to guide and counsel them.

The National Council of Educational Research and Training (NCERT) have also forwarded some general and specific objectives of teacher education.

General Objectives of teacher Education

- i. **Competence** - To help future teachers develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and knowledge of the subject by striving to keep in touch in the field of education.
- ii. **Understanding interests, attitudes and skills** - To develop an understanding, interests, attitudes and skills which enable them to foster an all round growth and development of children under their care to provide guidance to individual pupils
- iii. **Indian Background** - To develop an understanding of the aims and objectives of education in the Indian Background, to promote an awareness of the role of the school and the teacher in inculcating a spirit of nationalism in achieving ideals of creating a democratic and egalitarian society
- iv. **Society and School** - To develop an understanding of the close relationship between society and the school, between life and school work.
- v. **Professional consciousness** - To build up a professional consciousness

Specific Objectives

1. Development of Understanding

- i. Knowledge of the structure and functions of society of the

different types and processes of social interaction in understanding the problems relating to human relationships.

- ii. Understanding of the child, his development and learning.
- iii. Understanding the problems of a growing child.
- iv. Knowledge of the evaluative techniques

2. Development of skills-

- i. Ability to use various teaching methods with special reference to the subjects of specialization.
- ii. Ability to translate broad objectives of specific programmes and activities in relation to the curriculum
- iii. Ability to use some of the simple evaluation techniques
- iv. Ability to organize co - curricular activities.
- v. Skills of effective communication

3. Development of Attitudes

- i. Attitudes of being guidance - minded in dealing with the problems of the children
- ii. Healthy and positive attitude towards teaching profession
- iii. A truly egalitarian, nationalistic and democratic
- iv. Scientific attitudes in solving problems

DEVELOPMENT OF TEACHER EDUCATION IN INDIA

The educational system in India is generally divided into two periods-

- Pre Independence
- Post Independence

Here we will discuss about the development of teacher education in India in both the periods

DEVELOPMENT IN THE PRE-INDEPENDENCE PERIOD

The pre-independence period normally covers the ancient Indian educational system comprising of the Vedic, Buddhist and Muslim era. It also covers the British rule till 1947 after which India attained freedom.

Vedic or Brahmanic period : During this period education was just teaching of the Vedas. At that time the learned Brahmins i.e the learned section of the Hindus took up the profession of teaching. It

was a hereditary process which continued from one generation to another. There was no formal system of teacher training.

Buddhist Period : During this period, teacher education got recognition and teaching was taken up by the enlightened people from different class of the society after going through a rigorous training. Teachers were trained to propagate Buddhist religion amongst the people. The trainee had to remain under the supervision of teachers from whom he learned the elements of morality, proper conduct and training in DHARMA. When the teachers were satisfied, they gave a certificate that one is fit to become a teacher.

Muslim Period : There was no formal system of teacher training during this period. Students received education in Madrasas, where the Maulvis taught Quran. Teachers were appointed on considerations.

British Period : The British started their own system of formal schoolings as they needed people to work for the East India Company. They also started the formal system of teacher training.

The first formal teacher's training school in India was set up at Serampur in Bengal in the year 1793. It was named as Normal School. It was started by Carey, Marshman and Ward. After this three more Normal Schools were opened at Madras, Bombay and Calcutta. Later on normal schools were also opened at Poona, Surat, Agra, Meerut and Varanasi. In 1824 there were total 26 teachers training institutions.

Wood's Despatch of 1854 emphasized on the need of establishing training institutions for teachers. It also recommended that the pupil - teachers must be given stipends. But nothing was done in this direction. In 1859 the Stanley's Despatch in order to increase teacher training passed a new grant-in-aid rule according to which salary grants would be given to schools for those teacher who had obtained a certificate of teacher training.

In 1882 there were 106 normal schools out of which 15 were

only for women. For women there were no specific admission requirements to normal schools. For the training of secondary teachers, training classes were added to

- i. Government Normal School, Madras
- ii. Central Training School, Lahore

In 1886, the first training college was set up at Saidapet in Madras to prepare secondary school teachers. In 1889 a secondary Department was opened in the Nagpur Training School. By the end of nineteenth Century, there were six teachers training colleges in the country.

In 1904, Lord Curzon in his Education Policy laid great stress on the training of secondary teachers. It suggested that for graduates the training courses should be one year university course leading to a university degree or diploma.

After this more training schools and colleges were set up, curriculum was revitalized and practicing schools were attached to them for imparting practical skills in teaching.

The Government of India Resolution on Educational Policy in 1913 stated that, "*Eventually, under modern system of education, no teacher should be allowed to teach without a certificate that has qualified him to do so.*"

The Calcutta University Commission of 1917-19 or Sadler Commission recommended that a Department of Education should be set up in each University with a Professor of Education as its head.

It also suggested that a small experimental school to a training college in addition to a large practicing school. The experimental school will provide opportunity for educational experiment and the practicing school to accumulate the students in training of the methods to be used in every school.

These led to an increase in the number of training colleges. Some universities even established their departments of Education and the curriculum of teacher training was also improved.

The Hartog Committee of 1929 found that only 44% teachers of the primary schools were trained and 28% had completed

middle course. The committee put forward the following recommendations in this regard –

1. The standard of general education for primary teachers should be raised
2. The duration of their training should be sufficiently long
3. Primary training institutions should be well staffed for greater efficiency.
4. Frequent refresher courses and conferences should be arranged for the continued professional growth of the primary teachers already in service

Based on these recommendations, the Andhra University for the first time instituted a new degree of B.Ed in 1932. In 1936, the Bombay University started the Post graduate degree of M.Ed in Education for the first time.

The Sargent Report of 1944 had planned out a phased programme of teacher training for 35 years and gave the the following recommendations:-

- i. **Selection** - Arrangements should be made to pick out suitable boys and girls towards the end of the high school. This is particularly important in girl's high schools in view of the vast increase in the number of women teachers required.
- ii. **Courses** - The courses provided should be essentially practical and should be specially related to the needs of the schools in which the trainee will subsequently serve.
- iii. **Fees** - No fees should be charged in training colleges, liberal assistance should be available for the maintenance of poor students
- iv. **Refresher Courses** - Refresher courses are of utmost importance and should be provided for all types of teachers but particularly those in remote areas. Facilities should be provided for research and selected teachers should be encouraged to study educational methods in foreign country. The number of secondary teacher training college rose to 41 in 1947.

DEVELOPMENT IN THE POST INDEPENDENCE PERIOD

After independence, the University Education Commission was appointed under the Chairmanship of Dr. Radhakrishnan. The commission felt that too little time was given to the student teachers for practice teaching and its conditions were also not satisfactory. The commission made some recommendations regarding the B.Ed curriculum which were :-

- i. **School Practice** - That the course be remodeled and more time given to school practice and more weight given to practice in assessing the students performance,
- ii. **Suitable Schools** - That suitable schools be used for practical training
- iii. **Make the Best** - That students be encouraged to fall in with the current practices of a school and make the best of it.
- iv. **Flexible Courses** - That the courses on the theory of education be flexible and adaptable to local circumstances

The Secondary Education Commission of 1952-53 made some observations regarding teacher training as "*During this one year of training the graduate teacher should be trained in methods of teaching at least two subjects.....The practical training should not consist only of practice in teaching, observation, demonstration and criticism of lessons, but should include such subjects as construction and administration of scholastic tests, organization of supervised study and student societies, conducting library periods and maintenance of cumulative records. We feel that the scope of teacher training, particularly in its practical aspects, should be broadened to include some of its activities that a student teacher will be expected to perform when he becomes a full-fledged teacher*"

In 1954, Government of India formed a committee in collaboration with Ford Foundation, an International team of eight experts to study in details the major recommendations of Education Commission concerning the recruitment, selection and training of teachers and the structure and content of the curriculum in secondary schools. The team after travelling extensively in India, U.K, U.S.A, and Denmark and made the following recommendations concerning

the B.ed curriculum -

- i. The course of training should be so formed as to prepare the students adequate for the immediate work of teaching.
- ii. The training institutions should be careful not to advocate methods and technique of teaching that are impracticable and unrealistic.
- iii. For some continuity of practice teaching, there should be the system of block practice with proper arrangements for supervision and guidance
- iv. The training institutions should be encouraged to organize and conduct demonstration laboratory schools where, among other things, experiments are made in curriculum construction and progressive methods of teaching are used. Such Demonstration schools should not be fettered by rules and regulations externally imposed but should be given freedom in matters of methods and curriculum
- v. The training institutions should expand their programmes of practical training to include other activities, besides actual classroom teaching which teachers will be called upon to perform, as part of their work.

In 1956, Government of India, appointed a Committee with Dr. E.A Pires as convener. The committee was appointed to draft a new syllabus for secondary teachers training. The draft made by approved by a conference of the Principles of Training. The draft made was approved by a conference of the Principals of Training Colleges in 1957. The committee recommended that practical work should be given equal weight age as the theory. The examination papers were reduced to four, as given below:-

- i. Principles of Education and School Organisation
- ii. Educational Psychology and Health Education
- iii. Methods of teaching two school subjects
- iv. Current Problems in Indian Education

The Education Commission of 1964-66 also known as the Kothari commissions devoted one full chapter on teacher education in their report. It made the following Observation. "A sound programme

of professional education of teachers is essential for the qualitative improvement of education. In the absence of other influences a teacher tries to teach in the way in which he himself was taught by his favorite teachers and thus tends to perpetuate the traditional methods of teaching."

The commission gave some proposals regarding B.Ed curriculum and also gave some recommendations.

Proposals regarding the B.Ed curriculum

There is a need to eliminate irrelevant matter and to relate the curriculum closely to the teacher's responsibilities and to Indian conditions, problems and studies. Moreover, student teachers at this level need to be provided with specific learning experiences in constructing achievement and diagnostic tests in spotting talent in developing enrichment programmes, in diagnosing difficulties of under achievers and in planning remedial programmes.

Recommendations

- i. **Key Area of Educational Development :** The professional preparation of teachers, being crucial for the qualitative improvement of education, should be treated as a key area in educational development and adequate financial provision should be made for it, both at the state and national levels.
- ii. **Bring into mainstream:** In order to make the professional preparation of teachers effective, teacher education must be brought into the mainstream of the Universities on one hand and of school life and educational developments on the other.
- iii. **Improvement of Quality :** The essence of a programme of teacher education is 'quality' and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards. A programme of highest importance, therefore, is to improve the quality of teacher education. This can be done through the following.
 - a) **Content courses:** Organization of a well planned subject orientation or content courses, in collaboration with

University Department leading to insight into basic concepts, objectives and implications of subjects to be taught.

- b) *Integrated Courses* - Introducing integrated courses of general and professional education in universities
- c) *Professional Studies* - Staticizing professional studies and basing them on Indian conditions through the development of educational research
- d) *Improved methods of teaching* - Using improved methods of teaching which leave greater scope for self study and discussion and improved methods of evaluation which include continuous internal assessment of practical and sectional work as well as practice teaching;
- e) *Improved practice teaching* - Improving practice teaching and making it a comprehensive programme of internship
- f) *Special courses* - Developing special courses and programmes
- g) *Revision of Curricula* - Revising the curricula and programmes at all levels of teacher education in the light of fundamental objectives of preparing teachers for their varied responsibilities in an evolving system of education

After this there were some recommendations made by some conferences and study groups on teacher education. They made some reforms in the B.Ed curricula. But the major one after the Education Commission of 1964-66 was the **National Commission on Teachers I of 1983-85**. This commission wrote a full chapter on training of teachers and made the following recommendations—

1. **Four-year Training Course:** A four-year training course after senior secondary, or preferably a 5-year course leading to graduation and training is recommended. Each State may make a beginning during the Seventh Plan period by starting at least one four-year integrated college of education.

The first degree in teaching, B.A./B.Sc., B.Ed., should be considered adequate to pursue postgraduate courses. Planning of the contents of the four-year integrated course should be done in consultation with university authorities.

2. **Capital Grants:** A four-year integrated college will need a capital grant of Rs. 20 lakhs to enlarge and improve its physical facilities. Its recurring support will imply an expenditure of Rs. 24,000 per annum for every additional member of the faculty during the seventh Plan Period.
3. **One-year B.Ed. Course:** The duration of one-year B.Ed. course should be extended by two summer months ensuring an academic session of 220 days with longer working hours.
4. **Two-year Training Course:** For elementary teachers it is desirable to have a two-year training course after Class XII. Efforts may be made to have this pattern established as the normal pattern of training for elementary teachers as early as possible. The possibility of developing a four-year integrated programme after Class X with a built-in provision for upward mobility should also be explored.
5. **Criteria for Selection of Trainees:** While selecting a teacher for training, the following factors may be taken into consideration:
 - i. Good physique;
 - ii. Linguistic ability and communication skills;
 - iii. A fair degree of general mental ability;
 - iv. General awareness of the world;
 - v. A positive outlook on life; and
 - vi. Capacity of good human relations.

Selection of trainees should be made through a combination of objective tests, rating scales, group-discussion and personal interviews.

6. **On the Job Training:** The approach could also be tried out to recruit an untrained first class graduate/postgraduate and then give him on-the-job training to be followed by full training through correspondence and contact programme.

7. **Elements of Curriculum:** The integrated four-year curriculum for a degree in education should consist of two elements, namely, general education and professional preparation.

A. *General Education will include:*

- i. Study of a language.
- ii. Three or four disciplines from among the subjects taught at school.
- iii. Seminars, Projects and study visits.

B. *The professional preparation part should consist of:*

- i. Study of education as a discipline including educational psychology, sociology of education and educational philosophy;
- ii. Practice of teaching and its content-cum-methodology; and
- iii. learning a variety of skills related to the role of a teacher, including educational technology and preparation of software.

8. **Cadre of Teacher Educators:** A cadre of teacher educators in educational technology may be formed. One such educator may be appointed in each college of education.

9. **Joint Responsibility:** The preparation of a teacher must be considered a joint responsibility of the College of Education and the practice teaching school.

10. **Role Experience:** A part from teaching methods, the pupil teacher should also gain experience of his other roles such as organisation of co-curricular activities and working with the community.

11. **Internship:** The word 'Practice teaching' should be replaced by the word 'Internship' as it suggests a much more comprehensive concept of teacher training. The duration of the Internship should not be less than four weeks in the third year and 3 weeks in the fourth year of study. During this period stress should be laid on blackboard writing, drawing, skills, making and improving aids to

learning, and using technological equipment. Participation in co-curricular activities like games, sports, music, dance, drama should be obligatory.

12. **Tools for Evaluation:** The faculty must evolve the right tools for evaluation of pupil-teacher performance in the class. It must also take into account attitude to work, love for children, scientific outlook etc. Self-assessment and pre-lesson and post-lesson discussion should be encouraged.

13. **Training for One-year B.Ed.:** In the case of the oneyear B.Ed., a period of six weeks, preceded by a general introduction to the life and work at school for one week, should be the minimum.

14. **Review of Teacher Education Curriculum:** The teacher education curriculum prepared by the National Council for Teacher Education 1978, should be reviewed by Boards of Studies in Education of various universities, and suitably modified.

15. **Preparation of Teacher Educators:** The teacher educators in Colleges of Education should be drawn both from disciplines of various school subjects and educational disciplines like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be postgraduate degree in the subject and a B.Ed. preferably and M.Ed. degree.

Their continual in-service education must also be assured so that Colleges of Education can form part of the mainstream of academic life of their respective universities.

16. **Specialised Staff:** As some lecturers in the teachers' training colleges are not qualified to teach the subject entrusted to them, it is desirable that colleges of education should offer only such subjects for specialization for which they have the qualified staff.

17. **Full Strength Staff:** Keeping in view the needs of the trainees steps should be taken by the universities to ensure full staff strength.

18. **Teacher-Trainers' Proficiency:** The teacher trainers themselves should be proficient in the use of skills they seek to develop among their trainees. Particularly in the service and maintenance of hardware or educational technology and must be knowledgeable about the available sources for software (educational technology).
19. **Trainers' Workshop:** To develop planning and organisational skills in co-curricular activities, Colleges should depute their teacher trainers to participate in specially conducted workshops for which help of institutions like Bal Bhavan, National School of Drama and National Film Institute could be taken.
20. **Training Curriculum for Elementary Teachers:** It will consist of general education. Sufficient emphasis needs to be given to the mastering of language and communication skills and to the trainee's value orientation.
21. **Professional Preparation:** Pedagogy, practice teaching, development of skills such as story-telling, recitation, writing on the blackboard, use of new technology, etc. are important for professional preparation. A greater emphasis is essential on art, music, craft and dance.
22. **Duration of Practice Teaching:** Not less than six to eight weeks in the first year and twelve weeks in the second year should be allowed to practice teaching. The trainees may start with one or two lessons a day but should gradually be accepted to stay for the whole day and take on full responsibilities of a regular teacher. This alone will develop in them needed professional competence and personal confidence.
23. **The Teacher Education for the Elementary Training Institutes:** There should be drawn primarily from the cadre of practising primary schools. The minimum qualification of the other staff should be a postgraduate degree with B.Ed. training. Their continued in-service education is equally important.

24. **Separate Cadre for Teacher Training:** The practice of transferring least effective district Inspectors of Schools to the Teacher Training Institutes must stop forthwith. A separate cadre for those in teacher training, in-service education and research should be formed, if necessary to ensure qualitative improvement in elementary teacher preparation.
25. **Correspondence-cum-contact Courses for B.E Training:** 'This should be allowed only if satisfactory arrangements exist for practice and proper supervision. The National Policy on Education of 1986 had a part of it on Teacher Education. It was after this that the Government of India revised the pay scales of all categories of teachers to enhance their economic status.

The National Policy on Education 1986, commenting on the role of a teacher states, "*The status of the teacher reflects the cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community.*"

The NPE gave importance to pre-service components of teachers education. Since 1986, Government of India has launched a programme of mass orientation of school teachers. Under it about 4.42 lakh and 4.3 lakh school teachers were covered during 1986 and 1987 respectively.

The Government of India came out with a concrete, specific and detailed Programme of Action (POA) for implementation of Teacher education, as a follow-up measure of NPE. It gave the following recommendations.

1. Overhaul of Teacher Education

NPE calls for overhaul of teacher education, as the first step towards educational reorganisation. Selected institutions would be developed as District Institutes of Education and Training (DIET),

both for pre-service and in-service courses of elementary school teachers and for continued education of the personnel working in non-formal and adult education programme. Reorganisation of secondary teacher education system is also implied in the policy.

2. District Institutes of Education

As envisaged in the new policy, a centrally-sponsored programme of setting up district institutes of education is also being implemented since 1987-88. These institutions will perform the functions of imparting pre-service and in-service training to elementary school teachers and personnel of adult and non-formal education. Besides, they will provide extension and other academic support to elementary schools and adult and non-formal education systems at the district level and would also engage in locally-relevant experimentation and innovation work. Like-wise, selected STEIs are also being developed to impart pre-service as well as in-service training to secondary school teachers, and to provide necessary academic guidance and support to the secondary schools of a group of two or three districts.

Central assistance is being given to states and union territories for setting up DIETs and strengthening STEIs, for items such as construction of buildings, books and equipment appointment of suitably qualified staff, conducting in-service training programmes, etc. During 1987-88, the Central assistance of about Rs. 32.5 crore was released for setting up 102 DIETs, and strengthening 1.5 STEIs, on projects basis, in the country. The states implemented these projects with the released assistance. During the rest of the Seventh Plan, Central assistance was given for more such projects, and eventually all districts of the country have been covered.

Keeping in view the central place of teacher education, NPE calls for its overhaul as the first step towards educational reorganisation giving particular importance to the training of elementary school teachers. It is envisaged the selected institutions would be developed as District Institutes of Education and Training (DIET), both for pre-service and inservice courses of elementary

school teachers and for continued education of the personnel working in non-formal and adult education programme. Reorganisation of secondary teacher system is also implied in the policy.

Function of NCTE: The National Council of Teacher Education has been given the statutory status and necessary resources to play its role.

3. Teachers and their Training

Following details have been proposed for the elevation and upliftment of teacher education in the country.

Pre-requisites: Professional training of teachers to be employed in elementary and secondary schools is a pre-requisite in all parts of the country. The requirement is waived only in areas or among groups where there is a severe shortage of teachers. There are at present about 1200 institutions for training of elementary school teachers and about 360 colleges for preparing secondary teachers. A large number of these institutions suffer from inadequate facilities-human, physical and academic-to provide good professional education.

4. Reorganisation of Elementary Teacher Education

Change in the educational system will be brought about by the radical transformation of the present system of Elementary Teacher Education. The functions of an Elementary Teacher Education institution would include:

- i. Pre-service and in-service education of teachers for the formal school system.
- ii. Induction level and continuing education of Non-formal and Adult Education Instructors and Supervisors.
- iii. Training and orientation of heads of institutions in institutional planning and management and micro-level planning.
- iv. Orientation of community leaders, functionaries of voluntary organisations and others influencing school level education.
- v. Academic support to school complex and District Boards of Education.
- vi. Action research and experimentation work.

- vii. Serving as evaluation centre for primary and upper primary schools as well as Non-formal and Adult Education Programme.
- viii. Provision of service of a resource and learning centre for teachers and instructors.
- ix. Consultancy and advice, for example to to DBE's.

5. Task Force

Each State Government will set up immediately a Task Force for making an assessment of the number of institutions of this nature required in the state keeping in view the various relevant Programmes of Action. The Task Force will also identify the existing institutions which can be developed as District Institutes of Education and Training. As DIETs get established, substandard institutions would be phased out.

6. Function of the DIET

The DIET will perform all the functions as mentioned. The Head of a DIET would be of the status of a Principal of a Degree College/B.Ed. College and first of the faculty members would be persons with background in elementary education. Special selection procedures will be established to ensure that at least persons are selected given higher scales of pay and are reoriented in co-operation with NCERT, NIEPA, SCRTs, University Departments of Education, some outstanding Teachers, etc. The NFE/Adult Education District Resource Units would be an integral part of DIET for which additional faculty will be provided.

7. Latest Technology

Facilities of latest technology such as computer-based learning, VCR, TV, etc., will be provided at DIETs. The teachers receiving training at SDIETs would be encouraged to develop their own programmes using the facilities available at DIETs and to use these materials as instructional resources.

Capability for making copies of video cassettes, audio cassettes; etc., would also be provided in these institutes. Besides, imaginative use of traditional teaching aids would be emphasized and teachers encouraged to improvise their own instructional materials.

8. Secondary Teacher Education

The responsibility for secondary teacher education would continue to rest with colleges of Teacher Education affiliated to Universities. The university in co-operation with NCTE will exercise responsibility for academic aspects including conduct of examinations, award of degrees and ensuring quality of secondary teacher education institutions.

These institutions would also be responsible for continuing education programme for secondary teachers. Some colleges of Teacher Education will be developed as comprehensive institutions organising programmes for primary teacher education and possibly also, 4 years integrated course after higher secondary stage, in addition to the usual B.Ed./B.Ed. courses. These comprehensive institution would also be provided facilities and staff for undertaking research and to supplement the efforts of State Councils of Educational Research and Training (SCERT).

9. Curriculum for Teacher's Training

The curriculum for teachers, training needs to be revised in the light of the new policy thrusts. In particular, there should be an emphasis on integration of education and culture, work experience, physical education and sports, the study of Indian culture and the problems of the unity and integration of India.

Planning and Management are emerging areas and curriculum should bring out the importance of these areas. Education technology will influence not only methodologies to teaching learning process but also the contents and their design. These aspects should be taken into account while framing the curriculum.

10. Comprehensive Institution

Some Colleges of Teacher Education will be developed as comprehensive institutions, organising programmes for primary teacher education and possibly also, 4 years' integrated courses after higher secondary stage, in addition to the usual B.Ed., M.Ed. courses. These comprehensive institutions would also be provided facilities and staff for undertaking research and to supplement the efforts of

State Councils of Educational Research and Training (SCERT). In order to promote innovations and experimentation, good colleges and departments of education of universities will also be given autonomous status.

11. In-service Education of Teachers

The needs for in-service education of teachers arise from several sources, such as, changing national goals, revision of school curricula, additional inputs in teaching-learning system, inadequate background of teachers, etc.

SCERTs would play the major role of planning, sponsoring, monitoring and evaluating the in-service education programme for all levels of teachers, instructors and other educational personnel. The state level agency would take cognizance of all the needs before preparing a programme of in-service education for a given period of times.

12. Function of SCERTs

SCERTs would prepare suitable material for in-service education of teachers, undertake orientation of key persons, monitoring and evaluation of programmes. Similar steps for training of teachers in vocational stream should also be taken by SCERTs.

13. The District Institutes of Education and Training for the Primary Level

These would be the major agency to conduct the programme of in-service education for primary teachers. Assistance would be sought from school complexes in the district.

In case of secondary school teachers, the programmes would be extended through teacher training institutions and the Centres for Continuing Education. The district level education officer will help in effective conduct of the programmes.

14. Distance In-service Education

This will be prepared and extended with the help of broadcasting agencies. SCERTs would be equipped with necessary resources for production of learning material other than print.

Minimum essential equipment to record audio, video programmes would be provided to each SCERT.

Comprehensive colleges of education as well as DIETs would also be provided production facilities in a phased manner. Production facilities at DIETs and the colleges may not be of professional quality which would produce material which can be used in its own training programmes and can also be shared by other sister organisations. Experiences specially those of voluntary organisations should be drawn upon in designing courses, development of material and strategies for in-service education.

15. Cadre of Teacher Education

A separate cadre will be created for appointment of staff in SCERTs, secondary teacher education institutions and DIETs. Persons selected to this cadre will receive incentives such as housing and placement in a higher scale of pay. Special arrangements will be made to ensure their continuing education. An inter-change will be organised between teaching and teacher education. To enable people from this cadre to go as teachers for 1-2 years, every 4-5 years sufficient number of supernumerary/reserve positions will be created in schools.

16 National Council of Teacher Education (NCTE)

NCTE has been in existence since 1973. To remedy difficulties inherent in its constitution, it will be conferred autonomous and statutory status. It would perform the following functions:

- i. Accreditation/ disaccreditation of institutions of teacher education.
- ii. Laying down of standards and norms for institutions of teacher education.
- iii. Development of guidelines for curricula and methods of teacher education.
- iv. Other functions like earning of credits for in-service education, duration of various courses, emphasis to be laid in training programmes for NFE/AE instructors, place of correspondence education in teacher education etc.

Preparation of learning material, orientation of senior teacher educators etc. may continue to be performed by NCERT SCERTs, in co-operation with NCTE.

17. New Learning Material Reflecting Indian Experience

As there is too much emphasis on textbooks having Western ideas, teachers under training do not get exposed to Indian philosophical and psychological concepts of education. Therefore NCERT and UGC should undertake the task of preparing new learning materials, which would include textbooks, reference books, anthologies, slides, films, etc. reflecting the Indian experience in education.

18. National Policy of Teacher Improvement

Government of India brought out in March 1988 a detailed report on the implementation of National Policy on Education (1986). It is in keeping with the assurance made by the Minister of Human Resources Development on the floor of the Parliament that there is a new culture developing a mechanism for public monitoring of policy implementation by the government.

19. Standards for Teacher Education

In most states, a license to practise as a teacher is granted to students who graduate from institutions with teacher preparation programmes approved by the state. This is known as the "programme approval" process. Beyond the admissions criteria normally employed by the institution, there is generally no special regulation of admission to teacher education institutions by the state.

Long before the Board produces its first assessment, standards will begin to be available as a resource to those shaping teacher education programmes, and setting standards for graduation. Institutions and those responsible for state programme approval should take advantage of Board standards to raise the quality of teacher education.

The primary agent of quality in teacher education programme is accreditation through voluntary association of the institutions themselves. Although current excess capacity in many

teacher education institution creates strong pressure to keep accreditation standards, low, higher accreditation standards are now in place.

The Task Force believes accreditation can prove a powerful force for improvement, as it has been in professions, if schools of education are voluntarily set and enforce high standards. This will be especially important as new graduate teacher education programmes are developed.

Enforcing Current Standards: As demand rises faster than supply, many states and districts are ignoring in order to fill vacancies, the public is misled into believing that things are getting better when in fact they might be getting worse. This is the case when students are made to take more demanding academic courses and there are not enough teachers qualified to teach them.

State officials should declare a date beyond which the state will not permit districts to employ unqualified teacher, that is, hire teachers who do not meet existing licensure requirements, or permit the district to assign teachers to subjects they are not qualified to teach. Such action will reveal the true extent of the teacher shortage and generate pressure to pay teachers at competitive market rates.

20. National Certification Scheme

Although it will be a few years before the National Board grants its first certificate, there are a number of constructive steps that state bodies responsible for licensure can take. First, would be to bolster their current standards. This will be made easier as the National Board issues preliminary standards that will later be used in the assessment. The design of new and improved state standards should be accomplished with the full involvement of the state's teachers.

Second, in anticipation of Board-certified teachers being available for hire, state authorities should begin drafting plans to offer districts incentives to engage such teachers in appropriate roles and at higher rates of pay than teachers without Board certification.

The availability of Board-certified teachers is likely to lead to intense competition among districts for their services, since, for

the first time, local boards and parents will be able to identify reliably teachers who have met a high standards. Districts of modest and low tax capacity may be at a special disadvantage in this competition, aggravated by the fact that these teachers will come on the market during a period of severe teacher shortage. States, therefore, need to take a variety of steps to provide for the equitable distribution of Board certified teachers.

21. National Board of Teacher Education

The benefits of establishing the National Board are many. Once the Board is in place, the profession will find itself, for the first time, in control of the definition of what it means to be a professional teacher. As the high standard set by the Board becomes widely known, public confidence in teachers will rise. Teachers, having set that standard, will have a considerable investment in maintaining and enforcing it.

The certificates granted by the Board will lead to more career mobility and greater opportunities for advancement in the profession. The states will find that they can take advantage of the investment of required to create a rigorous assessment of teacher competence, without having to fear the full costs of its development. Now they will have to do battle with the profession over standards.

Accrediting organisations will have a standard for their work accepted by the whole profession. School boards and others will be able to hire and promote against clear standards of professional competence.

22. Restructuring Teacher Education

Teacher education must meet much higher standards. The focus must be on what teachers need to know and be able to do. Raising standards for entry into the profession is likely to give the public confidence that the teachers they hire will be worth the increased salary and worthy of the increased autonomy we advocate.

These policies will most certainly fail, however, if the education of teachers is not greatly improved. Otherwise, new teachers may be unable to perform up to the new expectations.

The initial preparation of teachers is typically carried out entirely at the undergraduate level, though some states require an

additional year of study; usually within a fixed period following initial certification. Generally, graduate schools of education prepare educational administrators and specialists, not classroom teachers.

Subject matter preparation, however, is not the responsibility of department of colleges of education, but rather of the arts and sciences departments of the parent institution. Partial number of courses in education, secondary teachers only a few. The result is that elementary teachers have relatively little exposure to the subjects they will teach and secondary teachers very little preparation for the act of teaching the Subjects in which they have majored.

Substantial numbers of college graduates failed recently instituted examinations that are mainly tests of reading comprehension. Many, of course, have completed by students expecting to become doctors, architects or engineers.

Some teacher education programmes demand rigorous preparation of, their students, but too many produce graduates who complain that their education course failed to prepare them for teaching. They lacked knowledge in essential functions such as maintaining discipline, guiding students over predictably difficult topics, inspiring student effort, and recognizing and responding to problems of students from varied social, economic and racial backgrounds. Many of the same graduates also voice similar criticisms about their courses in the arts and sciences.

Teachers need a command of the subjects they teach, a sound grasp of the techniques of teaching those subjects, information about research on teaching, and an understanding of children's growth and development and of their different needs and learning styles.

23. Restructuring of Examination and Evaluation Systems

Examinations can play an important part in improving the professional competence of teachers, but they are not alone sufficient to advance the practice of teaching. A balanced strategy for the improvement of teaching would entail equal emphasis on standards and on the improvement of educational for teachers. A significant investment in research, curriculum and clinical practice will be required.

While the proposed National Board for professional

Teaching standards must base its assessment on a determination of what teachers need to know and what they should be able to do, it will not attempt to define a national curriculum of teacher education. Graduate programmes should develop out of a systematic understanding of practice rather than uniform national standards alone.

The locus of responsibility or this understanding rests with professional university programmes constructed by university faculties in collaboration with school professionals. No Occupation has ever successfully become a profession without a strong association with higher education.

New policies are needed for teacher education that recognize its pivotal role in strengthening the teacher profession. Sweeping changes are required both in the institutional structure of teacher education and in the curriculum offered to the students. Though much has been learned in recent years that can inform the education of teacher, an even greater effort must now be made to provide a solid foundation of the research under an intellectual framework that teacher educators can use to develop the kinds of teachers the nation needs.

New policies for teacher education must meet other criteria. The first requirement is that they produce teachers with the necessary knowledge and skills. The second, that they prepare people who perform the kinds of roles described in this report with a high degree of competence. The third, that they enable teaching to draw on the largest possible pool of qualified people and not exclude people who did not take education courses as undergraduates.

Fourth, the expense of teacher education must be reasonably related to be lifetime salaries teachers can expect to make. Finally, teacher education should result in candidates who are well-prepared for National Board assessments.

24. Undergraduate Education

Four years of college Education is not enough time to master the subjects to be taught and acquire the skills to teach them. The undergraduate years should be wholly devoted to a broad liberal

education and a thorough grounding in the subjects to be taught. The professional education of teachers should therefore take place at the graduate level.

An alternative might be to combine the undergraduate programme and a graduate degree programme, awarding both the bachelor's and the graduate degree. In either case, the states and higher education institutions should abolish the bachelor's degree in education.

Relegating the professional education of teachers to the graduate level does not, however mean that the status of colleges and universities can be indifferent to the quality or kind of undergraduate education received by prospective teachers.

The fact that some people who are unable to spell, write, speak grammatically, or solve arithmetical words problems now graduate from college and become teachers is an indictment of the institutions of higher education and licensing authorities.

College graduates going on the professional graduate education should have a rigorous undergraduate curriculum that embraces a common core of history, government, science, literature and the arts. That core should develop the essential skills of comprehension, computation, writing, speaking, and clear thinking. It should deepen appreciation of our history and culture, foster an understanding of theory and application of science and technology, develop aesthetic sensibilities, and inspire creative impulses.

Elementary teachers need such solid undergraduate preparation as much as secondary teachers. Elementary and secondary teachers impart our common culture, heritage and values to our children. It is terribly important that they be fully prepared for this task.

Elementary teachers are typically responsible for a much wider range of subjects than competition among secondary school teachers but this cannot excuse a less than rigorous of the material for which they are responsible. Elementary teachers must be able to demonstrate a substantive understanding of each subject they teach. This may mean that elementary teachers will have to organise themselves differently and teach fewer subjects.

25. Programmes for Special Groups

Involving Industry/Community: JCVE will evolve schemes to involve the public private sector industry in vocational education through appropriate incentives/ rewards.

Programmes for Rural Sector: All polytechnic institutions, ITIs, other vocational and technical training institutes, selected higher secondary schools, colleges and special institutes will engage themselves in imparting vocational education through non-formal programmes, to the rural and unorganised sector in a phased manner.

Programmes for Special Groups: Selected engineering colleges, polytechnics, Industrial Training Institutes and other Vocational and Technical Training Schools/ Institutes will engage themselves in conducting part-time vocational courses for the benefit of special group and those already employed.

Special Institutes for Weaker Sections: Special vocational training institutes for women, tribals and other weaker sections of the society to meet identified needs will be established.

Special Institutes for the Handicapped: Centres for vocational training to the handicapped will be set up.

Targets and preparations for Development

- (1) *Targets:* For 10 per cent diversion by 1990, provision will have to be made for 2.5 lakhs. In view of the action already taken, additional requirements for 2.5 lakh students can be met by marginal expansion of the infrastructure and resources but for 25 per cent diversion by 1995 advance action will have to be taken by the States and Central Governments in terms of building a requisite level of infrastructure and facilities.
- (2) *Teacher Training:* A phased and coordinated programme for the training of teachers. Principals and key officials in the vocational education system will be undertaken.

26. Adult Education Teachers should end Illiteracy

The main features of the implementation strategy for adult education teaching consist of the following:

- (a) Reorganisation of the existing programmes, to introduce flexibility and other measures for greater effectiveness.
- (b) Application of Science & Technology, and pedagogical research for improving the pace and environment of learning.
- (c) Establishing linkage between adult education and the developmental programmes.
- (d) Launching of mass functional literacy programme.
- (e) A multi-dimensional programme of continuing education as the instrument for moving towards a learning society.
- (f) Creation of dynamic management structures to cope with the targets envisaged.
- (g) A distinct slant in favour of women's equality, and taking of all measures in pursuance of this resolve.

The past programmes had suffered due to excessive dependence on administrative structures, and lack of involvement of the mass organisations, media and the educational institutions. It is proposed to correct the imbalance by taking the following measures:

- (a) Active co-operation will be sought from political parties and the mass organisations of workers, peasants, women, youth and students.
- (b) Effective support will be provided through the mass media.
- (c) All development departments will be expected to utilize the adult education programme for the furtherance of their objectives.
- (d) The entire education system will commit itself to this cause.
- (e) The district, tehsil and thana level administrative machinery will be involved in NPAE to ensure their support for awareness oriented adult education programmes.

27. Teacher and Adult Education and Development Programmes

Adult education is both a process through which effective delivery mechanisms are created for the deprived sections of society, and a forum through which such sections secure information and

understanding regarding the processes of development. Hence it is of importance that effective linkage is established between adult education and development programmes. Some of the ways in which this can be done are:

- (a) Special literacy primers and other reading material will be developed for the beneficiaries of IRDP and NREP to enable them to understand their rights and responsibilities.
- (b) Efficacy of ICDS has suffered due to discontinuance of the competent of functional literacy of adult women. This programme will be restarted in the form of Functional Literacy of Women (FLOW) which would be an integral part of ICDS.
- (c) The various programmes for development of SC/ST and other educationally backward sections will include a component of literacy and adult education wherever possible.
- (d) Programmes of labour welfare will give special attention to literacy and adult education. Employers will be required, if necessary by law, to organise literacy and skill development programmes for all their employees. Welfare Funds for various categories of workers will be used for running literacy and adult education programmes and due attention given in the various schemes for unorganised workers.
- (e) Literacy and adult education will also form an important part of the various programmes of women's development.
- (f) Starting with 50 Nehru Yuvak Kendras in 1986-87, all NYKs will take up in their district one project of 100 functional literacy centres in one block each.

28. Teachers for Mass Functional Literacy

NPE places complete faith in country's youth, teachers, workers and peasants. In conformity with this spirit, it is intended to give a marked slant to NPAE from the present intensive selective activity on a limited scale to a mass programme. Its main features would be as follows:

- (a) Literacy work would be taken up by a large number of students as "study service"-viz., specific projects taken up

as a part of work experience and social/ national service, which would be reflected in students' final result sheets.

- (b) Substantial institutional incentive will be provided to universities, colleges, higher secondary/ secondary schools for eradication of illiteracy in a well-defined area.
- (c) Trade unions, Pancha} iti Raj agencies and other representative organis. }ions of people will be encouraged to voluntarily take up functional literacy programme for which literacy kits and some organisational expenses would be provide to them.
- (d) Encouraging individual to look upon literacy work as a personal commitment and voluntary service, particularly by women, among women and involvement of voluntary agencies for this purpose.

29. Teaching for Continuing Education

Continuing education is an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society. Continuing education includes post literacy for neo-literates and school drop-outs for retention of literacy skills, continuation of learning beyond elementary literacy and application of this learning for improving their living conditions. But continuing education goes beyond post-literacy and its instrumentalities include the following:

- (a) Establishment of Jana Shikshan Nilayams (JSN) for clusters of villages, the total population of which may be about 5000, JSNs to be integrated with the programme of adult education and non-formal education will be housed ill the school building, Panchayati Ghar, etc., and provide facilities of library, reading room, Charcha Mandal, cultural activities and may also include a community TV set.
- (b) Employers, trade-unions and the concerned agencies of Government will organise systematic programmes of worker's education for improving their educational standards and upgradation of their skills with a view to improving productivity, workers' wages and their well-being.

- (c) All post-secondary education institutions, including universities, colleges and polytechnics, will be expected to give to extension work the same importance as they do to instruction. Extension programmes would include mass education as well as systematic courses of continued education for the work force and the professionals. Distance learning techniques will be widely used for this purpose.
- (d) Programmes of book promotion will be taken up on the lines indicated in the policy. Libraries and readingrooms in educational institutions will be opened to the public in the evenings and necessary additional grants provided to them for this purpose. Voluntary efforts for establishment of reading-rooms and libraries will be encouraged.
- (e) As spelt out in the section of Media and Education Technology, radio TV and films will be encouraged to subserve the objectives of education and recreation.
- (f) Non-formal programmes of vocational and technical education, based on the needs and interests of learners, will be organised on a large scale, ensuring that women participate in such programmes with men. The existing arrangements provided under schemes such as TRYSEM, Krishi Vigyan Kendras, Farmers's Training Centres, etc., would be supplemented by part-time courses organised by educational and technical institutions.

30. Teaching of Different Levels

Detailed planning at the district level for illiteracy eradication would be the responsibility of the District Boards of Education (DBE). Technical assistance would be provided to DBE by the District Resource Units. DBE should undertake:

- (a) Spatial allocation of responsibility among the various agencies implementing the programme;
- (b) Provide overall guidance to DRUs;
- (c) Coordinate the Mass Programme;
- (d) Guide and coordinate the adult education programmes undertaken by the employers, etc.

The State and National Level: At the State as well as National level there will be a commission headed by the Chief Minister and the Minister of Human Resources Development respectively. Its membership would include senior level political leaders of the main national parties. These will be autonomous bodies and will have responsibility for planning and implementation of NPAE. Their responsibilities will include:

1. Planning and budgeting for the programme;
2. Creation of multi-level structures for development of materials and for training of functionaries;
3. Evaluation, monitoring, concurrent review and research;
4. Continuing education programmes;
5. Provision of media support; and
6. Linkages with other Development Departments.

The day-to-day financial and administrative powers necessary for implementation of this programme of Action will be the responsibility of the Executive Committee of the State as well as the National Commission. The State Executive Committee would be headed by the Chief Secretary, Education Secretary and the national committee by the Union Education Secretary.

31. Evaluation Process and Examination Reform

Validity and Reliability: In order to ensure that the method of assessment of Students performance is valid and reliable, the following short-term measures are proposed:

1. Public examinations will continue to be held only at the levels of Classes X and XII.
2. Decentralization of the operation involved in the conduct of examinations to make the system work more effective.
3. School Boards in certain states have set up a number of sub-centres to decentralize the conduct of examinations. Adoption of similar measures by other State will be pursued.
4. In the event of decentralization the State Boards of School Education would continue to get the question papers set and printed, consolidate the results of examinations and

also undertake test checks on random basis of functioning of the sub-centres.

5. Spot evaluation of answer scripts.

Conduct of Examinations

1. The possibility of introducing legislation to define various malpractices connected with examinations and to treat them as cognisable and unbailable offenses will be considered.
2. Such laws also when enacted, make provision to prescribe the nature and type of punishments for various offenses under the law, and to include within its scope persons engaged in various operations connected with examinations and also to provide protection to them.
3. Innovations and experiments in the conduct of examinations, like printing and distribution of question papers with questions arranged in different sequences to avoid copying and other unfair means in the examination hall.

POINTS TO REMEMBER

- * Nowadays, almost every child goes to school to receive education. So we need a big number of teachers. To meet this demand we have to make or rather say create teachers. Here comes the need of teacher education.
- * Teacher education can be in simple terms be described as the education received by a teacher before joining the profession.
- * The aim of teacher education is to make the teacher more mature and confident so that he/she can perform his/her task more effectively.
- * Different education commissions have put forward their views regarding the objectives of teacher education.
- * The right kind of teacher is one who possesses a vivid awareness of his mission. He, not only loves his subjects but also those whom he teaches.

- * Modern education aims at education of the whole person. So every teacher should have a deep knowledge and understanding of children and skills to apply that knowledge and understanding.
- * The pre-independence period normally covers the ancient Indian educational system comprising of the Vedic, Buddhist and Muslim era.
- * During the Vedic period education was just teaching of the Vedas.
- * During the Buddhist period, teacher education got recognition and teaching was taken up by the enlightened people from different classes of the society after going through a rigorous training.
- * There was no formal system of teacher training during the Muslim period.
- * Teachers were appointed on considerations.
- * The British started their own system of formal schoolings as they needed people to work for the East India Company. They also started the formal system of teacher training.
- * The first formal teacher's training school in India was set up at Serampur in Bengal in the year 1793.
- * It was named as Normal School.
- * It was started by Carey, Marshman and Ward.
- * Wood's Despatch of 1854 emphasized on the need of establishing training institutions for teachers. It also recommended that the pupil-teachers must be given stipends.
- * In 1859 the Stanley's Despatch in order to increase teacher training passed a new grant-in-aid rule according to which salary grants would be given to schools for those teachers who had obtained a certificate of teacher training.
- * In 1882 there were 106 normal schools out of which 15 were only for women.
- * In 1886, the first training college was set up at Saidapet in Madras to prepare secondary school teachers.
- * In 1889 a secondary Department was opened in the Nagpur Training School.

- * In 1904, Lord Curzon in his Education Policy laid great stress on the training of secondary teachers. It suggested that for graduates the training courses should be one year university course leading to a university degree or diploma.
- * The Calcutta University Commission of 1917-19 or Sadler Commission recommended that a Department of Education should be set up in each University with a Professor of Education as its head.
- * The Andhra University for the first time instituted a new degree of B.Ed in 1932.
- * In 1936, the Bombay University started the Post graduate degree of M.Ed in Education for the first time.
- * The Sargent Report of 1944 had planned out a phased programme of teacher training for 35 years
- * After independence, the University Education Commission was appointed under the Chairmanship of Dr. Radhakrishnan. The commission felt that too little time was given to the student teachers for practice teaching and its conditions were also not satisfactory.
- * In 1954, Government of India formed a committee in collaboration with Ford Foundation, an International team of eight experts to study in details the major recommendations of Education Commission concerning the recruitment, selection and training of teachers and the structure and content of the curriculum in secondary schools.
- * In 1956, Government of India, appointed a Committee with Dr. E.A Pires as convener. The committee was appointed to draft a new syllabus for secondary teachers training.
- * The Education Commission of 1964-66 also known as the Kothari commissions devoted one full chapter on teacher education in their report.
- * The essence of a programme of teacher education is 'quality' and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards.

- * The National Commission on Teachers I of 1983-85 wrote a full chapter on training of teachers
- * The National Policy on Education of 1986 had a part of it on Teacher Education. It was after this that the Government of India revised the pay scales of all categories of teachers to enhance their economic status.
- * The NPE gave importance to pre-service components of teachers education.
- * The Government of India came out with a concrete, specific and detailed Programme of Action (POA) for implementation of Teacher education, as a follow-up measure of NPE.

EXERCISE

1. What is meant by teacher education? 1
2. What is the need of teacher education? 1
3. Why did the British start their own system of formal schooling? 1
4. Who started the first formal teacher training school in India? 1
5. How many normal schools were there for women in 1882? 1
6. Which University for the first time instituted B.Ed degree in 1932? 1
7. Which University started the Post graduate degree of M.Ed in education for the first time? 1
8. Mention two aims of teacher education. 2
9. Mention five aims of teacher education. 2
10. Mention two areas covered under the scope of teacher education. 2
11. Mention two objectives of teacher education put forward by the Kothari Commission. 2
12. Mention two general objectives of teacher education put forward by NCERT. 2
13. Write briefly about the development of teacher education in

- Vedic period 2
14. Write briefly about the development of teacher education in Buddhist period 2
15. Write briefly about the development of teacher education in Muslim period 2
16. In which year was the first formal teacher training school set up in India? What was it named as? $1+1=2$
17. In which year and where was the first training college set up in India to prepare secondary school teachers? 2
18. Write briefly about the recommendations of Wood's Despatch. 2
19. Write briefly about the recommendations of Stanley's Despatch 2
20. Write briefly about the recommendations of Lord Curzon 2
21. Write briefly about the recommendations of Sadler commission 2
22. Write briefly about the recommendations given by the Programme of Action regarding Overhaul of teacher education 2
23. Write briefly about the recommendations given by the Programme of Action regarding setting up of DIES 2
24. Write briefly about the recommendations given by the Programme of Action regarding function of NCTE 2
25. Write briefly about the recommendations given by the Programme of Action regarding reorganization of elementary teacher education 2
26. Write briefly about the recommendations given by the Programme of Action regarding function of DIET 2
27. Write briefly about the recommendations given by the Programme of Action regarding secondary teacher education 2
28. Write briefly about the recommendations given by the Programme of Action regarding curriculum for teacher's training 2
29. Write briefly about the recommendations given by the Programme of Action regarding in-service education of teachers 2
30. Write briefly about the recommendations given by the

- Programme of Action regarding standards for teacher education 2
31. Write briefly about the recommendations given by the Programme of Action regarding national certification scheme regarding teacher education. 2
32. Mention five areas covered under the scope of teacher education. 5
33. Mention the objectives of teacher education put forward by the committee on Plan Projects of the Planning Commission. 5
34. Mention five objectives of teacher education put forward by the Kothari Commission. 5
35. Mention five general objectives of teacher education put forward by NCERT. 5
36. Write briefly about development of understanding as a specific objective of teacher education as given by NCERT. 5
37. Write briefly on development of skills as a specific objective of teacher education as given by NCERT. 5
38. Write briefly on development of attitudes as a specific objective of teacher education as given by NCERT. 5
39. Mention the recommendations of Hartog Committee regarding teacher education. 5
40. Write briefly about the recommendations of the Sargent Report regarding teacher training. 5
41. Write briefly about the recommendations made by the University Education Commission regarding the B.Ed curriculum. 5
42. Write briefly about the proposals given by Kothari Commission regarding B.Ed curriculum. 5
43. Mention some aims of teacher education. 10
44. Mention some areas covered under the scope of teacher education. 10
45. Mention some objectives of teacher education put forward by the Kothari Commission. 10
46. Write briefly about the development of teacher education in the pre-independence period. 10

UNIT - 2

TEACHER EDUCATION FOR DIFFERENT LEVELS OF EDUCATION

PREPARATION OF TEACHERS FOR DIFFERENT STAGES

Teachers are required for all the stages of education starting from pre-primary to collegiate level. For this they have to acquire the required pre-service training. Here, we will discuss about the objectives for preparation of teachers of these three levels of teaching training programme. The teacher education department of NCERT, government of India has evolved some stage wise objectives of teacher education holding a lot of discussion and workshop.

Pre-Primary teacher education

The teacher education programme of primary stage is based on the objectives of pre-primary education. In this period the children are very small and they have to be prepared for formal education. So, the teachers must be trained to handle these children with tender minds. In this regard, the NCERT have put forward the following concrete and specific objectives for pre-primary teacher education.

1. **Philosophy and sociology:** To acquaint the student teacher with the philosophy and sociology of pre-school education so that he can understand the basic principles of pre-school education and through it realize the needs, values and aspirations of the society.
2. **Principles and processes:** To develop in the teacher an understanding of the principles and processes of the various aspects of children's growth and development.
3. **Growth and development:** To make him conversant with the growth and development of pre-school education both in India and abroad.

4. **Health, nutrition and welfare:** To help the student-teacher realize the importance of health, nutrition and welfare services for the child through proper information and to develop in him the skills to provide the same through appropriate measures.
5. **Command over language:** To give him a better command over the language of everyday use and to help him understand the physical and social phenomena around him so that he can make a meaningful interpretation of the world, to children under his charge.
6. **Creative self expression:** To equip him with the knowledge of various media of creative self-expression and to develop in him essential skills for guiding children in the pursuit of creative arts and crafts.
7. **Methods, practices, equipments and principles:** To acquaint him with the methods, practices, equipment, materials and organizational principles of pre-school education so that he can use them effectively in his day-to-day work.
8. **Role of parents and community:** To develop in him an awareness of the important role of parents and community in the education of pre-school children and to make him conversant with the ways of enlisting in various programmes of the pre-school.
9. **Professional Obligations and Right:** To acquaint him with his professional obligations and rights to develop in him a positive attitude toward his profession.
10. **Professional growth:** To inculcate in him a sense of desirability of constant professional growth.

The National Council for Teacher Education (NCTE) has also given some objectives of Teacher education for the primary stage which are as follows—

1. To acquire theoretical and practical knowledge about early childhood education.
2. To develop understanding of the major principles of child growth and developments with special reference to the environment of the child.

3. To apply these understandings and knowledge to the education of the young children under India conditions-rural, urban and industrial.
4. To develop skills, understanding, interests and attitude which would enable him to foster all round growth and development of the children under his care.
5. To develop skill of communication, such as telling stories, explaining situations etc.
6. To develop skills of taking care of the physical and emotional health of young children by creating conducive environment.
7. To process knowledge and develop skills providing a variety of learning experiences through the organization of musical, rhythmical and dramatic activities, play, work, experience, creative arts and games.
8. To process skill of developing simple visual aids from waste and indigenous materials.
9. To understand the home environment of the children and to develop an amicable home school relationship for mutual benefit.
10. To understand the role of school and of the teacher in changing the society.

Primary stage

The primary stage starts from the age of 6 year when a child starts his/her formal education. It is said that whatever a child learns at this stage forms the base of his future life./ So a teacher has to be trained properly so that he can deal with the children of this stage. The NCTE in this regard has given the following –

Objectives of teacher education for Primary stage:-

1. To process competence in the first and the second language, mathematics and in the topics of natural and social sciences related to environmental studies I and II.
2. To develop skills in identifying, selecting and organizing learning experiences for teaching the above subjects in formal and non-formal situation.

3. To process sufficient theoretical and practical knowledge of health, physical and recreational activities, work experience, art, music and skill for conducting these activities.
4. To develop understanding of the psychological principles underlying the growth and development of the children of the age group 6+ to 14+.
5. To acquire theoretical and practical knowledge about children education, including integrated teaching.
6. To develop understanding of major learning principles which help in promoting cognitive, psychomotor and attitudinal learning.
7. To understand the role of the home, peer group and the community in shaping the personality of the child, and help develop an amicable home school relationship for mutual benefit.
8. To conduct simple action research.
9. To understand the role of school and the teacher in changing society.

Secondary stage

The NCTE has also given some objectives of teacher education for secondary stage. This stage is supposed to be a very crucial stage as the children enrolled in this stage are adolescents. At this stage the children start thinking about their future career. So at this period the teacher must be able to mould the personality of the students in such a way that they become responsible citizens of the country.

Objectives of teacher education at secondary stage.

1. To process competence to teach subjects of his specialization on the basis of accepted principles of learning and teaching in the context of the new school curriculum.
2. To develop skills, understanding, interests and attitudes which would enable him to Foster all round growth and development of the children under his care.
3. To possess sufficient theoretical and practical knowledge of

- health and physical education, games and recreational activities and work experience.
4. To develop skills in identifying, selecting, innovating and organizing learning experience for teaching the above mentioned general and special subjects.
 5. To develop understanding of psychological principles of growth and development, individual differences and similarities, and cognitive, psycho-motor and attitudinal learning.
 6. To develop skills in guiding and counseling the children in solving their personal as well as academic problems.
 7. To understand the role of the home, the peer group and the community in shaping the personality of the child, and help develop an amicable home-school relationship for mutual benefit.
 8. To understand the role of the school in changing the society.
 9. To undertake investigatory projects and action research.

IN SERVICE TRAINING PROGRAMME: NEED AND IMPORTANCE

Meaning of In Service Teacher Education

In service teacher education in simple terms means the training a teacher receives after joining service for upgradation or for promotion. It can be said to be continuing education of teachers. It leads to improvement in professional competence of teacher throughout their careers. A teachers may have received professional education before joining the service. But that is not enough. He/she has to continuously upgrade his/her knowledge. The world is changing very fast. In such conditions if a teacher does not keep on upgrading himself/herself, classroom teaching gets bored and the teacher loses his/her competency. In service education helps in increasing the competency of a teacher.

In the words of Prof M.B.Buch "In service education is thus a programme of activities aiming at the continuing growth of teachers and educational personnel in services"

The Commission for Teacher Education in USA explaining

its meaning stated, "The continued education of teacher means much more than making up defects in preparation. It means continuous growth in the capacity to teach. It means a broadened understanding of human development and human living. And now more than at any previous period in school history it means growth in one's capacity to work with others, with classroom teachers and principal in a variety of activities, with the administration with parents and community leaders and with children of different age group."

Need and importance.

In service education of teacher is very much important for their professional growth. It can help them to increase their competency in academic field, in teaching methodology and in classroom interaction, analysis and application.

Stressing on the need of in service teacher education Rabindranath Tagore had said, "A teacher can never truly teach unless he is learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his student, can only load their minds. He cannot quicken them. Truth not only must inform but also must inspire,"

Need of In service Teacher Education

1. In-services teacher education helps a teacher to develop his/her professional skills throughout the career.
2. It can help a teacher to improve the quality of education.
3. The pre-service training received by the teacher is not enough for a teacher to discharge his/her duties efficient throughout his/her professional career.
4. Changes are taking place in the world very rapidly. This brings a demand for a change in the education system also. Changes have to be brought in educational objectives, curriculum, textual content, methods of teaching, instructional materials for which a teacher has to update himself/herself. In service training programme can help a teacher to bring a change in these areas.
5. In service training also increases the competency of a teacher. A teacher must improve his/her competencies regarding his/her knowledge, skill, attitude etc. which can be brought by in-service training only.

6. In service training helps a teacher to learn the techniques to solve the academic problems faced by them during the teaching learning process.

Importance of In-service teacher training

In-service training is very important for every teacher. The University Education Commission in this regard states, "it is extraordinary that our school teachers learn all of whatever subject they teach before reaching the age of 24 and 25 and then all their further education is left to experiences which is another name for stagnation. We must realize that experiment before reaching its fullness and the teachers to keep alive and fresh become a learner from time to time."

The Secondary Education Commission highlighting the importance of in-service teacher training stated, "However excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. It can only anger the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience."

The importance of in-service teacher training can be summed up as—

1. As education is a lifelong process only formal education or acquiring requisite qualification for becoming a teacher is not enough. A teacher has to keep updating himself/herself for professional growth.
2. New experiments are taking place in the area of teaching on how and what to teach. A teacher has to undergo training to know about all these.
3. Teachers usually keep on teaching what they themselves had learnt. In-service training removes such stagnation.
4. Teacher of village and interior rural areas are a great source of knowledge for the people of those areas. This is because they have less access to book, technology etc. For this the teacher has to keep himself/herself updated in his/her profession.
5. There is a constant change in the social environment, norms, values etc. for which a teacher must adopt new methods and techniques of teaching and evaluation.

6. In-service training regenerates the enthusiasm and boosts the morale of a teacher.
7. New instructional media, language labs, teaching machines, computers and TV's are being developed. They require the teachers to be updated to use them in the teaching learning process.
8. Lots of research work is taking place in the field of teacher behavior in the classroom. In service training updates the teacher with the finding of such research and help them develop a new insight regarding classroom teaching.
9. In service training helps a teacher to deal with the problems of discipline and motivation which arrive in day-to-day classroom situation.

POINTS TO REMEMBER

- * Teacher are required for all the stages of education starting from pre-primary to collegiate level. For this they have to acquire the required pre-service training.
- * The teacher education programme of primary stage is based on the objectives of pre-primary education. In this period the children are very small and they have to be prepared for formal education. So, the teachers must be trained to handle these children with tender minds.
- * The primary stage starts from the age of 6 year when a child starts his/her formal education. It is said that whatever a child learns at this stage forms the base of his future life./ So a teacher has to be trained properly so that he can deal with the children of this stage.
- * The NCTE has also given some objectives of teacher education for secondary stage. This stage is supposed to be a very crucial stage as the children enrolled in this stage are adolescents. At this stage the children start thinking about their future career. So at this period the teacher must be able to mould the personality of the students in such a way

that they become responsible citizens of the country.

- * In service teacher education in simple terms means the training teacher receives after joining service for up gradation or for promotion.
- * In service education helps in increasing the competency of a teacher.
- * In service education of teacher is very much important for their professional growth. It can help them to increase their competency in academic field, in teaching methodology and in classroom interaction analysis and application.
- * In-services teacher education helps a teacher to develop his/her professional skills throughout the career.
- * In-service training regenerates the enthusiasm and boosts the morale of a teacher.
- * Teacher of village and interior rural areas are a great source of knowledge for the people of those areas. This is because they have less access to book, technology etc. For this the teacher has to keep himself/herself updated in his/her profession.
- * There is a constant change in the social environment, norms, values etc. for which a teacher must adopt new methods and techniques of teaching and evolution.
- * In service training helps a teacher to deal with the problems of discipline and motivation which arrive in day-to-day classroom situation.

EXERCISE

1. What is meant by In-service teacher education? 1
2. In-service teacher education can also be called _____ 1
3. Why is in-service education of teachers important? 2
4. Mention two points regarding the need of in-service teacher education. 2
5. Mention two points regarding the importance of in-service

- teacher education. 2
6. Why is pre-service training required for teachers? 2
7. Mention two objectives of pre-primary teacher education put forward by NCERT. 2
8. Mention two objectives of pr-primary education as put forward by NCTE. 2
9. Mention two objectives of primary education as put forward by NCTE. 2
10. Mention two objectives of secondary education as put forward by NCTE. 2
11. Mention five points regarding the need of in-service teacher education. 5
12. Mention five points regarding the importance of in-service teacher education. 5
13. Mention five objectives of pre-primary teacher education put forward by NCERT. 5
14. Mention five objectives of pr-primary education as put forward by NCTE. 5
15. Mention five objectives of primary education as put forward by NCTE. 5
16. Mention five objectives of secondary education as put forward by NCTE. 5
17. Mention some points regarding the need of in-service teacher education. 10
18. Mention some points regarding the importance of in-service teacher education. 10
19. Mention some objectives of pre-primary teacher education put forward by NCERT. 10
20. Mention some objectives of pr-primary education as put forward by NCTE. 10
21. Mention some objectives of primary education as put forward by NCTE. 10
22. Mention some objectives of secondary education as put forward by NCTE. 10

UNIT - 3

POLICIES AND PRACTICES AND QUALITY ASSURANCE IN TEACHER EDUCATION

A CRITICAL APPRAISAL OF THE PRESENT SYSTEM OF TEACHER EDUCATION IN INDIA - A STUDY OF THE VARIOUS POLICIES AND PRACTICES IN TEACHER EDUCATION IN POST INDEPENDENCE ERA

Several educational commissions and committees were set up by the Government of India, to look into the problems of education of all levels and suggest reforms in the post independence period. These commission and committees after making extensive study had given several suggestions in regard to teacher education also about which we have already discussed in Chapter I. Here, we will try to understand the impact of these recommendations.

The Radhakrishnan Commission of 1914-49, the Kothari Commissions had given many valuable suggestions for the improvement of the quality of teacher education, but very few concrete steps have been taken in this direction. It has been felt by all concerned that professional training of teachers is very important for the qualitative improvements of teachers. It is however, very deplorable that untrained teachers are still being appointed in schools.

It is found that in most of the teacher education institutes teachers are trained with competencies and skills which are not at all in level with professional competence. They are not familiar with the latest developments in the field of education. Many of the skills acquired and methodologies learnt are seldom practiced in actual school system.

There has been a mushroom growth of teacher education institutes and programmes in the last few years. It is because of the increase in school enrollment and launch of programmes like

Operation Blackboard, District Primary Education Programmes, Sarva Shiksha Abhiyan. The Demand for teachers has increased to achieve universalisation of primary education. In many parts of the country, even untrained teachers are recruited due to the needs of the schools. This has created a demand of teacher education institutions leading to large scale mushroom growth of sub-standard teacher education institutions. In 2004, there were 3199 teacher education institutions offering 3489 courses with an intake of 2, 74,022 students. In 2008, the number went up to 12,266 institutions which offered 14, 523 courses with an intake of 10, 73, 661 students. These institutions give less importance to infrastructure, faculty, learning resources and student profile.

Despite all these issues NCTE along with NAAC is trying to foster quality assurance and sustenance in the area of teacher education. NCTE has also collaborate with Distance Education Council to ensure integrated development of in - service teacher education under the Open and Distance learning mode. The National Knowledge Commission had also recommended the linking of teacher education with the school education.

Despite the recommendations by POA (1992) that teacher education must be continuous process there has not been much improvement in this area. It is observed that very few teachers once appointed go for training during their service period.

Yashpal (1993) noted that inadequate programmes of teacher education lead to unsatisfactory quality of learning in schools. He recommended that teacher education must be restructured to make it relevant to the changing needs of school education and emphasis must be given to enable teacher- trainees to acquire the ability for self-learning and independent thinking. But it is observed that nothing much has been done in this regard. Experts who are not actually classroom teachers are involved in implementation of the curriculum and realizing its objectives through developing syllabus, textbooks and other resource materials. It is the school teachers who must be involved in the process because they are the actual workers in the field.

The NCTE is however developing a New Curriculum Framework for Teacher Education. The NCTE had also recommended that B.Ed programmes must be of two years duration but nothing has been done in this area till date.

The Expert Committee on NCTE (1995) observed that apart from having knowledge and understanding of the subject he would teach and the methods and techniques that he can use in teaching it, pedagogical theory concerned with growth and development of the child and the teaching-learning process, the teacher should be competent, at least in the skill of teaching, preparing learning resources and using them, developing and using tests, guiding and counseling students, demonstrating experiments, organizing fieldtrips, conducting co-curricular activities, etc. For this purpose, at least half of the time of pre-service teacher education should be devoted to practical work including internship in teaching. As no people can rise above the level of teachers (NPE, 1986), government and community should endeavour to create - conditions which will help motivate teachers on constructive and creative lines. This would enable teachers to have the freedom to innovate, devise appropriate methods of teaching to the needs and capabilities of the learner and the concerns of the society.

Teacher Education Curriculum - A Framework, recommended by National Council of Teacher Education (NCTE, 1978) states: the very nature of teacher education, its studying and practice, in particular, until now demand that it be treated more as an exercise of training a teacher for handling a variety of tasks inside and outside the classroom, may they be of identifying the objectives of teaching of a given subject matter, communicating an idea, demonstrating an experiment, making a fieldtrip, guiding an emotionally disturbed child, winning over the confidence of parents of an underprivileged child, playing the role of leadership in tackling problems relating to family planning, pollution, delinquency and so on. It goes without saying that one requires an enormous amount of training to be an accomplished teacher to handle such and similar tasks.

According to **Taylor (1983)**, teacher education is Janus faced. In one direction, it faces classroom and school with their demands for relevance, practicality, competence and techniques. In the other, it faces the university and the world of research, with their stress on scholarship, theoretical fruitfulness and disciplinary rigour. Therefore, though the study of educational theory in the form of disciplines is considered necessary for teacher education, unless they are related to the practical problems faced by the classroom teacher, they do not seem relevant.

NCF 2005 points out that the current practices in teacher education take the school curriculum and the textbook as 'given' and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats, fulfilling the ritual of delivering the required number of lessons. It also observed that theory courses have no clear articulation with practical work and ground realities; the evaluation protocol is too theoretical, excessively quantitative and lacks comprehensiveness. It also commented that repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.

According to **NCFTE (2009)**, the principle that should inform teaching is interactivity, variety, active learner involvement, participation and multi-sensory learning. It also suggested that classroom teaching is essentially a matter of organizing learning activities aimed at the achievement of several objectives. A variety of activities can be provided: listening, reading, writing, reciting, singing, playing, acting, drawing maps, pictures, observing, collecting specimens, demonstrating, discussing, asking questions, doing experiments, project work, field visits and so on. Therefore, teacher education must aim to promote reflective practice, to build capacities of teachers to evolve knowledge, understanding and professional skills to deal with differing and fluid learning contexts. In other words, effective teaching is adjusting materials and methods to the needs, interests, learning pace and style of learners.

A New Vision of Teacher Education

The Report of the Focus Group on Teacher Education for Curriculum Renewal (NCF 2005) remarked that though several attempts have been made earlier to 'review, revitalize and restructure' teacher education, those efforts could not percolate into actual practice and show the expected enhancement in its field relevance. It stressed on the need for change in approach to teacher education. The excerpts from the above document in relation to vision, learning, learner, teacher, knowledge, social context and appraisal have been given in the following paragraphs.

1. **Vision:** Teacher Education has to become more sensitive to the emerging demands from the school system. So teacher education 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 of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experience gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

This shows that the teacher has to be responsive and sensitive to the social context of education, the various disparities in background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, social-justice as also excellence.

To reach the above expectations, teacher education should enable student teacher to care for learners; understand learners within social, cultural and political contexts; consider learning as a search for meaning out of personal experience; understand the process of learning; create conducive learning environment; be receptive and

constantly learning; develop appropriate competencies to realize the expectations of teacher education; have a sound knowledge base and basic proficiency in language; and consciously attempt to formulate one's own professional orientation.

But, it is very tragic to observe that most of the teacher training institutes provide sub-standard training which had led to a deterioration in the quality of education in our country. This had largely affected the learners who are not trained properly to face the challenges of life. It is felt by various people that fall in the quality of education is the cause of many of the social problems of our country.

QUALITY ASSURANCE IN TEACHER EDUCATION

Quality in simple terms can be defined as the totality of features and characteristics of a product or service that can bear on its ability to satisfy stated or implied needs.

Quality assurance means maintaining the quality of a product always and working for its improvement continuously. Once quality is assured at reasonable level, it has to be controlled from deviations to ensure quality management. Quality assurance acts as a backbone in the total system of quality management.

The subject of quality assurance has become an important word in the sphere of higher education. Teacher education occupies an important place in higher education as it is the caretaker of the macro educational system. It prepares the teachers of the primary and secondary education and also lays a solid foundation of the system. Education of teachers is not only responsible for improvement of school education but also for preparing competent, committed and professionally qualified teachers who are able to meet the demands of the total educational system.

In this context the National Assessment and Accreditation Council (NAAC) states, "*A Teacher Education Institute (TEI) has to continuously ensure its effectiveness through generating such processes as would provide for relevant continuance and modifications in its functioning. Such a process is an integral part of the overall functioning of the TEI. Each institution needs to evolve its own internal processes to continuously ensure such quality*

concern in its functioning and adopt ramifications or even corrections when needed. This process is what can be called 'Quality Assurance'. Thus, quality assurance is a continuous process, not one-time event or an event at specified intervals. The process has to be a part of the institutions continuous concern for maintaining quality and wherever possible, enhance it. This requires self assurance of quality in the institution so that it can ascertain quality concerns in all its functional aspects."

NAAC regarding quality assurance and its maintenance in its Quality Assurance Toolkit for Teacher Education Institutions states as-

The quality assurance process pertains to the discernment of the variations in the different functional aspects of the institution created by implementation/adoption of any well thought out action or practice. The purpose of quality assurance is capacity building within an institution for pursuing quality improvement leading to stakeholder satisfaction. It is a continuous and conscious process aiming at excellence. It can be ensured through quality assessment that the institution is doing what it claims to have been doing. It is pertinent that an institution evolves internal processes for self-analysis and assessment enabling selfmonitoring for quality improvement. Such processes keep the institution alert to the emerging individual and collective needs and demands among its members. It also provides incentives for trying out new things. These involve collective thinking and shared action. All these bring in a positive ethos characterized by academic concern, technical rigour, professional development and critical appraisal of aspects, all of which reflect as the concern for quality in the institution. In brief, they help develop a quality culture in the institution.

Quality assessment process is based on two overriding concepts

- (i) Institution wide thinking and
- (ii) involvement of all the staff (teaching and administrative) in both assessment and improvement.

Doing it requires a readiness and certain dedicated preparation on their part. It has to be a collective effort. Clarity about what is being assessed has to be commonly accepted by all members. While actually

assessing any or all aspects of functioning, care has to be taken to ascertain certain things.

- i. **Members should look beyond 'self'** - The practice or aspect being assessed naturally being carried out by the staff themselves, makes them personalize the practice. Such an 'I did' feeling could color their scrutiny.
- ii. **Training** - Staff members require training to subject their own working in objective and critical scrutiny.
- iii. **Maintain rigour in assessment** - This needs a careful and penetrating examination of the data - both experiential and documented, without entertaining prejudices.
- iv. **Unbiased Judgement** - The aspect being assessed may involve one or a few staff members whereas assessment process normally involves others who are not directly associated with the practice. Thus, prejudices may surface in two ways - One, those involved in the implementation of the practice being assessed may be subjective and have an emotional involvement. They may tend to rate everything positively without critical scrutiny. Two, others who are external to the implementation may tend to over emphasize on the limitations and become over critical. The purpose of assessment is not to relatively rate the performance of the staff or to find fault with their functioning but to discern the extent of quality concern reflected in the practice.
- v. **Relevance** - Personal satisfaction should be just one indicator but the purpose and relevance of the practice in the overall programme has to be the central focus.
- vi. **Objective** - The outcome of assessment should be recorded in a clear, objective way bringing out the positive features of the aspect under scrutiny, relevance of its continuance or not, the negative repercussions it has on the other aspects of the TEI's functioning, etc. This will help the institutions in making further decisions for quality enhancement. The above issues point to the fact that the TEI has to be conscious of the quality assurance needs. This will help in

regularly monitoring and documenting all happenings during implementation of a pre-designed aspect in a truthful manner, which in turn could be used for bringing in the desired improvements. A wide range of records can be generated during the process with very little effort. These could be factual as well as experiential recordings from not only the teachers but also the students, administrative staff and, wherever possible, parents and the other agencies involved such as the practicing schools. Initially a TEI would perhaps find this an added effort. This would, however, become a regular feature leading to evolving better and more efficient ways of recording. Finally, quality assurance as an embedded institutional activity will result in stakeholder satisfaction and institutional excellence.

External Agency for Quality Assurance

Concern for quality within institutions is not a new concept, but ascertaining it in all institutions in a more explicit manner has become a fast spreading concern across the globe. The term quality assurance usually gets associated with an external accreditation agency for identifying the level of quality of an institution, like the NAAC in India. Within the educational structure in any country, teacher education has emerged as a large, diversified network of institutions. This network includes both 'general' and special TEIs engaged in providing pre-service and in-service programmes. In fact, each of these is varied. For example, among the pre-service TEIs preparing new entrants for teaching, there is diversification in respect of the school level for which teachers are prepared, such as, elementary, secondary and senior secondary. Besides, there are TEIs for specific areas such as physical education, inclusive education, language education, art education, special education and so on. In addition, there are specialized institutions with focus on either in-service and pre-service TE or both, while several agencies are engaged in enhancing professional development of teachers for varied aspects of school education. In such a large system of teacher education, which is also quite diversified in respect of several variables, it

becomes essential to ensure a certain common level of quality within teacher education institutions (TEI). In this, external quality assurance is helpful. Across the countries such external QA is carried out through a combination of one or more of the following processes :

- i. Self-evaluation by the institution
- ii. Peer review by a panel of external experts on the basis of one or more site visits
- iii. Use of performance indicators or benchmarking
- iv. Product assessment - actual student performance

However, such externally induced process of quality assessment and accreditation can also become additional support to facilitate continuous assessment of internal processes by the institution.

PRESENT PROBLEMS OF TEACHER EDUCATION

The quality of education of a nation depends on its quality of teachers. Lot has been done to improve the condition of teacher education in India but much could not be achieved. Here, we will discuss the problems faced by our country in the area of teacher education and also to give some suggestions to overcome these problems—

1. **Problems of selection:-** Defect in the selection procedure of the candidates is a cause of deterioration in the quality of teachers. This leads in personal and social wastage.
2. **Inadequate Period of Training:-** The period of training of teachers for secondary schools is one year in India. In this year also, real training takes place only for eight to nine months. The purpose of developing health attitudes, broad based interest and values consistent with the dignity of training profession leading to the development of personality is not fulfilled.
3. **Incompetency of student teachers:-** As the organizers of teachers training programmes are not aware of the problems that exist in schools, so the existing training programme is

not able to provide opportunities to the student teachers which will help develop in them competency to face the problems in classroom situations.

This creates a gap between the school and the training institutions, due to which there is no growth in the content and development in methodology.

4. **Defects regarding papers:-** It is not possible to completely prepare a student teacher in a period of nine months. It cannot provide them complete knowledge of the meaning and objectives of education, principles of curriculum construction, the socio-cultural and politico economic background and various agencies influencing education
5. **Problems of Practice Teaching :-** Practice teaching is very important in teacher education programme. But it is observed that in most of the institutes more importance is given to theory. Practice teaching develops in the student teachers the power of observation, attention, imagination and a sense of time. It also helps them to prepare their lesson independently and mark the work of the pupils.

The planning and implementation of practical work is very poor. On the other hand, the student teachers are also not serious regarding practice teaching. They lack a sense of duty, are irresponsible indifferent to children and unable to introduce innovative measures in teaching which act as obstacles in the development of pedagogical skills

6. **Problems of Supervision:-** The practice classes must be supervised before and during classroom teaching. But it is observed that they are not properly supervised in a planned and organized manner in most of the institutions. The student teachers are not provided proper guidance and feedback due to the scarcity of supervisors and sometimes due to their negligence

7. **Isolated from Mainstream:-** Most of the teachers training institutions remain isolated from the mainstream of national life, from the academic life of the university, schools and also from one another. They are acquainted with the daily problems of the schools.
8. **Poor Quality of training:-** The quality of training in most of the institutions is not very good. The programmes are rigid and stereotyped bearing little relevance with the real teaching in schools
9. **Obsolete Curriculum:-** The teacher training programme follows back-dated and obsolete curriculum which lacks vitality and realism
10. **Incompetent staff :-** People of higher caliber and competency are not attracted to teacher education. Such people are not very enthusiastic and do not take much initiative for teaching. Most of them are not conversant with the latest educational theories and practices as well as the method subjects.
11. **Traditional methods:-** The methods followed in practice teaching are traditional and stereotyped. The student teachers still use the Herbetian technique and most of them are not even interested to follow the new techniques of teaching.

The present teacher education programmes are not based on the dynamic needs, hopes and aspirations of the community at large. These programmes do not give much importance to extracurricular activities like social service and community work. The teacher education programme are marked by the absence of adequate provision of continuing education of teacher - educator as well as teacher trainees. Though there are agencies like NCERT, SCERT and State Institutes of Education, the teacher education programmes are at jeopardy due to the absence of suitable agencies at the centre and in the state exclusively dealing with the improvement of teacher education.

Measurement Suggested for the Improvement of Teacher Education

A teacher occupies the most important place in every system of education. His /Her place is above the educational set-up, syllabus and methodology etc. Therefore, measures have to be taken both at the national and state level to improve the quality of teacher education. The following measures can be taken in this regard:-

1. Removal of isolation from mainstream: Teacher education must be brought into the mainstream of the academic life of the universities. Schools of education must be established in selected universities to develop teacher education programmes.

To break the isolation of teacher education from Schools, the following recommendations were made by the Education Commission of 1964-66-

- (a) extension work should be regarded as an essential function of a teacher-training institution and an Extension Service Department should be established in each institution - pre-primary, primary and secondary as an integral part of it;
- (b) effective alumni associations should be established to bring old students and faculty together to discuss and plan programmes and curricula;
- (c) practice-teaching for teachers under training should be organised in active collaboration with selected schools which should receive recognition from the Education Department as cooperating schools and special grants for equipment and teaching aids should be provided;
- (d) periodic exchange of the staff of the cooperating schools and of teacher-training institutions should be arranged;
- (e) An intensive effort should be made to remove the existing separation among the institutions preparing teachers for different stages of education or for special fields such as craft or art or physical education by-
 - (i) implementing a phased programme of upgrading all training institutions to the collegiate standard with the ultimate object of bringing all teacher education under the universities;

- (ii) establishing comprehensive colleges of education in each State on a planned basis; establishing a State Board of Teacher Education (State Council of Teacher Education) in each State to be responsible for all functions related to teacher education at all levels and in all fields. The Education Policy, 1986, has proposed District Council of Teacher Education.

2. Qualitative Improvement:- The Education Commission of 1964-66 had made the following recommendations to improve the quality of teacher education programme:

The essence of a programme of teacher education is "quality" and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards. A programme of highest importance, therefore, is to improve the quality - of teacher education. This can be done through -

- (1) Organisation of well-planned subject-orientation or content courses, in collaboration with university departments (or post-graduate colleges), leading to insight into basic concepts, objectives and implications of subjects to be taught;
- (2) introducing integrated courses of general and professional education in universities;
- (3) vitalizing professional studies and basing them on Indian conditions through the development of educational research;
- (4) using improved methods of teaching which leave greater scope for self-study and discussion and improved methods of evaluation which include continuous internal assessment of practical and sessional work as well as practice-teaching;
- (5) improving practice-teaching and making it a comprehensive programme of internship;
- (6) developing special courses and programmes; and
- (7) revising the curricula and programmes at all levels of teacher education in the light of the fundamental objectives of preparing teachers for their varied responsibilities in an evolving system of education.

3. Modernizing the teacher education curriculum:

The teacher education curriculum has to be up-to-date and modernized so that it can cater to the needs of the children, schools and community. It must be an integrated curriculum including both theory and practice. The teacher education must integrate subjects like philosophy, psychology, sociology and history. The content and methods of teaching must be made relevant to the physical and social environment of Indian children

4. Pattern of teacher education curriculum

The Committee of Experts (1978) prepared a framework on Teacher Education Curriculum for National Council for Teacher Education. The framework contains the following recommendations with regard to the pattern of teacher education curriculum:

- a. The curriculum of teacher education should be made relevant to the personal and social needs of children and schools. Correspondence between the school curriculum and the teacher education curriculum has to be brought about.
- b. There should be flexibility within the framework of acceptable national goals and values. If teacher education has to become relevant to the life, needs and aspirations of the children and the community to which they belong, it is imperative that it becomes flexible. The rigid and unrelated programmes of teacher training existing at different levels will have to be changed. If the isolation of teacher training institutions had to be broken, particularly from one another, then it is inevitable that a system of teacher education be so developed as to make for the mobility of entry and exist of a teacher-trainee at different stages of teacher preparation. Flexibility is urgently required not only to break the barriers between the stage-wise teacher education programmes but also between different disciplines. A teacher-trainee should have freedom to move from one discipline to another without much loss of time and efforts already put in by him at a particular stage of his education. Thus both horizontal

and vertical mobility needs to be built into the system of teacher education as recommended by the Committee of Experts on Teacher Education (1978).

- c. It should be possible to develop multiple teacher education modules catering to the needs of the States and the local communities within each State to ensure flexibility of relevance. A module here is defined as a self-contained and independent teacher education programme.
- d. There is an urgent need to develop a system so flexible that the continuity between the pre-service and in-service education of the teacher is properly maintained. This requires a flexible relationship among the agencies controlling teacher education. Flexibility is also needed for mobility. The curriculum for different stages of teacher education should be so organised that it permits mobility, both horizontal and vertical, of the trainee. By horizontal mobility, it is meant that a student should have the freedom and opportunity to move from one discipline to another, if he so desires without sacrificing much of his time and efforts. Vertical mobility means that a student has the freedom to move from one stage to another, again without loss much of his time and efforts.
- e. Attempts should be taken to develop interdisciplinary and integrated approaches in teacher education. It is high time that a serious effort is made to move away from isolated subjects towards their integration. The teacher trainee should be exposed to a curriculum in which environmental problems are identified, and then a thorough analysis of the problems is attempted through participation and active interaction between the teacher-educator and the trainee, discovering for himself how philosophical, psychological and sociological principles operate. The entire teacher education curriculum should be so designed that integration among theory courses takes place, and this integrated pedagogical understanding flows into the skill-dominated areas of

methodology of teaching various subjects as well as into the attitude-building areas of work-experience, health, physical and recreational education, along with social service. It is not advisable to give professional education in isolation. Fresh thinking is needed as regards introduction of integrated courses in teacher education as provided in the regional colleges and in other progressive countries of the world and with respect to interdisciplinary approach.

- f. We have already mentioned in the beginning of this section that the Education Commission (1964-66) has recommended that education should be developed as a separate academic discipline in order to break the isolation of teacher education from the university. It should be recognised as a social science or an independent discipline with a structure of its own.
- g. Teacher education should be made task-oriented or performance based. It should not only be meaningful but also an independent man-making process. The training aspect of teacher education which has so far been emphasised needs modification in view of the recent developments in the field. Both theory and practice should equally be stressed in teacher education programmes. The theory courses should form part and parcel of the programme. This does not mean neglect of practical aspects of teacher education such as practice teaching, work-experience, social service and working with the community life.
- h. Practice-teaching must be reformed. It is at present in a sorry state of affairs. Normally student-teachers (freshers also) at present are required to deliver a specified number of isolated lessons which varies from twenty to thirty, many of which are often unsupervised or ill-supervised. This is done through a continuous process of block teaching. This situation has to be reformed. Practice-teaching should be conducted in two stages. At the first stage student teachers should observe good teaching in actual school situations

and become familiar with the school programmes as a whole. At the second stage they should be put into actual classroom situation. Again practice-teaching is to become effective if a student-teacher is put through a series of simulating, micro-teaching situations before he is pushed into an actual classroom. This kind of pre-service training would certainly help to reduce the number of lessons required to deliver and supervise in schools, and also minimise the interference in the usual work of cooperating schools by student-teachers. Demonstration lessons should also be given for the benefit of the trainees for a couple of days by the teacher-educators before they are sent to the practice-teaching schools. Practice-teaching lessons should properly be supervised and necessary instructions and feed-back should also be provided. Practice-teaching should become an integral part of all teacher education at all levels. All training institutions should have a demonstration or experimental school which will be used for demonstration lessons.

5. Duration of training period : The Education Commission of 1964 - 66 had suggested that the duration of the training courses for primary teachers with secondary school certificates must be increased to two years. For graduate trainees it must remain one year only. The number of working days must be at least 230 days. The teacher education programme must be replaced by semester system, each semester consisting of at least 120 full working days including examination period.

6. Reforms in Evaluation system:- The evaluation system must be made more valid, scientific, objective and reliable. It must be continuous evaluation. System of giving internal assessment in both theory and practice teaching must be introduced. Though both internal and external assessment must be to make it completely internal at the earliest

7. Research : Research must be taken up in the field of education in relevance to the local conditions. Urgent problems in teacher

education which requires immediate solutions must be identified and original theories, concepts, measuring instruments and appropriate evaluation technique should be developed so that empirically validated models and modules of teacher education can be developed indigenously.

8. Modifications of teacher education programme : The teacher education programme must be modified to equip the teachers for the different roles and functions imposed by new technology. Teachers must be given training in the use of audio-visual aids and new techniques of evaluation along with the new subject matter. Institutions of teacher education must systematically introduce the sources of educational technology. Teachers must be trained to serve the rural population of our country.

9. Modification of curriculum: The curriculum of teacher education must be modified by removing the unpractical and unnecessary elements. It must include more co-curricular activities. The syllabus must include modern subjects like comparative education, distance education, programmed learning and latest developments in the field of education.

10. Quality of training institutions: Qualitative reforms must be made in the conditions of the institutions imparting teacher training. The Education Commission of 1964-66 has put forward the following recommendations in this regard :-

(i) Secondary Teachers :

- a. The staff of secondary training colleges should have a double Mass degree in an academic subject and in education, a fair proportion of them should hold doctorate degrees. They should all have taken induction or orientation courses in teacher education.
- b. Qualified specialists in subjects like psychology, sociology, Science or Mathematics may be appointed on the staff even if they have not had professional training.
- c. Summer institutes should be organised for the in-service training of staff.

- d. No student should be allowed to specialise in the teaching of a subject unless he has studied it for his first degree or obtained an equivalent qualification prior to training.
- e. States and Union Territories should adopt a rule that teachers in secondary schools will ordinarily teach only those subjects which they had studied for a university degree.
- f. Attempts should be made to recruit first and good second class students to teacher training institutions and adequate scholarships should be provided for them.

(ii) Primary Teachers :

- a. The staff in institutions for training primary teachers should hold a Master's degree either in education or in an academic subject as well as B.Ed and should have undergone special induction course in teacher education at the primary level.
- b. New appointments of primary teachers should be restricted to those who have completed at least ten years of general education; exceptions may be made for women teachers and teachers in tribal areas.
- c. Correspondence courses and liberal concessions for study leave should be made available to unqualified teachers in primary schools to improve their qualifications.
- d. Special courses should be organised for graduates entering primary teaching.
- e. The duration of the training course for primary teachers should be uniformly two years for those who have completed the secondary school course. Teachers with different educational qualifications should not be put into the same course.

(iii) General:

The Education Commission (1964-66) has recommended to introduce the following reforms in training institutions for primary as well as secondary teachers :

- a. All tuition fees in training institutions should be abolished and liberal provision made for stipends and loans.
- b. Every training institution should have an experimental or a demon' stration school attached to it.
- c. Adequate hostel facilities for trainees and residential accommodation for staff should be provided.

- d. Libraries, laboratories, workshops, etc. are very inadequate at present in most institutions, especially at the primary level. These need to be improved.

(iv) Other Teachers :

The Commission has recommended that the reforms suggested for secondary and primary teachers should be carried out in the training programmes for other categories of teachers also.

(v) Professional Preparation of Teachers in Higher Education :

- The Commission has further recommended that some orientation to professional education is necessary for junior lecturers in higher education. It has recommended that suitable arrangement should be made for the purpose.
- Newly appointed lecturers should be given some time to acclimatize themselves to the institution and should be encouraged to attend lectures of good teachers.
- Regular orientation courses for new staff should be organised in every university and, where possible, in every college.
- In the bigger universities, or groups of universities, these courses may be placed on a permanent basis for establishment of a staff college.

11. Expansion of Training Facilities : In this regard the Education Commission (1964-66) has recommended that the training facilities should be expanded on a priority basis. The objective should be to ensure that every teacher in a primary or a secondary school is either already trained at the time of his appointment or receives such training within three years of his appointment. From this point of view:

- each state should prepare a plan for the expansion of training facilities in its area so that the output of trained teachers meets the demand for teachers as well as the needs for in-service education;
- part-time facilities and correspondence courses should be provided on a large-scale and care should be taken to see that the standards in fulltime institutions are not diluted;
- the backlog of untrained teachers should be cleared at an early date;

- (iv) the size of the institutions should be fairly large and they should be located on a planned basis.

12. Standards in Teacher Education : For maintaining standards the Education Commission (1964-66) has recommended that

- at the national level, the UGC should take the responsibility for the maintenance of standards in teacher education. The State Boards of Teacher Education should be responsible for the raising of standards at the State level.
- A substantial allocation of funds should be made available to the UGC for improvement in teacher education in the universities.
- The UGC should set up a joint standing committee for teacher education in collaboration with the NCERT. It should consist of competent persons from the profession and should be responsible for the maintenance of standards in teacher education.
- The Government of India should make provision of funds in the Centrally sponsored sector to assist State Govts. to develop teacher education which is now outside the universities.

13. Status, emoluments and Education of teacher:-

The National Policy on Education (1986) made the following recommendations in this regard

- Of all factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend. Teachers, must, therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory, having regard to their qualifications and responsibilities.
- The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.

- (c) Teacher education, particularly in-service education, should receive due emphasis.

14. Continuing In-service education of teachers : Continuing in-service education of teachers is of great importance at all levels. Education is a dynamic discipline. Innovations keep on taking place in its methods and techniques very fast. On the other hand, knowledge is also expanding day by day. For this every teacher must keep oneself updated with the developments. A teacher has to continue learning and growing professionally. In the words of Thomas Arnold, "*Students should drink from a running stream, rather than a stagnant pool*"

For this a teacher must be continuously given in-service training. Training must be given an all type of academic activities as debate, discussions, participations in workshops, seminars, conferences etc. for the professional growth and enrichment of the teachers. It also helps a teacher to know about the rapid and constant changes taking place in the field of education. A learned teacher is also respected by the students. In-service education is also required for the qualitative improvement of education.

There should be continuity between pre-service and in-service programmes of teacher education. To make the teacher interested and motivated to upgrade their knowledge the following points need to be mentioned :

- The goals and rewards of pre-service teacher education have to be reflected in the in-service education programmes;
- Such programmes should be offered as courses with certain credits to be earned;
- These courses must be run during vacations;
- Such courses may also be organised at the recognised centres and with the help of experts;
- It should be ensured that the courses are really "Advanced Courses".
- The teacher should take up these courses on a voluntary basis.

POINTS TO REMEMBER

- * Several educational commissions and committees were set up by the Government of India, to look into the problems of education of all levels and suggest reforms in the post independence period.
- * These commission and committees after making extensive study had given several suggestions in regard to teacher education
- * The Radhakrishnan Commission of 1914-49, the Kothari Commissions had given many valuable suggestions for the improvement of the quality of teacher education, but very few concrete steps have been taken in this direction.
- * It has been felt by all concerned that professional training of teachers is very important for the qualitative improvements of teachers.
- * It is however, very deplorable that untrained teachers are still being appointed in schools.
- * There has been a mushroom growth of teacher education institutes and programmes in the last few years.
- * It is because of the increase in school enrollment and launch of programmes like Operation Blackboard, District Primary Education Programmes, Sarva Shiksha Abhiyan.
- * NCTE along with NAAC is trying to foster quality assurance and sustenance in the area of teacher education.
- * NCTE has also collaborate with Distance Education Council to ensure integrated development of in-service teacher education under the Open and Distance learning mode.
- * The National Knowledge Commission had also recommended the linking of teacher education with the school education.
- * The NCTE had also recommended that B.Ed programmes must be of two years duration but nothing has been done in this area till date.
- * As no people can rise above the level of teachers (NPE,

1986), government and community should endeavour to create - conditions which will help motivate teachers on constructive and creative lines

- * According to Taylor (1983), teacher education is Janus faced. In one direction, it faces classroom and school with their demands for relevance, practicality, competence and techniques. In the other, it faces the university and the world of research, with their stress on scholarship, theoretical fruitfulness and disciplinary rigour.
- * NCF 2005 points out that the current practices in teacher education take the school curriculum and the textbook as 'given' and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats, fulfilling the ritual of delivering the required number of lessons.
- * According to NCFTE (2009), the principle that should inform teaching is interactivity, variety, active learner involvement, participation and multi-sensory learning. It also suggested that classroom teaching is essentially a matter of organizing learning activities aimed at the achievement of several objectives.
- * Teacher Education has to become more sensitive to the emerging demands from the school system.
- * The teacher has to be responsive and sensitive to the social context of education, the various disparities in background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, social-justice as also excellence.
- * It is very tragic to observe that most of the teacher training institutes provide sub-standard training which had led to a deterioration in the quality of education in our country.
- * Quality in simple terms can be defined as the totality of features and characteristics of a product or service that can bear on its ability to satisfy stated or implied needs
- * Quality assurance means maintaining the quality of a product always and working for its improvement continuously.

- * Quality assurance acts as a backbone in the total system of quality management.
- * Education of teachers is not only responsible for improvement of school education but also for preparing competent, committed and professionally qualified teachers who are able to meet the demands of the total educational system.
- * Quality assessment process is based on two overriding concepts
 - (i) Institution wide thinking and
 - (ii) involvement of all the staff (teaching and administrative) in both assessment and improvement.
- * The term quality assurance usually gets associated with an external accreditation agency for identifying the level of quality of an institution, like the NAAC in India.
- * Across the countries external QA is carried out through a combination of one or more of the following processes :
 - i. Self-evaluation by the institution
 - ii. Peer review by a panel of external experts on the basis of one or more site visits
 - iii. Use of performance indicators or benchmarking
 - iv. Product assessment - actual student performance
- * The quality of education of a nation depends on its quality of teachers.
- * Lot has been done to improve the condition of teacher education in India but much could not be achieved.
- * The period of training of teachers for secondary schools is one year in India.
- * It is observed that in most of the institutes more importance is given to theory.
- * The planning and implementation of practical work is very poor. On the other hand, the student teachers are also not serious regarding practice teaching.
- * The practice classes must be supervised before and during classroom teaching. But it is observed that they are not

properly supervised in a planned and organized manner in most of the institutions.

- * Most of the teachers training institutions remain isolated from the mainstream of national life, from the academic life of the university, schools and also from one another.
- * The quality of training in most of the institutions is not very good.
- * The teacher training programme follows back-dated and obsolete curriculum which lacks vitality and realism
- * People of higher caliber and competency are not attracted to teacher education.
- * The methods followed in practice teaching are traditional and stereotyped.
- * Though there are agencies like NCERT, SCERT and State Institutes of Education, the teacher education programmes are at jeopardy due to the absence of suitable agencies at the centre and in the state exclusively dealing with the improvement of teacher education.
- * A teacher occupies the most important place in every system of education.
- * Teacher education must be brought into the mainstream of the academic life of the universities.
- * Effective alumni associations should be established to bring old students and faculty together to discuss and plan programmes and curricula;
- * Periodic exchange of the staff of the cooperating schools and of teacher-training institutions should be arranged;
- * The teacher education curriculum has to be up-to-date and modernized so that it can cater to the needs of the children, schools and community.
- * The Committee of Experts (1978) prepared a framework on Teacher Education Curriculum for National Council for Teacher Education.
- * Correspondence between the school curriculum and the teacher education curriculum has to be brought about.

- * If teacher education has to become relevant to the life, needs and aspirations of the children and the community to which they belong, it is imperative that it becomes flexible.
- * A teacher-trainee should have freedom to move from one discipline to another without much loss of time and efforts already put in by him at a particular stage of his education.
- * Both horizontal and vertical mobility needs to be built into the system of teacher education as recommended by the Committee of Experts on Teacher Education (1978).
- * Attempts should be taken to develop interdisciplinary and integrated approaches in teacher education.
- * Teacher education should be made task-oriented or performance based.
- * The training aspect of teacher education which has so far been emphasised needs modification in view of the recent developments in the field. Both theory and practice should equally be stressed in teacher education programmes.
- * Practice-teaching must be reformed.
- * Practice-teaching lessons should properly be supervised and necessary instructions and feed-back should also be provided.
- * The duration of the training courses for primary teachers with secondary school certificates must be increased to two years.
- * For graduate trainees it must remain one year only.
- * The evaluation system must be made more valid, scientific, objective and reliable.
- * It must be continuous evaluation.
- * Research must be taken up in the field of education in relevance to the local conditions.
- * The teacher education programme must be modified to equip the teachers for the different roles and functions imposed by new technology.
- * The curriculum of teacher education must be modified by removing the unpractical and unnecessary elements. It must

Teacher Education

- * include more co-curricular activities.
- * Qualitative reforms must be made in the conditions of the institutions imparting teacher training.
- * Summer institutes should be organised for the in-service training of staff.
- * States and Union Territories should adopt a rule that teachers in secondary schools will ordinarily teach only those subjects which they had studied for a university degree.
- * The staff in institutions for training primary teachers should hold a Master's degree either in education or in an academic subject as well as B.Ed
- * Correspondence courses and liberal concessions for study leave should be made available to unqualified teachers in primary schools to improve their qualifications.
- * All tuition fees in training institutions should be abolished and liberal provision made for stipends and loans.
- * Adequate hostel facilities for trainees and residential accommodation for staff should be provided.
- * Libraries, laboratories, workshops, etc. are very inadequate at present in most institutions, especially at the primary level. These need to be improved.
- * Newly appointed lecturers should be given some time to acclimatize themselves to the institution and should be encouraged to attend lectures of good teachers.
- * Regular orientation courses for new staff should be organised in every university and, where possible, in every college.
- * The Government of India should make provision of funds in the Centrally sponsored sector to assist State Govts. to develop teacher education which 's now outside the universities.
- * Teachers must be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory, having regard to their qualifications and responsibilities.

- * The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.
- * Continuing in - service education of teachers is of great importance at all levels.
- * A teacher must be continuously given in-service training.
- * The goals and rewards of pre-service teacher education have to be reflected in the in-service education programmes;

EXERCISE

1. What led to the growth of teacher education institutes in the last few years? 1
2. Why is the demand for teachers increasing? 1
3. What is meant by the term 'Quality'? 2
4. What is meant by Quality assurance? 2
5. Mention the processes by which quality assurance is carried out across the countries. 2
6. Mention two problems of teacher education in India. 2
7. Write briefly about the problems of practice teaching in teacher education. 2
8. Write briefly about the use of traditional methods in teacher education. 2
9. Write briefly about problems of supervision in teacher education. 2
10. Mention two measures that can be taken to improve teacher education. 2
11. Mention two recommendations made by Education Commission of 1964-66 to break the isolation of teacher education from schools. 2
12. Mention two recommendations given by the Committee of Experts (1978) regarding the pattern of teacher education curriculum. 2

13. Mention two points which can make the teacher interested and motivated to upgrade their knowledge. 2
14. Mention two recommendations made by the Education Commission of 1964-66 regarding the standards in teacher education. 2
15. Mention two recommendations made by the National Policy on Education (1986) regarding status emoluments and education of teacher. 2
16. Mention two recommendations made by the Education Commission of 1964-66 regarding expansion of training facilities in teacher education. 2
17. Mention two recommendations made by the Education commission of 1964-66 regarding professional preparations of teachers in higher education. 2
18. Write briefly about the recommendations put forward by Yashpal 5
19. Write briefly about the recommendations put forward by expert committee on NCTE regarding teacher education. 5
20. Write briefly about the recommendations put forward by NCTE, 1978 regarding teacher education curriculum. 5
21. Write briefly about the recommendations put forward by Taylor regarding teacher education curriculum. 5
22. Write briefly about the recommendations put forward by NCF 2005 regarding teacher education curriculum. 5
23. Write briefly about the recommendations put forward by NCFTE (2009) regarding teacher education curriculum. 5
24. Mention five problems of teacher education in India. 5
25. Mention five measures that can be taken to improve teacher education. 5
26. Mention five recommendations made by Education Commission of 1964-66 to break the isolation of teacher education from schools. 5
27. Mention two recommendations made by the Education Commission of 1964-66 to improve the quality of teacher education. 5

28. Mention five recommendations made by the Education Commission of 1964-66 to improve the quality of teacher education. 5
29. Mention five recommendations given by the Committee of Experts (1978) regarding the pattern of teacher education curriculum. 5
30. Mention five points which can make the teacher interested and motivated to upgrade their knowledge. 5
31. Write briefly how continuing in-service education can help in solving the problems of teacher education. 5
32. Mention few recommendations made by the Education Commission of 1964-66 regarding the standards in teacher education. 5
33. Mention few recommendations made by the National Policy on Education (1986) regarding status emoluments and education of teacher. 5
34. Mention few recommendations made by the Education Commission of 1964-66 regarding expansion of training facilities in teacher education. 5
35. Mention few recommendations made by the Education commission of 1964-66 regarding professional preparations of teachers in higher education. 5
36. Mention some problems of teacher education in India. 10
37. Mention some measures that can be taken to improve teacher education. 10
38. Mention some recommendations made by Education Commission of 1964-66 to break the isolation of teacher education from schools. 10
39. Mention some recommendations made by the Education Commission of 1964-66 to improve the quality of teacher education. 10
40. Mention some recommendations given by the Committee of Experts (1978) regarding the pattern of teacher education curriculum. 10

UNIT: 4

TEACHER EDUCATION AND EDUCATIONAL TECHNOLOGY

SKILL BASED AND COMPETENCY BASED TEACHER EDUCATION.

Introduction

Every professional must possess some certain specific skills and competence as a practitioner. The same applies to a teacher also. A teacher must also possess certain skills if he or she is to be called an effective teacher. When we say skill based teacher education it means that the teacher education programmes must make provisions to develop the required skills in the teacher trainees. In this chapter, we will discuss about the skills and competencies to be possessed by a good teacher.

Skills helps the professionals to put the theoretical knowledge into practice. A skilled and competent teacher can do things in the classroom that others cannot. He or she can also understand the relationship between their actions and the effects of those actions on the students.

Teaching Skills

Teaching skills may be described as a set of teaching behaviors of the teacher which is especially effective in bringing about desired changes in pupils behaviors. Teaching skills may also be described as the instructional techniques and procedures used by the teacher in classroom.

In 1966 Allen and Ryan had identified 20 such teaching skills which were later on increased to 37. Some of the skills identified by research workers are-

- a. Skill of writing instructional objectives.
- b. Skill of introducing a lesson.
- c. Skill of stimulus variation.
- d. Skill of reinforcement.
- e. Skill of using non-verbal cues.
- f. Skill of probing questions.
- g. Skill of explaining
- h. Skill of illustrating with examples
- i. Skill of using the blackboard.
- j. Skill of using audio visual aids
- k. Skill of closure
- l. Skill of lecturing
- m. Skill of classroom management

Here, of course we will be discussing only a few of them which are considered to be the most important.

SKILL OF WRITING INSTRUCTIONAL OBJECTIVES.

Every learning is supposed to bring some Behaviourial changes in the learner at its end. These behaviours however has to be observable. Behaviourial objectives are written by a teacher before starting to teach. They maybe in simple terms said to be the changes in the behaviour of the students, that the teacher expects to see at the end of his teaching. They are also known as *Instructional Objectives*. These objectives state what the student will demonstrate after the end of a particular instruction. It can said to be a clear description of the educational expectations of a teacher from his/her students. Every single objective focuses on a single goal that a teacher wants a student to attain. These objectives serve as the foundation for learning and also provide an instructional framework so that the teacher can focus on her/his teaching. It also helps a teacher to assess her/his students by clearly defining expectations in behaviourial, observable and measurable terms. They must be meaningful and realistic in terms of desired outcomes from the students.

Behaviourial objectives may be said to be a description of an expected learning outcome. It also serves as the basis for the rest of the lesson. It provides criteria for constructing an assessment for

the lesson as well as for the instructional procedure the teacher designs to implement the lesson without Behaviourial objective. It is quite difficult to determine what exactly a particular lesson is supposed to accomplish.

Objectives which are student centred and target specific precise behaviours are said to be good.

Why behaviorial Objectives?

It is necessary for a teacher to understand why he/she must write behaviourial objectives. The reasons are—

(a) It helps a teacher to know

- i. Where she/he is going to that he/she will know when he/she gets there.
- ii. It helps others like substitute teachers to follow the teacher's plan, and also make them understand where he/she planned to go with that/particular lesson.
- iii. If in any case the teacher deviates from his/her original lesson plan, he/she can understand as to what he/she is deviating from and to what degree.

Components of the Skills

An objective basically includes three components, when written in behaviorial terms. They are—

- (a) Student behaviour
- (b) Conditions of performance
- (c) Performance criteria.

Student behaviour refers to what the student will be able to do after the instruction is over. These performance statements however, must be specific, observable, measurable behaviours. Some of the examples are as "to be able to list", "to be able to explain", "to be able to calculate, compare, label" etc. Phrases as "to know", "to demonstrate an understanding of" etc. must be avoided as they are neither observable nor measurable. It means the action or skill the student is able to do i.e. define, count, evaluate, multiply etc.

Conditions of performance refers to as under what circumstances or context will the behaviour be performed. It also includes the description of what the student will or will not be allowed

to use when being assessed for mastery of the objectives. Examples are "In an oral presentation the student will, "The student will without the use of notes...." etc. These conditions specifically point out the circumstances directly related to be assessment procedure. **Performance criteria** states the standards of performance pertaining to the speed, accuracy and quality of achievement. In simple terms it tries to assess how well the behaviour have been done and in comparison to what standard. Some of the phrases used are "80 out of 100", "containing four of the six components discussed in class..." etc.

Criteria of good behaviourial objectives:

In the words of Ollawepo, "*Well constructed behaviourial objectives describe an intended learning when combined into a sentence or two, communicate the conditions under which the behaviour is performed, a verb that defines the behaviour itself, and the degree (criteria) to which a student must perform the behaviour, if any one of these components is missing, the objective cannot communicate accurately.*"

From the above statement it is well understood that a good behaviorial objective must contain the following components—

- (a) **Conditions** i.e. a statement that describes the condition under which the behaviour is to be performed.
- (b) **Behaviorial verb** which is an action word that relates to an observable behaviour in the student
- (c) **Criteria** which means a statement that specifically states how well the student must perform the behaviour.

Apart from these, a good behaviorial objective must contain four essential elements. They are—

1. **Must be Student Oriented**: A behaviourial objective must be student oriented. It must place more emphasis on what is to be done by the student rather than what the teacher ought to do. Lets try to understand it with an example. A teacher may try to attain the goal of teaching his/her students the procedure for solving long divisions problems. For this he or she uses the blackboard and explains the students each step involved. Now a teacher oriented objective which is

associated with this behaviour will be written something like this, "To explain the steps of long division on the blackboard." It explains what is to be done by the teacher and not the student. To be student oriented it may be written as "to learn the steps involved in long division."

2. **Describes learning outcomes** : Good behaviorial objective specifically describes the learning outcome as expected from the student rather than the learning activities carried out during the process. However, a teacher can determine the activities that are appropriate for attaining the learning outcomes only after the learning outcomes are identified and described.

3. **Clear and understandable** : Good behaviorial objectives are written in a clear and explicitly understandable language. The verb contained in the objective must clearly describe a definite behaviour. It should be so clear that even the people who observe the products of those behaviours are able to identify and agree, in their judgement whether the behaviour has occurred as stated.

4. **Observable** : The verbs used in behavioural objectives must describe an observable action or an action that results in an observable products. They must be so clear that an evaluation of learning outcomes they can easily be observed.

SKILL OF INTRODUCING A LESSON

This is a very important skill because whole teaching of a teacher and classroom transaction depends on how the lesson was introduced. If the lesson is introduced properly the students will be motivated well to learn the lesson. Before introducing a lesson a teacher tries to give an introduction of it, to seek the attention of the students. **The way the teacher introduces a lesson to the class is a skill of the teacher.**

Components of The Skill

The teacher must be able to arouse the curiosity of the pupils while introducing the lesson. For this he must use the following techniques—

(a) **Using previous knowledge**— Previous knowledge means the

knowledge already possessed by the pupils on the particular topic which may be acquired by various sources. If the knowledge to be imparted is connected to the previous knowledge, they develop interest and understand better statements like "you already know thator "When you are at home you.....and so on.

(b) **Using appropriate device** — Devices means the techniques used by a teacher to introduce a lesson. These devices must be used according to the maturity level, interest and experiences of the students. It must also be according to the needs of the lesson. Some of such devices are —

i. **Use of example, analogues and similarities**— The teacher can make use of examples related to the principle, law and concepts of the lesson to be taught. He or she may also use similar situations or analogues related to the lesson. Such analogues and similarities are more suitable for lessons of history.

ii. **Questioning**— The teacher may ask some question related to the lesson like "Have you heard of?" "Have you ever been to?" and so on.

iii. **Story telling** :- This technique is very useful for the lower classes. A teacher can tell a small story related to the lesson before starting it. It very easily captures the attention of the pupils.

iv. **Role playing or dramatization**— This device is also useful for the lower classes though sometimes it may be used for the higher classes also to create interest. A small play can be done by the students before introduction of the lesson.

v. **Use of audio visual aids**— A teacher can also use some audio visual aids to seek the attention of the pupils while introducing a lesson.

There are of course some undesirable behavior on the part of the teacher which must be avoided while introducing a lesson. They are—

a. A teacher must not ask questions which are not in logical

sequence. The questions must not lack continuity of the previous knowledge.

- b. The teacher must not make irreverent statements or ask questions not related to the lesson at all. Such questions or statements may create confusion in the minds of the pupils.

SKILL OF STIMULUS VARIATION

Skill of stimulus variation involves deliberate change in the attention drawing behavior by the teacher to secure and sustain the attention of the students in the classroom.

This skill is used to attract and focus the attention of the student by changing stimuli in the classroom environment. It has been found by research that attention of the students shifts from one stimulus to another very fast. A resourceful teacher, must develop this skill to draw the attention of the students.

Components of skills of stimulus variation

The teacher may adopt the following attention drawing behavior to attain and sustain the attention of the students—

- i. **Teacher movement-** A teacher must not sit on the chair but move in the classroom while teaching. However, it must be remembered that such movements must be meaningful and related to the teaching. The teacher must not move aimlessly in the classroom.
- ii. **Teacher gestures -** Gestures means the movement of the body parts such as hands, head etc. Gestures can be used consciously by the teacher to explain the concept. For example, the teacher can use his hands to show the shape of an object and so on.
- iii. **Change in speech pattern-** The teacher must try to make some changes in speech pattern. **Change in tone, volume or speech of verbal communication can said to be change in speech pattern.** The teacher must increase and decrease the volume of his or her speech as per the requirement of the lesson. He / she must also not speak in a monotonous tone. The teacher must change his or her

tone as per the requirement of the lesson. He/ she must know which point to emphasise on, when the tone must be soft and when loud.

- iv. **Focussing-** A teacher can also use the technique of focusing to draw the attention of his pupils to a particular point which is required to be observed. Focussing may be verbal, through gestures or both. Teacher by using statements like "look at this picture", "This is very important" can attract the attention of the students. He/ she can also make use of gestures i.e. movement of head and hands like underlining a particular word, or pointing to something etc.

- v. **Change in interaction:** - Interaction is communication of two individuals with each other to share an idea or feeling. Classroom interaction is of three types. They are:-

- (a) **Teacher class interaction-** When the teacher communicates with the whole class, it is known as teacher class interaction.
- (b) **Teacher student interaction -** Communication between the teacher and one particular student is known as teacher- student interaction.
- (c) **Peer group interaction -** Peer group interaction takes place when the students interact among themselves. The teacher here acts just as a facilitator so that the students get maximum benefit out of it.

- vi. **Pausing:** - Becoming silent by the teacher in between teaching is Pausing. The students must be given some time to think and respond to the questions put by the teacher. Pausing can be used in different ways by the teacher like giving time to structure answer to the question put, giving time for stimulation of ideas and concepts. To make pausing more effective the teacher must take care of the following—

- a. Pause must neither be too short nor too long.
- b. The aim of the pause must be to attract the attention of the students.

- vii. **Student involvement-** The teacher can make the students involve in doing some physical activity like doing experiments, dramatization etc.

SKILL OF REINFORCEMENT

Skill of reinforcement is a very important skill required for a teacher. When a teacher encourages the responses of the student by using verbal praise, accepting their response or using non-verbal clues like smile, nods etc. it is known as the skill of reinforcement.

Every student in a class wants social approval of his/ her behavior. For this they try to answer the questions put by the teacher. If the answer is correct then the teacher must make encouraging statements like "good" or "that is very good". Such statements act as reinforcers for the student. Reinforcers may be non-verbal expression like smiling, nodding the head etc. In the words of R. P. Pathak, "The main theme of the skill is that encouraging remark of the teacher increase and discouraging remarks decrease the pupil participation in the development of the learning process."

Components of the skill

For effective use of this skill the teacher may use the following behaviour patterns—

- (i) **Positive Verbal reinforcement-** The students can be motivated by the teacher by using word as 'good', 'very good', 'excellent' etc. on their correct responses. They can also use an idea of a student for elaborating or explaining the concept taughts. Prompts such as carry on, think again can be used to help the pupil give a correct response.
- (ii) **Positive non-verbal reinforcement -** The teacher can also make use of positive non-verbal reinforcers such as nodding the head, smiling, patting, writing the students answer on the blackboard etc. Such non-verbal reinforcement can encourage the student to participate maximum.
- (iii) **Negative verbal reinforcement-** A teacher must try to avoid negative reinforcement as they may have an adverse effect on the students. The teacher must be very careful while using negative verbal reinforcement like 'wrong', 'Incorrect', 'Not true' etc or making sarcastic remarks as 'Idiot', 'stupid'. Such behaviour of the teacher discourages pupil participation.

- (iv) **Negative non-verbal reinforcement-** The teacher may show his/her disapproval without using words such as frowning, staring and looking angrily at the responding student whenever he/she gives a wrong response. Such behaviour may create fear of the teacher in the mind of the student and weaken the rapport between the teacher and the student.

Apart from these the teacher may use these components also —

- (a) All the students must be encouraged to participate in the teaching learning activities.
- (b) Wide range of reinforcers must be used by the teacher as 'okay', 'good' etc, irrespective of the fact, whether the answer is correct or not.
- (c) Over use of reinforcement must be avoided as it may make the teaching learning situation artificial.
- (d) In between the teacher may use words like Wah, hum, aha etc. It encourages the student to continue his/her response. However, this should not be a habit of the teacher.

SKILL OF EXPLAINING

Explaining may be described as a set of inter-related statements used to elaborate a concept being taught or learned by a teacher during classroom teaching. This skill is used by the teacher in every class and is one of the most commonly used skills in teaching. A teacher tries to use explanation to fill up the gaps in the understanding of the students and also the new concept by relating it to their already acquired knowledge and their living environment.

A teacher while explaining to the students must keep in mind their age, experience, family background and previous knowledge etc.

Components of the Skill

Desirable and undesirable teacher behavior can be said to be the main components of the skill.

Desirable teacher behaviour

- i. **Use of introductory statements:** The main purpose of using these statements is to draw the attention of the students. It is also used to make them mentally alert for learning.
- ii. **Use of concluding statements:** These are the statements made by the teacher to summarise the lesson. These statements are used to give the students a consolidated picture of whatever has been explained. It helps to draw the logical inference through reasoning.
- iii. **Use of explaining links:** The words and phrases which make an explanation clearer by bringing continuity in the statements used are called explaining links. These link increases the effectiveness of explanation. They are generally conjunctions or prepositions which clearly indicate the causes, consequences and reasons behind statements. Words like 'on the other hand', 'as a result of', 'therefore', 'such that', 'because', 'the purpose of' etc are explaining links.
- iv. **Use of visual techniques:** Use of visual aids such as blackboards, charts, models, pictures etc make the explanation more clear. It is said that "One picture is worth ten thousand words". The aids help in the understanding of the phenomenon.
- v. **Defining technical words:** Sometimes while explaining a particular phenomenon a teacher uses some difficult and technical words. If these words are not explained properly, it becomes difficult for the students to understand the concept in a better way. For example, while explaining about electricity, the teachers while explaining that when a current passes through the coil placed in the magnetic field, the 'flux' will change. Here the word 'flux' must be explained.
- vi. **Making learning interesting for pupils:** The teacher must try to make his teaching interesting so that the students understand effectively. He/she can do this by giving examples from daily life experience, using simple sentences and using different media of communication.

- vii. **Covering essential points:** The teacher must try to cover a number of attributes, generalizations, inter-related concepts and definition etc to complete explanation.
- viii. **Questions to test pupils behavior:** The teacher must ask questions to the students at the end of his/her explanation to test whether they have understood the lesson or not. The teacher must however ask only a few simple questions covering the whole explanation.

Undesirable Teachers Behaviour

The teacher must avoid some behavior during his/her explanation

- i. **Irrelevant Statement:** The teacher must not use statements which are not related to the concept being taught during his/her explanation. Such statements are known as irrelevant statements. Such statements create confusion in the minds of the pupil and direct their attention from the main topic.
- ii. **Lack of continuity:** If a break occurs in the sequence of teaching an idea, continuity of explanation is disturbed. It occurs when the statement made is not related logically to the previous statement or a topic already taught is referred to without showing its relationship with the subject of explanation. Such discontinuity hinders students understanding.
- iii. **Lack of fluency:** Lack of fluency not only distracts the attention of the students but also hinders understanding of the subject of explanation.
- iv. **Using of vague words and phrases:** Sometimes the teacher uses such words and phrases while explaining which indicates that he is failing to explain the concept. Some commonly used such words are somewhat, probably, you see, actually, perhaps, we know etc. Use of such words and phrases acts as a barrier in understanding.

SKILL OF ILLUSTRATING WITH EXAMPLES

The teacher sometimes finds it very difficult to teach some

abstract ideas or concepts. This difficulty can be overcome by the use of examples. The teacher must be a master in the skill of illustrating with examples.

Components of the skill

The following are the components of this skill to be followed by a teacher to make teaching effective

- i. **Formulating simple example :** Examples related to the previous knowledge of the students are simple example. Such examples must be used keeping in mind the age, grade and background of the pupils.
- ii. **Formulating relevant example :** The example used must be applicable to the topic or concept being taught.
- iii. **Formulating interesting example:** Teacher must make use of examples which are interesting so that the curiosity and interest of the students can be aroused. The teacher can understand the effect of these examples by observing the behaviour of the students. If they are paying attention, then the example is interesting.

SKILL OF PROBING QUESTIONS

This is one of the most important skill to be acquired by a teacher. It helps a teacher to know about the understanding of the students. In the words of **Raymont**, "*The acquisition of a good style of questioning may be laid down as one of the essential ambitions of a young teacher.*"

The teacher must use this skill to probe whether the student has understood the idea or concept or not. The questions for this must be well structured which means that they must be simple, concise and grammatically correct. The question must be directed to the whole class rather than one student, so that the whole class thinks. The student must be given time to think before responding to the question.

Components of the skill

The components of the skill are the following :

- i. **Prompting Technique :** This technique is used by a

teacher when the response of the student is incorrect or there is no response from the students. He/she then gives some hints through a step-by-step questioning to lead to the student towards desired correct response. Prompting can be used when the student has difficulty in answering the question correctly. An example will make it more clear to us—

Teacher – What are the functions of municipality?

Student – I don't know.

Teacher – Who supplies water to the city?

Student – Municipality.

- ii. **Seeking further information technique :** A teacher can use this technique when the student's response is incomplete or partially complete. He/she can ask additional small questions which will make the student think. This is done by the teacher to help the pupil to elaborate or explain his/her initial response. An example of this component is—

Teacher— What is meant by culture?

Student gives a definition.

Teacher— Can you explain with an example?

- iii. **Redirection Technique:** In this technique the teacher asks the same question to another student if one cannot answer. The main purpose is to seek participation of the maximum number of students. Example of this technique is –

Teacher – What is the reason for water logging in Guwahati?

Student – No response

Teacher – Rinku (redirecting)

Student – Due to heavy rains

Teacher – What happens during heavy rains?

Student – Drains get blocked?

Teacher – Rahul why (redirecting)

Here both prompting and redirecting is used. This is done by a

teacher to seek further information when there is no response, incomplete or incorrect response from the student.

- iv. **Refocusing technique**— This technique is used when the response of the student is correct. Here the teacher tries to find out whether the response is related to the topic already taught. This attracts the attention of the whole class towards the topic. The main aim behind this is to make the students aware of the implications of a given response in more complex and novel situation.
- v. **Increasing Critical awareness techniques**— This techniques is also used when the response of the student is correct. In this technique the teacher asks higher order questions to stimulate the students and make them think beyond what they know. It increases the critical awareness of the students. It involves the 'how' and 'why' type of questions. Example of this is —
 - a. Why is oxygen necessary for living beings?
 - b. How oxygen helps in burning?

SKILL OF CLASSROOM MANAGEMENT

This involves the making of the class participatory and interesting. This skill aims at achieving maximum participation of the students in the development of the lesson

Components of the skill

The components of this skill are—

- i. **Calling students by their names**— The teacher must try to call the students by their names. This helps in attracting their attention. Though this seems to be simple, it is very effective in obtaining the participation of the student.
- ii. **Making norms of classroom behaviour**— The teacher can give some clear cut instructions to the students like
 - Stand up and answer a question.
 - Answer the question when asked
 - Raise your hands if you know the answer to the question

- Don't give response in group
 - Pay attention when the teacher is teaching
 - Don't make noise in the class etc.
- iii. **Ensuring sufficient work for every student**— The teacher must allot work to every child on the basis of their capabilities. This will make every student participate actively in classroom activities.
 - iv. **Keeping pupils in eye span**— The teacher must try to check the effect of whatever he/she has taught. For this he/she may give some activities to the students like drawing a diagram and labeling its parts. While doing that he/she can go from desk to desk and check their work.
 - v. **Shifting smoothly from one activity to another**— Teaching involves a lot of academic activities such as explaining, illustrating, questioning etc. The teacher must very smoothly change from one activity to the other.
 - vi. **Recognizing and reinforcing attending behaviour**— From time to time the teacher the teacher must use verbal and non-verbal reinforcement to the students for their correct responses. This can stimulate learning environment in a classroom.
 - vii. **Checking inappropriate behaviour immediately**— The teacher must immediately check the undesirable behaviour of the student in the classroom such as not paying attention, talking etc. This will increase the attending behaviour of the pupil leading to better management of the class.

SKILL OF USING BLACKBOARD

We know that blackboard is a very effective and most commonly used teaching and in the teaching-learning process. This skill is about how effectively a teacher uses the blackboard.

The components of this skill are—

- i. **Legibility of handwriting**— The handwriting of the teacher must be good so that the students understand whatever he/she writes. For this the teacher must keep in mind the

following points—

- The letter must be written very distinctly. There must be no confusion in the shape of the letters such as c, e, v, u etc.
- Adequate space must be there between two words.
- Size of the letters must be visible to the class.
- Letters must be of the same size.
- The size of the capital letters must be bigger than the small letters.

ii. **Neatness**— The blackboard work must be neat and clean. The following points must be kept in mind in this regard—

- Whatever is written must be in straight line.
- There must be adequate space between the lines.
- Overwriting must be avoided.
- The irrelevant or not required work must be erased immediately.

iii. **Appropriateness**— The blackboard must be used appropriately by a teacher. In this regard the following points must be kept in mind—

- The main points of the lesson must be arranged logically one after the other in a sequence.
- The main points must be written in simple and clear language.
- The important points must be underlined.
- Colours must be used to draw the attention of the students.
- Illustrations and diagrams must be simple, large and clear so that the students can easily understand what the teacher is trying to teach.

COMPETENCIES TO BE DEVELOPED IN A TEACHER
Competency of a teacher can in simple words said to be his knowledge of the subject matter, his / her mental abilities, his / her skills of teaching and so on. Here, we will try to discuss the meaning, need of teacher competence as well as the qualities to be acquired by a competent teacher.

Meaning of teacher competency—

Teaching competency can be said to be the means and ways adopted by a teacher in an interactive situation with the students. It also means the efficiency and effectiveness of a teacher. Some of its definitions given by different educationists will make its meaning more clear to us—

1. In the words of **Allen and Ryan**, “Competencies are composite skill, behaviours or knowledge that can be demonstrated by the ability to demonstrate knowledge.”
2. **The Commonwealth Report** defines teacher competency as, “In order to be competent the teacher must have a knowledge of Child development, of the material to be taught and suitable methods, his skills must enable him to teach, advise and guide his pupils, community and culture with which he is involved, his attitudes should be positive without being aggressive, so that his example is likely to be followed as he transmits explicitly, and implicitly the national aims and moral values.”
3. In the words of **Murthy and Lulla**, “Competence Based Teacher Education is that type of professional education of classroom teachers that takes the pre-determined competence of teaching behaviours as the base of teacher education programmes.”
4. **David G Ryans** describes it as, “Teaching is complex and many sided demanding a variety of human traits and abilities. These may be grouped in two major categories first those involving the teacher's mental abilities and skills, his understanding of psychological and educational principles and his knowledge of general and specific subject matter to be taught and second those qualities stemming from the teacher's personality, his interests, attitudes and beliefs, his behavior in working relationships with pupils and other individuals and the like.”

Importance of teacher competencies
Different education commissions and committees appointed by our government have stressed on the significance of teacher

competencies. The views of a few of them are given below—

1. **The Education Commission of 1964-66** stated, “*of all the different factors which influence its quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.*”
2. **The National Policy on Education 1967** stated, “*of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend.*”
3. **The National commission on Teachers -II 1983-85** stated, “*In the eyes of the community recognition of professional competency and increase in emoluments and benefits were the most salient factors that were expected to enhance the teacher's status. Professional competence having an edge over the economic factor was necessary to improve the status of the teacher.*”

Teacher competencies

The NCTE has put the following qualities to be possessed by a competent teacher:-

1. He should be educated in the literal spirit of learning so that he may make his contribution as an individual and a citizen.
2. He should be competent to represent the education profession and his subject matter in the school and in the community.
3. He should be able to contrive and use a variety of effective teaching learning procedures.
4. He should be thoroughly grounded in the theory and practice of his subject matter and have knowledge.
5. He should be capable of organizing supervising and participating in co-curricular activities.
6. He should be able to select and organize subject matter for instructional purposes.

7. He should be able to develop and use instructional materials including audio-visual aids.
8. He should be able to use a variety of methods to evaluate pupil progress and the effectiveness of his own teaching.
9. He should be capable of functioning effectively as a teacher as evidenced by actual classroom performance.
10. He should be interested in continued growth through participation in professional association, community activities in in-service education, research and experiment.
11. He should be able to select and use appropriate equipment and determine supply needs.
12. He should be able to function effectively in the guidance programmer of the school.

A to Z of Teaching Competencies

- 'A' is for alertness.
 'B' is for business like attitude, to keep busy in worthwhile tasks.
 'C' is for Clarity and Co-operative teaching learning.
 'D' is for devotion and discovery.
 'E' is for enthusiasm, expecting children to learn and evaluation.
 'F' is for feedback for the guidance of the learner and the teacher himself.
 'G' is for goal setting and achieving
 'H' is for hard word honest work, humility and humour.
 'I' is for involvement of children.
 'J' is for judicious attitude and just action.
 'K' is for knowledge of the students, subject matter and oneself.
 'L' is for linking learning with daily experiences and life.
 'M' is for motivation.
 'N' is for need based learning.
 'O' is for objectivity and providing out of classroom learning experiences.

- 'P' is for practice and praising children when needed.
- 'Q' is for quiz organizing for monitoring learning progress.
- 'R' is for relationship and review.
- 'S' is for stimulation.
- 'T' is for tolerance and the technology of teaching learning.
- 'U' is for unbiased attitude and unexpected encounters and situations.
- 'V' is for a variety of learning experience.
- 'W' is for warmth and wisdom.
- 'X' is for X-ray of the learning process.
- 'Y' is for yearning and eagerness.
- 'Z' is for Zeal.

FLANDER'S INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS)

Flander's Interaction Analysis Category System is an observation technique which helps to understand the influence of the teacher and attitudes and achievement of the pupils. It was developed by Ned. A Flanders in the year 1959, at the University of Minnesota.

This system helps to understand about the quantitative and qualitative dimensions of a teachers behavior in the classroom. In this system the events of the classroom are measured systematically and objectively. It is designed in a way so that it can record the behavior of a teacher as accurately as possible which is very difficult as the teacher's behavior is quite complex and variable. In the words of Flander,

"Interaction Analysis is an observation procedure designed to minimize these difficulties permit a systematic record of spontaneous acts and scrutinize the process of instruction by taking into account each small bit of interaction."

The system records the teacher's behaviours, particularly his verbal expressions and acts in terms of predetermined concepts. Through this the influence pattern of the teacher in the classroom

situations is analysed. It mainly tries to analyse the verbal behaviour as it is assumed to be total behavior. In this system the classroom interaction is analysed into three sections – (a) Teacher talk (b) Student Talk (c) Silence or confusion.

The study of teacher's influence in the classroom aims to achieve an understanding of teacher-pupil interaction particularly to specify conditions in which learning is maximized. Classroom climate means the generalized attitudes shared by the students in common towards the teacher and the class. It also refers to the qualities that is consistently predominant in most teacher pupil contacts and the contacts amongst the students whether the teacher is present or not.

Flander has developed 10 categories to describe the communication pattern in the classroom in which 7 are related to teacher's talk, 2 to student's talk and 1 to silence or confusion.

The teacher's behaviour may be either of integrative or democratic pattern. In integrative pattern student's participation is encouraged whereas in democratic pattern the teacher is the sole controller. The Interactive process is found to be most suitable, as the students and teacher are actively engaged in discussions about the school work.

In teacher education, the classroom performance of the beginning teacher determines its success or failure. Classroom interaction analysis includes many systems for coding spontaneous verbal communications, arranging the data into a useful display, thereby analyzing the results in order to study pattern of teaching and learning. Here categories for classifying statement are established, a code symbol is assigned to each category and a trained observer records the data by noting down code symbols.

A particular system for interaction analysis usually includes–

- (a) A set of categories, each defined clearly.
- (b) A procedure for observation and a set of ground rules which governs the coding process.

- (c) Step for tabulating the data in order to arrange a display which aids in describing the original events, and
- (d) Suggestions which can be followed in some of the more common applications.

There are three purposes which guide -

1. The purpose of interaction analysis is to study teaching behavior by keeping track of selected events that occur during classroom interaction. Other events are taken into consideration only when this would assist the observation.
2. One application of these activities is to help an individual develop and control his teaching behavior. In a practical engineering sense, this can be accomplished most effectively by using fewest number of concepts that the task requires.
3. The second application is discovering through research how to explain the variations which occur in the chain of classroom events.

These explanations focus on teaching behavior and its relationship to classroom interaction and educational outcomes.

The different categories in flander's Interaction Analysis category system are-

TEACHER TALK

INDIRECT INFLUENCE

1. **Accepts feeling** : Accepts and classifies the feeling of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
2. **Praises or encourages** :- Praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head and saying "UMHMM?" or "GO ON" are included.
3. **Accepts or uses ideas of student** :- Classifying, building or

developing ideas suggested by a student. As teacher brings more of his own ideas into plays, shift to category 5.

4. **Asks questions** :- Asking a question about content or procedure with intent that a student answer.

DIRECT INFLUENCE

5. **Lectures** :- Giving facts or opinions about contents or procedure; expressing his own ideas, asking theoretical question or citing an authority than pupil.
6. **Gives direction** :- Directions, commands or orders with which a student is expected to comply.
7. **Criticises or justifies authority** :- Statements intended to change students behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.

STUDENT TALK

8. **Student talk** :- Response: talk by student in response to teacher. Teacher initiates the contract or solicits student statement.
9. **Student talk initiation** :- Talk by students which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether the student wanted to talk. If he did, use this category.
10. **Silence or confusion** :- Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

Observation Procedure

After the class, the observer has to write down and analysis the whole observation. The whole communication must be recorded at the rate of 20 to 25 observations per minute. Frequency of different categories in the classroom observer is obtained by tallying. This provides the frequency of occurrence of different categories. In between the category numbers a double line can be drawn to indicate any major changes of action. The observer must follow the ground rules given.

Flander's interaction analysis helps the teachers to know the effectiveness of their behaviors in the classroom. It also help the trainee teachers to study their own teaching and understand about their own performance in the classroom. It helps them to analysis and evaluate their works, practice the teaching skills, get feedback of the peers and supervisors by interpreting the recording done on the basis of interaction analysis techniques. Research has shown that classroom behavior of pupil teacher has improved significantly by this training model. Based on the findings of this system, a scale can be developed to measure the personality of the student. It also helps the teachers in grouping of students and improving their pattern of influence through interaction.

STIMULATED SOCIAL SKILL TRAINING (SSST)

Stimulated Social Skill Training is a technique which has been tried out as an innovation in teacher education. It provides feedback to the teacher trainees which helps them to modify their teaching skills.

Nature and objectives of SSST

The stimulated social skill training was first developed by the State University Research Foundations, Columbia, USA. It was here that originally a taxonomy of teacher behavior was developed. The SSST technique includes four dimension-sources, direction, function and sign. This technique is mainly utilized for training in role perception and role playing.

The basic principle underlying this technique is that certain teaching behaviors pattern are essential for effective teaching. It is also assumed that in certain behavioural outcomes these pattern can be identified and described. They can be used and practised in teaching effectively like any other skill. A social skill is a particular pattern of teacher behavior which can be identified for training purpose and practiced intensively so that it is acquired by the teacher. Thus helps in modification of behavior for professional growth.

This technique has been the basis of role playing, social-drama and psycho-drama. The general objective of SSST is to place a person in a situation which provides spontaneous interaction to enable him or her to practice a certain behavior pattern.

Here, the person getting the training is called the **actor**, the individual who provide spontaneous environment are known as **foils** and the people who record the behavior for professional or maintaining notes for evaluation later on are called the **supervisors**.

The objectives of stimulation exercises are as follows –

1. Modifying student behavior.
2. Motivating learners.
3. Bringing about changes in attitudes.
4. Understanding one's role properly.
5. Realizing other's role properly.
6. Helping students to assume emerging roles.
7. Discussing crucial social problems and generating awareness.

It these exercises, the participants can express freely and participate in situations which are very close to reality without involving oneself in actual circumstances. The participants are encouraged to understand real problems and think freely and improve their social psychological and educational conditions.

Steps of SSST

The steps followed in SSST technique are as follows–

1. Every trainee gets a chance to play all the roles of an actor, a foil and an observer. For this each trainee in the group must be designated as a lecturer.

2. The skill to be practiced is discussed and practical topics are suggested relating to the skill. At first one topic is selected for the first exercise and additional topics for other exercises. Each trainee must select a topic which is convenient for him or her for playing an actor's role.
 3. A schedule has to be prepared regarding the work division allotted to each trainee. Work is divided as to who will start teaching, who will introduce the actor and who will stop the interaction and when they should be stopped.
 4. It must be decided early only regarding the procedure of evaluation, kind of data to be recorded and how best the data and views can be presented to the actor.
 5. The first practice session is then conducted and the actor is provided with feedback on his or her performance. The procedure may be changed for the second session as per necessity to improve the training procedure.
 6. On the basis of the feedback, the procedure can be modified and the topic be changed so that every actor takes it as a challenge and their interest is also sustained. It is because of this, that the task must neither be too easy nor too difficult.
- For the SSST exercise to be successful, the trainees must possess some abilities. They are as follows—

1. The ability to ask open and closed questions and to know their appropriate use in classroom teaching.
2. The ability to ask a question which lifts or lowers the current level of abstraction.
3. The ability to ask a question in which the concept and logical connectiveness have been expressed previously by the pupils.
4. The ability to summarise whatever has been told by the pupils and then ask a question which can move the discussion into the next step in logical sequence of problem solving.
5. The ability to demonstrate and to explain the rates of logic in classroom discourse which includes help to maintain consistency in the meaning of words and help to distinguish matters of facts, opinion and value.

POINTS TO REMEMBER

- * Every professional must possess some certain specific skills and competence as a practitioner. The same applies to a teacher also.
- * A teacher must also possess certain skills if he or she is to be called an effective teacher.
- * A skilled and competent teacher can do things in the classroom that others cannot.
- * Teaching skills may be described as a set of teaching behaviors of the teacher which is especially effective in bringing about desired changes in pupils' behaviors.
- * Maybe in simple terms said to be the changes in the behaviour of the students, that the teacher expects to see at the end of his teaching. They are also known as *Instructional Objectives*.
- * Behavioural objectives may be said to be a description of an expected learning outcome.
- * Objectives which are student centred and target specific precise behaviours are said to be good.
- * Student behaviour refers to what the student will be able to after the instruction is over. These performance statements however, must be specific, observable, measurable behaviours.
- * Conditions of performance refers to as under what circumstances or context will the behaviour be performed.
- * Performance criteria states the standards of performance pertaining to the speed, accuracy and quality of achievement.
- * A behavioural objective must be student oriented.
- * Good behavioral objective specifically describes the learning outcome as expected from the student rather than the learning activities carried out during the process.
- * Good behavioral objectives are written in a clear and explicitly understandable language.

- * The verbs used in behavioural objectives must describe an observable action or an action that results in an observable products.
- * The way the teacher introduces a lesson to the class is a skill of the teacher.
- * Previous knowledge means the knowledge already possessed by the pupils on the particular topic which may be acquired by various sources.
- * A teacher must not ask questions which are not in logical sequence.
- * The teacher must not make irreverent statements or ask questions not related to the lesson at all.
- * Skill of stimulus variation involves deliberate change in the attention drawing behavior by the teacher to secure and sustain the attention of the students in the classroom.
- * Gestures means the movement of the body parts such as hands, head etc.
- * Skill of reinforcement is a very important skill required for a teacher. When a teacher encourages the responses of the student by using verbal praise, accepting their response or using non-verbal clues like smile, nods etc. it is known as the skill of reinforcement.
- * Non-verbal reinforcement can encourage the student to participate maximum.
- * A teacher must try to avoid negative reinforcement as they may have an adverse effect on the students.
- * Explaining may be described as a set of inter-related statements used to elaborate a concept being taught or learned by a teacher during classroom teaching.
- * The words and phrases which make an explanation clearer by bringing continuity in the statements used are called explaining links.
- * The teacher must not use statements which are not related to the concept being taught during his/her explanation. Such statements are known as irrelevant statements.

- * The teacher must try to call the students by their names. This helps in attracting their attention.
- * Flander's Interaction Analysis Category System is an observation technique which helps to understand the influence of the teacher and attitude and achievement of the pupils.
- * It was developed by Ned. A. Flander in the year 1959, at the University of Minnesota.
- * Stimulated Social Skill Training is a technique which has been tried out as an innovation in teacher education.
- * The stimulated social skill training was first developed by the State University Research Foundations, Columbia USA.
- * The SSST technique includes four dimensions—sources, direction, function and sign.

EXERCISE

1. Who is a skilled teacher? 1
2. What is meant by teaching skills? 1
3. What are behavioural objectives? 1
4. Behavioural objectives are also known as _____ objectives 1
5. Which objectives are good? 1
6. What is meant by student behaviour? 1
7. What is meant by conditions of performance? 1
8. What is performance criteria? 1
9. Conditions of performance refers to as under what circumstances will the _____ be performed. 1
10. What is skill of introducing a lesson? 1
11. Why is the skill of introducing a lesson important? 1
12. Why does a teacher use the skill of stimulus variation? 1
13. What is meant by gestures in speech pattern? 1
14. What is meant by change in speech pattern? 1
15. What is meant by skill of explaining? 1
16. What are simple examples? 1

17. What is skill of probing questions? 1
18. Why is the skill of probing questions important? 1
19. What is meant by the skill of classroom management? 1
20. What is the skill of using blackboard? 1
21. What is meant by competency of a teacher competency? 1
22. What is meant by competency of a teaching competency? 1
23. What is Flander's Interaction Analysis Category System? 1
24. In _____ pattern student's participation is encouraged. 1
25. In _____ pattern the teacher is the sole controller. 1
26. What is the full form of FIACS? 1
27. What is the full form of SSST? 1
28. What is stimulated social skill training? 1
29. Where was SSST first developed? 2
30. Mention two criteria of good behavioural objectives. 2
31. Write briefly about use of example as a component of the skill of introducing a lesson 2
32. Write briefly about use of questioning as a component of the skill of introducing a lesson 2
33. Write briefly about use of story telling as a component of the skill of introducing a lesson 2
34. Write briefly about use of role playing as a component of the skill of introducing a lesson 2
35. Write briefly about use of audio visual aids as a component of the skill of introducing a lesson 2
36. How can a teacher use previous knowledge to introduce a lesson? 2
37. Story telling is very useful for the classes. 2
38. What type of behaviour must be avoided by a teacher while introducing a lesson. 2
39. What is meant by skill of stimulus variation? 2
40. Write briefly about teacher movement teacher gestures as a component of the skill of stimulus variation? 2
41. Write briefly about teacher movement teacher change in speech pattern as a component of the skill of stimulus variation? 2
42. Write briefly about teacher movement teacher focussing pausing as a component of the skill of stimulus variation? 2

43. Write briefly about teacher movement teacher change in interaction as a component of the skill of stimulus variation? 2
44. Write briefly about teacher movement teacher pausing as a component of the skill of stimulus variation? 2
45. What is teacher class interaction? 2
46. What is teacher student interaction? 2
47. What is pee group interaction? 2
48. What is skill of reinforcement? Why is this skill important? 1+1=2
49. Write briefly on positive verbal as a component of the skill of reinforcement. 2
50. Write briefly on positive nonverbal as a component of the skill of reinforcement. 2
51. Write briefly on negative verbal as a component of the skill of reinforcement. 2
52. Write briefly on negative non verbal reinforcement as a component of the skill of reinforcement. 2
53. Why is the skill of explaining important? 2
54. What are explaining links statements? 2
55. What are explaining irrelevant statements? 2
56. Why should a teacher make use of concluding statements while explaining a lesson? 2
57. Why should a teacher make use of introductory statements while explaining a lesson? 2
58. Why should a teacher make use explaining links while explaining a lesson? 2
59. Why should a teacher make use of visual techniques while explaining a lesson? 2
60. Why should a teacher make use of defining technical words while explaining a lesson? 2
61. What is meant by skill of illustrating with examples? 2
62. Write briefly about legibility of handwriting as a component of the skill of using blackboard. 2
63. Write briefly about neatness as a component of the skill of using blackboard. 2
64. Write briefly about legibility of appropriateness as a component of the skill of using blackboard. 2

64. Who developed the flander's Interaction Analysis Category system, in which year and where? 2
65. Write briefly about good behavioural objectives. 5
66. Write briefly about the undesirable teacher behaviour while using the skill of explaining? 5
67. Write briefly on the components of the skill of illustrating with examples? 5
68. Write about the purposes which guide the flander's Interaction Analysis Category System. 5
69. Write briefly about the observation procedure of FIACS. 5
70. Write briefly about the nature to the possessed by the trainee in stimulated social skill Training. 5
71. Write briefly about the objectives to the possessed by the trainee in stimulated social skill Training. 5
72. Write briefly about the steps to the possessed by the trainee in stimulated social skill Training. 5
73. Write briefly about the abilities to the possessed by the trainee in stimulated social skill Training. 5
74. Write briefly about the components of the skill of introducing a lesson 10
75. Write briefly about the components of the skill of stimulus variation used by a teacher 10
76. Write briefly about the components of the skill of reinforcement? 10
77. Write briefly about the desirable teacher behaviour while using the skill of explaining? 10
78. Write briefly about the components of the skill of probing questions used by a teacher? 10
79. Write briefly about the components of the skill of classroom management? 10
80. Write briefly about the components of the skill of using blackboard. 10
81. Mention some competencies to be acquired by a teacher according to NCTE. 10
82. Write briefly about the Flander's Interaction Analysis Category System. 10

UNIT: 5

TEACHER'S ROLE, PROFESSIONAL ETHICS AND ACCOUNTABILITY

TEACHER AS FACILITATOR

A teacher has to be a facilitator for the students. His teaching methods must be according to the needs of his students. He has to take the following steps as a facilitator –

- i. Before starting a class, a teacher must have everything ready and see to it that every child is attentive.
- ii. The teacher must use teaching aids as per the requirements of the students.
- iii. The teacher must ask questions judiciously. He must not keep on repeating the same question again and again. He must also give the students to answer the questions.
- iv. His teaching must be interactive in which the students get enough scope to ask questions.
- v. Written work of the students must be checked regularly by the teacher. He must also point out their mistakes.
- vi. He must not use the same method of teaching always.
- vii. He must not insult any student in front of the whole class.

Teacher as a counselor

The teacher must be a friend, philosopher and guide for his students. Therefore, he has to play a great role as a counselor. The students being unaware of certain things, look upon their teachers

for solution of their problems. A teacher can act as a counselor for his students in the following ways –

- i. The teacher must have a knowledge about the environment of a child's home.
- ii. He must know about the health status, intelligence and heredity of a child by studying his records.
- iii. He must understand that every child is different than the other.
- iv. The teacher must be friendly with his students. This will help the students to talk to him about their problems – personal and academic both.
- v. The teacher must be interested by heart to solve the problems of his students.
- vi. A teacher who is friendly with the students must discuss their problems with his colleagues.
- vii. If necessity be, he must take the help of professional guidance, workers to solve his students' problems.

IN TRANSACTION OF CURRICULUM :

The teacher has to be very careful while transaction of curriculum to the students as this is his main job. Transaction of Curriculum includes two stages of teaching i.e. the pre active stage and the interactive stage. For this the teacher has to perform the following functions–

- i. A teacher must select appropriate materials, teaching aids and methods which facilitates the learning process and stimulates the desire for further learning.
- ii. A teacher must transact the curriculum in such a way that the needs of the children of every background and capacities is met.
- iii. A teacher must use variety of techniques and methods of teaching like lectures, discussions, demonstration, visual and oral presentation, special projects and field trips for transacting the curriculum.
- iv. A teacher from time to time must analyse and evaluate the effectiveness of various teaching techniques used by him or her, so that he or she can improve the learning process.

- v. A teacher must make adequate preparation so that purposeful and directed teaching takes place in actual classroom teaching.
- vi. A teacher must participate in subject matter study of existing curricula and in the development of improved expanded curricula.
- vii. A teacher must determine the object, scope and methods of the subject to be taught.
- viii. A teacher must be able to devise assignments as per necessity to enrich the teaching programmes for the students.
- ix. A teacher must be able to correlate subject matter with the curriculum of other subject.

IN PREPARING STUDENTS TO ENCOUNTER FUTURE CHALLENGES

Changes are taking place in the society on a daily basis. There is also a rapid change in the world. Everyday new technological and scientific advancements are taking place which are influencing the lives of the people in all fields. These advancements are bringing challenges in the lives of the people and it is becoming difficult for them to adjust to such rapid changes. It is the responsibility of our educational system to equip the children so that they can adjust to these changes. Here, the teacher has to play a great role by helping the students to face these challenges of their future life. One of the aims of education is to prepare the students for better citizenship. The students of a democratic country like ours must understand that they have certain obligations towards their country. They must not only be aware of their rights but also their duties as a future citizen. They must be trained to be able to discriminate between the right and wrong. This will help them to cast their votes to the desirable candidate and choose correct person as their leader.

The students must be trained to utilize the various resources be it physical or natural very judiciously. This will help them face the crisis taking place due to environmental degradation and population explosion.

Explosion of knowledge has also exposed them to the entire world very easily. A feeling of universal brotherhood and international understanding must be developed in them. If the students are not careful in utilizing the modes of entertainment judiciously, it may lead to moral degradation. The students must be taught that what they face in real life is different from what they read in books. They have to be trained to face the challenges they are going to face in their future life.

TEACHER AS A LINK BETWEEN SCHOOL AND COMMUNITY

The teacher has to act as a link between the community and the school. For this he has to get the community involved in the works of the school and make the school work for the development of the community. For this it can take the following step –

Role of Community In Educational Development :

The community has a very important role to play in the field of education. Its functions in this regard are –

1. Providing finance– The children of the community are provided education in the schools. The schools make the members of the society capable of serving their community. They are provided opportunities for all round development. To do this it requires a lot of money which should be provided by the community in the form of donations.

2. Controlling education– The community has to create an environment in which the school can function smoothly. It should help in the designing of the curriculum and also in setting the aims of education. It has to exercise control over the school, so that it educates the children as per the needs of the society.

3. Selecting school personnel– The community also has to help the school in the selection of its various personnel

whether meant for teaching or administration.

4. Inculcating folkways and attitudes– The community also helps by inculcating the desirable attitudes and values in its members which helps in moulding their personality and behaviour. It also makes its members conscious of the folkways.

Role of School In Community Development :

The school also on the other hand, has got to play a great role in the development of the community. According to educational sociologists the school has to follow certain basic principles to maintain an intimate relationship between its activities and the life going on in the community. According to Brown, these principles are–

i. Firstly, the school should be sufficiently flexible to continually re-adapt its programme in the light of the changing services of other community agencies. In order to do this the school must revive its curriculum from time to time and show its awareness of the changes taking place in the society.

ii. Secondly, the role and functions of the school should be determined in the light of needs of the specific community background of the child. The school should be wide awake to the life needs of those whom it serves and try to meet these needs and lead the community more effectively co-ordinating its total educative resources for the increased benefit of all the members.

iii. Thirdly, the school should develop a programme of activities and services to extend, refine and integrate human experiences for all age group and at all levels.

iv. Fourthly, the school must relate itself to the large community of the nation and of the world. Collective and proper organisation of data for introducing

proper reforms in the school and the community may be collected. On the basis of the survey result various measures for the improvement of school community and school home relationship can be planned and effective programme evolved. Activities aimed at improving the academic and practical life of the students and bringing about the modification of behaviour pattern of the community can be planned.

However in order to establish and maintain link between school and community, the following steps may be taken by the teacher—

- i. **Remove social superstitions**—The teachers of the school should try to remove the social superstitions, religious narrowmindedness of the people. They should also educate the people about the ill effects of smoking, gambling, drugs, AIDS, drinking etc. It is usually seen that the teachers are greatly respected in the rural societies and whatever they say is followed by the people. Therefore, the teachers can really make a difference in this field, but they should see that they themselves are free from such bad things.
- ii. **Use of local craft**—The co-curricular activities of the school should make full use of the local crafts so that the economic and cultural needs of the community are fulfilled. This will on the other hand also encourage the young people to develop the things which are needed in the preparation of the local crafts. For example in Assam there are plenty of bamboo and cane cultivation. If these things are use to teach the students to make various articles out of them then the students will learn the local craft and the others can cultivate these plans.
- iii. **Providing adult education**—The school should take up the task of removing illiteracy from the society by providing adult education. In the evening, holidays and vacations, the children of the upper classes should be encouraged to take up such classes. This will help to develop in the

children a sense of social responsibilities and they will feel proud that they are contributing to the development of the nation.

- iv. **Formation of parent teacher association**—Every school should form a parent teacher association so that the various problems of the school and the students can be discussed and solved. This on the other part will also bring out suggestions from the parents which will help in the development of the school.
- v. **Community development programmes**—The school should undertake community development programmes on issues related to child welfare, family planning, population education, environmental education etc. It can also encourage its students to take up social service activities like cleaning the areas, streets, organizing health check up camps, setting up first aid centres etc. It may also conduct surveys on the problems faced by the community and make its report public so that they can be solved.
- vi. **Organize social functions**—The schools should organize social ceremonies, community feasts and festivals so that the people of the society can actively participate in them. It should also celebrate the important national days like 26th January, 15th August etc.
- vii. **Schools as recreation centres**—The school must hold community forums, study circles, exhibition etc. in order to make the community people aware of the current socio-political situation of the country. It can also organize games, dramas, bhajans etc. for the people of the community.
- viii. **Use of school library**—The school library and reading room must be thrown open for public use after school hours.
- ix. **Utilizing public experiences**—The experienced people in various fields may be invited from time to time to the

schools and deliver talks regarding their experiences in the field. People from different vocations and professions may be invited who can share their experiences and tell the children how to take up that particular vocation or profession and its significance in their lives.

Role Expectations of Teacher in the Twenty first century

The role of a teacher in today's world is very much different than what it used to be in the earlier days. Today his job is more challenging, complex and multifaceted. The reasons for it are as :

- i. The teacher of today has to face the challenges of knowledge explosion.
- ii. A teacher has to be well informed about the new concepts coming up in the field of education such as micro-teaching, de-schooling etc.
- iii. The children of today are exposed to the media, especially internet. So, a teacher must update his knowledge through these medium.
- iv. There are children from different backgrounds coming to a school. The teacher has to be careful with students who come from a better socio-economic group than him.
- v. The children come from different backgrounds, and hence all have to be treated equally.
- vi. The teacher has to adopt an inter-disciplinary approach in his teachings. He must make use of the principles of co-relation.
- vii. The teacher himself must have a positive attitude towards life. This helps him deal with children who have serious problems.

PROFESSIONAL ETHICS AND ACCOUNTABILITY OF TEACHERS

Every profession has its own code of Professional Ethics

be it a doctor, engineer or any other. In the same way we also must have some professional code of ethics for teacher as teaching is said to be the noblest of all professions. And we must remember that it is the teachers who prepare the doctors, engineers and all other citizens of a country and this increases the accountability of a teacher to the society. Code of ethics may be said to be some promises related to a particular profession. A person pursuing a particular profession must by every means try to follow these code of conduct or rules or promises.

Code of Ethics for Teacher :

As already mentioned teacher must follow some code of ethics stressing on its importance. Lauries say, *"If a teacher has not an ideal aim he had better take to shop keeping at once, he will there doubtless find an ideal within his capacity"*.

The Secondary Education Commission of 1952-53 states, *"They (teachers) will not look upon their work as an unpalatable means of carrying a scanty living but as an avenue through which they are rendering as well as finding some measure of self-fulfillment and self-expression."*

The National Commission For Teacher of higher education 1983-85 stressing on the need of professional ethics laid down the following points—

- i. As a man devoted to learning to the pursuit of truth in his creative endeavours, and hence being in a position to see faster than many other as a social critic, the propagation of values. Therefore we believe that teachers should be the first to introspect, and scrutinize their own value system so as to raise it to the highest moral standard.
- ii. We would like to stay unambiguously that no profession and no service can survive without its do's and don'ts.
- iii. We would urge the teaching community to apply a worthy criteria of performance to itself so that it earns the most honourable place in the society.

A Few Provisions of the Code put forward by National Commission for Teacher—

- i. A teacher shall co-operate with and secure the co-operation

of other persons in all activities which aim at the improvement of the moral, mental and physical well-being of pupils.

- ii. A teacher shall not exploit school influence for private gain.
- iii. A teacher shall have an exemplary moral conduct.
- iv. A teacher shall be temperate and sober in his habits. He would avoid smoking, chewing of betel leaves and such other undesirable habits in the presence of students within the precincts of the school.
- v. A teacher shall take pride in his calling and try to promote the dignity and solidarity of his profession.
- vi. A teacher shall be punctual in his work.
- vii. A teacher shall keep himself abreast of the latest developments in educational thought and practices.
- viii. A teacher shall maintain right ethical behavior in relation to parents and the community.
- ix. A teacher shall not prescribe or recommend books on some consideration.
- x. A teacher shall not indulge in tuition etc.

The National Council of Teacher Education (NCTE) has also laid down some code of Professional Ethics for school Teacher. In this regard it states, *"It is universally felt FROM THE DOCUMENT that like all other professions, the teaching profession should also have its own Code of Professional Ethics which indeed is a pre-requisite to ensure its dignity and integrity. It is also significant that the Right of Children to Free and Compulsory Education Act, 2009 entrusts teachers with some onerous professional responsibilities to be internalized by them in the performance of their duties. Accordingly, it is considered necessary that the Code of Professional Ethics be evolved and adopted by the teaching community"*.

For the purpose of this Code, the term "teacher" covers all school teachers, whether in government or private schools, on full-time or part-time basis, at the elementary and secondary levels and the teachers holding administrative and supervisory positions.

The Code of Professional Ethics for teachers provides a framework of principles to guide them in discharging their obligations towards students, parents, colleagues and community. Increased

awareness of the ethical principles governing the teaching profession is essential to ensure 'professionalism' among teachers.

Preamble

- Recognizing that every child has a fundamental right to education of good quality;
- Recognizing that every child has an inherent potential and talent;
- Recognizing that education should be directed to the all round development of the human personality;
- Recognizing the need for developing faith in the guiding principles of our polity, viz., democracy, social justice and secularism;
- Recognizing the need to promote through education the concept of composite culture of India and a sense of national identity;
- Recognizing that teachers, being an integral part of the social milieu, share the needs and aspirations of the people;
- Recognizing the need to enhance self-esteem of teachers;
- Recognizing the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites;
- Recognizing that the community respect and support for the teachers are dependent on the teachers' professionalism; and
- Recognizing the need for self-direction and self-discipline among members of the teaching community.

The present Code of Professional Ethics for school teachers is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work.

1. Obligations towards Students

- 1.1 Treats all students with love and affection.
- 1.2 Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
- 1.3 Facilitates students' physical, social, intellectual, emotional, and moral development.
- 1.4 Respects basic human dignity of the child in all aspects of school life.

- 1.5 Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.
- 1.6 Transacts the curriculum in conformity with the values enshrined in the Constitution of India.
- 1.7 Adapts his/her teaching to the individual needs of students.
- 1.8 Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.
- 1.9 Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.
- 1.10 Keeps a dignified demeanour commensurate with the expectations from a teacher as a role model.

2. Obligations towards Parents, Community and Society

- 2.1 Establishes a relationship of trust with parents/guardians in the interest of all round development of students.
- 2.2 Desists from doing any thing which is derogatory to the respect of the child or his/her parents/guardians.
- 2.3 Strives to develop respect for the composite culture of India among students.
- 2.4 Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

3. Obligations towards the Profession and Colleagues

- 3.1 Strives for his/her continuous professional development.
- 3.2 Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.
- 3.3 Takes pride in the teaching profession and treats other members of the profession with respect and dignity.
- 3.4 Refrains from engaging himself/herself in private tuition or private teaching activity.
- 3.5 Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.
- 3.6 Refrains from making unsubstantiated allegations against

colleagues or higher authorities.

- 3.7 Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.
- 3.8 Respects the professional standing and opinions of his/her colleagues.
- 3.9 Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

Code of Professional Ethics for University and college teachers by UGC

The University Grants Commission (UGC) has formulated a Code of Professional Ethics for University and College teachers. As the code has been adopted after discussion with teachers' representatives, it is desired to be a moral binding upon the teaching community. The UGC has also expressed the hope that the University while framing service conduct rules will refer to it in a manner that will help the higher education system. The Code is being reproduced in full as here under :

1. Teachers and their Responsibilities Whoever adopts teaching as a profession assumes the obligation to conduct himself in accordance with the ideals of the profession. A teacher is constantly under vigilant eyes not only of his students but also of society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should

- (i) adhere to a responsible pattern of conduct and demeanor expected of them by the community;
- (ii) manage their private affairs in a manner consistent with the dignity of the profession;
- (iii) seek to make professional growth continuous through study

and research;

- (iv) express free and frank opinion by participation at professional meetings, seminars, conferences, etc. towards the contribution of knowledge ;
- (v) maintain active membership of professional organisation and strive to improve education and profession through them ;
- (vi) perform their duties in the form of teaching, tutorial, practical and seminar work conscientiously and with dedication ;
- (vii) cooperate and assist in carrying out functional responsibilities of the College and the University such as assisting in appraising applications for admission, advising and counselling students as well as assisting in the conduct of university and college examinations, including supervision, invigilation and evaluation; and
- (viii) participate in extension, co-curricular and extra-curricular activities including community service.

2. Teachers and the students

Teachers should

- (i) respect the right and dignity of the student in expressing his/her opinion ;
- (ii) deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics ;
- (iii) recognise the difference in aptitude and capabilities among students and strive to meet their individual needs ;
- (iv) encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- (v) inculcate among students a scientific outlook and respect for physical labour and' ideals of democracy, patriotism and peace;
- (vi) be affectionate to the students and not behave in a vindictive manner towards any of them for any reason ;

- (vii) pay attention to only the attainment of the student in assessment of merit;
- (viii) make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;
- (ix) aid students to develop an understanding of our national heritage and national goals; and refrain from inciting students against other students, colleagues or administration.

3. Teachers and colleagues

Teachers should

- (i) treat other members of the profession in the same manner as they themselves wish to be treated;
- (ii) speak respectfully of other teachers and render assistance for professional betterment;
- (iii) refrain from lodging secret complaints against colleagues to higher authorities; and
- (iv) refrain from raising questions of caste, creed, religion, race or sex in their professional endeavour.

4. Teachers and authorities

Teachers should

- (i) discharge their professional responsibilities according to existing rules and at the same time undertake the responsibility to initiate steps through their own institutional bodies and or professional organisations for change of any such rule detrimental to the professional interest;
- (ii) refrain from undertaking any other employment and commitment which are likely to interfere with their professional responsibilities ;
- (iii) cooperate in the formulation of policies of institution by accepting various office and discharge responsibilities which such offices may demand ;
- (iv) cooperate through their organisations in the formulation of policies of the other institutions and accept offices;
- (v) cooperate with the authorities for the betterment of the

institutions keeping in view the interest and in conformity with dignity of the profession;

(vi) should adhere to conditions of contract;

(vii) give and expect due notice before a change of position is made; and

(viii) refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation keeping in view their particular responsibility for completion of the academic schedule.

5. Teachers and non-Teaching Staff

(i) Teachers should bear the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;

(ii) Teachers should help and function joint staff-councils covering both teachers and the non-teaching staff.

6. Teachers and Guardians

Teachers should

i. try to see through teachers' bodies and organisations that institutions maintain contact with the guardians of their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meeting convened for the purpose of mutual exchange of ideas and for the benefit of the institution.

7. Teachers and Society

Teachers should

i. recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided;

(ii) work to improve education in the community and strengthen the community's moral and intellectual life;

(iii) be aware of social problems and should take part in such activities as would be conducive to the progress of society and hence country as a whole;

(iv) perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices; and

(v) refrain from taking part in or subscribing to or assisting in

any way any activity which tends to promote feeling of hatred or enmity among different communities, religious or linguistic groups and actively work for National Integration.

ACCOUNTABILITY OF TEACHER

A teacher must be accountable to one's own action. It is said that it is teacher's who determine the future of a country. Chanakya had said that the destruction or construction of a country lies in a teacher's lap. Such is the responsibility of a teacher. And it is because of this that teacher have been accorded very high status in our society. Teacher must remember that they deal with human mind and not machines. The teacher must be accountable to—

(a) His or her own self.

(b) Society

(c) Student

(d) Authority

Here we will discuss about each of them in details—

a. Accountability to Self : A teacher must have a love for his or her own profession. He or she must feel proud to be a teacher. Respect for the profession must be more than the salary received. A teacher is the best evaluator of self. He or she must perform one's duty to the best of his or her ability. A teacher must not discharge his or her duty due to external pressure but must do its from one's own conscious. A teacher must follow the professional ethics. He or she must from time to time self-introspect oneself and try to improve in the areas in which he or she feels the necessity to.

b. Accountability to Society : The teacher is also accountable to the society. The society show its confidence towards a teacher by handing over their children to him or her for their all round development. The society also expects a teacher to teach good manners and ideal behavior patterns to their children. If a teacher does not perform these duties well he or she will be condemned by the society.

Teachers, as already mentioned must not weigh the importance of their profession on the basis of monetary benefits received. They must feel that their knowledge is their greatest asset and it is because of this only they are highly respected in the society. The profession of teacher is such that they cannot take liberty with their obligations. Nowadays, of course, the teachers feel that they are not given due prestige in the society and people with money and power are given a better status. This may be true, but it is the teachers who make these people also. If the teachers forget their responsibility towards the society and compromise with their accountability the society will degrade more and more. Teachers have to become accountable and produce better members of the society.

- c. **Accountability to the students :-** Then teachers also bear an accountability toward the students. He or she can show his or her accountability towards the student by giving them the best possible education and teaching the students whatever he or she know. The teacher must guide the students toward socially acceptable and morally sound conduct. As different societies have their own acceptable conduct, the teacher must apply his or own judgement and accept the view point which is for the betterment of the society.

A teacher must be a master in his own subject. He must use different methods and techniques of teaching to impart knowledge to his students. He must also possess good communication skill. He must be a friend, philosopher and guide for his student in his academics as well as personal life. The greatest thing is that a teacher must himself or herself behave in a such a way so that he or she becomes a role model for his or her students.

- d. **Accountability to the Authority :** A teacher must also be accountable toward the authority. The service conditions of a teacher is such that he or she has to obey the people

who are in a superior position to him or her. A teacher is promoted on the basis of his or her efficiency and effectiveness in work.

The accountability of a teacher is judged by the authorities in two ways. One is by measuring the pass percentage of the students taught by the concerned teacher in public examinations. This can however be dangerous as the teacher may adopt unfair means to increase the pass percentage by allowing the student to copy in the examinations.

The second may be through feedback from the students. The students can be asked about the teaching skills, punctuality, behavior, attitude toward students of the teacher. It is usually seen that students love and respect the teachers who are more regular, friendly and who understand their difficulties. This method can be a good tool to judge the accountability of a teacher.

Of course, the best method of judging a teacher's accountability is self accountability. A teacher must feel morally, socially and emotionally attached to his or her profession. He or she must have the satisfaction of doing one's duty honestly.

POINTS TO REMEMBER

- * A teacher has to be a facilitator for the students. His teaching methods must be according to the needs of his students.
- * Written work of the students must be checked regularly by the teacher. He must also point out their mistakes.
- * He must not insult any student in front of the whole class.
- * The teacher must be a friend, philosopher and guide for his students.
- * He has to play a great role as a counselor.
- * He must know about the health status, intelligence and

heredity of a child by studying his records.

* The teacher must be friendly with his students. This will help the students to talk to him about their problems – personal

and academic both.

* If necessity be, he must take the help of professional guidance, workers to solve his students' problems.

* A teacher must select appropriate materials, teaching aids and methods which facilitates the learning process and stimulates the desire for further learning.

* A teacher must use variety of techniques and methods of teaching like lectures, discussions, demonstration, visual and oral presentation, special project and field trips for transacting the curriculum.

* A teacher must determine the object, scope and methods of the subject to be taught.

* The students must be trained to utilize the various resources be it physical or natural very judiciously.

* If the students are not careful in utilizing the modes of entertainment judiciously, it may lead to moral degradation.

* The students must be taught that what they face in real life is different from what they read in books. They have to be trained to face the challenges they are going to face in their future life.

* The community has to create an environment in which the school can function smoothly.

* The community also has to help the school in the selection of its various personnel whether meant for teaching or administration.

* The community also helps by inculcating the desirable attitudes and values in its members which helps in moulding their personality and behaviour.

* The role and functions of the school should be determined in the light of needs of the specific community background of the child.

* The school must relate itself to the large community of the

nation and of the world.

* The teachers of the school should try to remove the social superstitions, religious narrowmindedness of the people.

* The co-curricular activities of the school should make full use of the local crafts so that the economic and cultural needs of the community are fulfilled.

* The school should take up the task of removing illiteracy from the society by providing adult education.

* Every school should form a parent teacher association so that the various problems of the school and the students can be discussed and solved.

* The school should undertake community development programmes on issues related to child welfare, family planning, population education, environmental education etc.

* The schools should organize social ceremonies, community feasts and festivals so that the people of the society can actively participate in them.

* The school must hold community forums, study circles, exhibition etc. in order to make the community people aware of the current socio-political situation of the country.

* The experienced people in various fields may be invited from time to time to the schools and deliver talks regarding their experiences in the field.

* Code of ethics may be said to be some promises related to a particular profession. A person pursuing a particular profession must by every means try to follow these code of conduct or rules or promises.

* A teacher must be accountable to one's own action.

* Teacher must remember that they deal with human mind and not machines.

- * The teacher must be accountable to—
(a) His or her own self. (b) Society (c) Student (d) Authority
- * A teacher must have a love for his or her own profession. He or she must feel proved to be a teacher.
- * The society also expect a teacher to teach good manners and ideal behavior patterns to their children.
- * The profession of teacher is that they cannot take liberty with their obligations
- * If the teachers forget their responsibility toward the society and compromise with their accountability the society and compromise with their accountability the society will degrade more and more.
- * The greatest thing is that a teacher must himself or herself behave in a such a way so that he or she become a role model for his or her students.
- * The best method of judging a teacher's accountability is self accountability.
- * A teacher must feel morally, socially and emotionally attached to his or her profession. He or she must have the satisfaction of doing one's duty honestly.

EXERCISE

1. A teacher must be a friend, philosopher and _____ 1
for his students.
2. What are the two stages of teaching involved in transaction of curriculum? 1
3. What is code of ethics or Professional ethics? 1
4. A teacher deals with human _____ 1
5. Mention two steps to be taken by a teacher as a facilitator. 2

6. Mention two points how a teacher can act as a counselor for his students. 2
7. Mention two functions to be performed by a teacher in transaction of curriculum. 2
8. Write briefly how teachers can help in removing social superstitions experiences. 2
9. Write briefly how teachers can help in providing adult education experiences. 2
10. Write briefly how teachers can help in removing organizing community development programme experiences. 2
11. Write briefly how teachers can help in removing utilizing public experiences. 2
12. How can a teacher make use of local craft? 2
13. Why must schools form parent teacher association(PTA). 2
14. How can schools act as recreation centres? 2
15. Mention two code of ethics put forward by National commission for Teachers. 2
16. Mention two obligations of a teacher towards his students as put forward by NCTE. 2
17. Mention two professional obligations of a teacher towards their colleagues 2
18. Mention two professional ethics of a teacher towards the authority as per UGC. 2
19. Whom should a teacher be accountable? 2
20. Mention five steps to be taken by a teacher as a facilitator. 5
21. Mention five points how a teacher can act as a counselor for his students. 5
22. Mention five functions to be performed by a teacher in transaction of curriculum. 5
23. Write briefly about the role of school in community development. 5
24. Mention five code of ethics put forward by National commission for Teachers. 5
25. Mention five obligations of a teacher towards his students as put forward by NCTE. 5
26. Mention a teacher's obligation towards parents, community

- and society as per NCTE. 5
27. Mention five professional obligations of a teacher towards their colleagues 5
28. Mention five professional ethics of a teacher towards the authority as per UGC. 5
29. Mention some steps to be taken by a teacher as a facilitator. 10
30. Mention some points how a teacher can act as a counselor for his students. 10
31. Mention some functions to be performed by a teacher in transaction of curriculum. 10
32. Write briefly how a teacher can prepare students to encounter future challenges. 10
33. Write briefly how can a teacher act as a link between school and community. 10
34. Write briefly about the role of community in educational development. 10
35. What steps can be taken by a teacher to maintain link between school and community? 10
36. Mention some code of ethics put forward by National commission for Teachers. 10
37. Mention some obligations of a teacher towards his students as put forward by NCTE. 10
38. Mention some professional obligations of a teacher towards their colleagues 10
39. Mention some professional ethics of a teacher towards the authority as per UGC. 10
40. Write briefly how a teacher can be accountable to self authority 10
41. Write briefly how a teacher can be accountable society authority 10
42. Write briefly how a teacher can be accountable to student authority 10

ORGANIZATIONS FOR TEACHER EDUCATION

DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) :

DIET's are district level institutes of education which provide pre-service and in-service training to the elementary school teachers and for the personnel working in non-formal and adult education.

DIETs were set up as per the guidelines of the **National Policy of Education, 1986**, which stated, "*District Institutes of Education and Training will be established with the capability to organise pre-service and in-service courses for elementary school teachers and for personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out.*"

The **Program of Action (POA)** prepared to implement the NPE stated, "*Keeping in view the central place of teacher education, NPE calls for its overhaul as the first step towards educational reorganisation. Giving particular importance to the training of elementary school teachers, it is envisaged that selected institutions will be developed as District Institutes of Education and Training (DIET) both for pre-service and in-service courses of elementary school teachers and for continued education of the personnel working in non-formal and adult education program.*"

On the basis of these recommendations the first lot of DIETs were sanctioned in February - March, 1985. Till October, 1989, Central Assistance had been sanctioned for setting up of a total of 216 DIETs in the country.

The DIETs are to comprise of seven academic branches. They are as follows :

1. Pre-service Teacher Education Branch
2. Work experience Branch

3. District Resource Unit for Adult and Non-formal Education
4. In Service Programmes, Field Interaction and Innovation Co-ordination Branch
5. Curriculum, Material Development and Evaluation Branch
6. Educational Technology Branch
7. Planning and Management Branch

The DIETs would have 3 main functions :

- A. Training
- B. Resource support and
- C. Action research.

A details of the activities to be undertaken under each function are stated below :

A. TRAINING :

DIETs are to provide training and orientation to the following target groups—

- a. Elementary school teacher (both pre-service and in-service education)
- b. Head masters, Head of school complexes and officers of Education Department upto block level.
- c. Instruction and supervisors of Non-formal and Adult education.
- d. Members of DBE and Village Education Committees, Community leaders, youth and other volunteers who wish to work as educational activities.
- e. Resource person who will conduct suitable programmes for the target groups mentioned in (a) and (c) above, at centers other than the DIET.

B. RESOURCE SUPPORT :

The DIETs will provide academic and resource support to the elementary and adult education systems in the district in other ways such as—

- a. Extension activities and interaction with the field.
- b. Provision of services of a resource and learning centre for teachers and instructors.

- c. Development of locally relevant materials, teaching aids, evaluation tools etc.
- d. Serving as an evaluation centre for elementary schools and programmes of Non-formal education or adult education.

C. ACTION RESEARCH :

DIETs will carry out action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT) :

The need for a comprehensive Apex Organisation for qualitative improvement of education and similar counterpart organisations at the state level had been felt by the thinkers on education of our country. As a result the NCERT was established at the National level and the SCERT's at the state level.

The main objectives of setting up SCERT's at state level were :

- i. To facilitate organisation of activities of different units and departments and manage their total development from one place.
- ii. To develop an inter-disciplinary approach to solve the educational problems of the state.
- iii. To ease the administration and control of educational developmental activities through an umbrella institution.

The Working group on "*Universalisation of Elementary Education*" set up by the Ministry of Education in 1977 also recommended creation of SCERTS in the states. It stated, "*SCERT's as a counterpart of the NCERT at the centre should be set up in states in which it has not yet come into being*".

The SCERT was to comprise of eight Academic Departments. They are :

- i. Department of Curriculum Development
- ii. Department of Educational Research and Examination Reform

- iii. Department of Teacher Education
- iv. Department of Language Teaching
- v. Department of Science and Mathematics
- vi. Department of Humanities, Social Sciences and SUPW.
- vii. Department of Educational Technology
- viii. Department of Educational and Vocational Guidance.

The functions of SCERT are as follows :

- i. Assisting the government in academic policy planning covering the entire 10+2 school education.
- ii. Taking active part in academic research in the field of school education.
- iii. Recommending the implementation of the findings of such research in the syllabi and curriculum to the competent authority.
- iv. Acting as the co-ordinating agency of the government so that uniformity, harmony, integrity and stability can be maintained in academic activities of the state.
- v. Keeping in touch with NCERT so that it can update itself regarding the national policies.
- vi. Keeping in touch with various academic and professional institutions.
- vii. Assisting the Board of Secondary Education and Higher Secondary Council in academic matters whenever required.

SCERT-ASSAM :

The SCERT, Assam was set up on 29th March, 1985.

SCERT, Assam has the following four academic departments :

- a. Department of Curriculum Development
- b. Department of Educational Research and examination Reform
- c. Department of Teacher Education
- d. Department of Science, Mathematics and Language Teaching.

These departments will take up the following activities :

- i. To undertake and assist in Researches and field studies on educational problem.

- ii. Development of Curricula and syllabi for school education and Teacher education
- iii. Evaluation and Examination Reform
- iv. To assist the Department of Education an educational policy planning when desired.
- v. Monitoring and clearing house activities.
- vi. Publication of research reports, instructional materials, hand-books and other pedagogic materials, including magazines etc.
- vii. Organize high level seminars and conferences for teacher educators, supervisors and educational administrators.
- viii. Dissemination of ideas on emerging thoughts and practices in education
- ix. To undertake all academic work relating to new education policy.
- x. Organize Seminars / workshops etc. on improvement of teaching methodology.
- xi. Conduct studies on language learning & language teaching.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT) :

The NCERT was established on 1st September, 1961 at New Delhi for providing academic support in improving the quality of school education in India. The NCERT functions as the academic adviser to the Ministry of Human Resource Development in matters related to implementation of policies and major programmes in the field of education, particularly school education.

The General Body of NCERT consists of :

- a. President – Union Minister for Human resource development.
- b. Members – All ministers of Education of the states and Union Territories.
- c. Nominated members – Some experts in the field of education.

The NCERT functions through its six constituent units which consists of :

- a. National Institute of Education and
- b. Central Institute of Educational Technology both located at New Delhi
- c. Four regional Institutes of Education located at Ajmer, Bhopal, Bhubaneswar and Mysore.

The functions of the NCERT can be broadly classified as :

- a. research and development
- b. in service and pre service training
- c. extension and dissemination work

All these works aim at improving the quality of school education.

Objectives—

- i. To launch, organise and strengthen research works in various aspects of education.
- ii. To arrange for pre-service and in-service training at the higher level.
- iii. To publish necessary textbooks, journals and other literature for achieving the objectives.
- iv. To organise extension centres in training institutions with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.
- v. To establish a National Institute of Education (NIE) and manage for the development of research and higher training for educational administrators and teachers.
- vi. To provide guidance and counselling services on a large scale.
- vii. To arrange for the establishment of training institutes for the professional and scientific enhancement of teaching.

Apart from these it has also got various programmes which are as follows—

- i. Investigating problems pertaining to in-service training, educational planning and administration at different centres located in states.
- ii. Suggesting suitable reforms in the curriculum and mathematics and develop proper educational material, equipment and textbooks in this connection.

- iii. Preparing charts, models, film strips and audiovisual material for science and other subjects.
- iv. Investigating the problems of basic education and implement the programme of adult education.
- v. Expanding the scheme of social studies and prepare its terminology.
- vi. Conducting research for bringing about economy in the construction of school building.
- vii. Arranging for providing fellowship for the encouragement of research works in different fields.
- viii. Arranging for educational surveys in the field of group dynamics, direction and exchange of views on psychological basis.
- ix. Launching areawise researches pertaining to the problems of teachers, curriculum methods of teaching and technology.
- x. Conducting research works in collaboration with the health and welfare departments of USA
- xi. Providing summer school-cum-correspondence programmes for in service teachers in the regional colleges of education located in different areas.
- xii. Organising summer institutes in the field of social science and humanities for developing a suitable school curriculum.
- xiii. Arranging summer institutes for science and mathematics teachers in collaboration with the University Grants Commission and International Technical Development Agency.

In-service education

NCERT also provides in-service training to the teachers as—

- i. One to three months refresher courses.
- ii. Short term courses for intensive study in a particular subject.
- iii. Holding of seminars, workshops and conferences for improving vocational efficiency.
- iv. Summer vacation programmes
- v. Organisation of teachers study circles and clubs.

Its main functions are as follows :

- i. Development of curriculum, instructional materials, methods of teaching, techniques of evaluation, teaching aids, kits and equipments and learning resources for the school.
- ii. Organising pre-service and in service training for teachers, teacher educators and other educational personnel.
- iii. Conducting and promoting educational research.
- iv. Disseminating improved techniques of education and practices of research findings.
- v. Acting as a clearing house for ideas and information on all matters related to school and teacher education.
- vi. Publishing of text books for schools, general books for children, journals and research literature related to education.
- vii. Awarding scholarships to talented students at class X stage for pursuing higher studies.
- viii. Promoting the use of educational technology for the improvement and expansion of education in the country.
- ix. Funding research programmes taken up by scholars both within and outside the council.
- x. Offering financial assistance to professional associations in the field of education for holding annual conferences and publishing journals.

NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE) :

The National Council for Teacher Education was set up in 1973. The Union Minister for Education was its Chairman and Director of NCERT was appointed its member secretary. After this teacher training programmes were carried out in various institutes and universities departments as per the 1978 curriculum document and then its 1988 revision. But it was felt by the people concerned that the quality of teacher education was deteriorating in the country. Therefore, the National Policy on Education, 1986 had proposed for the establishment of the NCTE as a statutory body. Consequently, the NCTE Act was passed in 1993 and it envisaged the establishment of the council with its headquarters in Delhi and four Regional Committees. The Chairperson was appointed in August 1994. Then the council office was first set up in Delhi

followed by the four Regional offices as :

- a. Northern region - Jaipur
- b. Eastern region - Bhubaneswar
- c. Western region - Bhopal
- d. Southern region - Bangalore

The Act stipulates that if any examining body conducts programmes which are not approved by NCTE, the qualification or certification arising out of it would be legally invalid.

The NCTE functions broadly under two heads

- a. regulate the functioning of the teacher training institutes
- b. to provide professional support to teachers and teacher education.

NCTE has been established with a purpose of achieving planned and coordinated development of teacher education system throughout the country, the regulation and maintenance of norms and standards in teacher education system and matters connected to it. It has a set of clearly stated functions with enormous statutory powers with which it can ensure quality teacher education.

Its main functions are as follows :

1. To undertake surveys and studies relating to various aspects of teacher education.
2. To make recommendations to central and state governments, universities, UGC, recognised institutions in regard to preparation of plans and programmes in the field of teacher education.
3. To lay down the norms of entry qualification for admission in the teacher training institutions.
4. To lay down recruitment qualification for appointment as teachers in recognised schools.
5. To lay down the standards of examination.
6. To lay down the norms and guidelines for conducting teacher training programmes.
7. To lay down the norms and guidelines of the infrastructure required to set up a teacher training institute.
8. To regularly monitor the norms, guidelines, standards and

develop a performance appraisal system.

9. To lay down the guidelines regarding tuition fees and other fees chargeable by institutions.
10. To take necessary steps to prevent commercialisation of teacher education.
11. To promote innovations and research studies and organise them periodically or annually.
12. To supervise the teacher education programmes and providing financial assistance.
13. To enforce accountability of teacher development programmes in the country
14. To prepare programmes for inservice teacher education for orienting teachers for latest development.
15. To establish international relations in the area of teacher education.

CENTRAL INSTITUTE OF EDUCATIONAL TECHNOLOGY (CIET).

The central institute of education technology (CIET) was set up in the year 1984 as a constituent unit of NCERT. The main aim of setting up this institute was to provide and promote educational technology especially at the school level. The Ministry of Human Resource Development Government of India has accorded it the status of an autonomous body and works. It mainly aims at promoting utilization of educational technologies such as radio, TV, films, satellite communications and cyber media. It also designs, develops and publicizes alternative learning systems to fulfill the national objective of universalisation of primary education alongwith addressing different educational problems at micro and macro levels. The institute also undertake activities to widen educational opportunities, promote equality and improve quality of educational processes at school level.

It carries out the following functions

- * Designing and fabricating media software - television/radio (for broadcast and non-broadcast use) film, graphics and other programmes for intensification, the transaction of

curricular and co-curricular activities at the school level.

- * Generating competencies in development and use of educational software materials mentioned above through training in areas such as script development, media production, media communication, media research, technical operations, setting up studios, repair and maintenance of equipments etc.
- * Training the faculty of Institutes of Advanced Study in Education/Colleges of Teacher Education and District Institutes of Education and Training in the use of Educational Technology in their teacher education programmes.
- * Carrying out research appraisal and monitoring of the systems, programmes and materials with a view to improve the materials and increasing their effectiveness.
- * Documenting and disseminating information, materials and media programmes for better use and to function as a clearing house/agency in the field of Educational Technology.
- * Directing and coordinating the academic and technical programmes and activities of the SIET set up by the Ministry of Human Resource Development (MHRD) Government of India in six states of India.

NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION (NUEPA)

The National University of Educational Planning and Administration (NUEPA) was originally established in 1962 by UNESCO as the Asian Regional Centre for Educational Planning and Administration. It later became the Asian Institute of Education Planning and Administration in 1965 later on in 1969 it was taken over by the Government of India and renamed as the National Staff College for Educational Planner and Administrators. Later on as the roles and functions of the National Staff College increased, particularly in the field of capacity building, research and professional support services to governments, it was again in 1979

- renamed as the National Institute of Educational Planning and Administration (NIEPA)

In August, 2006, the Government of India conferred it the status of a Deemed university and named it as National University of Education Planning and Administration (NUEPA). It was given the power of awarding its own degrees. It is fully maintained by the Government of India, like any other Central University.

Training - Objectives

- * To organize pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines;
- * To undertake, aid, promote and coordinate research in various aspects of educational planning and administration and allied disciplines, including comparative studies in planning techniques and administrative procedures in the different States/UTs of India and in other countries of the world;
- * To organize orientation and training programmes and refresher courses for University and College administrators connected with educational planning and administration;
- * To develop networking of Institutions engaged in identical task as that of this University and to play supportive and collaborative role so that States/UTs and regional level are gradually undertaken by them;
- * To organize orientation programmes, seminars and discussions groups for top level persons, including legislators, in the field of educational planning and administration of policy making level in Central and State Governments;
- * To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;

REGIONAL COLLEGES OF EDUCATION IN INDIA AND ITS FUNCTIONS

The Regional colleges of education were set up as an important project for teacher education in the diversified system of

secondary education. Multipurpose schools were attached to them for demonstration at Ajmer, Bhubaneswar and Mysore in 1963 and in Bhopal in 1964. The main purpose of setting these colleges was to provide training to competent teachers and teacher educators in areas of science, technology, industrial, crafts, commerce, agriculture etc. to enable them to function properly in the fields of their selected subjects. The programmes provided by these colleges include –

- a. Four years bachelor's degree programme in science, technology, commerce, agriculture and english.
- b. One year training programmes in science, commerce and agriculture.
- c. One, two and three year programmes of industrial craft.
- d. Two years master's degree programmes.

Objectives of Regional Colleges of Education

The regional colleges of education were set up with the following objectives :-

1. To achieve excellence through interdisciplinary approach.
2. To improve professional competence through organized learning experiences.
3. To master the subjects with professional preparation.
4. To integrate the subjects in the curriculum, co-curricular activities and team work by subject specialists and experts in education.
5. To achieve a thorough grasp of educational theories, practices and problems and capacity to analyse and judge educational issues as the course offers ample time and adequate facilities.

Functions of the Regional Colleges :

The functions of the regional colleges of education are –

1. To develop and provide a programme of teacher education for the secondary school and to prepare teachers of technical subjects, science, craft, commerce, Agriculture, English, Home Science and Fine Arts.
2. To provide inservice training and field services for the teachers, supervisors and administrator of secondary schools in the region in which it is located.

3. To develop and provide post graduate courses for training the teacher-educators and specialists in selected areas.
4. To organise and develop a demonstration school.
5. To undertake pilot studies and research projects in the methods of teaching related to secondary schools.
6. To prepare and disseminate instructional materials for secondary schools in critical areas.
7. To become regional centres of the National Institute of education and disseminate its message in the region.
8. To establish collaboration with other institutions in initiating and promoting improve methods and practices and provide leadership.
9. To provide consultancy services to the State Departments of Education and collaborate with all other agencies of education.
10. To clear the backlog of untrained teachers through all kinds of emergency measures.

POINTS TO REMEMBER

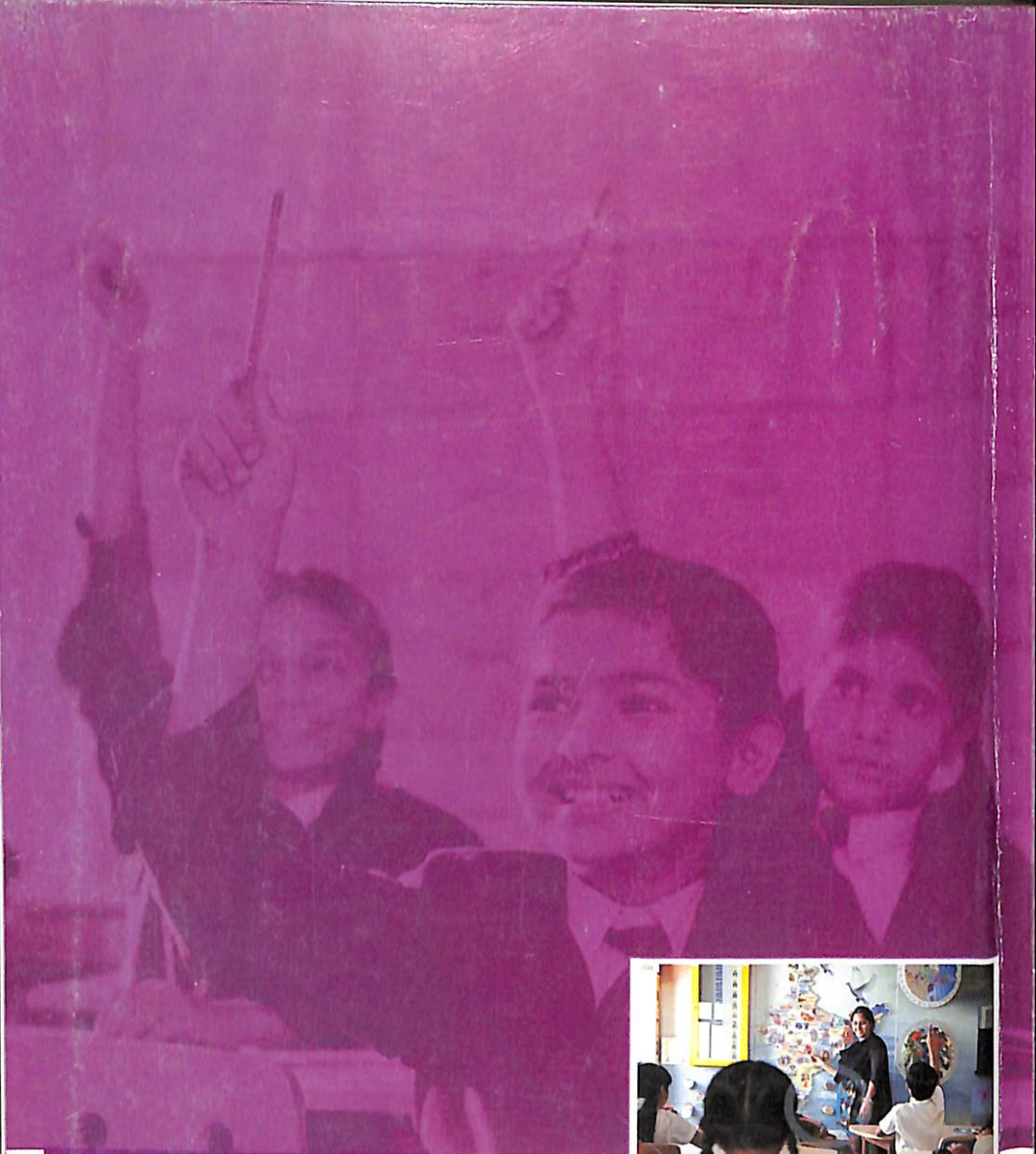
- * DIET's are district level institutes of education which provide pre-service and in-service training to the elementary school teachers and for the personnel working in non-formal and adult education.
- * DIETs were set up as per the guidelines of the National Policy of Education, 1986,
- * The DIETs are to comprise of seven academic branches.
- * The DIETs would have 3 main functions :
 - A. Training
 - B. Resource support and
 - C. Action research.
- * The Working group on "Universalisation of Elementary Education" set up by the Ministry of Education in 1977

- also recommended creation of SCERTS in the states.
- * The SCERT, Assam was set up on 29th March, 1985.
 - * The NCERT was established on 1st September, 1961 at New Delhi for providing academic support in improving the quality of school education in India.
 - * The National Council for Teacher Education was set up in 1973.
 - * The Union Minister for Education was its Chairman and Director of NCERT was appointed its member secretary.
 - * The National Policy on Education, 1986 had proposed for the establishment of the NCTE as a statutory body.
 - * The NCTE Act was passed in 1993 and it envisaged the establishment of the council with its headquarters in Delhi and four Regional Committees.
 - * Then the council office was first set up in Delhi followed by the four Regional offices
 - * The Act stipulates that if any examining body conducts programmes which are not approved by NCTE, the qualification or certification arising out of it would be legally invalid.
 - * The NCTE functions broadly under two heads
 - a. regulate the functioning of the teacher training institutes
 - b. to provide professional support to teachers and teacher education.
 - * The central institute of education technology (CIET) was set up in the year 1984 as a constituent unit of NAERT.
 - * The main aim of setting up this institute was to provide and promote educational technology especially at the school level.
 - * The national university of educational planning and administration (NUEPA) was originally established in 1962 by UNESCO as the Asian Regional centre for educational Planner and Administration.
 - * In August, 2006, the government of India conferred it the status of a Deemed university and named it as National University of Education Planning and Administration

EXERCISE

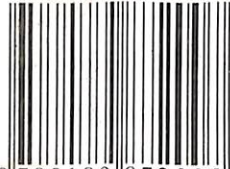
1. What is the full form of DIET 1
2. What is the full form of NCERT 1
3. What is the full form of NCTE 1
4. What is the full form of NEUPA 1
5. What is the full form of CIET 1
6. What is the full form of SCERT 1
7. The DIETS comprises of _____ academic branches 1
8. SCERTs are a counterpart of _____ 1
9. The SCERT comprises of _____ academic departments 1
10. In which year was SCERT, Assam set up? 1
11. When was NCERT established? 1
12. What was the purpose of establishing the NCERT? 1
13. The NCERT functions as an academic advisor to the Ministry of _____ development 1
14. Who was the chairman of NCTE when it was set up first? 1
15. When was the NCTE Act passed? 1
16. What was the main provision of the NCTE act? 1
17. In which year was CIET set up? 1
18. What was the main aim of setting CIET? 1
19. In which year was NUEPA conferred it a status of a Deemed University? 1
20. In which places were the Regional Colleges of Education established? 1
21. What is a DIET? 2
22. In which year were DIETs set up. 2
23. What are the main functions of a DIET? 2
24. Write briefly about resource support as a function of DIETs. 2
25. Write briefly about resource action research as a function of DIETs. 2
26. Mention the main objectives of setting up SCERTs at state level. 2
27. Mention two functions of SCERT. 2
28. What are the six constituent units of the NCERT? 2

29. What are the broad functional of the NCERT? 2
30. Mention two functions of the NCERT. 2
31. Mention two programmes of the NCERT. 2
32. What are the two broad functions of NCTE? 2
33. Mention two functions of CIET 2
34. Who maintains NUEPA? 2
35. In which year was NUEPA originally established and by whom? 2
36. Mention the programmes provided by the Regional Colleges of Education? 2
37. Mention two objectives of the regional colleges of education 2
38. Mention two functions of the regional colleges of education. 2
39. Write about Training as a function of DIETs. 5
40. Mention five functions of SCERT. 5
41. Mention five functions of the NCERT. 5
42. Mention five programmes of the NCERT. 5
43. Mention five functions of CIET 5
44. Mention five objectives of the regional colleges of education 5
45. Mention five functions of the regional colleges of education. 5
46. Mention some functions of SCERT. 10
47. Mention some functions of the NCERT. 10
48. Mention some programmes of the NCERT. 10
49. Mention some functions of CIET 10
50. Mention some functions of the regional colleges of education. 10
51. What was the main purpose of setting up the regional colleges of education? 10



Distributor :
BOOK LAND
Panbazar, Guwahati-1

ISBN 81-89872-98-5



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