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Paper - REFLECTION ON TEACHER EDUCATION THROUGH D.E. FOR QUALITY PRPOSE

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Abstact

Education was initiated for making human life good and hazily qualitative. As the times passed by we all could come to realize that quality and solid education process has many boons to offer. Solid the education process, more is the development of latent qualities of learner, attitudes and values. Therefore, basic education for all was no learners, better are the modifications in his/her competencies, interests, attitudes and values. Therefore, basic education for all was no longer the aim. For better progress in social, and other spheres of life, the goal is now Secondary education for All'. Tremendous efforts are being made to achieve this goal. Probably in the next 20 years we shall fully achieve this goal. Even higher education is full of Latent power but we can offer the facility of higher education to just a few. Yet, 100% literacy and 100% secondary education are the two great challenges for the Indian state. Education and teacher go together. In any education system, the role of teacher education needn't be repeated. Moreover, like teacher, like student' holds good even today. The education system moulds the citizens of tomorrow. Therefore, the chief responsibility of enhancing the teacher acquires all professional competencies and commitments, acquires the power to play different roles in classrooms, and when he masters different skills, he/ she can prepare the learners of the highest quality. He/she can bring about all- round development in student personality. During the per-Independence period, teacher education had limited significance. Thereafter, many changes were introduced in teacher education and new Indian society emerged. Which were assimilated into teacher education. The next forward leap was in the form of different subjects that were included in education, for example, competency – based education in primary education, value education, environmental education, computer education, general knowledge, information technology. Moreover, many new educational concepts and practices such as activity – oriented and pleasant education, self – study, co – education teacher – directed learning. Open education is slowly getting introduced. Even the

Government has introduced various projects such as Blackboard Operation Scheme, Smart P.T. project, Project for spread of basic primary educational fields. Therefore, education is the field that is full of action and movements.

□ **Introduction**

We have briefly reviewed the changes introduced in society and School. We have to consider the entry not only in the 21st century but also into the third millennium. It will emphasize the need for total revision in teacher – training curriculum, content knowledge and education process. For, without these, it will not be possible to face the challenges of the third millennium. It will be reconstruction or renovation, we shall have to consider numerous factors such as comprehensive thinking about primary and secondary education and changing needs and roles of teacher and society.

□ **Factors in Teacher Training**

- (1) Reflective thinking approach to pre – service or in – service teachers: when any act is performed, we need to verify it, verify its effectiveness. We need to inculcate this attitude among students as well.
- (2) Continuing professional development and self – study: teacher should update his/her content knowledge and pedagogical knowledge. This requires continuous reading, thinking, reflective thinking and research, He/she needs for knowledge and attitude for knowledge. Through self – efforts, he/she should develop competency to discharge the duties and functions.
- (3) Professional Orientation : Teacher should try for self – directed professional development and prosperity. It should help him/her to establish contacts at the national and international levels for gaining experiences.
- (4) Proper plans will be required in order to create various good experts for curriculum development, textbook writing, instructional material development, evaluation, progress recording, planning and management, research in various educational fields. Various plans for creating creative teachers and for in-service training programmes will be necessary in near future.
- (5) Flexibility and use of Information communication Technology in teaching : In order to facilitate this use, we will have to develop different competencies and skills among teachers so that they take accurate decisions for teaching. The teacher training programme should provide facilities and opportunities for developing such proficient teachers.
- (6) Opportunities for Teacher Personality Flourishing : During the teacher training period, opportunities should be provided so that teachers flourish their personalities. Those opportunities will include seminars, workshops, conference, reflective thinking on

various topics, research opportunities, provisions of opportunities and motivation for international contacts. (Sharma,)

In order to incorporate all these factors, we will have to make teaching training programme more comprehensive and multitudinous. We shall have to take care that teachers' competencies and commitment are developed from time to time. We shall have to take care that teachers' competencies and commitments are development from time to time. We shall have to provide their teaching performance. The trainees of the in-service teacher training are employed in different schools. It is the duty of teacher training programme to make them powerful and faithful professionals. These teachers need to continuing access to integrated education for facing the current challenges, for updating his/ her professional skills, for empowering his/her commitment, and for empowering and society. Continuous process. Various institutions such as CASE, DIET, NCERT, SCDRT and NEPA? Continuously arrange for in-service orientation.

□ **Quality Teacher Training Programme**

In this new millennium, the teacher cannot afford to depend on others. He/ she needs to undertake constant self-study for 'positive' development in one's own personality and forever strive for professional advancements. Without these qualities, no teacher will be able to satisfy his/her professional needs, inculcate proper attitude and responsibly shoulder the commitments. Dynamics teacher believes in his/her own initiative, he/she is always a self-motivated and self-directed learner. Therefore, even after formal retirement form the field, he/she can function as promoter, motivator and supporter in the society. It is necessary to consider following three factors for making teacher education prosperous and qualitative.

- a) Job analysis of teaching profession at the present times
- b) Analyses of all the factors related to pupil registration at primary and secondary levels, their in-take capacities and factors related to quality improvement
- c) Study of new challenges and new demands from the first ten years of this new millennium. ()

When job analysis of teaching profession is done, it is found that the responsibilities of modern teachers have increased tremendously. The horizon of performance has extended very much. But the teacher education failed to take cognizance of these changes in a proper extent. If we believe a teacher to be professional, we must urgently provide comprehensive and effective education to him/her. We need to consider these aspects while constructing the new teacher-education curriculum. In-service training should be regularly organized, teacher should become 'central' in all the orientations to teachers, continuing education and self-study programmes. He/she should be flexible for adjusting him/her self to situations and teaching, he should be a reflective thinker, a thinker of basic

values. This education has to be need-based. All these must find their rightful places in the curriculum.

- **Performance, Competencies and Commitment areas** enlisted in the 1998 Framework We can ascertain five areas related to the teaching profession. Those five areas can be considered significant and critical because those areas can be analyzed for enhancing the area of performance and its quality. Those performance areas are as follows:

Performance Areas

- (a) Classroom performance: This area includes teaching learning process, evaluation techniques and classroom management.
 - (b) School-level performance: It includes morning and noon school prayers, national-social-cultural festivals, programmes and celebrations of incidents, and school management.
 - (c) External School programme participation: Field visits, observation visits, excursions and trips, and co-curricular activities are included in this area.
 - (d) Performance for parental contacts and co-operation: It incorporates motivation to send wards to school, their co-operation for continuity in studies, regular attendance in schools, discussions about wards progress, excellence in pupils achievements, diet and health of wards.
 - (e) Performance for social contacts and co-operation : It is related to participation in spread of education in rural areas, planning for socially useful programmes with the help of school and society, procuring social co-operation for school development.
- (N.C.T.E.Framework-1998)

On the basis of these five performance areas, many activities can be introduced in teacher training programme. It will improve the total educational process. It will create consciousness that it is necessary to consider the needs of schools, needs of society and the aspirations of society for constructing teacher education programme. Proper weight ages to teaching skills and other practical skills should be ascertained. Moreover, self-sufficiency and insight for effective performance of professional functions will necessary areas for development.

Competencies

In order to renovate the present curriculum, 10 competencies in the context of teachers have been ascertained. Those competencies will enable the teachers to perform his/her functions insightfully and confidently. They will empower him/her to discharge his/her duties with self-confidence. They will help the teachers to upgrade their status. Since each competencies consists of a number of sub-competencies, all

the 10 competencies will be useful for achieving many Objective. Those competencies have been enlisted by NCTE. The first three competencies pertain to pre-teaching initial preparation of teachers. Competencies 4 to 8 are related to classroom and school functions of teachers. The remaining two competencies are related to teacher's social relationship and development.

Those competencies are as follows:

- (a) Referential competency: This competency is related to the question 'Why to teach?' It presents a comprehensive approach about development in society through education role of the teacher therein. It is conscious that every teacher has his/her reference-frame.
- (b) Conceptual competency: Various types of knowledge such as psychological, sociological and physiological knowledge related to teacher and teaching are expected.
- (c) Curricular content Competency: These competencies are connected to specific education level such as pre-primary, lower primary, higher primary, secondary etc.
- (d) Transactional or Interactive Competency: These Competencies are found according to subjects i.e. general or according to the stages of development. These competencies are in accordance with the ethics of education.
- (e) Instructional material-related competencies: These competencies include originality in preparation, selection and utilization of teaching-learning materials, use of new educational technology and use of local resources.
- (f) Evaluative Competencies : These are the evaluation-related competencies such as preparation of evaluation tools, their selection, their use, development of tests and their standardization and their use for examination outcomes.
- (g) Management Competencies : These competencies are concerned with organization of programmes in classrooms, schools and organization of social programmes.
- (h) Competencies for parental contacts and co-operation : These include organizational capacity for planning programmes of the parent teacher association and continual contacts with parents.
- (i) Social Contact and co-operation
- (j) related competencies : All the competencies required for equal welfare of institutions and society, capacity to maintain social contacts for social development are included in these competencies.

Commitments :

Following five commitments have been selected as part of teacher Education curriculum.

1 Commitments towards pupils	2 Social Commitments	3 Professional commitments	4 Professional Obligation	5 Commitments towards eternal basic Values
<p>a) Opportunities for self-expression through learning by the students</p> <p>b) To treat the students affectionately and like the members of the same family</p> <p>c) To make learning creative and pleasant.</p> <p>d) Friendly relationship between teachers and students</p> <p>e) Unselfish love for students</p> <p>f) Joy in the successes of students</p> <p>g) Introspection about one's own teaching (considerations about why students do not understand, teaching methods, basic concepts, stages of students, thinking about teaching about</p>	<p>a) Education to the deprived children from society</p> <p>b) information / notification about open school.</p> <p>c) Teaching the adult literates</p> <p>d) Role of co-ordination among various development programmes of various institutions</p> <p>e) Role as friend and philosopher of local community/ society.</p>	<p>a) Pride in one's own profession</p> <p>b) Continuous efforts for professional development</p> <p>c) Love for one's own subjects and students</p> <p>d) Awareness of profession and assimilation into it.</p> <p>e) Establishment of intimate relationships with colleges</p> <p>f) Firm personal opinion about professionalism</p> <p>g) Inculcation of a tendency to accept good qualities of others</p> <p>h) Affection, respect, proper sentiments for colleagues</p> <p>i) Inculcation of affectionate sentiments.</p> <p>j) To develop the sentiments of responsibilities for</p>	<p>a) Commitment for achieving excellence in professional obligations. Total understanding of progression for total assimilation it.</p> <p>b) To achieve highest excellence in profession</p> <p>c) To procure up-to-date information about the subject that one teachers</p> <p>d) To procure information about changes caused due to technology in one's teaching subjects</p> <p>e) To obtain ultra modern information in one's own subject through discussion, interactions, debates with others.</p> <p>f) To make the factor which is accepted</p>	<p>a) To transmit values into students</p> <p>b) It is necessary that the teacher should accept/ assimilate those values.</p> <p>c) Those values should serve as guidelines in the most difficult problems and in professional practices</p> <p>d) Punctuality, discipline , co-operation, objectivity, love, truth and other abstract values such as liberty, equality, fraternity, social justice, religious tolerance and democracy should be inculcated.</p> <p>e) Proper thinking about how to use values</p>

teaching etc. for remedial teaching) h) Identifying special qualities of each student and attempts to develop them.		retaining and enhancing the status and prestige of professional organizations.	at the intellectual and the emotional level, become a permanently feature of one's personality g) To integrate thinking, expression and action for achieving excellence in profession.	easily without making their great show f) Basic values provide energy to teachers/ students and make them strong.
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My own observations regarding 1998 curriculum Framework

We can surely combine some competencies. It will reduce complications. Since those competencies are related to one another, they can be represented through a three dimensional model. There are two additional reasons for combination of competencies –

- (1) Some competencies are comprehensive.
- (2) If each competency is presented separately, each will have to be provided with equal weightage.

It is not necessary to assign same weight age to some competencies. For example, management, basic value are important competencies. But their responsibility rests with general teachers. It is not possible to deal with them in two years. In their context, we can only do the screening.

It is necessary to consider these competencies at different levels of teacher education. Those competencies should be renovated, strengthened and made prosperous from time to time. It is easily possible in in-service teacher training. Only the acquisition of competency will not make work performance more effective and efficient. For this purpose, professional commitments are also significant. Therefore, commitment fronting needs to be considered in teacher education. Those commitments might be towards students, society, profession, excellence in profession and towards basic human values.

All the competencies , commitments and performance that have been specified in the Teacher Training Curriculum Framework 1998 can be classified as given in TABLE 1

TABLE 1

Teacher-related factors and competencies, commitments and performance

Teacher-related Factors	Competencies	Commitments	Performance
Self-exploration	-	-	-
Prescribed functions	<ul style="list-style-type: none"> - Content - Conceptual - Transactional - Developing teaching learning material - Evaluation - Management 	<ul style="list-style-type: none"> - To the profession - To Excellence 	<ul style="list-style-type: none"> - Classroom
Students	<ul style="list-style-type: none"> - Conceptual - Contextual 	<ul style="list-style-type: none"> - To the Learner 	-
School	<ul style="list-style-type: none"> - Conceptual - Contextual 	<ul style="list-style-type: none"> - To the Profession and excellence 	<ul style="list-style-type: none"> - School level
Society	<ul style="list-style-type: none"> - Working with Parents - Working with Community and other agencies - Conceptual/ Contextual 	<ul style="list-style-type: none"> - To the Society 	<ul style="list-style-type: none"> - Community related - Parents related - Out of school
National and International Thinking	<ul style="list-style-type: none"> - Working with Parents - Working with community and other agencies - Conceptual/ contextual 	<ul style="list-style-type: none"> - To basic Value 	<ul style="list-style-type: none"> - Community related - Out of school

The relationships of these three areas with the teacher- related factors can be stated through 200 to 250 statements. Those statements can be used for defining the contents.

In order to upgrade quality of teacher- training, we shall have to consider teachers competencies, commitments and performance collectively. Moreover, if we wish to create earnestness, sincerity and motivation in the teacher trainee, we shall have to integrate the three areas and develop the teacher training programme in the context of teacher-related personal questions which can be classified into six groups.

□ **Teacher-related Personal Questions**

Teacher-related Personal questions include the following :

- 1) Self-search as a teacher,
- 2) Prescribed functions,
- 3) Pupils,
- 4) School,
- 5) Society,
- 6) Education system,
- 7) National and international level.

Each of those groups and related personal questions are discussed hear-----

Self-Search as a Teacher

It is expected that teachers explore themselves, turn inward and search themselves as teachers. They need to be conscious of their own, attitude and also limitations. Those questions should promote self-analysis.

- (1) Have I entered into the teaching profession through helplessness?
- (2) Am I satisfied in my Profession?
- (3) Are my personality characteristics suitable for the teaching profession?

Thinking as Teacher about Prescribed Functions

School prescribes some functions to the teachers. Teachers need to think about their own approach about those functions and the fulfillment of those functions.

- (1) Do I perfectly know the curriculum I teach?
- (2) Do I know the time period in which I should complete that curriculum?
- (3) Do I know the objective I need to achieve through teaching?
- (4) Do I know the previous knowledge of the class I teach?
- (5) Have I understood all the concepts and the theoretical parts included in the curriculum?
- (6) Can I transmit the knowledge as per my expeditions to the pupils?
- (7) Do my students appreciate my teaching?
- (8) Do I continuously strive for excellence in teaching?

Questions about Pupils

The teacher, before he/she teacher the students, should collect some information about the students, should collect some information about the students he is teach. Some questions are enlisted so as to recommend the areas about which the teacher need to procure student-information.

- (1) Have I understood my students?
- (2) How can I utilize students' characteristics for learning?

- (3) Could I develop students' latent characteristics?
- (4) Have I understood how my students think while learning?

My School

The teacher needs to think about his/her school as well. Some questions are provided as examples.

- (1) Do I contribute to the development of my school?
- (2) Do I know the fundamental role/ philosophy of school?

Education System

The teacher implements the curriculum through his/her teaching. The curriculum he/she teaches, is ultimately related to the total education system. Therefore, some questions do emerge in the teacher's mind. Some related areas are enlisted as examples.

- (1) Study of total education system
- (2) Quality/status of total education
- (3) Thinking about comprehensive education problems

Some questions related to these areas are put forward.

- (1) Do I know about the new changes in the education system?
- (2) Do I agree with the changes taking place in the education?
- (3) Are the present conditions conducive for retaining the quality of education?

Society

The teacher should think about how he/she as a teacher can contribute to the welfare of society. Following questions can help him/her in this thinking:

- (1) Is education useful for social change?
- (2)
- (3) What can I, as a teacher, do for the emerging society?
- (4) Do I function for eradicating the evil social traditions and the destructive tendencies from the society?

National and International Thinking

Teachers play a vital role in promoting national and international unity. Therefore, they need to think about their roles in this area. For example –

- (1) What can I, as a teacher, do for national and international understanding?

When all these questions are considered, some questions prominently emerge, especially when the B.Ed. curriculum is revised and reconstructed. They are –

- (1) What should the minimum hours of work be for the students?
- (2) How of those modules should be the requisite modules?
- (3) Which ones should be the supplementary modules?
- (4) Which practical's should be ascertained for them?
- (5) What modifications should be made in previous practical's?

It is necessary to bring certainty in all these aspects.

Moreover, it is possible to transform the present curriculum into the personal questions. For that purpose, however, we shall have to accept the Modular curriculum.

Modular Curriculum

The Teacher Education Curriculum Framework – 1995 had enlisted competencies, commitments and Performance areas. They were enlisted earlier TABLE 1.

TABLE 2			
List of Modules			
Theoretical Modules (30 Modules)	Credit Points	Practicum – related Modules (15 Modules)	Credit Points
(1) Self – exploration (30 Modules)	1	Psychological Experiments and the utility	1
(2) Emerging Indian Society Teacher in Emerging Indian society	2 2	Practice Lessons Theoretical Part	
(3) Student Psychology Psychology of Teaching – learning Process	2 2	Coaching and Self – evaluation Lessons	
(4) Problems in Secondary education Innovations/ New trends in	2 2	Co-curricular Programmes Social Service SUPW Extra Curricular Activities	1 1

Education			1
(5) Use of Information Technology to Teacher Education Technology	2 2	Micro Teaching Skills Theoretical Part Micro Teaching Training	
(6) Evaluation and Assessment Remedial Teaching	2 1	Training in Pedagogy	
(7) Content-cum-Teaching Subject wise Content-cum-Methodology	2 2	Content-cum-Teaching Methodology Workshop	
(8) Population Education	2	Annual Planning, Unit Planning and Unit Tests	
(9) Environmental Education	2	Tutorials and Tests	
(10) Action Research	2	Group Work and Field Work	
(11) Health Education	2		
(12) Health and Containing Education	2		
(13) School Management	2		
(14) Distance Education	2		
(15) Curriculum Development	1		
(16) History of Indian Education	2		
(17) Statistics	2		
(18) Communication Theory	1		
(19) Methods and Models of Teaching	2		

(20)	Various Teaching Skills	2		
(21)	Value-oriented Education	1		
(22)	Study Skills	1		
(23)	Reference Skills	1		
(24)	Professional Development	1		

This list of Modules is not exhaustive. It can be updated. When this Modular Curriculum is constructed for the Open University, we shall have to consider some additional issues.

Issues to be considered while Developing the New Model of the Open University B.Ed. Curriculum

While constructing the curriculum, it has become imperative to think of a different methodology in distance education. The traditional methods may not prove to be efficacious. The curriculum should not be inconsistent with the philosophy and fundamental principles of distance education. Therefore, flexibility, freedom for selection, self-motivation, professional development, self-directed learning, need-based education should be considered in curriculum construction. In addition to this, Modular Curriculum should become a reality.

The general nature of the curriculum will be as follows:

- (1) The B.Ed. curriculum will be the Open University consists of 48 credit points. Those credit points can be increased to 56 credit points. At the rate of one module for one credit point, minimum 48 modules will be required. Even total 48 modules leave no scope for selection. Therefore, the question is how many modules are required to provide proper scope for selection? If we decide to provide an alternative for each module, total 96 modules will have to be developed.
- (2) The thinking about compulsory and optional modules poses these questions Out of 48 credit points, modules of how many credit points should be made compulsory? How many credit points should be made compulsory? Why? In order to provide need-based education, no module should be made compulsory. But experts suggest that some

factors and aspects should be compulsory in teacher training. Therefore, the study of those factors and aspects will have to be made compulsory.

In short, many questions emerge at this critical point. For compulsory.

- (a) Will the teacher training curriculum become acceptable without the courses based on philosophy and psychology?
- (b) Does the curriculum become need-based if the study of some courses is made compulsory?
- (c) Which courses should be made compulsory?
- (d) What should be the minimum number of compulsory courses?
- (e) How to ascertain the needs of teachers?

It is expected that these questions are briefly discussed in the context of curriculum construction.

- (3) Curriculum development will require development of modules. In doing so, proper precaution will be required to make sure that each module fulfills at least one need of the trainee, helps him/ her to achieve at least one objective and solves totally at least one of his/ her problems. For this purpose, it is necessary to ascertain the precise needs of teachers. This is the first requisite function of the curriculum Revision committee. The teacher needs can be collected through a survey. They can be collected through churning of thoughts. All that is required is to consider the teacher central and to consider his/ her personal questions that are related to self-exploration, pupils, commitment and his/ her thinking for the society and the nation.
- (4) Curriculum construction also requires thinking about pupil characteristics and distance education mode.
 - (a) Teacher trainees of the Open University are trained teachers. They do possess some knowledge, competencies and skills. We need to provide better knowledge, competencies and skills to them. We also need to provide to them what they do not possess in terms of knowledge, competencies and skills.
 - (b) The teacher trainees perform their functions in the actual school conditions. It is possible to exploit these real school conditions for the purpose of teacher training.
- (5) It is also necessary to be aware of the fact that teacher trainees enroll themselves because of external motivation and internal because of external trainees enroll themselves because of external motivation and internal motivation. Therefore, the Open University needs to be conscious of these motivations while revising the B.Ed. curriculum.

External motivation may be due to higher scale but the internal motivation is due to an urge for professional development. In those teacher trainees who enroll themselves because of external motivation, internal motivation should be created and it should be nourished. For this purpose, the curriculum should be more activity oriented. It should

make them conscious of problems and questions. It should provide personal experiences to them. It is an obligation of the curriculum and the teacher education to transform external motivation into internal motivation.

Epilogue

The modern period is experiencing the new waves of information technology. They have occupied all the fields-from the primary education to the higher education. The field of teacher education cannot afford to remain isolated from them. However, the teacher trainees need to develop proper competencies to utilize those technologies for knowledge enhancement and for effective teaching. Even the teacher trainees should be made to understand how those technologies are useful for daily teaching performance and knowledge acquisition. For this purpose, some competencies in teacher trainees will have to be developed. The revised B.Ed. curriculum will have to meet these demands.

In order to maintain quality of teacher education, we shall have to consider many factors and aspects which will ultimately improve the quality of school education. We should never forget that teacher education is the basic foundation of school education.

Teacher training is a very important programme. The individuals who undergo this training, become teachers in schools and mould the future citizens of our society. Therefore, the B.Ed. curriculum revision demands a lot of prethinking. We need to consider the new framework by the NCTE, new trends in education, changes in secondary education and pupil characteristics for constructing the B.Ed. curriculum. All that is required includes reflective thinking, research support and a will to accept modern, new thoughts.

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It is necessary to consider these competencies at different levels of teacher education. those competencies should be renovated, strengthened and made prosperous form time to time .