## CONTENTS

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# GNCE JOURNAL OF TRANSFORMING TEACHER EDUCATION

## In Changing Scenario

**Guru Nanak College of Education
under aegis of DSGMC, affiliated to GGSIPU**

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*In Changing Scenario*

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# CONTENTS

# INCREASING EFFECTIVENESS OF B.ED. PROGRAMME IN CHANGING SCENARIO

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## ABSTRACT :

*The role of teacher in society is highly significant. Therefore, it becomes imperative to critically analyse the manner in which training is being provided to prospective teachers and made modification to increase the effectiveness of B.Ed. programme. This is desirable to make the teachers better equipped with latest methodologies, teaching skills and competencies to help them discharge their responsibilities more effectively. The education scenario has changed a lot today compared to a few decades ago. This paper deals with the various aspects of the B.Ed. programme which need to be examined and suggests measures to bring about a qualitative improvement in the B.Ed. programme of Guru Gobind Singh Indraprastha University, measure such as restructuring the curriculum, use of latest methodologies for content delivery, improving infrastructural facilities, modifications in evaluation system, enhancing skill development during teaching practice and providing in-service training to teacher educators are discussed in detail.*

**Key Words: -** Changing Scenario, Restructuring Curriculum, Latest Methodologies, ICT Skill Development, Quality Improvement

## INTRODUCTION:

The role of teachers in society is hugely significant and cannot be underestimated. Teachers play a vital role in the lives of children especially in the formative years. They leave an indelible impact on the mind of their students which gets reflected in their personalities. Beyond doubt, teacher laid the foundation for the progress of any nation. Therefore, it becomes imperative to critically analyse the manner in which training is being provided to prospective teachers and make desirable modification to increase the effectiveness of B.Ed. programme. A qualitative improvement in B.Ed. programme will equip the prospective teachers with latest methodologies, teaching skills and competencies in accordance with the changing demands of society. It will help them to discharge their responsibilities more efficiently and produce responsible citizens for the nation.

## THE CHANGING SCENARIO

The education scenario has changed a lot today compared to a few decades ago. The following changes are significant and need to be highlighted in context of B.Ed. programme:-

1.     Earlier teacher was considered as the only source of knowledge; today there are many other sources of knowledge like internet available to the learner.

2.     The teaching learning methods used earlier were mostly teacher centred and a shift is now being witnessed towards student centred methodologies with an increasing emphasis on the needs, interest, mental level and background of the learners.

3.     The students instead of being just passive recipients of knowledge have started playing a more active role in the teaching learning process.

4.     Classroom environment has also changed a lot. A few decades ago, the teacher dominated the class and students very rarely questioned his authority. Now the classroom environment has become more democratic. Students have the freedom to question, clarify their doubts and express their ideas.

5.     There is a modification in assessment techniques. Also besides summative assessment, now formative assessment is also being given importance and a continuous and comprehensive evaluation of students is carried out throughout the year.

## MEASURE FOR INCREASING EFFECTIVENESS:

In light of this changing scenario, various aspects of B.Ed. programme of Guru Gobind Singh Indraprastha University including curriculum, teaching–learning methods, evaluation system, teaching practice and training of teacher educator needs to be examined. The following measures are suggested to bring about a qualitative improvement in various aspects of the B.Ed. programme of I.P University and increase its effectiveness.

## 1.     Restructuring the Curriculum

The curriculum needs to be restructured to remove the loopholes and cater to the demands of the 21$^{st}$ century. ICT should be integrated in the curriculum in such a manner that all teacher trainees become competent to integrate technologies in their

teaching. Another area which needs to be focused upon is inculcation of a good value system in teacher trainees so that they become value based teachers and are also able to install good values in children. This is imperative in view of the value crisis our society is facing. Practical component in the curriculum should be increased with a focus on application and skill development. The obsolete and irrelevant topic (in context of changing scenario) should be removed and quality should be emphasized.

## 2. Use of Latest Methodologies for content delivery

Majority of B.Ed. colleges are using lecture method for translation of curriculum. There is need to shift from such teacher centred methodology to more integrative student centred presentation, interactive white board, brainstorming session, co-operative learning, information and communication technologies, project work, workshops, seminar and hands on experiences should be encouraged for teaching learning . This will be bringing about a qualitative improvement in the output in terms of better retention of concepts and enhancement of skills of prospective teachers.

## 3. Improving infra structural facilities

For using the latest audio visual aids and integration of information and communication technology, B.Ed. colleges will have to be equipped with latest technologies, resources and infrastructural facilities. Provision should be made for computer labs, interactive white boards, facilities for video conferencing, internet connectivity, resources material related to various subjects, SUPW resource centre, science lab, psychology lab and a well-equipped library. This is imperative to keep the teacher educators and teacher trainees up-to-date with latest technological developments and enhance their competencies.

## 4. Modification of Evaluation System

Evaluation techniques need to be re-examined to focus on skill development and reduce the stress on students. File work should be reduced and more emphasis should be laid on assessment of practical skill. Evaluation should be on a continuous and comprehensive basis rather than giving more weightage to summative assessment at the end of the semester. The weightage given to teaching practice of the teacher trainees in schools should be increased so that they put in more effort in enhancing their teaching skills.

## 5. Enhancing skill development during teaching practice

Many teacher educators and teacher trainees do not take teaching practice seriously

leading to ineffective output in terms of development of teaching skills. To make teaching practice more effective, classes of teacher trainees should be observed everyday by teacher educators, peers and school teacher. Feedback must be given individually to each teacher trainee in a group discussion, where their teaching should be critically analysed and suggestions should be given for improvement. It is important to involve school teachers also in supervising the performance of teacher trainees; their suggestions would be beneficial in context of ground realities in the school.

## 6.    Providing in-service training to teacher educators:

It is desirable that teacher-educators should be provided training from time to time to upgrade their skills and equip them with latest methodologies and technological advancements. Refresher courses, training programmes, faculty development programmes and workshops should be organized for the faculty by inviting experts in the field, to equip them with the latest information and competencies in the field of education. It is important that teacher educators are not only well qualified but also up to date to bring about qualitative improvement in the B.Ed. programme.

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# TRANSFORMING TEACHER EDUCATION IN CHANGING SCENARIO

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## *Abstract*

*Rapid globalization in last few decades has unwittingly resulted in conflicts between global and local interests. Schools as social institutions are increasingly expected to break away from their traditional role and be conscious of the emerging social order for addressing not only the local but also some global expectations. Growing social conflicts, civil strife, adverse impact of globalization on distribution of income and wealth within and across countries have called for re-thinking education in most developing countries, including India. Changing scenario in educational arena has presented us with newer challenges that threaten to render our existing teacher's education system inapt and irrelevant. There is a visible disconnecting between the present day life style of students and scholars and how they learn. Today the "learner" communities spend their adult lives in multifaceted, technology-driven, diverse and vibrant world but, the very same concept of technological interface is missing in teacher's education.*

*The strength of an effective teacher education program lies in a strong base in subject matter and pedagogical content knowledge, besides being connected through an umbilical cord to the educational research. The new vision of education entails changes in beliefs and attitudes that are widely held among the teaching community rather than at the level of an individual teacher. Such changes can happen when the community of teachers internalizes a new vision of education as a real possibility that can be achieved in their own classrooms. It is imperative that professional development programs move towards enhancing teachers' status, and towards a system where teachers largely guide and manage their own professional development.*

1.  **Introduction.**

1.1   Teacher's education is in the transition phase on account of rapid developments in technology and changing values of the society from where today's students come from. A substantial effort is needed to understand the underlying dynamics of teaching and learning mechanism in the recent times. Teacher's education courses

needs to incorporate the learning and teaching psychology of not only students but of the teachers as well. Pre-service teachers need to be educated in a similar supportive and conducive environment in which they are expected to educate and groom young students. Evidently, teacher education should target to develop social consciousness and reform mindset among perspective teachers. Pre-service teachers should be able to teach confidently in their domain by using new pedagogical approaches that are appropriate to their specific student's requirements and also commensurate with the capabilities of students. They should be conversant with the learning stages of their students and also be critical, compassionate and socially engaged knowledge imparter who can contribute in the process of teaching improvement and social change (Cochran-Smith, 2003).

1.2 Changing educational scenario has presented us with newer challenges that threaten to render our teacher's education system inapt and irrelevant. There is a visible gap between how students live and how they learn. Schools and colleges seem to struggle hard to keep pace with the rate of change in students' lives inside and outside the educational institution. Students and scholars spend their adult lives in multitasking, multifaceted, technology-driven, diverse & vibrant world. But, the very same concept of technological interface is missing in teacher's education these days in most part of the world.

1.3 Today there are fresh expectations from education with the focus on teachers being able to don the role of futurist leaders to ensure sustainable education. The paradigm shift is centered on partnership between the teacher and the learners and their peers. Unhindered accessibility to quality education for all is therefore essential for development of societies. As we witness unfolding of latest initiatives in teachers education that permit detailed and sustained measures to shape up the future teachers; there cannot be a more opportune time to evaluate present day challenges and the efficacy of ongoing efforts in this direction.

## 2. The Challenges in Teacher Education

**2.1 Education as a Commodity.** The present contexts in which education systems have to operate can be quite an eye opener. An older geo-political framework of internationalism has given way to an ever-deepening globalization process, primarily in the economic sphere and also in other domains as well. Trade barriers have come down and capital, labour and technology flows have increased dramatically altering the financial and industrial production & consumption patterns. Education processes today are in the marketplace as commodities and these are being priced, marketed and sold to willing buyers as well. The increasing rate of corporatization of universities, the import and export of academic programs, the

increasing presence of the private sector in education, the rise of private and international schools are examples of this trend. This is also evident when we see more Indian and Chinese students than ever before travelling abroad to study; similarly, the number of students from the West studying in China and India has recorded significant increase. Singapore wants to position itself as an education hub and aims to attract 150,000 international students by the end of 2015. Already, 4,000 Korean students are studying in government schools in Singapore, which is more than double the figure of 1,500 recorded in 2005. One educational consequence is the issue of standards and their equivalence.

**2.2  Influence of Technology.** The rate of technological change, especially in Information and Communications Technologies (ICT), has increased manifolds. This change provides new platforms for enhancing teaching and learning, an opportunity poorly used so far despite the rise of several online universities. The technology is also giving rise to new forms of social networking which in time will challenge the notion of a "school campus" as a necessary site for teaching and learning to occur. Already, young people today are learning a great deal in non-formal contexts, and it is possible to put the contents of a year's worth of textbooks into a tablet PC.

**2.3  Needs of Students.** The confluence of the two processes of globalization and technological change is having a tremendous impact on the students who go to school today. On one hand, global economic opportunities and the necessity to learn 21st century skills have raised the academic bar. The new human capital paradigm is no longer just about having extended years of schooling to prepare students for industrial jobs; it is about content mastery, deep disciplinary understanding as well as acquiring the soft skills of communication, initiative, resilience, group dynamics and problem-solving abilities, among others. The increasing mobility available to many young people, privately funded opportunities to study abroad, and a weakening attachment to state and nation, is already alarming the policy makers. The new distractions offered by new technologies and entertainment platforms are putting pressure on educators and teachers to make schooling both relevant and meaningful. These changes, more pronounced in some countries than in others, call for a new type of teaching force. This necessarily implies new modes of teacher preparation and new enabling conditions in schools to help teachers to tackle the complex challenges of facilitating student learning.

**2.4  New Expectations from Schooling.** It is also the case that across different national contexts, and also within the countries, there are differences in expectations for schooling. Key stakeholders, employers and parents have become more vocal about the skills and attitudes they expect schools to develop. This is, of course, not

unconnected to the challenges brought about by economic globalization. In countries with mature economies, like the US, UK, Canada and Australia, there are concerns about skills at both ends of the spectrum – a lack of adequate literacy and numeracy skills, especially among disadvantaged groups; and insufficient high-quality science and mathematics graduates to fuel technological change.

2.5 **Addressing Diversity and Representativeness.** As discussed earlier, one consequence of globalization and the increasing movement of people across borders is that it is radically altering student demographics in schools. Classrooms with international students are becoming more common. 21st century teachers must also respond in new, creative and effective ways to the needs of a diversifying student population. There is now a greater need for teachers to have strong intercultural competencies that they will also be expected to nurture in their students. While student populations in schools are diversifying, the teaching workforce in most countries is, however, not adequately reflecting these changes.

2.6 **Gaps in Content & Pedagogical Knowledge.** Some of the important yet evolving topics of School Education like Environmental Education, Disaster Management and Sustainable Development are still being debated for the mode and manner in which they are to form part of the school education curriculum. This therefore, in many States is yet to evolve as part of Teacher Education Curriculum resulting in serious gaps concerning content and pedagogical knowledge.

2.7 **Diversity, Size and Monitoring**. In the Indian context, monitoring of Teacher Education continues to remain a daunting challenge due to its size, geographic dispersion and diversity. North Eastern regions, Ladakh and some other tribal areas in plains continue to remain isolated from the benefits of major drives that are initiated from time to time to improve the Teacher Education. Poor Governance by some states and lack of priority to the Teacher Education programs have set in a 'rot' that continues to drag the efforts made in this arena. Incidents like screening of Degrees in respect of Teachers under *Rehbar-e-Taleem* in J & K under the court directives, inquiry in to passing of 20000 B Ed students against the enrolment of only 12000 from B R Ambedkar University or over 95 cases of Bihar where B Ed degree is obtained by students under 21 years of age including some cases even before birth is reflective of the tip of an iceberg.

3. **Current Trends in Teacher Education: An International Perspective**

3.1 The teacher education model should provide theoretical foundation to produce the "thinking teacher" whilst concurrently having strong partnerships with key stakeholders and the schools to ensure strong clinical practice and realities of

professionalism in teacher development. Some of the significant trends observed worldwide in the arena of teacher education are discussed in succeeding paragraphs.

3.2 **Development of ICT Literacy in Teachers.** In the 21st century information economy and knowledge society, the focus has stayed on development of ICT literacy in teachers and students. Information literacy can be informally defined as the ability to adapt to an information society and to use electronic equipment, including computers, smart phones and other modern communication tools in network centric environment in order to access information in real time. Developing ICT literacy not only allows for the access and navigation of information but also self-directed learning, as it has the potential to free students from the constraints of time and space. It includes the ability to search for, manage and retrieve information rapidly and to work collaboratively with others. ICT literacy also includes the ability to dialogue, learn and chat in cyberspace. At a systemic level, ICT has the capacity to overcome the constraints imposed by distance. In order for teacher candidates to nurture such competencies in their students, they must themselves be skilled in such competencies. Teachers need to be skilled in the production of education materials in the form of hypermedia as these can improve classroom pedagogy and learning. ICT also has the potential to impact the ways teachers collect and compile student work and information, as well as to provide different avenues for student learning. In the area of formative assessment, technology can provide teachers with data in a manner that will enable them to offer better pedagogical choices and be better facilitators of learning. It has been noted that communications technologies offer tremendous potential in addressing the theory-practice divide and the division between universities and schools. Information technologies allow students to access,analyze and discuss research materials from off campus sites. Ever increasing role of ICT in the teacher education is finding acceptance world over.

3.3 **Simulation as Practice in Teacher Education Program.** There are newer and innovative usages of technology being reported in the field of teacher education. A trend observed is simulation of teaching practice by using customized software. The *Cook School District software program* has been designed to allow teachers to choose a teaching assignment, based on grade and curriculum, and design instruction for that virtual class. The program begins by randomly drawing a set of students from its database to form a class and records about the students are then provided to the teacher candidates. Each simulated student's record, including data about parents, health and attendance as well as cumulative academic performance is gathered from real information and entered into the program with identity protection. The software even features audio files of remarks made by previous teachers and counselors which the teacher candidates can access. Based on this background information, the teacher candidate then proceeds to develop appropriate pedagogy and inputs this into the software. After this, the simulation provides feedback about the impact of the

proposed lessons, giving details about each student's expected achievement scores and on task behaviors. Such virtual practice and feedback give teacher candidates the opportunity to study the impact of their lessons on each simulated student, which in turn will allow them to connect their actions with the learning of each student in the real classroom.

3.4 **National Institute of Education (NIE), Singapore Initiative.** The new model put forward by National Institute of Education (NIE) Singapore is an ambitious program that aims at establishing Singapore on the international map of Teacher Education hubs. It is a fine example of ongoing international trends in the field of teacher education. The above model focuses on six broad recommendations that are intended to enhance the key elements of teacher education, including the underpinning philosophy, curriculum and desired outcomes for our teachers, and academic pathways.

3.4.1 **New Values, Skills and Knowledge Model.** The focus is on three value paradigms: Learner centred, Teacher Identity and Service to the Profession and Community.

3.4.2 **Graduand Teacher Competency (GTC) Framework.** The GTC Framework which is also the second part of the NIE program articulates a set of professional standards, benchmarks and goals for its graduates.

3.4.3 **Strengthening Theory Practice Nexus.** The theory-practice (T-P) gap is widely accepted as a prevalent shortcoming of teacher education programs. This model reaffirms the need to achieve balance between theoretical knowledge and practice-based learning.

3.4.4 **Pedagogical Approaches and Practice in Teacher Education Program.** It is acknowledged that teacher education programs need dynamic development to establish both important core, as well as the most up-to-date content. Therefore a mechanism for greater sharing and articulation has been recommended to be put in place. There is also an increased recognition of the changing nature of content – in terms of accessibility, advancement and conditions for bringing about new learning.

3.4.5 **Assessment Framework and New Portfolio Approach.** Enhancements to assessment practices seem to complement the range of pedagogies to be adopted in NIE. The establishment of an Assessment Framework for teaching and learning promises to address the need for producing teachers who have high assessment literacy and who are able to adopt the best practices in the classroom to effectively evaluate student outcomes.

3.4.6 **Enhanced Pathways for Professional Development.** To attract the best and brightest to make teaching a profession of choice, the stature and professionalism of teachers has been recommended to be improved.

4. <u>**Teachers Education in Indian Perspective**</u>

4.1 India has a large system of education. There are nearly 5.98 lakh Primary Schools, 76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizeable number of them are untrained or under-trained. In certain regions, like the North-East, there are even unqualified teachers. As far as in-service education is concerned the situation is not very encouraging. In this scenario it has been observed that teacher educators are not professionally committed and overall competencies of teachers leave much to be desired. These problems are closely associated with increase in sub-standard institutions of teacher education with numerous reports of gross malpractices. The support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level. The DIETs are charged with the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centres for elementary education at district level. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (IASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary stages and in vocational education. Although National Council for Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution has been to` prepare Teacher Education Curriculum Framework consequently; teacher education curricula have witnessed many changes in teacher preparation program in various universities and boards in the country.

4.2 With the advent of 2015 A.D. the latest NCTE Regulations (F.51-1/2014-NCTE (N&S), NCTE, New Delhi, the 28th November, 2014 & Gazette of India, No. 346, New Delhi, Monday, Dec. 1, 2014) present a revised picture. Each unit of D.EI.Ed., B. Ed. and M.Ed. is of 50 pupil teachers. B Ed program now spans for two years and there is corresponding increase in the Teacher Education Staff size. There is countrywide formulation of compatible curricula with the enhanced time duration of the Teacher Education Programs. Still there are wide gaps between expectations and expressions. Surprisingly NCTE has decided to downgrade the pedagogical

qualifications of the Teacher for these courses. Teacher Education continues to remain stuck in the rut and routine of "Micro-Teaching" while the present century has presented us with many newer challenges. Most Teacher Education Institutes lack functional laboratories. There are still wide gaps between the teaching competencies expected & practiced and sadly Teacher education has got delimited to School Education keeping it bereft of the benefits of associations with Higher Education.

## 5     Existing structures and model for Teachers' Professional Development

5.1   The Kothari commission was the first policy document to stress the need for continuous professional development of the teacher and in-service support and training. The National Policy on Education (NPE, 1986) sought to strengthen institutional structures for both pre and in-service teacher education through strengthening of State Councils of Educational Research and Training (SCERTs) and creation of large numbers of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). In the 1990s the District Primary Education Program (DPEP) initiative created further local structure through the development of Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs). Currently, it is mandatory for teachers to attend periodic in-service training programs, which are delivered largely through the above institutions.

5.2   In-service programs are often tied to specific reform initiatives in curriculum, pedagogy or assessment. In-service training becomes the vehicle for carrying the message and the detailed recommendations of these initiatives and it is typically implemented in the 'cascade' mode.

## 5.3   Limitations of the existing structures and models for Teachers' Professional Development.

5.3.1 The structures created for pre and in-service teacher education at the level of DIETs have largely limited their scope to pre-service teacher education. This is often carried out in well-worn, traditional ways. In many states, the lower level structures such as BRCs and CRCs have become dysfunctional or have been diverted to administrative rather than academic functions.

5.3.2 Even where regular in-service programs are held, there is no unified vision of the continuous professional development of teachers, and in-service training is reduced to being the mode for mechanically dispersing inadequately worked-out reform initiatives into the system. This role for in-service teacher training has created

a top-down 'transmission' model of training with a limited contribution from teachers and no feedback that can be used to design the training. The existing institutional framework, overlain with this top-down design, forces a cascade model with two or more tiers of training, with a dilution at each tier.

5.3.3 Teachers in India are pegged at the bottom of a rigid, hierarchical administrative structure. This lack of administrative empowerment is exacerbated by the lack of academic autonomy.

5.3.4 The cascade model as of now is neither efficient nor effective. Besides the fact that there is little backward flow of information or tuning of courses to the needs of the recipients based on research, there are also no mechanisms for ensuring engagement before and after the contact periods, to ensure that the learning continues, and finally reaches the schools and students.

5.3.5 There is a deeper structural limitation that affects both pre and in-service teacher education for elementary (D. Ed.) as well as secondary (B. Ed.) levels. Teacher education has been hived off as a professional stream outside mainstream university courses and disconnected from other knowledge intensive professional courses. This has led to an absurd view of 'teaching' as an activity divorced from what is being taught.

5.3.6 Further, teacher education, which was designed to draw on disciplines like psychology, sociology, history and philosophy, has got de-linked from the developments in these disciplines, as also from their dynamical interplay with the Indian socio-political cultural milieu.

5.3.7 The separation of pedagogy from content on the one hand, and from the social sciences on the other, has had far-reaching consequences. It has resulted in the near irrelevance of teacher education to the practice of teaching, and to a diminished status of the teacher in the academic community.

6. **Way Forward.** It has to be a two pronged approach; internally the professional development of teachers needs to be undertaken at school level. Secondly, a more comprehensive relook may be necessary to transform teacher education by adopting clinical approach.

6.1    **School Based Professional Learning & Development (PLD).**

6.1.1. Action research, where the teacher decides to explore a specific area of interest or concern, tries a new approach in the classroom to develop their practice, reflects on the impact on student learning, and then reviews what needs to happen next.

Action research is cyclical, as the final phase of identifying next steps provides the impetus for exploring the next new idea

6.1.2. Collaborative learning, where the teacher will engage with other teachers to learn together by comparing and contrasting, sharing practice, and developing plans. This should be convened to address a particular aspect of practice (e.g. a working group to look at assessment across the school).

6.1.3. Team teaching, where two teachers work together to deliver a lesson or sequence of lessons using their combined skills to enhance variety, pace, student focus, novelty and demonstration, and learn from each other or try out new approaches together.

6.1.4. Reflecting on practice, that can be a solitary activity but can equally be shared with others with reflections prompted and probed by questions from a colleague or in a group. An important opportunity for prompting reflection is the discussions that follow lesson observations by colleagues.

6.1.5. Participation in teacher networks, school-based networks and school-twinning partnerships are other ways of encouraging your teachers to share their experiences, discuss problems, be exposed to ideas by their peer group, and reflect and plan for the future. You could explore this with other school leaders who are responsible for schools close to yours.

6.2 **Adapting Clinical Practice Approach**. Teacher Education needs to be reworked to prepare effective teachers for 21st century classrooms. It needs to shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in *clinical practice* and interwoven with academic content and professional courses. This demanding, clinically based approach will create varied and extensive opportunities for candidates to connect what they learn with the challenge of using it, while under the expert tutelage of skilled clinical educators. Candidates will blend practitioner knowledge with academic knowledge as they learn by doing. They will refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning. It must be understood that revamping teacher education around clinical practice is not only a matter of adding more hours for student teaching, ensuring improved mentoring of candidates, or adding new courses here and there, even though many preparation programs have made these significant improvements. It is recommended that sweeping changes be brought about in how we deliver, monitor, evaluate, oversee, and staff clinically based preparation to nurture a whole new form of teacher education. Following aspects need special attention:-

6.2.1 **More Rigorous Accountability.** All teacher education programs should be accountable for; and their accreditation contingent upon, how well they address the needs of schools and help improve student learning. This will require more rigorous monitoring and enforcement for program approval and accreditation according to a clear and definite timeline and holding all programs to the same high standards.

6.2.2 **Strengthening Candidate Selection and Placement.** In order to make teacher education programs more selective and diverse, the selection process must take into consideration not only test scores but key attributes that lead to effective teachers. As per NCTE notification dated 23 Aug 2010, there is a provision for Teacher Eligibility Test (TET or CTET) that needs to be passed by teacher aspirants besides graduation degrees (B.A./ B. Sc.) including various Education related degrees/ diplomas like B. Ed., B. El. Ed., D. El. Ed. etc. It is felt that such an arrangement is counterproductive because with this; all education related degrees or diplomas have been reduced to academic value. TET/ CTET is a must to get in to teaching profession at school level. A common entrance examination with graded selection for entry at various education related degree or diploma programs may have been a better option. Additionally instead of TET/ CTET a Teacher Aptitude Test (TAT) needs be introduced to screen candidates who have an aptitude for teaching.

7.    **Conclusion**

7.1    The new vision embodied in the curricular frameworks for school education and teacher education envisages not only that teachers achieve a high level of expertise and involvement, but also that they take initiative in their own professional development. Thus the teacher professional development programs must seek to build autonomous teacher communities that continuously improve their own expertise and the effectiveness of their teaching.

7.2    One of the key components of change is enhanced professional knowledge of teaching. A large body of research in science and mathematics education shows the importance of specialized knowledge required for teaching curricular subjects even at the elementary level, which includes an integration of pedagogy and content. This knowledge, which is closely tied to the practice of teaching, must be acquired and refined by the teaching community and dispersed among themselves.

7.3    Currently the opportunity to acquire such specialized knowledge is limited. Pre-service education is too short for this to happen and school teaching practice is too individualized and lacks a collective, reflective dimension. Hence teachers have to often fall back on their own learning in school, which can be very inadequate.

7.4    Mechanisms and structures need to be found to strengthen the process of acquiring specialized knowledge for teaching. The practice of lesson study, which evolved in Japan and is rapidly being adapted in many countries, is an example of such a mechanism.

7.5    Besides the demands made in terms of knowledge for teaching, the new vision of education also entails changes in beliefs and attitudes that are currently widely held among the teaching community. Beliefs and attitudes change at the level of a community rather than at the level of an individual teacher. Such changes can happen when the community of teachers internalizes a new vision of education as a real possibility that can be achieved in their own classrooms.

7.6    In the decades since independence, due to a variety of systemic factors, the status of a teacher in society has lowered. This is especially true of teachers in government schools. Yet, in recent years, there is a small but noticeable trickle of well-qualified young people venturing into education at all levels.

7.7    As the new vision documents emphasizes, it is imperative that professional Development programs move towards enhancing teachers' status, and towards a system where teachers largely guide and manage their own professional development. The 'lesson study' model mentioned earlier is an example of such an approach and is the opposite of the current ethos of experts telling teachers what to do and teachers being seen merely as those who implement instructions or 'deliver' a curriculum.

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# INNOVATIONS IN TEACHER EDUCATION

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## Abstract:

*Education is the essence of every civilisation. It is through the process of educating the future generations that we enter into the regime of teaching and learning. Taking the enormity of this system into consideration we need to sit back and ask ourselves a few questions about our roles and engagements for the betterment of this system, of which, innovation for a better future is one. Innovations bring significant improvements in the field of teaching and learning. They prepare our teachers to be at par with the changing times and face the challenges at the global level. The thought to ponder on is that something which is an innovation for one might not be truly an innovation for the other. Teaching is basically imparting knowledge with an objective of establishing meaningful learning amongst the students. So any method which helps me achieve this objective is an innovation for me! The use of innovative methods is encouraged in educational institutions to maintain the interest of the students and to break the monotony of the teacher's teaching styles. With the changing times the learning styles have evolved hence leading to innovations in teaching styles as well. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.*

Innovate is to create something new from the existing resources with an aim of novelty and newness in the mind. But we need to stop and think here that something which is innovative for me may have been practiced by someone else from long. So, one can say that, in teaching learning process, anything which helps me impart communicative and meaningful learning is an innovation in itself. Hence one should never hesitate to try something new in their daily classroom interactions.

Gone are the times when teaching was just a morning to afternoon job and women of the house did it to be backing home with their kids. With the changing times, demands of the society and the growing exposure to the global culture and environment, the demands of this profession have also evolved.

The emphasis has now come more on quality and sustaining it rather than just fulfilling the duties of being a teacher, who is the focal point of the whole teaching learning process. We all know that the teacher quality is the most important in-school factor which influences the students' achievement, success and motivation for life. But the question is how to gain it in these changing times.

Education is what we can call the light which shows the mankind the right direction to surge through the journey of life. It not only helps to make a child literate but adds to his/her rationale about life, develops creativity, reflective thinking, analytical skills, life skills, self-reliance and knowledge. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers

There has been a tremendous shift in the ways and means of education services over the years. Research and innovations play an important role in improving the quality of teachers and the training imparted to them for all levels of teaching. They encourage the teachers to introduce new ideas, techniques, and practices in classroom transaction, curricular or co-curricular activities. The National Policy of Education 1986-92, also acknowledges the freedom which should be given to the teachers in order to help them innovate without any fears and prejudice. The National Curriculum 2005 in its Systematic Reforms for Curriculum Changes also states the role of teacher in improving the teaching learning process by developing new methods and strategies of classroom teaching.

Hence innovation in education is fundamental to a country's competitiveness and global equity. In any given country there are different initiatives for innovation based on the fact how its economy is positioned globally. What I mean here is that in a developed market nation, the key drivers for innovation are to maintain competitive advantage, address the demographic shift and introduce lifelong learning to ensure employability.

Whereas in the emerging economies it forms source for achieving the Millennium goals set by the UN, capitalizing on the demographic dividend, and access to opportunities in the global knowledge economy.

And our country being on the brink of moving from developing to developed nation has to ensure stronger measures in improving teacher education as the future generations of our nation has higher levels of exposure to the global environment through the internet and other digital tools.

If the teacher who is to teach them is not potentially equipped and trained to tackle this change, there shall be growing divide in the needs and demands of the students and the ability of the teacher to handle them.

Tools like ICT, digital media, mobile phones, teacher accountability factors and aspects of multi cultural society can be used effectively if they are applied in a strategic way in teacher education in India.

The key questions for us to answer are as displayed on the screen. The beginning has already been made and it seems the first step to it is the implementation of the two years B. Ed programme but still there are many loopholes to be addresses for as effective output from this move.

We need to make the teacher education programme more eco-friendly not in terms of environment and climate change only but societal and governmental policies as well.

The next step should be identifying the right strategy. The key thrust areas should be prioritised and achievable feasible milestones should be set.

The thrust areas for teacher education can be basically categorised into three areas:

- Value system- i.e. the inculcation of values appropriate to a career in teaching like punctuality, ethics of truth, honesty and dressing up, and imbibing model behaviour for the students.
- Gaining knowledge for imparting specific new skills for the multicultural and diverse society like inclusion, use of ICT, multilingualism etc.
- Lifelong compulsory training sessions or refresher courses

Which means if we want our future teachers to have these qualities and skills, they need to be trained accordingly through a balanced well framed curriculum and well trained, equipped and expert teacher educators.

And this is where teacher education has to innovate. Before we actually plan and frame curriculums and policies for the teacher trainees, we need to formulate a road plan on equipping the teacher educators on how to transact and proceed in the newly framed curriculum. The problem majorly comes when the teacher educator lacks the awareness and knowledge of how to implement the changes and hence forming the bridge between the desired change and the actual outcome.

If the educator does not know what ICT is and how to actually bring it in his/her classroom, how do we expect the trainees to use the same in their schools once

employed there.

I would like to take the example of the curriculum we followed this year with no offence to anyone present here, how many of us actually knew the exact plan of action to be followed in the new syllabus this year. All we did was hit and trial method in order to fulfil the desired outcomes from it.

Because the teacher is the linchpin in the system of education, teacher preparation should be of paramount concern in any society. The relationship between education and the role of the teacher educator, as well as the facilities required to organize relevant activities for teacher education, need careful attention. Teacher educators, because they are adequately educated in most countries and quite small in size, have never received the attention that classroom teachers have received, so they have to depend largely on themselves for their own improvement.

In countries outside our own, there are several innovative practices followed in regular classroom transactions which motivate the teachers to contribute enthusiastically in the teaching learning process. Some of them are as follows:

- The students are treated as consumers or patrons; this creates a deep impact on the way the universities and institutions conduct their academic and administrative works.
- Faculty members are at liberty to design their own curriculum and instructional plans so that the desired results can be achieved to the fullest.
- Faculty has to announce in the beginning of the academic session about its special offerings-'deliverables/take homes' in their respective courses. At the end of the session, there is an assessment done whether the proposed plans were implemented or not.
- While teaching, emphasis is laid on the promotion of critical thinking, lateral thinking, experiential learning, reflective teaching and problem solving.
- A pilot project on the performance appraisal of teacher educators has been conducted in some teacher colleges (Malaysia).
- There has been an attempt in the Philippines to achieve the professionalization of teaching through conducting professional board examinations for teachers. As a result, passing board examinations is now a requirement for a graduate in education who wants to obtain a licence to teach in elementary or secondary schools.
- Team teaching is encouraged in order to provide in depth knowledge of each area of the study initiated in the classrooms. This also fosters collaborative research amongst the faculty members.

Across the world, information technology is dramatically altering the way students;

faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. As the demand for technology continues to rise, colleges and universities are moving all towards teaching practices which suit the demand of this and future generation of learners.

Based on the above mentioned thoughts and facts we can work on the following aspects to bring changes and innovations in teacher education in our country by collaborating with the schools and NGOs:

- A sustainable network of key teacher education organizations both govt. and private can be established to bring uniformity.
- Co-development of locally appropriate material as per the regional requirement and activity based Teacher development Units and Teacher educator material through appropriate technologies and online educational resources.
- Rigorous monitoring and evaluation of the program

Hence I would like to close my views by saying that innovation in teacher education does not come from just putting glorious and global terms in the curriculum, neither does it come from just using ICT, multimedia or teaching through strategies like humour, mnemonics, mind mapping techniques etc. Innovation has to be felt from within; the educator has to be confident and motivated to use it. In addition the mindsets of youth have to be addressed through better attitudes of the teachers. I am sure all of you read the front news in The Times of India on 13th December 2015 Sunday Times, about what happened in the teacher education department of one of the esteemed universities of our country. If that's the example we set then no matter how much we progress or innovate it doesn't bear fruits.

Because, to innovate is to sprout with bright ideas for healthy growth of the system, which should be watered with motivation and confidence not regret and forcefulness.

So my dear colleagues let's remember,

"If you want something new, you have to stop doing something old."

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# ROLE OF REFLECTIVE THINKING IN TEACHING LEARNING PROCESS

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## ABSTRACT

*The NCF-2005 envisages development of textbooks that facilitate construction of knowledge by learners through the understanding of concepts, by active exploration, reflective thinking, and by providing interactive opportunities for children to carry out activities in groups.One of the most basic objectives of education is to train students to become aware of themselves and others, and to truly reflect and express themselves. Educators make use of various strategies to find the best methods for procuring the students' active involvement with their own learning processes. Schools must provide to students opportunities to question, enquire, debate, reflect, to enable them to arrive at concepts or create new ideas. The most important factor which separates the reflective thinking from all these thinking types is that it presents a solution interpreting, deferring, translating to the individual, comprehending the issues taught in the school and making predictions for the future. An element of challenge is critical for the process of active engagement and learning various concepts, skills and positions through this process. Therefore in this context, the teacher is a facilitator who encourages learners to reflect, analyze and interpret in the process of knowledge construction.*

*Teacher educators have indicated that teacher education programs are not preparing teachers adequately to educate future generations of students. As a reaction to this discontent, reflective teacher education has been investigated as an alternative approach to the initial teacher preparation program and in-service professional development. As a part of the research, Reflective Thinking Questionnaire was developed by the investigator and used to identify the reflective thinking level among senior secondary school students. In this paper an attempt has been made to throw light on reflective thinking in the teaching learning process.*

## INTRODUCTION

NCF (2005) clearly states that as children's metacognitive capabilities develop they become more aware of their own beliefs and are capable of regulating their own learning. Making meaning and developing the capacity for abstract thinking,

reflection and work are the most important aspects of learning. Schools must provide to students opportunities to question, enquire, debate, reflect, to enable them to arrive at concepts or create new ideas. An element of challenge is critical for the process of active engagement and learning various concepts, skills and positions through the process. If we want to examine how learning relates to future visions of community life, it is crucial to encourage reflection on *what it means to know something*, and how to use what we have learnt. The learner must be recognised as a proactive participant in his or her own learning. Therefore *in this context, the teacher is a facilitator who encourages learners to reflect, analyze and interpret in the process of knowledge construction. One of the most basic objectives of education is to train individuals to become aware of themselves and others, and to truly reflect and express themselves.*

The NCF-2005 envisages development of textbooks that facilitate construction of knowledge by learners through the understanding of concepts, by active exploration, reflective thinking, and by providing interactive opportunities for children to carry out activities in groups, with continuous self and peer assessment of learning. Syllabus, textbooks, pedagogic practices and assessment frameworks based on the NCF-2005 have been developed at the National and State levels.

In this new millennium, the aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective. In order to achieve these goals, the curriculum shall focus on the requirements and capabilities of learners and aim at developing core competences which a global 21st century citizen should possess. Such core competences may be functional and participatory learning, leading to the development of higher order thinking skills by encouraging inquisitiveness and keen observation, actively exploring and discovering solutions, and applying knowledge, attitude and skills in daily life. (Senior school curriculum 2015-16, CBSE)

This approach to teaching and learning lies at the heart of the NCFTE (2010), which considers the development of reflective skills to be 'the central aim of teacher education' (p. 19). To this end, programmes need to aim to help teachers develop a repertoire of skills for reflective practice, such as making pedagogical sense of learner understanding and errors' (p. 38), while teacher educators need to give feedback that is 'appropriate, of good quality, [and] sufficient for teachers to become reflective practitioners' (p. 54).

## CONCEPT OF REFLECTIVE THINKING

One of the most important conceptions of century and qualifications that individuals

need to have is life-long learning skill. Life-long learning skills require using reflective thinking skills and adapting learning to new situations with a flexible manner for making knowledge understandable (Herrington and Oliver, 2002).

'Reflective Thinking' has been defined in different ways by different researchers. **Dewey (1933)** introduced the construct of reflective thinking with a philosophical point of view to education in his book, *How We Think*. He focused on the nature of reflective thinking and how it occurs. He viewed reflective thinking as a specialized form of thinking that stems from a state of doubt, uncertainty, or difficulty which one experiences in a situation. The experienced perplexity leads to purposeful inquiry to resolve it through reflective thinking. He stated that "the function of reflective thinking is to transform a situation which there is experienced obscurity, doubt, conflict, disturbance of some sort, into a situation that is clear, coherent, settled, harmonious" (Dewey, 1933, p.100-101). On this basis, reflective thinking can be viewed as an intentional and conscious activity to resolve problematic situations.

The basis of reflective thinking is based on John Dewey's (1933) approach, learning by doing by living. Dewey propounds that reflective thinking theory accepts reflective (reflective education, reflective research, reflection on practice) education, as one of the important concepts for the education of the individuals. Dewey (1933) described reflective thinking as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it ends". He also stated that reflective thinking adds meaning to the experience through its reorganization and reconstruction and leads the way for further goals requiring more comprehensive tasks. Reflective thinking requires the learner to achieve the learning goals and turn into the behavior. Later, learner evaluates his/her own performance and has a perception of the progress he/she made, makes a discussion about the product, this way it will be possible to benefit from that experience for the future occurrences. A deed can be counted as successful to the extent that its doer reflects his/her education towards life experiences. Dewey indicates that the most important necessity of the society is the learning of the students reflecting the issues that they learn at school to the real life. Dewey (1933) believed that reflective thinking requires attitudes that value the personal and intellectual growth of a person. According to him, the attitudes of open-mindedness, whole-heartedness, and responsibility are essential to reflective thinking in education.

**Boud, Keogh, and Walker (1984)** defined reflection in the context of learning as "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations" (p. 19). The perspectives of experiential learning, Theorists imply

that reflection is an important activity in a learning situation that enables learners to make meaning from their learning experience and to construct new perspectives that lead to improved learning actions and performance in future learning.

**Daudelin (1996)** provides a definition of reflection that explicitly captures its relation to learning, "Reflection is the process of stepping back from an experience to ponder, carefully and persistently, it's meaning to the self through the development of inferences; learning is the creation of meaning from past or current events that serves as a guide for future behaviour."

## REFLECTIVE TEACHER

Reflective teaching is both desirable and possible. It is a continuous effort to be effective in the field of work we are engaged in. The teachers of tomorrow are to contribute to the revitalization of our education system and there is no alternative to do so other than the reflective practice and teaching. As we develop ourselves as reflective practitioners or teachers as researchers, we need to encourage ourselves to find ways of capturing ideas that work for us. We learn more effectively by doing and experiencing. During this process of doing and experiencing, teachers have to practice reflecting and find ways of reflection suitable to them.

It is well documented that reflective teaching strategies are important for instruction and learning (e.g., Brookfield, 1998; Drevdahl et al., 2002; Rogers, 2001; Schön, 1983, 1987). Many theorists agree that as reflection enhances the quality and depth of knowledge (e.g., Cunliffe, 2004; Koster, Brekelmans, Korthagen&Wubbles, 2005; Mezirow, 1981; Moon, 1999), quality teaching results from a process by which educators experiment, inquire, reflect, and consistently compare their teaching behaviors with their espoused theory of action (Dewey, 1933, 1938; Schön, 1983, 1987).

More specifically, reflection is 'a disciplined enquiry into the motives, methods, materials and consequences of educational practice. It enables practitioners to thoughtfully examine conditions and attitudes which impede or enhance student achievement (Norton, 1994, quoted in Taggart and Wilson, 2005).

In their research, Wubbles and Korthagen (1990) found that (a) the quality of relationships between students and faculty was enhanced by reflection, (b) relationships were more positive and constructive for faculty with higher levels of reflective thinking, and (c) reflection assists in achieving quality learning. In a similar study, Watts and Coleman indicated the important role of reflection "and the positive influence that reflection can have, in terms of, the process of good quality learning" (p. 8). Zeichner (2007) noted that when educators reflect, they are able to

make improvements in the quality of instruction. These and similar findings led Ostorga (2006) to conclude that because reflection informs teaching practices, strategies that aim to enhance reflective skills should be developed and implemented.

Further, the reflective practices by the teacher allows them to act in a deliberate and planned manner; enables them to reconstruct their own personal theory from their practices; reduces the theory practice gap; encourages the critical thinking ability; helps free the teacher from impulse and routine behavior; helps practitioners to make a sense of difficult and complex practice; enables ownership of the learning; reminds qualified practitioners that there is no end point to learning about their every day practice; makes understanding of the thinking processes better; helps in managing uncertainty; expands understanding of the teaching learning process. In the Indian context, the latest NCFTE (2010) emphasizes the role of teacher as 'thinking professionals' and 'creators of knowledge' with reflective practice as the central aim of teacher education.

## *REFLECTIVE LEARNER*

In spite of being a construct that is theoretically vague, however, many researchers from diverse traditions and perspectives argue that reflective thinking is an important capability or cognitive behavior that should be developed in students (Dewey, 1933; Ertmer& Newby, 1996; Perkins, Jay, &Tishman, 1993; Schön, 1983).

- Reflective thinking encourages learners to make deep understanding of a domain by articulating and monitoring what they have learned and to better use their cognitive process skills by evaluating whether cognitive process skills that they have used do work or don't work (Schraw, 1998; Walters, Seidel, & Gardner, 1994).
- Reflecting on learning experience can make students transform negative experience associated with their feelings or motivation (e.g., discomfort, anxiety, difficulty) that they have experienced into positive learning experiences (Boud, Keogh, & Walker, 1985; Boyd &Fales, 1983; Moon, 1999a).
- Students' reflective activities can lead to changes to the way (e.g., belief, value) of dealing with their learning in the future by extracting inferences or meaning from their learning experience (Dunlap, 2002; Ertmer& Newby, 1996; Lin, Hmelo, Kinzer, &Secules, 1999; Moon, 1999a).
- Students' reflection can provide teachers with valuable information about their students, such as students' learning processes, understanding, feelings, and even beliefs or values in working on their learning tasks (Walters, Seidel, & Gardner, 1994).

- Reflective learning incorporates both theoretical and practical themes and issues and seeks to integrate these – to open a dialogue between theory and practice as Dewey wrote of 'a dialectical process of learning that transformed observation and reflection into action' (Pascal & Brown, 2009, p. 72).

- Reflective learning seeks to validate the knowledge, skills and experience used in practice, and recognises these elements as valuable components in learning. Practitioners are seen as active participants in learning, rather than empty vessels to be filled by the 'expert' trainer.

- The 'curriculum' for learning is determined jointly rather than decided by the trainer or by an educational body (Knowles, 1984) thus encouraging participative learning.

- Reflective learning provides a foundation for challenging dogma and prejudice. White (2006) refers to the work of Dewey (1910, p. 177) as repeating the catch-phrases, cant terms, familiar propositions, gives the conceit of learning and coats the mind with varnish waterproof to new ideas. (p. 38)

- Without reflections, experiences become routine and mechanistic; practices become rigid and protocol-driven (Kember et al., 1999 & 2000; Boyd, 2002; Thorpe, 2004).

- Reflective learning reduces the likelihood of repetitive wrong-doing and maximizes as well as optimizes learning from experiences (Schon, 1987 & 1991; Strauss et al., 2003).

Reflective learning is recognized as an active learning approach that is essential for deepening understanding through experiences (Kolb, 1984; Mezirow, 1991). By reflecting on experiences: understanding is monitored, reinterpreted, reconstructed and redirected, actions are examined, evaluated and transformed, weakness and strengths are highlighted and assessed, emotions are expressed and put into perspective and self-awareness and metacognition is heightened (Andrews, 1996; Wong et al., 1997; Woodman et al., 2002; Spencer, 2003; Robinson & Davis, 2004). The reflective process brings about "enlightenment, empowerment and emancipation. Enlightenment is to understand the self in the context of practice. Empowerment is to have the courage and commitment to take necessary action. Emancipation is to liberate oneself from previous ways of being so as to achieve a more desirable way of practice". (Kember et al., 2000, pp.24-25)

Learners who think reflectively become aware of and control their learning by actively accessing what they know, what they need to know and how they bridge that gap (Sezer, 2008). An important role of reflective thinking is to act as a means of prompting the thinker during problem solving situations because it provides an

opportunity to step back and think of the best strategies to achieve goals (Rudd, 2007).

Thus we can conclude that reflective thinking is the fourth "r" of learning; one that goes beyond the content knowledge of "reading, riting, and rithematic." A fourth "r" that is required by today's students to discover strategies for monitoring and assessing their own learning efforts. In these positive outcomes support meaningful learning which is both reflective and self- regulated (Branstord&Vye, 1989; Marzano, Brandt, & Hughes, 1988; Wittrock, 1991). Learning which, according to Herman (1992), is "to know something . . . not just to have received information but to have interpreted it and related it to other knowledge one already has" (p. 75).

In a teaching –learning situation, reflective thinking can be defined as purposeful activity process which the student realizes to follow, analyze and evaluate his/her own learning in view of teaching learning targets, persistence of his/her motivation, gaining deep meanings, using proper learning strategies, making contact with his/her peers and teachers to reach learning targets to generate new learning approaches impacting directly to the advanced learning processes and performance. According to Bloom's taxonomy (1956), critical reflection is considered one of the most desirable educational objectives. Similarly, according to the SOLO taxonomy, reflection is one of the highest extended abstract levels of learning and most indicative of deep learning (Biggs & Collis, 1982).

## MEZIROW'S CONCEPT OF REFLECTIVE THINKING

In developing a protocol for assessing the level of reflection, the work of Jack Mezirow provided a comprehensive, logical and, most importantly, workable framework for developing a method to assess reflective thinking. Reflection is a key concept in Mezirow's (1981, 1991a, 2000) theory of transformative learning for adult education and is defined as the, '. . . critique of assumptions about the content or process of problem solving. The critique of premises or presuppositions pertains to problem posing as distinct from problem solving. Problem posing involves making a taken-for-granted situation problematic, raising questions regarding its validity' (Mezirow 1991b, 105). On basis of this theory, Kember and his colleagues (Kember et al., 2000; Kember, McKay, Sinclair, & Frances, 2008) explained reflective thinking in four dimensions as Habitual Action, Understanding, Reflection, and Critical Reflection.

*Habitual Actions:* These are the actions, learned before and mastered through frequent use and started to be performed automatically. Using a keyboard, riding a bike, driving a car can be given as examples of this level. Habitual action or non-reflection occurs when a student responds to an academic task by providing an

answer without attempting to reach an understanding of the concept or theory that underpins the topic. Such a response is consistent with a surface approach to learning, but the two constructs are not equivalent. Non-reflective thinking commonly occurs in response to numerical problems. Students can substitute numbers into formulae and manipulate them algebraically to calculate the value for a variable, without any real understanding of the physical meaning of the concept. Laboratory experiments can be performed and written up by following the steps in the laboratory manual without the student understanding the principles behind the experiment. Non-reflective writing occurs when students search for material on a set topic and place it into an essay without thinking about it, trying to understand it, or forming a view. At times the material is wholly or partially plagiarized. It is also common for it to be paraphrased or summarized quite legitimately without any sense of meaning or real understanding of the underlying constructs.

*Understanding:* According to Mezirow (1991), thoughtful action makes use of the knowledge, without attempting to appraise that knowledge (cited in Kember et al., 2000). Our learning that has taken place in schools; Mezirow's "book learning" is classified under this category. Although first Kember et al. (2000) attempted including all categories of Blooms taxonomy in the Understanding sub scale of the questionnaire, later they realized that the scale had poor psychometric properties; therefore they have decided to focus on Understanding or Comprehension in order to increase reliability and validity through concentrating on a narrower construct. The category, however, does not imply reflection. This means that the understanding is somewhat truncated. The concepts are understood as theory without being related to personal experiences or real-life applications. As such they have no personal meaning and may not be assimilated into an individual's knowledge structure. Retention of the knowledge can, therefore, be for a limited period. This limited level of thinking commonly occurs with undergraduates who lack experience. Concepts are learnt from a book without an understanding of how they might be applied in practice. The form of learning is a common outcome of lectures that are restricted to theory without showing relevance or application.

*Reflection:* There are many definitions of reflective learning and how it should be. Kember et al. (2000) based their article on Mezirow's definition. As cited by Kember et al. (2000), Mezirow describes reflection as validity testing. Reflection involves the critique of assumptions about the content or process of problem solving. The critique of premise or presupposition pertains to problem *posing* as distinct from problem *solving*. Problem posing involves making a taken-for-granted situation problematic, raising questions regarding its validity (Mezirow, 1991, p. 105). According to Boyd and Fales, reflective learning is the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, in a changed conceptual perspective

(cited in Kember et al., 2000). Reflection can be delineated from the understanding category because the process of reflection takes a concept and considers it in relation to personal experiences. Theory is applied to practical applications. As a concept becomes related to other knowledge and experience personal meaning becomes attached to the concept. Concepts will be interpreted in relationship to personal experiences. Situations encountered in practice will be considered and successfully discussed in relationship to what has been taught. There will be personal insights that go beyond book theory.

*Critical Reflection:* This is a higher level reflective thinking. Mezirow calls it "premise reflection". In this level, learners become aware of why he/she perceive, think, feel, or act (cited in Kember et al., 2000). Kember et al. (2000) stated that it would not be easy to transform perspectives. Dewey (1933) also underlines the importance of critical thinking by suggesting not reaching a hasty conclusion without examining all the possibilities. Dewey (1933) distinguished between critical reflection and less considered reflection, suggesting the latter might result from a hasty decision reached without examining all possible outcomes. Mezirow (1991) provided a more useful definition of the higher level of reflection, though called it premise reflection. Mezirow's explanation of premise reflection is derived from critical theory and the work of Habermas (1970, 1972, and 1974). Premise or critical reflection implies undergoing a transformation of perspective. Many of our actions are governed by a set of beliefs and values that have been almost unconsciously assimilated from our experiences and environment. To undergo a change in perspective requires us to recognize and change these presumptions. To undergo critical reflection it is necessary to conduct a critical review of presuppositions from conscious and unconscious prior learning and their consequences. Conventional wisdom and ingrained assumptions are hard to change, in part because they become so deeply embedded that we become unaware that they are assumptions or even that they exist. Mezirow (1990, 1998) clearly recognized the difficulty of perspective transformation. Critical reflection is, therefore, unlikely to occur frequently.

## NEED AND SIGNIFICANCE OF THE STUDY

Mental development during adolescence accelerates on many intellectual fronts. The youngsters at this stage can organize information, reason scientifically, build hypothesis based on an understanding of causality and test their hypothesis. The ability to solve problems systematically and not by trial and error also increases. The adolescent not only learns by committing mistakes and by correcting them time and again but he/she also thinks out of the problem and through his /her reasoning searches its solution. (Pathak, 2012)  If their accelerating cognitive development, problem solving abilities, reasoning and reflective thinking are properly channelized in the right direction at this level then better learning outcomes can be predicted.

The NCF 2005 has also emphasized on encouraging reasoning and creative abilities in pupils as against rote memorization. Accordingly, CBSE has also changed the examination pattern so as to judge HOTS (higher order thinking skills) and PSA (problem solving assessment) of students. Thus it becomes necessary to develop reflective thinking abilities of the learners. Reflective student is able to make the best use of the knowledge available, avoid past mistakes and maximise his opportunities for learning. Constructivist learning theorists believe that it is important to encourage reflexivity, helping learners to think about how they approach problems and how they look for and find solutions to the various goals set by them.

Drawing on these theoretical perspectives, a few educational researches have explored the causal effects of students' reflective thinking practice on academic performance. On reflective thinking practice, the empirical evidence appears to be limited to the works of Phan (2007; 2008; 2009). The conclusion emerging from these studies is that habitual action and understanding are negatively correlated with academic performance whereas reflection and critical reflection appear to be positively related to academic performance. There is currently lack of research into how the theoretical frameworks of reflective thinking especially in India.

**TITLE OF THE STUDY**

A Study of Reflective Thinking Level of Students of Senior Secondary Schools of Delhi

**OBJECTIVES**

To study the reflective thinking level of students studying in senior secondary schools

**HYPOTHESES**

There is no significant difference in proportion of students in different levels of reflective thinking studying in senior secondary schools.

**TOOLS USED**

**Reflective Thinking Questionnaire:** Self constructed Questionnaire was developed by the investigator on the basis of the concept of reflective thinking as in four dimensions as Habitual Action, Understanding, Reflection, and Critical Re-flection (Kember et al., 2000). Reliability of the tool was determined by test retest method with a time gap of three months and was found to be .83.

## ANALYSIS AND INTERPRETATION OF DATA

Objective I: To study the reflective thinking level of students studying in senior secondary schools. The Reflective Thinking Questionnaire was administered on total 300 students. On the basis of the scores obtained, the students were categorized into different levels of reflective thinking as shown in the table below (Table I).

**Table I: Distribution of students among different Reflective Thinking Levels**

| S. NO | REFLECTIVE THINKING LEVELS | NUMBER OF STUDENTS | PERCENTAGE OF STUDENTS (%) |
|-------|----------------------------|--------------------|-----------------------------|
| 1 | **Habitual Action** | 97 | 32.33 |
| 2 | **Understanding** | 133 | 44.34 |
| 3 | **Reflection** | 51 | 17.00 |
| 4 | **Critical Reflection** | 19 | 6.33 |
|   | TOTAL | 300 | |

On perusal of the table it is marked that from the total sample studied

- Maximum numbers of the students are on the understanding level (44.34%) of Reflective Thinking.
- Only a few students are on the highest level of Reflective Thinking i.e Critical Reflection (6.33%).
- Only 17% of students are at reflection level of reflective thinking.
- 32.33% of students are still at the lowest level of reflective thinking i.e. Habitual Action.

Therefore, the null Hypothesis (H01) "There is no significant difference in proportion of students in different levels of reflective thinking studying in senior secondary schools." is rejected. Students are at different levels of reflective thinking but nearly 75% of students are the lower levels of reflective thinking. This brings out the fact that reflective thinking is still not being developed in our school students and therefore a change is required both in school and teacher education programmes.

## CONCLUSION

Dewey believes that reflective thinking needs direction and teacher guidance and it is the function of the school to enhance reflective thinking. The teacher has the responsibility to guide the experiences of the students so that activity can be purposeful. Thus there is a need to promote reflective thinking firstly among teachers and then the students.

Teacher educators have indicated that teacher education programs are not preparing teachers adequately to educate future generations of students. As a reaction to this discontent, reflective teacher education has been investigated as an alternative approach to the initial teacher preparation program and in-service professional development (Cruickshank, 1985; Dewey, 1933; Schö̈ n, 1987; Sparks-Langer & Colton, 1991). John Dewey's model of reflective practice marked the beginning of reflective teacher education, and has been reconsidered as a reaction to the overly technical and simplistic view of teaching that dominated the 1980s (Richardson, 1990; Valli, 1992).

The central goal of reflective teacher education is to develop teachers' reasoning about why they employ certain instructional strategies and how they can improve their teaching to have a positive effect on students. Therefore, it is recommended that pre service teachers engage in reflective activities not only to better learn new ideas but also to sustain professional growth after leaving the program.

There is a long tradition of research highlighting the importance of reflective practice in teacher education. The general consensus of this literature is that building reflective practice skills requires explicit teaching and modelling of evidence-based practice and the provision of targeted feedback to pre-service teachers (Bain, Ballantyne, Packer & Mills, 1999; Rodgers, 2002a; Russell, 2005; Shoffner, 2008). In order to achieve this, teacher educators require a shared understanding of both the importance of reflection and the qualities of effective reflection. As Rodgers (2002a) noted, reflection is a rigorous way of thinking that is shared with and understood by others.

In an initial teacher education program, a common understanding of the nature and features of quality reflection is important because it facilitates the sharing of models/exemplars of best practice and the development of a common set of indicators for assessing reflection and providing feedback. To encourage reflection among teachers, different methods such as reflective journals (Colton & Sparks-Langer, 1993; Valli, 1997; Zeichner, 1983), reflective interviews (Trumball& Slack, 1991), peer observation conferences (Zeichner& Liston, 1985), and group seminars (Rudney& Guillaume, 1990) have been used, as well as advanced technologies such as digital videos, blogs, and electronic portfolios (Cunningham & Benedetto, 2006; Yang, 2009; Levin & Camp, 2002). By these means, teachers can refer to their own lives and experiences as valuable sources of knowledge they can apply in their own classrooms (Connelly &Clandinin, 1990).

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# ISSUES AND CHALLENGES IN QUALITY MANAGEMENT OF TEACHER EDUCATION

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## ABSTRACT

*As the world is experiencing tremendous changes due to the development of science and technology, media revolution and globalization of education, so the professionals are also looking for improvement of teacher education. When everything is prepared as per the market rules then why should education remain behind in the queue? Although quality management of education has been perceived in material and financial terms only but it has proven realistic achievements. One of the landmarks in improving and managing the quality of teacher education is a recent one- making B.Ed a two year programme. How much this could be effective, researchers and policy framers must desire to know. But still teacher education is struggling with numerous issues. This paper is an effort to present the issue related to quality management of teacher education and some ways to improve this.*

**KEYWORDS**: Quality Management, Teacher Education

## INTRODUCTION

Higher education plays a significant role in the promotion of economy and national development. There are number of programmes running on the name of higher education. There are two major aspects of teacher education: it is an integral component of higher education as the growth of teacher education institutions in an indicator of growing higher education. It is linked with school education as schools are the ultimate beneficiaries of any teacher education programme.

*The "Fate of the nation is decided in the classroom," is a remark made by the Education Commission of India. Such classrooms are created by committed and dedicated teachers. These teachers are trained in teacher education institutions.* Teacher training institutions are the places where skilled and developed individuals train and produce better, responsible and productive citizens. These institutes undoubtedly play a vital role in improving the standards of education. For one thing, it is their main function to prepare competent and effective teachers (Khan, 2012).

## QUALITY MANAGEMENT AND TEACHER EDUCATION

Quality is a comparative standard prescribed for those institutions that are on the quest for output brilliance. The character of an institution can be seen in the extent to which its regular functioning reflects concern for quality. Quality assurance in teacher education reflects on the high profile of the institution and the competency of student-teachers. So, teacher education institutions should maintain quality to ensure the academic excellence of trainees who come into the teaching profession (Mani and Premi, 2008). There are two major aspects of teacher education:

- It is an **integral component of higher education** as the growth of teacher education institutions in an indicator of growing higher education.
- It is **linked with school education** as schools are the ultimate beneficiaries of any teacher education programme.

A lot of planning and resource allocation has been done to improving the quality of teacher education. New technologies have been introduced in the field of education, its scope has broadened and its objectives have become more focused and even new experiments like making B. Ed programme of two years have been conducted, still our teacher education could not rise up to the expected level.

### Parameters/Dimensions of Quality Institution

- For any organization Teamwork, Leadership, Customer Satisfaction, Vision and Planning, Professional Training, Rewarding, Innovation and Feedback Mechanism, Infrastructural facilities etc. may be the parameters for calling it a quality institution. But, if we look in the context of teacher education Curriculum and its Transaction, Assessment and Evaluation System, Physical Infrastructure, Human Resources (involvement and consideration of teaching, non-teaching staff members, students, parents and schools), Academic Facilities, Learning resources, Finance Management, Community Links, Quality of Teachers, Professional Development of Teachers and Prospective Teachers etc. have been suggested as quality indicators by various researchers and policy documents (Harvey and Green, 1993; Mukhopadhyay, 2005; NAAC, Rama and Mennon,2006; Dilshad and Iqbal, 2010; Khan, 2012, )

### Rationale of the Study

This is well known that teacher Education Institutes are responsible to provide competent and effective teachers by enforcing effective curriculum transaction, infrastructural facilities applying good evaluation procedure and other resources for

effective and qualitative teaching- learning process. Including various Commissions and Committees the Secondary Education Commission (1953) observed that a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training. The Programme of Action (POA 1992) has also emphasized teacher education as a continuous process, its pre-service and in-service components being inseparable. Appointment of National Knowledge Commission and the Yashpal Committee are noticeable efforts to bridge the gap between quality and quantity of education offered to various sections of the society.

**What we have done to improve the quality of teacher education?**

- Lots of planning and resource allocation
- Introduction of new technologies
- Introduction of new system of assessment and evaluation
- Introduction of new admission procedures
- Construction and implementation of new curricula
- Scope of teacher education has broadened and its objectives have become more focused
- New experiments like making B. Ed programme of two years have been conducted

Still there has been a continuous demand to improve the quality of teacher education as teachers as our teacher education could not rise up to the expected level.

**MAJOR ISSUES OF TEACHER-EDUCATION**

Management of teacher education is a difficult task because of the fact that there are large numbers of variables in teacher education programmes:

**Planning:** Quality may not be attained in a vacuum; it needs a proper roadmap, direction and sincere efforts of all the stakeholders and a suitable and feasible plan. For some institutions even in the institutions of high repute, the emphasis is on the quantity rather than quality.

**Monitoring:** As our country is so vast and diverse with innumerable institutions- govt. managed, private, govt aided institutions so it is difficult to monitor all the institutions. Studies show that various teacher education institutions have become money making centre and produce certified but incompetent teachers which is a matter of great concern because incompetency of prospective teacher can harm not only the system of education but roots of future generation.

**Curriculum:** Jamwal, B.S. (2012) suggested in his study that the curriculum of teacher education porgramme in India has been criticized much. Some educationists feel that it does not fully address the need of contemporary Indian Schools and society and it does not contain relevant contents for teachers who are to impart quality education in schools.

**Time duration:** The teacher education curriculum which includes theory and practical and internship in actual schools require much more time for its effective implementation. National curriculum frame work (1998) also recommends for two year duration of teacher education programme Although B. Ed programme has been extended from one year to two after a long debate but increasing the duration can never be an effective solution for quality management because theory of every programme needs ground for practicality.

**Lack of proper facilities:** In India, the teacher education programme is being given a step-motherly treatment. About 20 per cent of the teacher education institutions are being run in rented buildings without any facility for an experimental school or laboratory, library and other equipments necessary for a good teacher education department (Naseem and Anas, 2011). There are no separate hostel facilities for student teachers.

**Lack of holistic approach:** Quality cannot be attained in parts and parcels. It needs involvement of all stakeholders and a team work. But it has been observed that the ideas of students, parents and non- teaching staff members are least considered.

**Vision of the Institution:** Educational institutions in general and teacher education in particular are unable to portray the vision and mission of these institutions in a holistic manner. Researches show if one is asked right from the Head of the institution, the faculty and the administrative staff about the broader aim(s) of institution they may be a very sorry figure.

**Poor academic background of student-teachers (Input):** Most of candidates do not have the requisite motivation and an academic background for a well deserved entry in the teaching profession. There is a considerable lag between the demand and supply of teachers. This has created the problems of unemployment and underemployment.

**Inadequate Empirical Research:** It has been noticed through various studies that research in education has been considerably neglected in India. The research conducted is of inferior quality and the teacher education programmes are not properly studied before undertaking any research (Bhalla, 2012).

**Gap between Theory and Practice:** Schools are the real beneficiaries of the output of teacher education institutions. But it has been observed that the teaching of one or two pedagogy is not sufficient until unless one has a clear cut idea of the discipline.

## SOME REMEDIES TO IMPROVE THE QUALITY OF TEACHER EDUCATION

Improving the functioning of management by realizing that the investment on quality is not a waste of money but sincere commitment and high qualification of teachers and good environment for teaching- learning process can enhance their status in the society and can be more profitable both for them and society.

1. Improving the status of teachers and other supporting members of the organization through staff training and development programs, improving their working conditions and salary and other benefits,

2. Involvement of all members and motivating them to work as a team. This needs to a very conducive environment for teaching and learning,

3. Accepting innovations and experimentation: Motivating the staff to follow new ideas and concepts and supporting them to use their abilities in all projects,

4. Providing appropriate infrastructural facilities and ensuring their appropriate functioning also.

5. Providing incentives through funding for academic reforms like introduction of semester system, grading, choice-based credit system, examination reforms, accreditation, etc. can go a long way towards enhancing quality.

6. Implementation of management philosophy of Total Quality Management:**Education differs from the manufacturing sectors in four ways: Objectives, processes, input and outputs**(Kwan, 1996). But writers like Heverly (1991), Cnizmar (1994), Edwell (1993) and Marmar Mukhopadhyay (2005) suggested that TQM is useful in solving problems in specific areas instead of applying it to college as a whole. But most of the writers have proved the contribution of TQM in education. Siu and Heart (1992) wrote "Education is different from industry but managing people and resources is largely the same for any organization whether for business or education, the private sector or public arena."

7. The admission procedures of B.Ed and teacher education programmes should be systematized and revised for improving the quality of input (rigorous entrance test, merit based admissions, aptitude test etc.).

8.  For bridging the gap between theory and practice, universities and regulating bodies should conduct researches to see the scope strengths and weaknesses of the course structure for the realization of the goal of teacher education.

9.  A comprehensive job analysis of teaching in our schools should be made for recasting teacher education.

## CONCLUSION

Quality in higher education and school education is directly related to the quality of teachers, students and other facilities provided to them by educational faculties. Competence level of teachers, vision and proper planning, linkage between the programme and its output are major contributing factors in managing quality of teacher education. Some govt. institutions have strong faculty position but their physical infrastructure is less developed in comparison of private colleges. Though, there are appropriate yardsticks for quality assessment of these programmes and educational institutions are steadily moving towards the improvement but there is a dire need of implementing national and international quality control standards.

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# INNOVATIONS IN TEACHER EDUCATION

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## ABSTRACT

*Lawrence houseman once said, 'A saint is one who makes goodness attractive. Surely a great teacher does the same thing for education".*

*Teacher education is the foundation upon which democracy rest. It is through quality learning experiences that all teacher educators have the opportunity to develop the knowledge, attitude, and habits mind to support a democratic society. Teacher education facilitated by innovative learning tools and resources can be integrated information to supplement course content and enrich the effective web based environment.*

*The purpose of the present paper is to understand how the innovative tools could enhance the learning effects of student, helps teachers to communicate ideas and why it is necessary.*

## FULL PAPER

According to Graham, "in today's world, people are not only faced with changing jobs but changing careers. We have to teach students to be lifelong learners and how to integrate new information".

In this changing world today's students want an education that meets their individual needs, and opportunities that connect them to the world they challenge us to be innovative and make learning environment more exciting, challenging and rewarding. They inhabit a borderless world offering limitless connection and mobility. They need education delivered in ways that are compatible with and support their world - view and their bond with communication technology.

We need a bigger ambition than improving education. We have the opportunity to involve families and communities in the way young people learn, because learning forums are so much more open, transparent and collaborative. We can use technology more creatively to move beyond classroom walls and we can transform education with completely new ways to learn new skills.

At 62 convocation of Gujarat Vidyapeeth in Ahmedabad our president said that,

"The higher education sector in India faces numerous challenges today. On the one hand, there is need for increasing access and making education affordable. On the other hand, there is a need to ensure quality and pressure excellence, many meritorious student leave the shores of our country and study abroad due to lack of institutes confirming to high standards of education. Not many international students come to India for higher studies either".

In current time the absolute ideology and methods of teaching do not work alone. One has to be innovative with teaching. The only way to keep up with the changing world it is to keep growing and evolving.

In todays time educational institutions are opened in plenty of numbers. There are no systematic educational methodologies, Integral to the design of a custom-made programme. Programmes employ a variety of innovative learning methods selected according to the objectives of the programme, the content and the target group, from one-on-one coaching in leadership development to the recruitment of industry leaders as student mentors. Group learning is a primary educational vehicle: participants enter with individual knowledge and leave with shared knowledge experiences and networks. It is better to bring business into learning and the learning into business via action learning. Individual learning is blended with organisational development. This means that participants are required to implement what they learn in the workplace and use the institution as an arena for honing their personal competencies. A mixture of methodologies is integrated into the flow of the programme to generate the highest learning impact. Methodologies are selected which support the learning objectives of the programme and focus on creating behavioural change within individuals and providing tools that can be applied immediately to the workplace. Learning takes place on three levels: individual, group and cohort. Number of new innovative case models are discussed with practical education system.

In order to relate with teachers need to keep themselves upgraded with new ways of teaching and training programme for teaching skills.For teachers to evolve as good teacher, needs to explore themselves and try innovative education measures to teach children.

In this modern world knowledge is just not restricted to text books; children have access to internet and information. Teaching must include two major components sending and receiving information. A teacher tries his best to impart knowledge as the way he understood it. So any communication method that serve this purpose

without destroying the objective can be considered as innovative method of teaching.

Traditionally the teachers present information to the students through lecturing, talking informally, writing on chalk-board, demonstration etc. But at present time we have entered into Information Revolution and it has become possible due to a revolution in the field of Information and Communication Technology, based on computer, satellites and internet technologies.

Innovation is the heart of productivity and growth. It provides a direct route to economic and social well-being. It is the strongest stake holder in the uplifting of the standard of living in a knowledge based society. Innovation helps to create a leader in all respects as it makes one imaginative, focused thinker and develop courage for expertise. We have to innovate here is for teachers or educators who are trying new ways of doing things in their learning environment whether an early childhood settings, a school or in further education and training, Being innovative is about looking beyond what we currently do well, identifying the great idea of tomorrow and putting them into practice.

Innovation is a process that identify a need for something new, learn from others adapt and enhance existing ideas, plan and run trials, share our ideas etc. This is about doing things in new or different ways. It may range from continuous improvement of existing practices through transformation of how we achieve goals. Whether it is continuous improvement or complete transformation, the goal is same to build future practice that is better than the past.

Learning from other innovations can be very valuable to our trial. It can give us the opportunity to see how they have faced the kind of challenges and what outcomes were. We can find case studies, presentations, digital stories, podcasts and other resources about people's trails through:

* Technologies and innovations
* Learning environments
* Workforce reform
* Students' voice
* Community
* Parent partnerships
* Personalized learning
* Inter cultural understanding
* Connecting with other innovators.

Joining an online professional network can also be an excellent way to gain the expertise and support. Connecting with others who are interested in innovative ideas, approaches and practices in education setting enhances our efforts. We can connect, collaborate and share ideas with people. We can record and note progress in trial, interesting information and resources posted by others, watch relevant videos, work with people from a range of educational areas.

Effective leadership for supporting innovation should be flexible in being open to new ideas, prepared to allow distributed leadership in areas of Specialization and expertise, builds trust and give confidence to staff members, ensures any risks associated with changes to practice are identified, managed and minimized and provides sponsorship. An environment and leadership within educational settings legitimates and encourages targeted innovation.

Educational innovation is an initiative in the field of school Consultancy, Curriculum development and teacher education with a primary focus to improve the teaching and learning experience in schools. It strengthens school education and enhances quality of teaching and learning. It helps to re imagine curriculum to suit today's need, empower teachers, integrate well-researched trends in the core of educational process, develop clear learning goals, put together teaching learning ideas based on best practices, helps in corporate use of various teaching tools, and instructional strategies, construct assessment and evaluation framework in order to realise curricular goals.

Innovations and trends in education encourage and propagate the culture of research in schools and teachers and changes education through a critical lens. Strong leadership helps to align an organization's culture, capabilities and connections will enhance the innovative potential of educational practitioners. These elements are critical to the pace and progress innovation and lead to further student, school and system benefits. Leaders in education settings (Principal, Managers, School councils, Boards etc) can support innovation by giving consideration to those elements..

In the end I would like to say that innovations in teacher education helps in preparing a good teacher with effective educational ideas and supports the statement of Nelson Mandela,  "Education is the more powerful weapon which you can use to change the world".

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# COMPETENCY BUILDING OF TEACHERS & TEACHER EDUCATORS FOR EXCELLENCE

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## ABSTRACT

*"If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job."*

*~ Donald D. Quinn*

*"Competencies" This word is increasingly being used in education circles today. It is a description of one's ability and performance in a particular field. What are the competencies that matter among teachers and teacher educators? And are these the same qualities that will be valued in the teachers of tomorrow? Good teaching does not occur in a vacuum. Teachers have one of the most demanding vocations in the world and in order to fulfil their important roles with excellence, they need training, motivation as well as regular mental, emotional and spiritual rejuvenation. Even every competent teacher also needs to possess a strong set of **values, skills** and **knowledge.** Researchers and practitioners are becoming increasingly aware that the character of the 21st century classroom – and thus the demands from both the students and the teachers – are undergoing significant change. Teachers today need to develop a holistic array of skills – for teaching and thinking, administration and management; as well as knowledge – of self and pupils, community and pedagogy, among many others for their Capacity Development. The Paper can help teacher educators, identify the competencies they need and continue to build on them throughout their teaching career, through practice and professional development.*

## KEYWORDS

Teacher Education, Teacher Educator, Capacity Building, Competence and Competency Building

## OBJECTIVES OF THE PAPER

*The main objectives of the paper are to know:*

- How does the concept of competencies relate to teachers?
- What are the competencies that teachers today need to develop?
- How can you become more competent as a teacher?
- What are the roles of the teacher in the 21$^{st}$ century?
- What are the competencies teachers need to fulfil these roles?
- What can our teacher education programmes provide to help them with this task?
- To help teachers identify the competencies they need and continue to build on them throughout their teaching career, through practice and professional development.
- Building an effective model and mechanism that would develop and enhance the teachers' competency and provide them avenues for professional development.
- To provide the means by which good teaching can be identified, rewarded and celebrated.
- To provide the mean for the classroom teachers to reflect on their professional effectiveness.
- To determine and prioritise areas for professional growth
- To identify professional learning opportunities
- To assist their personal and career development planning.

## INTRODUCTION

### *Teacher education*

**Teacher education** refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in the classroom, school and wider community. Teacher education is often divided into these stages

- *Initial teacher training / education* (a pre-service course before entering the classroom as a fully responsible teacher);
- *Induction* (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- *Teacher development* or *Continuing Professional Development (CPD)* (an in-service process for practicing teachers).

## *Teacher Educators*

**Teacher Educators** "All those who actively facilitate the (formal) learning of student teachers and teachers" This includes those involved in the continuing professional development of teachers as well as those involved in initial teacher education. However, the profession of Teacher Educator is understood very differently in different countries, and even within the same country or the same institution.

As ETUCE has pointed out (ETUCE, 2008), the various profiles of teacher educators include:

- academic staff in Higher Education who are teachers of education
- academic staff in Higher Education who are teachers of school subjects
- other teachers of didactics or general courses
- education researchers
- supervisors of practice in schools closely linked to initial teacher education institutes
- trained and experienced teachers supervising practice in other schools
- tutors (counsellors, coordinators, mentors, guides etc.) supervising prospective teachers
- Work in a variety of environments (e.g.: in a school or group of schools; in a university faculty of education; in another university faculty [Mathematics, Chemistry, Arts…], in a non-university institution, or in the private sector, etc.);
- Come from different educational backgrounds; some may have started their professional career as school teachers, others as educational researchers, others as e.g. chemists or mathematicians. It is therefore not uncommon for a teacher educator to possess no teaching qualification;
- have different levels of qualification (BA, MA, PhD …) in different subjects (Education, Chemistry, Psychology …); and
- Possess different types of competence (teaching, educational leadership, research) to different degrees.

Teacher Educators are, thus, a very heterogeneous group, who are continuously in the job of
**'Improving the Quality of Teacher Education',**
                    **European Commission, Brussels, 3.8.2007, COM (2007)**

*"We found four sub-identities of teacher educators in the literature: teacher educators as school teachers, teacher educators as teachers in higher education,*

*teacher educators as researchers and teacher educators as teachers of teachers (or second-order teachers)."*                                               **(Swennen et al, 2010).**

One consequence of this heterogeneity is that Teacher Educators have different levels of commitment and loyalty to Teacher Education;

## *Capacity building*

Capacity building: Planned development of (or increase in) knowledge, output rate, management, skills, and other capabilities of an organization through acquisition, incentives, technology, and/or training.

**What does capacity building mean in the educational setting?** Capacity building is the way, a school is moving forward successfully. When I think of capacity building I think of team work and how everyone has to work together to meet a common goal; which is the school's success. With capacity building there is a plan, a vision and an action, this can be accomplished with dedicated people and effective programs within the schools.

**According to http://mro.massey.ac.nz "Capacity building for school improvement is a response to meeting individual, collective and systemic needs in ways that sustain equilibrium while moving in the direction of improvement.**

## *Capacity Leadership Analysis*

What may be done to increase the sense of kinship, neighbourliness, and collegiality among the faculty?

**To bring colleagues closer together the administrators can put more of an effort on a consistent basis to show the faculty that they are appreciated.** For example, during meetings or during in-service days, have put lunch where everyone brings a dish for others to enjoy or announce over the loud speaker someone's birthday is today, have fun ice breakers before or during meetings etc. give credit when credit is due, show them that you notice their hard work and you appreciate them.

**To bring educators closer together and to show forth accountability for one another, can best be achieved by allowing teachers to observe one another.** How might the faculty become more of a professional community in which everyone cares about each other and helps each other to grow, learn, and lead together?  If my colleague is able to observe me and I can observe them in the classroom and we can give positive and constructive criticism than that creates and makes for a deeper bond between us.  We can see each other's strengths and weaknesses and help one another

to grow in certain areas. This relationship between colleagues can be very beneficial for the school as a whole.

**What kinds of school and parent relationships must be cultivated to enable parents to be included in this emerging community?** Faculty and parents must have the same ideas towards the school. According to Rethinking Leadership, "When teachers, students and parents are connected to the same ideas they become connected to each other as well."

**How may teaching and learning settings be arranged so they are more like a family?** Your classroom arrangement should be open and ready for engagement. Depending on the assignment I would arrange my classroom to make for a more family atmosphere in a semi-circle where the students are facing each other as well as the teacher.

**What are the shared values and commitments that enable the school to become a community of minds?** According to Rethinking Leadership, "A community of minds emerges from the binding of people to common goals, shared values, and shared conceptions of being and doing." The mission statement of most schools is a great way to reflect on what the common goal and shared values are for that particular school.

### *Competence*

Competence: A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of his or her career. E.g. in Law: The capacity of a person to understand a situation and to act reasonably. Disputesregarding the competence of an individual are settled by a judge and not by a professional (such as a doctor or a psychiatrist) although the judge may seek expertopinion before delivering at a judgment.

### *Competency Building*

Competency Building: A person's competencies may be defined in terms of one's knowledge, skills and behaviours. It is a description of one's ability, a measure of one's performance. Every competent teacher also needs to possess a strong set of values, skills and knowledge.

What are the competencies that matter among educators? To understand the

competencies required of a teacher, we must first define the job of a teacher. The task of a teacher is closely tied to the nature of the classroom. Today's classrooms call for teachers to "prepare virtually all students for higher order thinking and performance skills once reserved to only a few" **(Darling-Hammond, 2006, p. 300).**

What are the roles of the teacher in the 21st century? What are the competencies teachers need to fulfil these roles? What can our teacher education programmes provide to help them with this task?A team of teacher educators from GNCE sat down and asked themselves these questions. Some of the roles they identified included:

- Nurturing the whole child,
- Providing quality learning,
- Working with others, and developing a strong set of personal values.

They then made a list of core competencies that every trained teacher should have. These competencies were classified into three broad performance dimensions**: professional practice, leadership and management, and personal effectiveness.**

**Professional practice** A competent teacher seizes every opportunity to encourage learning, believing that all students can learn. And learning isn't limited to the classroom. To this end, the teacher takes every opportunity to improve on his or her own professional practice, in order to provide quality learning.

**Leadership and management** A competent teacher is a leader who wins the hearts and minds of the students. Such a teacher sees the value in developing and working with others, including parents and colleagues, and actively seeks out opportunities for professional collaboration within and beyond the school.

**Personal effectiveness** A good teacher understands the importance of developing oneself before he or she is able to provide support for others. As a professional, this teacher maintains high standards of personal and professional integrity when carrying out all duties and responsibilities.

These performance dimensions Enhanced Performance Management System (EPMS), which spells out the knowledge, skills and professional characteristics for teachers at different stages of their career.

### *Essential Prerequisites for a Competent Teacher those are important for the 21st century teaching professional*

Good teaching does not occur in a vacuum. Every competent teacher also needs to possess a strong set of **values; skills** and **knowledge**.The GNCE team identified

three key values that are important for the 21st century teaching professional:

- Learner-centeredness
- Teacher identity
- Service to the profession and community.

These values guide the application of relevant skills and knowledge on a day-to-day basis.

Teachers today need to develop a holistic array of skills – for teaching and thinking, administration and management; as well as knowledge – of self and pupils, community and pedagogy, among many others.

### *Developing Teacher Competencies*

Not all teachers will have the same level of competence in all areas from the outset. What can teachers do to build and sustain the relevant competencies? This is where the **Graduand Teacher Competencies Framework (GTCF)** comes in handy, especially for new teachers.

"The GTCF is divided into levels – **capacity building and awareness rising**, The former is the demonstrable achievement of a specific competency, while the latter indicates the awareness of the competency though they may not yet be able to demonstrate its achievement." **(Professor Goh Kim Chuan).**

To develop competence, teachers need to progress from **awareness to capacity building**. The GTCF can help teachers identify the competencies they need and continue to build on them throughout their teaching career, through practice and professional development.

**Prof. Goh suggests that "some practical ways of bringing up awareness-level competencies to capacity building would be**

- Through induction and mentoring within the school
- Professional development courses, or
- Learning with more experienced teachers through professional learning communities."

### *For An Effective Teacher Development Programme*

For the teacher professional development programmes to be effective in improving the teacher's classroom performance, the following must be ensured:

- **Some accountability system** by which the teacher accepts responsibility for the quality of student learning.
- **Periodic Student and Teacher Assessment** that evokes an emotional response that may help stakeholders to act on it. The assessments would provide data based inputs on progress and gaps.
- **A teacher professional development system** built with teacher mentors and master trainers who are constantly updated in knowledge and skills.
- **Research and development of innovative methods** involving experts in the field to further the professional development of teachers.
- **Capacity building methods** that are participatory and develops a culture of shared learning.
- **Use of technology to attain scale and provide individual attention to teacher needs.**

**So to improve the Quality of Learning It is essential to Know WHERE WE ARE & WHERE DO WE WANT TO**

*Teacher Needs Analyses for Capacity/Competency Building*

**Needs Analyses** essentially are methods that identify and determine the type of capacity that needs to be built in teachers. Teacher needsfor capacity building could be established in the following ways:

1.  **Student Assessment:** Assessment is an integral part of learning. It helps us determine whether our goals of curriculum are being metor not. Well-designed assessment not only helps a learner demonstrate what she has learnt, but also enables the teachers to understand, "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, therefore promoting better learning?"

2.  **Teacher Assessment:** Teachers in many cases are in need of specific feedback - which will provide them insights on where, what and how to improve their own abilities in order to function with effectiveness. Teacher assessments would identify common strengths or weaknesses among teachers, provide feedback to individual teachers on their strengths and weaknesses and improvement areas, and recommend interventions for improvement based on the above.

3.  **Background questionnaires:** Along with teacher assessments, information can be collected through background questionnaires, where teachers can be asked to provide their perception of what they most require to effectively enhance their performance.

4.  **Focus Group Meetings:** Focus group discussions with Teachers, Students, Parents and school management, can be carried out to identify needs for building capacity.

5.  **Visioning Exercises:** These can be used to create vision and build a shared mission in a school. This enables identifying top priorities for the school. In this exercise the team gets to think creatively about their vision by visualising their dream school and articulating the qualities of students who would emerge from this school, and the qualities of teachers who would make this happen. This also enables the teachers to reflect on the profession of teaching.

6.  **Class Room Observations:** are undertaken to understand interactions between the teacher and the class, the class environment, to capture how the tone is set at the beginning of the class, classroom management, lesson planning, any specific teacher activities, assignments, kinds of questions put forth to students, nonverbal behaviour of the teacher, and such other factors. These enable the identification of areas that the teacher is strong in and areas that need improvement.

The teacher needs as revealed by such methods could be used to develop targeted professional development programmes focussing on specific needs.

### *Innovative Ideas for Capacity/Competency Building*

There is a need of well-trained teachers and responsible children. Early on, kids do a lot without adults hovering. And teachers create lessons to fit their students. **Let's take an example of the teachers in a country Finland**. Finnish teachers pick books and customize lessons as they shape students to national standards. **"In most countries, education feels like a car factory. In Finland, the teachers are the entrepreneurs," says Mr. Schleicher, of the Paris based OECD,** which began the international student test in 2000.

**At the Norssi School, a model campus in Jyväskylä, in a city in central Finland**, they generally have more freedom. Teachers and students address each other by first names. Students rarely get more than a half-hour of homework. Finnish educators believe they get better overall results by concentrating on weaker students rather than by pushing gifted students ahead of everyone else. The idea is that bright students can help average ones without harming their own progress. When students accidentally fall asleep in a class, teachers don't disturb. While napping in class isn't condoned, authorities say, "We just have to accept the fact that they're kids and they're learning how to live." One explanation for the Finns' success is also their love of reading.

Parents of new-borns receive a government-paid gift pack that includes a picture book. Some libraries are attached to shopping malls, and a book bus travels to more remote neighbourhoods like a Good Humor truck.

**Catherine Lewis, a leading educational researcher, has studied the practice of Lesson Study in the Japanese school education system.** She was introduced to the practice when she realised that teachers all across Japan are very effective at teaching science. When she asked a large number of teachers where they learnt how to teach science, she got the same answer: **"jugyoukenkyuu" - lesson study or research lessons.** Research Lessons, as Lewis describes them, are actual classroom lessons which share the following characteristics:

1. Research Lessons are planned for a long time.
2. Research Lessons are observed by other teachers.
3. Research Lessons are designed to bring to life a particular goal or vision o f education.
4. Research Lessons are recorded.
5. Research Lessons are discussed.

In essence, the practice of lesson study involves a group of teachers carefully planning a lesson on a particular topic with the aim of bringing to life a particular goal or vision (for example, a student-cantered classroom). These teachers actually conduct the lesson (or research lesson) which is both observed by other teachers and recorded for future reference. This is followed by a seminar in which the teachers discuss, dissect and share the learning from the experiment.

**Catherine Lewis has made an insightful analysis of the impact of such lessons plan in Japan. She lists down nine ways in which lessons have an impact. Four of these ways are very relevant to the Indian context:**

1. **Individual Professional Development:** The feedback obtained from observers in a lesson plan is a very valuable tool for professional development. Often, young teachers struggle with problems in the classroom that their more experienced colleagues can quickly help them with. The practice of observation and feedback provides an effective way of professional development. Coming from other teachers, this input is likely to be much more effective.

2. **Teachers learning to see children:** A tremendous impact of Lessons plan is that teachers start to understand how their students think and behave in a classroom. Such an understanding helps developing parameters by which a teacher can judge the status of her class. In Japanese research lessons, data is often collected

on student eagerness, student interaction, even aspects like moments of surprise in the students or excitement as evidenced by shining eyes! *This understanding is probably the most critical aspect of teachingfor understanding and has been largely treated as unimportant in Indian schools*. Such Research lessons help the teacher build thisunderstanding steadily through observation and discussion.

3. **Spread of new content and approaches:** Research lessons allow for ideas and approaches to be quickly shared among teachers.School principals who have agonized over the fact that staff room interactions are rarely about teaching will notice that research lessons provide an invigorating forum for sharing and discussing ideas and teaching methods.

4. **Honouring the Central Role of Teachers:** Finally, research lessons put the teacher at the centre of school education, honouring and emphasizing their primary role in ensuring that students learn. While textbooks are useful guides to teaching, the teacher is the best person to judge how much her students are learning and what she needs to do to improve it. Researches lessons help focus resources for improvement at the point where they have the most impact: the teachers.

## *Technology Solutions To Capacity/Competency Building*

Technology solutions enable providing access to professional development activities for a large number of teachers at their convenience. These could be

- *'e-teacher':* The idea is to create a bank of videos of good teachers teaching at least basic and key topics and make them widely available so that they can be used by a large number of school teachers.

- *Video Teacher Observation'***:** Schools can be provided with low-cost video cameras and teachers are required to video-record their sessions – say one every fortnight and send it to an expert, this may be an almost equally effective solution (except for the face to face observation and feedback)

## *Conclusion:*

**Mapping the Teacher's Learning Journey**
*"Specifying what teachers need to know and be able to do is not a simple task... [it is possible to develop a] vision of professional teaching... [That] connects teaching with student learning and requires that teachers be able to point to evidence of that learning"*               *Darling-Hammond and Baratz-Snowden (2005)*

So it is concluded that these and other recommendations are set out as part of teacher education model for the 21st century

**Recommendation 1: New V3SK Model**
The new Values3, Skills and Knowledge (V3SK) Model highlights the essential prerequisites that teachers need in order to meet the challenges of the 21st century classroom. It comprises three value paradigms as well as the requisite skills and knowledge that teachers need. The model also represents the philosophy underpinning the design and delivery of teacher education, which puts the learner at the centre of the equation.

**Recommendation 2: GTC Framework**
The Graduand Teacher Competencies Framework (GTCF) articulates a set of professional standards or benchmarks for all who graduate teacher preparation programmes. It specifies the competencies that teachers should be equipped with at the point of graduation. The GTCF also serves as a developmental framework to guide teachers in further strengthening other competencies through the course of their teaching career.

**"The great thing in the world is not so much where we stand, as in what direction we are moving." The next step forward, therefore, is up to us!**
   **American physician, writer and Harvard professor Oliver Wendell Holmes**

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# TWO YEARS B.ED. AND M.ED. PROGRAMMES: CHALLENGES AND CONSEQUENCES

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## ABSTRACT

*Teachers play a crucial role in the development of our society. This statement can be transformed as, Teachers play a very important role in the overall development of a child, means with the intellectual development, and they are also responsible for the social, linguistic, moral and cultural development. They have very important place in the lives of children. They are the ones who can sparkle or ruin the life of an individual. B.Ed. and M.Ed. are the teacher training programmes conducted by many universities or colleges for forming great teachers. This paper shows the various challenges and consequences made to the two years of B.Ed. and M.Ed. programmes, which are alarming at a higher rate. This paper also highlights the reasons behind increasing the duration of these programmes i.e., insufficient time period for teacher training, to get more job opportunities etc. Many new consequences were seen in reputed universities or colleges which are not expected. One of the main consequences is the dropout rate, which reached its peak this year and also the extent of not attending the classes reached the maximum heights. The new curriculum made also has several effects on the students and faculty staff as well. Requirement of teachers and infrastructure facilities are the big challenges in the implementation of these two years of programmes. These challenges and consequences are strictly resolved for the successful implementation of these two years programmes.*

## Key Words:

B.Ed. (Bachelor of Education) Programme - It is a two years professional course or two years teacher training programme conducted by the various universities or colleges under the norms of NCTE for forming the great teachers at school level.

M.Ed. (Masters of Education) Programme - It is a two years professional course or two years teacher training programme conducted by the various universities under the norms of NCTE for forming the great teachers at higher level.

Challenges - These are the obstacles standing upfront in the success of something and

for removing these obstacles, questions are arising to the statement and demanding an explanation regarding it.

Consequences -   These are the effects or results after implementing some important decision or statement.

## MAIN SPEECH

Today B.Ed. and M.Ed. programmes have changed from one year to two years all over India as per the recommendations of Justice Verma Commission. The duration of these programmes have been increased due to several reasons:

- If the duration will increase and the course curriculum become difficult then few people will apply for the programme. Because in recent years, many people are applying for B.Ed. as it is very easy to get a B.Ed. degree by giving donation to the colleges or many open universities gave chance to the people to sit at home throughout the duration of the course and only give the exam papers. Students have to just apply for the entrance exam and they got admission in the colleges. People are doing B.Ed. for their time-pass rather than wasting  time of one year. Any one hardly does it as their passion to become a great teacher.

- Many small private institutes are standing in each corner of the city conducting only the B.Ed. programme for earning their profit.

- To get more job opportunities.

- To ensure quality teacher training because it is thought that one year is an insufficient time period to get complete training. In two years of time period, pupils have more time to engage themselves with the teaching practice in the schools. They have more time to get practical experience, field works, workshops, seminars, activities etc.

By increasing the duration of B.Ed. and M.Ed. programmes, various challenges and consequences were seen as a result and became a large obstacle in the success of teacher-education.

- ➢ First big challenge is the requirement of good qualified teachers. Since the teaching institutes have faculty staff according to the one year programme. This year 2015, first batch students of two years programme have taken admission and in the coming year 2016, new batch of two year programme again will come then there is requirement of more teachers so that students are acquainted with great knowledge, values and skills.

➢ Requirement of infrastructure facilities is also a big challenge. Since those teaching institutes which are conducting only B.Ed. programme and have facilities according to the one year programme does not provide adequate facilities or does not accommodate the double strength of students in the present infrastructure in the year 2016.

➢ According to the new curriculum, in the coming year 2016, first batch of students of 2015 will have their teaching practice in schools and simultaneously second batch students of 2016 will have their PSE-I (observation) in schools. School authorities cannot give permission to allow 40-50 pupil teachers in their school at the same time. Because it disturbs the school discipline and the school teachers will became free and have adverse effect on the education of children.

There are various consequences seen as a result of implementing two years of B.Ed. and M.Ed. programmes.

❖ First big consequence was seen about the new curriculum made. For two years of programme, many new subjects were introduced for the overall personality development of trainees which is a good point. But the teachers are not familiar about these subjects and they have no knowledge exactly what has to be taught. As a result students cannot understand the content. Also books or learning material are not available regarding these new subjects in the library and in the book shops as well. And therefore two years B.Ed. and M.Ed. programmes cannot be made effective.

❖ In the new curriculum, ICT based topics and many concepts were introduced. Students face difficulties working with computers to implement ICT. Before teaching ICT to the trainees, first they should have basic knowledge about the computers.

❖ Number of dropouts increased to a great extent this year in the two year M.Ed. course in Education department of Delhi University (CIE). Many students who have taken admission in two years M.Ed. programme have cancelled out their admissions. One of my friends is dropout from two year M.Ed. programme after taking admission in CIE. Since the new curriculum has different new subjects and has introduced new areas of studying but the teachers were not aware about these subject areas. This was resulting into many vacant seats. Therefore after one month of the programme, cut-off list for admissions has been revised again and eligible students who were interested could get admission in their respective courses. This has happened

for the first time in the history of CIE (department of education, University of Delhi).

On the other hand, majority of students are not attending their classes of B.Ed. programme in CIE and even not giving much importance to the theory and practical papers.

These all challenges and consequences should be carefully eliminated for the successful implementation of two years B.Ed. and M.Ed. programmes resulting the trainees into great teachers who acquaint the students with their knowledge and values and thereafter form a great society and hence a great nation, as it is really said that "teachers are known as the nation builders".

**REFERRENCE**
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# CAREER COUNSELLING AT SECONDARY SCHOOL LEVEL

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## ABSTRACT

*The Objective of this article is to draw attention towards the urgent case of implanting career counselling of secondary school students. The choice of career is not a simple matter. In fact, it requires a lot of thinking as well as taking into consideration several factors before choosing, planning and entering into a particular career. Most importantly, the chooser must understand himself and he must know his self-abilities, interests, ambitions, resources, personalities, natural aptitudes and limitations. Accordingly, he must be familiar with the requirements of the occupation in order to gain success in the desired vocation. Every secondary school student must choose a right career to make a successful career. They require a person to guide them, direct them through academic issues and prepare them for college or future careers.*

## INTRODUCTION

Career Counselling is to help a student to choose stream and subjects for higher studies and a career according to their abilities and interests. Along with someone who will guide them through emotional issues, middle and high school students need a person to direct them through educational matters and prepare them for their wished careers.

Guidance and counselling are two twisted terms which are used interchangeably. Guidance is the term which is broader than Counselling and which includes counselling as one of its services. Educational institutions, industries and business establishments are being more and more interested in counselling. Counselling is becoming a prominent technique of guidance. Counselling has been defined in number of ways:

Counselling by Oxford dictionaries is the provision of assistance and guidance in resolving personal, social, or psychological problems and difficulties especially by a professional.

Career Counselling by Cambridge Business English Dictionary, is 'type of job someone could do or how they could progress to a better job.'

Wren (1962) says, "Counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problem with mutual consideration of each other to the end that the younger or less mature, or more troubled of the two is aided to a self-determined resolution of his problem."

According to Arbuckle (1965), "Counselling is helping a person to come to see who he really is, what he has and does not have; what he can do easily, what he can do with difficulty and what he probably cannot do at all... [It] is a close sharing of a human relationship with one who has for him a high regard; one who can offer him unconditional acceptance, but one who has no guarantees, no answers."

Hahn and MacLean (1955) define counselling as "a process which takes place in one-to-one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties."

According to Dunsmoor and Miller (1949), the core of student counselling is to help the student to help himself. From this point of view they describe the following aims of student counselling.

- To give the student information on matters important for success.

- To get information about the student that will be of help in solving his problems.

- To help the student work out a plan for solving his difficulties.

- To help the student know himself better- his interests, abilities, aptitudes and opportunities.

- To encourage and develop special abilities and right attitudes.

- To inspire successful endeavour towards attainment.

- To assist the student in planning for educational and vocational choices.


## *NEED OF THE STUDY*

Counselling is as old as society itself though professional counselling in its present form is a recent development. The teacher-student relationship was of *Guru-Shishya* – the word guru meaning 'the one who guides'

Calcutta University was the first to introduce guidance a section of its department of Applied Psychology in 1938 to conduct research in the field of educational and vocational guidance.

In India, guidance as an organised professional activity, it is more than four decades old. There are 20 Guidance Bureaus in our country. The Secondary Education Commission (1953) strongly recommended the introduction of guidance services in educational institutions. But the Draft National Policy on Education (1979) is silent on the issue.

A present two major establishments are developing guidance programmes for school-going children in our country – government organizations and private agencies. According to the information collected by the Department of Psychology and Foundations of Education in 1976, out of 30,328 secondary schools in the country, 8,732 ( 29 per cent) have a programme of guidance. As the impact of guidance is not immediately perceptible, effective guidance services is rare in schools. The requisite personnel are not available and sufficient funds are not provided to carry on the programme effectively. Overall, the present position of guidance movement is not satisfactory.

**According to Kochhar S.K. (1984)**

"In our country, in spite of the fact that many posts of counsellors have been created in different places in Educational Departments at district level in some schools. Establishment of State Bureaus of Educational and Vocational Guidance, many Vocational Guidance Units in Employment Exchanges and University Employment and Information Bureaus in Universities, the organization of guidance services have not got their roots in Indian situation. The policy planners and political leaders have not taken it seriously."

## *OBJECTIVES*

- To know the present situation of career counselling
- To see the effectiveness of career counselling
- To know the strategies used by schools
- To know the problems and challenges before schools
- To give suggestions

## *RESEARCH QUESTIONS*

- Are schools providing Career counselling?
- Up to what level?
- What are the problems faced by them?
- How can they overcome the situation?

## *METHODOLOGY*

*Sample:* Teachers and Students
*Tool:* Semi Structured Interview, School Survey (3 Schools)

Three schools were chosen randomly for the survey. One Government run, one public and one private school.

| Type of School | Full Time Counsellor | Part Time Counsellor | Guest counsellor | None |
|---|---|---|---|---|
| **Private School** | - | - | - | ? |
| **Government School** | - | - | ? | - |
| **Public  School** | ? | - | - | - |

1. Guru Harkrishan Public School, Tilak Nagar (Private School)
2. Sarvodaya Kenya Vidayala, Rajouri Garden (Government School)
3. Delhi Public School, Dawarka (Public School)

## *ANALYSIS & INTERPRETATION:*

| | Private School | Government School | Public School |
|---|---|---|---|
| Career Counselling Provided | No | Yes but not effectively | Yes |
| From and Up to grade | - | $6^{th}$ to $12^{th}$ | $8^{th}$ to $12^{th}$ |
| Aptitude Test Conducted | - | No | Yes |
| Interest are Examined | - | No | Yes |
| Students find it effective | - | A Little | Yes |
| Need of improvement | Yes a lot | Yes | Yes a little |
| The cost is bear by | - | Government | Parents in fees |

**The presence of Counsellors in schools:**
**Current Status of Career counselling in schools:**

## *FINDINGS*

*Private School:*

- o No full or part time counsellor
- o No career counselling has been provided by school

70

o  The students depend on their parents or private counsellors for guidance.

o  The teachers help students in choosing career but not officially and proper way.

o  The management is not yet in condition to provide counselling which is cost effective.

o  School follows CBSE's CCE  (Continuous and Comprehensive Evaluation) pattern which helps to keep record of  the student's performance by identifying his/her learning difficulties at regular intervals, right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

o  The information in the record of the student though give the information about the interest and aptitude of the student but further no suggestions aren't counselled to improve.

o  No help is provided to choose subjects and career.

### Government School:

o  Do not have full time counsellor in school.

o  For career counselling, once in a year a guest counsellor comes.

o  Guest counsellor addresses to all the students of secondary and senior secondary grades.

o  The micro-counselling is not part of this session.

o  Only information about the possibility of career is told

o  The students' aptitude is not checked.

o  The students' interest is not checked.

o  The students are not sure about the career decisions.

### Public School:

o  A full time counsellor is in the school that guides and helps students.

o  The counsellor conducts aptitude tests and interest test to evaluate the level of students and so to suggest a suitable career for them.

o  The career counselling is provided from the grade eighth to twelfth grade.

o  The students are also guided and motivated by the teachers day to day in classroom.

o  The students facing problems academically or in non-scholastic areas get benefit from the counsellor.

## *CONCLUSION*

India needs today successful doctors, educators, engineers, lawyers, technicians, craftsmen, farmers, inventors, writers, business executives. It is crucial that students are helped and guided to take up courses and careers suited to their needs and aspirations, interests and aptitudes so that they become efficient workers. Without a well-planned, systematic, scientific and comprehensive student counselling service, the educational programme from the primary to the university stage could be incomplete. To draw out best out of a student, guidance and counselling needs to be a regular and continuous activity in educational system. From the findings of this study, the researcher has found that the counselling is the most neglected aspect in school.

## *SUGGESTIONS*

First of all each school has to understand that the career counselling is essential for the vocational development of students. Secondly, it should focus on the interest and aptitude of the student before suggesting subjects instead of looking at the report card.

The following are some suggestions for the improvement of the situation of career counselling in school:

**To Private Schools**
- o They must provide career- counselling whether they appoint a part-time counsellor.
- o The teachers can also help the part-time counsellor because teachers already know the interest and aptitude of the students.
- o They should also provide each student counselling on the basis of their interests and their capabilities.
- o An association can be formed to help students choosing subjects before they enter into senior grades.
- o They can also obtain help of parents in such association.
- o The senior students can be part of this counselling association.
- o Full information regarding a career should be given like advantages and also disadvantages, salary, and market survey.
- o The service can be dispensed by the association whereas the counsellor in school gives it directions and provides them all the information they require.

**For Government School**

- o The guest counselling is not enough, a full or part time counsellor must be provided.
- o They should also provide each student counselling on the basis of their interests and their capabilities.
- o Full information regarding a career should be given like advantages and also disadvantages, salary, and market survey.

**For Private School**

- o Though they already are ahead in providing career counselling, they still require helping students who might not be able to showcase all their talents in the aptitude tests but they show it in the classroom.
- o The class-teachers should also help the counsellor to provide the relevant information to the counsellor regarding the student, so that the counselling could be more effective.

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# UNDERSTANDING THE RELEVANCE OF EDUCATION OF GIRLS IN INDIA

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## ABSTRACT

*The importance of girl child education cannot be overemphasized. Hence, this study therefore, examined the problems and challenges of girl child education in Indian context. The study adopted a Descriptive Survey Research Design. A sample of randomly selected girls facing problems in pursuing education was taken. Two Research Questions were formulated, while data collection was majorly through the use of archival data and oral interviews, and analyzed using simple descriptive statistics. The study revealed that, the problems faced by girl child education in India are not far from poverty, early marriage, cultural and religious misconceptions. The study recommends among other things that government, non-governmental organizations, parents, traditional and religious leaders should join hands in the enlightenment campaign for the benefits and need to educate a girl child.*

## INTRODUCTION

### Girls' education: A lifeline to development

Education is one of the most critical areas of empowerment for women. It is also an area that offers some of the clearest examples of discrimination women suffer. Among children not attending school there are twice as many girls as boys, and among illiterate adults there are twice as many women as men.

Offering girls basic education is one sure way of giving them much greater power -- of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. The Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right.

That women might have the chance of a healthier and happier life should be reason enough for promoting girls' education. However, there are also important benefits for society as a whole. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen.

An educated woman is, for example, likely to marry at a later age and have fewer children. Cross-country studies show that an extra year of schooling for girls reduces fertility rates by 5 to 10 per cent. And the children of an educated mother are more likely to survive. Here, In India, for example, the infant mortality rate of babies whose mothers have received primary education is half that of children whose mothers are illiterate.

An educated woman will also be more productive at work -- and better paid. Indeed, the dividend for educational investment is often higher for women than men.

Over recent decades there has certainly been significant progress in girls' education. But there is still some way to go….



**NEED OF THE STUDY:**

It is girls, and marginalised groups such as the very poor and the disabled, who are often left behind. While girls attend primary school in roughly equal numbers to boys, the gap widens as they get older and more are forced to drop out to help with work at home or get married.

Of the out-of-school children in 2008, 62% were girls; they make up two-thirds of illiterate 15 to 24-year-olds. And two-thirds of those not in schools were from those lowest in the caste system, tribal groups and Muslim communities, despite those historically oppressed groups making up only 43% of India's children. But they are unregulated, and can lack trained teachers and proper infrastructure, says **Taneja.**

And hence, it becomes a matter of interest, to carry out this research to find out the reasons behind the astonishing low literacy rate, particularly among the girls in India.

## OBJECTIVES OF THE STUDY:

- ∨ To find out the problems faced by girls while making attempts to gain education.
- ∨ To find out the support system given by teachers and parents to the learners who are girls.
- ∨ To give suggestions to the teachers and parents to help their girl child to meet her aspirations and make her dreams come true.

## RESEARCH QUESTIONS:

- ∨ What problems are faced by Girl child in pursuit of their education?
- ∨ What solutions may be given to aid this problem?

## METHODOLOGY:

Sample:

(Randomly Selected) – Girls facing problems in pursuing their education in the neighbourhood of the researchers.

Tools:

- ∨ A semi-structured interview schedule was prepared for achieving the mentioned objectives, for the girls, their teachers and their parents.
- ∨ Resource books, Research Articles and a number of documentary films were studied and viewed.

## ANALYSIS AND INTERPRETATIONS:

The data or the information thus, collected was analysed and interpreted qualitatively.

## FINDINGS:

- ∨ Of the out-of-school children in 2008, 62% were girls; they make up two-thirds of illiterate 15- to 24-year-olds. And two-thirds of those not in schools were from those, lowest in the caste system, tribal groups and Muslim communities, despite those historically oppressed groups making up only 43% of India's children.

∨ Overcrowded classrooms, absent teachers and unsanitary conditions are common complaints, and lead parents to decide, it is not worth their child going to school.

∨ Meanwhile, neighbourhood "low-budget" private schools serving low-income families desperate to provide their children with a "quality" education have mushroomed. But they are unregulated, and lack trained teachers and proper infrastructure.

∨ A 2010 report by the National Council for Teacher Education estimated that an additional 1.2 million teachers were needed to fulfil the RTE Act requirements, and last year the RTE Forum, a civil society collective of around 10,000 non-governmental organisations (NGOs), found that only 5% of government schools complied with all the basic standards for infrastructure set by the act.

∨ The RTE Forum also reported official figures showing that 21% of teachers weren't professionally trained.

∨ The quality and quantity of teaching is insufficient.

∨ Inside one of the schools, some of the gloomy, bare-walled classrooms have low benches and desks. In others, the little girls sit on the floor, books in their laps. In several, no teacher is present; one man appears to be responsible for three of the small rooms

∨ The kind of street harassment suffered by one of the samples – sometimes referred to as "Eve-teasing" – and its effect on girls' education is another major concern.

## CONCLUSION:

Man and woman are like the two sides of a coin. Without one, the other cannot exist. They help each other in every sphere. So education should be given to both man and woman. Further, women are the mothers of the future generation. If women are uneducated, the future generations will be uneducated. For this reason the Greek warrior Napoleon once said, "Give me a few educated mothers; I shall give you a heroic race."

In day to day life, the real problems are faced first by women and then the same problems are conveyed to men for solution. If the women are educated, they can solve all the problems of their houses.

Very often, the working men of some families become handicapped in unfortunate accidents. In that situation, the complete burden of the family rests on the women of the families. To meet this exigency women should be educated. They should be employed in different spheres. Women can work as teachers, doctors, lawyers and administrators. Educated women are good mothers.

Education of women can be helpful in eradicating many social evils such as dowry problem, unemployment problem, etc. Social peace can easily be established.

Hence, it may be said that after our team divided the work-- where some volunteered for the field work and took up cases and interviewed them, while others gathered documentaries and research articles; our research soon turned into a journey starting from the glimpses of the early childhood of a girl child in India to a very uncertain as well as unsafe adolescence.

While taking a walk through this journey we also, realize how different; are our lives from them and how privileged we are, and that we must be thankful enough to the Almighty, our parents and our teachers for providing a safe environment to us in the society, at home as well as in the school.

## SUGGESTIONS:

- **Parental and community involvement** -- Families and communities must be important partners with schools in developing curriculum and managing children's education.

- **Low-cost and flexible timetables** -- Basic education, as per RTI, has been made free and compulsory. Also, wherever possible, there should be stipends and scholarships to compensate families for the loss of girls' household labour. Also, school hours should be flexible so children can help at home and still attend classes.

- **Schools close to home, with women teachers** -- Many parents worry about girls travelling long distances on their own. Many parents also prefer to have daughters taught by women.

- **Preparation for school** -- Girls do best when they receive early childhood care, which enhances their self-esteem and prepares them for school.

- **Relevant curricula** -- Learning materials should be relevant to the girl's background and be in the local language. They should also avoid reproducing gender stereotypes.

ǀ **By fostering innovative and inclusive teaching and learning** so that marginalized and at-risk children and youth learn in a safe environment. By identifying barriers and addressing the needs of all children, we can help to improve children's access to education and encouraging the learning process through the training of teachers and the creation of gender-sensitive learning environments, among other activities.

ǀ In addition, we must **promote inclusive education** that is age appropriate so that children who may otherwise be excluded can access educational opportunities: we must also support alternative non-formal education, strengthen the capacity of communities to implement early learning activities, identify and address obstacles to education, and work to integrate disaster risk reduction planning in the school system.

ǀ And finally, In line with the system strengthening approach, we must also recognize through various programs that government policies, the implementation of laws, and sound budgets are vital to inclusive education. We must work to strengthen the capacity of public authorities to develop education policies and also support various NGOs, as they carry out campaign activities.

## APPENDICES:

### List of various documentaries --

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∨ https://youtu.be/5N-9yZmK3Fg
∨ https://youtu.be/WNxHYX3r8DQ
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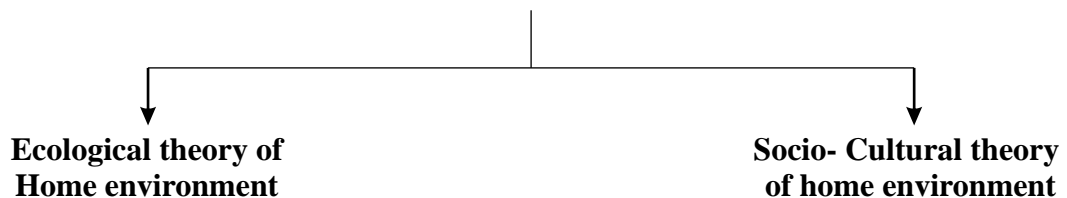
∨ Are Schools Giving Adequate Facilities To A Girl Child

# CHILD DEVELOPMENT- ROLE OF HOME ENVIRONMENT

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## INTRODUCTION

*Learning is a complex process that begins with the birth of a child and ends at death. It continues throughout a man's life. The parents of a child are his first teacher or guide. A child's family and home environment have a very strong and lasting impact on his/her language, literacy development and educational achievements. This impact is stronger during the child's early years but continues throughout their school years. A child's early home environment has a long lasting effect on his mental well-being. Beginning in infancy, problematic home environment can disrupt the brain's stress response system, reduce the quality of care giving a child receives, and interfere with healthy development. On the other hand healthy and favourable environment at home helps the child to be physically fit and mentally strong in order to take up any challenges that come their way. Healthy environment makes a child motivated and confident whereas problematic environment leads the child to be fearful and demotivated further resulting in lack of confidence.*

### THEORIES OF HOME ENVIRONMENT

- Ecological theory of Home environment
- Socio- Cultural theory of home environment

The home environment is a very vast term in itself and can be explained by the above two theories.

## 1. ECOLOGICAL THEORY

Home environment can be viewed as the immediate social environment of a child and thus can be referred to as ecology of child development.

This has been further explained by BRONFENBRENNER & SONTAG BRONFENBRENNER defines ecology of human development as "the scientific study of progressive mutual interaction between the active growing human being and

the changing properties of the immediate settings in which the developing person lives".

BRONFENBRENNER hence emphasized that development of a person is not passive rather it is dynamic.

SONTAG clarified that the environment exerts its influence on the developing person & helps in his growth by shared interaction between the person and other person, objects and symbols found in the environment.

## 2.    SOCIO – CULTURAL THEORY

Referring to home environment as social setting puts it into the prospective of socio-cultural theory.

This theory emphasizes that human development results from dynamic interaction between a person and the surrounding socio- cultural forces.

According to VYGOTSKY, the child's learning is enclosed with social events occurring as the child interacts with people in the environment. The child participates in various social activities and tasks, which influence his mind set in different ways.

## WHAT THEORIES SUGGEST?

The above two theories give certain suggestions that are to be considered in relation to development of a child.

1.  Social setting and environment deeply and strongly influence the child's development.
2.  Development process is directly related to the environment of the child.
3.  Child influences the environment and the environment influences the child i.e. relation between the two is reciprocal.

## HOME ENVIRONMENT

Home environment refers to the aspect of people's domestic lives that contribute to their living conditions. These factors may be physical i.e. economic conditions, psychological conditions due to parenting, single child etc. or wider cultural patterns of life related to location i.e. urban or sub urban environment.

Since human beings are generally known to be creatures of habit, the state of a person's home has been known to physiologically influence their behaviour, emotions and overall mental health.

Home environment can be further categorized as:-

## 1.    MICRO SYSTEM (FAMILY)

A 'micro system' is a pattern of activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics. The micro system of a person therefore includes the culture in which that individual is educated and lives in and people with whom he interacts.

## 2.    MACRO SYSTEM (SOCIETY)

A 'macro system' is a pattern of activities, roles and interpersonal relations experienced by the person beyond a fixed setting. It includes people and things apart from that in the family like peers, school, relatives etc.
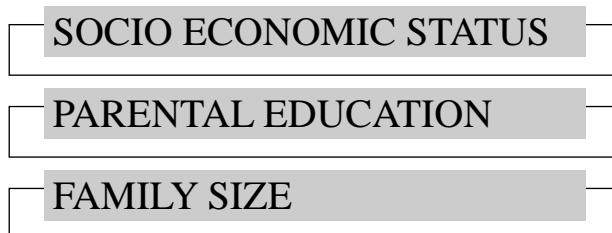
## POOR EFFECTS OF HOME ENVIRONMENT

A child's early home environment has lasting effects on his well-being. Beginning in infancy, problematic home environment can disrupt the brain's stress response system, reduce the quality of care giving a child receives, and leads to various health problems.

Negative home environment during child's first three years leads to many developmental problems like:-

-   Poorer language development by age three.
-   Later behaviour problems.
-   Deficits in school readiness.
-   Aggression, anxiety and depression.
-   impaired cognitive development at age three
-   Lack of proper brain development
-   Lack of proper physical development

## FACTORS AFFECTING CHILD DEVELOPMENT

| SOCIO ECONOMIC STATUS |
| PARENTAL EDUCATION |
| FAMILY SIZE |

There are mainly three factors affecting the development of a child

1.      <u>**Socio Economic Status**</u>:-

The socio economic status can be categorized under *class &position.* Socio economic class refers to social groups that arise from interdependent economic, social and legal relationship among a group of people.

Socio economic *position* generally refers to various components of economic and social wellbeing that different that differentiates persons of different social classes.

 On the basis of socio economic status society can be categorized as living on three levels based on the income and type of occupation i.e.
-      UPPER LEVEL
-      MIDDLE LEVEL
-      LOWER LEVEL

A child born and brought up in a upper level group family will be very different in his behaviour and mental level as compared to the child born and brought up in a middle or lower level group family. Income level has both positive and negative impact on the child's attitude and aptitude.

2.   <u>**Parental Education:-**</u>

Parental education has deep impact on child's development. If parents are well educated they tend to be well informed and hence believe in involvement in each and every activity of the child. Educated parents are more responsive to their children. Parents level of education correlates to cognitive development of child.

E.g.: - child of mathematics or science scholar may have high interest in these subject and scores well.

Educated parents show patience in handling situations or problems or queries of their children. Hence parental education plays a crucial role in child's overall development.

3.      <u>**Family Size:**</u>

Family size is another factor that impacts the child's development in different ways. A child may grow up in two types of families as per size and as number of members' i.e.
-      Nuclear Family:- includes father, mother and children
-      Joint Family:- includes father, mother, grandparents. In some cases uncle, aunt, their siblings etc.

These also have *positive* and *negative effects* on the child with regards to development of their behaviour and attitude.

E.g. 1:- A child living in joint family is more adjusted as compared to that living in a nuclear family. Whereas, on the other hand, a child growing up in nuclear family gets quality time and attention from parents which might not be the same in joint family.

Hence family size also affects the development of child, differently.

## OBJECTIVES

The objective of this journal is to:-
- See the effects of home environment on child's development
- See the effects on his behaviour pattern
- Suggest the solutions of the problem faced by children due to different home environment

## DESIGN OF STUDY

## 1.   SAMPLE SIZE:-

The total sample size of the study was 12, which included parents and their children covering each aspect of economic status, parents' education level and family size. Questionnaire method was used along with interview and observation of children.

## 2.   FINDINGS:-

From the survey it was found that the home environment had a great role in making of a child, his attitude & his behaviour.

- Children belonging to *economically strong* families were more confident and knowledgeable. They had good information about the latest gadgets being used. Those belonging to economically weaker families lacked these qualities.

- There is a change seen in the mind set of *weaker families*. Earlier, children to them mend more hands to work and earn, but now they are more curious to get their children educated.

- Those *children having educated parents* had good hands on communication skill. They get into discussions over various topics which have developed a lot of confidence as they are aware about the happenings in the society.

- *Joint families* had their own impact on children. Some face strict environment, where children find only 2-3 members in the family whom they can speak to freely and being comfortable. In such joint families children had a mixed behaviour i.e. some getting involved in group activities with their cousins, and so did not require outside friends. There are some children who faced problem of "my time & my space", as they were always with someone in the family and hence longed for personal space. Such children have developed an irritating behaviour in over crowded house.

- Children in *nuclear families* were better behaved and quiet. There were some looking out for some company of their own age and some who wanted to be alone in their own space.

- *Socializing* had its own effects as the children became more outspoken, confident and presentable. Less social children just cling with their parents and at time start getting irritated if someone speaks to them

## CONCLUSION

After doing the study, it can be concluded that different home environments have different effects on a child. It may effect in a positive and negative way. But it is always important to give time to a child, participate with him in the activities so that they also develop qualities of being friendly and confident.

Apart from it, at times, space should also be given to children so that if they want they can learn and explore new things on their own and blossom in the way they want but a close watch should be kept in order to see and correct then whenever required.

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# MID-DAY MEAL : LOCATING GAPS IN THE POLICY

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## ABSTRACT

*This is a true statement, "Healthy mind lives in a healthy body". For achieving the goal of education or to fulfil one's aim of life, it is important to take proper nutritional diet. Mid-day meal (MDM) is one such a programme that provide nutritious meal to the upcoming bright future of the country. With the provision of the quality education provided in the schools, government of India had also initiated the provision of nutritious meal provided to the children in all the schools. This article is about to find the progress of MDM and implementation issues in the schools. The study is about to find the differences between what are the actual provisions of the programme stated by the government and at what extent the provisions of the policy implemented or what does the actual reality exist in the schools. In this study several suggestions and solutions has been given to the school staff, teachers, parents, government authorities etc. This article also shows the findings of the various schools which are surveyed and are located at different districts of Delhi and have been taken as a sample. By implementing the policy in the schools, various benefits have been seen like removes hunger, increasing enrolment, retention and attendance of children belonging to disadvantaged and economically weaker sections and on the other hand quality of food, discrimination, Parental disapproval, corruption, irregularity are the implementation issues occurred at alarming rate in the various schools of Delhi. The article concluded with the statement, 'for the success of the policy, quality of food necessarily needs to be improved and other implementation issues need to be resolved with the help of teachers, School Management Committees (SMCs) and government authorities'.*

## INTRODUCTION

The mid-day meal scheme is a school programme of the government of India designed to improve the nutritional status of school age children nationwide. The programme supplies free lunches on working days for children in primary and upper primary classes in government, government aided, local body, Education guarantee

scheme (EGS), alternative and innovative education (AIE) centres, National child labour project (NCLP) schools and Madarsa and Maqtabs supported under SarvaShikshaAbhiyan (SSA). India has committed to providing "adequate nutritious food" for the children. The programme entered the planning stages in 2001 and was implemented in 2004 through the State/UT Governments. The objectives of MDM scheme are to address two of the pressing problems, hunger and education for majority of children in India.

Education plays a vital role in the development of human potential. The goal of 100% universalization of elementary education appears to be far and elusive due to inherent and socio-economic factors present in the society. Free and Compulsory education up to 14 years is the constitutional commitment and it is estimated that Primary School children (6-14years) form about 20% of the total population in India. A hungry child would not attend schools regularly. Chronic hunger can cause or lead to malnutrition and even lead the children to pay less importance to studies as well as divert their attention from studies and with a view to enhance the enrolment, retention, attendance and simultaneously improving nutritional level among children. The central and state governments share the cost of mid-day meal scheme with the entire providing 75% and the state 25%. The per day cooking cost per child at primary level has been fixed to Rs. 3.59 while at the upper primary level is Rs. 5.38.

## NEED OF THE STUDY

Under MDM Program, rice is Public Distribution System. The Women Self Help Groups are responsible for procuring of food items and provide cooked food to school students on regular basis as per the decided menu. The menu of the mid-day meal is decided in consultation with government authority by members of School Management Committee. District Education Officer is responsible for monitoring the MDM Scheme, quality and quantity of food served to students. Teachers play crucial role for monitoring the MDM scheme. SMCs (School Management Committee) are effective mechanisms wherein MDM can be monitored at micro level thereby ensuring quality of food as well as appropriate utilization of funds.

## ADVANTAGES

The MDM scheme has many potential benefits: nutritional benefits, socialization benefits, benefits to women. It also has a positive effect on enrollment of disadvantaged children (by Dreze and Kingdom, 2003), on attendance (by Chakraborty, Jayaraman, Pande, 2004), on learning effort (by Booruah, Afridi, 2004-2005), on improving nutritional inputs (by Afridi, 2005), on improving nutritional outcomes (by Singh, 2004) and so on.

## DISADVANTAGES

Caste based discrimination continues to occur in the serving of food (Sukhdeo Throat and Joel Lee, 2005), though the government seems unwilling to acknowledge this. Media reports have highlighted several implementation issues, including irregularity, corruption, hygine, caste discrimination etc.

## OPERATIONAL DEFINITIONS OF THE TERMS USED

**Mid-Day Meal**: Refers to a scheme introduced by a government in which cooked meal is provided to the students of primary and upper primary levels in government schools.

**Locating Gaps**: Refers to the differences between the provisions in the policy and the actual implementation in the government schools

## OBJECTIVES

- ➢ To study the progress of mid-day meal scheme in government schools.
- ➢ To find the present reality of the schools which are providing the mid-day meal to the students?
- ➢ To give suggestions for the better implementation of the programme.

## RESEARCH QUESTIONS

- ⌐ What are the advantages and disadvantages of implementing the scheme in the government schools?
- ⌐ What solutions may be given for reducing the gaps in the policy?

## DELIMITATION OF THE STUDY

The study will remain confined only up to the implementation of the Mid-Day Meal Scheme in government and MCD schools.

## METHODOLOGY

**Sample**: To find the gaps in the policy, five government schools were selected as sample on random and convince sampling basis.

## Tools
- Survey of the five schools was done for observing the students, teachers while taking and distributing the meal in the school environment.

ι A semi-structured interview schedule was prepared for the teachers, students and mediators for achieving the objectives.

## ANALYSIS AND INTERPRETATION

Data was analysed and interpreted qualitatively.

## FINDINGS

On the basis of the survey of five government schools and interview taken with the teachers, students and the mediators, both the positive and negative aspects were found.

## Positive Aspects

✓ Everyday menu of the meal was fixed to each school like for example

|  |  |  |
|---|---|---|
| Monday | - | Poori Aloo |
| Tuesday | - | Dal chawal |
| Wednesday | - | Poori Aloo |
| Thursday | - | Dal Chawal |
| Friday | - | Namkeen Dalia |
| Saturday | - | Kadhi Chawal |

✓ NGO's have the responsibility of preparing the meal and transporting to the respective schools.

✓ A fixed Teacher-incharge of mid-day meal has a responsibility of receiving the meal before the recess time of the school.

✓ The Teacher-incharge maintained the accounts like Rs 5.38/day/child is provided and the two items – wheat item for 250g/child and rice item for 350g/child is provided.

✓ Some records are maintained in the schools like

1) Time of receiving the meal

2) Weight of the meal is taken on a weighing machine

3) Number of students who are taking the meal

4) Teacher-incharge has given an approval by his signature on a particular record register.

5) Everyday attendance of the students will be updated on the website of

respective NGOs then they will send the meal according to the number of students present.

✓ In some schools the food was first tasted by all the teachers present in the school while in some, only the teacher-incharge and the Principal will first taste the food.

✓ There is a school where proper gloves and caps were worn by the distributors while distributing the food.

✓ If the meal received is unhygienic or the meal is not reached, a complaint letter will be sent to the respective NGOs. Out of the five schools surveyed, only one school is providing 'Parle G Biscuits' to the children on behalf of the meal.

✓ In the survey of five schools, there is only one school which is providing the special meal to the students on special days such as Independence Day, Children's day, Gandhi Jayanti, Teacher's day etc.

## Negative Aspects

- No disposable plates or utensils are provided to the students. The students who were willing to take the meal, they came along with the empty lunch boxes.

- If the meal is not reached or received meal is unhygienic, only complaint letter will be sent to higher authorities. No strict action would be taken by schools.

- Generally, it was found in the survey that no special meal was provided on special days in the schools.

- All the students are not taking the meal because their parents are not satisfied regarding the scheme and thus not allowed their child to take the meal.

- Caste discrimination occurs with the students of backward classes and disadvantaged sections while distributing the food by the senior students or by the women helpers of the school.

- It was found that quality of the food was very poor or the food was not nutritious at any level. Recently it was found that 35 students suffered from various health problems in a government school.

## CONCLUSION

Unlike many other government programmes, implementation of MDM has been a success throughout the country. Though the quality of food needs to be improved, extra efforts are required while cooking the food and ensure the cleanliness of the

environment where the food was cooked and distributed. It must be said that with active participation of the beneficiaries, it has become a community programme. MDM Scheme shows the improvement in enrolment, attendance, retention and socialization among the children. Some parents did not allowed their child to take the meal because children were suffering from major health issues due to inadequate quality of food which has been observed in many government schools of Delhi. Recently, a similar case has been observed in South Delhi in which about 35-40 children suffered from food poisoning, stomach pain, vomiting etc. who were admitted in the nearby hospital. This has been a result of the carelessness of the workers/helpers who cooked the food.

## DISCUSSION

It has been found that the implementation of the program has several benefits: can encourage the poor children, belonging to disadvantaged sections to attend school more regularly, enhance the enrolment of children, and retention of children in schools for a longer period, increased socialization among children- these points are similar to the findings of the various researchers. Various cases highlighted the fact that the meal provided in government schools is unhygienic. The quality of food needs to be improved for the success of the scheme. Various health issues are becoming a serious concern for the parents. On the other hand, researchers found that the caste discrimination occurs while serving the food and other issues like corruption, irregularity, hygiene are also occurring in conjunction with MDM Programme.

## SUGGESTIONS

- ∨ Government has to take serious steps to improve the nutritional level among children by improving the quality of food.
- ∨ Government has to give the assurity to the parents regarding the quality and hygiene of the meal so that they allow their children to take the meal.
- ∨ NGO's have to take serious steps about the cleanliness of the environment where the food is cooked and also schools should take steps regarding the cleanliness while distributing the food so that good habits are developed in the children.
- ∨ The meal is provided on regular basis and variety in the menu should be there so that all students keenly participate in this.
- ∨ Schools must provide the utensils/disposable plates so that all students show active participation.
- ∨ Teachers have to take steps regarding the caste based discrimination that occurs in the schools.

∨ Teachers can motivate the children to take the meal and provide knowledge/information about the scheme in their respective classes.

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## APPENDICES

### Interview Questions (from Teacher-incharge)

1. What is the everyday menu of the meal provided to the students?
2. Which organization has taken the responsibility of preparing and transporting the meal to the schools?
3. Which person has responsibility of receiving the MDM in the school?
4. Are there any accounts maintained regarding the meal provided to per child?
5. Any types of records are maintained or not? If yes, give details.
6. Are there any utensils or disposable plates provided to students?
7. What are the safety measures taken for the meal provided in your school?
8. What steps are taken if the meal received is unhygienic?
9. Is there any special meal provided to the students on the events celebrated by the school?

10. All the students are taking the meal or not? If not, why?

11. What steps are taken by the school if the meal is not reached?

## Interview Questions (from Children)

1. You like the food given by the school?

2. After eating the food, have you suffered from stomach pain or any other health problem?

3. You belong to which religion, caste of the society.

4. Your Parents are agreed/disagreed with the meal or have any objection regarding meal?

5. All your friends or class fellows willingly take the food or not?

## Interview Questions (from Mediators)

1. Where the mid-day meal is cooked?

2. What is everyday menu of the meal?

3. How your duty is assigned for distributing the meal?

4. To how many schools, you are distributing the meal?

5. You are working for which NGO or an organization?

6. What steps are taken if you were not reached on time in the schools?