

TEACHER EDUCATION



Written By :

B.L. Sharma

M.A., M.Ed., M.Phil., Ph.D.
Ex-Incharge
C.C.S. University, Meerut (U.P)

B. M. Saxena

M.A., M.Ed., Ph.D.

Dr. Naresh Pratap

M.Sc. M.Ed., Ph.D.
SRMIST Deemed University, Modinagar

CONTENTS

1. Meaning, Scope and Aims of Teacher Education	3-16
2. Development and Problems of Teacher Education in India	17-48
3. Agencies of Teacher Education	49-71
4. Student-teaching : Concept, Significance and Programmes	72-85
5. Lesson Planning	86-112
6. In-Service Teacher Education : Significance and Models Concept	113-120
7. Distance Education	121-133
8. Supporting Activities of Teacher Education (Micro Teaching, Simulated Teaching, Feedback Devices and Modelling)	134-148
9. Interaction Analysis	149-164
10. Population Education	165-167
11. Action Research	168-172

TEACHER EDUCATION

Chapter 1

MEANING, SCOPE AND AIMS OF TEACHER EDUCATION

“The function of teacher education is to produce good teachers. The good teacher is one who produces good results in meeting the central, presenting needs of life in whatever social context.”

—Miss W. Walker in *World Trends in Education*

Q.1. Bring out clearly the meaning and functions of teacher education

Ans.

Meaning of Teacher Education

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

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

Importance of Teacher Education

B.O. Smith in ‘*Teachers for the Real World*’ states, “If a student is to be prepared for the evolving world, then an essential attribute of effective teacher is awareness of the realities of the world.”

Learning to be has stated, “Pedagogical training must be geared to knowing and respecting the multiple aspects of human personality.”

It has emphasised that, “What once was an art the art of teaching is now a science, built on firm foundations, and linked to psychology, anthropology, cybernetics, linguistics and many other disciplines.”

Its recommendation Number 18 states, “Conditions in which teachers are trained should be profoundly changed so that essentially, they become educators rather than specialists in transmitting pre-established curricula; the principle of a first, accelerated training stage, followed by in-service training cycles, should be adopted.”

Alvin Toffler in *Future Schools* has outlined the role of the future, teacher in these words, “It is no longer sufficient for Johnny to understand the past. It is not even enough for him to understand the present, for the ‘here-and-now’ environment will soon vanish. Johnny must learn to anticipate the directions and rate of change....And so must Johnny’s teachers.”

About the professionals educational status of teacher, the **International Encyclopaedia of Teaching and Teacher Education (1987)** has observed, “Enjoying the same social status and prestige as all those who eminently serve society, today’s or tomorrow’s teacher must be a professional, whose educational programme and level should be more and more comparable with the physician’s education.”

Main Functions of Teacher Education

The following are the main functions of teacher education—

1. Better understanding of the student. Teacher training is a must as it enables the potential teacher to understand the student better. The knowledge of educational psychology helps him a lot in dealing with children scientifically. Untrained teachers not familiar with the subject may create problem children in the school.

2. Building confidence. Teacher training builds confidence in the potential teachers. A trained teacher can essentially face the class with confidence. He is not timid or shy. He can tackle many odd situations and he does not run away from problem situations.

3. Methodology of teaching. Through training, the future teacher becomes familiar with the methodology of teaching. He also gets essential knowledge of methods required for a particular subject. He teaches with flair and not in a routine way.

4. Building a favourable attitude. A sort of brain wash is also done through training. It helps in building favourable attitudes towards the teaching profession. During the course of training, many doubts of the teacher trainee's stand removed. It results in creation of love and respect for the teaching profession.

5. Familiarising with the latest in education. Teacher training programmes familiarise the future teachers with all that is latest in education. An attitude of research and experimentation is attempted to be created in them.

6 Familiarising with the school organisation. During the course of teaching, we familiarise the teacher trainees with the organisation and administration of the school. It is of immense use to them in later life.

7. Creating social insight. Teacher training is a must. It is required to teach the teachers to live a community life. Training is essential to create a social insight in them.

8 Improving standards. We are interested in raising the standards or the quality of education. A trained teacher can be a great help in improving the quality of education and also in checking wastage.

9. Training for democracy. Lastly, training is a must to produce teachers who can teach with zeal and zest and can strengthen the democratic set up in the country. Training is required not only with the sole aim of making one a good teacher but also making him a good citizen. ●

Q.2. Explain the nature of teacher education in a democratic society.

Ans. Teacher Education in a Democratic Society

If our standard of living is to be maintained, if democracy is to function efficiently in the country, our teacher education must cater to the democratic needs of the society. Achievement levels of the majority of the students must be of the level long thought possible for only the privileged few. The cost of not doing so may lead to the gradual erosion of our democratic birth right.

The Democratic Challenge : The Crucial Functions of the Teacher

Teacher should have a good grasp of ways in which all kinds of physical and social systems work, an ability to help students see patterns of meaning where others see only confusion, an ability to foster genuine creativity in students, and the ability to work with other people in groups that decide for themselves how to get the job done. They must be able to learn all the time, as the knowledge required to do their work twists and turns with new challenges with the progress of science and technology. Teachers will not come to the school knowing all they have to know, but knowing how to figure out what they need to know, where to get it, and how to help others make meaning of it.

Teachers must think for themselves if they are to help others think for themselves, be able to act independently and collaborate with others, and render critical judgment. They must be people whose knowledge is wide-ranging and whose understanding runs deep.

The standards for entering teachers must be raised. Ways must be found to retain in our schools those teachers with the needed skills and to bring in others like them. And the structure of the system must be redesigned to take maximum advantage of those highly skilled teachers, so that the most efficient use is made of the additional funds required.

Preparing Teachers for the New Thrusts

In the light of the new thrusts the teacher training would have to be totally revamped with a view to equip the teacher with the following attributes—

- (a) empathy and a social perception of the need profiles of children from different educationally backward sections;
- (b) understanding of the status of women in society and the need to introduce a gender perspective in all dimensions of education;
- (c) capability of imparting education in all aspects of cognitive and effective domains as well as psychomotor skills;
- (d) aptitude for innovative and creative work;
- (e) perception of the interventionist role of education in a stratified society and the ability to give operational meaning to this role;
- (f) preparedness for vocationalisation of entire educational process and aptitude for integration work in academic learning;
- (g) ability in special areas such as pre-school education, education for the handicapped children, continuous and comprehensive evaluation, activity-based learning, scientific methods of acquiring knowledge etc.; and
- (h) a sensitive understanding of her /his role in a decentralised and participative mode of educational management.

In addition to the personal attributes enumerated above, the new thrusts towards UEE would require the teacher of the elementary stage to be trained in the following concepts, methods and skills:

1. *Non-formalisation* of the school which would involve introduction of child-centred approach, unguarded classroom, disaggregated and continuous evaluation, and a sensitive understanding of child's behaviour;
2. *Reaching out* to the unnerved habitations and those sections of children who have not so far responded to schooling by organising 'para-schools';
3. *Linking up with ECCE* and adopting its play-way and activity-based approach into the primary school;
4. *Developing school into a Community school* where school becomes a nucleus of several social and cultural activities of the village besides becoming a centre through which developmental and social welfare services may be made available to the village;
5. *Mobilising resources*, both human and otherwise, for enrichment of the learning environment through introduction of singing, drawing, clay-modelling, folklore and folk singing in the classroom;
6. *Developing content* on the basis of the maximum levels of learning;
7. *Community empowerment* by communicating the expected learning outcomes in simple forms and arranging opportunities where the community could directly evaluate what their children have gained from the school;
8. *Capability to guide vocationalisation* of entire Elementary Education, along with mastery over at least one SUPW or vocational skills;
9. *Understanding of how to integrate* different subjects into an organised whole. ●

Q.3 “Teachers are born, not made.” Explain the significance of this statement.

Ans. **Need and Significance of Teacher Education**

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

It has been aptly remarked, *“If you educate a boy, you educate one individual. If you educate a girl you educate the whole family and if you educate a teacher, you educate the whole community.”*

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

Teacher Education and the Challenge of Change

President Johnson in his presidential message emphasised the dynamic role of the teachers: *“We must demand that our schools increase not only the quantity but the quality of American Education, for we recognise that nuclear age problems, cannot be solved with horse and buggy learning. The 3 R’s of our school system must be supported by the 3 T’s—Teachers who are superior, techniques of instruction that are modern and thinking about education, which place it first in all our plans and hopes.”* For the realization of these objectives, proper education of teachers in the first requisite.

As stated by **Miss W. Walker** in **‘World Trends in Education’** *“The function of teacher education is to produce good teachers; the good teacher is one who produces good result in meeting the central, persisting needs of life in whatever social context.”*

B.O. Smith in **‘Teachers for the Real World’** (1969) states, *“If a student is to be prepared for the evolving world, then an essential attribute of effective teacher is awareness of the realities of the world.”*

Learning to be (UNESCO) has stated, *“Pedagogical; training must be geared to knowing and respecting the multiple aspects of human personality.”*

It has emphasised that *“What once was an art the art of teaching is now a science, built on firm foundations, and linked to psychology, anthropology, cybernetics; linguistics and many other disciplines.”*

Its recommendation Number 18 states, *“Conditions in which teachers are trained should be profoundly changed so that essentially, they become educators rather than specialists in transmitting pre-established curricula; the principle of a fast, accelerated training stage, followed by in-service training cycles/should be adopted.”*

Alvin Toffler in **Future Schools** has outlined the role of the future teacher in these words, *“It is no longer sufficient for Johnny to understand the past. It is not even enough for him to understand the present, for the ‘here-and-now’ environment will soon vanish. Johnny must learn to anticipate the directions and rate of change.... And so must Johnny’s teachers.”*

About professionals education and status of teachers, the **International Encyclopaedia of Teaching and Teacher Education (1987)** has observed, *“Enjoying the same social society, today’s or tomorrows teacher must be professional, whose educational programme and level should be more and more comparable with the physician’s education.”*

Why Teacher Education? Teacher education is not teaching the teacher how to teach? It is to kindle his initiative, to keep it alive, to minimise the evils of the “hit and miss” process; and to save time, energy, money and trouble of the teacher and the taught. The necessity of the teacher to perceive that the course in Teacher Education would help him minimise his trouble, and to appreciate that it would save the children from much of the painful process through which he has himself passed, teacher education is needed for developing a purpose and for formation of a positive attitude for the profession.

What is Teacher Education? It is that knowledge, skill and ability which is relevant to the life of “teacher as teacher.” A course in teacher education should seek to reshape the attitudes, remodel the habits and in a way to reconstitute the personality of a teacher.

How Much of Teacher Education? This will depend on the specific duties of the teachers working at various stages of education, *i.e.*, nursery, elementary, secondary, senior secondary and higher stage. ●

Q.4. What are the chief aims of teacher education?

Ans.

Aims of Teacher Education Programmes

1. Enabling the teacher trainee to acquire the capacity to manage a class and with pupils of varying abilities.
2. Enabling the teacher trainee to communicate areas logically and with clarity.
3. Enabling the teacher trainee to use the technology available to make teaching effective.
4. Enabling the teacher trainee to organise educative experiences outside of classroom.
5. Enabling the teacher trainee to learn to work with the community and help the student to do so.
6. Enabling the teacher trainee to learn to communicate to his pupils the importance and the feeling of national integrity and unity.
7. Enabling the teacher trainee to develop among the pupils a scientific attitude, a commitment to excellence in standards of work and action.
8. Enabling the trainee to have an understanding and appreciation of the human predicament: population explosion, environmental pollution, the threat of a nuclear holocaust and the quest for world peace.
9. Enabling the teacher trainee to imbibe the right attitudes and values, besides being proficient in the skills relating to teaching.

Challenging Tasks in Teacher Education

Following are the major challenging tasks—

1. Identifying motivated persons to enter the training institutions and devising stringent procedures to prevent indifferent and unmotivated individuals from entering.
2. Developing teacher education curricula which are relevant to the new roles and responsibilities,
3. Devising and using training modalities in the light of explosion in technology of teaching.
4. Creating structures for implementing a programme of continual and comprehensive in-service education of teachers to meet the challenges of change.
5. Streamlining the procedure of recruitment of teacher education in such a way as persons of appropriate academic calibre can enter the teaching profession.
6. Planning a management system of teacher education so as to make it more dynamic and sensitive to national needs.

To summarise the objectives of teacher education to meet the new challenges we may state that this programme should be arranged and structured in such a way as the prospective teachers develop the requisite abilities, attitudes, knowledge, interests, skills, understandings and values which enable them to play effectively their roles such as students’ confidant, a democrat who promotes democratic values, a detective who detects students’ offences to guide them, an ego-supporter who develops students’

self-concept, an equaliser of educational opportunities, a guide, a friend, a facilitator of learning, a judge to evaluate students, an initiator of new technology of teaching-learning, an inspirer, moral educator, a parent-surrogate, philosopher, rationalist, reducer of anxiety, referee, reformer, secularist, socialist and above all upholder of human values.

Affective Teacher Education

Affective teacher education programme should focus on :

1. The development of teaching knowledge.
2. The development of teaching skills (both pedagogical and interpersonal).
3. The development of teacher feelings and self awareness.

L.W. Anderson and **Min Ching** quote **E. Murray** in **The International Encyclopaedia of Teaching and Teacher Education (1987)** : *“Teachers who make the most significance must be more than competent technicians; they must also be people who know something about themselves and others, who possess interpersonal competencies as well as pedagogical skills.”* Similarly **D.L. Myrow** has stated, *“Teachers.....are, first and foremost, evolving, maturing persons whose feelings and beliefs about themselves and others colour their work with students and school personnel.”* ●

Q.5. “Teachers are born, not made.” Explain the significance of this statement.

Ans.

Image of the Teacher

Well determined by the process of teacher education the type of the teacher, the society aspires to have. The desired image of the teacher has to be built up; keeping in view it's the intellectual, the professional, the social and the personal aspect. As the Indian situation has certain peculiar characteristics, which are distinct from many other nations, we should keep in view the following specific characteristics while carving a composite image of the teacher :

1. We are committed to political democracy as the way of life.
2. We stand for peace and co-existence.
3. We are a multi-lingual and multi-religious nation.
4. Our society is changing at a rapid pace.
5. We have a cultural heritage which values the worth and the dignity of man.
6. Explosion of population is giving rise to explosion of student numbers.
7. Explosion of knowledge necessitates proper selection of teachers as well as the provisions of continuing education for the teachers.
8. As there is explosion of needs and aspirations, there is need for spreading literacy and universalising education.
9. The society judges educational standards and teacher's effectiveness from the pass percentage in public examinations.
10. The certificates and degrees value continue to be the passports for getting jobs and entering lucrative careers.

Teacher's Functions

1. Academic Functions—

- (i) Hard competence in his subjects of teaching and their contribution to the overall education of the child.
- (ii) Appreciating and understanding the changing needs of the society in a scientific age.
- (iii) Understanding the psychological bases of education and the factors which influence education.

(2) Professional Functions—

- (i) Acquiring ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.

- (ii) Acquiring ability to improvise and use audio visual aids suited to different class room situations.
- (iii) Developing positive attitude towards teaching as a profession and create self-confidence as a teacher.
- (iv) Understanding the developmental needs of children at various stages of their growth.
- (v) Acquiring appropriate professional behaviour.
- (vi) Acquiring knowledge about the existing education system and the latest Education Policy of the country.

(3) Social Functions—

- (i) Acquiring desirable social attitudes.
- (ii) Becoming an agent for social change.
- (iii) Developing qualities of patience, impartiality and fairness.
- (iv) Developing interest in modernity.

Importance of Education in Society

Social Change Education determines the status and standard of prosperity and welfare of a people. The quality of young boys and girls, coming out of the portals of schools, colleges and universities, determines the success or failure of the national reconstruction with a view to raising the standard of living of our people. Education cannot be considered in isolation or planned in a vacuum. It must be used as a powerful instrument of social change, which can be brought about non-violently through the medium of education. Other agencies may help and contribute something in this direction but the national system of education is the only instrument that can reach all the people. As a difficult instrument, it needs to be sharpened regularly and then managed effectively through the strength of will, dedicated work and sacrifice. However, it is a tried instrument which has served many countries in their development and social change.

The direct link between education and social change exists only when the national system of education is planned properly, keeping in view the needs and aspirations of the people. Education may be organized to promote social justice or to retard it. Social and cultural revolutions have been brought about in a system where educational opportunities have been provided and education is deliberately used to develop more and more potential talent and to harness it to the solution of national problems. A good system of university education, producing well meaning and competent professional manpower, is of great assistance in increasing productivity and economic growth. On the other hand, an ill conceived system of education produces an army of indifferently educated graduates and post-graduates, many of whom remain unemployed, or are even unemployable and who could create social tensions and retard social and economic growth. Therefore, there is need of revolution in education, which, may set in, motion the much desired social and economic revolution in the country.

People's Aspirations Today, the target of Indian national planning is to achieve rapid economic development, to achieve it successfully; education must be suitably linked with productivity. But our present system is too much bookish and theoretical and hardly caters to the growth of national wealth. While India is an agriculture-based country, our education system does not provide any importance to agriculture which has been neglected at all the stages of education and does not attract an adequate share of the top talent in the country. The enrolment in the Agricultural Faculties of various Universities is very low. Most of the Agricultural Colleges are comparatively weak and under-developed. Even the Agricultural Universities are not performing their functions in the right direction. Our Schools, Colleges and Universities are largely unconcerned with the national reconstruction and the efforts being made in this direction. The teachers are uncommitted and show indifferent attitude. They are not generally aware of the development and do not find opportunities to participate in its programme. Therefore, the need of the hour is to develop a sense of moral and social responsibility among the young boys and girls. However, India's pattern of education does not take any note of it. It fails to inculcate character

formation and hardly makes any effort to cultivate moral and spiritual values, particularly the interests, attitudes and values needed for a democratic and socialistic society. Instead of promoting social and national integration our educational system, has been promoting divisive tendencies. Caste loyalties are being encouraged in a number of private and denominational institutions. The rich and poor are being segregated in the schools while one getting the privilege of attending the Residential or Public Schools, the poor are forced to join the traditional government or other schools of poor quality. ●

Q.6. Describe the need of Teacher-education for different stages of education.

Ans. Programme of Teacher Education in India

Kothari Commission said, *“Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.” Therefore, there should be a sufficient supply of intelligent and sincere persons to the teaching profession with the best professional education and satisfactory conditions for their work.*

Therefore, a sound programme of professional education of school and college teachers is essential for the qualitative improvement of education. Investment in teacher education can bring rich dividends, because the financial resources required are small when measured against the resulting improvement in the education of the millions of boys and girls. A teacher generally tries to teach in the way he himself was taught by his favourite teachers during his own school and college days. He tries to perpetuate the traditional methods of teaching. Therefore, India should develop effective professional education, which may initiate the teachers to the most needed revolution in teaching and lay the foundations for their professional growth and life-long education.

Weaknesses of Teacher Education in India

1. No link with University Life—Teacher education has been separated from the intellectual disciplines in a university. The professional education of primary school teachers is not the concern or function of any university. The professional education of secondary school teachers is managed by some universities. The remedy lies in bringing the teacher training institutions into the direct stream of the academic discipline and by initiating ‘Schools of Education’ in selected universities.

2. No Link with Schools Teacher—Education both at the primary and secondary levels has become isolated from schools and current developments in the school system. Extension Service Departments, Alumni Association and periodical exchange of the staff of the schools and the teacher education institutions should be introduced as a solution.

3. No Link with One Another—Different types of teacher training has no link with one another and does not form an integrated community. The situation can be remedied by upgrading all teacher training institutions bringing them within the purview of university education and establishing Comprehensive Colleges of Education and State Boards of Teacher Education in each state.

Teachers’ Colleges dread any intellectual contact with other university disciplines. Their theory is pedantic and poor imitation of foreign concepts or beliefs. Their familiarity with the school practices is pedestrian. The sheer weight of routine performances drains away all the energy of all the staff and the students in Teachers’ Colleges.

We have to see that the teacher is properly equipped with his communication skill. He should be innovative in his attitudes. He must refresh himself with the day-to-day increase of knowledge of his subject. He must value the human potential put under his charge. Each Teacher Education Institution should chisel out its own image of a teacher of tomorrow and plan its objectives, curricula, communication techniques etc. Programmes in the Colleges of Education should be recast on the basis of the image of the teacher we want to produce for the future. The creative teacher should be inspired before his intellectual flame gets extinguished in routines and rituals to demonstrate new communication skills should be

used classrooms kindle faith in the minds of the trainees who get bored with verbosity in numerous methods of teaching.

Value-Based Teacher Education

In 1981 Government of India, feeling concerned of the prevailing situation, appointed a Working Group to review Teachers Training Programme in the light of the need for value-orientation. The Group suggested the following outline of a programme of value-oriented education, which could be treated as a core of the totality of teacher training programme—

1. Philosophy, Education and Values—Man in the Universe Philosophical views, Indian and Western, Aim of Human Life, Various views. Supra-cosmic, Supra-terrestrial, Cosmic-terrestrial, integral, Man's need have progress. Progress and Education, Aims of Education, Western and Indian themes, UNESCO's ideals and recommendations, "Learning to be". The idea of Learning Society, Education for International Understanding, Peace and Human Rights, Philosophy of New Methods of Education, A synoptic view of the recent trends in Learning-teaching processes, Philosophy of Values, Definition of values, moral and spiritual values, aesthetic and emotional values, values of intellectual and physical culture. Ideals of Liberty, Equality, Fraternity, Philosophy of Indian Values.

2. Psychology, Education and Values—(a) Man and personality, (b) Development of personality, Ego, Memory and Self: Indian and Western Views. Planes and parts of the Being, in coincident, Sub-coincident, Physical, Vital, Rational, Aesthetic, Ethical, Psychic, Spiritual. Multiple Personalities in Man, Conflicts within Man, Harmonisation of Personalities, Freedom from Ego-consciousness, Integration of Personality, Higher Levels of Personality, Multi-dimensional Personality, Balanced Personality, Four-fold Personality of Wisdom, Power, Harmony and Skill. Education of the Body and Values of Physical Culture; Education of the Vital and Values of Vital Culture; Education of the Rational, ethical and aesthetic being and values of mental culture; Education of the inmost being and values of psychic and spiritual culture; Concept of Psychological Perfection.

3. Science and Values—Nature of Scientific thinking, Pursuit of the Value of Truth through Science, Science and Self-knowledge, Striking facts revealed by Science, Appearance and Reality of Matter, Life in Plants, Extraordinary Phenomena of Intelligence in Birds and Animals, The Mysteries of the Human Body, Interdependence of Body and Mind, Role of Intuition in Discoveries and Inventions, Idea of the Fourth Dimension, Man and Evolution, Possibility of Mutation of Species, Man and his Maturation, Science, Man and Values.

4. Philosophy and Values—The nature of Philosophical Thinking, its distinction from scientific thinking; Philosophy and pursuit of the value of "truth; Philosophy and idea of God, Proofs of the Existence of God, Attributes of God, Omnipresence, Omniscience, Omnipotence. Theories of Good and Evil: (a) Utilitarianism; (b) Intuitionism; (c) Beyond Good and Evil. The problem of Evil, Suffering and Death, The problem of Transformation of Human Nature.

5. Religion, Spirituality and Values—Distinction between Religion and Spirituality, Salient Features of Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism, Zoroastrianism and Judaism. Detailed study of the lives of Rama, Krishna, Buddha, Mahavira, Zoroaster, Jesus Christ, Prophet Mohammed, Guru Nanak, Sri Ramakrishna, Swami Vivekananda. Selected Parables, myths and legends, Indian Catholicism, Secularism, Tolerance and Synthesis, Psychology of Worship and Prayer, Psychology of Action without Desire, Psychology of Concentration, Meditation and Contemplation, Central spiritual Experiences, Liberation from the Ego, Cosmic Consciousness, Transcendental Consciousness, Spiritual Transformation, Yoga as practical psychology. Yoga as Science of Spiritual Experiences, Systems of Yoga, Integral Yoga of Shri Aurobindo, Synthesis of Science and Spirituality.

6. Art and Values—What is Art? Artistic experience, some Accounts, Leonardo da Vinci, Beethoven, Rabindra Nath Tagore, Six Limbs of Indian Art, Art and the pursuit of the Value of Beauty, Beauty in relation to poetry, music, painting, architecture, dance and drama, some illustrations.

7. Psychological Exercises of Aspiration, Will and Introspection as aids to the pursuit of Values.

8. Environment and Values—Harmony with Nature, Love for Vegetable and Animal Kingdom, Ecological balance and Need to protect Earth to receive protection of Earth, Eco-development programmes.

9. Work of Community Service, Courage and Heroism.

(10) Physical Culture and its Values—(a) Health, (b) Strength, (c) Agility, (d) Grade, and (e) Beauty. An Ideal Sportsman, Meaning of Gymnastics, Athletics, Aquatics, Combative (Indian Wrestling, Judo, Karate), Games (Indian and Western), A daily Programme of Physical Culture (Theory and Practice).

(11) Selected Stories Plays and Passages of Literature that inspire the pursuit of Truth, Beauty and Goodness—Creation of Educational Environment through Exhibitions, Interior decoration and stimulating atmosphere. Lessons of History as an aid to the pursuit of Values, Theme of Unity of Making in World History.

(12) Practical Suggestions and Hints to Teachers. ●

Q.7. Explain the meaning of teacher training. Describe its procedure.

Ans.

Training and Education

While the term ‘*training*’ has very limited scope ‘*education*’ is a very broad term many things. In the glossary of training terms published in 1971 in London by the department of employment, training has been defined as “*Systematic development of attitude, knowledge, skill, behaviour patterns required by an individual in order to perform adequately a given job or task.*” Bruner in ‘**Instructional Technology**’ has defined the term as “*Knowledge consists of facts, concepts, terms, principles, theories, generalization, etc, which are useful for a teacher.*” A teacher must have knowledge of his subject, methods and techniques of teaching which affect his teaching. For training purpose depending upon the nature of the job it is necessary to know which part of knowledge is essential.

Components of Training

1. Attitude—Attitude is an emotionalized mental state towards one’s job. A favourable attitude is very necessary to succeed on a job. Favourable attitudes make better performance. With favourable attitude a teacher can lead his students to learn more. He must have positive, healthy and favourable attitude towards his job, his students, society and other related components of job.

2. Skills—Skill is a specific behaviour or activity which an individual requires to do a particular job or task. It refers to the doing part of the human being. It is the manner in which he has to do the work. Examples are skill of questioning, skill of illustrating skill of demonstrating etc.

3. Behaviour Patterns—Behaviour patterns are styles of functioning or working which differ from job to job.

The purpose of education is to develop well informed, intensive and well equipped citizens of the society. It is to develop a human being not only an individual. It is to develop qualities required by everyone to live a good, well adjusted and harmonious life.

Education is a wider term that goes beyond the boundaries of a particular job. Its emphasises on knowledge, skill and attitude is of a general nature which may be useful in more than one job and also important from the point of view of the large community or society. It emphasizes general refinement in behaviour, development of a personality, development of a person who has interest in wider aspect of his environment. It emphasizes development of knowledge, understanding, values and behaviours required in all works of life.

Difference between Training and Education

In his book *Psychological Instructional Technology in Training Research and Education* published by University of Pittsburgh **Closer**, (1962) has pointed out that a distinction can be made in training and education on the basis of two criteria.

- (a) The degree of specificity of objectives.
- (b) Minimising Vs. Maximising individual differences.

While training has more specific objectives and attempts to minimise individual differences educational objectives are more general and maximise the individual differences. When people are educated the differences among them are increased and when they are trained differences among them are minimised. Education and Training differ as follows—

1. Difference in Emphasis—Education emphasizes the activities which aim at developing the knowledge and moral values required in all walks of life rather than knowledge and skill relating to only a limited field of activities. On the other hand, Training emphasizes development of specific knowledge, attitude, skills and behaviour patterns which an individual requires to perform a job adequately. These behaviour patterns differ from job to job. If we train a teacher we develop those skills which are needed to him to be a good teacher.

2. Difference in Purpose—The purpose of education is to provide the conditions essential for young persons and adults to develop an understanding of traditions and ideas influencing the society in which they live, others cultures and of the law of nature and to acquire linguistic and other skills which are basic to learning personal development and creativity. The purpose of training is to bring excellence in the specific job for which the individual is being trained. Training is concerned with people learning to perform tasks fairly specific and prescribed tasks, although there are exceptions where tasks are more opened as in management and supervision.

3. Instructional Activity—Differences in education and training exist more in the context in instructional activity than the actual methods used and objectives sought. ●

Q.8. Describe some of the competencies which are needed to develop among teachers.

Ans.

Need for Training

Training is necessary for efficient work in a particular job. If a person is trained before employing him in a job this is called pre-training. Without pre-training it is risky to employ a person in a job he does not have any knowledge about it. When he fails in a job he develops a negative attitude towards it and thinks that he is not competent for it. By having some pre-training he will get success and full satisfaction in his job.

Thus training is needed for the following—

- (1) In order to perform the job successfully and effectively.
- (2) A trained person learns effectively in a lesser time than untrained person. Even if he learns these things without training efforts and time will go waste and he may learn many irrelevant things.
- (3) More complex jobs require more specific knowledge, attitude, skills and behaviour patterns. The risk is involved if he learns on job. It may even cause danger to his life. Trial and error results into wastage of time and energy. Through training good deal of waste in teacher efforts can be saved.
- (4) Organized and systematic programme of training make persons to learn easily in a more efficient way and in lesser time.
- (5) If there is no specificity of objectives for a job then there is no need of training but as every job has certain specific objectives therefore, training is necessary for all kinds of job.

Need for Training in Teaching

General Need of Training—Some people believe that there is no need of training the teachers. They should only have mastery over the subject. There is no significant difference in teaching of trained and untrained person. However, training is essential for every teacher. Trained teachers can do much more than untrained teachers. Demand of job/profession, the objective and expectations from a teacher certify the need of teacher training. Many skills are needed to communicate the information effectively e.g., skill of questioning, illustrating, demonstrating and explaining, skill of arranging and logically sequencing the subject-matter. Teaching is not only confined to impart knowledge of subject-matter to others. In a wider perspective, teaching aims at an around development of personality. Skills or attitudes can only be developed through systematic training. A systematized knowledge is required in order to achieve these skills and attitudes which require training.

Unless a person has a positive attitude towards students and his job the knowledge alone is not sufficient for a teacher. In training programme many pleasant experiences are provided to student teachers by whom he can develop favourable attitude towards himself, his job and his students. Many specific skills have been identified which are to be developed in teacher trainees. These can only be developed by systematic programme of teacher training. Technical knowledge and skill can be developed in the teacher through the training. Therefore, training is necessary for all teachers.

Need of Training in Teaching for College Teachers

Need for training for primary and secondary teachers has been emphasized by many commissions and committees but few people realize the need for training the college teachers. Now a day, a feeling is growing up among top educationists that there should be need for training of college teachers also. U.G.C. has organized certain type of orientation programme for college teachers. Therefore, more and more people working in universities and professional colleges are accepting this idea and advocating the need for training.

In 1971, U.G.C. funded a larger number of programmes of orientation teaching. Various universities were asked to hold *summer course* for orienting college and university teachers. During five year plans a huge fund was allocated for the professional improvement of college teachers by *seminar, refresher courses, orientation courses, evening courses, summer courses, etc.* With the assistance of U.G.C. several universities have organized several short term courses to provide orientation in teaching for three years. At Baroda University '*Post-Graduate Diploma Course*' for teaching was started. 40 days summer course programme was started in some universities with the assistance of U.G.C.

Need of Education of Teachers

All the teachers should be trained, but there should not be and also cannot be a specific training of teachers. Even the born teachers have to study the techniques of teaching craft. There are teachers who have acquired enormous success in teaching through training and experiences. Much wastage in teaching effort can be saved if the prospective teacher is subjected to teacher- education situations conducive for actualization of potential in him. A good deal of waste in teacher's efforts might be avoided by training. But a teacher is not a teaching craft man. He has to help his students to develop certain personality traits and also to realize desirable values. In past the training of teachers was born out of the necessity to bring up a 'literate' generation and to accomplish this task. The teachers were helped to develop a narrow technique and a highly specialised professional approach. Today, the need is to bring out a '*sophisticated*' and '*cultured*' generation.

The schools of today lay emphasis on an integrated and balanced personality of the teacher as a whole man. The teacher of today must be the teacher of a whole man. He can never be this unless he is himself a complete man. We teach more by our actions than by our preaching. *Training* cannot be at matter of teaching professional tricks. A narrow vocationalism is wholly out of tune with modern

educational thought. It is antipathetic to those generous sympathies and that consciousness of being one member in a self education community, generally demanded from teachers. The new teacher will have to integrate the skills of teaching with his life style and also to help the students to develop not only intellectually but also emotionally.

Teachers are a section of community sharply segregated from the rest preparing themselves for their life's work in institutions for developing human attributes. The teacher education system as it exists today fails to educate the human beings. The trained teacher is too often an untrained human being. Our aim must be the education of the right human beings for work in our schools. The era of the training of teachers is past; we are concerned with the education of the educators. With proper type of education to the prospective teacher, he will be in a more favourable position to correlate his knowledge with his experience, to see life steadily and to see it as a whole. The only means of strengthening one's intellect is to let the mind be a thoroughfare for all thoughts, not a selected party. From this open-mindedness, sympathy tolerance, intellectual adaptability and width of interest will develop the attributes essential for successful living and dealing with children. But all this requires a comprehensive philosophy of life and education, a map by which the future teacher may observe himself in relation to other teachers as well as other human beings activities. During his training course he must be given time and opportunity to think about education because he will have little time for it after completing his training as he will be engaged in the all absorbing tasks of the classroom and the common life.

Therefore, the prospective teacher must be offered opportunities to associate with the best minds and to develop a disciplined intellect as well as the quality of appreciation of culture in its various forms. He will have an emotional life developed to a fine sensitivity but held in a strict control.

Today's teacher needs a philosophy primarily concerned with human beings to interact with each other. Humanistic programme for teacher education, seeks to develop a human teacher possessing such qualities as spontaneity, acceptance, creativity and self-realization. It would give an opportunity to the prospective teacher to relate theory to practice, to search for greater personal understanding of him and for the learning processes of children. It would help him to develop compassion for weakness in individuals and sensitivity for the needs of human beings. It will make a teacher who knows how to help children to realize their potential. This *humanistic approach* to teacher-education will produce teachers able to exalt the continued process of education of human potential in our schools.

Competence and professional skills are the very heart of the programme of teacher education. The knowledge of the methods adopted by other teachers combined with other considerations will make the student try out various approaches to his work and during the practical work of the course. Thus a practicing teacher generally evolves and polishes his own method. He acquires technical skills in practice and not in the lecture room. He should possess such skills and competencies which make his task easy, useful and effective. He should know the techniques and procedures to be adopted in his profession. He should be able to effectively perform of his duties. The most important task of education for the future is to improve the intellectual and technical competence in the teachers. It seeks to provide professional educated entrants to the profession in adequate numbers. It aims at maintaining or increasing the quality of entrants for the profession to satisfy society's needs. While the first aim is quantitative, the second one is qualitative.

Professional education should focus on the person as an individual who is in practice and seeks to broaden his mental, moral and emotional capacities. He should have a sound philosophy of education, knowledge of an adequate functioning of psychology along with a dynamic sociologies' perspective. Only such teachers will be to relate theoretical insight to practice and to improve preparation programme. They will be effective practitioners in their profession. Teacher education seeks to develop such competencies in the prospective teachers which will make him a successful teacher. It tends to increase the ability of the teacher to deal with a range of individual differences.

The teacher of tomorrow would design a teaching situation conducive to the growth of pupil's mental health. It would develop in them a commitment to a set of values. It would develop certain skills and competencies. The teacher requires a new type of knowledge and attitude, atmosphere and facility to make his task easy, fruitful and confirming for the demands of the students. His education, therefore, should be according to the necessities of the time and needs of the society. It should develop following—

1. To relates learning with the individual diagnosis instruction.
2. To analyse group development interaction and to perform a leadership role in a group,
3. To communicate with the individual as well as the group.
4. To acquire knowledge and skill in a disciplined manner.
5. To structure the acquired knowledge, to choose from his specialisation, the type of knowledge that is important for a particular individual or group.



Chapter 2

DEVELOPMENT AND PROBLEMS OF TEACHER EDUCATION IN INDIA

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

Q.1. Narrate History of teacher education during ancient, medieval and Buddhist period. Or Describe the main features of teacher education during Muslim and British period. Or Describe the main developments and innovation in teacher education programme in the pre and post independent India. Or What are the major suggestions and programmes proposed in National Policy of Teacher-Education?

Ans. History of Teacher Education in India

The history of teacher education in India is as old as the history of Indian education itself. Education of teachers must have been born in India in 2500 B.C. The history of Indian teacher education may be divided into five parts—

1. Ancient and Medieval period : 2500 B.C. to 500 B.C.
2. Buddhist period : 500 B.C. to 1200 A.D.
3. Muslim period : 1200 AD. to 1700 A.D.
4. British period : 1700 A.D. to 1947A.D.
5. Teacher education in Independent India : 1947 up to this date.

1. Ancient and Medieval Period (2500 B.C. to 500 B.C.)—In the beginning of Hindu civilization teaching was concerned with teaching of ‘Vedas’. Out of four classes of Hindu Society, Brahmins served as teachers of the community devoting themselves to the work of acquisition, conversation and promotion of knowledge and its transmission to posterity. It was their duty to learn in order to teach and also teach in order to learn.

Thus, learned section of the Hindu community undertook the duty of the serving as the educators of the pupils. According to the Varna system prevalent at that time in which each varna was dedicated to particular profession. Brahmins used to earn their livelihood by teaching. It was a hereditary process teaching profession continued from one generation to another.

‘Manu’ lays down that the Brahmins alone shall teach ‘Vedas’ and none else. To quote R. P. Singh, “One thing is however evident that there were certain Brahmin families where teaching was a hereditary profession....There is no evidence to hold the view that teacher training existed in the formal sense, known to us. But surely the Brahmins knew about their future callings and learnt their subjects keeping the future in mind.” There was no formal system of teacher’s training.

Methods and techniques of teaching were very simple. A student read completely on the word of the teacher. There was a close contact between a teacher and a taught.

2. Buddhist Period (500 B.C. to 1200 A.D.)—As the importance of teacher education was recognized it got an expansion. The profession of teaching was no longer the privilege of only Brahmins. Any enlightened person from any class of the community may get the status of a teacher after a vigorous training.

Thus, the formal system of teacher's training emerged during this period. During this age a vigorous, well elaborated and through system of training for the teaching profession started. Formal teacher's training found its roots in this period comprising seven centuries. Teachers were trained for the purpose of propagating Buddhism. They were monks spreading the spirit of Buddhist religion to the people. To get status of a teacher, one was kept under the supervision of the teachers from whom he learned the elements of morality, proper conduct and training in 'Dharma'.

When the supervisors were satisfied, they gave a certificate that one is fit for the profession of teaching.

The method of training teachers (monks) during Buddhist period was based on a system, which was, later on recognized and named as '*monitorial system*'. Teaching was considered as the noblest profession during Buddhist period.

3. Muslim Period (1200 A.D. to 1700 A.D.)—During this period there was no formal system of teacher training. Education was public affair. Educational institutions were called '*Madarsa*', where students were taught by molvies. Education was mainly teaching of 'Quran'. There was no formal training for teachers. There were also some Arabic schools with more advanced and comprehensive courses of study. Need of formal education was not recognized. No special professional training was required. Teaching posts were filled up on considerations other than mere academic qualifications were taken as established learned. Institutions for regular education and training in teaching medicine, literature, art and music were not in vogue during this period. Educated people available in the country or abroad from Arabia were appointed as '*Molvies*' in the educational institutions. Only Mohamdans were allowed to teach in Mokalis and Madarsas.

4. British Period (1700 A.D. to 1947 A.D.)—The Britishers changed the above educational system according to their own system, their need and philosophy. Advanced system of education was incorporated. The monitorial system of training the teachers and the semi-formal system of teacher's training was not recognized by them. Their major goal in the field of education was to educate Indian children in British system. Formal system of teacher education was started by Britishers. Danish Mission does established a formal training centre at Serampur (West Bengal), as the first step in the field of training the teachers in India. After this three more institutions called Normal Schools were opened for training the teachers, one each at Madras, Bombay and Calcutta.

As the Government took part in education Normal Schools were opened at Poona, Surat and Culcutta. The number of primary schools was increased and the three more training institutions were setup at Agra, Meerut and Varanasi. In 1824, the total number of teacher's training institutions rose to 26. Elphinston made arrangements for training teachers. These attempts of teacher-training were primarily meant for preparing Indians for lower levels.

Pre-Independence Period

1. Monitorial System 1880—In India the idea of formal teacher training originated out of an indigenous technique, called '**Monitorial system**'. It was based on the principle of 'mutual instruction'. It was worked out by splitting up a class into a number of small groups and by placing each group under the charge of a brilliant pupil, called 'monitor'. The monitor was assigned the duty of maintaining proper discipline and imparting individual as well as collective instruction to the students of his group. The monitors gained some proficiency in teaching and class control, which enabled them to teach independently in their later life.

2. Teacher's Training Schools—The first formal teachers' training school in India was set up at Serampur (Bengal), in the name of "*Normal School*" by Carey, Marshman and Ward in 1793. It was the result of the joint efforts of Danish and English missionaries. Later on, some Indian educational societies also took up the task of training teachers. In Bombay, the Native Education Society trained a number of teachers for the improvement of teaching in Primary Schools. In Bengal, the Calcutta School Society did pioneering work for the training of teachers for indigenous schools. The Ladies Society of Calcutta started a training class for training women teachers in the Calcutta Central School for girls. A number of government training schools were also set up in the first half of the nineteenth century.

3. Woods Despatch (1854)—Wood's Despatch (1854) popularly known as 'Magna Charta of English Education in India' advocated the need of establishing teachers' training institutions and of giving stipends to pupil-teachers for the first time. The experts of the Committee said, "*We cannot do better than refer you to the plan which has been adopted in Great Britain for this subject, and which appears to us to be capable of easy adaptation to India. It mainly consists in the selection and stipend of pupil-teachers (awarding a small payment to the masters of the schools in which they are employed for the instruction out of school hours), their ultimate removal, if they prove worthy, to normal schools; the issue to them of certificates on the completion of their training in these normal schools.*" Unfortunately, nothing was done in this direction.

4. Stanley's Despatch (1859)—In 1859, the Stanley's Despatch laying even greater emphasis on teacher training observed: "The institution of training schools does not seem to have been carried out to the extent contemplated by the Court of Directors." In 1859, the new grant-in-aid rules provided that salary grants to schools are given for those teachers who had obtained a certificate of teacher-training. The training of teachers received an increased attention as a result of this measure. In 1882 there existed 106 Normal Schools, including 15 institutions meant exclusively for women. Generally primary pass students were admitted to these schools. There were no specific admission requirements for Normal Schools meant for women. If educated women were not available, even illiterate but intelligent ladies were given admission to normal schools meant for women. About the training of secondary teachers, training classes were added to the following schools—

- (i) Government Normal School, Madras (1856),
- (ii) Central Training School, Lahore (1877).

In 1886, the first training college to prepare secondary school teachers was set up at Saidapet in Madras followed by the opening of a Secondary Department in the Nagpur Training School in 1889. Towards the end of nineteenth century, there were only six training colleges in India.

5. Education Policy (1904)—Lord Curzon, the-then Viceroy of India, felt the need of the training of teachers; it was boldly stated in the **Government of India Resolution on Educational Policy**. "*If the teaching in Secondary schools is to be raised to a higher level-if the pupils are to be cured of their tendency to rely upon learning notes and text-books by heart, if, in a word, European knowledge is to be diffused by the methods proper to it-then it is most necessary that the teachers should themselves be trained in the art of teaching.*"

About the content and duration of the course the Education Policy further state the following: "*For the graduates, the training courses should be one-year university course, leading to a University degree or diploma. The course should be clearly directed towards imparting to them knowledge of the principles which underline the art of teaching and some degree of technical skill in the practice of art. The training in the theory of teaching should be clearly associated with its practice, and for this purpose, good practising school should be attached to each college.*"

Due to the recommendations of this Resolution, more training schools and colleges were set up curriculum was revitalized and practising schools were attached to them for imparting practical skill in teaching.

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

(6) Calcutta University Commission (1917-19)—Under the chairmanship of Sir Michael Sadler, *The Calcutta University Commission* popularly known as *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 the need for attaching a small experimental school in addition to a large practising school, to a training college, the first to provide opportunity for educational experiments, the second to accustom the students in training to the methods which should be used in every good school under normal conditions of work. Due to these recommendations, the number of training colleges increased. Some of the universities established their Departments of Education. Teacher-training curricula were improved.

(7) Hartog Committee (1929)—The Hartog Committee found out that only 44 per cent teachers in primary schools were trained and that only 28 per cent had completed middle course. In this connection the committee recommended the following—

- (i) The standard of general education for primary teachers should be raised.
- (ii) The duration of their training should be sufficiently long,
- (iii) Primary training institutions should be well-staffed for greater efficiency.
- (iv) Frequent refresher courses and conferences should be arranged for the continued professional growth of the primary teachers already in service.

Upon these recommendations, the system of teacher training then prevalent in the country was re-oriented on more progressive lines. In 1932 a new degree of B.Ed. was instituted for the first time by the Andhra University. In 1936 Bombay University was the first to start post-graduate degree M.Ed. in Education.

(8) Sargeant Report (1944)—Sargent Report on Post-War Educational Development planned a phased programme of teacher training for 35 years and made following recommendations:

- (i) **Selection**—Arrangements should be made to pick out suitable boys and girls towards the end of the high school course. 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 trainees 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 the utmost importance and should be provided for all types of teachers but particularly those in remote rural areas. Facilities should be provided for research and selected teachers should be encouraged to study educational methods in foreign countries.

In 1947, the number of secondary teachers training colleges in the country had risen to 41.

(1) University Education Commission (1948-49)—Appointed in free India in 1948 under the chairmanship of late Dr. S. Radhakrishnan, the then President of India the first commission in the name of **University Education Commission** critically scanned the teacher training programme and reported. *“Our main criticism of the existing courses (but we repeat that it does not apply to them all) is that too little time is given to school practice, too little weight is given to practice in assessing the student’s performance, and conditions of school practice are often unsatisfactory, sometimes quite grossly unsatisfactory. In some places a student is required to give only five lessons during the whole of his course.”*

Prescribing a remedy to this malady, the Commission stated : *“We consider that in a year’s course not less than twelve weeks should be spent by the student in supervised school practice. This does not mean that the supervisor should be present throughout the twelve weeks. Far from it the student can only find his feet when he is left, from time to time, to his own un-aided efforts.”*

Recommendations about B.Ed. Course—Regarding the theory part of the B. Ed. curriculum, the Commission suggested that the courses must be flexible and adaptable to local circumstances. In this context the Commission recommended the following—

- (i) **School Practice**—That the course be remodelled 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.

(2) Secondary Education Commission (1952-53)—Though charged with the responsibility of suggesting reform in secondary education, Secondary Education Commission could not resist making following observations about teacher training. *“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, organisation of supervised study and students’ 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.”*

(3) Ford Foundation Term (1954)—Government of India in collaboration with Ford Foundation appointed an International team of eight experts in 1954 to study in greater detail the major recommendations of Secondary Education Commission concerning the recruitment, selection and training of teachers and the structure and content of the curriculum in secondary schools. The team travelled extensively in India, U.K., U.S.A. and Denmark and made the following recommendations concerning B.Ed. curriculum—

- (i) The course of training should be so framed as to prepare the students adequately for the immediate work of teaching.
- (ii) The training institutions should be careful not to advocate methods and techniques 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 organise and conduct demonstration or 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 curricula.
- (v) The training institutions should expand their programmes of practical training to include other activities, besides actual class room teaching which teachers will be called upon to perform, as part of their work.

(4) Pires Committee (1956)—Prompted by the criticisms by the University Education Commission and Secondary Education Commission levelled against the teacher education curriculum, the Ministry of Education, Government of India, appointed a Committee in 1956 with Dr. E. A. Pires as Convener to

draft a new syllabus for Secondary Teachers Training. Draft made by the Committee was later on approved by a Conference of the Principals of Training Colleges in 1957. The Committee recommended that practical work should be given as much weight age as the theory portion. The examination papers reduced to four, as stated below—

- (1) Principles of Education and School Organisation
- (2) Educational Psychology and Health Education
- (3) Methods of Teaching Two School Subjects.
- (4) Current problems in Indian Education.

(5) Education Commission (1964-66)—Under the chairmanship of Dr. D.S. Kothari the Education Commission showed keen interest in teacher education, studied it in its varied aspects and devoted full one chapter, giving their observations and recommendations. The Commission remarked : “*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 favourite teachers and thus tends to perpetuate the traditional methods of teaching.*” The Commission observed that the essence of a teacher education curriculum is quality. In its absence, teacher education becomes a financial waste, a source of over-all deterioration of educational standards. The Commission felt that the existing programmes are largely traditional, rigid, and divorced from the realities of schools and devoid of proposed programmes of educational reconstruction. The Commission asked for the re-orientation of the subject knowledge of the trainees. It recommended that provision must be made in all the training colleges for a study of the subjects to be taught, in depth as well as in range. It should be a carefully planned content-course including a study of fundamental concepts and their implications for the school syllabus, and of the text-books and emerging source materials to assist teaching at the school stage.

Proposals about the B.Ed. Curriculum—There is 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 improvements 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) **Brought into Mainstream**—In order to make the professional preparation of teachers effective, teacher education must be brought into the mainstream of the academic life of the Universities on the 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**—Organisation of well-planned subject-orientation or content courses, in collaboration with University departments (for postgraduate colleges), 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**—Statitilizing 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 seasonal 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; and
- (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.

(6) **First Asian Conference on Teacher Education**—Jointly sponsored by Indian Association of Teacher Educators (IATE) and the International Council on Education for Teaching (ICET) the First Asian Conference on Teacher Education was held from 14th to 19th June, 1971, at Bangalore.

The Conference resolved : “The Conference takes note of the socioeconomic changes that have taken place in various parts of the world in general and Asian countries in particular and recommends that” the programmes of school education and Teacher Education in each country should be modified to meet the new challenges.

(7) **‘ITEP’ Plan of National Council of Educational Research And Training (NCERT)**—The Teacher Education Department of National Council of Education Research and Training, launched a plan for the comprehensive improvement of teacher training under the name ‘Intensive Teacher Education Programme’ (ITEP) to work co-operatively with the training colleges involved, to bring about desirable change and improvement in teacher education. In October 1969 two conferences of the Principals of Colleges of Education, affiliated to the Punjab University, were held. Outlines of a revised programme were thrashed and following B. Ed. curriculum was agreed upon:

Part I : General Professional Course

- (1) Principles of Education.
- (2) Educational Psychology (including elementary statistics).
- (3) Modern Indian Education and its Problem.
- (4) School Organisation and Specialization in one area, (5-6) Methodology of Teaching Two School Subjects.

Part II : Student Teaching

- (a) Preparatory Course.
- (b) Demonstration.
- (c) Discussion and Criticism Lessons.
- (d) Block Practice

Part III: Work Experience.

Part IV : Seasonal Work

- (i) Preparation and Use of Aids.
- (ii) Black Board Work.
- (iii) Co-curricular Activities.
- (iv) Psychology Practicals.
- (v) Study of School Plant.
- (vi) Evaluation and Record Keeping.
- (vii) Study of School Records.

(8) **Efforts of Indian Association of Teacher Educators (IATE)**—*The Indian Association of Teacher Educators*, formerly known as *All India Association of Training Colleges*, the only national organisation of teachers of training institutions, have been organising annual conferences beginning with their first meet at Baroda in 1950.

Baroda Study Group

In collaboration with National Council of Educational Research and Training (IATE) constituted an Study Group popularly known as Baroda Study Group to revitalize the B.Ed. programme which met at Baroda in 1964 and made following broad recommendations regarding B.Ed. courses—

- (i) (a) The duration of the B.Ed. Courses be increased to one complete year of twelve months.
- (b) Habit of self-study should be encouraged in B.Ed. trainees.
- (c) Provision be made for specialization in a single teaching field rather than in two Special Methods.
- (d) A Committee for revising the existing B.Ed. syllabus be appointed, while revising the syllabus it should have three objectives in view : (a) a grounding in the fundamentals of principles of education (b) subject-matter competency, and (c) competence in the art of teaching. The committee should evolve a suitable system for evaluation.
- (ii) There should be a systematic and comprehensive programme of practical work which should include—
 - (a) Practice teaching.
 - (b) Observation of pupils and lessons.
 - (c) Criticism lessons.
 - (d) Study of different types and grades of schools.
 - (e) Organisation of and participation in co-curricular activities.
 - (f) Follow-up assignments given to school children.
 - (g) Preparation of case studies.
 - (h) Construction and administration of scholastic achievement tests.
 - (i) Black-board work.
 - (j) Socio-metric study of groups in the classroom,
 - (k) Practical work connected with school subjects.
 - (l) Preparation and use of audio-visual aids.
 - (m) Experimental and laboratory work for science students as well as simple workshop practices.
- (iii) For practical work, the trainee should be placed in a school for 8-12 weeks and associated with the institution as a regular member of the staff.

The B.Ed. Programme

In collaboration with the Education Commission (1964-66), LATE appointed a Working Group with Miss S. Panandikar as convenor to design a new B.Ed. programme, which was discussed and approved by their Eighth Conference held at Taradevi (Simla) in 1965. Following recommendations were made—

Part A Theory

Paper 1—Foundations of Educations (Psychological); Educational Psychology including Evaluation.

Paper 2—Foundations of Education (Philosophical and Sociological).

Paper 3—Education in India

Paper 4—Teaching of two school subjects (including content courses and teaching methods)

N.B.

- (1) For those interested, there should be provision for the study of one special field on an optional basis. Subjects offered should be related to school work. These may be—
 - (a) School Library Work,
 - (b) Guidance,
 - (c) Audio-Visual Education,
 - (d) A selected art of craft.
- (2) Under each theory paper, a scheme of organised practical and seasonal work should be developed.

Part B—Practice Teaching and Related Practical Work

Practice teaching, extending over 8-10 weeks, should include all aspects of teacher's work. It should be continuous and should be preceded by observation of school programmes in selected schools under the guidance of experienced teachers. The demonstration school of the Training College should also be utilised for this purpose.

Practical work related to Practice Teaching should include the following—

- (1) Observation of lessons by experienced teachers and staff of the College.
- (2) Planning units and lessons.
- (3) Discussion of lesson plans and Unit Plans and Lessons given (Criticism Lessons).
- (4) Organisation of and participation in co-curricular activities.
- (5) Setting Follow-up assignments.
- (6) Evaluation in terms of educational objectives; use of teacher-made tests; administration of standardised scholastic achievement tests.
- (7) Black-Board work.
- (8) Practical work connected with school subjects.
- (9) Preparation and use of audio-visual aids related to methods of teaching.
- (10) Experimental and laboratory work in Science, Home Science, Geography and other subjects needing such work.
- (11) Study of the organisation of work and activities in the School.
- (12) Observation and assistance in the Health Education Programme.
- (13) Observation and assistance in the guidance programme and maintenance of cumulative records.
- (14) Devising techniques of teaching large classes.

(9) National Commission on Teachers-I (1983-85)—Under the Chairmanship of Prof. D. P. Chattopadhyaya, the National Commission on Teachers-I (for school teachers) in their report, wrote one chapter on the Training of Teachers and made following recommendations.

- (i) **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 7th 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.
- (ii) **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 require an expenditure of Rs. 24,000 per annum for every additional member of the faculty during the Seventh Plan Period.
- (iii) **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.
- (iv) **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.
- (v) **Criteria for Selection of Trainees**—While selecting a teacher for training, the following factors may be taken into consideration—
 - (a) Good physique;
 - (b) Linguistic ability and communication skills;
 - (c) A fair degree of general mental ability;
 - (d) General awareness of the world;

- (e) A positive outlook on life; and
- (f) Capacity of good human relations.

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

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

- (a) Study of a language.
- (b) Three or four disciplines from among the subjects taught at school,
- (c) Seminars, Projects and study visits.

B. The professional preparation part should consist of—

- (a) study of education as a discipline including educational psychology, sociology of education and educational philosophy;
 - (b) practice of teaching and its content-cum-methodology; and
 - (c) learning a variety of skills related to the role of a teacher, including educational technology and preparation of software.
- (viii) **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.
 - (ix) **Joint Responsibility**—The preparation of a teacher must be considered a joint responsibility of the College of Education and the practice teaching school.
 - (x) **Role Experience**—Apart 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.
 - (xi) **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 black-board 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.
 - (xii) **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.
 - (xiii) **Training for one year B.Ed.**—In the case of the one year 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.
 - (xiv) **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.
 - (xv) **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 post-graduate degree in the subject and a B.Ed. preferably an M.Ed. degree. Their continual in-service education must also be assured so that Colleges of Education can form part of the main stream of academic life of their respective universities.
 - (xvi) **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.

- (xvii) **Full Strength Staff**—Keeping in view the needs of the trainees steps should be taken by the universities to ensure full staff strength.
- (xviii) **Teacher-Trainer's 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 of educational technology and must be knowledgeable about the available sources for software (educational technology).
- (xix) **Trainer's Workshop**—To develop planning and organizational 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.
- (xx) **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.
- (xxi) **Professional Preparation**—Pedagogy, practice teaching, development of skills such as story-telling, recitation, writing on the black board, use of new technology etc. are important for professional preparation. A greater emphasis is essential on art, music, craft and dance.
- (xxii) **Duration of Practice Teaching**—Not less than six to eight weeks in the 1st year and twelve weeks in the IInd 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.
- (xxiii) **The teacher educators 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 post-graduate degree with B.Ed. training. Their continued in-service education is equally important.
- (xxiv) **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.
- (xxv) **Correspondence-cuin-contact courses for B.Ed. training**—This should be allowed only if satisfactory arrangements exist for practice and pro per supervision.
- (10) **National Policy on Education (NPE) (1986)**—
 - (a) **Recommendations**—Teacher education is a continuous process, and its pre- t service and in-service components are inseparable. As the first step, the system of teacher education overhauling.
 - (b) **Continuing Education**—The new programmes of teacher education will emphasize continuing education and the need for teachers to meet the thrusts envisaged in this Policy.
 - (c) **District Institutes of Education and Training (DIET)**—There will be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. Sub-standard institutions will be phased out as DIETs get established Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training. The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods. Net working arrangements will be created between institutions of teacher education and University Departments of Education.

Programme of Action (1986) —Government of India came out with a concrete, specific and detailed Programme of Action for implementation of Teacher Education, as a follow-up measure of National Policy on Education.

- (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) **NCTE**—The National Council of Teacher Education will be given the statutory status and necessary resources to play its role.
- (3) **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 complexes 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 DBE's.
- (4) **Task Force**—Keeping in view the various relevant programmes of Action each State Government will set up a Task force for making an assessment of the number of such institutions required in the State. The Task Force will also identify the existing institutions which can be developed as District Institutes of Education and Training. Substandard institutions would be phased out as **DIETs** get established.
- (5) **Functions of DIET**—The DIET will perform all the functions mentioned in the preceding paragraph. The head of DIET would be of the status of a Principal of a Degree College/B.Ed., college. Most of the faculty members would be persons with background in elementary education. Special selection procedure will be established to ensure that ablest persons are selected, given higher scales of pay and are reoriented in cooperation with NCERT, NIEPA, SCERTs, 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. On this programme, Central Government will meet a major share in funding.
- (6) **Facilities of latest technology**—These will be provided at DIETs such as computer-based learning, VCR, TV etc. The teachers receiving training at DIETs 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. Teachers would be encouraged to improvise their own instructional materials.

- (7) **Secondary Teacher Education**—The responsibility for secondary teacher education would continue to rest with Colleges of Teacher Education, affiliated to universities in co-operation with NCTE the university 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.
- (8) **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.
- (9) **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.
- (10) **Functions 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.
- (11) **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.
- (12) **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 especially those of voluntary organizations should be drawn upon in designing courses, development of material and strategies for in-service education.
- (13) **Cadre of Teacher Educators**—A Separate cadre will be created for appointment of staff in SCERTs, secondary teacher education institutions and DIETs. Persons selected to this cadre will receive incentives such as housing and placement in a higher scale of pay. Special arrangements will be made to ensure 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.
- (14) **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.

- (15) **The Curriculum for Teachers' Training**—It needs to be revised in the light of the new policy thrusts. 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. Curriculum should bring out the importance of Planning and Management. Educational Technology will influence methodologies contents and design of teaching-learning process.
- (16) **New Learning Material reflecting Indian Experience**—As there is too much emphasis on text books 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.

Evaluation of Historical Perspective

Evaluation of the various events of the historical perspective of teacher education reveals that there has been a lot of concern and anxiety regarding its qualitative improvement. Their programmes have not been keeping pace with the changes taking place in school education and new social order. All the Commissions, Committees and Conferences have been advocating reforms in teacher education to curb its isolation, to make it practical, to delete the dead lumber from its theory, to make it class room oriented, to plan it objective-based etc. etc.

According the Programme of Action of National Policy on Education (1986) about 5 lakh school teachers are being oriented every year under *Mass Orientation of School Teachers* (MOST). The programme will be constantly reviewed and improved. Following are other activities under centrally sponsored scheme of Teacher Education—

- (1) **Diets**—Setting up of about 400 District Institutes of Education and Training (DIETs);
- (2) **Secondary Teacher Education Institutions**—Strengthening of about 250 secondary teacher education institutions and development of about 50 of them as Institutes of Advanced Study in Education;
- (3) **State Councils**—Strengthening of State Councils of Educational Research and Training; and
- (4) **Departments of Education**—Establishment and strengthening of Departments of Education in Universities.

Teacher Education in Five Year Plans

In Five Year Plans teacher education got 10% share of the total education. Resulting into an increased output in training schools and training colleges. Output of training schools doubled during 1951 to 1961. It increased three times in 1966. Similarly, output of training colleges also registered a very significant increase. There were 29 institutions in 1966 providing M.Ed., and Ph.D. courses.

N.C.E.R.T. was set up in September 1961 that programmes of teacher education received much effect education department of N.C.E.R.T. and N.C.T.E. introduced many new programmes to improve teacher education.

N.C.E.R.T. started teacher education programme in 1964.

Establishment of S.I.E. (State Institutes of Education) and S.I.Sc.E. (State Institutes of Science Education) took place in 1964 to upgrade science education at High School level. Science Institutes were opened.

During 1969 to 1979 priority was given to expansion of elementary education with special emphasis on covering the backward sections and girls. Correspondence and in service programmes were emphasised. Fourth and Fifth plans provided correspondence courses for about 1,40,000 elementary teachers and 17,600 secondary teachers. With the assistance of N.C.E.R.T and U.G.C. and organised correspondence and in-service programmes. *B.Ed., correspondence course* was started by Himachal University and later by Jaipur University and several Universities in South India.

The Education Commission 1964-66 pointed out that to meet-the purposes of a modern, democratic and socialistic society the present educational system will need radical changes.

Teacher education as it stands today in our country have several patterns of training. We have trained of teachers for high school level in all states. Some of the institutions are run by Government herself, some departments have caught university, we have B.Ed., departments in affiliated colleges also and 10 times more teachers are trained in these colleges than university. Some are training colleges which exclusively run by Government. Regional Colleges are being run by N.C.E.R.T. Ajmer, Mysore, Bhuvaneshwar, and Bhopal.

In Uttar Pradesh there are two types of training colleges J.T.C. and J.B.T.C. Teachers trained by these J.B.T.C. colleges, work in Junior High School. J.T.C. work in primary school. Regional Colleges are carried out programme for primary teachers (B.Ed. Primary), training of teachers for pre-primary level and for special students as handicapped children, mental disordered children.

Currently there is over supply of trained teachers. The country is on the eve of a large scale expansion of elementary education and a radical transformation in school education up to the higher secondary stage.

National Council of Teacher Education (NCTE) has been given statutory power. NCTE Act was passed in 1993 by the parliament by which it is the responsibility of NCTE to look after the Teacher-Education of the country.

Table 1.1 : Expansion of Teacher Education

Description	1950-51	1960-61	1979-80	1980-81	1985-86
Number of Training Schools	782	1,138	859	897	959
Number of Training Colleges	53	478	501	1500	1,598
Trained Teachers :					
(i) Primary Schools (Percentage)	58.8	64.1	86.8	87.4	95.7
(ii) Middle Schools (Percentage)	53.3	66.5	88.9	89.4	94.4
(iii) High/H.S. Schools	1,26,504	2,96,305	8,59,359	9,02,332	1,12,732

Table 1.2 : Certificates Conferred By Some States

Name of the place	Training period	Name of certificate
Mumbai	1 year	T.D.
Mumbai	1 year	S.T.D.
Baroda	1 year	T.D.
Gujrat	1 year	T.D.
Karnataka	1 year	T.D.
Puna	1 year	T.D.
Nagpur	2 year	Dp.T.
Sagar	2 year	Dip.T.

Bihar	2 year	C.T.
Chennai	2 year	T.S.L.
Mysore	1 year	T.C.
Orissa	2 year	C.T.
UttarPradesh	2 year	J.T.C.
Calcutta	1 year	L.T.



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

Ans. Problems of Teacher-Education

(1) Problem of Selection—Defects of selection procedure lead to deterioration of the quality of teachers. Better selection methods would not only improve the quality of training but also save the personnel and social wastage.

Some elaborate techniques like that of CLE. should be used for the selection of candidates for admission somewhat following are some suggestions to improve the selection procedure—

- (i) Candidates should be interviewed through structured interview.
- (ii) Intelligence Test, like Raven's Progressive Matrices Test should be administered.
- (iii) Test of General Knowledge should be applied.
- (iv) Tests in school subjects may be conducted to judge competence in various fields of study.
- (v) Language tests should be used.
- (vi) Aptitude, interest and attitude inventory should be administered.
- (vii) A well directed guidance service should be provided in teacher's college to give scientific advice to the prospective candidates.
- (viii) Candidates who wish to join a teacher's college should be able to analyse themselves, and determine as objectively as possible their own suitability for the teaching job.

Deficiencies of small time period provided for the training of teachers in India, the period of training of teachers for secondary schools has all along been of one year after graduation-the effective session being of eight to nine months. The main purpose of teacher education programme is to develop healthy attitude, broad based interest and values consistent with the dignity of training profession and thereafter, develop a personality too. It is not possible during the short duration of nine months.

(2) Problem of Organization—The organization of teacher education programme determines the quality of the teachers. To teach several groups to students in a school a teacher stays in the school for at least five to six hours. Besides his classroom teaching, he may be incharge of several class activities. He must understand and discharge the various organizational and administrative duties of the school as and when required and maintain pleasant human relations with all concerned.

(3) Incompetency of Student Teachers—The existing training programme does not provide adequate opportunities to the student teachers to develop competency to face the varied type of situations in their real teaching life because the organizers of teacher's training programme are not aware of the existing problems of schools. They are not in direct contact of schools.

Due to this gap between the school and the training institution, the growth of content stagnates, methodology gets stale and contact with academic discipline becomes weak. Therefore, there should be a close matching between the works schedules of the teacher in a school and. the programme adopted for teacher preparation in attaining college.

(4) Defects concerning Papers—A student teacher should know the meaning of education, its objectives, the socio-cultural and politic-economic background, various agencies that influence education, the principles that guide construction of curriculum etc. But a proper preparation towards a good orientation is impossible in a short duration of 9 months.

Following steps may be taken in this connection—(i) allowing more time to learners for good reading a sound build-up of the intellect and attitude, (ii) pruning the existing course, (iii) arranging for exchange of experiences than merely attending lectures, and (iv) changing the mode of testing inputs, (v) The content of the teacher education programme should be taken from the real life situations. It must have direct implications in the daily school teaching, (vi) The teaching practice of the student teachers should be directly related to their theory courses so that they understand and make use of the knowledge provided to them in their theory courses.

(5) Problems of Practice Teaching—In most of the institutes more emphasis is laid on the theory in respect of marks and time. The ratio of marks between theory and practice generally remains of 5 : 2. In some institutes practical aspect is given equal importance to that of theory. Teaching practice plays a significant role in B.Ed., programme. Its main purpose is to help the student teachers to acquire the powers of observation, attention, imagination and a sense of time. One learns how to prepare his lesson independently and how to mark pupil's work?

Seasonal practical work ranges from school assignments, projects, to psychology practical and visual education. It constitutes craft work, community services and co-curricular activities. It is intended to strengthen the school practice of the student teacher when he is under training and later the dimension of his role as a teacher-in-service. But the planning and implementation of such practical work is very poor. While these activities are important so long as the pupils are under training, little of their impact are carried over to the school practice field,

“In spite of all kinds of elaborate arrangements regarding practice-in-teaching, student-teachers are non-serious to the task of teaching, deficient in sense of duty, irresponsible, aimless, indifferent, to children, lacking innovative measures in teaching which are great obstacles in the development of pedagogical skills.”

Criticism lesson is aimed to assess the overall teaching personality of the student teacher after having a sufficient amount of training. This assessment is a basis for the final examination of the student teacher.

Pre-teaching preparation should be made to improve the organization of teaching practice. Adequate internship practices should be exercised and the theory classes should be suspended.

(6) Problem of Supervision of Student-Teaching—The purpose of supervision is the improvement of instruction in the student teaching situation. The supervisor organization for practice teaching and the supervisory techniques and practice aim in bringing improvement in the instructional activity of the student teachers by familiarizing the student teachers, with various techniques, and practical skills in teaching and help them to develop confidence in facing the classroom situations. This is done through following two types of Supervision—

(i) Supervision before classroom teaching—It aims at guiding the student teachers in planning their lessons, learning to organize contents of their teaching, formulating suitable gestures of right type to evoke right responses from the students and developing other related abilities and skills that enable them to enter and successfully face the class with confidence. At present the students are asked to prepare the lesson-plans themselves without introducing them with its proper procedure. The lesson plans are checked superficially. No discussion is made by the subject method specialist. The students enter the classes without having any type of previous knowledge of facing the classroom situations.

(ii) Supervision during the classroom teaching—It is generally exercised by the teachers of training colleges in local schools selected from amongst those in the vicinity of the training institutions. In team supervision team of two or more teachers supervise the teaching of student teachers in a school. The team of supervisors may or may not relate from one school to another. The teaching of student teachers is supervised by teachers who may or may not be the method

specialists. The student teachers receive a general supervision from the college supervisor who is neither subject method specialist nor an active school teacher of the subject for years. These supervisors offer descriptive type of criticism, while constructive type of criticism is desirable. Their remarks are related to the general personality of the student teachers. The supervisor seldom critically appreciates the student teacher's knowledge of the subject and the order of its presentation to the students. He fails to supervise all the lessons taught by a trainee. The percentage of lessons supervised by the subject method specialist varies from 5% to 25% of the lessons taught by a student teacher due to the faulty staffing pattern resulting in shortage and non-availability of the Education. Secondary Training institutions and University Departments of Education. The members of the staff in all such institutions are by and large inadequately prepared for the job. Only 5% have a doctorate degree among secondary teacher-educators. The elementary stage presents still worse situations. The majority of teacher-educators at elementary stage are graduates with a bachelor's degree in education. Holders of master's degree are very rare in pre-primary training institutions and the special fields, viz.; physical education, guidance and counselling, science education, Hindi teaching, English teaching, audiovisual instruction and craft education.

The major weakness in the existing system of professional education is the same as was stated by the **Education Commission in 1966** : *"By and large, training institutions for primary and secondary teachers have remained isolated from the main stream of the academic life of the university, as well as from the daily problems of the schools. The quality of training institutions remains with a few exceptions, either mediocre or poor. Competent staff is not attached, vitality and realism are lacking in the curriculum and programme of work which continues to be largely traditional, and rigid techniques are followed in practice teaching, with a disregard for present day needs and objectives."*

Following are some of the glaring defects which persist in teacher education programme in India Defective Courses of studies in continuation of the patterns adopted more than a quarter of century ago, teacher Education courses at different levels embody a course content unhelpful in preparing an effective teacher. The theory courses have no articulation with practical work and teaching skill requirements. The application of theory to practice leaves enough room for revision and restructuring. The weightage on content is negligible. The methods courses are wanting in practical bias. The emerging concepts of educational technology have yet to make an impact. There is hardly a conceptual framework in the over-all course structure. The practice teaching course is a meaningless ritual. Its carryover potential is very poor in the development of a dynamic strategy for handling instruction problems in actual classrooms.

(7) Faulty Methods of Teaching—In India teacher educators are averse to innovation and experimentation in the use of methods of teaching. They use the traditional method of instruction, lecturing and dictating of notes. Their acquaintance with modern class-room communication devices is negligible. Their lectures are dull, monotonous and uninspiring. Student teachers talk about the methods but cannot use them with facility and ease. The teacher educators have no planned and systematic awareness and control over the instructional technology.

(8) Absence of Professional Attitude—In India the entire teacher education programme is lacking in professional attitude which is so important for a sound programme of teacher education. In some states the teacher education programme has been commercialised. Optimum saving is made through the revenue raised by such departments. This has resulted into sub-standard facilities in the colleges. It is also reflected in the policies followed in the recruitment of teacher educators whose poor quality coupled with the sub-standard provision of facilities, is largely responsible for lack of vigorous and dynamic programme on the campus. The effort to build a proper democratic attitude through a community life gets undermined. No attempt is made for the development of sound professional ethics during the period of teacher education.

(9) Isolation of Teacher Education Department—As has been observed by the Education Commission the teacher's education, both a primary and the secondary level, has become isolated from schools and current development in school education. In the schools the method of teaching curricula and various other requirements in are different from those advocated and actually implemented in the teacher education departments. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher. The teacher education departments only observe the formality of finishing the prescribed number of lessons not carrying for the soundness of pedagogy involved in the procedure.

(10) Poor Academic Background of Student Teachers—Proper admission procedures are not observed in most of the institution.

Most of those applying for admission to teacher education departments do not have the requisite motivation and the academic background for a well deserved entry in the teaching profession. Therefore they remain in different to work and studies. In some states the girls because of their merit get admitted in a sizeable proportion though they never enter into the teaching profession and are not willing to serve in the rural areas. This has created the problem of untrained teacher backlog. In some of the states the female teachers are available for being hired on considerably reduced rates of emoluments.

(11) Lack of Proper Facilities—In India, the teacher education programme is being given a step-motherly treatment. About 20 per cent of the teacher education institutions are being run in rented buildings without any facility for an experimental school or laboratory, library and other equipments necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

(12) Lack of regulation in Demand and Supply—In majority of cases the State Education Departments have no control on starting of post-graduate teacher education departments. The teacher education departments have no data on the basis of which they may work out the desired intake for their institutions. There is a considerable lag between the demand and the supply of teachers. This has created the problems of unemployment and underemployment.

(13) Lack of Interaction with the Main Academic Stream—As the teacher education departments in the states are cut off and isolated, they cannot function as models for the University Departments. Other university departments treat the teacher training section as something inferior. They do not collaborate in any programme sponsored by teacher education section. Teacher education departments have not been able to make any dent even in such areas as evaluation, teaching methods and curriculum development.

(14) Inadequate Empirical Research—In India, research in education has been considerably neglected. Whatever research is being conducted is of a very inferior quality. The teacher education programmes have not been properly studied by undertaking any systematic research. Unwarranted suggestions based on speculation are the guiding principles in teacher education programmes.

(15) Lack of facilities for Professional Development—There is lack of facilities for the professional growth of the teacher educators. Even the Summer institutes being run with the help of UGC and NCERT are not able to deliver the goods. Most of the programmes are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalisation of teacher education in the country.

(16) Insufficient Financial Grants—In most of the states teacher education is still-being run by the fee collected from student-teachers. While the share of state grant is much too small. Most of them are in a bad shape of a sub-standard nature. ●

Q.3. Suggest some remedial measures for solving problems of teacher education in India.

Ans. Remedies to Problems of Teacher Education

(1) Reorganisation of Courses—Pragmatic researches should be conducted by universities to arrive at the course structure helpful for realisation of the goals of teacher education. The ratio of theory and practical work should be studied and a special programme should be developed for recording various types of the practical work/practical activities required in schools. A comprehensive job analysis of teaching in schools should be made the basis for re-casting of courses.

(2) Suitable Method of Teaching—The method of teaching in the teacher education departments should inspire appreciation among other departments of the university and colleges.

(3) Innovations—A teacher education department should, conduct special innovative programmes in the following directions: Seminar, combining of seminar and discussions with lectures, team teaching, panel discussion, and projects sponsored by the faculty members for improvement of learning in various spheres,

(4) M. Phil (Education)—M. Phil, programme terminal and preparatory should be organized for such students who hold Master's Degree in other disciplines.

(5) Development of professional attitude—The colleges of education should be equipped with facilities for organising various types of activities such as daily assembly programmes, community living, social work, library organisation and other curricular activities which promote democratic spirit of mutual appreciation and fellow feeling.

(6) Co-operation of the Practising Schools—The members of the staff of teachers colleges should be closely associated with the schools. The faculty members of teacher education departments should work in schools on regular basis from time to time. The senior teachers of secondary schools should be brought in the fold of teacher education department and mutual dialogue should be initiated. The courses of studies, the practical work and practice teaching should moderate in such a way that they have useful implications for improving school practices.

(7) Proper Admission Procedures of B.Ed.—This should be completely systematised. Steps should be taken to make it fool proof against tempering and meddling. Suitable procedure should be evolving through studies. Confidence in procedure of admission should be restored.

(8) Demonstration school—It should be made integral part education department. Definite norms should be followed for certain facilities such as laboratories, libraries and other important audio-visual moment.

(9) Planning Unit—There should be a planning unit in each State Education Department to regulate the demand and supply of teachers at various levels of schools. It should be responsible for projecting future requirements of teachers in various categories.

(10) Nucleus for Research—The teacher education department should be made a nucleus for research on teaching, curriculum and evaluation, entrusted with the responsibility of sponsoring programmes for extension such as bringing the community into close contact with the university academicians. It should be improved with the help of the university professors of eminence. To improve the quality teacher education programme there should be a free exchange of scholars from one department to another particularly in the subject of natural and biological science and languages.

(11) Provision for Funds—The state Government should make adequate provision for funds for teacher education departments which should be treated at par with other colleges and departments of the university for all sorts of grants. Special assistance may be given for running an experimental school and holding of practice teaching sessions in various schools.

(12) School of Education—There should be at least one School of Education in each state to provide different levels of teacher education programmes.

(13) **Staff College**—There should be a staff college for in-service education of training college and university teachers.

(14) **Supply of Reading Material**—State wise organisations should be set up along the lines of Hindi Granth Academies in close cooperation with teacher education institutions and departments to encourage and provide good professional literature to students of education.

(15) **Faculties of Education**—In order that teacher education institutions and departments enjoy greater autonomy and freedom in formulating programmes. Universities should institute independent Faculties of Education.

(16) **Correspondence Courses**—Correspondence courses should be provided in teacher education with a strict screening for admissions and a rigorous style of assessment.

(17) **Libraries**—In each state there should be a special library for teacher education with a complete and comprehensive *Reference Section* equipped with all available journals for use by all researchers.

(18) **Documentation Centre**—A Documentation Centre must be set up to code all research material relating to Education. ●

Q.4. What are the Postulates for Reshaping Curriculum in Teacher Education ? Describe the recommendations and suggestions given by the Kothari Commission.

Ans.

Meaning of Curriculum

Etymologically the term “Curriculum” is derived from the Latin word ‘Currere’ which means ‘run’. Thus curriculum means ‘a course to be run for reaching a certain goal’. In recent years the term curriculum has come to mean all the planned activities and experiences which are available to students under the direction of the school. In the words of **Kerney and Cook**, “*It is a complex of more or less planned or controlled conditions under which students learn to behave and to behave in their various ways. In it, new behaviour may be acquired, present behaviour may be modified, maintained or eliminated; and desirable behaviour may become both persistent and viable.*” Curriculum includes both the curricular and co-curricular activities. It is the sum total of good learning experiences that the students have in order to achieve the goals of education which determine the direction of these experiences.

Objectives of Curriculum

- (1) To draw out, cultivate, excite and inspire the full development of each student.
- (2) To create an atmosphere in which students will learn to think critically and constructively and seek truth and solve problems.
- (3) To help students in establishing values through intimate acquaintance with the humanities, the arts, the natural sciences, the social sciences and religion.
- (4) To develop the character of students integrity, honesty, judgement, co-operation, friendliness and goodwill.
- (5) To prepare men and women for citizenship in a democratic society where freedom and liberty go hand in hand with law and justice and where responsibility, national and international, is a characteristic of the individual.
- (6) To meet the needs not only of more students, but of students with a wide range of ability, aptitudes and interests.

Flexibility of the Curriculum

(1) **According to Different Communities**—Curriculum is not rigid and static. It is dynamic and flexible. It changes constantly with the changing needs and ideals of society. In Independent India Curriculum in schools can never remain the same as it used to be in schools during the British regime or in Gurukul in ancient India. Curriculum in elementary and secondary schools in England is not the

same as in India, in the U.S.A., in Russia or in Japan. As the demands, ideals and aspirations of different social groups differ widely so curriculum offers a wide contrast.

In India, there are a large number of communities, living in the hilly area, the plain area, the desert area, the plateau area and coastal area all having their own peculiar individuality, environment, customs and needs. Therefore, the same curriculum cannot be forced upon all irrespective of their needs and environment. It must differ from locality to locality and from society to society.

(2) According to Individual Capacities—The learning capacity of children, differs from individual to individual. The activities, through which knowledge is expected to be gained, also differ according to the resources of different schools and the characteristics of pupils, studying therein. So the curriculum may also vary from school to school, from grade to grade and even from scholar to scholar. According to modern trends in the educational process, the curriculum “can be outlined only in a general way, allowing enough scope for variation within the general framework.”

The National Council of Teacher Education (NCTE) set up by the Govt. of India in 1973 designed following Framework of Teacher Education Curriculum in 1978.

NCTE MODEL-1

Teacher Education Curriculum Frame Work (1978)

This frame work was prepared by a NCTE Committee of Experts in Teacher Education and later on approved by a Joint Session of the U.G.C. Panel on Teacher Education and the relevant committees of NCTE. This Committee observed that although nomenclatures have changed such as “Education” instead of “Training”, the system in practice has by and large remained unchanged. The existing system is static and rigid and cannot cope with the new national goals. It provides the student-teacher very little awareness of the role education can play in transforming the present Indian society into a truly democratic, socialist and secular society that we wish to build up in the country. Vitality and realism were lacking in the curricula and the programme of work continued to be largely traditional. The teacher-educator fails to impress upon the trainee about their usefulness and applicability even in a limited area like methods of teaching as he himself rarely uses any method other than the ‘talk and chalk’ method. Regardless of the nature of the subject-matter and the objectives to be achieved in terms of behavioural changes set patterns of lesson planning and rigid techniques of teaching are followed in practice-teaching. Evaluation procedures followed for assessing the competencies of the world be teachers, are by and large, subjective and unscientific, seeking to find out mainly how successfully factual knowledge has been memorized.

Salient Recommendations

The salient recommendations of this Frame Work were as follows—

(1) Relevance of the Curriculum to the Personal and Social Needs of Children and Schools—If education has to become an effective instrument of social change the teacher has to be an agent for this transformation. The education imparted should have relevance to the personal as well as social life and needs and aspirations of the people. The relevance of the curriculum of teacher education should be viewed. Correspondence between the school curriculum and the teacher education curriculum has to be brought about. The pedagogical theory should reflect national ideology and the problems and issues that society is facing today. Discussion of these will create in the student-teacher awareness of the national scene and sharpen his social sensitivity there may, have a similar impact on the children. The content and methods of teaching all the courses should be made relevant to Indian conditions.

(2) Flexibility within the Framework of Acceptable National Goals and Values—If teacher education has to be relevant to the life, needs and aspirations of the children and the community to which they belong, it should become flexible. The rigid and unrelated programmes of teacher training existing at the pre-school, the primary, the secondary and a few at the collegiate level under the control of

different agencies should be changed. A system of teacher education should be developed to make for the mobility of entry and exit of a teacher-trainee at different stages of teacher preparation.

Flexibility is urgently required to break the barriers between the stage-wise teacher education programmes as well as between different disciplines. In order to develop itself and to gain status as a discipline, Education has to bring other disciplines into its fold. A teacher-trainee should have freedom to move from one discipline to the other without much loss of time and efforts put in by him at a particular stage of his education.

(3) Flexibility for Relevance—The rapidly expanding frontiers of knowledge in science and technology and socio-economic conditions of our country have made the relevance of education without flexibility is like to be short-lived. Therefore, it should be possible to develop multiple teacher education modules, catering to the needs of the States and the local communities within each State. Flexibility for relevance acquires greater significance, when one thinks of teaching modes and methods specifically for non-formal education and of providing variety of learning experiences to teacher-trainees in order to make them initiate social action for the necessary transformation of the society.

(4) Flexibility for Continuing Education—There is a need to refresh the content and methodology that teachers use from time to time. Effective ways and means and an efficient organization for attaining this goal have yet to be found out. Efforts to organise these programmes through the extension departments of teacher training colleges have not paid expected dividends. There is an urgent need to develop a system so flexible that the continuity between pre-service and in-service education of the teacher is properly maintained. This requires a flexible relationship among the agencies controlling teacher education, such as state departments of education, universities and state boards of teacher education. It also demands that rewards in terms of university diplomas, promotions in the service or financial benefits must be forthcoming whatever procedures may be adopted for upgrading the in-service education of the teacher, formal (contact) or non-formal (correspondence) or a combination of both. The individual's initiative and efforts of continuing his education must be given recognition.

(5) Flexibility for Mobility—The curriculum for different stages of teacher education should be organized to permit mobility of the trainee both horizontal and vertical. Horizontal mobility means that a student entering the University to pursue his undergraduate study 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. For example, if a university offers courses in sciences, humanities, education, commerce, technology, etc., the system ought to be so organised that a student is able to make entry from one into another area of discipline without sacrificing much of his time and efforts. Vertical mobility means that, if education courses are offered from the pre-school to the post-graduate level, a student has the freedom to move from one stage to another, without much loss of his time and efforts. It is possible to achieve both horizontal and vertical mobility.

(6) Interdisciplinary and Integrated Approaches in Teacher Education—Attempts to develop interdisciplinary research even at the university departments and special research institutes, have not been very successful in India. Co-operation and communication among social scientists have not been easy and productive. It is not an easy job to bring about integration of facts and concepts belonging to different disciplines, even though they may have some common bonds. Yet, a serious effort must be made to move away from isolated subjects towards their integration. The 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 area of work-experience, health, physical and recreational education, along with social service.

(7) Education as a Discipline—Making a strong plea to develop education as a separate academic discipline in order to break the isolation of teacher education from the Universities **The Education**

Commission (1964-66) stated: *“Our first suggestion is that education should be brought into the main stream of the academic life of the universities. In India, the general trend has been to identify education with pedagogy; it has been taught mostly in training institutions and is studied only by those who decide to enter teaching profession, after such a decision has been made. In the educationally advanced countries, however, education had developed considerably as a social science and a separate academic discipline. The realization that education is an instrument of change-social, political and economic is having far reaching implications, not only for education as an intellectual discipline of great scientific and philosophic import, but for other disciplines as well. It is also worth noting that philosophers and social scientists have begun to give special attention to education as an important part in their fields of study. We, therefore, recommended that in view of the increasing scope and importance, ‘education’ should be recognised as a social science or an independent discipline.”*

Education Commission recognised the potential of education to develop into a discipline as well as pedagogy. Hence precisely for this reason, has been recommended the idea of running parallel courses in various disciplines including education under the same roof.

(8) Task-oriented Teacher Education—Education has been mostly identified with pedagogy, and for all these years teacher training institutions have been emphasizing training aspect more than the discipline aspect of education. However, in view of the recent developments in the field training aspect also needs modification. It is, therefore, necessary to elaborate the task-oriented (performance-based) teacher education. The nature of teacher education, its study and practice, 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, such as identifying the objectives of teaching of a given subject-matter, communicating an idea, demonstrating an experiment, making a film-strip, taking the children on a field trip, guiding an emotionally disturbed child, winning over the confidence of the parents of an under-privileged child, playing the role of leadership in tackling problems relating to family planning, pollution, delinquency, and soon. One requires an enormous amount of training to be an accomplished technician to handle such and similar tasks.

(9) Practice Teaching/Internship—The training, of student teachers is carried out under two nomenclatures practice teaching and internship. Internship is a more comprehensive concept and its introduction in teacher education was aimed at enlarging the scope of experience needed to prepare a more competent teacher. It was realised that in realistic situations such experiences would facilitate, if not accelerate, the process of socialization of a teacher and minimize the time, energy and efforts spent in on-the-job learning. However, in actual practice, internship programmes have hardly gone beyond what is being done under practice teaching. For developing a task-oriented teacher education system, practice teaching should be more realistic and suited to the actual classroom situations. Teacher-educators should themselves participate in classroom teaching in the cooperating schools to have first-hand experience of the actual conditions prevailing in the schools. This would demonstrate good teaching practice for the benefit of the trainees. Every teacher training institution should have one or more cooperating schools to be used for practice teaching by the trainees. The teaching staff of the cooperating schools should also be associated with the teacher training programme.

(10) The Semester System—For the implementation of all the above recommendations the year wise course will have to be replaced by the semester system. Each semester should consist of not less than 120 full working days including examination days. Innovation is needed in devising content and core as well as special education courses for teachers of the pre-school, primary, secondary, higher secondary and collegiate levels. These courses will have to be offered in terms of credits, of which the details can be worked out by each institution or university itself. The requirement for earning a certificate, a diploma, or a degree may be specified in terms of a certain number of credits. Further specifications may be made in terms of percentage of credits for each of the area of study required for the award of a diploma or degree.

(11) Evaluation—A reliable and valid internal system of evaluation should be developed for the development of socio-emotional characteristics of the teacher-trainee and performance-based teacher education. The focus has to change from assessing to guiding. Assessment should remain a ‘ means to check whether a desirable development has taken place in the teacher-trainee. Evaluation has to become continuous. A variety of modes and means of collecting reliable and valid information regarding the comprehensive growth and development of the teacher-trainee should be adopted. Formal tests and examinations may be given due place but more emphasis should be placed on observation of evidence of growth during the process of education. In place of the so-called impersonal and objective normative approach and measuring personality traits a sort of clinical approach with a warm and personal touch should be introduced. The goal should be to make assessment it completely internal as early as possible. The internal and external assessment should not be added together into a single aggregate.

(12) Experiments, Innovations and Research for Development—Research and experimentation in the weakest spot in the entire gamut of teacher education because the Indian researcher in education has been generally using tools and instruments of research without considering their suitability to the local conditions. Research has become more a fashionable, theoretical exercise rather than a practical pursuit for finding solutions of educational problems. The researchers should now identify urgent problems and develop original theories, concepts, measuring instruments, and appropriate evaluation techniques, to indigenously develop empirically validate models and modules of teacher education. In order to develop indigenous theories of teacher education, it is essential that the kind of experiences and training to be provided for researchers should be made available from the Pie-school stage. Elements of research methodology should form a part of the total curriculum of teacher training. The teacher trainee should be provided with experiences to make him aware of the possibilities of testing hypotheses, verifying the efficacy of certain practices related to the teaching-learning process in day-to-day situations, using various scientific methods, such as, observation, case history, action research, experimentation etc.

Difficulties of Teacher Education Curriculum in India

- (1) It extends to a very short duration.
- (2) It overemphasises methods of teaching and ignores knowledge of the subject-matter.
- (3) It is not integrated in terms of theory and practice.
- (4) It is not Indian in character and composition.
- (5) It is out-dated in courses and superficial in methods of training.
- (6) It is not flexible and is not based on the current educational research.
- (7) It is not related to the actual needs of schools and society.
- (8) Its practical aspect is inadequate and perfunctory.
- (9) The staff of the most teachers colleges is not very competent.

After independence in India, attempts were made by individual experts and professional bodies to frame a new curriculum for teacher training institutions. To make the teacher training a comprehensive experience consisting not only in developing some teaching skills but also some basic understandings and right attitudes in teacher the old term B.T. has been replaced by the broader term B. Ed.

Basis for Improving Teacher Education Curriculum, but new models of curriculum do not suit to the Indian conditions or context. They are rather partial adjustments in the old pattern of teacher education.

A clear analysis and a correct answer to the fundamental issues must be found out before a new or appropriate curriculum of teacher education could be framed. Some of these basic issues are as follows—

- (1) National ends and purposes.
- (2) The role expected from the trained teachers in our changing society.

- (3) Quantity of general and professional education required need.
- (4) Competencies and skills desired to deal fairly well with the children, colleagues and parents.
- (5) Types of teachers required for schools where future citizens or manpower is to be produced.
- (6) Affect of the training of teachers on the quality of education in India.
- (7) Priority of teacher training programmes in the schemes of national development.
- (8) Percentage of national budget to be spent on such programmes.
- (9) Organisation administration and control of training programmes in the whole educational set-up.
- (10) Lack of consensus on the fundamental objectives of the entire B. Ed. programme in the light of demands on the teacher from social, psychological and other considerations.
- (11) The social objectives of the modern India, with particular reference to general education.
- (12) The social perspective in which the teacher is living and for which he is to prepare the future generation.
- (13) As there is a compelling demand of content of subject-matter over teacher education in view of tremendous explosion of knowledge, the content-method quality is, therefore, claiming new dimensions for teacher education.
- (14) The concept of teaching itself is changing. Teaching is considered more than imparting knowledge and communication information. It is considered as 'helping' learners to learn by themselves, to acquire skills and develop attitudes and values in the changed social context.
- (15) The role perception of the teacher has changed. Learning is considered as behaving and the success of learning is to be judged by the change of behaviour that results from learning. A teacher is not merely a communicator of knowledge; he has to be a director of learning, a transmitter of culture and value; a person who teaches by behaving in the manner he would like his pupil to behave.
- (16) Education today is a powerful instrument for social change. The teacher has to be an agent of change, a social engineer and an architect of the future society. Teacher's work is, no longer confined to classrooms and subject teaching alone. He has to take leadership in the total social and cultural transformation of society.
- (17) *"The concept of schools is also changing. It must directly and indirectly participate in improving the immediate environment, in which it is located, through continued interaction between itself and the local community."*

All these current tendencies have implications for curriculum change in teachers colleges. Naturally, while determining the various elements of the programme of teacher education we have to pay adequate attention to the following—

- (i) Development of the basic insights and understandings without which a beginning teacher cannot start his work in the classroom.
- (ii) Development of ability in the future teachers to understand the growth process, problems of behaviour peculiar to the concerned age group and the learning process.
- (iii) Development of fundamental skills and attitudes needed of a beginning teacher.
- (iv) Initiating the teachers to the teaching profession, developing in them a sense of belonging to it and motivating them for further growth while in service.
- (v) Development of competencies in the teachers to design curriculum according to individual needs and also according to the changing needs of the society.
- (vi) Development of scientific attitude in teachers for undertaking experimentation and innovation in education.
- (vii) Development of attitudes and values needed from cultural citizens of a free society.

The teacher training curriculum should be flexible enough to meet the needs of both the average as well as the creative teachers. One cannot expect all the teachers to be creative in their outlook and

performance in classrooms. As educational opportunities are being increasingly opened out to more and more children classrooms are getting crowded. Therefore, teachers of diversified caliber are to be drawn from various strata of society. While designing training programmes this diversity in the attainments and preparation of student-teachers has to be recognised. There for the formation of attitudes and skills should receive proper consideration because their formation demands concentrated and purposeful practice. As training college programme is over-crowded therefore, there is hardly any assimilation of facts and ideas. Assimilation and internalization of knowledge require time for concentration, thinking, critical examination, hypothesization and try out. As MC Nair Committee report pointed out the students in training '*should not hurry through the programmes, rather they should live through them*'. Since the publication of the Report of the Education Commission (1964-66) added significance and poignancy has accrued to the quality of teacher preparation.

Education Commission's Recommendations

The Commission observed, "*The Destiny of India is now being shaped in her classrooms. This we believe is no more rhetoric. In a world based on science and technology it is education that determines the level of prosperity, security and welfare of the people*". The commission accepted education as the main instrument of change which can greatly engineer national development through self sufficiency in food, economic growth and full employment, political development and social and national integration. The commission felt that the Educational Revolution should relate education to life, needs and aspirations of the people. In chapter third the commission accepted the crucial role of teachers in this process. The commission observed, "*Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant*".

Education of secondary teachers in India is more than a hundred years old. During this period the concept of training has changed tremendously. Earlier the emphasis was on tricks of the trade viz., class management, blackboard work, transmission of information, etc. During the present century, particularly since independence education of teachers in India has come of age. There is much influence of educational psychology. Emphasis has been widened to include the entire spectrum of a teacher's work in and outside the class and even outside the school. The expansion of education and concern for children necessitates qualitative improvement. The fact that India is a democracy has added a new dimension to teacher preparation. India is a multilingual, multireligious community. Therefore, teaching of religion and morality should be kept out of schools. At any rate it should not be compulsory for all children. The fissiparous tendencies have to be fought and national forces strengthened in order that India becomes a strong secular democracy where the worth of the individual becomes the basis of his progress and equality becomes more real. This has necessitated strengthening of teacher training particularly in the areas of philosophy, sociology and problem of education.

Today numerous agencies are involved in updating programmes of teacher preparation. The Indian Association of Teacher Educators, as also the major universities have played a significant role. A task Force of the Education Commission had also addressed itself to this work. However, the programme is still not answering all the purposes. Therefore, the Department of Teacher Education in the NCERT considered undertaking this task with the help of University Professors. The stage has reached when the universities and training colleges should base their programmes more and more on research finding and experimentation because while the problems and inadequacies of the programme are dimly recognised the solutions are not clearly known. Selection procedures, programme of teacher education and evaluation, all the aspects will have to be modified. ●

Q.5. Enumerate the qualities of a successful teacher, suggest some programmes for improvement.

Ans.

Traits of A Successful Teacher

A. S. Barr classified characteristics of successful teachers under the usual knowledge, skill and attitudes and arrived at the following traits of a successful teacher—

- (1) Good cultural background.
- (2) Substantial knowledge of the subject taught.
- (3) Substantial knowledge of professional practices and techniques.
- (4) Substantial knowledge of human development and learning.
- (5) Skill in the use of language, spoken and written.
- (6) Skill in human relationships.
- (7) Skill in research and educational problems solving.
- (8) Effective work habits.
- (9) Interest in pupils.
- (10) Interest in the subject.
- (11) Interest in teaching.
- (12) Interest in school and community.
- (13) Interest in professional cooperation.
- (14) Interest in professional growth.

Recommendations of the Kothari Commission

Kothari Commission pointed out that, “*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.*” With this view, the Commission suggested to improve the quality of teacher education through the following—

- (1) Organisation of well-planned subject orientation or content courses in collaboration with university departments or postgraduate colleges lending insight into basic concepts to be taught;
- (2) Introducing integrated courses of general and professional education in universities;
- (3) Vitalising professional studies and basing them on Indian conditions through the development of education 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 seasonal work as well as practice teaching;
- (5) Improving practice teaching and making it a comprehensive programme of internship;
- (6) Developing special courses and programmes;
- (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.

The present curriculum of teacher education is heavily concentrated on professional skills and methodology of teaching. It has very little bearing on the development of personality of teacher, his social competencies and his conceptual abilities in terms of creative ideas, schemes, plans or researches. A teacher has become a consumer of educational thought and not a critic or a creator of a new educational material. A balanced curriculum of teacher education should provide him with an opportunity of his all round development as a man of creative imagination rather than be a technician of teaching or a manager of classroom.

Hence a comprehensive curriculum of teacher education should include courses on all the phases of teacher’s total development. It should offer equal weightage to the different types of courses meant for building various understanding and skills of teachers. In a three year integrated degree course, half the period should be devoted to the development of personnel, social and conceptual skills and the

other half to the professional teaching skills. In a year's course for graduates, the entire period should be devoted to both the professional skills and the personal as well as social skills because the conceptual skills have already been given a good deal of attention during their undergraduate course. ●

Q.6. Discuss the Qualities of Teachers.

Ans.

Teacher Qualities

(1) **Knowledge of Objectives**—The secondary school teacher should know the objectives before the nation in terms of economic, social, political and cultural growth. This should engender in him the ability to train present generation of students into enlightened citizen of India.

(2) **Information about Indian thought and culture**—He should have good information about Indian thought and culture from ancient times to the present. It will help him to have an adequate and healthy personal philosophy of life which is a must for a teacher.

(3) **Appreciation of Challenges and responsibilities**—He should appreciate the challenges of the profession and its basic responsibilities which may even compensate for its handicap. This will engender an optimistic attitude towards his job and spontaneous pleasure in teaching.

(4) **Importance of the Job**—He should have a clear perception of the importance of his job for the nation and should take consequent pride in the teaching profession.

(5) **Democratic Values**—The teacher should respect values of democracy, *i.e.*, appreciate people or groups different from one's own.

(6) **Emotional Development**—He should have healthy emotional development and be cheerful in disposition, if a teacher is joyful, children will rejoice in life with all its variety.

(7) **Leadership**—He should keep in touch with the parents and the community, explain to them his own ideas about schooling and receive their support and cooperation. He should exercise leadership in the community and win the esteem of adults as well as the pupils. He should relate school activities to the ongoing process of community improvement.

(8) **Wide Reading**—A teacher should be well informed, curious and alert. He should not only have a thorough command of the subject taught or skill is imparted by him but should also have habits of wide reading including current journals and magazines.

(9) **Communication Skills**—He should have a high degree of communication skills, clarity, precision and logic.

(10) **Understanding of the learning process**—He should have a clear understanding of the learning process and methods of guiding children to learn. This includes ability to devise new methods of organising class work. He should not be so rigid as to be incapable of falling in line with new trends.

(11) **Not too much Drilling**—He should not resort to too much instruction and drilling. Drilling can get good results but is of no use in the long run. On the other hand children should be guided on to the right track and left to do their own thinking.

(12) **Use of Audio-visual Aids**—He should be able to use audio-visual aids effectively. He should clearly understand when and why to use them. He should even have the ability to prepare simple aids.

(13) **Use of Evaluation**—He should be able to use mode revaluation techniques, interpret and communicate result.

(14) **Co-curricular Activities**—He should be able to organise and participate in co-curricular activities.

(15) **Understanding Syllabus**—He should understand the underlying purposes and scope of the syllabus.

(16) **Loyalty**—He should be loyal to the school, get along with the colleagues and cooperate in maintaining tone of the school.

(17) **Use of Applied Psychology**—He should understand applied aspects of psychology. He should know adolescents' characteristics physical, mental, emotional, their needs and ways of meeting the same.

(18) **Sharing**—He should share children's esteem through—

- (i) Pleasing personality which yet commands obedience and respect.
- (ii) Love for children enthusiasm, friendship and understanding behaviour towards them.
- (iii) No discouragement to inquisitive pupils or to slow learners.
- (iv) Adjusting teaching to the needs of individual differences.
- (v) Accuracy of information.
- (vi) Motivating students to learn and get along even without his step assistance.
- (vii) Helping children to arrive at generalisation on the basis of evidence drawn mostly from their own direct experience.

Thus, a successful teacher takes responsibility for planning, guiding and evaluating education. He is an individual with culture and citizenship who believes that his job is critical to the progress of the community and the nation. In view of such realization UNESCO in its Resolution of October 5, 1968 on the status of teacher said, *"Policy governing entry into preparation for teaching should rest on the need to provide society with teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills."*

In his Report on the Education of American Teachers, 1963 **J. B. Conant** indicates four fold purposes of teacher preparation programme.

- (1) Teacher should understand democratic social component, *i.e.*, they should be enabled to look on pupils as future citizens and to have a positive attitude towards democracy and democratic way of living. (Personnel philosophy of life and awareness of cultural values of India).
- (2) Teachers should be enabled to understand social behaviour of children.
- (3) Teachers should understand growth of children.
- (4) They should understand principles of teaching. According to an experienced school Principal, the training programme should enable a teacher to know that teaching children is his duty and that it is far away from merely presenting subject matter.

A thought purpose for training colleges was laid by the International Team on Secondary Education in 1954. *"The Status of teachers in a Community of a Society is an intangible factor for which teachers themselves are primarily responsible. They, like anyone else, must earn recognition; it cannot be handed to them. In this rests a challenge for Teachers' colleges."* **The Sampurnanand Committee** laid down, *"It has now become important to give to the teachers programme of training that will help them achieve a national outlook, a sense of citizenship and unity and cultural and intellectual integration."* The Radhakrishnan Commission wanted the teacher training programme to aim at linking courses in methods, in psychology and in principles of Education *"with what the student is seeing for himself in school during the practical part of his course."* ●

Q.7. Give an outline of theory and practical courses of B.Ed., programmes and account for their justification.

Ans. Steps in Formulation of a New Programme

Ans.[I] An analysis of the existing B.Ed., level programmes was made seeking opinions of educationists, teachers and principals about the highly useful and otherwise parts of the programme and Review of the Reports on the Subject.

[II] (1) An All India Conference of Professors, Deans and Principals of Teachers Colleges was organised at Calcutta in March 1969 to consider all this material and to formulate a new programme. It laid down an agreed account of the role of the Teacher.

(2) It decided on the objectives of the programme. It suggested the details of the programme in the light of these objectives indicating specifically what items will sub serve which objectives. In this way overloading of items for the same objectives was avoided and all the objectives were taken care of. The draft programme was circulated to about 150 selected colleges and University Departments of Education for their opinion. It was also circulated and discussed at the annual Conference of Indian Association of Teacher Educators at Jodhpur. Most of the suggestions received were incorporated in this report. The suggestions made at the twelve Regional Seminar-cum-workshops on 'Student Teaching and Evaluations' have also been utilised. However, these suggestions are included in detail in the other Handbook issued by the Department.

According to (Status of Teachers UNESCO Resolution) *"The purpose of a teacher preparation programme should be to develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relations and a sense of responsibility to contribute by teaching and example to social, cultural and economic progress"*.

Specific Objectives of Teacher Education

I. Understanding Objectives

- (i) Knowledge of the structure, functions and interaction of society.
- (ii) Understanding of child development and learning process.
- (iii) Understanding of the problems of growing child,
- (iv) Knowledge of school organization and administration,
- (v) Knowledge and understanding of examination and evaluation techniques.

II. Skills Objectives

- (i) Ability and skills to use various teaching methods.
- (ii) Develop teaching skills and competencies to deal the subjects.
- (iii) The skills for effective communication and harnessing motivation.
- (iv) Ability to formulate specific objectives of teaching.
- (v) Ability to use the evaluative techniques us and organize co-curricular activities.

III. Attitudes Objectives

- (i) Healthy and positive attitude towards teaching profession.
- (ii) Scientific and objectives attitude towards the problems of teaching.
- (iii) Should have a democratic and nationalistic outlook.
- (iv) Sympathetic attitude for the problems of the student and give proper guidance.

B.Ed. Programme

In view of the above objectives the following courses of theory and practice are taught—

Theory courses carry 600 marks.

Practice of teaching 200 marks.

The programme has the following theory courses—

- (1) Theory of Education or Philosophical and Sociological Foundations of Education.
- (2) Educational Psychology and elementary educational statistics.
- (3) Problems of Indian Education in Historical Perspective.
- (4) Methodology of Teaching or Technology of Teaching.
- (5) Methods of teaching the school subjects as elementary course or one school subject as advanced course.

- (6) Specialization or optional course one—
- (a) Educational Measurement and evaluation.
 - (b) Educational Vocational Guidance.
 - (c) Educational Administration and Supervision.
 - (d) School Organization.
 - (e) Population Education.
 - (f) Health Education.
 - (g) Basic Education.
- (7) Methods of teaching Two School subjects. The following are school subjects of which any two subjects are offered for teaching practice—
- [A] (1) Physics, (2) Chemistry, (3) Biology and (4) General Science.
- [B] (5) Mathematics, (6) Home Science, (7) Hindi, (8) Sanskrit, (9) English, (10) History, (11) Geography, (12) Economics, (13) Civics, (14) Social Studies, (15) Agriculture and (16) Commerce.

Each student teacher has to teach at least 20 lesson on each subject. Thus forty lessons are compulsory for appearing in practical final examination. Model lessons or demonstration lessons are given by the subject experts. Micro teaching and simulated lessons are organized in most of the B.Ed. departments and college of educations. In the final examination two lessons one in each subject are taught the student teachers. 100 marks are assigned to each lesson of the final examination. Seasonal work is to be submitted before the practical examination. The procedure of practical examination varies from university to university, but general procedure to more or less to the same. In B Ed, examination separate divisions are given in theory and practice of teaching.

The courses listed above would raise a doubt that there is not much improvement in the present B.Ed./D.Ed. courses as the number of theory subjects remains mostly the same. This doubt can be met with by ensuring that the course-contents are brief, sharp and pertinent to the goal of preparation of competent classroom teachers. The current B.Ed./D.Ed. theory papers have a lot of theory contents which do not direct contribute to the preparation of effective classroom teachers. These can be safely eliminated. A course should at best covered in 12 to 15 lectures.

Which Student-teachers should be exposed to well structured and sharply-focused theory courses they should be also taught in a way which make them intelligent and active recipient of knowledge and which help them to develop desired skills, imbibe desired interests and develop desired attitudes. These would come by practical work and direct involvement.



Chapter 3

AGENCIES OF TEACHER EDUCATION

“The realization that education is an instrument of change social, political and economic, is having far reaching implications, not only for education as an intellectual discipline of great scientific and philosophic import, but for other disciplines as well. It is also worth noting that philosophers and social scientists have begun to give special attention to education as an important part in their fields of study. We therefore, recommend that, in view of the increasing scope and importance, education should be recognised as a social science or an independent discipline.”

Q.1. What is the need and importance of teacher-education agencies / in our country? Describe the central and state agencies of teacher-education. *Or*

What is the need and importance of teacher-education agencies in our country? Describe the central and state agencies of teacher-education. *Or*

What are the centre agencies of teacher-education? Describe the role of NCERT and NCTE for the development of teacher-education. *Or*

What are the State agencies of teacher-education? Describe the role of university departments and college of education in teacher-education. *Or*

Write short notes on the following—

- (i) National Council of Teacher-Education (NCTE).
- (ii) Correspondence or Distance Education of Teacher-Education,
- (iii) Centre of Advanced Studies of Education (CASE) and,
- (iv) Summer Institute of Education (SIE).

Ans.

Agencies of Teacher Education

The development of a democratic country depends on the status of teachers. Teaching has been acknowledged as the noblest of profession. The society is indebted to the teachers for shaping the destiny of the nation through the education of young minds. This cannot be done by a teacher who looks upon teaching as a vocation and not merely as a profession. He should have high academic and professional attainments. He should be allowed to work peacefully. He should be provided necessary facilities so that he may lead a contented life and discharge his duties with devotion and integrity. He should be allowed to take part in public affairs like any other free citizen. The society should pay him due respect and show awareness of his great role.

Agencies of Teacher Education

(A) National Level or Central Agencies

- (1) University Grant Commission (U.G.C),
- (2) National Council of Educational Research and Training (NCERT),
- (3) National Institute of Educational Planning and Administration (NIEPA),
- (4) Indian Council of Social Science Research (ICSSR),
- (5) Centre of Advanced Studies of Education (CASE) and
- (6) National Council of Teacher Education (NCTE).

(B) State Level Agencies

- (1) State Board of Teacher Education (SBTE),
- (2) Universities Department of Education (UDE),
- (3) Continuing Teacher Education Centre (CTEC),
- (4) Distance or correspondence Teacher Education (D.T.E. or C.C.T.E.),
- (5) Summer Institute of Education (SIE) and
- (6) College of Teacher Education (CTE).

(A) Central Level Agencies**University Grants Commission (UGC)**

Established on 28th December 1953 at New Delhi. The U.G.C. given autonomy by Government of India in 1956.

(1) Functions—

- (i) It provides the financial assistance to universities and colleges to meet their requirement.
- (ii) It extends the financial aid for the development of universities and their maintenance.
- (iii) It provides a guide-line to Centre and State Government for giving grant to an university.
- (iv) It provides the grants for five years to establish as new university in the state.
- (v) It provides the grants for five years to start* new department or any academic programme in the university, but now state concurrence is essential,
- (vi) It encourages higher level research work and teaching activities by providing financial assistance.
- (vii) It provides the grants for higher education and new programmes in the universities and colleges.
- (iii) It provides the fellowship for teachers and project work for retired universities and college teachers.

(2) Teacher-Education Committees—To upgrade the standard of education UGC has formed 'Teacher-Education Committees' consisting of seven members for two years duration. It provides awareness of new innovations and research in teacher-education. The national fellowship and Teacher fellowship are granted for encouraging research and teaching work. The U.G.C. provides the Travel grants to the universities for attending international conference and seminars. Emeritus fellowships are provided for retired professors of the universities. Visiting professors are appointed from among the university professors for inter change programmes and delivering lectures. Presidential facilities for university and college teachers are also provided. Research associates are appointed for post doctoral work. Thus, U.G.C. has made a significant contribution for the development of Teacher-education.

(3) Research—The U.G.C. is giving substantial grants to university teachers for conducting their own researches. In 1953-54 The Ministry of Education initiated a scheme for giving grants to teachers, colleges and Departments of Education in the universities in order to enable them to carry out research on educational problems chosen by them and approved by the Central Ministry. The main purpose of the scheme is to provide facilities for research which, in many instances, has been held up owing to dearth of funds. It is to be carried on by the staff of the training colleges assisted by some research fellows assigned to them and some financial facilities. Equipment is provided to facilitate the completion of the projects.

(4) Centres for Advanced Studies—For the improvement of standards of teaching and research in India U.G.C. has setup Centres for Advanced Study in different branches of knowledge. It selected the Faculty of Education and Psychology, Baroda as the Centre for Advanced Study in Education which functions on an all India basis and aims at raising standards of teaching and research in education. It encourages team-work among senior teachers and scholars throughout the country; it has built up its programme in co-operation with research workers from outside.

National Council of Educational Research and Training (NCERT)

(1) **Establishment**—In the Third Five-Year Plan (1961-66) it was proposed to establish a training and research centre at the national level which should be an autonomous body and work for the promotion of research and training facilities in varied fields of educational activity. This led to the establishment of a National Council of Educational Research and Training in 1961 under the Society Registration Act of XXI Statute of 1860.

(2) **Governing Body**—It has responsibility of managing, directing and controlling the NCERT in accordance with its rules, regulations and ordinances. It consists of 12 members with the Central Education Minister as the President. It has a director as its head for executing and controlling the day-to-day work who is assisted by a joint-director and a full time secretary.

National Institute of Education (NIE) Located at Delhi, it consists of several departments, viz., curriculum teacher, preparation of instructional material, evaluation and extension etc. The Council has launched a large number of projects pertaining to basic areas of research in the field of teacher training and secondary education. Among them are :

- (i) To test the methods and technology of the development of curriculum and make it up-to-date.
- (ii) To develop teachers-guide, student work-books and audiovisual material aids as the systematic material for text books.
- (iii) To expand extension and field services for improving the quality of teacher education in the area.
- (iv) To suggest suitable reforms in the examination system and bring about an element of objectivity in it.
- (v) To provide in-service training in various subject-areas.
- (vi) To prepare a detailed programme of the education of science and mathematics which may help in the development of an industry at economy in the country.

(3) Organisation of NCERT

Departments—

- (i) Psychological foundation department.
- (ii) Science education.
- (iii) Teacher education department.
- (iv) Philosophical foundation.
- (v) Department of field services.
- (vi) Journal cell and ERIC (Educational Research and Innovation Cell)
- (vii) Department of curriculum and text-books.
- (viii) Basic education and Primary Education.
- (ix) Department of audio-visual education.
- (x) Adult education and Literacy.
- (xi) Central science workshop.
- (xii) Educational survey unit.
- (xiii) Work-experience and vocationalisation.
- (xiv) Central Institute of educational technology.
- (xv) Examination and evaluation unit.
- (xvi) Education of the handicapped and
- (xvii) Guidance and Counselling.

Institutes—The Council has also established State Institutes of Education Research and Training in each state four regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore catering to the need of the training of secondary school teachers and research works in this direction.

(4) 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 organise extension centres in training institutions with the cooperation of state governments and extend facilities pertaining to new methods and technologies among them.
- (iv) To publish necessary text books, journals and other literature for achieving the objectives,
- (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 arrange for the establishment of training institutes for the professional and scientific enhancement of teaching.
- (vii) To provide guidance and counselling services on a large scale.

(5) Various Programmes—

- (i) Investigating problems pertaining to in-service training, educational planning and administration at different centres located in states.
- (ii) Preparing charts, models, film-strips and audio-visual material for science and other subjects.
- (iii) Investigating the problems of basic education and implement the programme of adult education.
- (iv) Suggesting suitable reforms in the curriculum and methods of teaching of science and mathematics and develop proper educational material, equipment and text-books in this connection.
- (v) Expanding the scheme of social studies and prepares its terminology.
- (vi) Arranging for educational surveys in the field of group dynamics, direction and exchange of views on psychological basis.
- (vii) Conducting research for bringing about economy in the construction of schools building.
- (viii) Launching area wise researches pertaining to the problems of teachers, curriculum methods of teaching and technology.
- (ix) Arranging for providing fellowship for the encouragement of research works in different fields.
- (x) Conducting research works in collaboration with the health and welfare departments of U.S.A.
- (xi) Organising summer institutes in the field of social science and humanities for developing a suitable school curriculum.
- (xii) Arranging summer institutes for science and mathematics teachers in collaboration with the University Grants Commission and International Technical Development Agency (USAID).
- (xiii) Providing summer school-cum-correspondence programmes for in-service teachers in the regional colleges of education located in different areas.

(6) Extension Service Departments—A large number of extension service departments have been set-up in the states. The head of these departments is called coordinator. He organises various educational developing programmes from time to time throughout the session. The main functions of these centres are the following—

- (i) Library services.
- (ii) Display of audio-visual aids.
- (iii) Publication works.
- (iv) Organisation of educational seminars, conferences, workshops, exhibitions and essays competitions etc.
- (v) Implementation of the new concept of examination and evaluation.

- (vi) Curriculum development.
- (vii) Forming study circles of teachers for free exchange of views.

The extension service departments help in the development of secondary and teacher education and establish proper coordination, cooperation and liaison among them. The coordinator gets all possible facilities to perform these functions. He has a separate office, vehicle, audio-visual material and library. Enough funds are kept at his disposal to arrange for publication works and seminars etc.

These centres are located in colleges and universities. The principal of the college acts as the director and head of the department as deputy-director. The work proceeds under the direction and supervision of NCERT. Similarly, for the development.

(7) State Institutes of Education (SIE)—These have been established in each state to help in bringing about proper cooperation, coordination and collaboration.

(8) In-service Education—NCERT helps to provide in-service facilities to teachers from time to time. It consists of the following programmes—

- (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 teacher's study-circles and clubs.

(9) Regional Colleges of Education—NCERT has established four regional colleges at Mysore, Bhopal, Bhubaneswar and Ajmer for proper development of teacher education in the country. The Jurisdiction of each college is as under :

- (i) **Ajmer**—Jammu and Kashmir, Punjab, Rajasthan, Uttar Pradesh, Delhi, Chandigarh, Haryana and Himachal Pradesh.
- (ii) **Bhopal**—Maharashtra, Madhya Pradesh and Gujarat.
- (iii) **Bhubaneswar**—Assam, Bihar, Orissa, West Bengal, Manipur, Tripura, NEFA and Nagaland.
- (iv) **Mysore**—Andhra Pradesh, Karnataka, Tamil Nadu and Kerala.

An experiment on the same pattern was started by the Haryana Government at Kurukshetra but later it was abandoned due to certain difficulties. All these colleges of education aim of raising the quality and standard of teacher education and preparing teachers according to an integrated scheme of education. These colleges provide training in the following four types of programmes—

- (i) One year teacher training programme.
- (ii) Two year diploma course in industrial craft for teachers.
- (iii) In-service education through correspondence courses.
- (iv) Four year integrated training of teacher education.

In the four-year integrated programme, students are admitted after Higher Secondary. Apart from subject knowledge, they are acquainted with the skills, attitudes and values, application of knowledge, appreciation and evaluation etc. leading to B.Sc., B.Ed. or B.A., B.Ed., degree. All this is not possible in one-year training. The distribution of the four-year integrated curriculum is as follows

- (a) General education 19%,
- (b) Concurrent courses 59% and
- (c) Vocational education 22%.

In this scheme, general education includes languages (regional and English), social studies, maths, physical sciences, art and craft and health and physical education. Psychology, philosophy, sociology, history and problems of education, guidance and evaluation form part of the vocational education. The concurrent curriculum provides specialised knowledge of the teaching subjects with regard to its content and methodology.

Each regional college has its own demonstration school for conducting educational experiments and research. Various subjects are taught in a well-knit and coordinated manner. Their chief aim is to bring about intellectual, social and education development among student teachers. Thus, they cater to the needs of 'what to teach' and 'how to teach'. They arrange training programmes for in-services teachers, who are provided boarding and lodging facilities, freeships and arrange for stipends and perform teaching functions in their colleges under the supervision of the staff of the regional college. The theory classes are held in two summer vacations on the campus. The scheme has now been abandoned.

(10) National Institute of Educational Planning and Administration (NIEPA)—

Functions—As the highest organisation of educational planning and Administration, it has the following functions in education—

- (i) Providing training of educational planning and administration to develop the abilities and competencies in the educational administration as the in-service programme.
- (ii) Integrating educational studies and researches under the area of educational planning and administration and make the coordination's in these activities.
- (iii) Providing-training facilities in educational planning and administration at State level and regional level to develop efficiency at their level.
- (iv) Arranging extension programmes for new developments and innovations in the area of planning and administration.
- (v) Encouraging the workers to solve the problems of educational planning and administration by organizing seminars and workshops.
- (vi) Providing guidance at National and State levels in the area of planning and administration.
- (vii) Establishing contact with other countries to understand the developments and innovations of the developed countries.
- (viii) It performed multi-dimensional activities in educational planning and administration. Under extension programmes, the educational planning and administration journal, books and other booklets are published by the institute.
- (ix) Educational research reports are published. The publication unit established the coordination between theory and practice.
- (x) Review of studies of educational planning and administration of developed countries is also by the institute. It is used to develop education system and solve the educational problems. Twelve books on different aspects of educational planning and administration have been published by NIEPA.
- (xi) The Seminars and workshops are organized and their discussions and results are published. It also evaluates the effectiveness or workability of new innovations.
- (xii) Orientation courses are organized for the educational administrators to provide the awareness of new developments in the area of planning and administration.

(11) Training Institutions for Special Fields for Schools or Colleges—These institutions give elementary training in special fields like computer, educational technology, fine arts. There are regional technological teachers training institutions and national level institutions for managerial man powers. There are colleges of Physical Education in the Punjab and Punjabi universities. Laxmi Bai College of Physical Education at Gwalior is a deemed university. There are a number of Fine Arts Colleges training Fine Arts teacher of which the most prominent institutions are J. J. School of Arts, Bombay; Govt. School of Arts, Lucknow; Kala Khestra at Adyar, Madras and many others.

(12) Language Institutions—Besides Kendriya Hindi Sanasthan, Agra, there are the Central Institute of English, Hyderabad, and Central Institute of Indian Languages, Mysore. Some non-Hindi States conduct special courses for Hindi teachers. Tamil Nadu has a course for language Pandits. Karnataka conducts courses for Sanskrit and Kannada teachers.

(13) Indian Council of Social Science Research (I.C.S.S.R.)—When the planning commission realized the importance of social science research work, a committee was appointed. Which recommended to establish a council at National level. Which was established in August (1969) as an autonomous organization. Its main focus is to develop the social science researches and also establish coordination in them. Financial assistance and grants are provided by the council. The council performs the following functions—

- (1) Reviewing social science research studies and provides the guidance for their applicability.
- (2) Providing grants and financial assistance to universities colleges and other institutes for social science research.
- (3) Providing financial assistance for individual research workers.
- (4) Providing awareness about new emerging trends of society for conducting research studies in these areas.
- (5) Encouraging interdisciplinary research studies and coordinates such studies.
- (6) Organizing orientation courses, seminars, workshops for new methodology and new areas of studies.
- (7) Providing the financial assistance for conducting research studies and projects in social science subjects.
- (8) Providing the scholarships and fellowships for the full time research workers.
- (9) Providing the guidance for the social science research to the institutes and research workers.
- (10) Encouraging the research workers to review the studies of developed countries to understand our own problems.

Centre of Advanced Studies of Education (CASE)

The centre of Advance Studies in Education (CASE) was established at M.S. University Baroda (Gujarat). The U.G.C. granted centres of CASE in U.P. at University of Lucknow and Rohilkhand University. The CASE has been granted for the Kurkshetra University, Haryana. The centres function under the guidance of University Grants Commission. The CASE performs the following main functions—

- (1) Encouraging cooperative research work in the discipline of education and Teacher-education.
- (2) Providing valuable informations to teacher-educators, planners and administrators by publishing booklets and journals.
- (3) Providing scholarships and financial assistance to scholars and teachers.
- (4) Encouraging different types of programmes for the social development.
- (5) Encouraging teacher-education for the research work by providing teacher-fellowship and grants.
- (6) Organizing extension programmes with collaboration of NCERT, NCTE and U.G.C

The CASE at Baroda had collected research studies conducted in Indian universities and other organizations. An Educational Research survey was published by M.B. Buch first time in the country, for the use research workers.

National Council of Teacher-Education (NCTE)

In May 1973, the Ministry of Education of Government of India established National Council of Teacher Education (NCTE) to provide guidance to the centre and states for solving various problems and to give suggestions for the development. It had been given statutory statues by an Act passed in 1993. It is autonomous body for the development of teacher-education like NCERT with head office at New Delhi in the campus of NCERT.

Functions—According to the Act 1993 NCTE perform the following functions—

- (1) Undertaking survey and studies relating to various aspects of teacher-education and published the results.

- (2) Making recommendations to the centre and State Govt. Universities, the U.G.C. and other institutions in the preparation of plans and programmes in the field of teacher- education.
- (3) Coordinating and monitoring teacher-education and its development in the country.
- (4) Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher-educators at different levels.
- (5) Developing norms for any specified category of courses or training in teacher-education, including minimum eligibility criterion for admission.
- (6) Preparing a guideline and specified requirements for starting new courses and programmes under teacher-education.
- (7) Developing a guideline for general teacher-education programme.
- (8) Promoting innovations and research studies and organize them periodically or annually.
- (9) Supervising the teacher-education programmes and providing financial assistance.
- (10) Enforcing accountability of teacher-development programmes in the country.
- (11) Preventing commercialization in Teacher-education and maintaining quality and standard of Teacher-education to produce better teachers.
- (12) Entrusting responsibility to other organizations, universities and other institutes.
- (13) Preparing a programme for in-service teacher-education for orienting teachers for latest development.
- (14) Establishing international relations in the area of teacher-education.

Academic Programmes

- (1) Preventing B.Ed., correspondence courses which are lowering the standard and quality of teacher-education and be commercialized the teacher-education.
- (2) Preparing Code of Professional Ethics is to be maintained by orienting teachers in this context.
- (3) Developing curriculum of Teacher-education pedagogical theory working with community and teaching practice.
- (4) Developing Methodology of teaching and Techniques Evaluation procedure, continuing and Non-formal education and administrative structure.
- (5) Improving role of teacher in social and vocational areas. The workshop was organized at Madras in 1987.

Future Programmes NCTE

- (1) Formulation of general and stage wise objectives of teacher-education.
- (2) Development of curriculum for different stages of teacher-education.
- (3) Development four years programme for methodology of teaching.
- (4) Organization of National Seminars and Workshops.
- (5) Development of the criterion of admission.
- (6) Publication of Teacher-education Bulletin.

Thus these are four main Central Agencies NCERT, NCTE, UGC and the Department of Education of the Ministry of Human Resources Development (MHRD).

(B) State Level Agencies

The main state agencies are six SBTE, DDE, CTED, DTE, SIE and CTE. The brief description of these agencies has been given in the following paragraphs.

State Board of Teacher-Education (S.B.T.E)

For the first time Kothari Commission (1966) recommended for establishing 'State board of teacher-education whose main function was to develop teacher-education in the state to be administered by the board. State boards, were established in M.P. in 1967 and Maharashtra, Jammu-Kashmir, and Tamilnadu in 1973.

The Ministry of education forced the states to establish state institution in the light of suggestions of NCERT. Such boards were established all most in all the states.

Functions of State Board of Teacher-education

- (1) Determining the standard of teacher-education institutions.
- (2) Modifying and improving the curriculum, text-books and the system of teacher-education of the state,
- (3) Developing the criterion for the recognition of teacher-education institutions.
- (4) Organizing the guidance facility of teacher-education institutions.
- (5) Developing the criteria for admission in teacher-education and evaluating the teacher-efficiency of pupil teachers.
- (6) Preparing the plan for the qualitative and quantitative development of teacher-education.
- (7) Providing guidance to the universities and state institutes for improving and modifying curriculum, text-books and examination system of teacher-education.
- (8) Determining the educational and physical conditions for the teacher-education institutions for affiliations.
- (9) Organising Teacher-education facility for each level of teacher with provision of the grants and financial assistance.
- (10) Developing the sense of co-operation among university departments and other training institutions.
- (11) Developing educational organization and administration at all levels of teacher-education institutions and providing facilities and suggestions for the developments of state teacher-educators.

University Departments of Teacher-Education (U.D.T.E.)

As education is now considered an independent field of study, the U.G.C. provides the grants to the university department of teacher-education. Higher level training is essential for teachers for their development. The departments of education provide training for educational administrators and curriculum specialists to improve evaluation procedure as well as examination system. The university departments organize the M.Ed., B.Ed., and M.Phil. Classes as well as research work for Ph.D. and D.Litt. degree in Education. In 1917, first education department was started at Calcutta University. At present, there are departments of teacher education in all the Indian Universities for B.Ed., M.Ed., and Ph.D. degrees in Education.

Functions of University Departments of Teacher-education

- (1) Developing the post graduate studies and research work.
- (2) Organizing training for school teachers.
- (3) Providing solid programmes for teacher-education and development research work.
- (4) Starting and organizing some programmes for post-graduate teachers which are not organized on other centres.
- (5) Developing language laboratory; preparing instructional material and use new innovations and practices in teacher training.
- (6) Organizing and developing comprehensive college of education for training teachers for four years duration-content-cum-methodology courses.
- (7) Encouraging the interdisciplinary courses and interdisciplinary research studies so that the requirements of other departments can be fulfilled.
- (8) Organizing extension lectures and programmes to encourage the teachers and research workers to contribute in the discipline of education.
- (9) Providing awareness of new methodology and technology to upgrade the standard of teacher education.
- (10) Developing the effective procedure of evaluation of theory and predicate in education.

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

There should be a university of Teacher Education in every state on its own. It should be unitary as well as affiliating for all the teachers' colleges at graduate and post-graduate levels within the State.

Centres of Continuing Education for Teachers (CCET)

The NCERT has established an extension service department for establishing centres of continuing education for in-service teachers. It has stepped up centres in states. Summer institutes of education are organized to provide the knowledge of science-subjects and new teaching methodology. Such centres are needed for primary and secondary in service teachers to make them upto date for the latest knowledge of the content and teaching techniques. There should be coordination between pre-service and in-service teacher-education programmes. The following points may be taken into consideration.

- (1) Awareness of in-service programmes should be given for pre- service teachers along with the objectives.
- (2) Provision should be made for encouraging in-service teachers to participate in such programmes.
- (3) Programmes should be organized during summer and winter vacations and holidays, so that their school work may not suffer.
- (4) In view of local needs of the schools and the students programmes should be organized at regional level.
- (5) By organizing seminars and workshops of new practices methods and techniques of teaching these centres should provide the knowledge and practice.
- (6) The in-service teachers should be encouraged and should not be forced for attending such programmes.
- (7) The follow-up programme should be organized by these centres for evaluating the workability of these programmes.

Correspondence Courses or Distance Education for Teacher Education

Correspondence courses for teachers were initially started for in service teachers for clearing the backlog of untrained teachers. Several universities started B.Ed., and M.Ed., correspondence-courses or Distance Education. Himachal, Rohtak, Kotah, Anamalai, Kashi Vidya Peeth and Lucknow in the form of Modular course.

Features of Inservice B.Ed. Correspondence

- (1) Providing the awareness of pedagogy or theory of education and methodology of teaching.
- (2) Encouraging the students for self-learning.
- (3) Giving orientation to experts and specialists of the areas.
- (4) Organizing contact programmes to remove the difficulties and provide the guidance for the study.
- (5) Sending theory lesson by post along with the assignments to be completed and sent to the study centres.
- (6) Establishing study centres for the candidates.

A large number of teachers are admitted in such programmes and heavy amount of fee is realized from them. It has adversely effected the standard teacher-education. NCTE is taking some strong steps to close down such programmes.

Summer Institute for Teacher-Education (S.I.E.)

A meeting of Indian Association of College teachers was held at simla in June 1965, to train the in service untrained teachers. As there was a large number of untrained teachers in secondary schools, it was resolved that the government should be asked to make some provision of training teachers by the summer institutes. This would avoid pressure on B.Ed. institutes.

Main Features

- (1) Duration of summer institute for B.Ed. course is of 14 months.
- (2) There would be two summer institutes for theory courses and teaching practice. Supervision would be done in remaining 10 months.
- (3) The summer institute for theory courses is organized for two months.
- (4) The summer institutes are organized by the Regional colleges at Ajmer, Bhopal, Mysore and Bhuvaneshwara.
- (5) The summer institutes are organized for in-service untrained teachers.
- (6) A scholarship of Rs. 300/- per months is given to each teacher for the months of theory courses.
- (7) The inservice untrained teachers have to attend the classes for two months during summer vacation.
- (8) The summer classes are organized 16 weeks and 480 periods of theory courses *i.e.* 30 periods per week.

Colleges of Teacher-Education (CTE)

Education is directly related to our lives and its development. The education process should be dynamic. Education should pace with our social. Colleges of Education organize the teachers training to both in-service and pre-service teacher and prepare effective teachers.

Function of College of Education

- (1) Gifted or talented students are identified and trained by developing teaching skills and competencies.
- (2) Planning of such programmes for inservice secondary teachers so that teaching competence can be developed.
- (3) Organizing for work-experience so that they would take interest in National Social Service (NSS).
- (4) Activities are managed for developing the sense cooperation's among teachers.
- (5) Modification and improvement in teaching methodology and techniques through new practices and innovations.
- (6) Organization of seminars and workshops for evaluating teaching practices objectively.
- (7) Using new devices such as micro teaching simulated social skill training. Interaction analysis techniques and action research for student teaching.

Changes Urgently Need

- (1) There should be a comprehensive programme for student teaching teaching aids should be developed, Unit plans should be prepared, and evaluation techniques should be evolved. Techniques of guidance should be developed. There should be provision for remedial teaching and tutorial classes. Some techniques of self-learning are to be designed.
- (2) There should be experimental-schools or practicing schools for student teaching. The cooperative schools should try to assess the work ability of new techniques of teaching and instructions.
- (3) There should be coordination among colleges of education and secondary schools. The theory courses should be carried over to the classroom teaching. Now these responsibilities are being shared by NCTE. ●

Q.2. Trace the objective of teacher education in India with special reference to attempts made in the direction after Independence.

Or

Discuss the problem of teacher education.

Ans.

Objectives of Teacher Education

Teacher Competencies

A competent teacher is expected to possess following qualities—

- (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 field in 'the school and in the community.
- (3) He should be thoroughly grounded in the theory and practice of his subject-matter and have knowledge and skills necessary for teaching theory and practice, in an integrated manner.
- (4) He should be able to contrive and use a variety of effective teaching learning procedures.
- (5) He should be able to develop and use instructional materials including audio-visual aids.
- (6) He should be able to select and organize subject-matter for instructional purposes.
- (7) He should be able to use a variety of methods to evaluate pupil progress and the effectiveness of his own teaching.
- (8) He should be capable of organising, supervising and participating in co-curricular activities.
- (9) He should be able to select and use appropriate equipment and determine supply needs,
- (10) He should be able to function effectively in the guidance programme of the school.
- (11) He should be capable of functioning effectively as a teacher as evidenced by actual classroom performance.
- (12) He should be interested in continued growth through participation in professional associations, community activities, in-service education, research and experiment.

Basic Assumptions

(1) Education as Social Process—Education is a part of the social process. At the same time, it is an integral part of the larger society in which it occurs.

(2) Understanding of social aspects of education—It contributes positively to effective teaching and other allied responsibilities.

(3) Multi-disciplinary Approach—Understanding of social aspects of education is achieved most effectively through the conceptual frame work and enquiry strategies of the several social science disciplines.

University Education Commission (1948-49)

University Education Commission opined that the objectives of Teachers Education should be formulated, keeping in view the following task of the teacher : *“The right kind of teacher is one who possesses a vivid awareness of his mission. He, not only loves his subject, but he loves 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 contribution to knowledge - important as they are, but equally through the quality of life and character of men and women whom he taught.”*

Education Commission (1964-66)

Popularly known as Kothari Commission the Commission devoted one complete chapter on Teacher Education detailing various recommendations for the improvement of its quality. It emphasized that the essence of Teacher Education is 'quality'. In its absence, teacher education becomes a financial waste and a source of overall deterioration in educational standards. Objectives of teacher education should be formulated on the basis of following broad principles :

- (1) Re-orientation of subject knowledge.
- (2) Vitalization of professional studies.
- (3) Improvement in methods of teaching and evaluation.
- (4) Improvement of student teaching.
- (5) Development of special courses and programmes.
- (6) Revision and improvement of curricula.

Objectives of Teacher Education

- (1) To develop Gandhian values of education such as non-violence, truthfulness, self-discipline, self-reliance and dignity of labour,
- (2) To perceive his role as an agent of social change in the community.
- (3) To perceive his role not only as a leader of the children but also that of a guide to the community.
- (4) 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.
- (5) To help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.
- (6) To possess warm and positive attitude towards children and their academic, socio-emotional and personal problems, and skills to guide and counsel them.

Committee on Plan Projects (1963)

After studying the issues and problems of teacher education the Committee on Plan Projects (COPP) of the Planning Commission, stated in their draft report. *“Modern education aims at education of the whole person. So every teacher should have a deep knowledge and understanding of children and skill in applying 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 not impossible 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 sound foundation of the theoretical knowledge and supervised practical work. This is what a training institution is designed to provide but admittedly, like all academic institutions of the same kind, no teacher training institute can produce teachers towards cent percent efficiency.”*

Objectives of Teacher Education

The Committee recommended that beside the knowledge of content of the subject, teacher education should attempt to inculcate following objectives—

- (1) **Skills and Techniques**—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.
- (2) **Ideals and Behaviour Patterns**—To inculcate in the educands the ideals and accepted behaviour patterns of the society in which we live and whose purposes we serve.
- (3) **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.

N.C.E.R.T.

After in-depth deliberations, seminars, meeting and workshops the Teacher Education Department of National Council of Educational Research and Training (NCERT), Government of India have evolved following stage-wise objectives of teacher education.

Secondary Teacher Education

Quoting UNIESCO's Resolution of October 5, 1968 on status of Teachers, the role of the teacher has been specified as, *“The purpose of a teacher preparation should be to develop in each*

student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relations and a sense of responsibility to contribute both by teaching and example to social, cultural and economic progress."

General Objectives of Teacher Education

(1) Competence—To help future teachers develop competence to teach subjects of their specialisation on the basis of an adequate theory of learning and knowledge of the subject by striving to keep in touch with the latest developments in the field of education.

(2) Understanding, Interests, Attitudes and Skills—To develop understanding, interests, attitudes and skills which enable them to foster an all round growth and development of children under their care and to provide guidance to individual pupils.

(3) 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.

(4) Society and School—To develop an understanding of the close relationship between society and the school, between life and school work.

(5) 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 undertaking the problems relating to human relationships.
- (ii) Understanding of the child, his development and learning.
- (iii) Understanding of the problems of a growing child.
- (iv) Knowledge of the problems and procedures of school organization and administration.
- (v) Knowledge of the evaluative techniques.

(2) Development of Skills—

- (i) Ability to use various teaching methods with special reference to the subject (s) of specialisation.
- (ii) Ability to translate broad objectives of secondary education in terms of specific programmes and activities in relation to the curriculum.
- (iii) Ability to use some of the simple evaluation techniques.
- (iv) Ability to organise co-curricular activities.
- (v) Skills of effective communication.

(3) Development of Attitudes—

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

Primary Teacher Education

The objectives of Primary School teacher education have been enunciated as follows—

(1) General Objectives—

- (i) Preparation for Primary Schools**—To prepare the teacher for primary schools of 1 to 7 or 8 classes;
- (ii) Preparation for Society**—Prepare the teacher to meet the educational needs of changing society;
- (iii) Knowledge and Skills**—To equip the teacher with necessary knowledge and skills to help the school children for social democratic integrated balance and wholesome personality;

(iv) **Leadership and Fellowship**—To equip the teacher to educate school children for social democratic leadership and fellowship.

(2) **Development of Knowledge and Understanding**—This is done by acquiring knowledge and understanding of the following :

- (i) Curriculum, methods and evaluation procedures in primary schools;
- (ii) The child;
- (iii) Needs of a secular, democratic and socialistic society in a scientific age;
- (iv) Current educational problems;
- (v) Educational policies;
- (vi) Educational system in his state and country;
- (vii) Modern educational trends;
- (viii) Rules and regulations governing conditions of service for teachers in the state.

(3) **Development of Abilities**—The following abilities have to be developed—

- (i) Organising curricular content and co-curricular activities;
- (ii) Conducting simple action research;
- (iii) Managing class-room activities effectively;
- (iv) Exploiting community resources to the maximum, for educational ends.

(4) **Development of Skills**—The following skills have to be developed—

- (i) Effective communication with children and adults;
- (ii) Imparting communication skills to school children;
- (iii) Intelligent observation among student teacher and developing it in children;
- (iv) Manual and manipulation skills;
- (v) Organising work experience programmes for school children;
- (vi) Preparation, handling and proper use of teaching aids.

(5) **Development of Attitudes**—The following attitudes have to be developed in the teacher:

- (i) Sensitivity to professional problems;
- (ii) Scientific approach towards educational problems;
- (iii) Aesthetic appreciation;
- (iv) Positive disposition towards the profession and professional ethics;
- (v) Positive disposition towards manual work.

Pre-Primary Teacher Education

The objectives of teacher education of Pre-Primary or Pre-School teachers, are based on the objectives of pre-primary education.

Objectives of Pre-primary Education

The objective of pre-primary education is the promotion of the all-round development of the child in the age-group 2½ to 5 or 6 years by providing the right kind of environment, opportunity and guidance. Each child is to be considered as an individual growing and developing at his own pace. Promoting all round development of the child, will imply the following aspects—

- (1) Health, physical and motor development;
- (2) Emotional and social development;
- (3) Cognitive development *i.e.* intellectual language development;
- (4) Aesthetic development.

All these aspects of child development are closely related to one another. Since child development takes place both at home and in the school, the school must secure the active help and cooperation of the parents and community in its various programmes.

(1) Health, Physical and Motor Development of the Child—Health implies physical well-being of the child at all points of the pre-school stage. It can be promoted through programmes of school cleanliness and personal hygiene; mid-day meals; outdoor play; indoor play and activities; rest; protection from accidents, common ailments and infectious diseases including immunisation; regular medical check-up and medical care. It will also be necessary to have well-ventilated school rooms; sufficient space to move about; a sufficiently big play ground; proper washing, toilet and drinking-water facilities and proper sanitation in and around the school.

Physical and motor development involves the development of large and fine muscles and their coordination, which can be fostered through outdoor play and various activities and games involving the use of different articles of equipment and materials, sufficient indoor and outdoor space, suitable play equipment; and proper arrangement and supervision of indoor and outdoor play in a safe and secure environment.

(2) Emotional and Social Development of the Child—

- (i) Developing basic trust, sense of security, self confidence, initiative and spirit of adventure in the child.
- (ii) Establishing a proper dependence-independence pattern.
- (iii) Channelizing his emotions through free play, activities and verbal expression with a view to building up emotional control.
- (iv) Fulfilling the child's need for achievement.
- (v) Helping to develop proper social relations with his peers, adults and authority figures. Encouraging him to take turns, share things, help others, respect their elders and work with them.
- (vi) Developing a respect for his own and other's possessions.
- (vii) Developing a sense of responsibility through the care of pets, plants, play materials, school room, home and his younger brothers and sisters.
- (viii) Guiding the child to behave in a socially acceptable manner.
- (ix) Developing national consciousness.

The above mentioned objectives can be achieved through the following—

- (i) Creating a climate of the love and warmth in the classroom;
- (ii) Giving ample opportunities for exploration and experimentation through free play, and uninhibited conversation;
- (iii) Providing opportunities for desirable social interaction such as opportunities for taking turns, helping one another, sharing things and playing or working together;
- (iv) Appreciating and encouraging children when they accomplish important developmental tasks;
- (v) Behaving with children in a democratic way by listening to their views and taking decisions collectively;
- (vi) Giving children sufficient scope for creative self expressions through a variety of media;
- (vii) Helping them to take care of plants and pets;
- (viii) Celebrating festivals and national days; and so on.

(3) Cognitive Development (Intellectual and language Development) of the Child—Cognitive development involves the development of those abilities of which help the child to acquire physical, social, logical and mathematical knowledge of the world around him. It implies the development of intellectual and language abilities and skills like perception, conception, verbal labelling, memory, imagination, thinking, reasoning, problem-solving, and creativity. The development of language is central to the development of all other abilities. It facilitates association of verbal symbols with external objects, events and internal feelings. Opportunities should be provided for the development of all the senses

which make possible clear perception of things. Special emphasis should be placed on the development of visual perception which has greatest relevance to educational development. Children should be given opportunities to manipulate objects and materials in their environment to gain first-hand knowledge of their nature and functions. Experiences such as visits to friend's home, post office, dispensary, fire brigade, police station, agricultural farm, factory, railway station etc. will be required for acquiring knowledge of the social phenomena. Logical knowledge can be acquired through activities and experiences providing occasions for watching, identifying, categorising, serializing, comparing and contrasting, reasoning, problem-solving, making judgments, creating something novel. Appropriate equipment, materials and teaching aids are needed for organising these activities and experiences.

(4) Aesthetic Development of the Child—It implies developing the child's sensitivity to beauty in nature, physical environment, life and art; and his capacity to appreciate harmony and rhythm therein. It can be achieved by providing opportunities for experiencing beauty in natural surroundings, physical environment, pictures and objects of art; and by organising activities involving drawing, painting, music, dance, dramatics, puppetry and crafts. This will require a variety of materials such as clay, paints, paper, cardboard, waste materials, pictures and books.

Objectives of Pre-primary Teacher Education

On the basis of above-stated objectives of education for pre-primary children, the NCERT have spelled out 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 realise the needs, values and aspirations of the society.

(2) Growth and Development—To make him conversant with the growth and development of pre-school education both in India and abroad.

(3) 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.

(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) Methods, Practices, Equipment 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.

(6) 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 their active help and cooperation in various programmes of the pre-school.

(7) 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.

(8) 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.

(9) Professional Obligations and Rights—To acquaint him with his professional obligations and rights and to develop in him a positive attitude towards his profession.

(10) Professional Growth—To inculcate in him a sense of the desirability of constant professional-growth.

National Council for Teacher Education (NCTE)

After deliberations and discussions held at state regional and national levels. National Council for Teacher Education (NCTE) carved out a frame work for the structure of curriculum of teacher education for different stages of education in 1978. This frame work also spelled out specific and pertinent objectives for each stage, apart from general objectives, which are discussed below—

General Objectives of Teacher Education

- (1) To develop Gandhian values of education such as non-violence, truthfulness, self- disciplines, self-reliance, dignity of labour,
- (2) To perceive his role as an agent of social change in the community.
- (3) To perceive his role not only as a leader of the children, but also that of a guide to the community.
- (4) 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.
- (5) To use and help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.
- (6) To possess warm and positive attitude towards growing children and their academic, socio-emotional and personal problems, and skills to guide and counsel them.
- (7) To develop an understanding of the objectives of school education in the Indian context and awareness of the role of the school in achieving the goals of building up a democratic, secular and socialist society.
- (8) To develop understanding, interests, attitudes and skills which would enable him to foster all-round growth and development of the children under his care.
- (9) To develop competence to teach on the basis of the accepted principles of learning and teaching.
- (10) To develop communication and psychomotor skills and abilities conducive to human relations for interacting with the children in order to promote learning inside and outside the classroom.
- (11) To keep abreast of the latest knowledge of the subject-matter he is teaching and the techniques of teaching the same.
- (12) To undertake Action Research and Investigatory Projects.

Objectives of Teacher Education for Pre-Primary Stage

- (1) To acquire theoretical and practical knowledge about early childhood education.
- (2) To develop understandings of the major principles of child growth and development with special reference to the environment of the child.
- (3) To apply these understandings and knowledge to the education of young children under the Indian conditions-rural, urban and industrial.
- (4) To develop skills, understandings, interests and attitudes which would enable him to foster all-round growth and development of the children under his care.
- (5) To develop skills 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 possess knowledge and develop skills providing a variety of learning experiences through the organization of musical, rhythmical and dramatic activities, play, work-experience, creative art and games.
- (8) To possess skills of developing simple visual aids from waste and indigenous materials.
- (9) To understand the home environment of the children and develop an amicable home-school relationship for mutual benefit.
- (10) To understand the role of school and of the teacher in changing the society.

Objectives of Teacher Education for Primary Stage

- (1) To possess 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 situations.
- (3) To possess sufficient theoretical and practical knowledge of health, physical and recreational activities, work-experience, art and music and skills for conducting these activities.
- (4) To develop understandings 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 childhood education, including integrated teaching.
- (6) To develop understandings of major learning principles which help in promoting cognitive, psychomotor and attitudinal learning.
- (7) To understand the role of the home, the peer group and the community in shaping the personality of the child, and help to 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 the society.

Objectives of Teacher Education for the Secondary Stage

- (1) To possess 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, understandings, 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 experiences for teaching the above-mentioned general and special subjects.
- (5) To develop understandings of psychological principles of growth and development, individual differences and similarities, and cognitive, psycho-motor and attitudinal learnings.
- (6) To develop skills in guiding and counselling 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 to 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.

Objectives of Teacher Education for the Higher Secondary and Collegiate Stages

- (1) To develop competence to teach the subject of his specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by striving to keep in touch with the latest development in both the subject and methodology of teaching.
- (2) To develop an understanding of the aims and objectives of education in general, and of higher education in particular in the Indian back-ground, to promote awareness of the role of education and of the teacher in building up a democratic, secular and socialist society.
- (3) To develop skills-cognitive and psychomotor for teaching academic and/or vocational subjects by providing appropriate learning experiences.
- (4) To develop skills in making use of educational technology in teaching academic and/or vocational subjects.
- (5) To understand the bio-psycho-social needs of the adolescent and the problems arising out of their non-fulfilment; develop skills in guiding and counselling the adolescent in solving, his personal and academic problems.
- (6) To undertake investigatory projects, Action Research and experimental projects, both in education and specialized subject areas.
- (7) To understand the role of school and the teachers in changing the society.

Research-Based Objectives

[I] Knowledge and Understandings

- (1) To understand the developmental needs of children at various stages of their growth.
- (2) To understand the changing needs of society in a scientific age.
- (3) To have insight and sympathetic understanding with regard to the development of the individual as a democratic citizen.
- (4) To understand the philosophical bases of education and the factors which influence education.
- (5) To understand the sociological bases of education and the factors which influence education.
- (6) To understand the psychological bases of education and the factors which influence education.
- (7) To understand the historical bases of education and the factors which influence education.
- (8) To understand the economic bases of education and the factors which influence education.
- (9) To acquire a sound knowledge of at least two subjects taught in the school and their contribution to the overall education of the child.
- (10) To acquire complete knowledge of the various provisions of Education Code and understand its implications on the working of the schools.
- (11) To develop positive attitude towards teaching as a profession.
- (12) To acquire self-confidence as a teacher.
- (13) To develop readiness to act as a change agent or social reformer.
- (14) To understand relationship of his role and work with policies of the nation.
- (15) To understand that all the problems of society can have educational remedies and not miraculous solutions.
- (16) To understand that education is an inter-disciplinary process and its impact is interdependent on other phases of the social system.
- (17) To understand that quality of human life in any society depends upon the type of educational system.
- (18) To understand that knowledge is both wisdom and power.
- (19) To develop positive attitude towards society.
- (20) To acquire sound knowledge of the mother-tongue of the children.
- (21) To develop an understanding that trade unionism among 'teachers is opposed to their efficiency.

[II] Skills and Abilities

- (1) To acquire clear expression of thought in fluent and correct speech.
- (2) To acquire ability to build up curricular content around different units of activities and experiences and to evaluate its appropriateness.
- (3) To acquire ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.
- (4) To acquire ability to understand individual differences and to individualise instruction.
- (5) To acquire ability to organise teaching-learning experiences, enlisting the maximum involvement of children in the learning process.
- (6) To acquire ability to improvise and use teaching aids suited for imparting education.
- (7) To acquire, to produce, appreciate and evaluate critically children's literature and help pupils to use books for reference purposes.
- (8) To acquire ability to assess children's achievement and to plan programmes of enrichment and remedial teaching as necessary.
- (9) To acquire ability to organize schools as self-governing, creative, cooperative and democratic communities of pupils and teachers.
- (10) To acquire ability to evaluate the impact of the school on the community and to locate strengths and weaknesses of the school programmes.

- (11) To acquire the ability to formulate the goals of different activities in the school and the community, to organise activities, to maintain records of work done and to evaluate outcomes.
- (12) To acquire ability to build up relationships, to foster inter-group, national and international understandings and emotional integration, and to work with people-children, fellow teachers, parents and other community members.
- (13) To acquire ability to conduct empirical child studies in order to identify children's needs, urges and attitudes.
- (14) To acquire ability to conduct action research to find solution to confronting school problems.
- (15) To acquire ability to undertake work connected with school office examinations, supervision and administration.
- (16) To acquire ability to develop in pupils, the qualities of patience, diligence, impartiality and fairness.
- (17) To acquire training in games, accounting, hiking, camping and other co-curricular activities.
- (18) To acquire ability to develop initiative and self-confidence in the students through various activities.
- (19) To acquire ability to beautify the school campus in every type of environment.
- (20) To acquire ability to help children to improve their handwriting and foster desirable reading habits.
- (21) To acquire ability to deal with parents of the children properly.
- (22) To acquire ability to extend full co-operation to the authorities and to remain loyal to the institution.

The above list of 43 objectives was slashed to only 16, stated below, after getting the views of teacher educators, experienced school teachers and educational administrators :

(A) Objectives concerning Knowledge and Understanding:

- (1) To understand the developmental needs of children at various stages of their growth.
- (2) To have insight and sympathetic understanding with regard to the development of the individual and as a democratic citizen.
- (3) To develop positive attitude towards teaching as a profession and create self-confidence as a teacher.
- (4) To understand the psychological bases of education and the factors which influence education.
- (5) To acquire a sound knowledge of at least two subjects, taught in the school and their contribution to the overall education of the children;
- (6) To understand the changing needs of society in a scientific age.
- (7) To develop missionary spirit, at least to some extent.
- (8) To acquire complete knowledge of various provisions of Education Code and understand its implications on the working of the schools.

(B) Objectives concerning Skills and Abilities:

- (9) To acquire expression of thought in fluent and correct speech.
- (10) To acquire ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.
- (11) To acquire ability to understand individual differences and to individualise instruction.
- (12) To acquire ability to organise teaching-learning experiences enlisting the maximum involvement of children in the learning process.
- (13) To acquire ability to organise subject content around different units of activities and experiences and to evaluate its appropriateness.
- (14) To acquire ability to assess children's achievement and to plan programmes of enrichment and remedial teaching as necessary.

- (15) To acquire ability to improvise and use teaching aids suited for imparting education.
- (16) To acquire ability to develop qualities of patience, diligence, impartiality and fairness.

National Commission on Teachers (1983-85)

In their report, titled, “The Teacher and Society” The National Commission on Teachers lamented that What obtains now in the majority of our Teaching Colleges and Training Institutions are woefully inadequate and in the context of the changing needs of India today.

Specifying the objectives of Teacher Education, the Commission stated—

The minimum requirement of any training programme is that it should enable the trainee to acquire the basic skills and competencies of a good teacher, such as—

- (1) To manage a class with pupils of varying abilities;
- (2) To communicate ideas logically and with clarity;
- (3) To use the technology available to make teaching effective;
- (4) To organise educative experiences outside of class and to learn to work with the community and help the students to do so.

The Commission desired that tomorrow’s teacher has to translate the national goals into educational actions. He has to communicate to his pupils the importance of and the feelings for national integrity and unity; the need for a scientific attitude, a commitment to excellence in standards of work and action and a concern for society. He should be committed to these values. At a global level he has to have an understanding and appreciation of the human predicament; population explosion, environmental pollution, the threat of a nuclear holocaust and the quest for world peace. Besides being proficient in the skills related to teaching teachers should imbibe the right attitudes and values.

Inter-Disciplinary Approach in Teacher Education

To break the isolation of teacher education, the Education Commission stated, “Our first suggestion is that education should be brought into the main stream of the academic life of the universities. In India, the general trend has been to identify education with pedagogy. It has been brought mostly in training institutions and is studied only by those who decide to enter teaching profession, after such a decision has been made. In the educationally advanced countries, however, education had developed considerably as a social science and a separate academic discipline.

The realization that education is an instrument of change social, political and economic, is having far reaching implications, not only for education as an intellectual discipline of great scientific and philosophic import, but for other disciplines as well. It is also worth noting that philosophers and social scientists have begun to give special attention to education as an important part in their fields of study. We therefore, recommend that, in view of the increasing scope and importance, “education should be recognised as a social science or an independent discipline.”

As an independent discipline by its own right, Education enriches itself by adapting, the fields of Engineering, Biology, and Economics etc. Many University teachers have come forward to acquaint themselves with the theories, practices and researches in education. Kurukshetra University attempted interdisciplinary approach in 1960 by introducing a three year degree course in education. The Regional Colleges of Education at Mysore, Ajmere, Bhopal and Bhubaneswar offered four year integrated B.Sc. (Ed.) and B.A. (Ed.) and two year M.A. (Ed.) and M.Sc. (Ed.) courses offered.

Objectives of Regional Colleges of Education

- (1) To achieve excellence through inter-disciplinary approach;
- (2) To improve professional competence through organized learning experiences;
- (3) To master the subject 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.

Objectives of the Regional Colleges

- (1) To develop and provide a programme of teacher education for the secondary schools and to prepare teachers of technical subjects, Science, Crafts, Agriculture, Commerce, English, Home Science and Fine Arts.
- (2) To prove in-service programmes and field services for the teachers, supervisors and administrators concerned with the secondary schools in the region in which it is located.
- (3) To develop and provide post-graduate courses for training 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 in relation to the secondary schools.
- (6) To prepare and disseminate instructional materials for secondary schools in critical areas.
- (7) To collaborate with other institutions in initiating and promoting improved methods and practices, to function as a cleaning house in this regard and generally to provide leadership.
- (8) To become Regional Centres of the National Institute of Education and disseminate the message of NIE in the region.
- (9) To provide all kinds of consultancy services to the State Departments of Education and collaborate with all agencies of education.
- (10) To clear the backlog of untrained teachers through all kinds of emergency measures.

Code of Conduct for Teachers

- (1) No teacher shall speak or act in a way which may bring discredit or disgrace to the profession.
- (2) No teacher shall ask or accept the students' support to further his personal and professional interests.
- (3) No teacher shall violate the accepted behaviour patterns towards the students entrusted to his case.
- (4) No teacher shall incite communal or linguistic passions in the students for any reason whatsoever.
- (5) No teacher shall talk in public or write, defaming his colleagues and superiors.
- (6) Every teacher shall strive to maintain the nobility and integrity of the profession.
- (7) Every teacher shall seek only legal and civilised means to get redressal for his grievance.
- (8) Every teacher shall strive to be worthy of the great faith reposed in him by our culture.
- (9) Every teacher shall try to serve the people to the utmost of his capacity.
- (10) Every teacher shall refrain from undertaking non-academic activities and joining political agitations.



Chapter 4

STUDENT-TEACHING : CONCEPT, SIGNIFICANCE AND PROGRAMMES

“Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. First rate teacher training institutions can thus play a circutal role in the development of education.”

—Education Commission

- Q.1. Define the term student teaching and teaching practice.** *Or*
Enumerate the objectives of ‘student-teaching’. Suggest methods for achieving these objectives. *Or*
Describe the Scope of ‘student-teaching’. *Or*
Describe the relationship between organization and supervision of student teaching. *Or*
Enumerate the problems of student teaching and suggest remedies.

Ans.

Meaning of Student Teaching

There are two terms involved in the concept of student teaching—student + teaching. ‘Student’ means a group of persons who we are going to be taught and who possess the traits required for a student such as personality, intelligence, etc. Teaching is an influencing directed activity in which the teacher influences upon the minds of the students. It involves interaction between teachers and taught. It should be well planned, well designed and well thought of resulting into some change in behaviour that is learning. Thus student teaching means teaching a student, or how to teach a student, to train a person for teaching effectively or to make a person good teacher or to employ the energy, ability and efforts of the students in order to make teaching effective. It emphasizes teachings as well as learning. Practice teaching emphasizes only teaching while student teaching emphasizes on teaching as well as learning. It emphasizes evaluation while student teaching emphasizes student capabilities.

Changing Concept of Student Teaching

Student teaching is different from other college courses as usually conceived. The student of teaching, should not approach student teaching by expecting to attend formal class in which the usual lecture, and recitation activities take place text book assignments are made and learned and then repeated from memory. It is the usual dependence of student upon instructor for planning the courses, outlining material to be learned, assigning lessons and laboratory experiment, hearing, recitation, conducting discussions and testing the student’s accomplishments. A functional programme of student teaching offers a challenge to the student teacher of acquiring and understanding of the fundamental teaching learning process, a knowledge of the problem of actual teaching and a mastery of the skill of directing the learning pi” boys and girls. The contemporary student of teaching meets such a challenge through a positive orientation involving his attitude towards teaching in general, his concept of student teaching and his activities as a student. He takes the initiative in planning, out lining and conducting various activities rather than expecting the supervising teacher on college co-ordinator of student teaching to assume all such responsibility.

Definition of Student Teaching

(1) **Student Teaching is a Professional Experience**—The professional experience of student teaching is designed to demonstrate educational theory in practice and aid the student to develop practical skill from the theory learned.

(2) **Student Teaching may be defined as a directed learning experience**—During student teaching a student becomes increasingly responsible for guiding and directing a group of learners.

(3) **Student Teaching is Essentially a Teaching Learning Situation**—Student teaching implies that the activity is essentially a teaching learning situation in which the student teacher is regarded as a student of ‘teaching’ by his ‘teacher’ the supervising teacher, or critic teacher as he is sometimes called.

(4) **Student Teaching is a Complex Activity**—Student teaching is as complicated as are teaching and learning. Its primary purpose is to facilitate the growth of the student through a professional learning experience.

(5) **Ideal Opportunity of Direction**—Student Teaching is an Ideal Opportunity for directing student teachers towards the development of self-analysis and self-improvements.

Programme of Student Teaching

Thus student teaching is a learning process that provides experiences for development towards good teaching through which a student teacher secures guided experiences as a preparation for all the aspect of his professional career. The concept of “Teaching Practice is intended to provide student teachers with guided school experience. The traditional concept of teaching practice was rather limited in its scope in the sense that it considered practice teaching as a formal requirement needed for fulfilling the practical requirement of the University Examinations. The present programme largely comprises of the following :

- (1) Observation of Demonstration lesson given by the faculty lecturers and competent teachers drawn from the co-operating schools and practice lessons given by other student teacher’,
- (2) Preparing lesson plans, teaching aids and other auxiliary instructional materials,
- (3) Teaching of differed type of lessons in the two selected subject areas, and
- (4) Discussion of lessons with a view to improve the student teachers teaching skills.

Before they undertake the task of leading under the guidance and supervision of the concerned faculty members of the college the student teachers are generally put through an initial programme of observation. This does not include participation of the student teachers in co-curricular or other school activities, it is a programme introduced to put the student teacher through the initial steps of teaching experience. It seeks to develop the student teachers ability to teach the school student effectively and acquire the techniques to help children to know the content taught to them.

Student Teaching on the Basis of Taxonomy of Objectives

Concept of student teaching on the basis of objectives of student teaching, relating to three domains of cognitive, affective and psychomotor, can be understood in the following manner :

(a) The Cognitive Domain

Objective-I—To acquire knowledge and understanding to the instructional planning, instructional preparations, instructional evaluation, etc.

Specifications—The student teacher (1) Recognises (2) Recalls (3) Compares (4) Contrasts (5) Discriminates (6) Generalizes (7) Detects and (8) Makes critical comments on the teaching of other student teachers.

Objective-II—To apply the above knowledge and understandings to new and unfamiliar teaching situations.

Specifications—(1) The student teacher selects relevant books and materials; (2) He analyses the content into teaching points; (3) He selects relevant activities, method and aids; (4) He judges

adequacy of methods, materials and aids; (5) He selects instructional materials, evaluation tools, assignments; (6) He predicts student behaviour; (7) He analyses the student result; and (8) He interprets students performances.

(b) Affective Domain

Objective-III—To develop proper interests, attitude and values relating to teaching profession and procedures.

Specifications—The student teaching teacher (1) Deals with students kindly and sympathetically, (2) Respects colleagues and authorities, (3) Develops spirit of co-operation, (4) Attempts for professional growth (5) Contributes for professional journals, (6) Writes books on education and educational content (7) Becomes a member of professional unions, (8) Respects professional ethics.

(c) Psychomotor Skills

Objective-IV—To develop the needed professional skills.

Specifications—The student teacher (1) Prepares his own lesson plans and teaching aids, (2) Improvises apparatus and equipments, (3) Uses chalk-board judiciously, (4) Demonstrates, exhibits and experiments, (5) Conducts tests to know entry behaviour and exist behaviour, (6) Gives assignment, (7) Supervises pupils activities, (8) Maintains good discipline in the class-room, (9) Scores answer scripts, tabulates results and marks use of them, (10) Organizes co-curricular activities and (11) Organizes remedial instructions.

Thus student teaching, involves three things—

- (1) How will they be able to behave (teachers)?
- (2) How would they deal with the problem of the students in the class?
- (3) How will they make aware or guide?

To conclude “*Student Teaching is that state in which student teacher teaches the students or pupils in class during his training period, by going to school and gets the necessary experiences of teaching, by applying the principles of teaching under the supervision as well as guidance of the supervisor or teacher educator. Those experiences are also included in this teaching through which student teacher functions for the behavioural change of pupils outside the classrooms also.*”

Objectives of Student Teaching

Since earlier times it has been a matter of dispute whether a teacher is born or made. Some are of the opinion that the teachers are born and they can't be made. If this opinion is accepted, the concept or idea of teacher education loses its basis. The very idea of teacher education is based on the assumption that teachers are not only born but they can be made effective, efficient and successful by proper training and education. Thus, the ultimate objective of teacher education programme is to prepare a successful teacher who may be able to function effectively on the actual job after the completion of his professional training and education.

Educational improvements and reconstruction both in pre-service and in-service education of teachers play a crucial and critical role. In pre-service programme of teacher education, the crux is student teaching. The quality of pre-service teacher education programme depends on the quality of teaching effectiveness for turning out teachers who will prove more effective both inside and outside the classroom in moulding the future generation, student teaching has necessarily to become more effective.

For many years, student teaching has been considered to be the most worthwhile requirement in teacher education programme. It was viewed, at first, as an opportunity for students to develop a high level of competence in all phases of the teacher's work. It is primarily an experience programme. It is a practice period in the preparation of the teachers. By doing practice the teacher learns what all teachers have to do? With the rapid expansion of education, the duties and responsibilities of the teachers today

take him far beyond the boundaries of the classroom. This presents new challenge to the teacher. He should be helped to realize his role not only in the classroom but in the total school programme. The teacher educator should be able to establish proper relationships with the community and the school services, and to develop proper attitude among student teachers towards the profession which he has chosen to adopt for himself.

An overall and long range aim of a programme of professional education for teachers is to effect the qualitative improvement of the entire educational system and the standard of a nation. The development of new knowledge in various fields is not likely to lead a nation much further until it is appropriately passed on the next generation for conservation and further advancement. An appropriate communication implies a thorough knowledge of the subject matter and an adequate mastery of the scientific art of communication in terms of techniques and methodology of teaching. Therefore, **Education Commission** has aptly said *“Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. First rate teacher training institutions can thus play a crucial role in the development of education.”*

In order to achieve this long range aim, more precise thinking needs to be done regarding the specific objectives of a student teaching programme. The actual planning and execution of the programme should be directly related to objectives. The students will learn better if they are acquainted with the objectives of their educational activities. Students’ evaluation will be valid only if it is done in terms of the following objectives.

Main Objectives of Student Teaching

- (1) To teaching in the art of teaching.
- (2) To create learning in the environmental socio emotional climate should be created in the classroom.
- (3) To turn them into effective teachers.
- (4) To convert a raw Teacher into a refined Stuff of Teacher. Student teacher must be equipped with all necessary desirous theoretical as well as practical details which may convert him into a good teacher so the main purpose is to prepare good teacher into different subjects.
- (5) To develop an ability to organize the content according to respective level of teaching.
- (6) To provide a variety of exposure to experience in different situations pertaining to different areas.
- (7) To develop awareness in him for the choice of methodology, choice for developing a skill, gaining knowledge, understanding about the alternative use of methodology, giving assignments, etc.
- (8) To develop competence with regard to preparing a lesson by using a technique, methodology and minimum knowledge to prepare teaching aids.
- (9) To provide training in the process of Evaluation its significance and techniques.
- (10) To create an environment in teacher education programme to develop a positive attitude and healthy vision among student teachers so that they may take genuine interest during the time of lesson planning.
- (11) To develop good understanding of different type of abilities of the students who are slow learners. Student teacher should make lesson plan in such a manner that it may fulfil the category of three groups: bright, average, slow learners.
- (12) To develop a comprehension and prospective of genuine and real classroom situation among student teachers.
- (13) To develop class management for effective teaching and learning.

General Objectives of Student Teaching

- (1) To expose the student teachers to a variety of teaching learning situations to help them to develop into a good classroom teacher according to their capacity and zeal.
- (2) To acquaint students with different approaches of teaching and communication techniques and help them to develop skills and competencies in using narration, questioning, dramatizing, blackboard writing and sketching, etc.
- (3) To build up awareness for acquiring and imparting knowledge and skills for developing desirable attitude and interest in pupils and providing experiences in using the curricular programme of the school. It may include study skill, abilities like consulting library, reading with speed and comprehension and expression with enough to the point detail, discussion with conviction and arguments, proper and expressive language, healthy and aesthetic intellectual interest to explore and determine one's own interest and important attitude is the democratic attitude which includes national and emotional integration, tolerance and open mindedness.
- (4) To develop the competence with regard to learning material, techniques of teaching and teaching aids according to the needs of individual pupils and those of local community (particularly in rural setting).
- (5) To impart minimum essential technical "know how" and to develop skills in preparing simple teaching aids and using audio visual material and aids.
- (6) To provide the trainee practice in different kinds of lessons—knowledge lessons, skill lessons and lessons of appreciation at both middle and higher stages.
- (7) To introduce him with different evaluative devices, tools and their uses in evaluating the growth pattern of the child.
- (8) To develop in him a reasonable competence in designing good question papers and tools for internal assessment and to use them with fair objectivity.
- (9) To develop in him the ability for interpreting results and for reporting pupils progress.
- (10) To develop ability to budget the syllabus according to the purpose and time available.
- (11) To prepare him for performing other professional duties in the school, parents and community.
- (12) To help him to develop a good understanding of how to identify the talented and good pupils; slow learners and low achievers and the ability to assist them to meet their needs?
- (13) To acquaint him, as fully as possible, with the problems which a teacher usually faces in real school situations and indicate to him possible ways and means of dealing with them effectively.
- (14) To assimilate in him, as far as possible, a favourable attitude to a democratic way of life and to introduce him to the ways and means of building up the same in pupils.
- (15) To enable him to provide feedback of the fundamentals of education and psychology in the classroom, school, and his dealings with parents and community.

The above objectives will constitute the basis for building up the programme of student teaching in all colleges of education. Some of them may experiment with a more challenging teacher education programme, depending upon the availability of resources and expertise.

Scope of Student Teaching

As the teacher has to participate fully in the totality of experience which the school can offer, the scope of such activities has to be wide. Participating in co-curricular activities, organizing an effective library services, providing guidance in choice of courses and careers, reporting students' progress to parents, maintaining records and registers and planning for purchasing equipments and apparatus All these require opportunity of training and experience for the professional efficiency of the student teacher,

A comprehensive programme of student teaching may therefore, include the following—

- (1) Observation of pupils and their characteristics behaviour,
- (2) Observation of good lessons,

- (3) Classroom teaching including use of discussion, problem solving and experiment-cum-demonstration approach,
- (4) Organization and guidance of practical work in the field laboratory or workshop.
- (5) Organization and participation in co-curricular activities and programmes.
- (6) Planning for the equipment in a department or laboratory and maintaining the service of its facilities to students.
- (7) Critical study of various school services and planning to improve them, *e.g.*, school and class libraries, guidance service, mid-day meal, etc.
- (8) Preparation and use of audio-visual material.
- (9) Maintenance of cumulative records conducting case studies and using socio-metric technique, etc.
- (10) Planning, challenging assignments and attending correction work.
- (11) Development of tests and other evaluation procedures to test achievement in a unit or topic.
- (12) Participation in school assembly, important events or days staff meetings.
- (13) Induction into the organization of the school, its office and departments.
- (14) Study of resources in the community and utilizing the same for strengthening class teaching and other school programmes.
- (15) Use of performance for self-assessment and about the progress gained.

To quote James B. Conant, *“The student teacher should be gradually trained to assume full responsibility for an extended period of instruction which he plans, executes and evaluates.”* The student teaching programme may be directed with advantage towards this end. The period of student teaching is of vital significance in the programme of teacher preparation. During this experience period the needed skill and insight will be gained and proper attitudes towards pupils, teaching and the profession will be formed. A thorough look on all aspects of student teaching and its organization is, therefore urgently needed to bring the stated objectives within reach.

Aforesaid objectives should be realized to bring efficiency in student teaching programme. It is unfortunate that in our existing student teaching programme, the main emphasis is on the theoretical aspects rather than on the practical ones. There is a lack of teaching-learning situations to which the student teachers are exposed. Only the theoretical knowledge is provided to the student teacher and the communication techniques, strategies for developing and preparing audio-visual aids, evaluation tools, preparing items, interpreting results, reporting pupil's progress, ability to budget the syllabus, ability to deal with parents and community are not developed. It may be due to lack of time, facilities, availability of schools for student teaching, effective teacher educators, motivation on the part of the student teachers and pupils or proper organization of student teaching programme.

The challenge before the framers of the teacher education programme is how to realize these objectives of student teaching and also to think of what other objectives of student teaching needs to be realized?

Organization of Student Teaching

The teacher education institutions play a very important role in improving the system of education by educating teachers. Student teaching is the most important aspect of the preparation of teachers. Every training institution should organize and make provision for the supervision of student teaching adequately. Student teaching is the nucleus of any pre-service teacher training programme. In it the student teachers get an opportunity to gain practical experiences of many useful things that they learn in theory classes. While organising its effective programme following important aspects need to be considered :

(1) Series of General Lectures—Before the student teacher starts actual teaching in schools, it is necessary to give him a general background of some significant spheres of teaching so that he may

attain a good mental preparation and awareness of professional courses, teacher's professional growth, place of curricular activities, human relations in schools, use of library, components of successful teaching, maxims of teaching, methods of teaching, types of lessons, use of teaching aids, class management strategies, planning of units and individual lessons.

(2) Demonstration Lessons—Demonstration lessons seeks to expose the student teachers to certain teaching situations. By observing the lessons of good and experienced teachers, student teachers get an opportunity to examine the points critically which they have learnt in theory.

Some training institutions arrange demonstration lessons before practice teaching and some do after initially starting the practice teaching. Demonstration lessons should be organized before practical teaching when the student teacher feels some difficulty during practice teaching. As for the number of lessons in each method of the subject, it seems worthwhile to fix at least twenty five lessons in each. The demonstration lessons should be delivered in the training colleges rather than in the schools. Each demonstration lesson and some of the practice teaching lessons should be followed by discussion by staff and students. The demonstration lessons may either be impacted by Training College Staffer by Effective School Teachers.

Need of Organization of Student Teaching

A systematic organization of student teaching is necessary.. Without it student teaching programme cannot proceed smoothly and successfully. A functional programme of student teaching offers a challenge to the student teachers for acquiring an understanding of the fundamental teaching-learning process, knowledge about the problems of actual teaching and a mastery of skill for directing the learning of pupils. Student teaching is the 'Key-Phase' of the total teacher education programme where attempt is made to prepare the student teacher for his multi-farious responsibilities as a teacher. The student teacher needs to know all that is possible by the school in which he will do his teaching before his experience actually begins. Many of the arrangement for the orientation of student teachers are necessary. Without proper organization of student teaching, the programme of teacher preparation will not be successful.

Typical Organization of Student Teaching

The organization of student teaching varies from University to University. A typical approach is as follows: Divide the student teachers into two batches one batch are engaged in the theory classes while the others in teaching from the very beginning of the session for one and half to two months. Another variant form of student teaching is to arrange student teaching for five to six months at the rate of two days per week.

The Present Practices of Organization

Looking at the present practices, there is a variety of practices about the organization of student teaching. Some institutions divide it into two blocks. The duration of each block differs. Some institutions divide the student teachers into two batches. One batch is engaged in the theory classes while the other batch is kept busy in practice teaching. Some institutions organize the student teaching in one block which generally operates after two or three months before the start of academic session. The other practice followed in some institutions is to organize the student teaching on half-days continuously for three or four months. The student teacher teaches one subject continuously by taking a period every day. These institutions start the practice teaching usually from 10.00 A.M. to 1 P.M. The internship in teaching is arranged by cooperating schools and Regional College of Education. In most of the colleges, one or two lessons in each subject are demonstrated before the practice-teaching. Discussions are held on these lessons and lesson planning. Criticism lessons in two method subjects are organized by the education departments. This practice is very inadequate.

Suggestions for Organizing Student-teaching

In organizing the Programme of student-teaching, the trainees should be encouraged to practice new strategies and tactics in teaching. Practice-teaching should be divided into three phases—

- (1) Pre-Practice Teaching Preparation,
- (2) Actual Practice-Teaching, and
- (3) Post-Practice Teaching follow-up.

(1) Pre-Practice Teaching Preparation—Before they are put into actual teaching situations institutions must try to enable their student teachers to possess the knowledge of pedagogical aspect of education. This preparatory stage should provide the knowledge of the following :

- (i) Instruction in philosophy of education meaning, aims and objectives of education,
- (ii) Psychology of education development of child and learning theories,
- (iii) Components of successful teaching and teaching theories.
- (iv) Instruction of general methods/strategies and tactics of teaching.
- (v) School-organization-class management strategies.
- (vi) Demonstration lessons and observation of the same.
- (vii) Necessary information and skills for doing related practical work should be provided.
- (viii) Preparation of flexible micro, mini and complete lesson-plans should be discussed during this period.
- (ix) Acquaintance with the various skills of teaching.

(2) Actual Practice-Teaching—It should be organized in three phase. In the first phase, 4 or 5 complete lessons should be taught in simulated situations. In the second phase, 15-20 micro lessons may be taught in simulated situations.

In the third and final phase of practice teaching, 25-30 lessons should be conducted in realistic situation in a block, because “it has now been accepted that block teaching practice is a better alternative to every day one lesson delivery practice.” During this period, the trainee has to function like a junior teacher of the school, participating in all its programmes, *e.g.*, organizing co-curricular activities, understanding records and registers, evaluating and recording child growth and child performances and communicating the same to the pupil and the guardian, etc.

(3) Post-Practice Teaching Follow-Up—Necessary and related practical work connected with theoretical courses should be organized at this stage such as construction and administration of tests, case studies of pupils, preparation of improvised teaching aids, action research, etc. The process and product of the work undertaken should be carefully observed and the necessary guidance be provided to the student teacher whenever necessary.

Selection of School for Student Teaching

Only such schools be selected for student teaching whose principals are willing to cooperate and extend facilities for student teachers. The selected school should not be very far from the residences of the most of the student teacher. The following criteria may be used in selecting the cooperating schools for practice teaching: (i) The school management and staff should be willing to assist in the programme of student teaching, (ii) Provision of adequate physical facilities should be there, and (iii) The staff-members should be experienced and willing to cooperate the student teachers.

Supervision of Student Teaching

Supervision means to stimulate and direct the growth of student teacher. It consists of the guidance and evaluation of the activities of student teacher. The right type of supervision is crucial to make an efficient and effective teacher. The supervision of student teaching brings improvement in instructional activities of student teacher by familiarizing with various techniques and practical skills in teaching.

The supervisor should see that the student teachers settle down in teaching as early as possible to achieve the best results out of problems which a supervisor has experienced in respect of the number of lessons. He can supervise the number of student teachers effectively in three to four hours of a day. The present practice of just for five to ten minutes supervising each lesson does not enable the student teacher to equip properly. Again to discover strengths and deficiencies in student teachers he should supervise only those subjects of which he is a specialist. Suggestions for improvement of student teaching should be related to the presentation of learning contents teaching skill and classroom discipline.

Generally, teacher educators supervise the student teachers. As the number of student teachers is very large in comparison to the number of teacher educators, teacher-educators cannot give sufficient time to each student teacher. Besides the teacher educator the school teachers may also supervise the student teaching. It is similar to internship which requires total involvement of teacher educators, student teachers and school teachers. In Internship student teachers are attached to a particular institution where they are evaluated and provided comprehensive guidance and experiences according to their interest and attitudes. There are two types of internship, namely, (1) after training and (2) during training. During internship, the student teachers should be provided with varied experiences. The school teacher should help him in various practical aspects such as evaluative devices, maintaining records, result cards and progress reports of students.

The school teachers should be treated as cooperative teachers. Efforts should be made to associate with experienced and effective school teachers in a very intimate relationship. The school teacher acts as a true guide and helper. He tries to see that the apprentice under his care develops his potentialities fully. Some kind of recognition should be given to cooperative teachers. The principals of the schools should be consulted in selecting these teachers.

Need of Supervision

Teaching is an art as well as science. A trainee needs the help and guidance of teacher educators. The student teacher has to learn to plan his lesson, to organize the contents of his teaching in a logical and coherent way according to the level of his students and so many other things, teaming of all these is not an easy task. The student teacher must be guided and supervised by experts to develop abilities and skills to be able to function successfully as a teacher.

This requires supervision of student teaching without which their objectives cannot be achieved,

Organization and Supervision

Both organization and supervision of student teaching-aim at bringing improvement in the instructional activities of student teachers. The success of supervision depends not only on the skills and competency of supervisory personnel but also on the organization in which it is being operated. The success of organization process depends upon proper supervision. In this sense, they are inter-related and essential aspects of student teaching.

Current Procedure of Supervision

The programme of supervision of student teaching is arranged in all teacher education institutions in two stages—

- (i) Before actual classroom teaching begins, and
- (ii) During classroom teaching.

(i) Before Classroom Teaching Begins—All teacher education institutions require their student teachers to prepare their lesson plan, get them thoroughly discussed and checked up by the subject specialist and make necessary modifications in their lesson plans before they are permitted to teach their lessons to their pupils in the class.

(ii) During the Classroom Teaching—

- (a) *Supervisory Personnel* : The main responsibility of supervision falls on teacher educators. The whole faculty is involved in the supervision of student teaching. The Regional Colleges of

Education employ three groups of personnel for supervision in the internship activities of student teachers—

- (i) Subject teachers from the college subject department concerned,
- (ii) Pedagogy experts from the College Education department and
- (iii) Cooperating teachers and Headmasters/Principals of the cooperating schools.

(b) Arrangement for Supervision—The arrangement for supervision of student teaching in colleges and departments of education, other than the Regional Colleges of Education, is not so well defined and varies from institution to institution. The following are some of the practices of arranging supervision of student teaching :

- (i) **Assigning a supervisor to each practice teaching school**—The supervisors are generally regular. In some institutions the supervisor of practice teaching rotates from one school to another school on a daily, weekly or bi-weekly basis.
- (ii) Some institutions arrange a system of team supervision in place of one permanent supervisor.

Critical Evaluation

- (i) The current procedure of supervision varies from institution to institution.
- (ii) The supervisor seldom critically supervises the lesson. The supervision work is being done mechanically.
- (iii) The supervisors are unable to supervise the lessons thoroughly. The percentage of lessons supervised by the subject specialist is very low. The practice teaching is done very hurriedly. Non-teaching work is rarely done.
- (iv) The supervisors are not interested in supervising co-curricular activities.
- (v) Supervisors mostly offer descriptive type of criticism. Their remarks are generally related to General personality of the student teacher, Questioning, Chalk-board work, Class-management and discipline, and overall impression.

Objectives of Supervision

- (1) To enable the student teacher to discover his own style, his strong and weak points and to understand how to fit them to the school task.
- (2) To enable him to develop and practice sufficiently teaching skills.
- (3) To enable the trainee to verify all the strategies and tactics advocated in his subject areas with regard to their utility and feasibility.
- (4) To enable him to discover the relevance of theory, particularly child, psychology, memories of learning and teaching, strategies of class management, discipline, etc.
- (5) To enable him to perform his other professional duties in the school, to the parents and to the community.

Suggestions

- (1) The procedure of supervision should be well defined and the variations should be minimized.
- (2) The student teachers should give 20 to 30 per cent lessons in each of their subjects. 50% to 75% lessons should be supervised and 40% to 50% lessons should be checked before delivery. 30% to 25% lessons should be supervised by the subject specialist.
- (3) In the beginning supervision should be more regular because the student teacher needs help and guidance. Whenever new techniques are applied, supervision will have to be more thorough and wholly guidance oriented. Supervision of every lesson is not necessary. Only a few aspects should be taken up for improvement at a time, particularly in the beginning. A long list of weaknesses discourages and retards the total progress.
- (4) Supervision should be diagnostic in nature. A student teacher should be closely supervised by a team of two or three supervisors, who should highlight all his strong and weak points. Due guidance should be provided. Suggestions given by supervisors should be very clear. Other professional activities should also be supervised properly.

- (5) The supervision should be scientific and creative. New techniques of supervision should be adopted. After suggestions have been given, arises the need to convince the trainee that he has a deficiency and it should be removed. One daily period either at morning or at afternoon may be provided for seeking clarifications and understanding of suggestions.
- (6) A common monthly half-day meeting of all the student teachers and supervisors may be organized, where points of common interest may be raised, discussed and clarified. The help of experienced and competent teachers of cooperating schools may be taken in supervision work.
- (7) Proforma and check-lists should be available to the student teachers as well, so that through them they may know the nature of good lesson and try to reach the desired standard. The prescribed Proforma should be used in case of micro-teaching.

Problems of Student-teacher

Teachers at every level of the Indian Educational System agree that they lack a common understanding of the goals to be achieved in teaching. One basic cause for this mal-practice appears to be at the door steps of institutions of higher education. It is impossible to train prospective teachers with just one year of specialized and professional guidance. In the restructuring of educational system, candidates preparing for a teaching career would have twice the amount of training they secure today. One cannot cure the ills of poor quality teaching without changing the requirements fostered in higher education.

(A) Problems of Preparatory Institutions

The art of education requires a life-long preparation. The educative process is continuous. It leads to the actualization of potentials within the students. This is possible only when the prospective teachers are provided opportunities to acquire the technical know-how, and proper orientation. The institutions which are charged with this responsibility are hardly matching the expectations made of them. Hence, many problems have emerged in the effective implementation of student teaching. These are connected to the defects in the following field—

- (1) Selection of Student Teachers.
- (2) Un-conductive environment.
- (3) Mal-practices in the conduct of student teaching.
- (4) No qualified Staff.
- (5) Insufficient Practising Schools.
- (6) Insufficient Discussion lessons.
- (7) Insufficient Finances Grant-in-aid.

(1) Selection of Student Teachers—Some years ago the supply of student teachers to the consumer institutions, namely, Higher Secondary Schools was by and large commensurate with their demand. Today there is more supply and less demand of trained teachers. The number of persons desirous of seeking admission in teacher educational institutions has un-presciently increased. On the other hand, there are not sufficient vacancies for the trained teachers.

(2) Un-conductive Environment—The environment of teacher education institutions lacks freedom and initiative. In multipurpose structure of the training institutions there is much lack of new education and the movements such as freedom, initiative, leadership, community life, social inspiration, etc. The teacher students are expected to develop such behaviours in order to implement the same in their schools.

(3) Mal-practices—As a good number of teacher education institutions indulge in malpractices. The quality of student teaching deteriorates. There is groupism, nepotism and favouritism in of evaluating the teacher-trainees. Mal-practices are found in accepting gratifications for awarding divisions.

(4) No qualified Staff—A good number of teacher educators are not properly qualified. Therefore they are not able to achieve the objectives of teacher education. Some teachers earn appointment not on

the basis of academic merit but for political and other reasons. In them there is the problem of friction and groupism.

(5) Insufficient Practising Schools—Many teacher training institutions exert without practising school of their own. Practising school forms the nucleus of the teacher training college. The college authorities are forced to search a school which is ready to cooperate in the conduct of student teaching. Sometimes practice is made in a school located at a long distance or in a school which is not running classes required for practice teaching in certain subject.

(6) Insufficient Discussion Lessons—As the discussion lessons and the teaching practice are not conducted properly, some teacher educators call teaching practice ‘Cheating Practice’. In a number of cases the trainees appear in final teaching examination without even completing the required minimum number of lessons.

(7) Insufficient Finances and Grant-in-Aid—Due to it some Training Institutions have resorted to the illegal practice of charging money in addition to tuition fee from the students.

(B) Problems of Demonstration Skill

(1) Few Demonstration Schools—As there are very few training colleges who have a ‘Demonstration-School’ of their own, the teacher-student, are deprived of the opportunity of applying the educational principles and methods learnt by them. Their teaching lacks practical experience, their ideas not clear and they are unable to conduct successful teaching in schools where they are appointed after completion of their course.

(2) Training unrelated to School Work—The theory and practice of teaching are divorced with each other. Instead of being an integral part of the same teacher education course these twin courses remain confined in two watertight compartments.

(3) Paucity of ‘Specialist-Teachers’—Specialist teachers in such teaching subjects as Science, Music, Art, Work experience, Agriculture...etc, are not available for offering guidance to teacher trainees in many teacher-training colleges. The posts for those subjects continue to lie vacant for years together. Even where there are experts in the above subjects they do not like to work in teacher training colleges.

(C) Problems Characteristic of Student Teacher

- (1) Wastage and Stagnation.
- (2) Part-time student-teachers.
- (3) Combination of school subjects.
- (4) Problem of Methodology.

(1) Wastage and Stagnation—Wastage means withdrawal from the course before the completion. Many teacher trainees who complete the course either do not join the profession or take to other professions, *e.g.*, working as clerks, assistants, telephone operators or running their own business. Others who join the teaching profession are in constant search for another job and once they get it, they quit it at the first opportunity. The magnitude of the problem of wastage is more acute in the case of female teacher students, than their male counterpart. About 70 per cent of total women students, never, join the profession at all. Stagnation means remaining in the same class for more than required time. About 10% of the student teachers take more than one chance for successfully completing the B.Ed., course.

(2) Part-time Student-Teacher—Some student teachers who take admission in training colleges are drawn from some such occupational fields which have little relationship with teaching. Their objective is to get rather than to take to teaching as a missionary activity.

(3) Combination of School Subjects—Sometimes, the students have to conduct practice teaching in subjects which they have not studied earlier. They face the problem of school subjects in practicing schools and this problem continues even after completing the course.

(4) **Problem of Methodology**—In many training colleges the lesson plans are designed in accordance with the same old Herbartian steps. Teacher Educators are not familiar with the recent trends in practice teaching like technology of teaching, micro-teaching, simulated teaching, instruction technology, etc. In the absence of the application of innovative practices, they fail to develop appropriate teaching skills and competencies in the student teachers.

(D) Problems Characteristic of Teacher Educators

- (1) Absence of Better Salaries,
- (2) Isolation,
- (3) Unreliable Evaluation,
- (4) Lack of Knowledge and Values.

(1) **Absence of Better Salaries**—Recommendation for better pay- scales of Teacher Educators and their improved working conditions are seldom their implemented.

(2) **Isolation**—The teacher-education institutions affiliated to the University feel isolated from the intellectual discipline of the university.

(3) **Unreliable Evaluation**—Unreliability of the existing evaluation system is disturbing and a matter of worry. Instead of analysing and diagnosing student teaching teacher educators must try to categorise them into first, second and third division.

(4) **Lack of Knowledge and Values**—Today many teacher educators are unable to keep pace with the explosion of knowledge in the field of teacher education. A teacher has to function in a society in a number of ways. He is to be master of the subject that he teaches. He is to be a person genuinely interested in the pupil he teaches. He should have a character conforming to norms set by society. The society rightly expects the teacher to be an instrument of social change and national development.

(E) Problems concerning Facilities in the Preparatory Institution

These are related to—

- (1) Buildings,
- (2) Libraries,
- (3) Laboratories,
- (4) Suitable technological aids.

(F) Problems concerning Curriculum

The principal objective of both the theory and the practice teaching is to improve, enrich and refine teaching and curriculum by providing opportunities to the student teachers for the following—

- (1) To have a mastery of the subject matter.
- (2) To understand the relationships that exist among physical, social and cultural background of the learners he will have to teach.
- (3) To know the alternative modes of content presentation.
- (4) To be familiar with the strategies for coping with the needs of the bright and dull students.
- (5) To apply techniques related to measurement and evaluation, and
- (6) To know the different type of feed-back through which learning experiences may be reinforced.

Student teaching, however, fails to develop any of these competencies.

Evaluation of Student Teaching

Evaluation of student teaching is an important aspect of student teaching programme. On the basis of evaluation one can find out the magnitude of teaching competence in a student teacher as well as his strengths and weaknesses. It will help the teacher-educators to take decisions about the workability or effectiveness of organised activities, to see how far these activities can fulfil objectives of the teacher education. Student teaching objectives can be achieved on the basis of the evaluation. Thus evaluation is an integral part of the whole teaching programme.

Evaluation of student teaching includes an assessment of student teacher's performance in classroom as well as his performances in initiating and organising outside activities which include co-curricular activities related to general school activities and activities related to evaluation, guidance and other practical aspects of the teacher's work.

Evaluation can be done by the student himself, other fellow students observing the lesson and the supervisor or guide. Whoever does the evaluation should keep in view the objectives of a lesson unit as well as the different aspects to be evaluated. While observing classroom lesson and evaluating a lesson, a person must observe the whole lesson at all stages. He must also evaluate other traits of the student which may help him in the conduct of his lesson.

During all the stages of a lesson, the supervisor should watch how skill-fully the teacher provides the learning situations to the pupils and how aptly utilise the opportunities that the pupils' responses afford him for further development of the lesson. He should watch the extent to which information given by the teacher is correct, up-to-date and relevant. The teacher's personal and social qualities; the adequate use of teaching aids, evaluation procedure; class control, management and these contribute to the success of his lesson. The supervisors can use five points or seven points rating scale, for rating each one of the teaching components.

In giving grade to the lesson the final decision should be based on the whole delivery of lesson. The supervisor has to observe that to what extent the teacher was successful in providing a lively and permissive atmosphere to motivate the students and to learn throughout the lesson. Evaluation should be entered in record-cards of each individual teacher. A profile should be developed for each student containing ratings of different aspects of teaching and an average of all the ratings about fifty lessons may be made at the time of final evaluation. Besides, evaluation-should also be made of such personality attributes as teacher's professional and cultural growth, cooperativeness and sincerity, resourcefulness community relationship and work.

The existing practice of student teaching evaluation includes only the appraisal of teacher's performance in the classroom and that too rather casually. Sometimes, supervisors evaluate only written plans, he does not evaluate how the student teacher conducts his lesson. The classroom performances of the teacher in imparting instruction are not observed at all stages of development of the lesson. Instead of evaluating lesson from the beginning to the end, it is observed at any stage and that too rather briefly. Other factors contributing to the success of the teacher like his attitudes, interest, cooperativeness and resourcefulness sincerity and community relationship traits are not assessed during evaluation. Evaluation is not based on the day to day assessment. Final evaluation is not based on average of lesson wise evaluation of student's performance. The view of classroom teacher, supervisors and principals on the subject matter is taken only occasionally and to a limited extent, in evaluation. Therefore the existing practices of the student teaching evaluation require modification, so as to make it sensitive to teaching evaluation criterion.



Chapter 5

LESSON PLANNING

“The lesson plan is the small unit or units of the subject-matter which a teacher teaches in a definite period. The teachers, especially pupil-teachers prepare a written outline of the unit or units of the contents termed as a lesson-planning.”

- Q.1. What do you understand by the lesson-planning? Describe its need and importance for teacher-education programme.** *Or*
Discuss the various approaches of lesson-planning. *Or*
Discuss the theoretical rationale of Herbart and Bloom’s designs of lesson-planning. *Or*
Why should a teacher plan his lesson before going to the classroom? *Or*
Name the different approaches on lesson-planning and draw an outline of lesson-planning on Evaluation approach. *Or*
What are the different approaches of lesson-planning? Describe their merits and demerits. *Or*

Write short notes on the following :

- (i) Origin of lesson-plan,
- (ii) Herbartian approach,
- (iii) Dewey and Kilpatrick Approach,
- (iv) Elements of teaching unit,
- (v) Characteristics of a good lesson-plan.

Or

Explain the meaning of structure of Teacher Education. Describe the various stages involved in it.

Ans.

Meaning of Lesson Planning

The lesson plan is the small unit or units of the subject-matter which a teacher teaches in a definite period. The teachers, especially pupil-teachers prepare a written outline of the unit or units of the contents termed as a lesson-planning. Thus the lesson- planning means that detailed description which a teacher completes in a definite duration which varies from school to school and college to college. The teacher of every school has to prepare a lesson-plan for 30 or 35 to 50 minutes. In all the lesson-plans, the teachers have to give similar description of these items ; General aims, Specific aims,; Previous knowledge of students, Appropriate strategies of teaching,; Tactics of teaching, Techniques of Teaching, Teaching aids, Correlation between the new knowledge of the pupils and other subjects. Teacher’s activities, Activities to be performed while personally helping the students. Evaluation of the knowledge acquired by the pupils etc. Thus, a lesson plan that pre-determined plan according to which the teacher presents the unit or units of the content regarding new knowledge or experiences by appropriate methods, strategies, tactics, techniques and instruments before the pupils in a particular period. In short, a lesson-plan contains a clear description of methods of creating proper class room-environment and teaching steps in order to achieve the objectives of the lesson occurs.

Origin of Lesson Planning

According to Gestalt psychology, our attention goes to the 'whole' rather than to the 'parts'. When we perceive a figure, our attention goes first to its whole form, then, we analyse its different parts. We experience 'whole' in the perception with the help of 'unit'. As learning is considered as 'unit', to understand 'whole', pupils seek the help of 'unit' and the 'whole' is communicated by the 'unit'. Meaningful activities are established in a unit such a way that the desired behavioural changes may take place by creating appropriate learning experiences in the pupils.

Gestalt's learning theory divides the unit lesson plan in two ways. In "Herbart's Approach" content and information occupy an important place and unit plan. In "Dewey and Kilpatrick Approach" experiences are given preference in unit plan.

Need of Lesson Planning

The lesson plan does not allow the teacher to deviate and it keeps him on the way. In the process of teaching, lesson-plan is needed due to the following reasons—

- (1) Through lesson plan, the teacher regularly achieves the teaching objectives and processes in the form of complete objectives and processes.
- (2) A lesson-plan develops the possibilities of adjustment in the class-room situations which makes the teaching effective.
- (3) A lesson plan helps in recalling every step of curriculum unit.
- (4) A lesson plan helps in planning the process of teaching on the basis of class-control, motivation and individual differences.

Advantages of Lesson Planning

Planning is essential for every aspect of human activities, but more planning is required for a planned teaching. In the absence of lesson-planning the entire teaching becomes hotch-potch. Hence, the pupil-teachers must get the lesson planned. The following are the advantages of lesson planning—

(1) Suitable Environment—Objectives are fixed and the teaching strategies, tactics, techniques and material aid etc. are decided before-hand in a lesson plan. This creates interest of the pupils in the lesson and helps in creating proper environment of teaching task goes in a very planned way, when a proper teaching environment is created.

(2) Based on Previous Knowledge—In preparing lesson plans, the teacher presents new knowledge as the basis of previous knowledge of the pupils. It enables the pupils to gain knowledge conveniently while; the teacher succeeds in acquiring his objective.

(3) Psychological Teaching—In preparing lesson plans, the teacher uses proper teaching strategies, techniques, tactics and instruments keeping in mind the interests, aptitudes, needs, capacities and abilities of the pupils for teaching them. This makes teaching more psychological. The pupils receive the knowledge in a systematic and organized way.

(4) Limitation of Subject Matter—The subject-matter becomes limited. It enables the teacher to give up irrelevant material. As he only remembers definite and limited matter its presentation before the pupils becomes easy.

(5) Determination of Activities—The teacher's and pupil's activities are pre-decided in a lesson plan according to the class level. While preparing lesson-plan, the teacher decides what he and his pupils are to do in the class. This makes the teaching activities meaningful and purposeful. Consequently, both the pupil and the teacher become active in developing the lesson.

(6) Preparation of Material Aids—While preparing a lesson-plan, the teacher decides facts are to be clarified, strategies, tactics techniques instruments and aids to be used. It prepares the necessary and effective aids before starting the teaching task.

(7) **Means for Developing Teaching Skills**—The lesson plan acts as an important means for developing teaching skills in the pupil-teachers.

(8) **Use of Theoretical Knowledge in Teaching**—Theoretical knowledge attained by pupil teachers during their training period, can be applied in the class with the help of lesson-plan. It helps in providing practical shape to the theoretical knowledge.

(9) **Orderliness and Development in Thinking**—By preparing a lesson plan is created orderliness and development in the thinking of the pupils enabling the teacher to achieve the teaching objectives while presenting the contents in an orderly way.

(10) **Economy of Energy and Time**—The preparing lesson plan before-hand the teacher can present the new knowledge in a proper sequence before the pupils and can successfully remove their doubts.

(11) **Teaching with Confidence**—The preparation of a lesson plan makes the subject of teaching and other allied subjects more clear to the teachers. This arouses self-confidence in the teacher.

Now he presents the new knowledge to the pupils with more enthusiasm and pleasure. This makes the class lively.

(12) **Discipline in the Class**—By preparing lesson plan, the teacher becomes aware of what, when and how much is to be done in the class? He absorbs all the pupils in their respective tasks. It results in appreciable class-room discipline.

(13) **Revision of Knowledge**—In a lesson-plan, the teacher writes summary of the lesson, the reading of which helps pupils in the revision of the lesson.

(14) **Evaluation Possible**—A lesson-plan has the provision of the evaluation. Which makes the teacher aware of how his teaching has affected the pupils. It also evaluates the strategies, tactics techniques and aids used by the teacher and he can modify them accordingly. Thus, he can evaluate the teaching strategies, tactics, techniques and instruments and their effects used by him.

(15) **Practical Shape to the Concept of Management of Teaching-Learning**—A lesson-plan gives practical shape to the concept of management of teaching-learning. The teaching objectives can be successfully achieved by making the teaching impressive. A well organized lesson-plan occupies important place in the success of teaching. Davis has rightly said “*Lesson must be prepared as there is nothing as fatal to a teacher’s progress as unpreparedness*”.

Characteristics of an Ideal Lesson Plan

(1) **Objective Based**—The lesson plan must be based on one or the other objective. Objectives should be written and defined clearly.

(2) **Appropriate Material Aids**—Correct decision regarding the charts; graphs, pictures, diagrams and maps should be taken while preparing ideal lesson plans. These should be marked at proper places which a teacher is to use while teaching.

(3) **Based on Previous Knowledge**—To avoid any difficulty in acquiring new knowledge by the pupils, an ideal lesson plan should be based on their previous knowledge.

(4) **Division of Lesson Plan into Units**—Lessons are of three types—(i) Knowledge lessons, (ii) Skill lessons, (iii) Appreciation lessons. All the relevant steps of these three types of lesson plans should be determined in an ideal lesson plan. Each lesson should be divided into suitable units so that the pupils may understand it gradually.

(5) **Simplicity of Language**—In an ideal lesson plan, the simplicity of the lesson plan and clarity of thoughts should be according to the mental level of the pupils. The lesson plan should be subject-oriented, not language-oriented.

(6) **Determination of Activities**—In an ideal lesson plan, it should be made clear what activities a teacher and the pupils are to perform. The activities of a teacher and the pupils should be determined before-hand in an ideal lesson plan.

(7) **Use of Strategies, Tactics, Techniques and Teaching Aids**—The teacher should gain the knowledge of maxims of teaching and general principles of teaching. Only then, he can use appropriate strategies or methods, tactics, techniques and aids in order to classify the events and facts which occur in different situations.

(8) **Correlation**—In an ideal lesson-plan, a possible correlation should occur to enable the pupils to acquire the knowledge as a whole.

(9) **Use of Illustrations**—In an ideal lesson plan, such examples should be used which have relevance with the daily life of the pupils. This depends upon the comprehensive knowledge and experience of the teacher.

(10) **Individual Guidance**—In an ideal lesson plan the technique and occasion of providing individual guidance to the pupils should be indicated.

(11) **Teaching from Memory Level to Reflective Level**—In an ideal lesson plan developmental and thought provoking questions should be asked in an effort to stretch the teaching from memory level to the reflective level.

(12) **Time-sense**—An ideal lesson plan should be prepared according to the mental level of the pupils and the duration of the periods. The time assigned for every teaching step should be made clear in it.

(13) **Use of Black-Board**—The black-board summary of each and every unit should be written on the black-board immediately after teaching it in small but complete sentences.

(14) **Evaluation**—There should be a mention of the method of knowing the influence on the pupils. This involves evaluation of the methods used by the teacher.

(15) **Home Work**—There should be a provision of home work to enable the pupils to learn the application of the acquired knowledge,

Requirements in Preparing Lesson Plan

(1) **Clarity of Objectives**—There should be clarity of objectives. It will make the both pupils and the teachers active to achieve them.

(2) **Knowledge of the Subject**—The teacher should know his subject well for preparing the lesson plan. If they have no clarity about their subject teachers fail to clarify various facts and events of the lesson. Therefore, pupil-teachers should read the whole lesson plan which they have prepared. They should not read the text-book only, but also read other supplementary books and the available material concerning the topic.

(3) **General Knowledge of All Subjects**—The pupil teacher should also possess general knowledge of all the subjects, because the knowledge is a complete unit and it cannot be divided into different parts. Hence, to teach any subject properly the teacher must know the other related subjects.

(4) **Knowledge of the Principles and Strategies of teaching**—The teacher must know the principles of teaching, maxims of teaching, teaching methods and techniques to enable him to mention the teaching methods and techniques in the lesson plan.

(5) **Knowledge of Student's Nature**—The teaching method will be advantageous only when the nature of the pupils is known along with knowledge of the subject-matter.

(6) **Clarity about Previous Knowledge**—While preparing the lesson plan, the teacher should know the previous knowledge of the pupils because the new knowledge imparted on the basis of previous knowledge is easily stabilized.

(7) **Knowledge of Class Level**—The teacher should know the class-level for which he is to prepare the lesson plan which some fresh teachers overlook. This disturbs the whole teaching and the pupils fail to understand anything.

(8) **Division of Units**—While preparing the lesson plan, the teacher should divide the topic in units. Also, teaching method or strategy should be determined. This simplifies the preparation of the lesson plan. It is acquired easily by both the pupils and the teachers.

(9) **Use of Material Aids**—While preparing the lesson plan it should be decided at what step the material aid is to be used and what is to be clarified with that aid. This maintains the neutrality and interesting feature of the lesson plan.

(10) **Flexibility**—The lesson plan is a slave not the master of the teacher. Hence, the teacher is free to make changes in the lesson plan in order to create attraction and interest in the lesson.

(11) **Time Sense**—While preparing the lesson plan the teacher should have time sense. He should know it clearly how much time it will take to present the lesson before the pupils and how many activities can be performed in the prescribed duration.

Types of Lessons

Psychological researches have proved that the basis of learning is mental activity. While the mental activity provides a feeling which is a complete unit in itself, it has three aspects: Cognitive, Affective, and Co-native. On the basis of above three aspects of mental activity, lessons can be classified into the following three categories—

(1) **Knowledge Lessons**—In the knowledge lessons, the learner's cognitive aspect of his mental activity is more active which results an increase in his knowledge. Knowledge lessons are those which cause an increase in the knowledge of the pupils as a result of their study. The pupils acquire the knowledge of various facts and events through the knowledge lessons such as the lessons of History, Geography, Economics, Civics, Mathematics, Science and Grammar.

(2) **Appreciation Lessons**—Appreciation lessons keep active the affective aspect of learner's mental activity. They are those lessons which give aesthetic inspiration to the pupils. These lessons develop the appreciation of the pupils, who take interest in studying these lessons. Examples are the lessons of music and arts.

(3) **Skill Lessons**—In skill lessons, the co-native aspect of the learner's mental activity is more active. Skill lessons are those which make the pupils efficient in doing some task, while the teacher provides some guidance to the pupils in the beginning. Following the teacher's instructions or guidelines all the pupils get involved in accomplishing the task. This provides many opportunities for experimenting and practice. The creative power of the pupils is more active in skill lessons. Painting, handicraft, gardening and agriculture etc. are examples of skill lessons. ●

Q.2. What do you understand by the lesson-planning? Describe its need and importance for teacher-education programme.

Ans.

Approaches to Lesson Planning

In order to prepare a lesson plan, various educationists have stressed on different points keeping in mind their basic assumptions and principles of education in the different periods. Thus there are following approaches to lesson planning—

- (1) Herbartian Five-steps Approach,
- (2) Dewey and Kilpatrick Approach,
- (3) Morrison's Unit Approach,
- (4) American Approach,
- (5) British Approach,
- (6) Indian Approach.

Herbartian Five Steps Approach

Elements of Successful Teaching

Herbart's educational ideology is based upon psychology. He has advocated the following four elements for a successful teaching—

(1) **Interest**—The teaching process should be interesting when the interest of pupils is created in some subject, their attention is attracted towards it. They acquire the new knowledge very easily.

(2) **Apperception**—The entire knowledge is provided to the pupils from outside. Apperception of this external knowledge occurs in the unconscious mind of the pupils. If the new knowledge is related to the previous knowledge of the pupils, the learning will be simplified. Hence, in order to make the learning process effective, the teacher should move from known to unknown.

(3) **General Method**—Learning activity occurs in a definite sequence. Hence, the activities of the unit should be edited in a definite sequence and in an logical order.

(4) **Correlation**—Knowledge is one unit. All the subjects should be studied after correlating each other in the form of one unit. History is important for this correlation. All the subjects of the curriculum should be taught by correlating them with History.

(5) **Clarity**—The subject-matter to be taught is broken into various facts so that every pupil can pay attention towards each fact or element. Also, the teacher should present the subject-matter with clarity.

(6) **Association**—The new knowledge of the pupils is related to their previous knowledge.

(7) **System**—The specifics were separated from the generals which may enable the pupils to view the mutual relations between various facts or elements so that they may gain the knowledge of 'whole'. Hence, new knowledge or thoughts were organized in a sequence on the basis of logic.

(8) **Method**—The pupils used to apply gained knowledge to the new situations.

While Herbart emphasized only four steps his followers modified the above four steps. Ziller a disciple of Herbart divided the first step *i.e.*, clarity into two Introduction and Presentation. Another disciple Ryan incorporated one more step in between these two termed as 'Statement of Aim'. Still other disciples of Herbart changed the names of other three steps. The term comparison was used in place of association, generalization in place of system and application in place of method. Thus resulted in five steps in place of four. These five steps were termed as Herbartian five steps of teaching. These steps are as follows:

Five Steps of Herbartian Teaching

(1) **Preparation**—In this step, some questions are asked from the pupils in order to test their previous knowledge so that curiosity may arouse in them learning of new knowledge. By testing their previous experiences the pupils are prepared for acquiring new knowledge.

(2) **Statement of Aim**—This is a part of the first step. Here, the topic becomes clear to the pupils and the teacher himself writes the topic on the black-board in clear words.

(3) **Presentation**—In this step, the lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn themselves by stimulating their mental activity. The teacher tries to receive most of the points from the pupils by questioning so that the new knowledge may get related to the previous knowledge.

(3) **Comparison and Association**—Herbart termed this step as association. In this, the facts events and application taught are related mutually by comparison to enable the pupils to understand the taught material. The teacher should establish a relationship between two subjects and also between the facts and events of one subject and the facts and events of the other subject. He should compare them so that the new knowledge may get stabilized and clarified in the minds of the pupils.

(4) **Generalization**—Herbart termed this step as ‘System’. After explaining the main lesson, the pupils are provided with opportunities to think. They formulate such principles and rules which may be used in various situations of the future life.

(5) **Application**—Application is the last step of teaching method in which it is observed whether the acquired knowledge may be applied to the new situations. The teacher can verify this by asking recapitulatory questions or by providing opportunities to apply the acquired knowledge in the new situations. This stabilizes the new knowledge and the validity of the rules may also be proved.

Merits of Herbartian Five Steps of Teaching

(1) **Psychological Method**—Herbart believed that when the new thoughts related to the thoughts lying in unconscious mind of the pupils are presented, the thoughts of unconscious mind come to the conscious mind, establish relationship with the new thoughts and again go to the unconscious mind. Considering it psychological, Herbart termed this mental process of acquiring thoughts as apperception. As the new knowledge is based on the previous knowledge of the pupils, hence their various interests will develop and the character of the pupils will be formed.

(2) **Organized Teaching**—In Herbartian Five Steps approach, each step has been organized in a very logic order by following which, the fresh teachers beware of future mistakes. The competent teachers’ originality is never affected and the teaching goes on in a very organized way.

(3) **Use of Inductive and Deductive Methods**—While presenting the new knowledge, help of various examples is sought and at generalization step and rules are derived. It is an inductive method. At the step of application, these rules are taught to be executed, this is a deductive method. They both inductive and deductive methods are used in five steps approach.

(4) **Correlation Possible**—Herbart has considered entire knowledge as a single unit. The acquired previous knowledge of the pupils is also a single unit. This approach allows establishing a correlation between previous and new knowledge and between all subjects of the curriculum.

(5) **Recapitulation**—In the approach such questions are asked while recapitulating which, on answering, result in the learning how to apply the acquired knowledge in new situations.

Demerits of Herbartian Five Steps of Teaching

(1) **Useful in Knowledge Lessons Only**—Herbartian approach can be useful in the knowledge lesson only, not in appreciation and skill lessons.

(2) **No Need of Generalization**—Generalization is not needed while teaching a language, geography, history music and arts etc. From this point of view, all the five steps are not needed while teaching.

(3) **Mechanical Method of Teaching**—The use of these steps cuts the independence of the teacher to the extent that he cannot incorporate his independent thoughts in any step. This reduces his originality. Hence, Herbartian approach is a mechanical method of teaching.

(4) **Uninteresting**—As this approach stresses upon the teaching of all the subjects of curriculum in a similar sequence overlooking the interests, attitudes, abilities and capacities of the pupils according to their mental development, the entire teaching becomes monotonous and the pupil does not show any interest in acquiring new knowledge. Thus, Herbart’s teaching method is not interesting.

(5) **No Place for Individual Differences**—While using Herbartian approach, similar questions are asked from the pupils and even similar activities are asked to be done. This overlooks individual differences.

(6) **Teacher More Active**—In Herbartian approach, the teacher has to be more active than the pupils thought it more desirable if the pupils remain more active than the teachers. As this teaching method is not activity-centred, pupils don’t get any motivation for learning. Hence, the new teaching methods do not include Herbartian steps.

(7) Difficulty of Correlation—Considering the knowledge as a complete unit, Herbart emphasized correlation between different subjects for the unity in the mental life of the pupils. But following these five steps teachers impart the knowledge of different subjects to the pupils differently. They seek to establish a correlation between various subjects in order to bring integration in the mental life of the pupils which is essentially difficult, if not impossible.

Critical Evaluation

Herbartian Five-Step Approach, is an impressive and psychological teaching method. It includes both inductive and deductive methods. A correlation among all the subjects of the curriculum is possible by its use. There is a proper provision of recapitulation in the step under ‘application’. In this modern age however some educationists point out that this method is useful only for knowledge lessons. Generalization is not needed in every lesson, Herbarts’ method is mechanical. There is no place of individual differences. It does not motivate the pupils to learn by doing. The correlation between the different subjects is essentially difficult. In his book *New Teaching for New Glower* points out that in Herbartian approach, emphasis is on teaching only instead of learning which reduces the freedom of the teacher. Pupils also become passive. Neither is their character formed nor do they reach their desired goals. However, one should pay attention to the merits not the demerits of the five-steps approach. The pupil-teachers should follow this approach with necessary changes keeping its merits in view.

Dewey and Kilpatrick Approach

A teacher in Education in Columbia University Kilpatrick was the favourite pupil of John Dewey. He carried deep effects of John Dewey’s Pragmatism. He believed that education should penetrate into the actual life. At that time education was suffering with many drawbacks. The pupils were given artificial education by suppressing their interests, feelings and tendencies and overlooking their individual differences. In such a situation, Kilpatrick developed a new teaching method, called ‘Project Method’ to acquire practical knowledge. It was based on the principles of John Dewey’s Pragmatism and interests of the pupils.

Project Method

In Dewey and Kilpatrick approach, the basis of learning is a project. The pupils gain various experiences while solving their problems of life. This makes the teaching purposeful. This unit approach is based on experiences. The pupils are provided with such experiences which develop social capacities in them in order to be successful in their practical life. In a project method, Kilpatrick has mentioned seven steps: (i) Creating the situations, (ii) Selection of the project, (iii) Purpose of project, (iv) Planning of the programme, (v) Execution of the programme, (vi) Evaluation of the task, and (vii) Reporting.

Morrison’s Unit Approach

In his book, ‘The Practice of Teaching in Secondary Schools’, Prof. H. C. Morrison has explained that the unit method is important from psychological point of view. It is a student-centred method prepared by pupils and the teachers. The interests, attitudes and needs of the pupils are considered while using this approach. The learning objectives are made clear to them. Like Herbartian five steps approach, Morrison’s unit approach too followed five steps: (1) Exploration, (2) Presentation, (3) Assimilation, (4) Explanation, and Recitation. In his five-steps approach, Herbart emphasized presentation, while Morrison emphasized assimilation in his unit approach.

Structure of a Teaching Unit

The structure of a unit is based on the nature of the subject-matter and the teaching objectives. Every teaching unit has its own structure. A teaching unit marks the contents, the subject-matter and the methods of presentation.

Characteristics of Teaching Unit

(1) **Division of Content**—The entire subject-matter to be taught throughout the session or semester, is divided into smaller units. By concentrating on them pupils understand these smaller units easily.

(2) **Giving Practical Shape to Teaching Process**—After understanding the smaller units of the subject-matter they are given practical shape.

(i) **Introductory Phase**—The pupils are made clear about the teaching objectives to make them curious to gain new knowledge.

(ii) **Presentation Phase**—The learning experiences are provided to the pupils while presenting the contents,

(iii) **Evaluation Phase**—Pupils repeat the acquired experiences while interpreting them.

Elements of Teaching Unit

(1) **Overview**—The teacher should determine the objectives of the teaching unit in such a way that the needs of the pupils are fulfilled. They should be so much motivated that they may acquire new knowledge with interest. The teacher gives the statement of aim after introduction so that the pupils get awareness of the scope of teaching unit.

(2) **Previous Knowledge**—To get awareness of the previous knowledge of the pupils for their new knowledge, the teacher asks questions from the pupils so that he may decide the point to start with after relating the previous knowledge to the new knowledge.

(3) **Presentation of New Experiences**—The new experiences and the elements of the contents are presented in a logical order. The lesson is developed with the cooperation of the pupils. The question-answer method is used. If the pupils fail to answer the questions the teacher interprets the elements himself.

(4) **Motivation**—As every activity of the teaching unit is performed for learning. Hence, the teacher should motivate the pupils at intervals so that they may continuously show interest in the teaching and get ready to learn.

(5) **Summarization**—It enables the pupils to give the summarized form of the lesson.

(6) **Drill and Recapitulation**—Drill and recapitulation techniques are important to minimize forgetting in learning. The pupils may retain the learning experiences for longer duration.

(7) **Organization**—To provide proper provision for organizing the acquired experiences, the teacher assigns home work to the pupils which helps them in organizing the acquired knowledge.

(8) **Evaluation**—There is a provision of evaluating the knowledge acquired by the pupils which makes them aware of the limit of acquisition of the objectives. Oral questions or oral and written tests are used for this purpose.

Fundamental Principles of Unit-Method

(1) **Principle of Unit**—The 'whole' is considered important according to Gestalt Psychology. In the process of acquiring knowledge, the teacher presents the content of a unit before the pupils giving supremacy to the unity or 'Wholeness'.

(2) **Principle of Child's Supremacy**—According to this principle, the activities of the pupils are emphasized in the entire teaching while assigning the special importance to the needs and basic instincts of the pupils.

(3) **Principle of Interest and Purpose**—In order to achieve the objectives of the unit the teacher creates interest in the pupils. This brings the desired changes in their behaviour.

(4) **Principles of Dynamism**—According to this principle all the teaching units should be dynamic. It makes the scope of each unit wider and pupils acquire it easily. Dynamism is the key to teaching. The teacher should apply the principle of dynamism according to the need.

(5) **Principle of Recitation**—From psychological point of view; recitation is important to mark the new knowledge in the minds of the pupils. Hence, the recitation by the pupils is encouraged in unit-method.

(6) **Principle of Organization**—According to this principle, in order to provide complete knowledge to the pupils, various teaching materials should be used and organised.

Merits of Unit Method

(1) **Psychological Method**—As this method is based on Gestalt Psychology, importance is given to the ‘whole’ instead of ‘part’.

(2) **Child-Centred Method**—In this, the capacities and needs of the pupils are considered supreme.

(3) **Interesting**—The interest of the pupils is emphasized. The easy acquisition of teaching objectives is preferred.

(4) **Habit of Healthy Study**—The unit method helps in the habit of healthy study. This makes them self-learners.

(5) **Organized Learning**—By using the method, learning occurs in an organized form and becomes a permanent part of the brain.

(6) **Use of Appropriate Teaching Aids**—As knowledge is imparted with the help of appropriate teaching aid, it enables them to learn how to apply the teaching aid properly.

(7) **Development of Social Values**—It helps in developing social values in the pupils.

(8) **Encouragement to Expression of Ideas**—It encourages the development of social values as well as the capacity to express ideas.

Demerits of Unit Method

(1) **Waste of Time**—As the pupils are provided with organized and detailed knowledge, it wastes the time.

(2) **Limited Scope**—Due to the detailed knowledge provided to the pupils, this unit-method has very limited scope.

(3) **Mechanical Method of teaching**—The freedom of the teacher is delimited so much that he fails to present his thoughts before the pupils. Learning becomes lifeless, boring and mechanical.

(4) **Possibility of Gaining Less Knowledge**—It is possible that the pupils acquire sufficient knowledge in some subjects and insufficient knowledge in others.

(5) **End of Originality**—It finishes the originality of the teaching and learning.

American Approach

It is an important approach to the objective, behaviour, and evaluation. By determining and defining the objectives of the content and by using various teaching methods, techniques, tactics and audio-visual aids in this approach the creation of such situations is emphasized that all the pupils participate actively and achieve the learning experiences, the desired behavioural changes, and the teaching-learning objectives. However many educationists like Robert Mager, Magne, Masia, Miller and Karthwal etc. have tried their best to give a modern touch to American approach. Prof. Bloom's contribution in this regard is appreciable.

The contents and the pupils have their own importance in British approach. Being a traditional country, England has a teacher- centred education. The central point of entire education is the teacher. The teachers' activities and the evaluation of the pupils are given equal importance. While preparing lesson plan with British approach, the teacher's activities and the evaluation of the pupils by achievement tests are specifically emphasized.

Models of Lesson Planning

(1) Model Lesson Plan According to Herbartian Approach

Lesson Plan

Date : 09.04.2022

Class 7th

Period : 1st

Subject : Civics

Topic : Qualities of an Ideal Citizen

General Aims

- (1) To prepare the pupils to become good citizens by making them aware of social, economic and political aspects.
- (2) To awaken the feelings of truthfulness, justice, equality, fraternity, cooperation and service in the pupils.
- (3) To increase the qualities of good character in the pupils.
- (4) To encourage power of self-expression and reasoning power in the pupils so that they may become ideal citizens.

Specific Aims

To aware the pupils of the “qualities of an ideal citizen”.

Material Aids

- (1) A picture of Gandhi ji sitting amongst Harijans.
- (2) A pupil's picture showing the way to a blind person.
- (3) A picture of citizens casting their votes.

Previous Knowledge

The pupils are aware of utility of studying Civics.

Introduction

Q. What is the name of our country ?

Ans. The name of our country is India.

Q. What type of administration is practiced in India ?

Ans. Indian administration system is democratic.

Q. Who have got the fundamental rights in democratic administrative system?

Ans. The citizens have got the fundamental rights.

Statement of Aim

Today we shall study about “The qualities of ideal citizens,” (For pupils' convenience, it will be taught in a single step).

Presentation

Q. Why do pupils go to school?

Ans. Pupils go to school to gain education.

Q. What are the effects of education on the pupils?

Ans. The pupils get educated.

Explanation

The first quality of the citizen is being well educated. A person who lacks education cannot become a good citizen. Hence, education is as essential as food and water for body for a good citizen. Only education enables him to understand difference, between true and false, reality and propaganda. Consequently, he would be able to take personal decisions and can solve his problems easily by analysing superstitions and meaningless traditions and by adopting scientific attitude.

Q. What games the pupils play in the play ground?

Ans. The pupils play many games in the play grounds.

Q. How are games useful to pupils?

Ans. Games are responsible for sound health of the pupils.

Teacher's Statements

An ideal citizen should have sound health. A person having ill-health can neither enjoy his life nor can perform his duties towards his nation. (Pointing towards the picture)

Q. What feeling Gandhi ji is arousing while sitting amongst Harijans?

Ans. (The pupils could not respond to this question)

While sitting amongst Harijans Gandhi ji is arousing the feeling of equality. According to him it is the quality of an ideal citizen that each citizen should behave equally because we all are children of God.

Q. What is a person without eye sight called?

Ans. A person without eyesight is known as a blind person.

Q. What is our duty towards a blind person?

Ans. We should serve the blind person.

As we are seeing in this picture that a student is showing the way to a blind person and doing social service. An ideal citizen should possess this quality. Being a social animal, he should have the feeling of social service and also serve the other citizens according to the need. (Pointing towards a picture)

Q. What are these citizens putting into the ballot box?

Ans. These citizens are casting their respective votes into the ballot box.

Teacher's Statements

An ideal citizen must keep himself away from groupism and he should use his vote properly. Only then a faithful government can be formed in the interest of the nation's progress.

Black Board Summary

Recapitulatory Questions

- (1) Why should an ideal citizen possess the quality of equality?
- (2) How should an ideal citizen use his right of voting?
- (3) What qualities should an ideal citizen possess?

Home Work

What qualities should an ideal citizen possess? Write in detail.

(2) Lesson Planning According to Evaluation Approach

Prof. Bloom's concept in education is termed as Evaluation Approach. Evaluation is a continuous process. This process has three components—(1) Teaching objectives, (2) Learning experiences and (3) behavioural changes. All these three components are closely related. Now, most of the educationists emphasize more on evaluation approach than five-steps approach and they are recommending the preparation of lesson plans based on the evaluation approach instead of other approaches. Hence, in most of the training departments, training is given to the pupil-teachers in preparing the lesson-plans based upon the evaluation approach.

Main Points

According to the evaluation approach, the lesson plan has eight main points—

(1) Main Thoughts, (2) Content, (3) Aims and Objectives, (4) Method of teaching, (5) Student's Activities, (6) Aids for Students, (7) Aids for teachers, and (8) Examination. These eight points are described below in six forms—

(1) Content to be Taught—The content to be taught to the pupils should be written in the first column of the lesson plan. The content should be selected from the prescribed text-books. It should be divided into topics. The content which is written regarding the topic should not be in detail. However, main facts and thoughts regarding that topic should be very precise.

(2) Objectives with Specifications—In this column should be written in short form the general aims of teaching, their classes and characteristics along with relevant and desirable behaviours.

(3) Teacher's Activities—In the third column of the lesson plan, the teacher should mention his activities, including those which are concerned with the content such as asking questions, statements, describing, illustrating using material aid, delivering model lessons and clarifying the terms and concepts. The teacher should also indicate in short form the learning experiences and efforts to be made for them in this column.

(4) Student's Activities—Students' activities should be written in these columns such as to listen to the teacher, to tell the meanings of the words, to answer the questions, to participate in discussion, to prepare material and to study it.

(5) Teaching Aids—Material aid required for teaching is mentioned in the fifth column of the lesson plan which makes the contents clear, understandable and alive.

(6) Evaluation—Those devices of evaluation should be mentioned in this column with the help of which may occur daily evaluation of teaching objectives of each lesson, read material and the learning experiences. This enables the teacher to know about the success and failure of tactics and strategies used by him and he can modify the teaching system.

Bloom's Evaluation Approach

The evaluation approach is a new innovation in the field of education. It has revolutionized the teaching, learning and testing process. It considers that education is the tripolar process. This approach has the following features :

- The education is a purposeful process. All the educational activities are objective-centred.
- The testing should be based on teaching. The teaching and testing should be objective oriented.
- The term evaluation concerns with all activities of teaching and testing and not only students performances.
- It does not confine to the students achievement only but it includes the total behaviour change of the students.
- It evaluates the teaching-learning objectives, methods and devices of providing learning experiences.
- The student's performances are measured in terms of learning objectives and not the achievement of the content. It may cover cognitive, affective and psychomotor learning outcomes.
- In his teaching-learning B. S. Bloom has given evaluation approach using the following three steps—
 - (1) Formulating educational objectives,
 - (2) Creating learning experiences, and
 - (3) Evaluating the change of behaviours.

(1) Formulating Educational Objectives—Objective is the end result of any activity. A well organized activity brings a desirable change which is termed as objective. The educational objectives concern with cognitive, affective and psychomotor change in the behaviours. In identifying and formulating educational objectives the following things should be kept in mind—

- (i) As the nature of various school subjects is significantly different, different-objectives are achieved by teaching the various school subjects.
- (ii) The structure of the content, students level and need, social and economic conditions, practical and cultural needs are the basis for determining the objectives of teaching.
- (iii) The students growth and development should be kept in view while formulating the objective of learning, because the same contents are taught at different stage of development.
- (iv) The student entering behaviours and their comprehension levels are considered in formulating learning objectives.

(2) Creating Learning Experiences—After identifying the learning objective, the appropriate teaching strategies, teaching aids and tactics are selected for generating the environment for providing the learning experiences to the students which are directly related to the objectives of teaching. This learning experience may be provided in the school or class-room and outside the school. A teacher organizes his activities for bringing the desirable change among the students. The teaching activities are related to learning outcomes. This concept has been illustrated with the help of the following way.

Teaching Objectives	Learning Experiences
1. Knowledge objective	Lecturing—Telling, showing, demonstration, chart, models, Text books, programmed instruction. Homework and assignments.
2. Understanding objectives	Question-answer strategy, group discussion, Line drawing, Map, models, text-books, Home-work and assignments.
3. Application objectives	Project method, Tutorials, Inter-action strategy, Text-books, Home-work and assignments.
4. Creativity objectives	Problem-solving method, individual experimentation, Seminar, Workshops, etc.

The above table indicates that different types of learning experiences are provided by employing different type of teaching strategic for achieving different learning objectives.

(3) Evaluating Change of Behaviours—The learning experiences bring desirable change in the behaviour of the students. The change of behaviours is evaluated to lake decision about the effectiveness of learning experiences. The changes of behaviours are of three types: cognitive, affective and psychomotor. A criterion test is prepared for measuring all the three types of objectives. The objective and essay type tests are constructed for measuring cognitive objectives. The oral questions are used in lesson-planning. The following measuring devices are used for evaluating cognitive, psychomotor and affective objectives :

Learning Objectives	Evaluation Devices
1 . Cognitive Objective	Oral, observation, written essay and objective type tests and interview.
2. Affective Objectives	Observation, Interest inventory attitude scale, value test, essay type test and situational test.
3. Psychomotor Objective	Observation, practical examination, student demonstration and interview.

It is evident from the table that different types of measuring instruments and devices are employed for evaluating three types of objectives. The change of behaviour is the empirical criterion for the effective use of teaching strategies, tactics and teaching aids which have been used for providing the learning experiences.

Bloom's Evaluation Lesson Plan Model

Date

Class VIII A

Period II

Subject : Geography/Science

Topic : The Solar and Lunar Eclipses

Specific Objectives—The lesson is designed to realize the following objectives of teaching :

- (1) The students are able to describe the solar and lunar eclipses.
- (2) The students are able to state the causes of solar and lunar eclipses.
- (3) The students are able to recall the dates of solar and lunar eclipses.
- (4) The students are able to explain the influences of solar and lunar eclipses.

1. Teacher's Activities	2. Student's Activities	3. Teaching Method and Aids	4. Objectives Knowledge
Q. Why is the sun not visible for a while in clear sky? 'We will study the causes of Eclipse'	Due to Eclipse —	—	knowledge
Q. Why does an Eclipse fall?	The Sun or Moon is caught by Rahu and Ketu.	"	"
Q. Around whom does the moon revolve?	The moon revolves around the Earth.	"	"
Q. Around whom does the earth revolve?	The earth revolves around the Sun.	Teaching aids	knowledge
By demonstrating the model of earth.	Observation	"	"
Q. How do these motions influence the positions of sun.	No responses	"	"
Explanation : Sometime the Listening earth comes in between sun and moon and some-time the moon comes in between sun and earth.	Listening	"	knowledge
Q. From where does the earth receive light and heat?	From the sun	Question-answer	
Q. From where does the moon receive light and heat?	The moon receives the light and heat from the sun.		
Teacher's Statement — The earth and moon both receive the heat and light from the sun. The moon comes in between earth and sun on mid-date of the month.	Listening	Showing the model	Comprehension
Q. What is the date of full moon?	The last date of the month.	Question-Answer	knowledge
Q. What are the positions of earth, sun and moon on full moon day.	The earth comes in between sun and moon.	Showing the model	
Teacher's Statement — Sometime on full moon, the earth, sun and moon fall in a straight line. The earth shadow falls on the moon or the sun rays do not reach moon for few minutes partially or wholly.	Listening	"	Comprehension
Q. What do we call this situation?	Lunar Eclipse	Question-Answer	knowledge
Q. How does the solar Eclipse fall?	No response	—	—
Explanation : Some-time on the mid-date of the month, the sun, earth and moon fall in a straight line and moon comes in between them. The moon's shadow falls on earth on the sun rays do not reach on earth for a while then.	Listening	Showing the model	Comprehension
Q. What do we call this situation?	Solar Eclipse	Question-Answer	knowledge

Q. Why does solar not fall on every mid-day of a months. Teacher's Statement— The sun, earth and moon do not fall in a straight line in every month. The earth axis is inclined $23\frac{1}{2}$ of north. The moon does not complete one round of the earth completely within 30 days.	No response	—	—
Q. Why does lunar Eclipse not fall on every last-date of month or on full moon day?	Listening The sun earth and moon do not fall in a straight line on every full moon day of a month.	Presentation Question-Answer	Comprehension

Evaluation

- (1) When does the lunar eclipse fall?
- (2) Why does not the lunar Eclipse fall on every full moon day of a month?
- (3) When does the solar eclipse fall?
- (4) Why does not the solar eclipse fall on every Amavasya of a month?

Home-work—Describe the solar and lunar eclipse with the help of diagrammatic presentation.

Merits of Bloom's Lesson-Planning

- (1) The content analysis is made and two dimensional charts are prepared for specifying the objectives,
- (2) The objectives are written in behavioural terms.
- (3) The teaching activities are organized for achieving these objectives.
- (4) The teaching activities are related to the learning structures.
- (5) It makes the teaching purposeful and objective centred.
- (6) It is based on psychological and scientific principles.
- (7) It has greater scope for improving and modifying the learning experience on teaching activities.

Demerits of Bloom's Lesson-Planning

- (1) It is highly structured and mechanized and does not provide an opportunity for creativity and originality of the teacher.
- (2) It has greater scope for personal factors of teacher to influence the planning and organizing teaching activities.
- (3) One teaching activity does not confine to one domain but concerns with more than one domain.
- (4) The mental process or mental ability are not taken into consideration in writing objectives in behavioural term.

RCEM APPROACH TO LESSON PLANNING

This approach of lesson-planning developed by the Indian educationists, is an improvement over the earlier approaches. It considers the Bloom's Taxonomy of Educational objectives in identifying objectives of teaching with certain modification. It involves seventeen mental abilities for writing objectives in functional form.

Design of Lesson-Plan consists of three aspects :

- (1) Input,
- (2) Process and
- (3) Output.

Structure of Lesson Plan

The structure of lesson-plan is developed with the help of input, process and output aspects of teaching.

(1) **Input**—It includes the identification of objectives known as Expected Behavioural Outcomes (EBOs). These objectives are broadly classified into four categories: knowledge, understanding, application and creativity. They are written in behavioural terms by employing seventeen mental abilities. The entering behaviours of the learners are also identified. The sequence of instructional procedure is determined with the help of these objectives.

(2) **Process**—The teaching strategies and tactics are selected for achieving these objectives. The communication strategy and audio-visual aids are employed for the effective presentation of the content. The main focus of the process is on creating the learning situations for providing appropriate learning experiences to the students. It also includes the technique of motivation so that student's behaviour can be reinforced for the desirable responses. It implies the interaction of teacher and pupils.

(3) **Output**—It includes the real learning outcomes (RLOs). The process aspect learning experiences are provided for the desirable behavioural change among students. The change of the behaviours is known as real learning outcomes (RLOs). The various measuring devices are employed for evaluating the RLOs. The measuring instruments are constructed on the basis of EBOs. The teacher usually measures the RLOs by using oral and writing questions.

Input, process and output can be implemented in organizing teaching. The input aspect concerns with EBOs of teaching, it also includes entering behaviours of the learners. The process aspect involves teacher and student interaction. The teacher and students activities are determined. The output aspect deals with the RLOs. The evaluation devices are specified for measuring the criterion behaviours.

This paradigm of lesson-plan can be used in the teaching of school subjects during teaching practices. The lesson-plan of this type has been illustrated with the example.

RCEM LESSON-PLAN MODEL

Date..... Class

VIII A

Period II

Subject : Geography/Gen. Science

Topic : The Solar and Lunar Eclipses

Teaching Points

- (1) The speeds of Earth and Moon.
- (2) The position of Sun, Earth and Moon on full moon.
- (3) Causes of lunar eclipse.
- (4) The positions of sun, earth and moon on Amavasya.
- (5) Causes of solar eclipse.
- (6) Causes for not falling eclipse on every month.
- (7) The influence of solar and lunar eclipse.

Uses of Lesson-Plan

- (1) It is useful for pre-service and in-service teacher for organizing and planning of their teaching.
- (2) The teaching skills can be developed with the help of lesson- plan during teaching practices by macro-lesson.
- (3) The teaching skills can be integrated by the micro-lesson.
- (4) The written lesson-plan provides the guide for organizing the teaching to the pupil teachers.
- (5) The unwritten lesson-plan is useful for inservice teachers for their effective teaching.
- (6) The concept of 'Management Learning' can be applied to teaching process with the help of a lesson-plan.
- (7) The Basic Model of teaching can be used in teaching by the lesson-plan.
- (8) The theoretical knowledge of teaching concept can be applied to practice by the effective lesson-plan.

- (9) It provides a scientific basis for measuring the learning outcomes of teaching.
- (10) The lesson-plan is the crucial activity of teacher-education programme. It deals with the scientific aspect of teaching and provides the basis to train pupil-teachers.

Presentation

Expected Behavioural	Learning Experiences or interaction		Real Learning Outcomes
Outcomes (EBOs)	Teaching Activities	Students Activities	(RLOs)
1. The new topic is introduced on the basis of previous knowledge.	Q. From where do we receive heat and light? Q. From where do we receive light at night?	We receive the light and heat from sun. From the moon.	
Knowledge : Recall and Recognition.	Q. Why is the sun not visible for a while in clear sky? Q. Around whom does the moon revolve?	Due to eclipse fall. Around Earth.	
Understanding : Seeing relationship.	By showing the model of solar system. Q. Around whom does the Earth revolve? Q. How does these motions influence the positions of sun, earth and moon? (Showing on model)	Around the Sun. Sometimes Earth comes in between sun and moon. In other phase moon comes in between sun and earth.	
Knowledge Recognition	Q. From where does the moon receive the light? Explanation—The earth and moon receive the light and heat from the sun.	From sun.	
Understanding	Q. When does the moon shine full?	On full moon	What are the positions of sun, earth and moon?
See relationship	Teacher's Statement—Sometime on full moon the earth, sun and moon fall in a straight line. The earth shadow falls on the moon. Q. What do we call this situation?	Eclipse	How does the linear eclipse fall?
Knowledge, Recall, Recognition Understanding	Q. From where does the moon and earth receive the light and heat? Q. When does solar eclipse happen? How does solar eclipse happen?	From the sun Amavasya No response	
See-relationship	Explanation—On Amavasya the sun, earth and moon fall in a straight line. The moon shadow falls on sun.		What are the positions of earth, sun and moon on Amavasya?
Understanding	Q. What do we call this situation?	Solar-eclipse	How does the solar eclipse take place?
Reason out	Why do solar and lunar eclipse not fall in every month. Explanations—These objects do fall in straight line every month. The earth has its axis at $23\frac{1}{2}^{\circ}$ N (Showing the model)	No response	What are the causes of solar and lunar eclipse?

Meaning and Components

Literally, structure means design of building, construction, arrangement of parts or particles in a substance, organization, or organic form. The structure of teacher-education means the logical arrangement of the units or components of teacher education which includes teaching skills, perpetuates objectives related to individual as well as social development, and generates teaching culture. Teaching skills, teaching objectives and teaching culture form an outline of the structure of teacher education.

(1) Teaching skills—These are related to the art of teaching which includes various teaching strategies of various methodologies and techniques.

(2) Teaching objectives—These are related to teaching goals in conformity with national goals and values. These include various types of courses which serve as the means to attain the ends.

(3) Teaching culture—It is related to social and logical values. It includes the modification of behaviour, development of human qualities and enrichment of social and ideological norms in a right direction.

Stages of Structure of Teacher-Education

(1) Teacher-education at pre-primary, primary, junior, secondary, and collegiate stages.

(2) M.Ed., *i.e.* teacher-education for those who have completed L.T. or B.Ed., course.

(3) M.Phil., *i.e.*, teacher-education for those who have passed M.Ed., course. It is also called pre-Ph D. course.

(4) This is innovation stage. After having completed M.Phil., course, each individual student is expected to select some educational problem and present it in the form of a thesis.

(1) Pre-primary Teacher-Education—In India pre-primary teacher education exists in name only. No appropriate attention has been paid to it. The only schools for the training of teachers in the area of pre-primary teacher education are at Allahabad, Agra, Lucknow and Delhi. There must be at least one pre-primary teacher-education centre in each Tehsil (sub-division). The qualification of teacher-trainee should be High School. The duration of the training should be one year. The structure should be as follows :

- (i) Teaching Skills reciting poems, telling, stories, play games and art and specific teaching methodology.
- (ii) Teaching Objectives Growth and development of children.
- (iii) Teaching Culture Behaviour patterns.

(2) Primary Teacher-Education—Primary level teacher-education schools are called Normal Schools. These are controlled by State Government. The minimum qualification of teacher trainee is high school. The duration of training is one year. This training is known as H.T.C or B.T.C. It may be suggested that the minimum qualification of trainees for admission to these training institutions should be Graduation. The duration should be of one year. The structure of Education should be as follows :

- (i) **Teaching Skills**—Physical education, recreational activities, health education, art, music and games, telling stories and reciting poems and specific teaching methodology.
- (ii) **Teaching Objectives**—A Languages (M.T. and English) Natural and social science and maths, B. Child Psychology.
- (iii) **Teaching Culture**—Knowledge of modern behaviour patterns, understanding about the role of the school and about the teacher in changing the society and having a deep faith in the process of democratisation.

(3) Junior Middle Teacher-Education—This training is called C.T, C.T. (basic); J.T.C.; J.B.T.C, or B.TC. The minimum qualification for it is Intermediate. The duration of training is two years. This training is wastage of energy, time and resources.

(4) Secondary or Higher Secondary Teacher-Education—At this stage the minimum qualification of teacher trainees is Graduation. The duration of training is one year. Its curriculum is divided into two parts: (1) Theoretical and (2) Practical. Its diploma or degree is known as L.T., L.T. (Basic); B.T., B.Ed., and B.Ed. (Basic). Imparting four-year integrated teacher-education course after passing higher secondary Regional Colleges of Education grant the degree of B.Sc., B.Ed., or B.A., B.Ed. It is suggested that at this stage the basic qualification of trainees should be post-graduation. Preference should be given to those who have offered Education as one of the subjects at B.A. level or who are teachers. The degree should be named M.Phil. Its duration should be one year. Its structure of education should be as follows—

- (i) Teaching Skills**—(a) Methodology of training, only one subject of specialization, (b) Micro-teaching (c) Knowledge of health, physical education, games, recreational activities and work experience, (d) Understanding of human behaviour at work.
- (ii) Teaching Objectives**—Technology of teaching in Indian as well as in practical context including Teachers effectiveness, theories of training and learning as well as one optional course from: (i) Measurement and Evaluation theory, (ii) Guidance and Counselling, (iii) Action Research, (iv) Educational Philosophy and (v) Educational Psychology.
- (iii) Teaching Culture**—Teacher culture values understanding the process of democratization and human nature, have deep faith in national as well as emotional integration and international peace, knowing the importance of positive traits and inclination to develop personal, professional and social qualities. It is suggested that there must be five papers in theory carrying 500 marks (100 marks for each paper) and 200 marks for practical teaching based on micro-teaching or some other appropriate method. Its present form should be abolished, following points about B.Ed., may be mentioned in this context:
 - (i) The present form of admitting ST should be abolished.
 - (ii) The session should start in early July and last up to the end of May.
 - (iii) Practical evaluation should be at two stages, internal and external.
 - (iv) Besides practice of teaching the practical activities at this level must be real.

(5) Collegiate Level Teacher-Education—There should be a complete overhauling of the system. The college lecturers appointed to teach Teacher Education should be well qualified, cultured and having professional qualities.

- (a) M.Ed. Course**—From the present theoretical course for M.Ed. Methodology of Educational Research and dissertation have already been incorporated in M.Phil., courses. Some other topics such as philosophy, psychology and guidance are already in B.Ed., courses. Therefore, for structuring a new course, a few new topics such as Economics, Sociology, Philosophy and Politics, should be added.
- (b) M.Phil. Course**—Those who have passed B.Ed., or B.Phil., may be given admission to M.Phil. whose structure should be as follows:
 - (i) Teaching Skills**—Understanding about the relative importance of core skills and special skills deep knowledge about behaviour modification, capability of identifying (problem) analyzing and solving skills.
 - (ii) Teaching Objectives**—To provide command over such-vital topics as—1. Teacher Education, 2. Research Methodology and Tools 3. Educational Organization and Education Administration, 4. Designing the Curriculum and 5. Specialization in any Field of Education.
 - (iii) Teaching Culture**—It may include posterizing creativity, social understanding, inculcation of leadership traits, magnetism, progressive attitude and faith in the worth of teaching.

To increase the effectiveness of this course, following may be suggested—

- (i) 'Technology of Teaching' should be deleted.

- (ii) Professors and eminent educationists must take some periods to throw light on different problems of different nature related to education in India and abroad.
- (iii) Contents for M.Phil., course must be available for intensive studies in standard books.
- (iv) Courses should not be examination oriented.
- (c) **Ph. D. Stage**—Scholars may select some significant problem and present its solution after collecting a data and interpreting it statistically. Following suggestions may be made in this connection.
 - (i) Practical problem related to teacher-education must be given priority.
 - (ii) Topics selected should most suitable in Indian (rural/urban) context.
 - (iii) Originality should be the criteria for approving any synopsis.
 - (iv) Progress of those getting financial assistance from U.G.C., must be checked from time to time. If their progress is not upto the mark, their aid should be suspended.
 - (v) Teachers, guiding research work, must be given extra remuneration for the guidance of each research student.
 - (vi) Scholars who have passed M. A. in Education, should be directly enrolled for Ph.D. work.

Q.2. Describe in brief the following models of teacher education—

- (i) **Presage Model,**
- (ii) **Process Model,**
- (iii) **Product Model.**

Ans.

Models of Teacher Education

During the second half of the 1960s a number of model programmes for teacher-education were developed and published. In USA Teachers' organizations have been very active in the field of teacher-education. Nine models teacher-education programmes were founded or Phase I (programmes) and additional one for Phase II (feasible studies). A general description and evaluation of these ten models of teacher education programme has been provided by **S.CT Clarke** who has-reviewed and analysed the designs of teacher education programme for the preparation of teachers. The following have been the main designs of teacher education programmes in U.S.A.

- (1) Florida State University model (Soward 1968) phase I,
- (2) Georgia model (Johnson, Shearron, Slauffer 1968),
- (3) The Toledo model (Dickson 1968),
- (4) The Pittsburgh model (South Worth 1968),
- (5) The Teachers College model (Joyce 1968),
- (6) The Syracuse model (Hough 1968),
- (7) Teachers for the Real World (Smith 1969),
- (8) Stanford model (May 1969),
- (9) Michigan State model (Houston 1969),
- (10) The Wisconsin model (Vera De Vault 1969),
- (11) The North West Regional Laboratory Model (Schalock 1968),
- (12) The Massachusetts model (Alien and Cooper 1968 accept performance criteria).

Criteria of Teacher Effectiveness

These models or designs of teacher education programme seek to produce effective teacher and to develop skill of teaching. Mitzel (1960) has dealt with teacher effectiveness in terms of following three criteria of teacher effectiveness—

- (1) Presage factors,
- (2) Process factors,
- (3) Product factors.

(1) Presage Factors—The presage factors refer to the potentials of the student teachers, such academic achievement; intelligence, aptitude, attitude, or personality factors. These include the following aspects (i) context, (ii) cybernation, (iii) extent of lead, (iv) control, (v) boundaries, (vi) selection.

(2) Process Factors—There is no clear-cut dividing time between presage and process factors. Process factors refer to the classroom teaching interaction, verbal as well as non-verbal classroom behaviour, communicative competency and the control and selection aspects of presage factor.

Identified in the various programmes and designs the Process factors include dimensions, extent of individualization, graduated conceptualization, practice, support system and task centred curriculum. Dimensions include objectives; prerequisites, experience, setting materials, level, general evaluation.

(3) Product Factors—Product factors refers to the outcome of teaching table 5.1 provides models according to different criteria at various universalise student results, students opinion, student teacher interaction.

1. The Florida State University Model : (Sowards 1968)

(1) Presage factors—Referring to presage factors under this model Sowards (1968) mentioned that The rationale for this programme is based upon predictions of what society and education will be like by 1978. It infers about the nature of teaching and the role of the elementary school teacher by 1978. It derives implications for the preparation of elementary school teachers.

It includes five programmes components, including ‘Assuming professional responsibilities’. It considers admission and screening. Its familiar elements are intellectual requirements, abilities, and commitment, physical and mental health.

It accepts responsibility as process for redirecting candidates to other role in education.

Table : Classification of Designs or Models of Teacher Education

Presage Factors	Process Factors	Product Factors
1. Florida state University Soward 1968	The Florida Model (Soward 1968)	—
2. Georgia Johnson, Sherron and Stauffer 1968 Model	The Georgia model (Johnson, Sharron, Stauffer 1968)	—
3. Toledo University (Dickson 1968)	—	Toledo model (Dickson)
4. The Pittsburgh University (South worth 1968)	The Pittsburgh model (South worth 1968)	—
5. Teacher for the Real world (Smith 1968)	Teacher for the Real World (Smith 1968)	Teacher for the Real World (Smith 1968)
6. Teacher college model (Joyce, 1968)	The teacher college model Joyce 1968)	—
7. Syracuse (Hough model 1968)	Syracus model (Hught 1968)	Syracus model (Hough 1968)
8. Stanford model (May 1969)	—	—
9. Michigan state model (Houston 1969)	Michigan state model (Houston 1968)	Michigan state model (Houston 1968)
10. The Wisconsin model (VeraDe Vault 1969)	The Wisconsin model (VeraDe Vault 1969)	—
11. The northwest regional laboratory model (schalock 1968)	The northwest regional laboratory model (schalock 1968)	The northwest regional laboratory model (schalock 1968)

(2) Process factors—

(a) Pre-service phase : The Florida model (Sowards 1968) proposes an early awareness-involvement’ in the pre-service phase which would include the following :

- Individual counselling and planning with programme faculty.
- Small continuing seminars.
- Videotape viewing sessions, accompanied by lecturer and discussion.
- Clinical involvement in simulated teaching situation, observations of ongoing classroom teaching one-to-one tutorial experiences with children small group instruction experience, with children and service assignments with selected community agencies.

(b) In service phase :

- (i) Work oriented towards practical problems in teaching to be done during the regular school year.
- (ii) On campus work during three summers designed to supplement and complement the already completed pre-service phase of the programme.

This model does not stress upon the product factors or evaluation of teacher-education programmes.

2. The Georgia Model of Teaching (Johnson, Shearron and Stauffer 1968)

(i) The Georgia model—It was based on a career development ladder, which would provide graduated experience. The average student would be required to take three six week practical laboratory experiences involving children of different grade levels, ethnic, backgrounds and socio-economic levels. An internship of ten weeks is provided near the end of the professional programme. The graduated nature of the experience is emphasized. The professional programme provides a continuous sequence of study and practical laboratory experiences through the media of proficiency modulus.

(ii) The Georgia Elementary Model—According to it the teacher-education programme should be designed in relation to the job the teacher is required to perform in classroom. By it competencies necessary to perform specific task may be adequately determined. Thus the content of a teacher-education programme should be based on the teaching act itself. The objectives of the elementary school, plus general instructional principles, teaching principles, learning principles, and organizational principles were analysed to introduce the teaching tasks and necessary competencies.

3. The Toledo Model (Dickson)

According to the Toledo Model (1968) the experiences for the various target population as reflected in the specifications requires a better operational message between academic-cognitive type experiences. The participation of students in actual school experience has been markedly increased over what is generally found in present programmes. Much of this is related to the actual preparation for teaching in the multiunit school. Toledo Model (Dickson 1968) includes a position paper by Donald M. Medley who emphasized the difference between pre-service (process) and in-service (product) evaluation. According to the Toledo Model generalized steps may be applied to four types of educational decisions: Planning, structuring, implementing and recycling. The structure of evaluation design is the same for context, input process or product evaluator the major components are identifies as follows:

(i) Focusing the evaluation—Identify the major level decision-making, define criteria, define policies.

(ii) Collection of Information—Source of information, instrument sampling, conditions.

(iii) Organization of Information—Formal for the informal meaning of coding, organizing, storing information,

(iv) Analysing information—Analytical procedures, performing the analysis.

(v) Reporting of information—Evaluation report, meaning and information to the audience, evaluation report.

(vi) Administration of the evaluation—Summarize the evaluation schedule, plans, policy, potential of the evaluation periodic updating of the design.

(vii) Budget—Budget for the total evaluation programme.

4. The Pittsburgh Model (Southworth 1968)

According to it the clinical environment in teacher education serves three distinct functions—

- (i) A service function to the children or youth being educated.

- (ii) A teaching function for both the student preparing to enter teaching and experienced teachers an residence for re-training.
- (iii) A research function to serve teacher education and the supporting school districts through observation about selected human behaviour.

The Pittsburgh Model (Southworth 1968) lists following nine teacher competencies for individualizing instruction—

- (i) Specifying learning goals.
- (ii) Assessing pupil achievement of learning goal.
- (iii) Diagnosing learner characteristics.
- (iv) Planning long term and short term learning programme with pupils.
- (v) Guiding pupils in their learning tasks.
- (vi) Directing off task pupil behaviour.
- (vii) Evaluating the, teearner.
- (viii) Employing teaching work with colleagues.
- (ix) Enhancing development.

5. The Michigan State Model (Houston 1968)

In this model of teacher-education the period is four years for the basic degree credits and courses. It includes a career decision seminar for each students who enters the teacher education programme. It places considerable emphasis on the development of clinical behaviour during two years with tutorial experiences and using micro-teaching and simulation teaching, teacher.

(i) Presage factors—These represent decisions made prior to the development of a programme shaping the direction of the programme.

(ii) Process, factors—These are indentified in the various programme and design reviewed including dimension, extent of individualization, task cantered curriculum. Objectives, pre-requires, experience, setting material level, general source evaluation etc.

The Michigan State model (Houston 1968) has the following list of the activities of its proposed evaluation subsystem—

- (i) Developing a new technique of assessment.
- (ii) Development of behavioural-objectives.
- (iii) Research resources to improve design technique.
- (iv) Designing data gathering instruments.
- (v) Developing management planning.
- (vi) Planning for new field in research.
- (vii) Providing research steps.
- (viii) Designing tests for research.
- (ix) Evaluation of effectiveness of all kinds of objectives.

6. Teachers for the Real World Model (Smith 1969)

It does not stress evaluation of the process of success in the field but concentrates on the elements of the process. This model specifically stressed the following—

- (i) Evaluation and feedback techniques to be used throughout and at the end of the programme to determine to what extent trainees have acquired the essential teaching behaviours— follow up studies of programme graduates.
- (ii) Multipurpose management and evaluation system, with data storage and continuous diagnoses for student progress and restructuring of the student-teacher learning experiences.
- (iii) Plan for continually and systematically assessing and upgrading the programme. ●

Q.3. Describe NCTE models I and II for teacher in India.

Ans.

NCTE MODELS

Objectives of NCTE

National Council of Teacher Education (NCTE) was set up by Govt. of India in 1973 with following objectives—

1. To advise Government of India on all matters concerning teacher education, including pre-service and in-service training, evaluation of curricula for teacher education and periodical review of progress in revising curricula.
2. To advise State Governments on any matter referred to the Council by them.
3. To review the progress of plan schemes, both central and State, concerning teacher education.
4. To advise Governments on ensuring adequate standards in teacher education.
5. Any other matter entrusted to the Council by the Government of India.

The National Policy on Education (1968) specifically stated: The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods.

NCTE Model-I

(1) Structures of Teacher Education for the Primary Stage—

- (i) Four semester professional education courses after Class X (10+2; 72 credit-hours).
- (ii) Six-semester courses after Class X (10 + 2 + 1; 108 credit-hours).
- (iii) Four-semester vocational education courses after Class X (10 + 2; 72 credit-hours).
- (iv) Four-semester course in education as discipline (10 + 2; 72 credit-hours).
- (v) Two-semester professional courses after graduation (Graduation + 1; 36 credit-hours).

(2) Structure of Teacher Education for the Secondary Stage—Two major structures for professional preparation of teachers for secondary school have been in practice in this country:

- (i) One-year of professional education after graduation leading to the B.Ed., degree, and
- (ii) Four year integrated teacher education courses after higher secondary leading to the B.Ed., degree in sciences, English, Commerce, and Technology as tried out in the Regional Colleges of Education.

(3) Structures of Teacher Education for the Higher Secondary and Collegiate Stages—One of the most important recommendations of the NCERT document on vocationalization, that has far reaching implications for the entire Indian education, is to bring the + 2 stage of education within the purview of school education and to give it a vocational bias. This requires that immediate attention be paid to the development of functional teacher education programme at this stage.

NCTE Model-II

National Curriculum for Teacher Education : A Framework (1988)

The above-described 'Teacher Education' Curriculum - A Framework or NCTE Model-I, brought out by National Council for Teacher Education in 1978 was thrashed, analysed and discussed in a large number of Seminars, Workshops and Conferences sponsored by NCERT, SCERTs and, Boards of Studies of various universities. While some Universities introduced this framework with certain modifications, other colleges and universities did not concur with the motives of this curriculum framework. The National Policy on Education and Programme of Action (1986) provided broad indications for the restructuring of Education including Teacher Education. It was realised that without improving the quality of Teacher Education, the quality of School Education cannot be improved. Hence a great need was felt to have a fresh look at the Curriculum Framework of 1978. National Policy on Education provided the guidelines for the reorientation of content and process of school education. These are

further elaborated in the National Curriculum for Elementary and Secondary Education – A Framework, brought out by National Council of Educational Research and Training in 1988. Its salient features include reiteration and renewed emphasis on learner-centred approach to education reorientation of the process of education by using the interactive style of teaching, prominence to non-scholastic areas of curriculum, identification of minimum levies of learning at different stages of school education, incorporation of core components to promote educational identity, continuous and comprehensive evaluation, integrated science at the Upper Primary and Secondary Stage, etc.

In 1981 a working group appointed by the Government of India reviewed teachers' training programme in the light of the need for value orientation. The National Commission on Teachers also considered at length the question of strengthening teacher education programmes. All these developments necessitated the renewal of the Teacher Education Curriculum – A Framework (1978) of NCTE.

Soon after the publication of National Policy on Education -1986 and National Curriculum Framework for Elementary and Secondary Education, NCERT initiated the exercise of teacher education curriculum renewal by setting up two working groups one on 'Revitalization and Modernization of Pre-service Teacher Education;'. In 1988, an Expert Group of NCTE deliberated upon the various pertinent issues of teacher education curriculum.

Thus a new document was developed in December, 1988 under the title of "National Curriculum for Teacher Education - A Framework". It contains seven chapters, which are as follows:

- I. Scope of the Framework
- II. Teacher Education: The Changing Concepts and Perspectives.
- III. Objectives of Teacher Education Programmes.
- IV. Pre-service Teacher Education Curriculum Designs.
- V. Curriculum Transactions.
- VI. Inservice and Continuing Education of Teachers.
- VII. Implementation Salient Recommendations.

Following are the salient recommendations regarding Pre-service Teacher Education Curriculum Designs—

1. Structural Aspects—The pre-service teacher education programme for any level should have a duration of at least one academic year (of 200 to 220 effective working days) if it is suffixed to or built on an adequate long and sound base of general education-like:

- (i) ten year school education for pre-primary level,
- (ii) 10 + 2 years for primary/elementary level,
- (iii) 10 + 2 + 3 or bachelor's degree for secondary level,
- (iv) Master's degree in relevant subject for Higher Secondary level.

While a one year programme (of teacher education) may remain the most common or popular pattern, it should be worthwhile to try out the following alternative integrated structures—

- (i) A substantial part of two years of higher secondary education coming after 10 years of schooling could be devoted to pre- primary level training.
- (ii) A three year integrated programme (after class 10) for primary level teachers.
- (iii) A four year integrated programme (after 10 + 2) for secondary level teachers.
- (iv) A three year integrated programme (after 10 + 2 + 3) for higher secondary level teachers.

2. Curriculum Component and their Organisation—A programme of teacher education is an enterprise of initiating him to a profession. It involves provision of theoretical learning and insights from the contributory disciplines, development of professional competencies and skills to carry out effectively, the professional functions and building of proper professional values, attitudes, interests and appreciations. Effort must be made to optimally integrate theoretical learning with practical experience. For organizational convenience the whole programme could be divided into following three major components—

- (i) **Foundation Courses**—These emphasize mainly the philosophical and sociological perspectives, and the psychological bases of education at the stage concerned.
- (ii) **Stage-Relevant Specializations**—These emphasize understanding of the professional functions of the teacher in a general way relevant to the stage and competencies and skills of teaching relevant school subjects.
- (iii) **Field Work or Fracals**—It emphasizes application of theory in classroom teaching and in the other practical activities involving students, parents and the community.

Inputs necessary for implementation of the revised curriculum—

- (1) Dissemination with a view to generating awareness about the framework among teacher educators responsible for curriculum development at various levels.
- (2) Development, production and introduction of revised syllabi and instructional packages including text-books, films and other supplementary materials.
- (3) Orientation of teacher educators to the revised curriculum including syllabi instructional packages and strategies of curriculum transaction.
- (4) Effecting organizational reforms leading to establishment of a well-coordinated institutional network responsible for the implementation of the new curriculum.
- (5) Providing minimum essential facilities to teacher education institutions so as to equip them to transact the prescribed curriculum effectively.
- (6) Monitoring and reviewing the implementation of the framework with a view to accelerating its implementation.
- (7) Adopting project model for the implementation of the revised framework.



Chapter 6

IN-SERVICE TEACHER EDUCATION : SIGNIFICANCE AND MODELS CONCEPT

“The teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”
—Rabindra Nath Tagore.

Q.1. What is the importance of In-service teacher education? What are the problems involved therein? How would you induce teacher to attend such courses?

Ans. Importance of In-service Teacher Education.

“The teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.”

The Report of University Education Commission (1948-49) appointed by the Government of India contains these observations, *“It is extraordinary that our school teachers learn all of whoever subject they teach before reaching the age of twenty-four or twenty-five and then all their further education is left to experience which in most cases is another name for stagnation. We must realise that experience needs to be supplemented by experiment before reaching its fullness and that a teacher, to keep alive and fresh, should become a learner from time to time. Constant out-pouring needs constant intaking; practice must be reinforced by theory and the old must be constantly tested by the new.”*

NCTE has stressed the importance of in-service education of teachers on account of the following considerations—

- (1) The in-service teacher education programmes are essential in view of obsolescence as well as explosion of knowledge and are necessitated on account of changes in educational and social realities and the teachers are required to execute new and different roles. Advances in the fields of curriculum, evaluation, audio-visual aids, telecommunication, etc., demand updating and orientation of teachers. An innovation at a macro level would invariably fail if teachers are not equipped and properly oriented to implement that innovation. In the Indian context, the developments, such as, the 10 + 2 + 3 scheme, the making of science compulsory up to the class 10 standard, new practices in evaluation like internal assessment, question banks, continuous and comprehensive evaluation and grading, introduction of new topics like environmental education, population education, computer education, etc., demand continuous in-service training of teachers.
- (2) The National Commission on Teachers recommended that promotion (upward mobility) of teachers would also depend upon the completion of certain number of in-service programmes. This stipulation itself demands regular in-service programmes of teachers.
- (3) In-service programmes need to be built around ‘transformational objectives’, i.e., increasing motivational level, enriching self-concept, developing climate of enquiry and making teachers reflective practitioners. The thrust of transformational objectives is to develop such qualities in teachers as would enable them to become receptive, innovative and dynamic.
- (4) Due to advances in telecommunication and open market policies the world is gradually becoming a global village. Globalisation and liberalisation are becoming key words. Teachers and teacher

educators, therefore, would be required to be conversant with international trends and develop competencies in internationalism, multi-culturalism and multi-racialism.

The teacher must catch the spirit of **Thomas Arnold**, an eminent teacher at Rugby who said, “*I prefer that my students should drink from a running stream rather than a stagnant pool.*”

The Department of Education in England has stated this as follows : “*The hall-mark of good teacher is that he himself is always learning and always developing his knowledge and understanding of children and young people. In short a teacher should be a person who, because of his attitude of knowledge, to ideas, to his fellows and to life generally is better educated today, than he was yesterday and will tomorrow be better educated than he is today.*”

Meaning of In-Service Teacher Education. The term is self-explanatory. It refers to the education a teacher receives after he has entered the teaching profession and after he has had his education in a teachers’ college. It includes all the programmes, educational, social or others, in which the teacher takes a vital part, all the extra education which he receives at different institutions by way of refresher and other professional courses, and all the travel and visits which he undertakes. All these things enlarge his experiences and vision.

The Commission on Teacher Education in USA explained this clearly as—“*The continued education of teacher’s means much more than making up in preparation. It means continuous growth in the capacity to teach. It means broadened understanding of human development and human living. And now more than at any previous periods in school history it means growth in one’s capacity to work with others, with classroom teachers and principals in a variety of activities with the administration, with the parents and community leaders and with children of different age groups.*”

Aims of In-Service Teacher Education and Training of Teachers (INSET)

Aims of INSET

1. To maintain the knowledge and skills of teachers.
2. To give teachers the opportunity to enlarge and improve their knowledge and educational capacities in all fields of their work.
3. To make teachers ready and able to understand and face in time new situations coming up in society and to prepare their students for the new economic, social or cultural challenges.
4. To enable teachers to gain additional qualifications and to develop their special talents and dispositions.
5. To raise the cultural and professional standard of the teaching force as a whole and strengthen its innovative vigour and creativity.

Institutions for In-Service Education

1. State Institutes of Education and District Institutes of Education.
2. State Institutes of Science.
3. State Institutes of English.
4. Extension Services Departments.
5. State Directorates of Education.
6. Voluntary Organisations.
7. NCERT (National Council of Educational Research and Training).
8. NCTE (National Council for Teacher Education).
9. UGC (University Grants Commission).
10. NIEPA (National Institute of Educational Planning and Administration).
11. Professional Organisations of Teachers.
12. International Educational Organisations.
13. Indira Gandhi National Open University.

Programmes for In-Service Education. Programmes for in-service teacher education are: (1) Seminars, (2) Extension Lectures, (3) Refresher Courses, (4) Workshops, (5) Study Groups, (6) Conferences, (7) Experimenting, (8) Professional Writings, and (9) Discussions and Debates.

Shortcoming and Inadequacies of In-Service Education Programmes

The Working Group on In-Service Education of Teachers 1986 (NCERT) pointed out the following shortcomings of the in-service teacher education (INSET) :

- (a) Inadequate understanding of the importance of in-service teacher education. INSET not only helps to update the teacher continuously but also remedies inadequacies of the existing pre-service education. In the process of providing in-service education, teacher educators gain experience relevant to pre-service education of teachers.
- (b) Absence of a national system of in-service education. This has resulted in inadequate and unsystematic service to teachers.
- (c) Lack of attention to methodology of in-service education. In the absence of specific infrastructure including manpower for in-service education, suitable methodologies for communication with small groups have not evolved.
- (d) Unsystematic selection of participants and resource persons. Lack of advance planning and communication regarding content and objectives affect the deputation of suitable participants from various institutions. It can also affect the quality of resource input.
- (e) Ineffective follow-up. Contact with teacher participants of in-service programmes is usually not maintained. Institutions and groups do not follow up the functioning of their trainees.
- (f) Poor coordination and monitoring of in-service education programmes. Agencies are not identified at the State/Central level to monitor the total efforts in the area. There is adhocism both in planning and implementation.
- (g) Limited opportunities for training of in-service education personnel. Opportunities for renewal and interaction with colleges are equally important for those who are responsible for planning and implementing in-service education.
- (h) Absence of research base for making in-service education more effective and inadequacy of research in INSET has already been mentioned. It is the result of poor recognition given in the area which in turn impinges upon its development along suitable lines.
- (i) Inadequate infrastructures for INSET at the State and national levels. To make the programme of in-service teacher education really effective, these shortcomings need to be rectified. In-service education needs of a large number of teachers cannot be met without a well developed appropriate infrastructure.

The National Commission on School Teachers 1983-85 pointed out the following inadequacies—

- (1) There is today an absence of clear-cut policies and priorities for in-service education.
- (2) There has been no systematic identification of needs.
- (3) The content and quality of programmes offered are generally poor.
- (4) Strategies for training are vague and half-hearted.
- (5) Not much emphasis appears to have been placed on solving the practical problems of teachers or meeting their educational needs.
- (6) In-service courses rarely result in the development of a corps of instructional material that can be used by participants and other teachers.
- (7) Hardly any use is made of new media and technologies.
- (8) Administrative support for innovations is lacking as head-masters, and supervisors are not often involved in programmes where teachers are being trained in the use of new methodologies.
- (9) The phenomenon of routine transfers finds trained personnel not placed in positions where they should use their training maximally.

Suggestions for Improving In-Service Education

1. Need for Expanding Facilities—It has been observed that so far thousands of teachers especially those belonging to private institutions have not been actively involved in the Extension Services Programmes because of inadequate facilities. There is therefore, a great need for expanding the programme of in-service education.

2. Co-operation of Various Agencies—The various agencies like the Extension Services Department, State Institutes of Education, State Department of Education, and State Boards of School Education need to co-ordinate their activities so that there is no over-lapping.

3. Role of Inspectors—It is the duty of the heads of institutions to encourage their staff to take part in the programmes of in-service education. The education officers like-wise should also encourage this participation and should ensure that all teachers attend these programmes.

4. Well-planned Programmes—The programmes of in-service education should be very well-planned and organised properly.

5. Resource Persons—Well-qualified teachers should act as resource persons. They should be drawn from the staff of the Colleges of Education and the State Departments of Education. They must have something new to give to the teachers. The purpose of in-service programmes is not mere repetition of pre-service courses, but it is to break new ground in content, organization, teaching and evaluation processes.

6. Follow-up Programmes—One important weakness of the present day extension service programme is that follow-up work is completely missing. Thus it is not known how far the participants benefit from the programme. Some way should be found out to ensure proper follow-up.

7. Research—These programmes should be backed by the findings of research. School teachers should be encouraged to take small research projects and to report their findings to others.

8. Incentive to Teachers—There is need for providing some incentive to teachers who attend the courses of longer duration and during the holidays. Attendance at these longer courses should entitle them to some credit towards their professional degree such as B.Ed., or M.Ed., which they want to take up at a later stage. This practice is followed in U.S.A.

9. Subject Teachers' Associations—As suggested by the Kothari Commission, Subject Teachers' Associations should be formed at the city, district, state and all-India level on the different school subjects. This will stimulate initiative and experimentation and assist in the revision and upgrading of curricula through the provision of better teaching materials and the use of improved techniques of teaching and evaluation. The State Education Department should assist the subject teachers associations to hold periodical seminars and conferences and to conduct journals of their own.

10. Subject Experts—In order to provide guidance to teachers in the techniques of teaching various subjects, subject experts should be appointed at the district level. ●

Q.2. What types of inadequacies are noticed in the in-service education of teachers according to the National Commission on School Teachers. State the suggestions given by it. Or

Elucidate the role of educational technology for teacher in- service education.

Ans.

Present Inadequacies

There is today an absence of clear cut policies and priorities for in-service education. There has been no systematic identification of needs. The content and quality of programmes offered are generally poor. Strategies for training are vague and half-hearted. Not much emphasis appears to have been placed on solving the practical problems of teachers or meeting their educational needs. In-service courses rarely result in the development of a corps of instructional material that can be used by participants and other teachers. Hardly any use is made of new media and technologies. Administrative support for

innovations is lacking as headmasters and superiors are not often involved in programmes where teachers are being trained in the new methodologies. The phenomenon of routine transfers finds trained personnel not placed in positions they should use their training maximally. There is, therefore, urgent need for a thorough overhaul of existing practices. The qualitative improvement of in-service education must be given top priority. Its quantitative expansion must be planned most carefully. No good programmes should suffer for lack of funds.

Suggestive Measures

After taking new thrusts into consideration following measures may be adopted to make in-service education effective and relevant.

1. Identification of Needs—In the first place, the needs of teachers have to be identified at institutional and other levels and such in-service education arranged as will directly meet those needs. They may have to be remedial in nature as for example, updating the teacher's knowledge in physics or geography; they may suggest new ways of dealing with classrooms problems, as for example, dealing with multiple levels of attainment in a class or using a new media like the television; or they may have to sensitize the teacher to new areas impinging upon modern life, as for example, population explosion, environmental hazards, deforestation, alternate source of energy, proliferation of nuclear weapons and so on. Identification of teachers' needs and meeting them directly is of first importance. For this the SCERTs/SIEs at State levels and the RCEs and the NCERT/NIEPA at the Central level should evolve a mechanism by which their feed-back from the school and the training institute and college is constantly made available. The SCERTs may initiate News Letters announcing areas of in-service they would take up during one academic term and inviting suggestions from institutions for further needs. It should be the function of the School Inspector to enquire into the in-service education availed of by each teacher, reasons for not availing of any and to insist on the continual education of the teacher being part of his service conditions.

2. Planning Ahead of Time. Programmes should be planned thoroughly well ahead of time. We tend to be careless and slipshod in whatever we do. To be thorough and meticulous in planning for a course being attended by a group of teachers is to show them the respect and consideration that is due to them. Papers have to be prepared by resource persons well ahead of time, reading lists and other materials mailed to participants before the course to stimulate thinking. Every detail should be attended to so that the teacher comes well prepared with the proper mind-set to benefit by the course, short or long. Conferences and workshops should be business like and the tone has to be set from the first hour eschewing all fanfare.

3. Choice of Resource Persons. The choice of resource persons is important. Expertise and proven skills alone should matter. The system should be flexible enough to allow the co-operation of experts from various fields outside education like industry, agriculture, science, technology, management and the like. Media specialists have a particularly important role to play today. Also university professors, educational experts, outstanding teacher educators and teachers should maximally be utilised as resource persons. From our dialogues with teachers in the country we are convinced that we have everywhere any dedicated teachers with excellent records of service. Their co-operation in conducting in-service programmes should be welcomed for they can give the much-needed practical wisdom in bringing about change.

4. Changes in Methodologies—Methodologies adopted for in-service call for closer scrutiny. The resource persons selected should meet prior to actual course and plan the details most thoroughly. Every course should be in the nature of a workshop demanding hard work and include the preparation of instructional and other material that can be used by the teacher when he goes back to school. No in-service course should be of such general nature that teachers feel it is a waste of their time and energies. Practices that have been successful should be shared and classroom methodologies that have

failed discussed. Attention should be given to solving the teachers' problems satisfactorily. New ideas from other countries could be evaluated and an openness of mind encouraged. The quality of in-service courses should be such as will themselves generate sustained interest for further improvement in the teachers' work.

5. Use of Educational Technology—The use of educational technology in a big way could revolutionise in-service courses. The days of lengthy lectures and note-taking thereon are over. With the boom in audio-visual media it should now be possible to use a wide range of educational technology. A multi-media approach is useful. Teachers' interest could be evoked more purposefully by the use of audio and video cassettes on any subjects. The visual in particular makes a deep impact on the mind of the adult or child. Extensive use needs to be made of a variety of technologies in in-service education: radio and television; film strips and the epidiascope; tape-recorder, audio and video-cassettes; the overhead projector and the 8 mm or 16 mm film projector and the computer. The times demand of an educated person a modicum of literacy in the technical field, in the use of his hands and the tools of technology. In these courses teachers must get acquainted with the hardware, their servicing and maintenance. These are essential skills to be learnt by every teacher and teacher educator and should not be overlooked. In organising courses with the use of media, resource persons in charge of a course should draw in media men and other entrepreneurs now available in many cities who would be only too happy to help.

6. Preparing Software—We are of the view that in the next couple of plans priority must be given to the production of indigenous software in addition to the acquisition and installation of hardware in the school system. The dangers involved in supporting software from abroad are too obvious to merit any detailed discussion. It should be our objective to develop software suitable for rural audience and capable of conveying relevant education including science and capable of promoting a scientific temper in the society. It should also be our objective to revolutionise classroom methodologies by increased use of educational technology and multi-media including audio-video cassettes etc., in the school system. Teachers must, therefore, be involved in the preparation of software and the work as part of a team. For example, it is time we prepared films/videos of classroom methodologies used by our most talented teacher's right in the Indian Society by making audio-visuals of their actual lessons. Also software production would be supported considerably in quality if due note is taken of research findings. For example, in one project conducted by Homi Bhabha Centre for Science Education to improve scholastic achievement of Schedule Caste students, it was found that trivial obstacles in language visualisation and in understanding the rules of the game prevent concept formation. It was also found that once these difficulties were identified, very inexpensive remedial measures could be generated and that the programme led to a substantial improvement of their scholastic performance. In yet another project in non-formal education for school drop-outs it was found that science could be imparted even before the acquisition of literacy and that the natural interest of the pupils in S & T could in fact be used to motivate them to acquire and retain literacy.

Commendable experience in the preparation of local specific materials and in developing other programmes of local relevance for adults, women and children are reported from several groups of people exploring new avenues for a breakthrough. But sufficient pooled information is not available about the useful work being done by such groups. We feel it would be worthwhile findings ways and means of learning from this type of field experience also.

7. Evaluation and Follow-up—The evaluation and follow-up of in-service courses is absolutely necessary and should be integral to the course. The evaluation of the success of a programme undertaken by teachers must be done towards the end of the course in a frank and free atmosphere without fear or favour. The mere use of check lists and questionnaires is of limited value unless properly analysed and used for feedback.

8. Attendance of Teachers to be Made Mandatory—We recommend that attendance at an in-service training course be made mandatory for every teacher at least once in five years. In USA, teachers, we understand, are required to complete certain formal courses in order to move to higher scales of pay. In the USSR teachers are required to attend a course related to their work one day per week for one full year after three years of service and thereafter every five years.

9. Daily Allowance etc.—Assuming that the average length of an in-service programme is 2 weeks, we feel that a provision of Rs. 500 per trainee should meet the requirements of this programme. Of this amount, Rs. 300 will go to his daily allowance and Rs. 200 towards meeting the cost of his travel and other incidentals.

10. School Complex—In-service strategies must be imaginative, bold and varied. Workshops, seminars and training courses belong to one type of approach. There are others.

The most effective among them are the services organised through the school complex. The idea of the school complex was originally put forward by the Kothari Commission 1964-66. The intention is to link the primary and secondary schools with a view to pooling resources and improving the educational process.

A seven-point strategy of school improvement is recommended: (i) grading of the school (ii) preparation (iii) implementation of institutional plans, (iv) enlisting community cooperation for school improvement, (v) encouraging teachers to do self-evaluation, (vi) establishing rapport among school teachers, staff, pupils local leaders and the complexes, (vii) The headmaster of a school grades his own school on the scale A to E using a tool prepared by the SIE. This is to identify deficiencies and set the priorities for improvement.

The requisites for success in such a programme are—(i) full support of the administration; (ii) detailed planning by headmasters and teachers, (iii) enlisting cooperation from the community.

11. Teachers' Centres—An experiment with the establishment of Teachers' Centres has been tried successfully; it is reported, in Delhi and other metropolitan towns. A Teachers' Centre is a meeting place for teachers located in a school that has resources that it would like to share with others. At the centre, teachers may meet when free in the evenings or during week-ends to borrow books, to prepare teaching aids, individually or in groups or to borrow some new materials for teaching. It is a forum where workshops of very practical nature are organised for teachers of all faculties and of all levels; it pools in the talent of all teachers of various schools who act as resource personnel for the centre's workshops and it arranges book fairs where publishers would exhibit their latest publications for sale. Since the entire initiative at the centre rests with the heads and teachers themselves, this is a move to be welcomed.

12. Project on Single Teacher Schools—In Gujarat, in order to help 7000 single teacher schools, a three-phased project was taken up. In the first phase a survey was taken up to investigate the specific problems of single teacher schools, along with on the spot study. In the second phase those teachers were oriented for multiple class teaching and a schedule was prepared and published to help them. In the third phase, in order to help the teachers and students, auto-instructional programmes in arithmetic and language were prepared by S.I.E. and ten copies of each programme were given to each school. It was felt that programmed learning method really helped these teachers in occupying the children of other classes in study while the teacher taught students of any one particular class.

13. School Level INSET Programmes—Another mode of in-service for teachers is the one that can be held at instructional level. The whole staffs of a school plans its in-service training after identifying its needs, drafting resource persons from within and outside the school and after preparing the necessary materials. Such orientation held voluntarily by the staff on Saturdays as is being tried with success in some private-managed schools, or during week-ends or vacations and at the commencement of school

terms has much to commend itself for it is need-based, has sufficient motivation and can be evaluated continually. Needless to say it requires a committed kind of leadership on the part of the head and a congenial atmosphere of freedom of discussion to the school to enable it to become any on-going programme.

14. Use of Mobile Units—Experiences in Nepal and some other Asian countries point to the efficacy of using mobile units in in-service education for making regular visits to rural and remote areas. It is always not possible for rural teachers to avail of in-service programmes held in cities or small suburban areas because of the distance and also because rural schools can hardly spare teachers during term-time being highly understaffed. Besides, these experiences have local relevance when conducted in the locality. These mobile vans are well equipped with teaching aids and other instructional materials. The resource persons would be expected to help rural teachers solve specific problems, develop low cost educational aids with locally available resources, help teachers learn the use of radio sets or audio cassettes operated on battery, if electricity is not available. The efforts should be to reach remote areas of the country.

15. Correspondence Courses—The continuing education of teachers and teacher educators can also benefit enormously by a fuller and more intensive use of distance education techniques. Correspondence-cum-contact courses could gradually become part of the system for in-service education. Need based correspondence lessons with provision for regular feedback could be taken by teachers who are earnest about upgrading themselves and may lead to certificates or diplomas. They could relate to a discussion of the special needs of the primary child and, at the other end, of the adolescent, or other advanced courses in the content of a subject like mathematics or history etc; or open up new vistas for teachers in areas of current relevance like the special problems of women and children who are out of school, of backward classes and tribal areas or of the handicapped or gifted. Well-defined correspondence lessons could supplement the work of other in-service courses.

16. Use of Radio and Television.

17. Use of Television In-Service Teacher Education.

18. Use of Computer.

19. Development of Resource Material and Skills.

20. The Matter of Incentives.



Chapter 7

DISTANCE EDUCATION

“In distance education the learner is separated from the teacher. Multi-media strategies are followed. The preparation and presentation of materials is systematic. Student-support services are provided to make the system more effective.”

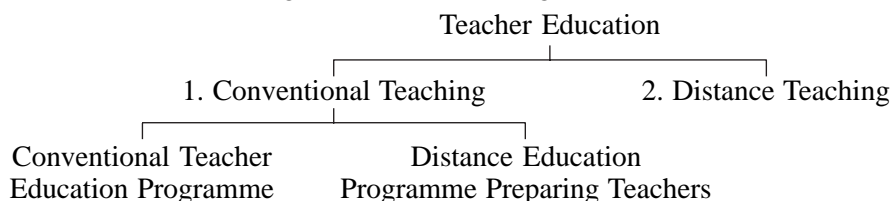
- Q.1. Explain the term ‘Teacher Education and Teachers Training’. What is the need for distance teachers training? Or**
Describe the procedure, tasks and training needs of distance teachers. Or
Describe the scope and importance of teacher education through distance-education. Or
Indicate the role of UGC and NCTE for the distance teachers training. Or
Discuss role of Indira Gandhi Open University in teacher Education. Or
Describe the role of distance-education in teacher-education programme, with special reference to correspondence-education and teachers training.

Ans.

Distance Education

The *National Policy on Education-1986* decided that the professional improvement and career enhancement of teachers should be addressed on a continuous basis. The programme of Action of the Policy highlighted the role of distance education in teacher education programmes, due to the following reasons?

- (i) A large number has to be catered.
- (ii) There is a need to organise courses on a continuous basis in the career of a teacher.
- (iii) The distance mode of education has the unique potential to train the teachers without taking them away from work. Thus it is a better means of transferring knowledge, understanding and skills to teachers in their day-to-day practice. Distance education has emerged as new mode of teaching known as distance teaching, different from conventional mode of teaching. While in distance teaching media of communication is the most important factor, in conventional teaching methods and techniques are essential for effective presentation. Thus, there are following two types of teacher education programmes for preparing teachers:
 - (1) Teachers training for conventional teaching, and
 - (2) Teachers training for distance teaching.



Teacher Education for Distance Teachers

Distance teaching has three dimensions content, presentation and communication. The

conventional teacher education programme prepares teachers for analysing content structure and effective presentation by employing appropriate methods and techniques of teaching. The knowledge and practice is given for conventional teachers. The distance teachers training however, requires content, presentation and communication awareness and the practice for teaching. As distance teachers have to acquire teaching skills for the contact programme as supportive devices, distance teachers need different modes for preparing teachers.

Need For Distance Teacher Training

In distance education the learner is separated from the teacher. Multi-media strategies are followed. The preparation and presentation of materials is systematic. Student-support services are provided to make the system more effective. The design of the educational structure as a whole is much more advanced than the earlier correspondence or broadcasting education. The system is a deliberate effort to democratise education. Distance education systems differ widely in their organisation, practices and objectives, as their target clientele, their scales of operation and their structural complexities differ in essentials. However, these systems are now a major force in educational development in many countries all over the world.

Today, a class distance educators is required to start new distance education institutions, to expand the range and number of student populations, to see what the community needs for its social and economic purposes, to revitalise the older institutions, to identify, describe and undertake new professional roles within the system to give new directions to the existing practices and to establish the system permanently. People taking up key as well as subordinate positions in the distance education institutions come from other areas of education and face following two problems—

- (i) They must adapt themselves to the new situation immediately.
- (ii) They must contribute to the culture and vitality of distance - education in positive terms for a long-term impact on the society in general and on education in particular.

The first of these problems is solved with the help of ‘workshops’ etc., but the second problem calls for professional training of a very high standard.

Distance Education as A Career

A statement made in 1987 in a UNESCO publication, considered pre-service training in distance education ‘only as a future prospect and scarcely yet a present reality’ and suggested that ‘perhaps some time in the future when distance learning systems and structures are an inevitable part of every general education system, distance teacher education may become an option in ordinary teacher education but that is not yet the case in the Asia-Pacific region’.

It is suggested, that for some people involvement with distance education is a temporary phase in their career. Most people enter the system mid-career, and those who continue move from one work role to the other within the system, but there are hardly any who spend their entire working/professional lives in the same system.

The suggestion is superficially valid. Distance education institutions cannot claim to be older than two decade. It is premature to suggest that the personnel who enter the system or are not going to spend their professional lives in the system. If what is indicated by the success of the courses given at Jordan Hill College, a more powerful and valid suggestion will be that the people are looking for pre-service training in distance education, which is not available presently except in a few rare cases.

A career of distance educator has not yet emerged. Distance education is ‘an emergency system’ which may attract talented and imaginative academics and non-academics as it provides outlets for their talents but may fail to retain them for long. Success in such distance education experiences may invite them back to the professions they originally came from and look for, explore and implement

innovations in those professions. Such possibilities are open in fields like education, broadcasting, educational television, publishing and printing, educational communication etc.

However, most social reforms do appear on the scene as ‘emergency systems’. If found useful they get established as parts of the overall social system. Though introduced as ‘emergency systems’ distance education system has come to stay. Of course, the period of transition has just begun in which the concerned population of academics and non-academics settle between their original professional interests and those offered by the systems of distance education. The fact that it has begun, is evidence enough to emphasise that distance education is emerging as a career.

Therefore, it needs to display a ‘career’ *i.e.*, the various possible, or existing, stages of professional growth which follow one another successively, providing the careerist ample opportunities for developing the career-system (distance education) and his own personal career within the domain of distance education. This, by implication, is a question of asking whether or not ‘distance education’ is a discipline by itself. It is to say here that any professional training in distance education worth its name should highlight “those progressive stages towards greater professionalism” which should enable it to be seen both as a career and a discipline. Providing fulfilled professional training in distance education is a positive and necessary step in this direction.

Procedure for Training Distance Teachers

Many people are involved in the whole process of distance education. Two major types of people are concerned with the activities in a professional training programme for distance teachers viz., those who are to be trained and those who will train them. The first two sub-sections of this section are devoted to the two categories trainees the professionals and the non- professionals, and the next two sub-sections deal with those who will train the distance teachers.

(1) The Professional Trainees—Among the professions, we may identify the following clearly definable categories of personnel, who require a specific kind of training relevant to their needs and job requirements—

- (i) Planners and administrators working at various levels of the system;
- (ii) Surveyors, course planners, curriculum developers, course “writers, editors, reviewers, course coordinators, tutors, counsellors, evaluators, and graphic artists;
- (iii) Audio producers, script writers, evaluators, special effects personnel;
- (iv) Video producers, script writers, designers, special effects personnel, evaluators;
- (v) Educational technologists, technical staff of various types, specialists in integrating the media-inputs; and
- (vi) Facilitators of various services librarians, laboratory staff etc.

(2) The Non-professional Trainees—Among the non-professionals, are those who may seemingly have nothing to do with distance education, but may play a vital role in its success or failure—

- (i) Politicians, policy/decision makers who motivate the creation of distance education institutions, popularise the political statements in favour of such establishments and mobilise resources for them.
- (ii) The target learner populations of several types school children, university students, professionals, old adults, house wives, drop-outs from the formal system of education etc.

Liaison agents of several types such as social reformers, local community leader/helpers, at places religious agents, parents of the learners, other professional who can be used in local community situation etc.

Table : Tasks And Training Needs of The Trainees

Role	Tasks	Training needs
Policy maker	To make decisions about establishing distance education systems; persuade policy making colleagues about advantages. To monitor progress of system; To control financial allocations.	‘Sensitization’ to advantages of distance education. Knowledge of outline of systems and structures. Knowledge of cost benefits account of distance education.
Learners	To obtain study resources place, equipment, time, fees. To manage learning tasks, To decide courses, contribute to peer group activities, whenever possible.	Study skills. Knowledge of local resources (persons, materials information sources) Knowledge of curriculum information about other distance learners.
Parents and family	To provide physical requirements (place of study and for keeping study materials safe), writing, materials, light, heat, radio, TV, supervise learners schedule of study, assignments etc. To adopt encouraging attitude. To provide information, ideas from own education if possible and from other sources. To monitor cultural/ethical/social appropriateness of material, To provide co-curricular needs. To contact organisations, resource persons on learners behalf.	Awareness of distance education. Knowledge of relevant local resources and support systems Knowledge of outline curriculum requirements.
Other community resource persons (teacher and health workers)	To provide alternative study local study resources information and materials and experience of practical situations. To adopt encouraging attitude to contact logistic communication/support system. To encourage distance education as part of education system. To marshal local resources/ personnel to assist learners, To check and improve logistic/communication system and provide study resource information and materials and experiential/ practical situations.	Sensitivity/awareness of distance education. Awareness of relevant local resources. Knowledge of curriculum material. Knowledge of delivery systems.
Local community leaders		Sensitivity/awareness of distance education. Knowledge of relevant local resources. Knowledge of delivery systems.

(3) The Sources of Staff Development—Hardly any pre-service training in distance education is available today. We do not have any full time trainers in the field of distance education like other teacher trainers. It is the ‘distance educators’ themselves who train other for distance education, and not the ‘trainers’ in the conventional sense of the expression. These ‘distance educators have learnt their new skills and acquired the relevant knowledge about distance education on their ‘jobs’. Most of them are fresh from their job experiences, they are themselves in the process of learning.

However as in most cases training in the various area of distance education pertains to the early stages of its development, the experts fresh from their job experiences have proved successful in such situations. Those who join distance education institutions are mostly trained and/or experienced teachers, administrators, technicians, and broadcasters. However vague or disorganised their information or skills might be, they should help in the process of interaction between the trainer/distance educator and the trainee. Thus, in the field of staff development for distance education the present responsibilities are threefolds—(i) to maintain the existing arrangements to meet the ‘emergency type’ needs, (ii) to build a system that will produce full time trainers, and (iii) to achieve national/local self-sufficiency of training resources at the fastest possible rate.

For the resource personnel we may depend on two sources : (i) national or local, and (ii) foreign, either from resource countries or from international agencies such as UNESCO. It is advisable to depend upon local or national resources because the environmental factors pertaining to economic, social, industrial and educational development are shared and easily understood, common difficulties are tractable, and there is no scope for underhand exploitation. If such local or national resources are not available, one has to depend on what may come from abroad. It is better to depend on neighbour countries, or the countries that belong to a proximate region for similar reasons of shared environmental

problems and understanding. Personnel from abroad can be of great help, but only in a limited way. At best their roles can be advisory and in setting up systems or sub-systems. The task of building the actual infrastructure will always be that of the local personnel. The personnel from abroad cannot be of any real help at the school and community level education or training needs.

They can be used as consultants presenting details about their systems, structures and the contexts wherein they were built, and suggest ways and means by which the hosts can adopt those systems and structures within their contexts.

(4) Trainer of Distance Teacher

- (i) **Skill**—The teaching materials (print, audio, video etc.) in distance education are more visible to greater numbers of people of various levels of life. For the credibility of the system they have to be of a very high standard. They have to be socially and pedagogically relevant for their social and pedagogic utility. Such materials can be produced if the personnel employed to produce them are skilled people. Therefore, a very high standard of academic and technical skills is, expected from the trainers.
- (ii) **Co-operation**—No tasks and roles in the system of distance education can be carried out in isolation from other tasks and roles. However dissimilar they may be and seem to be most of these tasks and role are inter-linked and inter-related for purposes of making the finished product a success. Co-operation is the corner stone of this success. Cooperation is not possible unless those involved in the tasks are cooperative. Trainers should themselves be cooperative, for then alone can they promote this attribute among the prospective.
- (iii) **Flexibility**—Rigidity of views and attitudes is a major hurdle in making distance education a success. Flexibility helps the trainees to adapt themselves to the new situation and roles, and also to collaborate with others in effecting frequent readjustments of various kinds. Only a flexible distance educator can take on such diverse roles as those of academicians, technicians, producers and administrators. To show its utility the trainers should be able to display this attribute in good measure.
- (iv) **Patience**—Some people believe that it is only at the early stages of the development of distance education institutions that the workers have to face anxieties, frustrations, delays and failures. The fact, however, is that so long as the institution keeps on being innovative in terms of offering new courses, extending its reach to diverse sections of the society, reducing the costs of its products, and becoming increasingly responsive to social needs, the distance educators will continue to face frustrations, anxieties, etc. Thus, instead of marking time for such difficulties to come to an end they should develop a work-culture which accepts these difficulties as routine episodes, and thus build confidence and optimism in and around their work. Basic to this attitude is the attribute of patience which the trainers will do good to display in their own approach to work.
- (v) **Innovation**—Distance education is an innovation which survives on its ability to build one innovation on the other ranging from course design to course offerings, from cost efficiency to extended student services etc. Innovation has to be the dominant factor in the 'personal profile' of a distance educator. Through this attribute alone he can build a distinctive 'career profile', which may help 'distance education' emerge as an autonomous discipline by itself.

The 'Content' of Distance Training

The system of distance education consists of networks and chains of diverse tasks. Training in this field should provide expertise and practice to the personnel to carry out their own specific tasks and duties. The personnel should learn to function effectively along and within their role-chains and task-networks. The training should provide them with understanding of and appreciation for interrelation of their own work and tasks with those of others, and the means and ways of making the cooperative effort successful. This training should provide for the building blocks of 'commitment' on the part of

trainees, who should get committed to distance education in their thoughts, words and deeds. These are the underlying principles of the content of training. Training should provide adequate and appropriate content in all the three domains, cognitive, curative and affective to build effective human resources for establishing, developing, maintaining and expanding the systems of distance education.

Ways and Means of Identifying Training Needs

- (1) Generalisation from the available literature on distance education in general, and on the roles of differing personnel categories in particular;
- (2) Analysis of the tasks, the problems therein, anticipated tasks and the problems expected therein;
- (3) Critical incident analysis *i.e.*, an analysis of individual's behaviour in various situations, its consequences in terms of the productivity of the task concerned; exercise to identify problems which suggest training needs;
- (4) Case studies of successful distance educators help in identifying those characteristics which contribute to their success. These characteristics may point to and the trainees encouraged to develop them through training.
- (5) Pooling the views and opinions of experienced people (about what they think and/or believe the training needs are) helps in preparing a long list of possible needs, where from dependable training needs can be identified after further analysis.

Imparting the Training

'Training once-in-a life-time' is an obsolete concept in the present changing world. For serious professionalism. Training is a life time affair. The variety of the personnel to be trained is vast and they are at different stages of their careers some in permanent positions and well established institutions, some in temporary positions, some working on projects, some on long-term assignments and all of them at differing levels of concern. Those in permanent positions need revitalisation of their skills and practices so that they do not perpetuate those practice which have outlived their utility. Those in temporary positions will move to permanent positions. Those working on projects will go to long-term assignments; those working on long-term assignments will step into permanent positions. Systems and sub-systems within a known system of distance education undergo changes corresponding to the progressive upward mobility in the career prospects of a trainee. As communication technology is changing rapidly, educational concepts and learning theories are breaking new grounds. An effective training programme will take care of all the changes and the corresponding activities which have been exemplified above.

Steps in Selection Of The Training Programme

(1) Scaling the scope of the programme—The trainers or the training institution must measure the scale and judge the scope of the programme for which training is to be arranged. The training programme should suit that scale and scope. For a distance education project with a single specific objective, a training programme of two days may be enough to enable the personnel involved.

Perform their tasks satisfactorily. With the objective of achieving multiplier effect through subsequent similar workshops conducted in participating countries through the personnel trained at the international workshop an international agency may conduct a workshop of eight to ten days' duration at a particular national centre involving trainees from a region.

(2) Short and long-term advantages of the programme—The scale and scope of a training programme may impose limited objectives and activities on it. Care should be taken that a programme of limited scope builds reasonable motivation for further work beyond what the programme provides. Conversely, a programme of vast scope should lay reasonable emphasis on immediate need and applications.

(3) Catering both institutional and individual needs—Both the needs of the individual participants and those of the institute should be catered to. Though a training programme always aims

at achieving an objective for an institution to reinforce an existing distance education system or modify and improve such a system, the building blocks of that reinforcement and/or changes are those who come forward for the training. Though the overall objective continues to be the needs of the institute and/or the country the programme be successful should be satisfying for the individuals too.

(4) Linking past activities/events with future—Training should not be ‘once-in-a-life-time affair. It should build links with the training events that have gone before it. It should create scope for other training events that may be linked to it in the future. Each training programme must have to build evaluation mechanisms which provide for follow-up changes, modifications and extensions. As a result of such an approach the rewards of training turn to be cumulative.

(5) Providing models of acceptable and desirable behaviour—Training should modify the behaviour of the trainees by providing models of acceptable and desirable behaviour patterns expected of distance educators. This objective can be achieved by practising what is preached about its characteristic features. It should be systematic, well planned, efficiently managed and well proportioned with regard to its components, To set living examples for the trainees the trainer should conduct himself admirably.

Tasks and Training-Needs

Table : Tasks and Training-Needs of Various Types of Personnel

Personnel	Tasks	Training-Needs
1. Policy maker and planner.	1. Conceives, plans and guides in the execution of distance education programmes within the framework of national priorities, needs and constraints, etc.	1. Overview of distance education system, its strength and weaknesses, its social need and economic viability.
		2. Knowledge of developmental plans in other sectors so as to relate education to the overall development of the country.
2. Administrator	1. Overall manpower planning.	1. Knowledge of Distance Education and its operation at grass-roots level.
	2. Institutional management.	2. Knowledge of distance education Institutions working within the country as well as abroad and communication with them.
	3. Co-ordination and supervision of institutional programmes.	3. Student and tutor problems. Training in Management and super vision of supporting staff.
	4. Popularising the distance education system.	4. Understanding of local conditions and problems.
	5. Some other specific tasks related to services in the field as under— (a) Appoints tutors, allocates students to tutors. (b) Deals with students and tutors problems. (c) Responsible for efficient tutors functioning. (d) Arranges staff and equips study centres.	5. Skills in establishing rapport with community at grassroots level.
	6. Schedules face-to-face sessions.	
	7. Arranges other uses of study centres.	
	8. Disseminates information to students.	Skill in human relationships.
	9. Supplies feedback to institutions.	
	10. Collects marked assignments from tutors.	

	11. Sends samples for monitoring.	
	12. Conducts examinations, sends results to institutions.	
	13. Regional publicity.	
	14. Helps in admissions	
3. Researcher	1. Designs and carries out research in identified problems of distance education.	1. Understanding of distance education and its strengths and weaknesses and problems areas.
	2. Analyses and interprets data.	2. Orientation towards various educational research designs.
	3. Makes recommendations based on research findings.	3. Sampling techniques with reference to distance educations.
	4. Complies final report. Disseminates research.	4. Techniques of constructing instruments for data collection analysis of data.
		5. Report writing.
		6. Dissemination skills.

Table : Task Training of Personnel Related to Production of Materials

Personnel	Tasks	Training-Needs
1. Curriculum designer	1. Assesses distance learners needs. Situational analysis.	1. Overview of distance education system, its strengths and weaknesses etc.
	2. Conceptualises and designs appropriate need-based curriculum.	2. Understanding of needs, resources, constraints etc., of distance education in general and those of the institution in particular.
	3. Co-ordinates with others.	3. Knowledge of target groups and their problems.
	4. Appreciates the role of media, face to face discussion and practical complements of the curriculum.	4. Knowledge of learning experiences and activities etc.
	5. Prepares course outlines.	5. Knowledge of teaching strategies.
	6. Suggests suitable learning experiences and activities.	6. Curriculum designing skills.
	7. Helps in the preparation of learning outcomes.	7. Understanding the role of media in distance education.
	8. Helps in evaluation of curriculum.	8. Evaluation of curriculum skills.
2. Wreter/ reviewer	1. Decides/adopts format.	1. Overview of the distance education system, its strengths and weaknesses etc.
	2. Organises material.	2. Knowledge of writing/reviewing skills.
	3. Develops detailed educational strategies.	3. Knowledge of target groups and their problems.
	4. Writes correspondence lessons, usually in close collaboration with other members of course team.	4. Knowledge of learning process and teaching strategy.
	5. Supplies ideas/drafts for illustrations.	5. Knowledge of content.
	6. Revises drafts.	6. Locating resources/ materials etc.
	7. Works with reviewers, editors and illustrators until material is ready.	7. Knowledge of production of materials through course team.

	8. Tests, and evaluates material.	8. Testing and evaluation skills,
	9. Revise/reviews galley proofs from printers.	9. Some knowledge of design editing and printing processes.
	10 Prepares feedback, questionnaires, pre-tests and post-tests.	
3. Editor	1. Face-editing format, student-aids, layout, print get-up.	1. Overview of distance education system, its strengths and weakness.
	2. In-depth text editing.	2. Knowledge of distance teaching techniques.
	3. Collaborates with authors to remove content ambiguities and confusions.	3. Editing skills.
	4. Language editing.	4. Presentation, layout skills.
	5. Checks readability, logical flow, sequencing and presentation of material.	5. Making-up Manuscript for printing.
	6. Checks suitability of illustrations, graph marking etc.	6. Proof-reading skills.
	7. Proof-reading.	7. Knowledge of different media and their role in teaching.
	8. Relates printed text with other media of the system.	8. Knowledge of printing stages.
	9. Contacts printers to get the materials printed.	9. Orientation in philosophy of assistance education.
4. Course Co-ordinator	1. Schedules and arranges course development, maintenance and renewal activities.	
	2. Briefs external writers.	2. Writing skills.
	3. Co-ordinates activities of course team.	3. Co-ordination skills.
	4. Facilitates services to ensure smooth course production.	4. Sound knowledge of subject content and methodology.
	5. Collaborates with course team members.	5. Course production procedures.
	6. Prepares student and tutor guides and other supplementary materials such as assignments, tests, marketing guides etc. for mailing.	6. Scheduling, communication.
	7. Arranges review and testing of materials.	7. Management skills.
	8. Communicates with students and tutors from time to time.	8. Testing and evaluation.
	9. Monitors/tutors marking of assignments.	
	10. Arranges workshop/ practical components, if necessary.	
5. Tutor/ Evaluator	1. Corresponds with students.	1. Knowledge about distance education and its various aspects.
	2. Holds face to face sessions.	2. Role of evaluator in distance education.
	3. Provides prompt, accurate and constructive feedback to students on their progress.	3. Knowledge of the subject content.
	4. Marks assignments.	4. Knowledge of programmes, schedules, regional services, facilities.
	5. Sends in results.	5. Skills in communicating with students.

130 | Teacher Education

6. Provides guidance and counselling to students.	6. Counselling skills.
7. Provides feedback on student's problems and procedural difficulties.	7. Human relations.

Table Training-Needs

Personnel Category	Tasks	Training-needs		
		Knowledge	Attitudes	Skills
Trainer/ Administrators	Planning	1. Principles of need/ problem identification.	Awareness of problems and difficulties faced by the country.	Skills in writing measurable objectives.
		2. Principles of measurable objective formulation.	Appreciating need for prioritisation of needs and problems.	Skills in designing project/programme.
		3. Principle of generating alternative solutions.	Appreciation of need for systematic planning and evaluation of such plans.	
		4. Theories of research and evaluation.		Skills in project/programme evaluation.

The Programme at IGNOU

Available on the above lines, the diploma programme in Distance Education introduced by the Indira Gandhi National Open University, New Delhi, India, is a pre-service training programme. The following table presents briefly a view of the training programmes the world over—

Table : Training in Distance Education the World Over

Partial Training	Training in Separate Components of Distance Education.	Training in the Allied fields of Distance Education.	Comprehensive Training in Distance Education.	Coverage Strategies.
UKOU (Course development)				On-the-job learning.
	UNESCO			Workshops etc.
		Jordanhill Diploma and Surrey Diploma.	Australian Diploma and IGNOU Diploma.	Regular Multi-Media Courses

Distance Education for Teacher

A Professional degree in education has always been obligatory for secondary school teachers. After independence about 46% of teachers at the secondary stages were untrained. Due to the lack of enough trained graduates, untrained graduates had to be recruited all along. Genuine concern about this situation led to the establishment of a number of teacher training colleges offering a one year training programme which was later restructured as the Bachelor of Education programme. These institutions have been catering mostly to pre-service training. Enrolling only a small percentage from the category of working teachers as training in these institutions necessitates the working teachers to be away from work for a long period, which is not possible in most cases.

B. Ed Programmes through Correspondence Education

In 1966 the Central Institute of Education (CIE), University of Delhi, started the B. Ed. programme through correspondence-cum-contact mode. The University of Bangalore and the Regional Colleges of Education under the NCERT followed suit. The immediate objective of these programmes was to clear up the existing backlog of untrained secondary school teachers in the country. In 1968, the

UGC sent a delegation to the USSR to ascertain the purposefulness of such a mode in the context of teacher training. The delegation decided strongly in favour of teacher training programmes through the correspondence mode. Consequently there was a proliferation of B.Ed., programmes through the correspondence mode in the seventies and the eighties. Today, there are fifteen institutes of correspondence (distance) education under the formal universities through the correspondence mode. State Open University (YCMOU) is launching the programme in Maharashtra. During 1990-91, the position was as follows:

Enrolment in B.Ed., through Correspondence/Distance Education (1990-91)

Name of the University	Enrolment in B. Ed.
(1) Kakatiya University	223
(2) Punjabi University	250
(3) Kashmir University	294
(4) Sri Venkateshwara University	398
(5) Andhra University	400
(6) Jammu University	481
(7) Mysore University	500
(8) Osmania University	611
(9) Berhampur University	728
(10) Utkal University	1100
(11) Madurai Kamaraj University	1963
(12) Kota Open University	4646
(13) Madras University	5976
(14) Barkatulla University	7960
(15) Maharshi Dayanand University	21363
(16) Annamalai University	21417

Source : UGC, Annual Report for the year 1990-91, New Delhi. In 1990-91 Annamalai University had an enrolment of more than 21,000 students the M.D. University of Rohtak enrolled as many as 33,000 in the first year of its establishment in (1988-89). In 1988-89 Kota Open University started the B.Ed., programme with 9000 students. Therefore, recently the govt. has put a stop to all these programmes till the supply matches the demand.

The UGC and The National Council of Teacher Education (NCTE)

The agencies which influence the policy and practice of teacher education in India include the State Ministries of Education, the Ministry of Human Resource Development, Government of India, the University Grants Commission, the National Council of Educational Research and Training and the National Council of Teacher Education.

Government of India has established a National University to run various courses/programmes through the distance mode and to promote and determine education institutions to make the system more responsive to social needs and more cost efficient. Substantial sums have been contributed by international bodies like the COL (Canada) for the promotion of distance education.

- (i) Indian Government strongly believing in the effectiveness of distance education,
- (ii) Indian Government is making all the efforts to promote it both nationally and internationally.

Government is determined to use this system to improve the existing state of educational affairs in the country. In their communications to the NCTE, the govt., has laid down the following :

- (i) B.Ed. Correspondence programme should be made available to nursery and elementary school teachers who wish to improve their qualifications and thereby career prospects.
- (ii) It would be helpful, if an up-to-date state of norms and guidelines could be evolved for B.Ed., correspondence courses keeping in view (a) the developments since 1980 (especially, the NPE and POA) and (b) the fact that at least for certain categories of candidates such course will have to be run for quite a few years to come.

- (iii) It is not clear what specific steps, NCTE or NCERT has taken so far to implement the Resolutions passed by NCTE from time to time for generally putting an end to correspondence courses by way of formally taking up the matter with UGC and Universities/State Governments concerned.

Thus the Government of India is keen to improve the lot of secondary school teachers as well as that the primary school teachers. They are concerned of about the efficient running of distance education courses. There is evidence that the Government favours the process of participatory decision making.

Concerns of UGC and NCTE

Following in the statement of UGC with regard to distance/correspondence education is general.

“The Commission has been supporting the programmes of distance/correspondence courses with a view to idling a new stream of education to enable a large number of persons with necessary aptitude to acquire further knowledge and improve their professional competence.”

In the eighties UGC shifted its point of view considerably basing it on the working of the correspondence courses and on the advice of the NCTE. In 1980 the NCTE appointed a committee to ascertain the quality of B.Ed. programmes offered through correspondence in several universities. After looking into the operational aspects of these programmes, especially the practice leaching component the committee recommended that it will be confined to the respective states in which the universities concerned operate. The programmes through correspondence-cum-contact mode should be offered only to clear the backlog of untrained secondary and primary teachers. The first degree in professional preparation of secondary school teachers should be obtained only through a formal course. Out of the ten recommendations made by the committee, one recommends the correspondence mode (to remove the backlog), two propose to stop it altogether and seven recommend reforms to make the system effective. These seven reformative recommendations do not seem to have made any impact.

Concerned about the continuing deterioration in teacher education through correspondence mode, the August 87 meeting of the NCTE Standing Committee on Secondary and College Teacher Education concluded that B.Ed., through correspondence should be scrapped. At the end of the meeting of Standing Committee in August, 1987, a delegation led by K. L. Srimali submitted a memorandum to the Ministry of HRD, GOI, demanding that the B.Ed., programmes offered through the correspondence mode be stopped forthwith.

Giving due consideration to the feeling among many educationists that the general deterioration of standards in secondary teacher education and the proliferation of B.Ed., programmes through correspondence are casually lined and also to the fact that recently impressive developments have taken place in the field of distance education, the NCTE appointed another committee to look into the relevant aspects of teacher education through correspondence and make recommendations on the use of distance education therein. The Committee met on March 31, 1989 and then on June 8, 1989 and made five recommendations of which the major ones were as follows—

- (i) The teacher education curricula demand a great deal of weightage for live classroom experiences and other forms of human interaction.
- (ii) Teacher education through distance education modes, if suitably organised, can emerge as a trend setter in quality training for those working in face-to-face mode.

It recommended that clear and unambiguous guidelines should be arrived at incorporating new possibilities in distance education. It presented a set of seven well conceived guidelines that could be followed in order to organise effective training programmes through the distance mode. Recently in mid. 1997 the Govt, put a stop on B.Ed., distance education, to clear the backlog of unemployed B.Ed., degree holders.

Indira Gandhi National Open University (IGNOU)

Organisation—According to the IGNOU Act (1985), IGNOU has been given the following dual mandate of functioning:

- (i) As a university to provide opportunities for higher education to a large segment of the population and to promote the educational well being the community and
- (ii) As an apex body ‘to encourage the Open University and distance education systems in the educational pattern of the country and to co-ordinate and determine the standards in such systems’.

Keeping her objectives in view about the general quality of the teacher education programmes given through the distance mode, the views and commendations of the NCTE and the actions initiated by the UGC, IGNOU is expected to take appropriate steps with regard to teacher education programmes in anticipation of her assuming the role of co-ordination and determination of standards all over the country.

Deterioration of Quality the quality of B. Ed. programmes through correspondence is inferior in many of the institutions. If practice teaching and other face-to-face components are to be parts of a programme they must be and are included without any hesitation.

Some institutions are concerned only with enrolling more and more students at the cost of the quality of programmes. It is the failure of the universities concerned and also of those who are expected to exercise control even them. The major reasons for the deterioration of quality are lack of restrictions on the size of enrolment and inferior organisation of the practice teaching component of the programmes. If a few universities give substandard degrees by subverting the system of distance education.

IGNOU’S Role

IGNOU was established to promote and maintain standards in Distance Education, that can cater to cognitive, psychomotor and affective domain of education successfully.

IGNOU proposes to launch a variety of teacher education courses at various levels of instructions in years to come as a continuing education programme. No prospective trainee will ever be admitted to programmes of B.Ed., M.Ed. etc. instead students will have to work through courses and only when they accumulate the required credits will they be awarded any certificates/diplomas/ degrees. During the entire experimental stage which may last for a few years on run, most of the IGNOU courses in this area will be open to in-service teachers only, except a few at lower levels which may suit parents as well.



Chapter 8

SUPPORTING ACTIVITIES OF TEACHER EDUCATION (Micro Teaching, Simulated Teaching, Feedback Devices and Modelling)

“Micro-teaching is a teacher training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing teaching time and “class size.”
—Clift and other (1976)

- Q.1. What does ‘Micro-Teaching’ mean? Describe its nature, characteristics and utility. Or**
What is Micro-Teaching? Explain its utility and limitations in the teacher training programme. Or
Write a short note on the concept and importance of Micro-Teaching. Or
Describe in detail the process of micro-teaching mentioning various steps and its activities. Or
What do you mean by micro-teaching? Explain the meaning of the following teaching skills.

Ans.

Micro Teaching

Teachers training programme is not effective if does not help in developing skills in the trainees which are very necessary for teaching. Such is the present programme neither its theory courses nor the practical courses are adequate. Educationists have pointed out the inadequacies of practice teaching programme particularly that it does not develop those skills in teachers which are very necessary for teaching. As a result of this evaluation of practice teaching programme and due to a great desires on the part of teacher educators, a new approach known as Micro-teaching has been developed in USA.

Origin of the Concept

(1) **Keith Acheson**—The origin of the concept may be traced back to ‘Keith Acheson’ a student doing Ph.D. at Stanford University with ‘Robert N. Bush’ and ‘Dwight W. Alien’ who in 1961 happened to read a newspaper article by a German Scientist which described a machine named ‘Mactomics’. They received a grant from the Ford Foundation to examine those experiences which might be relevant for teaching in terms of an innovative teacher education programme. Having read that article they realised the utility of this machine which was a kind of modern videotape. They bought these machines and started to explore their different uses for modifying teacher training programme. In experiments made with this machine with innovative teacher education programme the interns in different schools videotaped themselves and sent the cassettes to the professors to criticize give suggestions and return the cassettes.

(2) **Henry Garrison**—Henry Carrison (1963) another Ph.D. student designed and validated a programme known as ‘Standard Teacher Competence Appraisal Guide’. Because the programme was very effective, it becomes popular in teacher training colleges. Around 1970 it comes to India.

(3) **Kellen Bach**—Another experiment was made by ‘Kellen Bach’ in 1967 at ‘Sant Jose State University’.

All these programmes tested the effectiveness of the approach which involved reduced teaching and supervisor's appraisal. 'Bush and Allen' called it micro-teaching. It had its origin in 1961 but was not released for use to others after comprehensive experimentation till 1967.

Nature of Micro-Teaching

(1) **"Scaled-down teaching encounter"**—Basically, micro-teaching is a short session teaching in which a teacher is to teach a small unit content to a small group of 5 to 10 students for a small period of 5 to 10 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to enquire new teaching skills and to refine the old one's teaching.

(2) **"Skill training technique"**—As a procedure in teaching it is necessary for teacher educators. Its purpose is to train a student teacher for acquiring teaching skills.

(3) **New design for teacher training**—It provides trainees with information about their performance immediately after completion of their lesson.

(4) **Programme of training and teaching**—It follows the following steps—

- (i) **Skill Explained**—A particular skill is defined and explained to student teachers in terms of teaching behaviours and the objectives to be achieved.
- (ii) **Skill Demonstrated**—Videotape or films on specific skills are shown or written material provided to demonstrate the teacher the use of particular skill in micro-teaching or in normal classroom teaching situation.
- (iii) **Skill Planned**—Student teacher plans a short lesson in which he can use the skill.
- (iv) **Skill Taught**—The student teacher teaches the lesson to a small group of pupils which is videotaped or audiotaped or observed by supervisor and or peers.
- (v) **Skill Feedback**—It is provided to the student teacher by video-tape or audiotape recorder. He observes his own performance and analyses these with the help of his supervisor who attempts to make reinforcing comments about instances of effective use of the skill and draws the student's attention to other situations where the skill could have been exercised.
- (vi) **Skill Replanned**—The student teacher replans the lesson in the light of feedback and supervisor's comments, in order to use the skill more effectively.
- (vii) **Skill Retought**—The revised lesson is retaught to different but comparable group of pupils.
- (viii) **Skill Refeedback**—Feedback is again provided on the reteach lesson which is again analysed with the help of the supervisor.

This cycle goes on till mastery on that skill is acquired.

Definitions of Micro-Teaching

Griffiths (1973) said that there is no widely accepted single definition of micro-teaching. It has a 'flexible and adaptable nature as is reflected in various interpretations.

(1) **Alien (1966)**—Micro-teaching as a *"scaled down teaching encounter in class size and class time."*

(2) **M. B. Bush (1968)**—Define Micro-teaching as a *"Teacher education technique which allows teachers to apply well defined teaching skills to a carefully prepared lesson in a planned series of five to ten minutes encounters with a small group of real classroom students, often with an opportunity to observe the performance on video-tape."*

(3) **Me Alleese and Urwin (1970)**—*"The term micro-teaching is most often applied to the use of closed circuit television (C.C.T.V.) to give immediate feedback to a trainee teacher's performance in a simplified environment, it is best viewed as a form of simulated teaching usually incorporating reduced complexity and some feedback."*

(4) **Alien and Ryans (1969)**—They described five essential characteristics of micro-teaching :

- (i) It is a real teaching.

- (ii) It has or it incorporates with lesson complexity of normal classroom teaching.
- (iii) There is focus on accomplishment of specific task,
- (iv) There is increased control over the whole situation.
- (v) There is provision for feedback which is greatly expanded in a specific manner.

(5) **Clift and other (1976)**—Micro-teaching is a “*teacher training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing teaching time and “class size.”*”

(6) **Alien and Eve. (1968)**—“*A system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practise teaching under controlled conditions.*”

Assumptions of Micro-Teaching

- (i) The complexities of education can be reduced by it.
- (ii) Teaching skills can be developed by it.
- (iii) It is an individualized training programme.
- (iv) It is a real teaching.
- (v) It can control the practice by feedback.
- (vi) In it, feedback can be provided by various means, such as criticism by a teacher, preparing video-film of the entire lesson etc.

Components of Micro-Teaching Technique

(1) **Micro-Teaching Situations**—It consists of size of the class, length of the content and teaching method etc. There are 5 to 10 pupils in the class and the teaching period ranges from 5 to 20 minutes. The content is presented in a unit.

(2) **Teaching Skill**—In the training programme is properly attended the development of teaching-skills of the pupil-teachers such as lecturing skill, skill of black-board writing, skill of asking questions etc.

(3) **Student Teacher**—The student who gets the training of a teacher is said to be pupil-teacher. Various capacities are developed in them during training such as capacity of class management, capacity of maintaining discipline and capacity of organizing various programmes of the school etc.

(4) **Feedback Devices**—Providing feedback is essential to make changes in the behaviour of the pupils. This feedback can be provided through video-tape, audio-tape and feedback questionnaires.

(5) **Micro-Teaching Laboratory**—In it, necessary facilities of feedback can be gathered.

Steps of Micro-Teaching

(1) **Defining a Specific Skill**—In this, some specific skill is defined in the form of teaching behaviour and the knowledge of this defined skill is provided to the pupil-teachers. It also includes fixing up of those objectives along with the skill which are to be achieved through that skill.

(2) **Demonstration of the skill**—The skills are demonstrated through the micro-teaching lessons either by the teacher or video-film of that skill is screened.

(3) **Micro-Lesson Plans**—The pupil-teacher prepares micro-lesson plans for the duration of 5 to 20 minutes concerning some specific skills training or by using that skill.

(4) **Teaching a Small Group**—The pupil-teacher teaches small groups of students which consists of 5 to 10 pupils. The teaching-task of the pupil-teacher is video-taped. If there is no provision of video, then any teacher can supervise the teaching task of the pupil-teacher. Other associate pupil-teachers can also supervise the teaching task of a pupil-teacher. After the teaching task of the pupil-teacher is over, only then his lesson is criticized.

(5) **Feedback**—The informations and suggestions provided to the pupil-teachers are known as feedback which is also an essential part of micro-teaching. In its absence, the evaluation of this method has no meaning at all.

(6) Re-Planning, Re-teaching and Re-evaluation—On the basis of feedback, the pupil teacher re-plans the lesson, and re-teaches it. The re-planned and re-taught lesson is re-evaluated so that the pupil-teacher may get another opportunity of removing the errors. This cycle of re-planning, re-teaching and re-evaluation goes on till the pupil-teacher develops that teaching skill.

Characteristics of Micro-Teaching

- (1) It can be used in the college. The pupil teacher needs not to go to any school for the training of teaching skills.
- (2) The number of students as well as duration of teaching are less.
- (3) The content is divided into smaller units which makes the teaching easier.
- (4) The problem of indiscipline can also be controlled.
- (5) Only one teaching skill is considered at a time.
- (6) In its training technique the other class-mates of the pupil-teacher can supervise the task of teaching.
- (7) There is a provision of immediate feedback.
- (8) In micro-teaching cycle, there is facility of re-planning, re-teaching and re-evaluation.
- (9) There are occasions of comparing two or more teaching behaviours of the pupil-teachers.

Limitations of Micro-Teaching

- (1) The arrangements of micro-teaching laboratory is very expensive in small training colleges.
- (2) Micro-teaching technique needs sufficient time for training.
- (3) Video; tape-recorder and other devices are required in using micro-teaching which make the lesson effective. It is not possible for all training colleges to make such arrangements.
- (4) This technique is not complete in itself. It is only useful if it is used along with other techniques, such as inter-action analysis method and simulated teaching method.
- (5) The teachers need the training of this method which they generally lack.

Precautions in Micro-Teaching Approach

- (1) Clarity of objectives is compulsory in micro-teaching.
- (2) Micro-lesson plan should be prepared for one skill only at a time.
- (3) Delivering model lessons in micro-teaching is necessary.
- (4) Before matching, the pupil-teacher must prepare his micro-lesson plan.
- (5) There should be not only criticism but also substantial suggestions accompanying this approach in order to improve the teaching skill of the pupil-teachers.

Traditional Teaching v/s Micro-Teaching

- (1) While traditional teaching, the size of the class is very large, in micro-teaching, only 5 to 10 students constitute the class.
- (2) While in objectives are not written in behavioural terms in traditional teaching, in micro-teaching it is must.
- (3) While there is no provision of feedback in traditional teaching, it exists in micro-teaching.
- (4) While the duration of teaching is 40-50 minutes in traditional teaching in micro-teaching, it is 5-20 minutes only.
- (5) The teaching process is very complicated in traditional teaching which is not so in micro-teaching.
- (6) The role of a teacher is much vague in traditional teaching in micro-teaching it is very specific and pre-determined.

Advantages of Micro Teaching

- (1) It is useful for both pre-service and in-service teachers.
- (2) There is provision of immediate and effective feedback.

- (3) It facilitates continuity in the training of the teachers.
- (4) It provides an opportunity of integration of theory and practice.
- (5) Self-evaluation is possible by tape-recorder and video-tape.
- (6) Specific skills can be developed by it.
- (7) It is a successful method of individualized training.
- (8) It is more useful for the training of one or two skills.
- (9) It simplifies the study of inter-action between the teacher and the pupils.
- (10) Its objectives can be written more clearly and specifically.
- (11) The demonstrations of model lessons in it are possible through video-lessons and short films.
- (12) It helps in the research work related to class-room teaching. ●

Q.2. Describe the types of teaching skills.

Ans.

Teaching Skills

List of Teaching Skills

Following different educationists have presented various lists of teaching skills based on their research outcomes.

(1) Dr. B. K. Passi (1975)

- (i) Writing Instructional objectives.
- (ii) Introduction of the lesson or set Introduction.
- (iii) Fluency of Questioning.
- (iv) Probing questions.
- (v) Explaining.
- (vi) Illustrating.
- (vii) Stimulus variation.
- (viii) Silence and non-verbal cues.
- (ix) Reinforcement.
- (x) Increasing Students' Participation
- (xi) Use of Black-Board
- (xii) Achieving Closure
- (xiii) Attending Behaviour of the pupils.

(2) Stanford University

- (i) Stimulus variation.
- (ii) Closure.
- (iii) Silence and Non-verbal cues.
- (iv) Reinforcing Pupils' Participation.
- (v) Self induction.
- (vi) Fluency in Question.
- (vii) Probing Questions.
- (viii) Higher Order Questions.
- (ix) Divergent Questions.
- (x) Illustrating and Use of Examples.
- (xi) Lecturing.
- (xii) Planned Repetition.
- (xiii) Completeness of Communication.
- (xiv) Recognizing Attending Behaviour.

Meaning of Various Teaching Skills

(1) Set Induction—It means the introduction of the lesson. It links previous knowledge with the present knowledge. It is known as the skill of introduction or set-induction skill.

(2) **Stimulus Variation**—It means changing of gestures and positions by the teacher. If a teacher does not change his gestures “and positions during the teaching process, it becomes bore and lacks in interest. Hence, it is necessary to provide the training to the teachers in the skill of changing the gestures.

(3) **Probing Questions**—It is concerned with the questions to be asked about the content in more depth. It stimulates the cognitive development of the pupils.

(4) **Illustration**—There are two teaching methods—continuous lecturing method and demonstration method. The pupil-teachers should explain the concepts through examples and by displaying pictures and charts. It is called the illustrating skills.

(5) **Closure**—It means to finish some task, *i.e.* in class the pupil-teacher exhibits various behaviours. If we divide these behaviours in smaller units, these are termed as ‘skills’. When a pupil-teacher delivers lecture and sums up properly and in an attractive way, the skill is termed as ‘Closure Skill’. The lesson remains ineffective in the absence of proper closure.

(6) **Lecture**—It is concerned with the effective presentation of the content. The teacher leaves his impressions by using many techniques and tactics through this skill. It is also known as ‘Communication skill’.

(7) **Skill of Explaining**—It means use of explaining or connecting links to link the statements or systematic information. When a teacher shows his behaviour while explaining the pupils about ‘What’, ‘Why’ and ‘How’ regarding some facts, principles and concepts, that behaviour constitutes the skill of explaining.

(8) **Use of Black Board**—It is very essential in the class. Its use also needs special training. The necessary components of black-board work are clarity of handwriting, legibility and rationale of black-board work etc.

(9) **Use of A. V. Aids**—It is essential to make the teaching task more attractive and effective. As its use also needs a skill, the training of using A. V. aids is also desirable for the teachers.

(10) **Skills for class Management**—Both-social as well as educational activities performed in order to create proper environment for learning in the classroom. The performance of these activities needs special skill. As these activities manage the class it is called ‘Skill for Class Management’.

(11) **Increasing Pupil Participation**—It is concerned with increasing pupil participation which means—Pupils’ direct behaviour which is observable. This includes both responses and reactions of the pupils along with their own new activities.

(12) **Recognizing Attending Behaviour**—On the basis of pupils’ behaviour, the teacher selects his own activities and also distinguishes the interesting and boring activities.

Practising Some Teaching Skills

(1) Introduction Skill

Meaning—Also known as set-induction skill, it is concerned with the lesson’s initiation. If the beginning of the lesson is effective, its success is almost definite. The introduction of the lesson keeps active the imaginative and creative powers of the teacher.

Elements—(i) **Previous Knowledge**—Awareness of previous knowledge of the pupils is must before starting the teaching of new content. It should concentrate on the same topic which is to be started for teaching. It will create interest in the pupil-teachers for teaching new contents.

(ii) **Proper sequence**—Coordination among ideas, questions and statements to be used is a must while starting the lesson.

(iii) **Objectives and Aids**—Various aids are used keeping in mind the objectives of the lesson. Monotonous type of teaching bores the pupils, which can be controlled by selecting properly and attractive use of audio-visual aids.

(iv) **Relationship Between Contents, Objectives and Statements**—While teaching the lesson, the statements to be used must have some relationship with the new contents to be taught and these contents must be selected to the pre-determined objectives.

(v) **Duration of Introduction**—Introduction should be neither too lengthy nor too short. Its duration should be restricted to the creation of interest and motivation in the pupils.

(vi) **Capacity of Creating Interest and Motivation**—The teacher should have the capacity of creating interest and motivation in the pupils.

(2) Skill of Probing Question

Meaning—Probing questions are those which help the pupils to think in depth about the various aspects of the problem. By asking such questions again and again, the teacher makes the pupils more thoughtful. He enables the pupils to understand the subject deeply.

Situations for Use of Probing Question—

- (i) When a pupil expresses his inability to answer some question in the class or his answer is incomplete, the teacher can ask such questions which prompt the pupils in solving the already asked questions.
- (ii) This technique is known as ‘Seeking Further Information’ technique, when the pupils answer correctly in the class but the teacher wants to seek more information.
- (iii) Sometimes, the teacher can ask probing questions to concentrate the attention of the pupils. Similarly, for the very same purpose, the teacher may ask the same question from other pupil. This is known as ‘Re-focussing’.
- (iv) In class room, if the teacher wants to introduce the pupils with various aspects of the problem, then he can ask the same question after slight changes in the language. This is known as ‘Redirection’.

In class, the teacher can ask questions bearing ‘why’ in order to develop the reasoning power of the pupils. By getting motivated from such questions, pupils involve themselves in the process of reasoning. This is known as ‘Critical Awareness’ technique.

Components of Probing Question Skill

(i) **Prompting**—The teacher can ask such questions when the pupil expresses his inability to answer or accepts that “he does not know.” In such questions pupils get some prompting regarding the answer.

(ii) **Seeking**—Further Information in class, when the pupils are unable to answer any question or answer partially, then in order to receive complete and correct answer, the teacher can ask such questions by accepting that the answer given is correct, but the pupil should reveal more. There can be alternate answer to the asked question. In this way, the teacher can seek maximum information from the pupils.

(iii) **Refocussing**—Sometimes, the teachers are not satisfied with the pupils’ answers. They draw the attention of the pupils towards different situations where similar problems can arise. This makes the transfer of learning possible.

(iv) **Redirection**—In class, the teacher tries to develop the reasoning power in the pupils by asking various questions. This enables the teacher to encourage the pupils for maximum participation.

(v) **Critical Awareness**—In this component, the questions bearing ‘Why’ and ‘How’ are asked. By asking such questions, the teacher can develop critical awareness in the pupils.

(3) Lecturing Skill

Meaning—The verbal communication of self-ideas, concepts and principles is called lecturing. The teachers use lecturing skill for most of the time to impart their ideas and knowledge to the pupils. Most of the time in the class is absorbed by lecturing. In spite of its demerits, it is still used frequently.

Components of Lecturing Skill

- (i) Ability to start lecturing.
- (ii) The simplicity of the language used in lecture.
- (iii) Speed of the lesson.
- (iv) Use of A.V. aids.
- (v) Repetition of teaching points.
- (vi) Change in inter-action.
- (vii) Use of interesting tactics.
- (viii) Clarity of the voice.
- (ix) Clarity and relationship of the statements.
- (x) Ability to sum up the lecture.

The observation and evaluation sheets for lecturing skill can be prepared following the pattern of introduction skill.

(4) Skill of Discussion

Meaning—The teacher has to seek the help of discussion method in the teaching process in order to clarify the subject-matter. The teacher invites the views of the pupils about some teaching point presented before them. The pupils express their view one by one. In teaching process, it is called discussion. Creation of an environment charged with discussion is a part of teacher's ability. A teacher who has discussion-skill is a successful and impressive teacher. It is one which also involves other skill such as skill of introduction, skill of stimulus variation, skill of silence and non-verbal cues, skill of reinforcement. The practice of discussion skill accompanies the practice of all these skills.

Components of Skill of Discussion

- (i) Creation of proper environment.
- (ii) Asking Questions.
- (iii) Stimulus variation.
- (iv) Increasing pupil participation.
- (v) Silence and Non-verbal cues.
- (vi) Variation in Interaction style.
- (vii) Increasing Critical Awareness.
- (viii) Developing Lecturing Skills.
- (ix) Reinforcement.

(5) Skill of Demonstration

Meaning—The teaching process cannot be completed verbally. The teacher has to do something in the class room in order to clarify the subject-matter. Sometimes he has to seek the help of demonstration method, specifically in science subjects. For example, if a method of preparing some gas is to be explained in the class, the teacher will demonstrate the method of preparing gas in the class. Then he will ask other pupils to do the same themselves.

Components—(i) Relevancy with the contents, (ii) Pupil Participation, (iii) Handling of equipments and materials, (iv) Appropriateness of the demonstration, (v) Visibility of the demonstration work, (iv) Emphasizing Cause-Effect Relationship, (vii) Capability of Drawing results.

(6) Skill of illustrating with Examples

Meaning—In class, complex concepts, thoughts etc. are to be explained to the pupils after simplification. For this, the teacher uses the skill of illustration. When a teacher seeks the help of pictures, clarification, examples etc. to simplify and clarify the subject-matter, it is known as a skill of illustrating with examples. Also known as skill of interpretation.

Objectives of Illustrations

- (i) To make the lesson interesting.
- (ii) To link unknown knowledge to known.
- (iii) To simplify and familiarize with the complex and unfamiliar knowledge.
- (iv) To use various senses of the pupils.

Precautions while Using Illustration

- (i) It should be related to the specific objectives.
- (ii) It should be related to the main concept.
- (iii) It should be interesting.
- (iv) It should be according to mental level of the pupils.
- (v) It should be of various types.

Approaches to Illustrate

- (i) **Non-verbal**—Non-verbal approach includes real objectives, model, map, picture, figure etc.
- (ii) **Verbal**—Verbal approach includes example, word-picture, comparisons, story etc.

Components of Skill of Illustration

- (i) Selection of simple examples.
- (ii) Interesting examples.
- (iii) Selection of appropriate medium for examples.
- (iv) Selection of proper methods for examples.
- (v) Appropriate number of illustrations.
- (vi) Relationship of concepts and thoughts with the examples.
- (vii) Illustrations or examples given by the pupils.
- (viii) Understanding of concepts.

Evaluation Sheet

The evaluation sheet of this skill is prepared on the basis of various components of the skill.

(7) Skill of Explanation

Meaning—To present the subject-matter in the simplified form before the pupils and making it acquirable is termed as skill of explanation. It is considered necessary in all the subjects. In its absence the presentation of the subject-matter is not possible. In it such words are used in the statements by which the statements exhibit the clarity of their meanings. Sometimes when a word is removed from the statement, it becomes vague.

Components of Skill of Explanation

1. Coordination in Statement—Used during the explanation it is very essential as otherwise there will be all hotch-potch.

2. Lack of Irrelevant Statement—While presenting the subject-matter, only the concerned statements should be used.

3. Fluency in Language—The teacher should use such fluent language that the pupils may listen and understand the thoughts of the teachers.

4. Connecting Links—The use of words, idioms or connecting links is essential to link the different thoughts or statements, such as 'therefore' as a result of etc.

5. Clear Beginning Statement—Before starting any explanation the teacher should make the pupils aware of what he is to teach on that day through a clear beginning statement,

6. Use of Proper Words—The teacher should use proper words for explaining an object or an event otherwise he would be in a state of confusion.

Precautions for skill of Explaining

- (1) It should be in simple language
- (2) It should not be given the shape of an advice.
- (3) The thoughts included in it should be in a sequence,
- (4) Irrelevant things should not be included in it.
- (5) It should be according to the age, experience and mental level of the pupils.
- (6) Should be complicated, lengthy and small according to the objectives of the lesson.

(8) Skill of Stimulus Variation

Meaning —The skilful changes in the stimuli is known as the skill of stimulus Variation. The teacher's teaching in the class room seeks to make the lesson impressive. For this, he uses various types of methods and techniques. The teacher may present various types of stimuli order to attract the pupils. Thus he can motivate them. He presents various stimuli such as movement of the body, gesture, changes in speech, focussing of the feeling, change in the interaction style in the pupils, pause and change in the order of audio-visual aids. The teacher can attract the pupils by changing all these aspects.

Components of Skill of Stimulus Variation

(i) **Body Movements**—The physical movements of the teacher in the class carry much importance. While excess of physical activities is undesirable, the teacher without these activities is like a stone-idol.

(ii) **Gestures**—Gestures also prove helpful in making the lesson effective in the class-room. These include facial gestures (laughing, raising eyebrows, emotions etc.) signals, of eyes, nodding, hand signals (signal to stop signal to continue the task and signal to keep quiet) etc.

(iii) **Changes in Speech Pattern**—Teacher should bring fluctuations in his voice. The pupils feel boredom with the speech at the same pitch, and they get deviated from the lesson.

(iv) **Focusing**—It is used to concentrate the attentions of the pupils on some specific point or event. In it verbal focusing, gesture focusing and verbal or oral-gesture focusing are included. In the verbal focusing, the words are repeated again and again to concentrate the attention. In the gesture-focusing, the attention of the pupils is concentrated with the help of gestures towards some desirable direction or an object.

(v) **Change in Interactions Style**—Interaction between the teacher and the pupils is very essential in the class-room. The style of interaction in the class-room should go on changing.

(vi) **Change in Audio-Visual Sequence**—A continuous change in the sequence of using audio visual aids concentrates the attention of the pupils upon the teacher. The teacher should use sometimes visual and at other times audio-aids.

(vii) **Pause**—As and where the need arises the teacher should use pauses in his teaching process.

(9) Reinforcement Skill

Meaning—It also known as Feedback Skill. The word “Reinforcement” or “Feedback” means ‘the event which enhances the possibilities of recurrence of the response when a stimulus is produced in the similar situations. If the event increases the possibility of the response, it is said to be ‘Positive Reinforcement’. If the event enhances the possibility of the response, it is said to be ‘Negative Reinforcement’. Negative reinforcement and the punishment are not one and the same, because the possibilities of repetition of the response are decreased by repeating the punishment.

In the teaching process, the reinforcement means such use of stimuli their presentation or removal that the possibility of recurrence, some response may increase. For example, a few words of appreciation increase the possibility of recurrence of the same behaviour of the pupils. The words of appreciation function as stimuli and the resultant behaviour of the pupils is the response.

Precautions in Using Reinforcement Skill

- (i) Excessive use of reinforcement should be avoided.
- (ii) Don't reinforce every response.
- (iii) Reinforcement should be for all the pupils and not for those only who answer the questions or meritorious pupils.
- (iv) Proper words should be selected and used for reinforcement.
- (v) Only a few statements should not be repeated for reinforcement *i.e.*, new sentences should be used for reinforcement.

Components of Reinforcement Skill

- (i) Use of positive sentence.
- (ii) Support to pupils' suggestions.
- (iii) Encouragement to pupils.
- (iv) Use of gestures and other non-verbal cues.
- (v) Writing all the responses of the pupils on the black-board.
- (vi) Use of negative verbal statements.
- (vii) Use of negative non-verbal statements.
- (viii) Proper use of reinforcement.
- (ix) Reinforcement for all.
- (x) Novelty in the statements used in reinforcement.

Q.3. What do you understand by Simulated Teaching?**Or****Describe its procedure, assumptions, characteristics, advantages and limitations.****Ans.****Simulated Teaching****Meaning of Simulated Teaching**

As simulated social skill of teaching. Simulated teaching is a training technique used to change the behaviour of the pupils.

It is used before the practice of class teaching. It is a role playing technique. In it the pupil-teachers play the role of both pupils and teachers. One pupil acts as a teacher and others play the role of pupils in the class. Small topics are taught as in micro-teaching whose teaching duration ranges from 10 to 15 minutes. A discussion on teaching method and teaching tactics takes place after this teaching span. Now, the pupil-teacher who plays the role of the teacher goes amongst the pupil-teachers and plays the role of a pupil. Some other pupil-teacher now acts as a teacher. After a teaching task of 10-15 minutes, the discussion functions as a feedback to the pupil-teachers. Thus desirable behaviour can be achieved through the role-playing in the artificial class-rooms. The teaching skills acquired by this method in the artificial situations may be used while teaching in the real class-room situations.

Assumptions of Simulated Teaching

- (1) Teaching behaviours can be identified.
- (2) The behaviour of the pupil-teachers can be developed and modified by the psychological use of role perception and role playing.
- (3) Some teacher-behaviour is essential for effective the teaching. It may be practised.
- (4) The feedback mechanism may be used for the modification of social communication skills of the pupil-teachers.

Steps of Simulated Teaching

(1) **Assignment of Roles**—In the assignment of roles to the pupil-teachers all the pupil-teachers have to play all the roles, the role of a teacher, pupil and the supervisor.

(2) **Selection and Discussion of Social Skill for Practice**—Now some specific social skills are selected and discussed. The topics relating to these skills are practised which those topics are selected in which selected social skills “fit”.

(3) **Preparation of work schedule**—Now, it is decided that who should initiate the simulated teaching. When it should be summed up? Who will sum it up? Who will interrupt etc. This work schedule is decided before hand.

(4) **Determination of Observation Technique**—Decision regarding the observation technique includes the types of data to be recorded and their way of interpretation. Thus, this step is related to the procedure of evaluation.

(5) **Organization of first practice session**—Now the first practice session is organized and the feedback is provided to all the participant pupil-teachers regarding their teaching work. Some changes can be made for second session. The data regarding the first practice session are recorded so that the evaluation of the teaching behaviour may conducted on the basis of that recorded data. The sessions go on and every one gets his turn.

(6) **Altering the Procedure**—Necessary changes are made in the procedure after the first session. Topics are changed. The pupil-teacher, observer and the teaching skills are altered. In this altered procedure too everyone plays the role of a teacher and all the pupil-teachers get a chance to practise. This cycle goes on till the pupil-teacher is trained.

Characteristics of Simulated Teaching

- (1) It may be used as a rehearsal before starting real class-room teaching.
- (2) It facilitates an effective feedback.
- (3) It is effective in practising the teaching skills for the pupil-teachers.
- (4) It is considered very easy.
- (5) It may also be used in the research work.

Limitations of Simulated Teaching

- (1) It cannot be used for the curricula of all the subjects.
- (2) It involves very costly audio-visual aids which is not possible in our country.
- (3) In the role of an observer, the pupil-teacher may commit mistakes in the recording.
- (4) To use this technique, the pupil-teacher needs much preparation. There are few teachers who opt for extra work- load.
- (5) The concentration of pupils mind is necessary in the learning process. Though the simulated teaching is a form of a play which lacks the seriousness of the teachers.
- (6) Initially, sometimes the practice of leaching skills such as, the skill of asking questions becomes difficult for many pupil-teachers.
- (7) This technique cannot be used in the case of young children.

Precautions for Simulated Teaching

- (1) It is proper to participate the pupil-teachers of the same subject in the practice session of this technique.
- (2) Before starting the practice the pupil-teachers should prepare micro-lesson plan.
- (3) Every pupil-teacher should be given an opportunity of playing the roles of the teacher and the observer.
- (4) The presence of the teacher and the observer is essential during this technique. It maintains the discipline and seriousness in the class.
- (5) After the teaching is over, a discussion should be followed so that the pupil-teachers may bring necessary changes in their behaviour.

Advantages of Simulated Teaching

- (1) It establishes a relationship between theory and practice.
- (2) By using it an analysis can be made of some serious teaching problems.
- (3) It makes possible the practice of asking various types of questions.
- (4) Feedback can be provided to the pupil-teachers.
- (5) It creates self-confidence in the pupil-teachers,
- (6) It provides the opportunities to the pupil-teachers to play various roles.
- (7) It can be used as a replacement of demonstration lessons, because all the teachers cannot be perfect.
- (8) It can be more effective in its functioning with the help of micro-teaching technique.
- (9) It helps in acquiring class-room manners.
- (10) Almost all the research works have revealed that learning through simulated teaching increases the interest and enthusiasm of the person in the class-teaching.
- (11) It is very useful for slow learners.
- (12) It makes the person more conscious about his role.

Disadvantages of Simulated Teaching

- (1) When an adult plays the a role of child, it simply becomes superfluous where each student teacher comes to play a game and go.
- (2) It is an artificial situation away from the reality.
- (3) Student teachers do not take much interest in such type of activity.
- (4) As the student teachers are quite mature, it is wrong to suppose that they will play the role of children of a particular class.

Rationale of SSST in India

A number of experiments have been carried out with simulation exercises by Cruick Shank, Rowell and others, simulation techniques motivate and involve students and may be effective. It is needless to mention that simulation exercises can be improved by a systematic experimentation around it. In India, we have been following demonstration lessons and methods of talking about teaching. The student teachers go to the classroom without any adequate awareness and control of teaching situation. Therefore, SSST has been given a trial.

MINI-COURSES

Though it is exactly the same as micro-teaching, it has been given different names to make its distinctive. It is a modified form of micro-teaching. Its course is for training in teaching. It is an adaptation of micro-teaching, developed at Stanford University. The name 'mini-course' as given to differentiate it from micro-teaching, courses have been developed at 'Far-West Laboratory for Educational Research and Development, San Francisco, California, U.S.A. These courses cover a number of teaching skills. They offer short intensive training in these skills. They differ from micro-teaching in that they offer a self contain package of material, consisting of the following—

- (1) An introductory film in the form of video which explains the nature of skills to be obtained and discusses the approach.
- (2) Instructional sequence.
- (3) Instruction given to teacher in the form of cassette.
- (4) Feedback when the model is presented. It is arranged mostly through the comments of supervisor in the form of caasette.

Full series of such mini-courses has been presented at U.K. center at University of 'Lancaster' Mini-courses have been prepared on 12 teaching skills. These are all self instructional courses. ●

Q.4. Write note on modelling.**Ans.****Modelling**

Modelling and simulation are the practices used in different situations. Offshoots of micro-teaching. Offshoots modelling is an important element of micro-teaching when skill is demonstrated. In order to make trainee to understand modelling in micro-teaching is done in various ways through film or T.V. Most of the researches in micro-teaching have been done on modelling.

Type of Modelling

(1) **Perceptual or Visual modelling**—It means presenting skill through some visual means.

(2) **Symbolic modelling**—It refers to verbal explanation given by supervisors, mostly as the telling method. Researches concentrate on testing the effectiveness in various modelling ways.

Some Researches on Modelling

(1) **Bandura and Walter (1963)**—They conducted experiment in which they found that complex social behaviours can be acquired through perceptual modelling or imitation.

(2) **Bandura, Ross and Ross (1963)**—They found that film models are as effective as live models. Both living as well as films are perceptual and as effective as other kinds of modelling.

(3) **Ormi (1966)**—He studied differential effects of symbolic and perceptual modelling with reference to the skill of proving questions and concluded that the perceptual modelling led to significantly greater gains.

(4) **Alien and his associates such as Berliner, McDonald and Sohol (1967)**—They found no difference between perceptual and symbolic with reference to asking higher order questions.

(5) **Koran (1968)**—He studied the effects of positive- negative modelling procedures and found no difference between the two. But **Alien and others' (1967)** found that positive modelling is superior.

(6) **Claus (1969)**—He compared cued and non-cued modelling, *i.e.*, modelling accompanied by supervision pointing out the essential characteristics of skills. Cued modelling was found more effective.

(7) **'Vaze' (Indian) (1975)**—He found audio-modelling more effective as compared to supervisor's explanations with regard to questioning skill, the studies of N.C.E.R.T conducted during 1975-76 did not find any difference between perceptual and symbolic modelling procedures.

Feedback Devices

Feed-back is the information supplied to the individual which increases the probability of desirable behaviour. It is important in all kinds of learning in whole life behaviour. All types of people of all ages behave because of some power of feed-back. It is a reward which an individual gets after having shown some behaviour. Negative feed-back is provided in case of certain undesirable behaviour. While there is some input and output in a system the output becomes the input for future behaviour in case of feed-back.

Types of Feed back

- (1) Extrinsic feed-back (outside the task) It is the feed-back given to him after termination of task.
- (2) Intrinsic feed-back (within the task) It is the feed-back which the learner gets within the work,
- (3) Action feed-back (within the process of learning).
- (4) Learning feed-back (end of task).
- (5) Concurrent feed-back.
- (6) Terminal feed-back.
- (7) Immediate feed-back.
- (8) Delayed feed-back.
- (9) Verbal feed-back.
- (10) Non-verbal feed-back.

Feedback in Micro-Teaching

The success of micro-teaching depends on feed-back. Which can also be used within the process of teaching as well as after the lesson taught. It is used in various forms in case of micro teaching by the supervisor, video-tape, films, TV. which are various sources of feed-back.

Use of Feedback in Education

- (1) Programmed instruction particularly linear programming is based on feed-back.
- (2) Examination system also functions as feed-back.

Researches on Feed-back in Micro-Teaching

- (1) **Acheson** (1964)—He combined videotape with supervisory conference and found that this combination produced significantly greater desirable changes in teacher behaviour.
- (2) **'Olivero'** (1964) He found in his experiment that trainees are benefitted more by some kind of extrinsic feed-back than by self-analysis.
- (3) **'Clans'** (1969)—He found that addition of supervisory feed-back to videotape feed-back in case of higher order questioning had no additional value.
- (4) **'Truckman and Oliver'**—They found that the effectiveness of feed-back is contingent upon the situation and the qualities of the training.
- (5) **'Donald Mdntyre'** (1971)—At 'Stirling University he found in his researches that supervisor's feed-back is necessary for authoritative guidance.

Guidance as Feed-back

Guidance is given to the learner while on the job. It does not mean reinforcement at the end of the task. It means action feedback or intrinsic feed-back or concurrent feed-back. Guidance is the intrinsic feed-back given by an outside person indicated by '*learning by guidance*'. It is also known as '*error free training*' because its purpose is that one should not commit errors and relearn them. Guidance is confined largely to the learning or training of motor task with prompting and cueing.

Types of Guidance as Feed-back

- (1) **Physical restricted guidance**—It is by imposing restriction on one's behaviour such as '*do if do not do if*'.
- (2) **Forced response quittance**—It is the required movement or response positively executed.
- (3) **Visual guidance**—It is guidance through seeing.
- (4) **Verbal guidance**—It is guidance through words.

Prompting and cuing are general techniques for all types of guidance.

Research on Guidance as Feed-back

- (1) **Can** (1920's)—The found that small amount of guidance early in training was very effective but increasing amount of guidance led to decrease in efficiency.
- (2) **Hodding** (1965)—'He refuted decrease of efficiency as a result of increased guidance.
- (3) **Holding and Macrae** (1964)—They compared guidance with some forms of extrinsic feed-back and found that it is superior to feed-backs interpreted by the trainees himself.
- (4) **Sutzer and Levy** (1966)—They also supported this finding.



Chapter 9

INTERACTION ANALYSIS

“Systematic observation represents a useful means of identifying, classifying studying and measuring specific variables as they interact within the instructional learning situation.” —Ober

- Q.1. Give the definition of teacher behaviour. Describe Flander’s Interaction Analysis method while explaining the measuring of the term ‘interaction analysis’.** *Or*
Define the teacher-behaviour. How it can be standardized? Describe in detail any one system of interaction analysis. *Or*
Describe the advantages and limitations of Flander’s Ten category system of classroom interaction analysis. *Or*
How does the Flander’s interaction analysis category system help to quantify the observations of teacher-behaviour? *Or*
Why is measurement and quantification of teacher-behaviour important? *Or*
Define Flander’s interaction analysis and describe its basic assumptions. *Or*
Explain Flander’s ten category system and explain its encoding procedure and rules of classroom observation. *Or*
Explain the decoding process and preparation of matrix table and its use in analysing teaching behaviour. *Or*
Describe behaviour ratios and interaction variables and their uses in studying teacher-behaviour. *Or*
Describe the IDER system of observation. Give its encoding and decoding procedure. *Or*
Write short notes on the following—
(a) Assumptions of verbal interaction technique of Flanders.
(b) Ground rules for observation system.
(c) Non-verbal interaction analysis.
(d) Reciprocal category system.

Ans.

Interaction Analysis

Various types of interactions take place in a class. The behaviour patterns of the teacher in the class act as the basis of the behaviour pattern of the pupils. The teacher’s behaviour makes an effort to create the environment, which is called ‘class-room climate’. The teacher behaviours may be dominative or integrative. Dominative behaviours are those when the teacher speaks himself. The pupil’s freedom is restricted by the teacher or his order. It is known as integrative behaviour when the teacher grants permission to the pupils to speak, asks questions, accepts pupils’ ideas or encourages activeness in their class. Thus, only the teachers can create the learning environment in the class. Teaching is the interaction which takes place between the teacher and the pupils. The behaviours of the teachers are analysed through interaction analysis methods.

Meaning of Interaction Analysis

Interaction analysis is the observation and coding of the verbal communication which takes place between the teacher and the pupils. According to **Ober**, “*Systematic observation represents a useful means of identifying, classifying studying and measuring specific variables as they interact within the instructional learning situation*”. The nature of interaction analysis method is research-oriented. It is a scientific and sequential study of the events in the class-room. The subject-matter is not measured in it, only the interactions between the teacher and the pupils and also amongst the pupils are studied.

Method of Systematic Observation

The efforts to develop the system of observation have been made since 1960. **Withall** (1949), **Flanders** and **Amidon** (1960), **Medly** and **Mitzel** (1948) and **Galloway** (1968) developed system of observation for studying the classroom teaching activities. The observation systems are of two types : (1) Sign System, and (2) Category System.

(1) Sign System—It is composed of a list of behaviour. The observer simply checks or notes the behaviour which occurs during a given period of time marked only during the observational period. As defined by Bloom (1956) the sign system of the Florida Taxonomy of Cognitive Behaviour consists of fifty five items grouped in seven levels as :

(1) Knowledge, (2) Translation, (3) Interpretation, (4) Application, (5) Analysis, (6) Synthesis, and (7) Evaluation. The behaviour is marked only once as it occurs per six minutes observation period.

(2) Category System—It is composed of a discrete set of categories. A behaviour unit is classified into categories. An observer simply encodes the classroom events which occur during a three second duration. For example, **Flander’s** ten categories system of interaction analysis consists of three major units of behaviour: teacher-talk, pupil-talk and None of these or both. Each unit of behaviour is calculated in a number of categories. While the teacher-talk has been classified into seven categories, pupil-talk has been divided into two categories. The category system is of following two types—

- (i) Reciprocal Category System (RCS)**—**Richard Ober** (1967) of the University of Florida presented a modification of the Flander’s Interaction Analysis System known as Reciprocal Category System (RCS). The nineteen categories in this system are applicable to either teacher or student in reciprocal manner while the tenth category is silence or confusion. The nine categories warms, accepts, amplifies, elicits, responds, initiates, directs, corrects and cools make the classroom climate easy and formal. The RCS enables us to estimate the nature and type of teaching-pupil interaction. By noting the warming and cooling behaviour of teachers it estimates the socio-economical climate in the classroom.
- (ii) Equivalent Talk Categories (ETC)**—**E. L. Bentley** and **E. Milder** (1970) developed the Equivalent Talk Category (ETC). There are ten categories in this system which emphasise the type and degree of intellectual interchange between the teacher and his pupils enabling us to determine the ‘available opportunities for pupils to think and to infer in the classroom. It makes possible to observe and measure cognitive interaction in a classroom between teacher and students. The informing and responding are basic functions which are observed by it.

Development of System of Observation

In the field of education researches introduced the system of classroom observation since early 1930. **Anderson**, **Hallen**, **Brunei**, **Merry Francis Reed** (1939) and their associates initiated work in this direction to explore the process of interaction between teacher-taught in the classroom teaching. **Lippitt** and **White** (1943) studied the influence of democratic behaviour with the help of **Kurt Lewin** which significant from development point of view. **Withal** (1949) classified the verbal statements into seven categories and studied social and emotional climate of classroom. **Robert Wales** (1950) made a

significant contribution in the area of social and emotional climate of classroom teaching. **Ned A-Flanders** (1951) studied the classroom influence of a teacher on students' achievement and developed a ten category scale for observing the classroom verbal interaction. His category system is most popular in this area. Richard L. Ober (1968) modified the Flander's ten categories system and added nine more categories in the Flander's ten categories. Thus, Ober has given nineteen categories. This modified system includes both action and reaction type of categories. Therefore, it is called Reciprocal Category System (RCS). Brown, Ober and Soar (1968) also developed Taxonomy of Teacher Behaviour.

Table : Observational Systems

(1) Exponent	(2) System	(3) Objective	(4) Contribution
Wrightson (1935)	Category	Study of Schools in New York using 'New Practices'	Form of items
H. H. Anderson (1945-46)	Category	Observation of interaction, integrative and dominative teacher contacts.	I/D Index (dimensionalization) System of Coding behaviour.
Withall (1949)	Category	Teacher behaviour in social emotional climate	The teacher categories Continuum (teacher's centredness to learner's centredness).
Bales (1950)	Category	Individual behaviour in selected social and psychological education	"Interaction" I recorder or timing.
Medley and Mitzel (1958-61)	Sign and Category	Observational study of teacher graduate.	Sales derived from factor analysis : Empirically tested items; verbal and non-verbal observation.
Hughes (1959)	Category	Teacher functions	Verbal and nonverbal observed.
Flander's (1963)	Category	Verbal interaction	Combined LD. teacher categories, timing and dependence factor, added student talk, analysis techniques, including 100 all matrix.
Ryans (1960)	Sign	Teacher characteristics	Identified differentiating pattern of teacher characteristics.
B. O. Smith and his Associates (1962)	Category	Behaviour of teachers in teacher presentation of classroom discourse	Describing, designating and explaining most frequent occurrences.
Bel lack (1963)	Category	Language in classroom	Research application
Kounin (1965)	Category	Student and teacher behaviour patterns	Poetical application
Hough (1966)	Category	Effect of training	Modification of Flanders, <i>i.e.</i> , (added categories)
Amidon (1966)	Category	Emphasis on teacher behaviour	Modification of Banders, <i>i.e.</i> , added categories and stressed patterns
Ober Richard (1967)	Category	Teacher verbal behaviour, student verbal behaviour, teacher-student behaviour	Modification of Flanders, <i>i.e.</i> reciprocal factor Flander's Category System
Brown, et al. (1967)	Sign.	Levels of cognition	Empirical look at levels of thinking
Galloway (1969)	Category	Non-verbal communication	Emphasis on importance of non-verbal actions.

Classroom Interaction Analysis

Interaction analysis a specialized research procedure provides information about only a few of the many aspects of teaching. As an analysis of spontaneous communication between teacher and pupils, and it is of no value if no one is talking or if teacher talks continuously, or if student reads from a book. Unless additional records are kept, the following kinds of information will be ignored: right, wrong,

good or bad content information whatever is being discussed, the variety of instructional material being used, the various class information during learning activities; the preparation of the teacher as received by lesson plan; and anything else not directly revealed by verbal communication, Its “*teaching, interaction analysis*” applies only to the content free verbal communication. The entire process of interaction analysis is a measure of teacher-influence because it believes that most of teacher-influence is expressed through verbal statements and most of non-verbal influence is positively correlated with verbal. Those who have worked with this technique are disposed to accept this assumption. Interaction analysis is an observational procedure designed to minimize these difficulties, to permit a systematic record of spontaneous acts and to utilize the process of instruction by taking in the account of each small bit of interaction.

Theoretical Assumptions of Interaction Analysis

The various theoretical assumptions which are basic to the very idea of ‘*interaction analysis*’, are as follows—

(1) **Flanders (1965)**—In a normal classroom situation, it is verbal communication which is predominant.

(2) **Flanders (1966)**—Even though through the use of spoken language, there might be resort to non-verbal gestures in classroom, verbal behaviour can be observed with higher reliability than most non-verbal behaviour and it can also reasonably serve as an adequate sample of the total behaviour in classroom.

We can normally assume that verbal statements of a teacher are, consistent with his non-verbal gestures and, in fact, his total behaviour. This assumption was sustained in terms of experience in Minnesota studies.

(3) **Anderson and others (1946)**—The teacher exerts a great deal of influence on the pupils. Pupils behaviour is affected to a great extent by this type of teacher behaviour exhibited.

(4) **Haggerty (1932)**—The relation between students and teacher is a crucial factor in the teaching process and must be considered an important aspect of methodology.

(5) **Lewin and others (1939)**—Social climate is related to productivity and to the quality of interpersonal relation. Democratic atmosphere tends to keep work of a relatively high level even in the absence of the teacher.

(6) **H. V. Ferkins (1950)**—Children tend to be conscious of a warm acceptance by the teacher and to express greatest fondness for the democratic teacher.

(7) **Perkins (1956)**—The role of classroom climate is crucial for the learning process.

(8) **Wrightstone J. Wayne (1958)**—The teacher’s classroom verbal behaviour can be observed objectively by the use of observational techniques designed to ‘catch’ the natural modes of behaviour which will also permit the process of measurement with a minimum disturbance of normal activities of the group of individual.

(9) **Flanders (1963, 66)**—Modification of teacher classroom behaviour through feedback is possible though how much can change occur and more knowledge relating to the permanence of these changes will require further research.

(10) **Raths**—Teacher influence is expressed primarily through verbal statements. Non-verbal acts of influence do occur, but are not recorded through interaction analysis. The reasonableness of this assumption rests upon the assertion that the quality of the non-verbal acts is similar to the verbal acts; to assess verbal influence, therefore, it is adequately a sample of all influences.

Characteristics of interaction Analysis

(1) The classroom verbal interaction can be made more effective.

- (2) The teacher can increase student participation in his teaching.
- (3) The direct behaviour of teacher may be shifted to indirect behaviour which is more suitable in democratic way of life.
- (4) The creative behaviour patterns can be developed by the awareness and practice of interaction models.
- (5) The pupil-teacher can develop the insight and understanding of flow of events which proceeds and which follows for effective teaching.
- (6) The tape recorder and video tape can be used for recording the classroom events. The trainee can encode and decode his own behaviour.
- (7) This technique can also be combined with other feedback device such as micro teaching and simulated teaching.

Precautions in the Use of Interaction Analysis

- (1) Trainee should be trained in interaction analysis.
- (2) The knowledge of interaction analysis interaction models, flow charts, and interaction variables should be given to the pupil-teachers.
- (3) The observer reliability should be estimated before the encoding process.
- (4) The encoding should be done by the same homogeneous group of trainees.
- (5) The traditional approach of teaching practice should not be employed while using interaction analysis, as a feed-device.
- (6) The trainee should interpret his own behaviour with the help of available norms.

T-GROUP TRAINING

Developed by **Bathel** and **Mine** in 1947 T-Group is also a feedback device for the modification of teacher-behaviour. It is a leaderless group which meets without any agenda or schedule. It consists of right to twelve trainees and its meeting continues for two three hours. The trainees discuss their own problems of teaching and suggest some solutions on the basis of their experiences. It provides the opportunities and situations to express their feeling regarding the training programme freely. Pupil-teachers become honest, straight forward and insightful by attending the meeting of T-group regularly. The teacher-educators provide most thoughtful guidance for the problems of teaching. It requires an experienced trainer, T-group meeting is very informal, unstructured and unplanned group discussion. It can meet even outside the institutional setting to avoid the consciousness of the group.

It is used as a feedback device for the modification of teacher-behaviour. During teaching practice programme T-group meeting should be organized by the subject teachers. It should meet twice in a week or at least once in a week. The subject teaching groups should meet informally to discuss the problems of teaching practice. This unplanned group discussion unravels real problems and solutions of classroom teaching practices. It may provide deep insight into the problems of teaching. The trainer provides the feedback to group. The pupil-teachers realize their own mistakes and try to improve them. This device is helpful for developing social relations. The following characteristics are developed among trainees.

- (1) The trainee becomes more sensitive towards his own feelings and others behaviour.
- (2) Their behaviour becomes more flexible. It is an essential trait of effective teacher.
- (3) The pupil-teacher is sensitive towards the group discussion and its decisions.
- (4) The diagnostic ability is developed among the trainees. They begin to understand their own teaching behaviour and try to improve their weakness of teaching.

Flander's Category System

Objectives

- (1) To identify teacher's behaviour in the class through interaction analysis.

- (2) To collect the objective data and systematic record of the teacher behaviour by this method.
- (3) To formulate remedial strategies with reference to the teaching methods.

Assumptions

- (1) The class-room environment is most important in the entire learning process.
- (2) Teacher's behaviour influences the teaching very much.
- (3) Democratic behaviour in the class room is highly appreciated.
- (4) The class-room behaviour can be changed by using feedback.
- (5) The observation of the teacher's class-room behaviour is possible objectively.
- (6) In the learning process, the mutual relationship between the pupil and the teacher carries much importance.
- (7) Verbal behaviour can be observed more reliably than the non-verbal behaviour.

Meaning

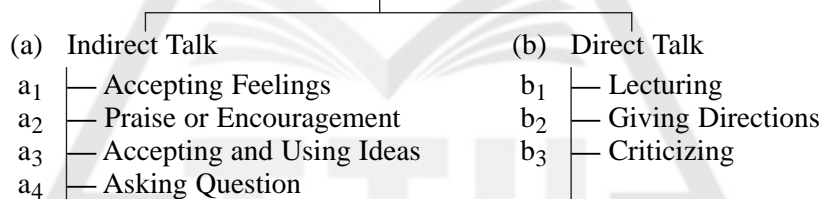
As compared to the other systems the interaction category system developed by Flander is considered easier. In order to classify the verbal behaviours of the pupils and the teachers, it functions as an observational tool. It has been developed to record the verbal communication. It does not include the non-verbal behaviours.

Flander has divided the class-room behaviours of the pupils and the teachers in ten categories. This classification is as follows—

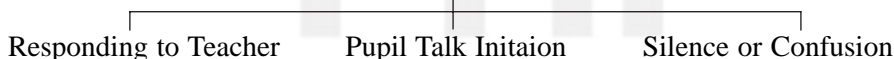
- | | |
|--------------------------|--------------|
| (1) Teacher talk | 7 categories |
| (2) Pupil talk | 2 categories |
| (3) Silence or Confusion | 1 category |

Thus, the first seven categories include teacher talk. Next two categories include pupil-talk and the last tenth category includes the small spans of silence, noise and confusion. The first 7 categories or teacher-talk has been bifurcated into (a) direct talk, (b) indirect talk.

(1) Teacher's Talk



(2) Pupil Talk



Out of 7 categories of the teacher-talk component the first four categories represent the indirect effect. Next 5th and 6th categories represent the direct effect. Indirect behaviour of the teachers encourages the freedom of working and involvement of the pupils.

Direct behaviour of the teachers stresses upon the active control of the teacher. Direct behaviour of the teachers controls the pupil's behaviour by encouraging the activities of the teachers.

In the 8th and 9th category, the nature of the freedom has been described. Only two categories assigned to the pupil-talk leaves behind many information's unclassified. But the main objective of this method is to analyse the teacher's effect.

The objective of 10th category is to record the silence or confusion. Silence exceeding two minutes are not recorded in this category.

Meaning of Various Categories

(A) Indirect Influence

In this method of analysis, the first four categories include those activities of the teachers which influence the pupils indirectly.

(1) **Accepting Feelings**—In this category the feelings of the pupils are accepted by the teacher. He feels himself that the pupils should not be punished for exhibiting his feelings.

(2) **Praise or Encouragement**—The teacher uses the words ‘Good’, ‘Better’, ‘Correct’ etc. while appreciating the activities of the pupils. He encourages them by saying, ‘Carry on’, ‘More ahead’, ‘Yes tell more’ etc. It also includes joking but not too much.

(3) **Accepting or Using Ideas**—It is just like 1st category. But in this category, the pupils’ ideas are accepted only, and not his feelings. If a pupil passes on some suggestion, then the teacher may repeat in nut shell in his own style or words. The teacher can say, ‘I understand what you mean’ etc.

(4) **Asking Questions**—It includes asking questions only. In it, there must be an answer to the question. Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.

(B) Direct Influence

(5) **Lecture**—It is a sort of verbal integration and it is used to impart the information’s or awareness regarding ideas. When a teacher explains something, consults something or provide information’s, this category is used.

(6) **Giving Directions**—Whatever a teacher asks the pupils to do in the class is called ‘giving directions’. It is included in this 6th category, such as, “all students will write it in their note books:”

(7) **Criticizing**—When the teacher asks the pupils not to interrupt with foolish questions, then this behaviour is included in this category. Teacher’s ‘What’ and ‘Why’ also come under this category.

(C) Pupil Talk

(8) **Pupil-Talk Response**—It includes the pupils’ talk in response to teacher’s talk. The teacher initiates communication or contact but the pupils are not given too much freedom.

(9) **Pupil-Talk Initiation**—The pupil initiates the talk and presents his ideas. He starts new subject. He is free to develop his attitude.

(10) **Silence or Confusion**—Silence or confusion of short spans when no communication is understandable comes under this category.

Procedure of Observation

The use of this method needs special training and practice. The observer sits in the class at a place from where he can have a view of all the participants and can hear clearly their voices. The activities of pupils and teachers are noted under the ten categories which are in reference after the span of very three seconds. After the expiry of every three seconds, the observer decides as to which category the behaviours of the pupils and the teachers belong. The serial number of that category is recorded by the observer on the date sheet. Hence, 20-25 observations are recorded in every minute. In this entire process only the serial numbers of the categories are recorded. When the observation is over, the observer shifts to some other room and prepares the details on the basis of those serial numbers of the categories. In this observation process the writing of serial numbers of the categories is known as ENCODING, and writing detail of behaviours on the basis of these categories is known as DECODING. The observers should remember the serial numbers of these categories.

Rules for Observation

This method has many rules for observation without following which the observation is not possible. The observer must remember these rules, which are as follows—

- (1) When it is not clear to which category the behaviour belongs, then the serial number of the farthest category from the 5th category should be noted. If there is no decision between 2nd

and 3rd category, then the category 2 is the farthest category from the 5th. Hence, the serial number of category 2 should be recorded.

- (2) If the trend of the teacher's talk is continuously direct or indirect, then the observer should not make any change in the category unless a clear indication from the teacher's side is received.
- (3) The observer should not involve his personal view-point.
- (4) If more than one category is active in a span of three seconds, then all the categories should be recorded. If no category changes after three seconds then the same serial number should be repeated in the next three seconds.
- (5) If the time period of silence exceeds three seconds, it should be recorded under category No 10.
- (6) If a teacher addresses the pupil by his name, then the serial number of category 4 should be recorded,
- (7) If the teacher repeats the same answer received from the pupil and it is correct, this behaviour belongs to category 2.
- (8) When a teacher listens to a pupil and accepts his ideas for a discussion, then this behaviour belongs to category 3.
- (9) If a teacher starts his talk after the talk of a pupil, then the serial number of category 10 is written in between the categories 9 and 8.
- (10) The words 'All is Ok', 'Yes', 'Ok', etc. belong to the category No 2.
- (11) If a teacher jokes without aiming at any pupil, this behaviour belongs to the category-2. But if he makes any joke aiming at some particular pupil, then it belongs to the category- 7.
- (12) When all the pupils respond to a very small question collectively, then the serial number of category-8 is recorded.

Constructing Interaction Matrix

During the observation procedure of interaction, the coded behaviours are written in 10×10 table. In this coding work, serial numbers of the categories are recorded. This 10×10 table is known as matrices. Suppose an observer has noted these serial numbers of the categories during the observation process—6, 10, 7, 5, 1, 4, 8 and 4 etc. As a precaution, the beginning and end of the coding should have the same numbers of the categories. There is a tradition of adding number 10 in the beginning and at the end. Hence, the above numbers will be written as follows—

Category No. and Pairs		Tallies	Time 3 Sec
2nd Pair	10] 1st Pair	1	"
	6]	1	"
	10] 3rd Pair	1	"
4th Pair	7]	1	"
	5] 5th Pair	1	"
6th Pair	1]	1	"
	4] 7th Pair	1	"
8th Pair	8]	1	"
	4] 9th Pair	1	"
	10]	1	"

As shown in the above table the category-numbers recorded the observation process are paired. While preparing matrices, 01. pair is marked at a time. The matrices have rows and columns. The first number of the pair represents 'row' and it is marked in the column. For example, in the first pair (10-6), the number 10 represents row and the number 6 represents column. Every pair overlaps the other pair. The table of observation is represented by 'N'.

In the matrices (N-1) i.e. one less number is marked. In the above example, N = 10, (N-1) i.e. 9 numbers will be marked. Each matrix has 100 cells.

In this matrices, minimum 100 tallies are marked and minimum 20 minutes should be consumed. The description of behaviours is essential after preparing the matrices. There are many ways of interpretation of this analysis. The simplest method is describing the behaviour in percentages. The matrices can be interpreted in many ways such as teacher talk percentage, indirect teacher talk, direct teacher talk, pupil talk, silence or confusion percentage, direct and indirect ratio, ratio of pupil imitation, teacher response ratio, ratio of questions by teacher etc.

Example of Interaction Matrix

		Column →										
		1	2	3	4	5	6	7	8	9	10	Total
Row ↑	1				1							1
	2											0
	3											0
	4								1		1	2
	5	1										1
	6										1	1
	7					1						1
	8				1							1
	9											0
	10						1	1				2
Total		1	0	0	2	1	1	1	1	0	2	9

Interpretation of Interaction Analysis Matrix

Methods of Analysis

(1) **Percentage of Teacher Talk**—In this method of analysis, percentage of the behaviours belonging to the first seven groups can be calculated with regard to the total behaviours occurred in the class.

$$\text{Teacher Talk} = \frac{1+2+3+4+5+6+7}{N} \times 100$$

The tallies of first seven categories are added and divided by the total tallies of the matrices and hence the percentage can be calculated.

(2) **Indirect Teacher Talk**—Its percentage can be calculated by adding the tallies of the first four categories and dividing by the total tallies of the matrix (N).

$$\text{Indirect Teacher Talk} = \frac{1+2+3+4}{N} \times 100$$

(3) **Direct Teacher Talk**—

$$\text{Direct Teacher Talk} = \frac{5+6+7}{N} \times 100$$

In this, the tallies of 5th, 6th and 7th categories are added and divided by N to calculate the percentage.

(4) Ratio of Indirect and Direct Behaviours—

Indirect Behaviour $\frac{1 + 2 + 3 + 4}{5 + 6 + 7}$

Direct Behaviour

Thus, the percentage of other categories and their ratio can be calculated.

(5) Silence of Confusion—

$$\text{Percentage} = \frac{10}{N} \times 100$$

(6) Teacher Response Ratio—

$$\text{Percentage of Teacher Response} = \frac{1+2+3}{1+2+3+6+7}$$

(7) Teacher-Questioning Ratio—

$$\frac{4}{4+5}$$

If its percentage is to be calculated, multiply it with 100. Hence, this type of interpretation of the interaction matrices is known as decoding. This type interpretation is known as the quantitative interpretation. This tells us whether the teacher is effective or not.

Advantages of Flander's Interaction Method

- (1) It is also used for in-service teachers.
- (2) If an observer is not present in the class, even then, a picture of the interaction occurred in the class can be drawn with the help of the matrix.
- (3) It provides feedback to the pupil-teachers.
- (4) It is an objective method for the observation of class-room teaching.
- (5) It is mostly teacher-talk oriented.
- (6) It is an analytical method to know the class-room activities.
- (7) It is much useful in simulated and micro-teaching.
- (8) It is an effective instrument to measure the social-emotional environment of the class.

Precautions

While using Flander's Interaction Analysis Technique, following precautions must be observed—

- (1) Data should not be gathered unless and until an individual knows about the complete process of interaction analysis method and its limitations.
- (2) Good and bad teaching behaviours should be identified so that the cause and effect relationship can be known.
- (3) Two observers or two matrices should be compared so that they can be checked and the good and bad behaviours can be compared.
- (4) The questions which are to be asked should be developed before the observation begins.

Limitations

- (1) It does not explain about all the class-room activities. Some behaviours are left unseen.
- (2) It is very difficult and expensive. It is not a complete research tool in itself.
- (3) It needs automations to collect the data which is not possible completely.
- (4) It is free of contents. Basically, this method is concerned with class-room management.
- (5) It consumes much time in preparing 10×10 matrix without which, interpretation is not possible.
- (6) Less attention has been paid towards pupil-talk.
- (7) The training of the reliable observers is also a problem, while for other statistical problems; the help of the computers can be sought.

Modification of Flander's System of interaction Analysis

As the Flander's system of interaction analysis suffers from certain limitations, therefore, Amidon and Hunter, Hough and Obers and other have modified the Flander's Ten Category System.

(A) Amidon and Hunters Modification of Flander's System

- | | |
|------------------------|---|
| A. Teacher Talk | <ul style="list-style-type: none"> (1) Accepts feeling (2) (i) Praises, <li style="padding-left: 20px;">(ii) Praises using public criteria, <li style="padding-left: 20px;">(iii) Praises using private criteria. (3) Accepts idea through— <li style="padding-left: 20px;">(i) description, (ii) inference, <li style="padding-left: 20px;">(iii) generalization. (4) Asks— <li style="padding-left: 20px;">(i) cognitive memory questions, <li style="padding-left: 20px;">(ii) convergent questions, <li style="padding-left: 20px;">(iii) divergent questions, <li style="padding-left: 20px;">(iv) evaluative questions. (5) Lectures (6) Gives direction (7) (i) Criticizes, <li style="padding-left: 20px;">(ii) Criticizes using public criteria, <li style="padding-left: 20px;">(iii) Criticizes using private criteria. |
| B. Student-Talk | <ul style="list-style-type: none"> (8) Pupil response— <li style="padding-left: 20px;">(i) description, (ii) inference, <li style="padding-left: 20px;">(iii) generalization. (9) Pupil initiation— <li style="padding-left: 20px;">(i) description, (ii) inference, <li style="padding-left: 20px;">(iii) generalization. (10) (i) Silence (ii) Confusion. |

(B) E.L. Bentley and E. Milber's Equivalent Talk Categories (ETC)

	Teacher Code	Student Code
(1) Present Information Unsolicited information-lecture; explanation related to lesson; demonstration; description; important comments; rhetorical questions.		11
(2) Questions-Restricted Thinking Call for responses that result from restricted thinking-factual knowledge or simple recall; an accepted or pre-determined correct answer; facts previously learned or easy to produce; lower level of cognition.		12
(3) Question-Expanded Thinking Call for responses that result from expanded thinking-open ended responses; generation and application of principles, concepts, and generalizations; solutions generated by application of rules or procedures; answer to how, why, what do you think; higher levels of cognition.		13
(4) Respond-Restricted Thinking Result from restricted thinking factual knowledge; an accepted or pre-determined correct answer; facts previously learned or easy to produce; lower levels of cognition.		14
(5) Respond-Expanded Thinking Result from expanded thinking open-ended responses; generation and application of principles, concepts and generation and generalizations; solutions generated by application of rules or procedures; answers to how, why, what do you think; higher levels of cognition.		15

(6) React-Maintain Level of Participation	16
Verbal behaviour that maintains current level of thinking; invitation to continue talking, amplify, clarify or summarize ideas at the same or a lower of cognition.	
(7) React-Expanded Level of participation	17
Verbal behaviour that extends current level of thinking-request for further information, generation of data or, principles, or reconsideration of ideas requiring increased complexity of thinking, obvious utilization of information supplied by another where level of cognitive participation is raised.	
(8) React-Terminate Level of Participation	18
Verbal behaviour that brings current topic or thought to close term in action of responses through comment or intervention; indication that through sequence is ended; change or introduction of new topic; summation or relationship building activity when new learning is related to old.	
(9) Structure-Learning Activities	19
Comments that organize learning activities commands, directions; assignments.	
(10) Structure-Pause-Silence	20
Absence of verbalization utilized to promote the sequence planned.	

(C) Richard Ober Reciprocal Category System (RCS)

Modifying Flanders ten category system Richard L. Ober developed Reciprocal Category System (RCS). The ten category system considers initiation or response at a time, but in the process of interaction both the activities take place side by side. The RCS has been shown as below :

Category Assigned to Teacher Talk	Description of Verbal Behaviour	Category Assigned to Student Talk
(1) “Warm” (in formalizes) the climate Tends to open up ore criminate	The tension of the situation; praises or encourages the action, behaviour comments, ideas and/or contribution of another; jokes that release tension not at the expense of other; accepts and clarifies the feeling tone of another in a friendly manner, (Feelings may be positive or negative; predicting or recalling the feelings of another are included).	11
(2) Accepts	Accepts the action, behaviour, comments and/or contribution of another; positive reinforcement of these.	12
(3) Amplifies the contribution of another	Asks for clarification of, builds on, and/or develops the action, behaviour, comments, ideas, and/or contributions of another.	
(4) Elicits	Asks a question or requests information about the content, subject, or procedure being considered with the intent that another should answer (respond).	
(5) Responds	Gives direct answer or response to questions or requests for information that are initiated by another, includes answers of one’s own questions.	
(6) Initiates	Presents facts, information, and/or opinion concerning with content, subject, or procedures being considered that are self initiated; expresses one’s own ideas; lectures (includes theoretical questions not intended to be answered).	
(7) Directs	Gives directions, instructions, orders, and/or assignments to which another is expected to comply.	
(8) Corrects	Tells another that his answer or behaviour is inappropriate or incorrect.	18
(9) Cools (formalizes) the climate	Makes statements intended to modify the behaviour of another form an inappropriate to an appropriate pattern; may tend to create a certain amount of tension, (<i>i.e.</i> , bawling out someone, exercising authority in order to gain or maintain control, the situation, rejecting or criticizing the opinion or judgment of another.	19
(10) Silence or confusion	Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.	

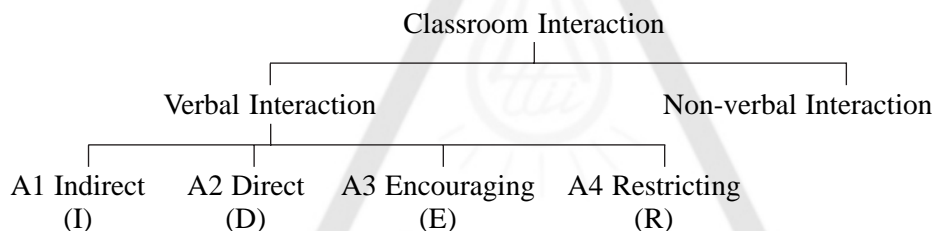
Non-Verbal Interaction Analysis

The classroom teaching or classroom communication has two types of interaction:

- (1) Verbal interaction, and
- (2) Non-verbal interaction.

Several techniques have been devised to study and analyse the classroom verbal interaction. A number of studies have been conducted to analyse the classroom verbal-behaviour of teachers. Even the norms have been developed for the verbal interaction of teaching at different levels. Flanders has developed interaction model of teaching and seven models of verbal interaction. But non-verbal interaction has not been investigated so intensively. Only a very few techniques have been developed so far. **Charles M. Galloway** (1960) applied this concept to teaching. If teachers are to become more effective in the classroom they need to become attentive not only to what are they communicating but also to how are they communicating. They need to know the importance of non-verbal and verbal behaviour in their classroom. The non-verbal behaviour often reflects their real feelings and students but most of the teachers are not aware of what are they communicating non-verbally.

Galloway developed categories for non-verbal communication by incorporating Flanders ten category system. Thus, his system of observation is the combination of both verbal and non-verbal or classroom communication as a whole. He has classified the classroom interaction into following four components—



Galloway has used Indirect-Direct and Encouraging-Restricting (IDER) components. The observer encodes the teacher pupil's verbal and non-verbal behaviour. This system of classroom observation involves the following categories—

Galloway's System of Observation (Idea System)

Indirect-Direct (Verbal)

- (1) Accepts student feelings
- (2) Praises or Encourages
- (3) Uses students ideas
- (4) Asks questions
- (5) Lecturing-gives information
- (6) Giving directions
- (7) Criticizing or justifying authority
- (8) Student talk (Response)
- (9) Student talk (Initiation)
- (10) Silence or confusion

Encouraging-Restricting (Non-verbal)

- (11) Acceptance or Indifference
- (12) Congruent or Incongruent
- (13) Implement or Perfunctory
- (14) Personal and Impersonal
- (15) Responsive or Unresponsive
- (16) Involve or Dismiss
- (17) Firm or Harsh
- (18) Receptive or Inattentive
- (19) Receptive or Inattentive
- (20) Comfort or Distress

(1) **Category 1**—It does not need extension, there is one nonverbal category for use when the verbal encourages interaction and one non-verbal category for use when the verbal restricts interaction.

(2) **Categories 2 and 12**—These indicate whether the praise by the teacher is believable or not. Several teachers use the word 'good' almost as a punctuation mark. It is possible to praise many pupils in a few minutes using this kind of 'praise'.

(3) **Categories 3 and 13**—These indicate whether the teacher really accepts and implements a student's ideas. Only few teachers are able to really work with the ideas presented by pupils.

(4) **Categories 4 and 14**—These indicate the way in which the teacher asks questions. When a question is delivered in an impersonal way, it actually discourages interaction.

(5) **Categories 5 and 15**—These indicate whether the teacher is responsive or unresponsive. If a teacher is sensitive towards the situation, he continues to each and pupils may show restlessness or boredom.

(6) **Categories 6 and 16**—These indicate whether the directions given by the teacher encourages pupil interaction or discourages it.

(7) **Categories 7 and 17**—These indicate whether the criticism is firm or harsh. Firm criticism may encourage interaction and harsh may discourage it.

(8) **Categories 8 and 18**—9 and 19 indicate the teacher nonverbal response to student's verbal response of initiation. The receptive teacher listens when pupil is talking.

(9) **Categories 10 and 20**—These shows that indicate whether the pupils are showing comfort or distress. Silence shows that the class is full of tension and confusion indicates that number of persons is talking. The addition of the non-verbal to this category makes it much more useful.

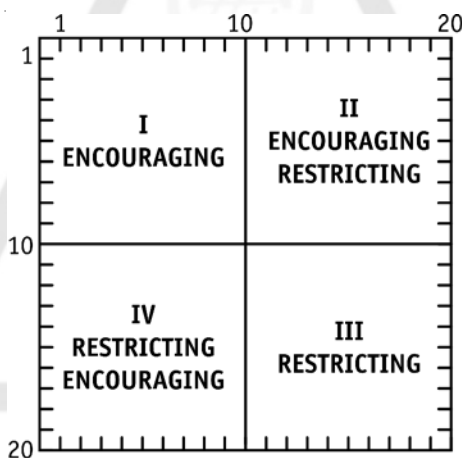
Encoding Procedure—It is designed to observe both verbal and non-verbal interaction of classroom teaching. The observer is allowed to use the above categories system, time intervals and ground rules of the original Flanders system while encoding the non-verbal interaction of teaching. At least twenty minutes of coding is recorded during one observation. The encouraging- restricting are the non-verbal dimensions of teaching. Each category of this component has bipolarity. In the encoding procedure a *lash* (1) is-marked directly behind a category to indicate an *encouraging* nonverbal behaviour to add the non-verbal dimension to the verbal dimension and a *dash* () is marked directly behind a category to show the *restricting* non-verbal behaviour. When teacher or student behaviour is purely non-verbal this system employs the Flanders ten categories with slight modification or addition to encode the non-verbal interaction as has been illustrated as follows—

Verbal	Category	Non-verbal	Duration
Silence or Confusion	10—	Restricting (20)	3 seconds
Giving Direction	6—	Restricting (16)	3 seconds
Giving Direction	6—	Restricting (16)	3 seconds
Lecturing	51	Encouraging (5)	3 seconds
Lecturing	51	Encouraging (5)	3 seconds
Asks Questions	41	Encouraging (5)	3 seconds
Asks Questions	41	Encouraging (4)	3 seconds
Students Response	81	Encouraging (8)	3 seconds
Students Response	81	Encouraging (8)	3 seconds
Praises or Encourages	2—	Restricting (12)	3 seconds

Decoding Procedure—The interpretation of the encoding is done by preparing 20 × 20 (twenty-by-twenty) IDER matrix table. The matrix table consists of 400 cells and each cell is designated by successive two categories but one pair of category indicates two cells: first is the indirect-direct, *i.e.*, verbal and second one encouraging-restricting, *i.e.*, non-verbal activity of teaching. The matrix table indicates: what proceeds and what follows? The diagonal cell reveals the steady state of verbal and non-verbal activities. In preparing the matrix table 10 is added in beginning and at the end of the record sheet. The observer pairs the encoded categories in the following manner—

Pair I	—	10	—	
		6	—	
				— Pair II
		6	—	—
Pair II	—	5	1	
				— Pair IV
Pair V	—	4	1	
				— Pair VI
Pair VII	—	4	1	—
Pair VI	—	8	1	
				— Pair VIII
Pair IX	—	8	1	
		2	—	— Pair X
		10	1	

This first number of the pair is designated as row while second number of the pair is designated as column of the matrix table.



These pairs are plotted by using this procedure. The first pair is plotted by making a tally in row 20 and column 16, pair II in row 16 and column 16, pair III in row 16 and column 5, pair IV in row 5 and column 5, pair V in row 5 and column 4, pair VI in row 4 and column 4, pair VII in row 4 and column 8, pair VIII in row 8 and column 8, pair IX in row 8 and column 12, pair X in row 12 and column 10.

The IDER matrix is divided into four quadrants, rows and columns, tallies total is to be computed. The percentage of four behaviour component: 1/D, i/D, E/R and P/T ratio are computed. The flow of behaviour is also prepared.

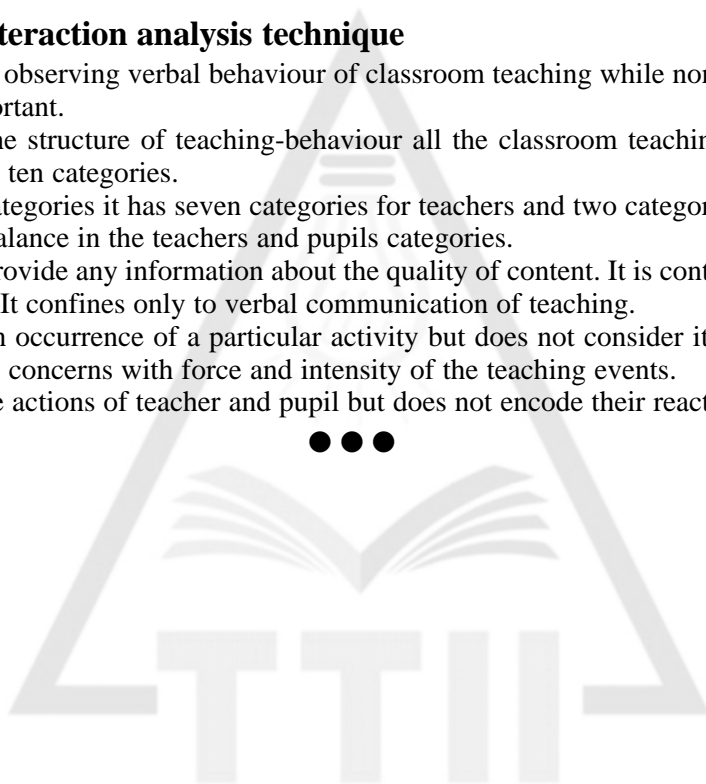
Characteristics of Interaction Analysis Technique

- (1) It is an objective and scientific technique of classroom objectives.
- (2) The events which occur within a period of three second is recorded systematically.
- (3) The structure of classroom behaviour and flow of events can be analysed and studied.
- (4) The verbal interaction of classroom teaching is the true representative of classroom verbal and non-verbal behaviour.

- (5) It can be used as an observation technique for classroom teaching in teacher education programme. It is employed as a research tool for analysing and studying teaching.
- (6) With the help of Normative Expectations of Behaviour it can also be used as an evaluator device, though it is an exploratory device.
- (7) The interaction analysis is used as a mechanism of feed-back device for the modification of teacher-behaviour.
- (8) It is also employed as a supplementary device with other mechanism of feedback devices: Micro-teaching and simulated social skill teaching for the modification of teacher behaviour.
- (9) It may be helpful for developing theory of teaching because interaction model to teaching is most popular.
- (10) It functions as measuring instrument classroom teaching and serves prognostic and diagnostic functions.

Limitations of interaction analysis technique

- (1) It is used for observing verbal behaviour of classroom teaching while non-verbal behaviour is equally important.
- (2) It narrows the structure of teaching-behaviour all the classroom teaching activities encoded forcedly into ten categories.
- (3) Out of ten categories it has seven categories for teachers and two categories for pupil. Hence, there is no balance in the teachers and pupils categories.
- (4) It does not provide any information about the quality of content. It is content free technique of observation. It confines only to verbal communication of teaching.
- (5) It encodes an occurrence of a particular activity but does not consider its intensity. Teaching effectiveness concerns with force and intensity of the teaching events.
- (6) It records the actions of teacher and pupil but does not encode their reactions.



Chapter 10

POPULATION EDUCATION

“Population education has a double task : it is both motivational (trying to encourage people to adopt family planning) and it is instructional (teaching people the facts about the population problem,”
—Taylor

Q.1. Define the terms population of education and discuss its objective in teacher education programme. **Or**

Explain the contents of population education to be taught in teacher education programme.

Ans. Population Education as New Concept

Population education is an absolutely new area. The teachers do not know either the content or the way to teach it. They should be oriented to the new curriculum trained to use instructional material to be used in the classroom, and to provide suitable learning experiences to pupils differing in age and maturity. Since population education involves the inculcation of attitudes and values in addition to specific knowledge and information, the teachers should be convinced to its need for a small family norm for the good of the individual as well as the country.

Therefore, a priority objective a well-planned teacher training programme, ought to be the development of a favourable attitude in teacher towards a small family apart from creating in them an awareness of the consequences of over population.

‘Population Education’ concept should be given to the teachers to develop their attitude to have a small family. Population of India is increasing so rapidly that at the end of the century it will be I billion. The population should also be controlled by education agency. Its concept of ‘Population Education’ should be given to the new generation so that they can realize if difficulties the teacher should also be trained for ‘Population Education’.

Definition of Population Education

(1) **V.K.R.V. Rao**—Viewing population education as a part of human resource development programme **V.K.R.V. Rao** has said “*Population education should not be treated merely as a quantitative phenomenon or just an essay in numbers. It is the quality of the population that is most relevant both as a factor of growth and an end product of growth and numbers have to be treated in terms of the effect they have in quality either by way of deterioration or improvement.*” Population education, therefore, is essentially related to human resources development. Thus, population education is not only concerned with population awareness but also with developing values and attitudes so that both the quantity and quality are taken care of.

(2) **Viederman**—The purpose of population education is to develop awareness and understanding of the relations between population growth and national development both in short and long run and to develop understanding of the consequences of individual decisions in the important area reproductive behaviour population awareness programme should provide the facts of population dynamics, family life, and human reproduction. It should also show how the actions of each individual member of the society affect all others. This is the moral and ethical purpose of population education in addition to its informational ethical purpose of population education in addition to its informational and attitude goal.

(3) **Taylor** say “Population education has a double task: it is both motivational (trying to encourage people to adopt family planning) and it is instructional (teaching people the facts about the population problem, its probable consequences and what the possible alternatives are).”

(4) **K. S. Rao**—“Population education can be defined as education aimed at providing population awareness in the broad perspective of building a social order of quality and economic justice leading to welfare state, through the process of internalization of attitudes emphasizing the belief that man can control and determine the course of action of himself, of his family and his country.”

(5) **Burkson**—“Population education is an exploration of knowledge and attitudes about population, the family and sex. It includes population awareness, family living, reproduction education and basic values.”

(6) **Simmons**—“Population education is a promising means of diffusing information about population problems more pervasively through the channels ordinarily to family planning programmes. But it is also important to produce desired changes in attitude behaviours and values in the next generation.”

To conclude, “Population education is an educational programme which provides for a study of the population so as to enable the students to take rational decisions towards problems arising out of rapid population growth.”

The Teacher Preparation Programme

- (1) Development of population education curriculum for teacher.
- (2) Development of techniques of teaching population education and instructional materials.
- (3) Providing for programmes of pre-service training for teachers entering the profession and programmes of in-service training for teachers already in-service.
- (4) Knowledge and understanding, attitude and skills should be provided to student teachers of population education.

Objectives and content of the Teacher Education Programme

The main objectives of teacher-education programme is to prepare teachers for the effective functioning of schools. The population education concept is a part of theory content of national integration and international understanding. The content of population education to be included in teacher-education programme depends upon the objective of the course. The following contents have been suggested:

Unit-I —Introduction to population education programme. Meaning and scope of population education, difference from family life education and sex education. Aims and objectives, need and importance of population education. The place of population education in general education.

Unit-2—Population dynamics or growth. Distribution, density and its of population growth with reference to World and India. The characteristics of population growth (birth rate, death rate, age, sex). The determinants and consequences of population urbanization, migration. Implication of population growth to the social, educational and economic development of India. Population growth and resources (nature and human). Effects of population growth on the quality of education.

Unit-3—Role of Teacher in Population Education. Teacher as an agent of social change, Role of teacher in population planning. Role of teacher in social change and development. Teacher’s awareness of population growth, Teacher’s belief in population growth. Teacher’s role in imparting knowledge about population, sex and family life.

Unit-4—Curriculum for Population Education. Need for curriculum revision in Indian schools. Place of population education in the school curriculum. Approach to curriculum development, Development of curriculum guides.

Unit-5—Methods of Teaching and Evaluation. Integrated vs. correlated approach to the teaching of population education. Problem solving and case study approach. Integration of population education topics with suitable teaching units in school subjects such as social studies, maths, language, general sci., biology. Integration of population education with co- curricular activities such as cultural programmes dramas, debates, etc. Evaluation should be through essay type questions, etc. Skill in presenting and interpreting the demography data.

Unit-6—Controversies and Issues of Population Education. Conceptual controversies about population education (sex education, family life education, etc.), Social cultural basic values. Competence of teachers to deal with subject content population : Age, grade, sex to expose with concept of population education. Scope of content of population education.

The content of population education should be imparted to pupil teachers at cognitive as well as at affective level and behavioural level. The student-teacher should be sensitive about future growth of population and its danger for education and social and economic development. Research should be encouraged to explore certain specific features and characteristics of population education.



Chapter 11

ACTION RESEARCH

“Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. The product and findings of a given piece of research should be an authentic, verifiable contribution to knowledge in the field studied”.
—P. M. Cook

- Q.1.** What Action Research’ means? Differentiate action fundamental researches. Or
What is the importance of action research? Throw light on its main two steps. Or
Throw light on the design of Action Research along with examples. Or
What do you mean by Action Research? Describe its various steps.

Ans.

Meaning of Educational Research

Meaning of Research

Research is a long-term scientific search. In first a problem is selected, and then it is defined and delimited looking at its importance. After this hypothesis is formed on the scientific basis. After collecting facts and classifying them, conclusions are derived and the solution is produced. Thus, research is a scientific discovery performed systematically, honestly and intelligently. In the words of **P. M. Cook** “Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. The product and findings of a given piece of research should be an authentic, verifiable contribution to knowledge in the field studied.”

Educational Research

The area of education is wide. It includes reading and leaching as well as many problems related to it. Thus, needs and social status of pupils and teachers, curriculum, construction and improvement in it, application of teaching methods and strategies in various situations and evaluation, improvement in evaluation methods and techniques, school life and furniture etc. come under educational research. It is that search which is conducted in educational situations and provides a scientific direction to the development of the behaviour. The objective of educational research is to form the systems of pupils’ abilities and their development According to **Travers M. W. Roberts**, “Educational research is that activity which is directed towards the development of a science of behaviour in educational situation which is to provide knowledge that will permit educator to achieve his goals by the most effective methods.”

Types of Educational Research

(1) **Historical Research**—History provides more complete and meaningful description of an individual’s actions. Hence, problems related to history are studied in historical research. According to **John W. Best**, “Historical research involves identification and limitation of the problem, formulation of the hypothesis, collection and organization, verification, validation ‘and analysis of data; testing the hypothesis and writing of historical facts.”

(2) **Descriptive Research**—In descriptive research a problem concerning education is involved. Example of such problem is—“Unrest among students and its remedy.” According to **John W. Best**, “It is concerned with conditions or relationships that exist, practices that prevail, belief, point of view or attitudes that are held; processes that are going on, effects that are being felt or trends that are developing.”

(3) **Experimental Research**—In this type of research, the results are derived under controlled conditions in the laboratory. Undoubtedly, this method of research is difficult but the results derived are valid and reliable. In the words of **John. W. Best**, “*Experimental research is the description and analysis of what will be, or what will occur under controlled conditions.*”

(4) **Action Research**—Action research means a scientific search which is concerned with practical aspects of education. In it, a scientific search is conducted for the solution of various problem which come across the day-to-day activities of the pupils, teachers, schools and educational officers. These collect evidences relating to their problems, define and delimit the problem, collect all their experiences for action hypothesis method and explore the reasons of the problem. This solves the problem in action research the principles are not indoctrinated, but the efforts are made to solve the practical difficulties and problems scientifically which may change the working system and the desired objectives are achieved.

Definition of Action Research

(1) **Stephen M. Corey**—“*The process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions in what a number of people have called action research.*”

(2) **McRathote and others**—“*Action research is organized, investigative activity aimed towards the study and constructive change of a given endeavour by individuals or group concerned with such change and improvement.*”

Action Research and Fundamental Research

Two types of researches occur in the field of Education (1) Fundamental, and (2) Applied. In fundamental research, the basic elements of education are discovered, but in action research, the day-to-day problems of educational process are solved Action research is practical. Both types of researches occupy important place in the field of education. In the following table is given the differences of fundamental and action research.

	Fundamental or Basic Research	Action Research
1.	It is traditional	It has developed from fundamental research. Hence, in the field of research, it is a new concept.
2.	It has a wider area of problem.	It has narrow problematic area.
3.	It needs special training.	It can be conducted by a teacher, manager and educational officer without any special training.
4.	In it, standard devices are used.	In it, self-made devices are used.
5.	The fundamental researcher needs no relationship with the school.	It is conducted by the teachers, managers and administrators.
6.	It is based upon the samples.	It is delimited to school only.
7.	Its objective is to indoctrinate the principles.	Its objective is to improve the school working by finding a practical solution to the educational problems to enhance the knowledge of administrators to develop curriculum and progress of teachers.
8.	In it Generalization has special importance. The results achieved are general.	The results achieved by it can be applied to the local situations and directions. Hence, generalization is not necessary in it.
9.	In it, truth is discovered through results which expand the sphere of knowledge.	It improves the activities and working system of the school.

Importance of Action Research

Modern age is democratic. For its success, education is essential. But it is not an easy task to organize education properly. We observe that many day-to-day problems become horrible before the teachers, managers, supervisors and administrators. In order to solve these problems, action research occupies an important place.

Advantages of Action Research

- (1) It develops scientific attitude in the teachers.
- (2) By studying the interests, needs and abilities of the pupil's teachers can adopt a teaching method by which the teaching may become interesting and an all-round development of the pupils may take place.
- (3) It enables the schools to organize proper programmes for the development of the pupils.
- (4) It can raise the achievement level of the pupils.
- (5) Curriculum can be developed with its help.
- (6) It can solve the problem of indiscipline.
- (7) It can remove the discrepancies among pupils and teachers which occur due to social causes.
- (8) It can solve the problems of delinquency and backwardness.
- (9) It can preserve the democratic values by eliminating traditional and mechanical environment.
- (10) By its help decisions can be taken regarding the day-to-day problems which come before the principles, supervisors, administrators and managers. They can remove them by evaluating their own working systems or working methods.

Steps of Action Research

(1) Identification of the Problem—To identify or select a problem, the researcher should take up important problems from various sources like teaching, training, co-curricular activities, school administration and organization etc. which need solution on priority basis and have following characteristics—

- (i) It should be related to the school,
- (ii) The need of its solution should be felt,
- (iii) It should be in the scope of the researcher,
- (iv) Its scope should neither be too wide nor too narrow, and .
- (v) Its objective type analysis may be conducted. ;

(2) Defining and Delimiting the Problem—While defining, every aspects of the problem should be made clear and definite. In delimiting, the main points of the problem are fixed and the area is delimited to make its scientific study easier. For example, In the 8th class pupils a habit should be created to do the home task.

(3) Analysing the Probable Causes of the problem—To analyse the probable causes of the problem the researcher should collect the evidences. The probable causes should be explored on the basis of the evidences. In the end, a list of causes should be prepared and its scientific analysis is made. For example, there can be many causes of not doing the home task, such as—(i) Lack of intelligence, (ii) individual differences, (iii) domestic environment, (iv) non-understanding of questions given in home task, (v) to be careless, (vi) no checking of home work by the teachers, (vii) no punishment to the defaulters regarding home task.

(4) Formulation of Action Hypothesis—After analysing the causes related to the problem, the most important cause is explored and eliminated and the problem is solved. The researcher should write the guessed solution in words with sensitivity, consultation, creative imagination and insight for the school's progress after gaining the knowledge of new researches. For example, in order to create a habit of doing home work, this hypothesis is formulated : *"If a teacher checks the home work carefully and punishes those who fail to do it, then the pupils will start doing home work timely,"*

(5) Base Line Data—To provide a thought to base line data, the researcher should collect data which may help in solving the problem.

(6) Tools for collecting Data—The researcher should mention all those tools with the help of which the data are collected to solve the problem.

(7) Formulation of Action Design—After formulating hypothesis, collecting data regarding it and mentioning the tools for the same action design should be prepared with which following research points may become clear : (i) description of proposed activities, (ii) the editing method of the activities and the means of doing those activities, (iii) time taken by the activities. How, the real research may be started.

(8) Evaluation of the Results of Action Research—The results are derived after analysing the facts on the basis of actions performed according to the design. Considering the final evaluation as basis, essential suggestions are derived for the solution of the problem and these are executed. The researcher may use following techniques for evaluating the results (i) Questionnaire (ii) Interview, (iii) “Test, (iv) Rating Scale, (v) Check List, (vi) Observation, (vii) Collection of opinion, and (viii) Statistical Methods.

Out Line of Action Research

1. Name of the teacher : Mrs. Madhuri Dixit
2. Name of the school : R. G. Girls Inter College, Meerut
3. Class : X
4. Area of the problem : Not doing home-work in Maths
5. Pin-pointed problems : To create a habit in those pupils, of doing homework in Maths who show carelessness and fail to do it in time.
6. Probable Causes :
 - (i) Individual differences
 - (ii) Lack of Intelligence
 - (iii) Domestic environment
 - (iv) Lack of furniture in the classroom
 - (v) Weak eye-sight
 - (vi) Impaired hearing
 - (vii) Non-understanding of questions given in the home-work
 - (vi) Doing home-work carelessly
 - (ix) No checking of home-work
 - (x) No marking of home-work
 - (xi) No punishment to the defaulters.
7. Action Hypothesis : If the teacher checks the home-task in Mathematics carefully, and punishes the defaulters, the pupils will start doing home-work carefully and timely.
8. Base Line Data :
 - (i) History of the pupils
 - (ii) Knowledge of the family environment
 - (iii) Knowledge of traits
 - (iv) Necessary information regarding economical, cultural and physical situations.
9. Tools for collecting data :
 - (i) Observations
 - (ii) Study
 - (iii) Questionnaire
 - (iv) Personal interviews
 - (v) Exercise books of Arithmetic.

Action Design

S.No.	Action Design	Activities to be started	Method	Expected Tools
1.	Month and week 1st and 2nd week of August	To know about the interests, attitudes and aptitudes.	Self efforts and cooperation of companions	Personal Interview
2.	3rd and 4th week of August	To know the interests of pupils, their individual attitudes.	Self-efforts	Questionnaire
3.	1st week of September	To decide how many copies of the pupils can be checked.	Self-thinking	Study
4.	2nd week of September	To decide how much home task should be given to the pupils daily.	Conversation with all the teachers who teach the pupils	Answer-books in Mathematics
5.	3rd and 4th week of September	To understand the content regarding home task.	By using a proper method	—

6.	1st and 2nd week of October	To get back the copies from the pupils in definite time.	Self-thinking	Answer-copies in Mathematics
7.	1st and 2nd week of October	To punish those who do the home work carelessly or those who fail to do the home work.	Self-thinking and cooperation of the associates.	Answer-books in mathematics
8.	3rd and 4th week of October	To know the progress of the pupils.	Self-efforts	Answer-books in mathematics

Evaluation of the Results of Action Research

By testing the hypothesis on the basis of results received from the activities performed according to the design of the action research, it is revealed that before conducting action research, 48 out of 60 or 80% pupils did not complete the home work. Only 12 or 20% pupils did home work in-time. But the research revealed that only 38 or 46.6% pupils lagged behind in doing home work, rest 32 or 53.3% pupils started doing home work carefully. In this way, in three months, the number of pupils who started doing home work raised upto 33.3%. Consequently, it can be said that if the copies of the pupils are checked carefully daily, their knowledge will definitely enhance. There is possibility of improvement in the education system.

