UNIVERSITY GRANTS COMMISSION

Education   Code:9

Unit-4 :Teacher Education

Sub-unit-1: Introduction to Teacher Education

Sl. No	Topic
1	4.1.1 Meaning of Teacher Education
2	4.1.2 Nature of Teacher Education
3	4.1.3 Scope of Teacher Education
4	4.1.4 Types of Teacher Education Programs
5	4.1.4.1 Pre service Training
6	4.1.4.2 In-service Training
7	4.1.4.3 Distance Learning
8	4.1.5 Structure & vision of Teacher Education Curriculum
9	4.1.5.1 Teacher Education at Elementary Stage
10	4.1.5.2 Teacher Education at Secondary stage
11	4.1.5.3 Teacher Education at Higher Secondary stage
12	4.1.6 Organization of components of pre-service teacher education
13	4.1.7 Transactional Approaches
14	4.1.7.1 Expository Method
15	4.1.8 Collaborative Learning
16	4.1.9 Experiential Learning

Sub-unit: 2 <u>Models of Teacher Education</u>

Sl. No.	Topic
1	4.2.1 Introduction of Model of Teacher Education
2	4.2.2 Schulman
3	4.2.3 Deng & Luke
4	4.2.4 Habermas
5	4.2.5 Reflective Teaching
6	4.2.5.1 Meaning of Reflective Teaching
7	4.2.5.2 Strategies for promoting reflective teaching
8	4.2.6 Behavioristic Model
9	4.2.7 Competency Based Model
10	4.2.8 Inquiry oriented model

Sub-unit : 3 <u>In-service Teacher Education</u>

Sl. No.	Topic
1	4.3.1 Concept of In-service Teacher Education
2	4.3.2 Needs of In-service Teacher Education
3	4.3.3 Purpose of In-service Teacher Education
4	4.3.4 Scope of Teacher Education
5	4.3.5 Organization & Models of In-service Teacher Education
6	4.3.6 Agencies & Institutions of In-service Teacher Education
7	4.3.6.1 Agencies at District Level
8	4.3.6.2 Agencies at State Level
9	4.3.6.3 Agencies at National Level
10	4.3.7 Preliminary consideration in planning in-service teacher education programme

Sub-unit-4 : Teaching as a Profession

Sl. No.	Topic
1	4.4.1 Concept of Profession
2	4.4.2 Concept of Professionalism
3	4.4.3 Teaching as a Profession
4	4.4.4 Professional Ethics of Teacher
5	4.4.5 Personal & Contextual factors affecting teacher development
6	4.4.5.1 Personal Factors
7	4.4.5.2 Contextual Factors
8	4.4.6 ICT Integration
9	4.4.7 Quality enhancement for professionalization of teacher education
10	4.4.8 Innovation in teacher education

Section-1 : Unit At a Glance

Sub-unit 1 : Introduction to Teacher Education

- **Meaning of Teacher Education:**

The quality and extent of student's achievement are discerned basically by teacher competency, sensibility and teacher motivation. According to NCTE , Teacher education as a programme of education, research and training of persons to instruct from pre-primary to higher education level. Teacher education means to the policies and procedures planned to expected teachers with the knowledge, behaviours, conducts & proficiency they require to fulfil their tasks successfully in the classroom, school & society.

- **Nature of Teacher Education**
  - Teacher education is wide and comprehensive in nature. It comprises pre-service, in-service & other extension activities like that community engagement programmes, adult education programmes and other non-formal education activities.
  - Teacher education is dynamic & ever-evolving. The role of teachers in the tenth century was totally segregated from that of a teacher in the twenty-first century in terms of mode, method, process & goals.
  - Teacher education programmes are continuous in nature, that refers it begins with orientation pursued by practice session & lastly, upgradation of the skills displayed as part of the training programme.
- **Scope of Teacher Education**

Scope of teacher education refers an opportunity & application of the subject. Teacher education should itself variation to meet these challenges & cause us to carry away the old traditional methods of teacher education at several levels.

 The scope of teacher education as follows:

- ❖ It grows the practice of excellent caring practices in teachers to look after future learner generations of the country.
- ❖ It makes teachers in facilitating the physical, social, moral, mental, ethical, aesthetic & linguistic improvement of the child by imparting them with the knowledge of child psychology.
- ❖ It helps to prepare them to achieve competencies related with to stage specific pedagogy, curriculum improvement & its evaluation.

- **Types of Teacher Education Programs**

Teacher education programme is divided widely into three categories.

Pre-service Training

Pre-service training of a teacher begins before their teaching job. After completed the pre-service training, a student teacher becomes the teacher. The primary need to pre-service training is that the student teacher must realize the role of teacher. Inclusive education is a large part of pre-service training.

In-service Training

It is primarily for teachers who are working. The training can be done by group of teachers from various schools.

Distance Learning

In distance education the learner is isolated from the teacher. This isolation is fused with the help of DVDs, podcasts & online lectures.

- **Structure & vision of Teacher Education Curriculum**

According to NCERT, the structure and vision of teacher education curriculum give a realizing of problems relating to students learning, the nature of knowledge. NCERT is an apex educational body combats to acquire the aim of improving school education and teacher education.

- **Vision for Teacher Education**
  - Teacher education should fuse academic knowledge & professional learning into a significant whole.
  - According to NCTE, teacher education become more delicate to the emerging needs from the school system.
  - Teacher education should assign teachers with the curriculum, syllabus & textbooks to critically test them

Teacher Education at Elementary Stage

- Teacher reflect knowledge of the language, math & the topic connected to social & natural science.
- Teacher have the ability to know, select & learning experiences.
- Teacher should have theoretical & practical knowledge of child physical & creational activities, health, art & music.

Teacher Education at Secondary Stage

Teacher education formed of teaching specialized subjects at secondary stage.

- Depth of realizing to the thought of fixed discipline
- Know the paths through the adolescence learn
- Realize the concept of action & experience and also possess the skill to teach
- Understands the idea of personality & personality development

Teacher Education at Higher Secondary Stage

- Capable to lead the students and make them for independent learning, self-study, self-evaluation & critical thinking
- Able to cohere abstract & complicated thoughts in simple terms

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

    Organization refers to get the plan into existence. It is directly linked with planning & endeavors of the people.

    Components of pre-service teacher education are below:

    1. Determining objectives
    2. Subject content knowledge
    3. Pedagogic Content Knowledge
    4. Teaching Practice

- **Transactional Approaches**

  The most critical perspective of the proposed teacher education curriculum is its transaction.

  As a foundation courses, three types of transactional approaches such as :

  Expository Method: an extensive subject matter is explained. The instructor instructs the discussion & guides the text.

Collaborative Learning: It is an educational access to teaching & learning that includes groups of students working together to solve a problem, complete a task.

  Experiential Learning: It based on experience & observation.

Sub-unit-2: Models of Teacher Education

- **Introduction of Models of Teacher Education**

An effective teacher needs to master at least two types of basic knowledge, such as content knowledge & pedagogical knowledge. The former means to the knowledge that a teacher reflect in the context, while the latter refers to the teaching and learning of subjects. A knowledge base is a technology used to collect complex information by the computer system. Teacher's knowledge can be applied to make educational innovation & develop teacher's education.

❖ **Schulman (1987)**

Schulman's conceptualizations of the knowledge ground of teaching, especially pedagogical content knowledge has been capable in studies of the knowledge base of secondary teachers. This raises an essential question about the role of pedagogical content knowledge for primary teachers as their work fuses many subject areas.

❖ **Deng and Luke (2008)**

Zongyi Deng & Allan Luke (2008) proposed three conceptions of knowledge basis on their test of various disciplinary and epistemological knowledge classification designs.

❖ **Habermas**

Habermas (1971) studied the quality of knowledge that human beings generates and the use of reflection, as a method that human being applies in the generation of special structure of knowledge. The concept of knowledge regulative interest & was indicated by Habermas's own thought for the disadvantages fixed upon idea by positivist practice.

- **Meaning of Reflective Teaching**

Reflective teaching is a process when instructors consider their teaching practices, analysing how something was taught, how the exercise may be promoted or changed for better learning outcomes.

- **Behavioristic Model**

Behavior is reaction and movement that an organism does in a given condition. Behaviorists demand that learning can be carried by finding the behavior to a special stimulus. The behavior can be altered by reinforcement.

- **Competency Based Model**

The roots of competency-based teacher education were found in behavioral psychology and learning theories.

- **Inquiry Oriented Model**

Inquiry based learning is a form of learning that begins with posing questions, issues and scenario. Research on inquiry-based teaching has highlighted on its application in science and math education, but the approach is uniformly well-suited to the teaching of the humanities.

Sub-unit-3 In-service Teacher Education

- **Concept of In-Service Teacher Education**

In-service Teacher Education is generally used to explain planned efforts to develop the professional growth & development of teachers. In-service education involves all those course and activities in which a teacher may engage for the objective of spreading his professional interest, efficiency & consciousness.

- **Needs of In-service Teacher Education**

In-service teacher education gives the teacher with chances to know specific skills, techniques & new educational approaches, that they can inculcate in their self-teaching.

- **Purpose of in-service teacher Education**
  - To update an academic qualification of teacher
  - To placement the teacher alongside of new improvements in curricular subjects

- **Scope of In-service Teacher Education**
  - Protection of familiarity, with upgraded knowledge & subject element
  - Enhancement attitude & skills of participants

- **Organisation & Modes of In-service Teacher Education**

Organisation:

- Strengthen pedagogical context knowledge in modelling program content- It assists teachers realize curricular content good & be more successful in making a subject appreciable to students.
- Involve teachers in designing programs- Teachers included in the planning of both the structure & the context of in-service programs to increase that their needs. Every country deals with designing & effectuation of programs in their individual ways.

Modes:

- ❖ Seminar
- ❖ Workshops
- ❖ Refresher Courses
- ❖ Conference
- ❖ Panel Discussion
- ❖ Symposium
- ❖ Orientation Training

- **Agencies and Institutions of In-service Teacher Education:**

The agencies of in-service teacher education are at the district, state & national level. The goals & purposes of the agencies are several, but they have essential goal, which is focused upon leading to developments in the quality of education.

Agencies at District Level

- **DIET (**District Institute for Education and Training) are district-level educational institutes which has been made in each district of India. They aid in coordinating and implementing governmental policies.
- **SSA**

Sarva Shiksha Avhiyan is an Indian Government programme for achievement of universalisation of elementary education in a time bound manner. The 86th Amendment to the constitution of India, making free and compulsory education to the children of 6-14 years age group a fundamental right.

Agencies at State Level

- **SCERT**

State Council for Educational Research and Training (SCERT) is an autonomous body responsible for quality education in the state. It is placed with planning, implementation and evaluation of all academic projects from pre-school to higher secondary level.

- **RMSA (Rashtriya Madhyamik Shiksha Abhiyan)**

RMSA is a centrally sponsored scheme of the Ministry of Human Resource Development for the improvement of secondary education. It was launched in March, 2009. It aims to give universal education for all children between 15-16 years. The view of RMSA is to make secondary education of better quality available, approachable & affordable to all young individuals in the 15-16 years age group.

Agencies at National Level

- **NCERT (The National Council of Educational Research and Training)**

  It is an autonomous body set up in 1961 by the Government of India. It is an apex body to help & advise the central & the state Governments on academic matters linked to school education. It gives academic & technical support for qualitative development of school education & the programmes linked to training, research, extension, improvement, cooperation, publication & dissemination of information.

⬇ NCTE (National Council for Teacher Education)

NCTE is the apex body for regulating teacher education programmes in India. It came into existence in 1973 as an advisory body to the centre & state Governments regarding to teacher education.

In 1993, the proposal got approval of Government through the act of Parliament & it was 1995 that NCTE came into existence NCTE act,1993.

⬇ UGC

University Grant Commission (UGC) is a statutory organization set up by an act of parliament in 1956 for the coordination, determination & maintenance of education. Apart from giving grants to eligible universities & colleges, the commission advises the central & state governments on the measures which are needed for improvement of higher education.

- **Preliminary Consideration in Planning in-service Teacher Education Programme**
  The steps of effective planning are followed:
    - Purpose
    - Formulating
    - Determining the course of Action
    - Duration
    - Resources
    - Budget

Sub-unit-4 Teaching as a Profession

- **Concept of Profession:**

The term 'Profession' is originated from the Latin word 'Profiteor' which means to Profess. According to Webster's New World Dictionary of American Language, "Profession is a vocation or occupation requiring advanced training in some liberal art or science, and generally includes mental, rather than manual work as teaching, engineering, writing etc.

- **Concept of Professionalism**

Professionalism as a personal characteristic is stated in an attitude and approach to an occupation that is generally characterized by integrity, maturity, intelligence & thoughtfulness. Professionalization is basically a procedure by which occupations institutionalize knowledge, expertise & privilege.

- **Teaching as a Profession**

Teaching as a profession means that a candidate who has joined teaching, he should take it as vocation that he has the aptitude of teaching. Teaching skills can be improved with the help of feedback devices.

- **Professional Ethics of Teachers**

Ethics is a process of moral values. The word 'Ethics' is originated from the Greek word 'ethos' which refers habit, custom, character that are selected by a particular culture. Ethics can be prescribed as the study of what is right or good in conduct. The quality of education considers the motives, ideals & conduct of the members of teaching profession.

- **Personal & Contextual factors affecting Teacher Development**

  Personal Factors

  - Teacher voice
  - Pedagogical Knowledge
  - Teaching Experience
  - Teacher's Self-efficacy

Contextual Factors

- Collaborative relationship
- Time
- School Policies

- **ICT Integration**

According to Kennewell, "Integration of ICT in teaching needs realizing a profound level to simplify the improvement of techniques and procedure to recognize opportunities, problem solution & evaluation of solution."

- **Quality Enhancement for Professionalization of Teacher Education**

Teacher development is considering as the dynamic method of improving and observing professional ability in teachers through inductive training, pre-service, in-service training and continuous professional improvement.

- **Innovation in Teacher Education**

There is a broad variation among countries with regard to what they trust constitutes an innovation, improvement in the teaching learning process. As for example, the use of colored chalk and basic audio-visual materials may be considered an educational innovation in some developing areas. In our country, this electronic technology has pierced into every area of our society and every sight of our social & cultural lives.

Section-2 : Key Statements

Every candidate appearing for NET/SET examination should follow these key (main) points. These can help them for a better understanding regarding this unit very quickly.

Basic Key Statements: Pedagogy (4.1.1), Pre-service (4.1.2), In-service (4.1.2), Elementary (4.1.5.1), Action Research (4.2.5.2), Feedback (4.2.5.2), Peer observation (4.2.5.2), Reaction (4.2.6), Stimulus (4.2.6), Reinforcement (4.2.6), Seminar (4.3.5), Workshop (4.3.5), Conference (4.3.5), Profession (4.4.1), Professionalism (4.4.2), Professional Ethics (4.4.4).

Standard Key Statements: Transactional (4.1.7), Collaborative learning (4.1.8), Experiential learning(4.1.9), Pedagogical content (4.2.2), Synchronous (4.2.3), Behaviouristic learning (4.2.6), Classical conditioning (4.2.6), Operant conditioning (4.2.6), Refresher course (4.3.5), Panel discussion (4.3.5), Symposium (4.3.5), Orientation training (4.3.5), Contextual factor (4.4.5.2), ICT integration (4.4.6).

Advanced key Statements: Expository (4.1.7.1), Emancipatory knowledge (4.2.4), Reflective teaching (4.2.5), Reflective journal (4.2.5.2), Competency based model (4.2.7), Inquiry oriented (4.2.8), Quality enhancement (4.4.7), Administrative enhancement (4.4.7), Innovative idea (4.4.8), Blended learning (4.4.8), Soft skills (4.4.8).

Section 3: Key Facts & Figures

Sub-unit-1 Introduction to Teacher Education

4.1.1 Meaning of Teacher Education:

The quality and extent of student's achievement are discerned basically by teacher competency, sensibility and teacher motivation. According to NCTE, Teacher education as a programme of education, research and training of persons to instruct from pre-primary to higher education level. Teacher education means to the policies and procedures planned to expected teachers with the knowledge, behaviours, conducts & proficiency they require to fulfil their tasks successfully in the classroom, school & society.

According to UNESCO (2005), Teacher Education as an environmental, communal & economic contexts to build locally pertinent and culturally suitable teacher education programmes for both pre-service and in-service teachers.

Teacher education commonly includes- a) the general educational background of the trainee teachers b) increasing their knowledge and realizing of the subjects c) pedagogy and feeling of children & learning & d) the improvement of practical skills and competence.

Teacher education institutions have the potential to get changes within educational process that will shape the knowledge & efficiency of prior generations. Teacher Education organizations distribute as key change agents in transforming education and society, that's why a future is endurable.

4.1.2 Nature of Teacher Education

- Teacher education is wide and comprehensive in nature. It comprises pre-service, in-service & other extension activities like that community engagement programmes, adult education programmes and other non-formal education activities.
- Teacher education is dynamic & ever-evolving. The role of teachers in the tenth century was totally segregated from that of a teacher in the twenty-first century in terms of mode, method, process & goals.
- Teacher education programmes are continuous in nature, that refers it begins with orientation pursued by practice session & lastly, upgradation of the skills displayed as part of the training programme.
- Teacher education is founded on the theory that teachers are made not born, in inverse to the assumption that teachers are made and not born.
- Teacher education has good designed curriculum, structure organization & transaction modes. These components are the problem of teacher education.

- Teacher education is both an art and science. Teacher education shapes expected gifted teachers through scientific form of professional training programmes. That's, why, teacher education programmes are considered both an art & science.
- Teacher education is now parted into stage specific programmes. That means the knowledge base is separated across several stages which could be exhibited successfully to make entrant teachers to fulfil their duties as awaited.

4.1.3 Scope of Teacher Education

Scope of teacher education refers an opportunity & application of the subject. Teacher education should itself variation to meet these challenges & cause us to carry away the old traditional methods of teacher education at several levels.

The scope of teacher education as follows:

- ❖ It grows the practice of excellent caring practices in teachers to look after future learner generations of the country.
- ❖ It makes teachers in facilitating the physical, social, moral, mental, ethical, aesthetic & linguistic improvement of the child by imparting them with the knowledge of child psychology.
- ❖ It develops creativity, motivation & self-reflection in student community.
- ❖ It helps authorize learner teachers towards building learning readiness among young learners.
- ❖ As a teaching learning process, communication skills are one of the essential skills of a teacher.
- ❖ It helps rise up with innovative techniques to develop the teaching quality.
- ❖ It helps to set up reciprocal supportive linkages with society, institutions, instructors & other agencies which have indirect role in learning.
- ❖ It helps to improve the skills of guidance & counselling.
- ❖ It helps to prepare them to achieve competencies related with to stage specific pedagogy, curriculum improvement & its evaluation.
- ❖ It makes teachers to master skills and techniques to handle learners at several level such as pre-primary, primary, elementary, secondary, higher secondary & education of special children needs.
- ❖ Teacher education programme should be implemented with the highlighted on professional competencies.

4.2.4 Types of Teacher Education Programs

Teacher education programme is divided widely into three categories.

4.1.4.1 Pre-service Training

Pre-service training of a teacher begins before their teaching job. After completed the pre-service training, a student teacher becomes the teacher. The primary need to pre-service training is that the student teacher must realize the role of teacher. Inclusive education is a large part of pre-service training.

Objectives of Pre-service Training

- To provide teacher with accurate understanding concerning the aims & objectives of education.
- To improve in expected teachers an accurate realizing of the primary principles of child growth, development & method by which student learn.
- It will develop the interest, sense of purpose & a realizing method of student's growth.
- It will promote all round development of children & also develop understanding, interest, attitude & skill.
- To make teachers in terms of the requirements of demand-supply analysis

4.1.4.2 In-service Training

It is primarily for teachers who are working. The training can be done by group of teachers from various schools.

Objectives of In-service training

- To give professional training and qualification to untrained working teachers.
- To update the qualification of serving teachers.
- To fix up refresher courses to familiarize teachers with modern practices being motivated in school.
- To develop the quality of teacher education & force on the necessary for continuous training of teacher education.
- To deepen the subject knowledge

4.1.4.3 Distance Learning

In distance education the learner is isolated from the teacher. This isolation is fused with the help of DVDs, podcasts & online lectures.

Distance learning has its advantages:

- Suitable methods are used
- Regular teacher-learner interactions are present
- The learners are given with suitable feedback

Objectives

- To give an efficient alternative way to broader opportunities in education of particularly in higher education.
- To provide an effective & less valuable in education
- To provide educational opportunities to all qualified person who cannot attend regular university
- To provide an educational facility to educated citizens, who are intending to improve their knowledge
- To make teacher with an eye on the shortage of teachers in the for flung areas

4.1.5 Structure & vision of Teacher Education Curriculum

According to NCERT, the structure and vision of teacher education curriculum give a realizing of problems relating to students learning, the nature of knowledge. NCERT is an apex educational body combats to acquire the aim of improving school education and teacher education.

Another statutory council i.e. National Council for Teacher Education (NCTE) by an act of Parliament in 1993 is committed to begin appropriate measures to build teacher education reactive to several levels of development & change. NCTE is to cure & minimize the subsisting deficiencies of teacher education. Rationalization in the demand and supply situation in the country. Curriculum of teacher education at several levels has been upgraded are occurred. It focused on reflective practices.

Vision for Teacher Education

- Teacher education should fuse academic knowledge & professional learning into a significant whole.
- According to NCTE, teacher education become more delicate to the emerging needs from the school system.
- Teacher education should assign teachers with the curriculum, syllabus & textbooks to critically test them
- Teachers need to be trained in constructing learner-centered, discussion, activity oriented, dialogue, observation, visit & fusing academic learning with productive work.
- Teacher education programmes necessary to widen the curriculum to comprise variety traditions of knowledge & teachers to link with community knowledge.

4.1.5.1Teacher Education at Elementary Stage

- Teacher reflect knowledge of the language, math & the topic connected to social & natural science.
- Teacher have the ability to know, select & learning experiences.
- Teacher should have theoretical & practical knowledge of child physical & creational activities, health, art & music.
- Teacher learn major psychological principles connected to growth & development of pupil.
- Teacher must know theoretical & practical knowledge in favor of childhood education.
- Teacher must realize the role of teacher in changing society.
- Teacher must realize major principles of learning in formal & informal situation.
- Teacher concern of the objectives, nature & issues of an elementary education & also teacher should realize the nature and maturity of the children.
- Teacher must improve all round development of children & also solves the issues of life.
- Improvement of competencies for addressing diverse learner's needs, a sense of national identity.

4.1.5.2 Teacher Education at Secondary Stage

Teacher education formed of teaching specialized subjects at secondary stage.

- Depth of realizing to the thought of fixed discipline
- Know the paths through the adolescence learn
- Realize the concept of action & experience and also possess the skill to teach
- Understands the idea of personality & personality development
- Realize the formation & operating of several body system
- It acts as communication & social skills to interact with the students
- It will help the holistic growth of the child & also improve skill, attitude & interest
- Recognize the role of games, physical education & entertainment activities for good health of adolescent
- Promoting professional competencies and content mastery

4.1.5.3 Teacher Education at Higher Secondary Stage

- Capable to lead the students and make them for independent learning, self-study, self-evaluation & critical thinking
- Able to cohere abstract & complicated thoughts in simple terms
- Improve the patriotism and national sensation among the students
- Awake the learner about HIV/AIDS & understanding huge issues related to healthy life

4.1.6 Organization of Components of Pre-service Teacher Education

Organization refers to get the plan into existence. It is directly linked with planning & endeavors of the people.

Components of pre-service teacher education are below:

5. **Determining objectives:** According to the psychology of students & necessities of school and society, the teacher determines the teaching objectives. Teacher tries to realize how learners learn as their social & cognitive development.
6. **Subject content knowledge:** High quality teaching rests on teacher realizing, the contexts they are teaching, learning the structure & concepts, improving factual knowledge and guiding the learners in several ways.
7. **Pedagogic Content Knowledge:** Teacher use their context knowledge base for decisions making. Sound teacher subject content knowledge surely affects judgements to alternate pedagogical technique on measurement & implementation of curriculum development.
8. **Teaching Practice:** It is an advantage for teachers to experience doing with learners in real classrooms & achieving professional competence. It is an applied experience for the student-teacher as use educational purposes.

4.1.7 Transactional Approaches

The most critical perspective of the proposed teacher education curriculum is its transaction. Teaching is a profession and teacher education as a process of professional preparation of teachers. Systematic evaluation of all facets of the professional training -knowledge and realizing of educational theory, applied field skills, competencies, teaching and professional attitudes and values. Teachers helps the learner in making of knowledge rather than spending the knowledge.

As a foundation courses, three types of transactional approaches such as :

4.1.7.1 Expository Method: an extensive subject matter is explained. The instructor instructs the discussion & guides the text. It is more important because it is more skilled and takes less time than discovery learning.

Application:

- When an essential information is necessary to form

  the class realize.

- A concept or the principle can be learned by interpreting.
- When preceding knowledge of the students is lacking, time can be saved by teacher.
- Induction may take too long time & its difficulty may outweigh its value.

4.1.8 Collaborative Learning: It is an educational access to teaching & learning that includes groups of students working together to solve a problem, complete a task. Collaborative learning is an umbrella term for a different perspective in education that include rational effort by learners.

Advantages:

- It improves higher level thinking skills
- It develops student-faculty interaction
- It enhances student retention
- It creates self-esteem in learners
- It improves social interaction skills & oral communication skills
- It motivates diversity realizing & pupil responsibility for learning
- It fosters student assessment strategies & interpersonal relationship
- It creates more positive heterogenous relationships
- It increases self-management skills & also establishes with co-operation atmosphere
- It develops innovation in teaching & classroom strategies
- It develops social & academic relationship well beyond the classroom & personal course

Limitations:

- Generally, there is not adequate time for true collaboration
- Teacher may not be able to monitor troupe successfully
- These activities which are applicable for meeting objectives is often hard
  Issues may result if group members cannot agree or will not compromise

4.1.9 Experiential Learning: It based on experience & observation. It is natural pathway of learning. Experiential learning is a popular model in training, education & institutional development. Learning institution and school attachment motivates experiential learning. Experiential education is successfully used in schools, higher education, therapy & other areas for personal development and skills creating. The concept of experiential learning was first pursued by John Dewey, Kurt Hahn, Kurt Lewin & Jean Piaget etc. It was made popular by David A Kolb.

Importance:
- It fosters improvement of self & institution
- It gets change in behavior & better realizing of people's attitude
- It gives competitive opportunity for survival & progress
- It simplifies institutional change & development
- It brings about repletion in the job performance
- It helps in adopting new technology & also helps in meeting challenges faced by the institution
- It provides in keep up better relations with suppliers & customers

Previous Year Questions

December- 2015

1. Which of the following are related to pre-service teacher education?

a) Revision of school education syllabus by state Institute of Education/SCERT

b) Orientation and refresher courses

c) Proper screening of teaching aspirants through teaching aptitude tests

d) Crash course for mathematics teachers

<u>Answer with References</u>

Sl. No.	Answer	References
1	c	4.1.4.1

June-2016

Match the following

1. List 1   List 2

a. In-service teacher education   1. To sharpen and deepen the subject

knowledge

b. Pre-service teacher education   2. To being refinement upgradation in

Teaching skills

c. Distance education   3. To prepare teachers in terms of the

Requirements of demand-supply

Analysis

d. Refreshers course   4. To help the disadvantaged society

2. To meet the large scale shortage of teachers in rural areas

3. To prepare teacher with an eye on the shortage of teachers in the for flung areas

Codes

	a	b	c	d
a)	1	3	6	2
b)	2	1	5	6
c)	1	5	4	3
d)	2	3	4	5

2. <u>Match the following</u>

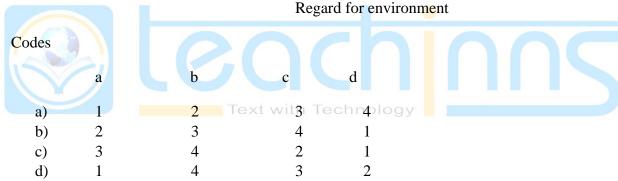<u>List i</u>   <u>List ii</u>

    a. Pre-primary level   1. Updating, advancing content knowledge and

                                   Providing orientation in teaching, evaluating &

                                   Curriculum design

    b. Primary level   2. Sharpening and enhancing professional

                                   Competencies & content mastery

    c. Secondary level   3. Developing proactive, open, amiable disposition and

                                   Excellent emotional management skills

    d. College level   4. Promoting competencies for addressing diverse

                                   Learner's needs, a sense of national identity and

                                   Regard for environment

Codes

	a	b	c	d
a)	1	2	3	4
b)	2	3	4	1
c)	3	4	2	1
d)	1	4	3	2

Answer with References

Sl.No.	Answer	References
1	a	4.2.4
2	c	4.1.5

December-2017

1. Practicum in teacher education courses should be implemented with the focus on
   a. Theory courses
   b. Social problems
   c. Value orientation
   d. Professional competencies
2. Which of the following steps have been taken by NCTE for the systematic improvement in teacher education?
   1. Rationalization in the demand and supply situation in the country
   2. Curriculum of teacher education at various levels has been updated
   3. Enhancement of academic support in the form of various resources
   4. Periodic monitoring of teacher education
   5. Emphasis on reflective practices

   Codes

   a) 1,2,4,5
   b) 2,3,5,1
   c) 4,5,3,4
   d) 3,1,2,5

Answer with References

Sl.No.	Answer	References
1	d	4.1.3
2	b	4.1.5

June-2019

1. Which of the following components of preservice teacher education programme has a greater scope for experiential learning?
1. Pedagogy courses through use of discussions
2. Foundation courses through critical exposure
3. Reflective reading based on great thinker's work
4. Internship through school attachment

<u>Answer with Reference</u>

Sl. No.	Answer	Reference
1	4	4.1.9

Sub-unit-2 Models of Teacher Education

4.2.1 Introduction of Models of Teacher Education

An effective teacher needs to master at least two types of basic knowledge, such as content knowledge & pedagogical knowledge. The former means to the knowledge that a teacher reflect in the context, while the latter refers to the teaching and learning of subjects. A knowledge base is a technology used to collect complex information by the computer system. Teacher's knowledge can be applied to make educational innovation & develop teacher's education.

4.2.2 Schulman (1987)

The complexity of teacher's knowledge was identified by Schulman (1986) who challenged the highlights on skills at the outgoings of context knowledge in teacher education.

Schulman's conceptualizations of the knowledge ground of teaching, especially pedagogical content knowledge has been capable in studies of the knowledge base of secondary teachers. This raises an essential question about the role of pedagogical content knowledge for primary teachers as their work fuses many subject areas. Schulman demand the usability of subject content knowledge as the central base of knowledge for primary teachers, acknowledging that the familiarity between subject knowledge & pedagogical content knowledge was far much complicate for primary teachers who instructed many subjects.

Seven categories of the knowledge base:

- Content knowledge
- General pedagogical knowledge
- Curriculum knowledge
- Pedagogical content knowledge
- Knowledge of learner & their characteristics
- Knowledge of educational context
- Knowledge of educational needs, purpose & values, and their historical & philosophical basis.

   Pedagogical content knowledge is of especial interest because it recognizes the peculiar bodies of knowledge for teaching. It illustrates the mixing of content & pedagogy into a realizing of how specific topics, issues are embodied, illustrated to the several interests and efficiency of students.

4.2.3 Deng and Luke (2008)

Zongyi Deng & Allan Luke (2008) proposed three conceptions of knowledge basis on their test of various disciplinary and epistemological knowledge classification designs. They are,

1. The disciplinary conception of knowledge, explains virtuous knowledge in the set-up disciplines
2. The practical conception of knowledge, illustrated by processes knowledge, originates from the knowledge of exercise
3. The experiential conception of knowledge founded on Dewey's (1916) idea, that knowledge is situated in and basis on human experience.

These three various pathways of knowing, gives a necessary interpretive design to conceptualise secondary school teacher's sources of knowledge. They ideas of knowledge and what it refers for teachers 'to know' something enhancement wider questions of the objectives of this knowledge and what kind of knowledge is essential in terms of learners engagement. While synchronous curricular improve the 'life-long learning' the accurate nature of that knowledge and its objective is value searching.

4.2.4 Habermas

Habermas (1971) studied the quality of knowledge that human beings generates and the use of reflection, as a method that human being applies in the generation of special structure of knowledge. The concept of knowledge regulative interest & was indicated by Habermas's own thought for the disadvantages fixed upon idea by positivist practice. Habermas was worried with 'knowledge that can really orient action'. He wanted a dense and fundamental integration of theory and practical. Here, knowledge is self-reflective.

Three types of knowledge:

- **Technical knowledge**: It means to those perspectives of knowledge, respected with manipulation of the environment, monitoring the natural thing & event.
- **Practical knowledge:** They are concerned with 'hermeneutic' task of spreading realizing in inter-subjective relation. Human being acquire community, consensus & mutuality.
- **Emancipatory knowledge:** It is more about abstract level & involves liberating people from their socio-historical constraint. This is acquired through self-reflection.

Technical and practical knowledge are fundamental. While emancipatory knowledge is derivative action such as exploitation, distorted communication & so on. Specific knowledge regulative determining interests are explained with the accurate principal to that interest. He identified an understanding truth in the structure of emancipatory cognitive interests.

4.2.5 Reflective Teaching

4.2.5.1 Meaning of Reflective Teaching

Reflective teaching is a process when instructors consider their teaching practices, analysing how something was taught, how the exercise may be promoted or changed for better learning outcomes.

According to Richards "Reflective teaching is a step beyond the normal to an upper level of awareness of how teaching established".

It is a process of self-observation & self-evaluation. It is a personal tool. It includes investigating individually in the class, concerning of what he does & if it works or not. The teacher can exploit this device to mark and assess the pathway they behave in the classroom. It can be both personal or something that can be practiced with colleagues.

Importance of Reflective Teaching
- It means a systematic process of collecting, recording & analysing the opinion and observation
- It assists to assess and develop the quality of teaching
- It promotes critical thinking and develops experiential learning
- It provides freedom to teachers to induct their self-procedure improving rational thinking
- It promotes professional development of both the pre-service and in-service teaching
- It provides a facilities to measure how efficient new directions

4.2.5.2 Strategies For promoting Reflective Teaching

Instructors who instructs reflectively use one or many of the following strategies:

- ❖ Reflective Journal: This process is purely personal. Pupil teachers encounter numerous problems in classroom settings. They can explain about their own responses and feelings and those matters that occurred during each session.
- ❖ Collaborating Learning: It is a position in which two or more pupil study something together. When troupe of learners work together to find for realizing, solutions & product of their learning. It involves debates, group project, group problem solving, group study. Pupil teachers will be effectively reflective and much confident of their professional improvement.
- ❖ Recording Lessons: Audio or video recordings of lessons can give very necessary fact for reflection. It can trigger teacher reflective idea, reflect on their weakness & assist them get some encouragement & concept for their teaching development.
- ❖ Teacher Education Feedback: The feedback from the teacher educator can assist the pupil teacher to reflect upon their activity organized in the institution.
- ❖ Peer Observation: It is the most primary research technique that pupil teachers employ in the classroom. A peer group to observe their class to store information about the lesson. Observation is a better pathway for their professional improvement.
- ❖ Student Feedback: The student teacher asking their pupil about what goes on in the classroom. Their views and understanding can add a various and precious approaches. This can be done with questionnaires.
- ❖ Action Research: It is a reflective process dynamic problem-solving led by the educator to realize their practice & develop the pathway they address problems and solve their issues. It guided by researchers, with the objective of developing their techniques, exercises & information of the environments within which they practice.

4.2.6 Behavioristic Model

Behavior is reaction and movement that an organism does in a given condition. Behaviorists demand that learning can be carried by finding the behavior to a special stimulus. The behavior can be altered by reinforcement.

Behaviorists confide that people are not good or bad from birth. Experience and circumstances changing the man. One does not necessity to know, what is inward of it. Matters is what goes in the black box(input) & what comes out of it (output). Output is purposive, noticeable & mensurable. Input & output can be prepared, fixed & limited.

The doctrine of behaviorism propounded by Watson & his disciples. Behaviorism assisted in extending the scope of educational psychology to involve the study of animals as a way to know more about human nature. Behaviorism focused the role of motivation & definition of the objectives in learning and shaping of behavior. Behaviorism gave rise to new concepts and innovations in the field of learning and instruction such as programmed learning and individualized self-instructional programmes including teaching machine & computer assisted instruction.

Concepts: The concepts of behavioristic approach are-

Conditioning

Learning takes place through conditioning. Conditioning happens in a way that organism matches stimuli with reaction. When a reaction is acquired from certain stimuli, the organism is said to be condition.

Conditioning are of two types:

1. **Classical Conditioning:** Neutral stimulus is matched with unconditioned reaction. It helps in the learning of respondent behavior. It is called type S conditioning to illustrate the importance of the stimulus in eliciting desired response.
2. **Operant Conditioning**: It means to a kind of learning process where a response is formed more probable or more frequent by reinforcement. It helps in the learning of operant behavior, the behavior that is not necessarily connected with a known stimulus. It is called type R conditioning because of the emphasis on the response.

Organism: They are used more general term, 'organism' instead of 'human' or 'individual'. 'organism' shows both people and animal.

Reaction: S-R theorists, reaction is a behavior by an organism against a stimulus.

Stimulus: It deals with external changes of state rather than internal changes.

Reinforcement and Punishment: The concept of reinforcement is identical to the presentation of a reward. A reinforcer is the stimulus the presentation or removal of which enhances the probability of a response being repeated. According to Skinner, two types of reinforcers such as positive & negative are there. While, reinforcement, enhances the chances of behavior exhibited. Punishment results in chances of not showing the behavior.

4.2.7 Competency Based Model

The roots of competency-based teacher education were found in behavioral psychology and learning theories. Competency based teacher education in behavioral psychology has two dimensions-

1. That are based on planning of instructional curricula through realizing the behavioral objectives that can be made & modelling behavior
2. Performance dimension that have to do with fixing and standardizing performance, included of all skills and experience need for the achievement of the teacher's professional and behavior duties.

It is concerned with student's progress through curriculum at their personal pace, depth etc. There is no course, every individual has personal skill or learning outcome which is known as competency.

Advantages:

- Participants will acquire competencies needed in the job performance
- Participant get confident as they attain in mastering especial competencies
- More time is spent with students as inversed to introducing lectures
- More time is intented to assess each student's ability to fulfill an especial skill
- Giving framework for knowing learning options to see organizational needs

Disadvantages:

- Teachers are usually ill-equipped to performance competency-based model, if not they themselves were an outcome of it
- The deficiency of awareness about the requirement as well as the necessary know, how and about benchmarking of measurement was one of the main barriers to efficient effectuation of the model.

4.2.8 Inquiry Oriented Model

Inquiry based learning is a form of learning that begins with posing questions, issues and scenario. Research on inquiry-based teaching has highlighted on its application in science and math education, but the approach is uniformly well-suited to the teaching of the humanities.

Characteristics:

- It concentrates on formative thoughts of teacher education knowledge, commonly, create in a step-wise manner
- The learning is much better. Instructor does not start with a statement rather with a question
- The context, issues & process are used to answer the issues that are described by the learner & not the teacher

Advantages:

- It impulse is on the method of collection and procedures more information
- The access includes some degrees of freedom that leads to incentive and divergent thinking
- The information and ideas that students develop themselves becomes a part of fixed memory
- A deep sense of liability is improved, when the students are left to control their self-learning
- Participating in inquiry activities restorative student's intelligent capabilities

Disadvantages:

- If teachers do not totally realize this concept at a deeper level then it builds a disconnect, that in turn leaves the learners unprepared
- This model will standardize and successfully limit the levels of achievement to those that have determined by the teacher

Previous Year Question

June-2015

1.How is reflective level teaching different from understanding level teaching?

a) on the basis of developing strong grip over facts of information

b) in terms of raising the level critical understanding and interaction

c) on the basis of command over the teaching-learning materials in their use

d) in terms of teacher-learner involvement

<u>Answer with Reference</u>

Sl. No.	Answer	Reference
1	b	4.2.5.1

Sub-Unit: 3 In-Service Teacher Education

4.3.1 Concept of In-Service Teacher Education

In-service Teacher Education is generally used to explain planned efforts to develop the professional growth & development of teachers. In-service education involves all those course and activities in which a teacher may engage for the objective of spreading his professional interest, efficiency & consciousness.

According to M B Buch, In-service education is a project of functions aiming at the continuing growth of teachers & instructional personal in-service.

Teacher plays an essential role in an education improvement. It mentions to as continuing education. This includes re-skilling, re-training & upgrading the knowledge. Continuing an education assists the teacher to improve their efficiency, enhance their knowledge and promote their qualification.

In-service teacher education can be prescribed as well those functions and courses, which objectives at improving & strengthening the professional knowledge & efficiency of serving teachers. It is an undivided part of a working project, time & money etc. are given for its accurate working. There is a participation & collaboration with the community & institutional facilities are involved in the activities.

4.3.2 Needs of In-service Teacher Education

In-service teacher education gives the teacher with chances to know specific skills, techniques & new educational approaches, that they can inculcate in their self-teaching.

- To give a chance to upgrade teacher's knowledge in improvement of science & technology applications.
- To suggest amends for insufficiency of an existing Teacher Training Programme
- To upgrade the knowledge of teaching method
- To give an expression to new method & improvement in IT section

4.3.3 Purpose of in-service teacher Education

- To update an academic qualification of teacher
- To placement the teacher alongside of new improvements in curricular subjects
- To give a good professional training, that's why teaching & learning are useful
- To improve the skills & feelings, reactive to outgoing national improvement objectives & programmes

4.3.4 Scope of In-service Teacher Education

- Protection of familiarity, with upgraded knowledge & subject element
- Enhancement attitude & skills of participants
- Developed skills in utilization of a society resources by the teacher
- Improvement & refinement of general values & goals

4.3.5 Organisation & Modes of In-service Teacher Education

Organisation:

- Strengthen pedagogical context knowledge in modelling program content- It assists teachers realize curricular content good & be more successful in making a subject appreciable to students.
- Involve teachers in designing programs- Teachers included in the planning of both the structure & the context of in-service programs to increase that their needs. Every country deals with designing & effectuation of programs in their individual ways.
- In-service programs as part of a continuum of professional improvement- Each stage creates on achieve knowledge & skills and is acquainted by teacher performance standards as well as data about teacher's ability & their learner's performance
- Create reflective practice within teacher learning communities- Reflection can be informal, by having teachers explore the usefulness of each class they teach, by having organized groups of teachers' study practice & its connection to learner performance. Induction and micro-simulation method are linked to in-service teacher education.
- Link teacher in-service to a more holistic school development access including community members in designing & monitoring of school quality.
- Successful participation in in-service professional improvement programs should accept official confession by the ministry or local authority
- Consider budget implications of creating realistic & sustainable programs- All in-service programs, most cost-effective, needed important financial resources. Adequate funding is obtainable to initiate & sustain effective programs for continuous professional improvement

Modes:

- ❖ **Seminar:** Seminar is an instructional process of higher learning that includes paper reading on a theme & succeeded by the group discussion to explain the complex perspectives of object.

- ❖ **Workshops:** It organized for giving in-service education to teachers. Here more of practical work & less theoretical discussion are involved. The teachers have to work practically. It is skill based. Teachers can be given knowledge about computer language for which they will be capable to improve some computer. It is organised with a group of 10-25 people having shared issues in order to improve the psychomotor sight of the teachers concerning practices & innovations in the area of education.

- ❖ **Refresher Courses:** It refers an institutional programme carried by refreshing the knowledge of in-service teacher. Commonly they achieve the teachers with new improvement in the field of education. Refresher courses were fixed all round of teachers of various categories.

- ❖ **Conference:** It is a meeting of personals called together to engage in discussion with the aim of realizing a confined task in a limited time. There is a main topic around which various sub-topics are provided. Analysis, synthesis, evaluation, reasoning etc. skills of learners are developed. Behavioural skills & modes are nurtured among the participants who are trained to current concepts and put queries & seeks clarification.

- ❖ **Panel Discussion:** It is applied for the training of teachers on profession. A panel of experts with sound knowledge & experience in the matter-concerned, first presents their self-point of view of thinking on selected perspectives of an issue to be followed by questions from the audience and reactions by the panellists. The panel members interact with each other. The substance of discussion is the attached effort, to solve issues by the team thinking & active engagement.

- ❖ **Symposium:** It is an instructional technique & it is a meeting of persons & it discuss an issue or topic in which opinions are presented. It forms field experts who highlights on the specific aspect of the topic. It is formed, to discuss various important problems in a limited period to bring the main concepts into focus

- ❖ **Orientation Training:** It important for confirming quality in an education. It gives suitable knowledge, skills, values etc. to teachers with a sight to developing their styles of teaching. It used as an updating their knowledge.

4.3.6 Agencies and Institutions of In-service Teacher Education:

The agencies of in-service teacher education are at the district, state & national level. The goals & purposes of the agencies are several, but they have essential goal, which is focused upon leading to developments in the quality of education.

4.3.6.1 Agencies at District Level

- **DIET** (District Institute for Education and Training) are district-level educational institutes which has been made in each district of India. They aid in coordinating and implementing governmental policies. The head of a DIET would be of the status of a Principal of college & first of the faculty members would be persons with background in elementary education. Set up of DIETs was the result of one of the recommendations of National Policy of Education (1986).

<u>Objectives of DIET:</u>

- To conduct efficient training in pre-service & in-service training
- To enable the teachers, to conscious & improve new techniques & procedure in education.
- To provide support to schools & teachers for developing the quality of primary education
- To give guidance & evaluation techniques & to assure success for activity based education

- **SSA**

Sarva Shiksha Avhiyan is an Indian Government programme for achievement of universalisation of elementary education in a time bound manner. The 86th Amendment to the constitution of India, making free and compulsory education to the children of 6-14 years age group a fundamental right.

In-service Teacher Education Guidelines by SSA-

- According to NCF, 2005; the teacher should act as a facilitator & work towards building a several of learning experiences in and out of the classroom that occupy a children to build knowledge from activities & experiences.
- This approach needs reflective, such as teachers require to become mindful inquiries into their self-experiences, to lead children significantly
- Educational audio and video programmes for teachers have been given in the guidelines
- The training design should explain local context & specific in the teaching-learning situation

4.3.6.2 Agencies at State Level

⊹ SCERT

State Council for Educational Research and Training (SCERT) is an autonomous body responsible for quality education in the state. It is placed with planning, implementation and evaluation of all academic projects from pre-school to higher secondary level. The institution would be given facilities & staff for undertaking research & to supplement the endeavor of SCERT. It has been making in-service teacher education for teachers in few groups of 50 teachers in each group. SCERT is the apex body for guiding, monitoring the activities of DIETs.

Functions-

- To deal teacher education courses, as per NCF on teacher education
- To lead short-term training programmes for teachers & teacher educators improvement
- To make training aids for educational institutions
- To improve applications of ICTs in educational projects
- To fulfill duties & responsibilities to be ascribed by the Government, from time to time on academic matter
- To plan pre-service and in-service teacher education course as per NCTE guideline

⊹ RMSA (Rashtriya Madhyamik Shiksha Abhiyan)

RMSA is a centrally sponsored scheme of the Ministry of Human Resource Development for the improvement of secondary education. It was launched in March, 2009. It aims to give universal education for all children between 15-16 years. The view of RMSA is to make secondary education of better quality available, approachable & affordable to all young individuals in the 15-16 years age group.

Functions:

- To enhance access to secondary schooling to all young individuals according to norms through near location (secondary schools within 5 km & higher secondary schools within 7-10 km) & safe transport facilities, depending on local situation

   including open schooling.

- To ensure that no child is deprived of secondary education due to disability, gender & socio-economic condition etc.
- To develop quality of secondary education yielding in improved social, cultural & intellectual learning
- To assure that all students obeying secondary education receive of good quality education
- Universal access within 2017 & universal retention within 2020
- Within 5 years of the initiation of the programme care should be taken. Thatswhy, the rate of enrolment should be enhanced up to 75%.
- Capacity building of several stakeholders involving teachers & teacher-educators for the efficient implementation of quality perspectives
- Strengthening ICT enabled secondary education for quality development in all curricular fields

4.3.6.3 Agencies at National Level
NCERT (The National Council of Educational Research and Training)

It is an autonomous body set up in 1961 by the Government of India. It is an apex body to help & advise the central & the state Governments on academic matters linked to school education. It gives academic & technical support for qualitative development of school education & the programmes linked to training, research, extension, improvement, cooperation, publication & dissemination of information. The NCERT also interacts & works in collaboration with the international organisation, visiting foreign delegations & several training opportunities to educational personnel from developing countries.

Functions

- Improve curriculum, instructional materials, teaching method, evaluation techniques, teaching aids, learning resources etc.
- Organises pre-service & in-service training of teachers, teacher educators & other educational persons
- Conducts & improves institutional research & innovation
- Helps & advices the MHRD in formulating & effecting policies & programmes regarding with school education
- Function as a nodal agency for acquire goals of universalisation of elementary education
- Aid, promote & coordinate research in areas regarding to school education
- Make & publish model textbooks, supplementary material, journals, newsletters etc.

Four regional colleges of Education (RCE) are situated at Ajmer, Bhopal, Bhubaneswar & Mysore. The RCEs are basically engaged in giving innovative pre-service and in-service education. Regular in-service training projects for secondary school teachers, elementary & secondary educators. A special summer school cum correspondence course is given in all the four colleges.

NCTE (National Council for Teacher Education)

NCTE is the apex body for regulating teacher education programmes in India. It came into existence in 1973 as an advisory body to the centre & state Governments regarding to teacher education.

In 1993, the proposal got approval of Government through the act of Parliament & it was 1995 that NCTE came into existence NCTE act,1993.

Regional Committee of National Council for Teacher education

Regional Committee	Location	Territorial
Eastern Regional Committee	Bhubaneswar	Assam, Bihar, Manipur, Mizoram, Orissa, Sikkim, Nagaland, Meghalaya, Tripura & West Bengal
Western Regional Committee	Bhopal	Gujarat, Goa, Maharashtra, Chhattisgarh, Daman and Diu
Northern Regional Committee	Jaipur	Haryana, Himachal Pradesh, Punjab, Rajasthan, Delhi, Uttar Pradesh, Uttaranchal, Chandigarh
Southern Regional Committee	Bangalore	Andhra Pradesh, Karnataka, Tamil Nadu, Andaman & Nicobar Islands, Kerala, Pondicherry

Roles

- Coordinating & controlling teacher education and its improvement in the country.
- The UGC & other institutions in the preparation of plans & projects in the area of teacher education.
- Making a guideline & specified requirement for beginning new courses & projects under teacher education.
- Improving a guideline for general teacher education.
- To investigate the improvement of plans of teacher education prepared by central/state Governments.
- To consult the Government on confirming sufficient standards in teacher education.
- To provide approval to teacher education institutions.
- Inspecting the teacher's education programmes & giving financial assistance.
- Undertake survey & studies regarding to several perspectives of teacher education.
- Improving norms for any fixed category of courses or training in teacher education such as minimum eligibility criteria for admission.

♣ UGC

University Grant Commission (UGC) is a statutory organization set up by an act of parliament in 1956 for the coordination, determination & maintenance of education. Apart from giving grants to eligible universities & colleges, the commission advises the central & state governments on the measures which are needed for improvement of higher education. The UGC set up 66 academic staff colleges in various institutions in the country. These academic staff colleges lead specially designed orientation programmes for newly appointed lecturer & refresher courses for in-service teacher.

Functions

- To update the standard of education with regards to the teacher's education.
- It gives awareness of new originality and research in teacher's education.
- The fellowship is granted for the inspiration of research and teaching work.
- Residential circumstances are also given for the university and college teachers and research co-partners are engaged for the post-doctoral research work.
- Grants are provided by the UGC to the university teachers, for carrying their self-researches.
- It gives financial assistance to colleges & universities to fit their requirement.
- It gives the grants for five years to set up as new university in the state.
- It gives a guideline to centre and state Govt. for offering grant to a university

4.3.7 Preliminary Consideration in Planning in-service Teacher Education Programme

The steps of effective planning are followed:

- **Purpose:** In-service teacher professional improvement involves a broad several programmes planned to improve and support the professional learning of teachers who are already engaged and working in classrooms. The objective of in-service professional improvement is to develop the skills, knowledge & assurance of teachers. That's why they are more efficient in planning lessons, teaching & measuring student's learning.

- **Formulating:** Formulation of plans for accurate execution of In-service teacher education programme is explained.

- **Determining the course of Action:** During this procedure it is discerned that how the teaching goals, will be finished in a particular time.

- **Duration:** Duration plays an essential role as it assist the teacher to decide whether they will be obtainable for specific period of time or not.

- **Resources:** This includes measuring of the all obtainable resources for conducting the programme. Human and financial resources are of special importance.

- **Budget:** The budget will depend upon the kind of programme being directed & seminar have less budget than a training programme.

Previous Year Questions

June-2016

1. Establishment of DIETs was the result of one of the recommendations of
a. Indian Education Commission (1882)
b. University education commission (1948-49)
c. Secondary education commission (1952-53)
d. National Policy of Education (1986)

Answer with Reference

Sl. No.	Answer	Reference
1	d	4.3.6.1

December-2017

1. Which of the following institutions is the apex body for controlling, guiding and monitoring the activities and programmes of DIETs and other centrally sponsored schemes for teacher's education?
   a. NCTE
   b. b. NCERT
   c. c. UGC
   d. d. SCERT

2. Orientation and Refresher courses are the devices for competency building in
   a) Pre-service teacher education
   b) In-service teacher education
   c) Distance education programmes for teachers
   d) Faculty improvement programme for teacher education

Answer with References

Sl. No.	Answer	Reference
1	d	4.3.6.2
2	b	4.3.5

June- 2018

1. Which of them are specially related to in-service teacher education? Select the correct code to indicate your answer.
   1. Induction training
   2. Skill development training
   3. Pedagogy courses in teacher's education
   4. Micro-simulation for particular competencies

Codes

a) 1,3,4 b) 1,2,5 c) 3,4,5 d) 2,3,5

<u>Answer with Reference</u>

Sl. No.	Answer	Reference
1	b	4.3.5

Sub-Unit :4 Teaching as a Profession

4.4.1 Concept of Profession:

The term 'Profession' is originated from the Latin word 'Profiteor' which means to Profess. According to Webster's New World Dictionary of American Language, "Profession is a vocation or occupation requiring advanced training in some liberal art or science, and generally includes mental, rather than manual work as teaching, engineering, writing etc.

Characteristics of Profession

- It must satisfy an essential social need and socially receivable scientific principles
- It needs continuous in-service training of its members
- It must have improved a scientific technique such as the outcome of tested experience
- There is a clear necessity for ethical botheration in the professions
- It must not be applied for a sheer construction stone to other occupations
- It implies a set of attitudes and moral ethics

4.4.2 Concept of Professionalism

Professionalism as a personal characteristic is stated in an attitude and approach to an occupation that is generally characterized by integrity, maturity, intelligence & thoughtfulness. Professionalization is basically a procedure by which occupations institutionalize knowledge, expertise & privilege.

The Merriam-Webster Dictionary defines that Professionalism as " the conduct, aim & qualities that marks a profession."

Attributes of Professionalism are specialised knowledge, competency, honesty & integrity, accountability & self-regulation etc.

4.4.3 Teaching as a Profession

Teaching as a profession means that a candidate who has joined teaching, he should take it as vocation that he has the aptitude of teaching. Teaching skills can be improved with the help of feedback devices. It includes more than job skills & aptitude of teaching. There are some ethical considerations and social accountability and responsibility. Education is the creature and creator of the society. Education is a powerful instrument for social change and social control.

Teaching as profession consists of teaching aptitude, teaching skills, social responsibility programme should be involved & awareness can be given about the teaching profession. We are teaching for the personal growth, social progress, national improvement etc. Because of their role in personal and social uplift, the teachers are referred to as professionals and teaching as a profession. Teacher should play an active part in the method of qualitative development of education.

Profession usually means an occupation which needs specialized knowledge. A professional is one who is able to achieve knowledge, range of skills in a specific area & apply their knowledge and skills in the service of humanity. It assists in the all-round development of an individual- body, mind & spirit.

Characteristics:

- It basically includes an intellectual operation
- It essentially performs a social service
- It has a lengthy period of study and training
- It has a high degree of autonomy
- It is based upon a systematic body of knowledge
- It has a general code of ethics
- It tends towards self-organization

4.4.4 Professional Ethics of Teachers

Ethics is a process of moral values. The word 'Ethics' is originated from the Greek word 'ethos' which refers habit, custom, character that are selected by a particular culture. Ethics can be prescribed as the study of what is right or good in conduct. The quality of education considers the motives, ideals & conduct of the members of teaching profession.

Professional ethics as practiced in the educational institutions by the teachers and learners reflects the values being nurtured in the mode of education. Every profession has its own professional ethics. Teaching is a profession, as a teacher, you should also follow particular code of ethics & keep up high professional standard. The NCTE has raised certain code of professional ethics for school teachers. NCTE has made this document as an attempt to give direction & guidelines to the teachers in increasing the stature of this very noble profession (NCTE, 2010). Code of professional ethics are obtained as a guide by teachers. They apply to all the persons involved in the professional & college level.

4.4.5 Personal & Contextual factors affecting Teacher Development

4.4.5.1 Personal Factors

- **Teacher voice**- Having a voice and feeling valued led teachers to contribute more successfully to the child's Individual Education Plans & implement plans effectively.
- **Pedagogical Knowledge**- Participants mostly concerned pedagogical knowledge to professional learning & development. It helped them to acquire teacher.
- **Teaching Experience**- It refers full time employment which involved full responsibility for the planning & delivery of instruction & assessment of student learning.
- **Teacher's Self-efficacy**- When a teacher confides in their self-power to guide their students to success. Research indicates that teachers with a strong sense of self-efficacy tend to be better planners, more open minded & supportive with learners.

4.4.5.2 Contextual Factors

- **Collaborative relationship**- Collaborative relationships happen when two or more people work together in order to achieve general goal. Collaboration is a complex process that sometimes forces people to learn to listen & communicate with each other. Society is averse to teacher status which tend to affect teacher development. And also, there is little or no scope for capacity building for teachers which tend to affect teacher development.
- **Time**- Time emerged as a main text that limited teacher's getting agency when planning & implementing IEPs.
- **School Policies**- Participants considering inclusive school policies enabled teacher agency. Some participants focused how inclusive school policies protected their teaching by giving IEP guidelines and support.

4.4.6 ICT Integration

According to Kennewell, "Integration of ICT in teaching needs realizing a profound level to simplify the improvement of techniques and procedure to recognize opportunities, problem solution & evaluation of solution."

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional improvement, more effective education management, governance & administration. ICT covers any product that will store, retrieve, manipulate transmit or receive information electronically in a digital form.

Impact-

- It can give access information and communication outside the classroom
- It can be applied to support teacher's improvement via. External networks. It can support & potentially variation the teaching & learning method.
- It acts as the gateway to world of information & enables the teachers to be upgraded
- It builds awareness of innovative trends in instructional procedures, evaluation process
- Student-teachers are transformed into self-learners
- It assists in transforming the definition of literacy, learning and knowledge
- ICT facilitates the students to have control on text

Both learner and teacher necessary to learn to belief the technology. Teachers needs to be confirmed enough in using several ICT tools to create their trust in technology. Without teacher's competency, ICT can not be put to a good use for instructional allotment. A teacher should be capable to use several ICT tools involving chat rooms, word processing skills, File Transfer Protocol. The objectives of ICT integration is learning outcomes.

4.4.7 Quality Enhancement for Professionalization of Teacher Education

Teacher development is considering as the dynamic method of improving and observing professional ability in teachers through inductive training, pre-service, in-service training and continuous professional improvement. Teacher education has a symbiotic relationship with the school education. Improvements and alternatives in both the sections mutually reinforce concerns need for the quality development of entire system of education. That's why, any reform in educational process should be associated by reconstructs in teacher preparation.

 The first extensive attempt was made in 1978 with the publication 'Teacher Education Curriculum: A Framework' by the National Council for Teacher Education (NCTE), a non-statutory body situated in the National Council of Educational Research and Training (NCERT). Major recommendations of the framework followed-

- Topicality of the curriculum to the individual and social needs of children and schools.
- Flexibility within the framework of receivable national objectives and norms. Flexibility for relevance, mobility and dynamic education was explained.
- The framework revealed that student teachers should be put through a series of simulating, microteaching situations before being pushed into actual classrooms
- Semester system was expressed to replace the year wise course
- Evaluation system to be prepared more reliable and valid
- Promotion of research and experimentation in teacher education institutions
- Task oriented teacher education

Administrative Enhancement Model	❖ Input tendency ❖ Concerning founded on authority and common ❖ Difficulty in rules and process
The Managerial	❖ Output tendency ❖ Responsibility for growth & outcomes
Enhancement Model	❖ Flexibility in rules & procedures ❖ Reward system attached to performance

4.4.8 Innovation in Teacher Education

There is a broad variation among countries with regard to what they trust constitutes an innovation, improvement in the teaching learning process. As for example, the use of colored chalk and basic audio-visual materials may be considered an educational innovation in some developing areas. In our country, this electronic technology has pierced into every area of our society and every sight of our social & cultural lives. Today's children have grown up with remote controls & they spend more time in computers, internet, video games etc. than reading books. Research and innovations play an essential role in developing the quality of teachers & the training notified to them for all levels of teaching. They need to initiate new concepts and practices in classroom transaction and other curricular & co-curricular activities. The teacher's usefulness can be promoted good leadership & adequate teaching procedures. The objectives of teacher education is to make teachers who have professional competencies to conduct the nation forward through their manifold roles.

Some of the innovative ideas that need to be focused-

- **Team teaching, co-operative or collaborative learning process**- Team teaching or cooperative learning process is a team work where members support & depend on each other to acquire an agreed upon goal.   Co-operative learning is a effective teaching process in which small teams, each with learners of various levels of skills, use a various learning activities to promote their realizing of subject.
- **Reflecting Teaching & Reflective Teacher Education**-

Reflection is a natural process that facilitates the improvement of future action from the thought of past and current behaviour. Reflection means to the continuous process of critically inquiring and refining practice, taking into careful thought the personal, societal, pedagogical & ethical contexts attached with classroom, school & the roles of teachers.

- **Blended-Learning and Teacher Education-**

Blended-learning details an access to learning where teachers use technology, generally in the form of Web-based instruction. The capacity of a blended-learning approach is that it gives a means to assure learners are supported and guided as they undertake independent learning tasks.

- **Soft skills and Teacher Education-**

Soft skills are personal quality that improve an individual's interactions, job performance which tend to be specific to a certain type of task. Soft skills mean to social gracefulness, personality trait, personality habits that mark people to varying degrees.

Previous Year Question

June-2015

1. Which of the following is not a characteristic of a profession?
a) Membership of a professional organisation
b) Long duration of pre-service training
c) Working with service motive
d) Promoting activism for attractive emoluments

<u>Answer with Reference</u>

Sl.No.	Answer	Reference
1	d	4.4.1

December- 2015

1. Continuing professional development and updating a teacher is an essential requirement to ensure that
a) Teacher should remains in active touch with the changes in the content
b) Teacher should remains a thinking practitioner of ideas and practices
c) Teacher should be motivated to secure more promotional avenues
d) Teacher should play an active part in the process of qualitative improvement of education

<u>Answer with Reference</u>

Sl. No.	Answer	Reference
1	d	4.4.3

June-2018

1. Which of the following has relatively greater promise for professionalisation of teacher's education in India?

a) Forming teacher's associations
b) Developing teacher code for transaction of teaching-learning system
c) Special packages offered to teachers
d) Enhancing the period of pre-service teacher education programme

2. Which of the following statement is relevant for describing teaching as profession?

1. Teaching profession has an organised body of knowledge
2. Teaching profession implies a set of attitudes
3. Duration of teacher training programme is not a professional pre-requisite
4. Teaching profession has its own code of moral ethics

Codes

a) 2,3,4 b) 1,3,4 c) 1,2,4 d) 1,2,3

Answer with References

Sl. No.	Answer	References
1	b	4.4.2
2	c	4.4.1

June-2019

1. Which of the following represent ICT integrated strategy?
a) Flipped teaching-learning
b) Blended teaching-learning
c) Edusat based teaching-learning
d) Video conferencing
e) Collaborative teaching-learning
f) Peer tutoring

Indicate your answer from the codes given below:

1. b, c, d
2. b, c, e
3. a, b, d
4. a, b, c, d

options

1.1

2.2

3.3

4.4

2. From the list given below, identify the contextual factors which tend to affect teacher development in India:
a) Teacher's ability is low
b) Teacher's lack a sense of ownership with schools
c) The schools are lacking in adequate ICT support
d) Teacher's commitment to teaching profession is doubtful
e) The modern society is averse to teacher status
f) There is little or no scope for capacity building for teachers

Indicate your answer from the options given below:

1. a, b, c
2. b, c, d
3. c, e, f
4. a, d, e

3. The purpose of ICT integration is for
   1. Optimising learning outcomes
   2. Enhancing student's involvement in learning
   3. Promoting concerns for economy in use of resources
   4. Reducing workload of teachers in terms of transactional hours

Options

1.1

2.2

3.3

4.4

Answer with References

Sl. No.	Answer	References
1	4	4.4.8
2	3	4.4.5.2
3	1	4.4.6