

Course: Teacher Education in Pakistan (829)

Assignment no 1

Level: M.Ed / M.A

Semester autumn 2019

Q1. Discuss the instructional responsibilities of a teacher. Highlight the role of teacher as a “national Builder”.

Instructional Responsibilities of a Teacher

1. Knowledge of the Subject

- To have expert knowledge of the subject area
- To pursue relevant opportunities to grow professionally and keep up-to-date about the current knowledge and research in the subject area

2. Teaching

- To plan and prepare appropriately the assigned courses and lectures
- To conduct assigned classes at the scheduled times
- To demonstrate competence in classroom instruction
- To implement the designated curriculum completely and in due time
- To plan and implement effective classroom management practices
- To design and implement effective strategies to develop self-responsible/independent learners
- To promote students’ intrinsic motivation by providing meaningful and progressively challenging learning experiences which include, but are not limited to: self-exploration, questioning, making choices, setting goals, planning and organizing, implementing, self-evaluating and demonstrating initiative in tasks and projects
- To engage students in active, hands-on, creative problem-based learning
- To provide opportunities for students to access and use current technology, resources and information to solve problems
- To provides opportunities for students to apply and practice what is learned
- To engage students in creative thinking and integrated or interdisciplinary learning experiences

- To build students' ability to work collaboratively with others
- To adapt instruction/support to students' differences in development, learning styles, strengths and needs
- To vary instructional roles (e.g. instructor, coach, facilitator, co-learner, audience) in relation to content and purpose of instruction and students' needs
- To maintain a safe, orderly environment conducive to learning
- To comply with requirements for the safety and supervision of students inside and outside the classroom

3. **Assessment**

- To define and communicate learning expectations to students
- To apply appropriate multiple assessment tools and strategies to evaluate and promote the continuous intellectual development of the students
- To assign reasonable assignments and homework to students as per university rules
- To evaluate students' performances in an objective, fair and timely manner
- To record and report timely the results of quizzes, assignments, mid- and final semester exams
- To use student assessment data to guide changes in instruction and practice, and to improve student learning

4. **Professionalism**

- To be punctual and be available in the university during official working hours
- To comply with policies, standards, rules, regulations and procedures of the university
- To prepare and maintain course files
- To take precautions to protect university records, equipment, materials, and facilities
- To participate responsibly in university improvement initiatives
- To attend and participate in faculty meetings and other assigned meetings and activities according to university policy
- To demonstrate timeliness and attendance for assigned responsibilities
- To work collaboratively with other professionals and staff
- To participate in partnerships with other members of the university's community to support student learning and university-related activities
- To demonstrate the ability to perform teaching or other responsibilities, including good work habits, reliability, punctuality and follow-through on commitments
- To provide and accept evaluative feedback in a professional manner
- To create and maintain a positive and safe learning environment
- To carry out any other related duties assigned by the department chairman

5. **Good Behaviour**

- To model honesty, fairness and ethical conduct
- To model a caring attitude and promote positive inter-personal relationships
- To model correct use of language, oral and written
- To foster student self-control, self-discipline and responsibility to others
- To model and promote empathy, compassion and respect for the gender, ethnic, religious, cultural and learning diversity of students
- To demonstrate skill when managing student behaviour, intervening and resolving discipline problems
- To model good social skills, leadership and civic responsibility

6. Specific Deadlines

Task	Deadline
Course Specifications	During the first lecture of the course, course specifications should be shared with the students
Class Activity Report	Class activity report must be prepared for each class lecture and placed in the course file
Course File	Course file for each course must be kept updated all the time for periodic review by the Chairman and random checks by the QAD
Attendance	After every 8 weeks of the semester, a copy of the attendance summary sheet must be displayed on notice board and a copy should be placed in the course file.
Quizzes	Within one week of every quiz, a copy of the result must be displayed on notice board and a copy should be placed in the course file. (Note: Quizzes/Assignments should be equally distributed before and after the mid exam).

Assignments	Within one week of receiving every assignment, a copy of the result must be displayed on notice board and a copy should be placed in the course file.
Mid Semester Exam	Within one week of the exam, a copy of the result must be displayed on notice board and a copy should be placed in the course file.
Final Attendance Report	A copy of the final student attendance report must be submitted to COE office before the end-semester examination
Setting of Mid & Final Papers	All examination papers should be set from within the prescribed course made known to the students by the teacher.
End Semester Exam	Within one week of the exam, submit the comprehensive results to the controller of examination along with answer-sheets of mid and end-semester exams.

the role of teacher as a “national Builder”.

The importance of the teacher in national life cannot be over-emphasized. It is he who influences the immature minds of the youth. He treats and tries to mould the living stuff into various forms. The future of the nation is fashioned by him through the process of education. A nation trying to march ahead on the roads to progress can leave the education of her sons and daughter in the hands of incompetent teachers only at its own risk. “The world of tomorrow will be born from the schools of today” says M.L Jacks. In this way, teachers, indeed, is the true builder of the nation.

In the past, teachers were held by all in the highest esteem. Even kings and emperors used to look upto them for guidance and advice in hours of crisis. As a matter of fact, teachers were the trustees of common welfare. Teachers in those days days were the true benefactors of society. History is full of examples which clearly show that great decisions of vital importance to the whole nation

were taken on the directions of the teachers. Such was the importance which was enjoyed by teachers in the past.

Q2. Explain the Quranic concept of Teacher Education. According to Islamic perspective with methods of teaching should be used.

Quranic concept of Teacher Education

The teacher is considered the profound father in religion Islam. All Prophets were the teacher that sent before Prophet Muhammad (SAW) and obviously, Holy Prophet (PBUH) was also the great teacher for all mankind. Prophet Muhammad (SAW) teaches us how to worship Allah, how to implement teachings of the Quran in our daily lives and many other things. Islam lays great emphasis on knowledge. At numerous times and instances, Allah Almighty ordered the Muslims to acquire knowledge and learn. Islam lays so much stress on seeking knowledge and also on giving the respect to the ones who imparted knowledge. That's why teachers have the highest status in Islam. In Holy Quran Almighty Allah says: **“Allah elevates to high positions those from amongst you who are faithful and those who have acquired knowledge”**. (Quran, 58:11)

Rights of Teachers

A teacher teaches the person so he has some rights some of them are mentioned below:

- Lead his pupil means it's the duty of the teacher to make his student smarter and have a good Akhlaq.
- Get reward and appreciation. The teacher is the spiritual father of the student as he is the one who provides spiritual nourishment and improves the behavior of learners. That's why we should appreciate teachers for their great work.
- Teachers should have freedom of expression, obstacles and intervention should be cleared.
- Teachers should get respect from other people. We need to respect the teacher who is willing to give us the knowledge.
- Teachers should get good treatment to make his job easier.
- Teachers should have freedom in giving judgment.
- Teachers should acquire and utilize learning facilities and infrastructure.
- Teachers should get physical and spiritual needs.

Teaching Methods in Islam

The ancient Muslim educationists adopted a special method of teaching that promotes the recipients of knowledge. The following are some articles of the teaching methods:

Forsaking Tension

Teachers ought to treat their pupils leniently and kindly and avoid any tension and cruelty since these two things impede the mental growth and author serious psychological complexes. Ibn Khuldun says, "Tensional teaching injures the pupils, especially the children and the harshly educated."

Physical Discipline

Pupils of irregular behavior and negligence should be disciplined if they ignore the advice. The ancient Muslim teachers used to beat and detain even the kings' sons. Abu Merriam, the educator of al-Amin and al-Mamun*, caned them so harshly that one's arm was injured. Before his father, the boy showed his hand, and the teacher was summoned. "What for did Mohammed –al-Amin-complain you?" asked ar-Rashid. "He is full of naivete and slyness," answered the teacher. The caliph then said, "You may kill him! His death is better than being dull."

In his instructions to al-Ahmer, one of his sons' educators, ar-Rashid said, "You should first reform him by means of kindness and lenience. If he refuses, then you should use tension and coarse."

Fathers used to say to the educators of their sons, "Your share is the flesh while ours is the bones." Beating and tormenting were the most important means of education. This is incorrect indeed since it is undecided to Islam that regards mercy, kindness, and lenience as the most matters on which education should settle. All of the crooked ways should be avoided in the educational processes. Teachers should not exceed in disciplining the irregular and deviant pupils since it creates mental complexes and impedes the maturity and prosperity of education and personality. Ibn Khuldun says, "If the educator uses coercion, this will distress the pupil and confine his delighted spirit and urge on indolence and lead to lie and malignancy for avoiding more coercion. In addition, this coercion will teach the pupil trickery and fraud, and the pupil may take them as customs and qualities forever. The educator, whether teacher or father, should not exaggerate in disciplining the sons." The Prophet (s) said, "Teach without chiding. Teachers are preferable to the scolders." Ibn Quteiba said, "Teachers are recommended not to use tension or pride."

Teachers are compared to the compassionate father. It is said, "Teachers are the substitutes of fathers." It is also said, "Teachers ought to care for the students' interests and treat them like the dearest sons with kindness, courtesy, benevolence, and patience on probable alienation. Teachers should apprise of their flaws by means of advice and sympathy, not chiding and crudeness." Al-Qabisi, one of the master educators of the fourth century –of Hegira-, was asked whether it is recommended for teachers to use coarseness or lenience with students, he answered, "Disciplining should never occupy the good teachers' lenience and mercy to the pupils. Teachers are the substitutes of their fathers. It is discommended for teachers to be always frowning. This will make the pupils disrespect them."

Teachers' roughness originates mental troubles and leads to the students' refusing the lessons.

Suggestive Rebuke

Muslim educationists believe that the insinuating rebuke should be within the teaching methods in case pupils show irregular behavior or imperfect work since this method is more impressive than expression. They said, "Teachers who notice an irregularity or a crooked behavior should not state it directly to the pupils. They should insinuate within their common speech by referring to the disadvantages of such a behavior. This will achieve the intended convention."

This method, in fact, is more useful than direct reproach, which may lead to rebellion and insistence on the wrong. Islam has asserted this topic in the fields of education and teaching. It is related that Imams al-Hassan and al-Hussein, the grandsons of the Prophet, once noticed an old man perform the ritual ablution incorrectly. They avoided stating to him directly; hence, they agreed on making him the arbiter who should rule of the most accurate ablution. As they performed the ablution before him, the old man said, "O masters! You both have performed the very accurate ablution, but it seems that the old man can master nothing."

Islam has adopted this necessary practice since it saves the deviant from irregularity and aberrance and takes him back to the truth and right. Educationists said, "The pupil that is not amended by insinuating impression, owing to lack of understanding and perception, secret expression and frank warning should be used. If this method is unsuccessful, the teacher may warn openly and reproach. If this is also unsuccessful, the teacher then may dismiss and leave the pupil till he returns."

THE LEARNERS' MANNERS

Muslim educationists have been greatly concerned with the learners' affairs. They constituted the considerable methods that aim at disciplining and acquiring the virtuous ethics and noble manners.

- Learners should seek knowledge for God's sake purely, neglecting any worldly interest or valueless purpose. God will surely raise the respects of such learners, facilitate the difficulties, grant perception and intelligence, and combine the welfare of this world and the Hereafter.

- Learners should carry out the religious instructions and precepts as well as the noble morals and ritual practices. They should fear God in their hidens as well as their appearances and purify their hearts against discommended qualities such as envy, ostentation, pride, and arrogance since these characters are the vilest and the most unassuming. An educationist says, "Prayers are invalid without extrinsic purification. Likewise, heart worship that is seeking knowledge is invalid unless the hearts are purified from ill manners and immoral qualities. Knowledge is not the abundance of narration. It is an illumination that is cast in hearts."

- Learners should enjoy self-possession and sedateness. The Prophet (s) said, "Seek knowledge and convey to people. Use composure, tranquility, and modesty to those from whom you learn and those to whom you convey. Do not be the despotic of knowledge." Imam as-Sadiq said, "Seek knowledge and use self-possession, composure, and modesty to those from whom you learn. Do not be the despotic of knowledge, otherwise the wrong will remove your right." Students of such perfect moralities will naturally be the exemplars of others and influence positively in the people's behavior and ethics.

- Learners should exert all efforts for seeking knowledge since it is not inspirational. Knowledge is acquirable. It depends upon the scope of the efforts that lead to obtaining scientific fortune. Learners should respect time as well as their lessons. Any tardiness will waste the classes and cause the teachers' carelessness.

- Learners should not exaggerate in studying lest their powers and energy will be exhausting and the mental maturity be impeded. It is essential for learners to have sufficient time for rest and physical relaxation. Men should regard the rights of their bodies. Al-Ghezali said, "It is essential to give the pupils sufficient time for acceptable amusement and relaxation after the fatigue of teaching. Preventing the pupils from entertainment after the exhausting teaching will deaden their hearts stupefy their minds. This will also cause a life disturbance and oblige them to look for trickeries for the sake of getting rid of such a disturbance."

- Learners should not ask rigor questions otherwise they lose prosperity owing to disrespecting the knowledge and dishonoring the teachers whose approval should precede everything else.

- Primary learners should not involve themselves in discrepancies and ambiguous opinions of the master scholars especially in conceptual theses, lest these variant opinions will weaken their mentalities and natures.

- Learners should not move to another lesson before they master the earlier. Negligence will surely cause tardiness and skilllessness.

Learning and Teaching in Islam

To acquire knowledge is a religious duty in Islam. The Prophet has said, "To seek knowledge is incumbent upon every Muslim." According to fully established hadiths which elucidate the meaning of this saying, knowledge here means the three principles of Islam : unity or tawhid ; prophecy or nubuwat; and eschatology or ma'ad. In addition to these principles, Muslims are expected to acquire knowledge of the subsidiary branches and the details of the injunctions and laws of Islam according to their individual circumstances and needs.

Q3. Critically analyze the role of pre-service and in-service training in the professional development of teacher.

Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

PRE-SERVICE TEACHER EDUCATION, MEANING AND SIGNIFICANCE

Pre-service education of teacher means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers. A good deal of improvement in the teacher education programme is needed. Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience. Research based curriculum development of pre-service teacher education is yet to take roots. These programmes are intended to support and enhance teacher learning instill in them a greater degree of self confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where in they have been placed and interact with these cultures.

A. PRE-PRIMARY TEACHER EDUCATION PROGRAMME.

Here teachers are trained for teaching children of pre-primary classes. This type of teacher training is generally called nursery teacher training (N.T.T). Teacher training institute of this type are existing in different states. At Mussorie, there is Montessori teacher training programme in one institution. That type of training institutes are affiliated to association Montessori international. There are pre-basic teacher training schools which prepare teachers for pre-primary schools. These institutes are recognized by Hindustani Falimi sangh, Wardha. Some state governments also conduct this type of teacher training programmes.

B. PRIMARY TEACHER TRAINING INSTITUTES

Primary teacher training institutes prepare teachers for teaching to the children of primary courses. These institutes prepare the students for junior basic training certificate (J.B.T). This training has been very popular almost in all the states earlier this training was meant for male and female teachers who were matriculates.

C. LANGUAGES PROFICIENCY TEACHERS

This type of teacher training programme prepares teachers for teaching Hindi, Punjabi and Sanskrit. This training is meant for those who are 10+2. It helps them to earn a teaching certificate called O.T (Hindi), O.T (Punjabi), O.T (Sanskrit)etc. This type of teacher training programme has been popular in government as well as non government institutes. At present, his course is being run in a very few institutes. The government has almost withdrawn its sanction to private recognized institutions.

D. COLLEGE OF EDUCATION FOR SECONDARY TEACHERS

Teacher training for secondary schools is given in the government as well as non-government colleges of education. These colleges prepare teachers for middle, high (or) secondary classes. Generally in these colleges it is one year course after B.A/B.Sc or M.A/M.Sc.

With the revision of grades of teachers, the college of education has started attracting students with good qualifications. In some states like Punjab , Rajasthan, entrance test have been introduced. In the state of Haryana, The minimum qualification for competing in the admission to

B.Ed is 50% marks in B.A/B.Sc or M.A/M.Sc. Besides, entrance test is also held. Marks in both are added up and then merit list is prepared.

E. REGIONAL COLLEGES OF EDUCATION

N.C.E.R.T started its own regional colleges of education in four regions of the country to meet the shortage of teachers for technical subjects such as agriculture, commerce, fine arts, home science, etc. The different regional colleges of education are as under:-

(i) REGIONAL COLLEGE OF EDUCATION, AJMER:-

It is meant for U.P, Haryana, Delhi, Punjab, Himachal Pradesh and Jammu Kashmir. (Northern region)

(ii) REGIONAL COLLEGE OF EDUCATION. MYSORE:-

It is meant for south region which includes Andhra Pradesh, Karnataka, Tamilnadu and Kerala.

(iii) REGIONAL COLLEGE OF EDUCATION, BHOPAL:-

It is meant for western states such as Maharashtra, Madhya Pradesh and Gujarat

(iv) REGIONAL COLLEGE OF EDUCATION, BHUBNESWAR:-

It is meant for eastern states such as Assam, Manipur, Bihar, West Bengal and Tripura.

F. TRAINING INSTITUTIONS FOR SPECIAL SUBJECT TEACHERS:-

The following training institutions prepare special subject teachers such as music, drawing, painting, fine arts, home science, etc.

(a) Viswa Bharathi University, Santhinikethan (W.Bengal)

(b) Institute of Art education, Jumia mitia, Delhi.

(c) Government school of art, Luck now

(d) Kala kshetra, Adayar, Madras

(e) One year diploma in physical education for graduates at Govt: physical college of education, Patiala

G. INSTITUTE FOR POST GRADUATE TEACHER EDUCATION

A) **ONE YEAR M.ED COURSE:** - this course is meant for those who have already passed B.Ed. It is carried in the universities in some selected colleges of education.

B) **M.A IN EDUCATION:** - Like other M.A it is a two year course for graduates. It is generally run by different universities. M.A in education is considered equal to M.Ed.

Post graduate diploma in education, N.C.E.R.T, and some universities are running post graduate diploma courses for greater efficiency of teachers. A few such courses are in the field of research

methodology, educational and vocational guidance evaluation, audio-visual aids, social education, distances education etc. These courses are mostly for teachers who have passed B.Ed.

Special courses for teaching English are conducted by control institute of English and foreign languages, Hyderabad and regional institute of English.

H. CORRESPONDENCE COURSE:-

Correspondence courses for teacher education have been started by some universities and colleges. The four regional colleges of education under N.C.E.R.T were the first to start this course. It is 14 month courses including four months training during two summer vacation.

IN-SERVICE TEACHER EDUCATION – MEANING

The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher.

HISTORY OF IN-SERVICE TEACHER EDUCATION

In-service education and training of teachers has its own historical roots. Its journey from pre-independence to post independence period is characterized by numerous policy statements recommendations of different commissions regarding its content and strategies for implementation it has grown from a concept to a process and gained its importance for preparing teachers towards professional growth and development. The root of in-service education can be traced back to pre-independent period of 1904 in Lord Curzon's resolution of educational policy which stated,

NEED AND IMPORTANCE OF IN-SERVICE TEACHER EDUCATION

In our country, the trend is that once a teacher has joined service as a teacher, he continues to be so, through he may or may not study. It is not like that in countries like U.S.A. There the teacher has to face the screening committee to his re-appointment as a teacher after two or three years. In-service education is badly needed for all types of teachers in India. The following points indicate its need and importance.

1. EDUCATION- A LIFELONG PROCESS:-

The teacher who does not study side by side can't remain a good teacher. Training of a teacher is a lifelong process. He should continue making efforts in this direction for the whole life. Rabindra Nath Tagore has rightly stated, "A lamp can never light another lamp unless it continues to burn its flame. " According to secondary education commission "However, excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. Increased efficiency will come through experience critically analyzed and through individual and group effort and improvement.

2. PROFESSIONAL GROWTH:-

Every teacher is expected to be professionally bound, for the professional growth, he always needs the guidance and help of others. The efficiency of the teachers must be covered up. So the teacher need be up to the mark in every way.

3. EDUCATION IS DYNAMIC:-

Education is very dynamic. It depends upon the society which is fast changing. Due to the advancement in the field of science and technology, there is explosion of knowledge. Accordingly the curriculum and syllabus are also being changed with a good speed. Continuous in-service education of the teacher can save the teacher from facing dire consequences.

4. MAKES DEMOCRATIC

In-service education helps the teacher in becoming fully democratic. By in-service education programmes, the teacher is able to meet people of all types and he is also able to share his experience with others.

PROGRAMMES OF IN-SERVICE TEACHER EDUCATION

SEMINAR- In a seminar some problems of education are taken up and there is collective thinking. Discussions are held and conclusions are arrived at all under the guidance of some experts.

REFRESHER COURSES: - A refresher course means an educational programme organized for refreshing the knowledge of in-service teacher. Generally they acquire the teachers with the new development in the field of education. With the coming up of new education policy, refresher courses were arranged all around for teachers of different categories.

WORKSHOPS: - Workshops are organized for giving in-service education to teachers. They involve more of practical work and less theoretical discussion. These types of programmes are more useful for the teachers. The teachers have to work practically and come out with final materials to be seen by others. Organization of workshops consumes more time than a seminar or conference.

CONFERENCE: - In a conference, there is a broad discussion of subjects of practical interest. Generally there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. The session ends with the concluding remarks of the president

Q4. Discuss the pre-wailing structure Teacher Education in the country. What measure should be taken for its improvement?

pre-wailing structure Teacher Education in the country

Pre-service teacher preparation programmes with strong structure, coursework, and field experiences are crucial to preparing future teachers.

Pre-service teacher preparation programmes, also called initial teacher training or initial teacher education, vary greatly across countries. The structure, coursework, and field experiences of pre-service programmes are important to consider when designing or reforming teacher training because they all contribute to the level of preparation. High-quality teachers need high-quality training, but many countries may need to consider cost-effectiveness in deciding on the specific combination of pre-service and in-service training experiences needed in order to deploy enough teachers for growing education systems.

Issues and Discussion

Pre-service training programme structures: Pre-service programmes may be conducted as part of a secondary school diploma course, on higher education campuses, in other schools through school partnership programmes, or through online and other forms of distance education. It is necessary to consider the local context and national needs in determining which types of programmes are most appropriate. For example, Pakistan used distance training via radio, television, and correspondence beginning in the 1970s to achieve a rapid increase in the number of trained primary school teachers .

The required qualifications might include: certificate, diploma, degree, or master's degree. However, an analysis of PISA results suggests that a bachelor's degree is the minimum qualification for achieving the highest student performance. The quality of pre-service preparation is more dependent on the programme's structure and support than on the duration. However, graduates of short duration programs (e.g., 2-10 weeks) will likely need substantially more in-service support than graduates of long duration programs (e.g., 2-5 years).

Coursework: Teachers' knowledge of the subject(s) they teach is often correlated with their students' achievement scores. Recent evidence from South Africa, for example, suggests students' scores increase considerably when taught by teachers with higher knowledge of the subject. It is therefore vital for pre-service teachers to develop deep knowledge of their content area.

Courses about pedagogy are also vital. These courses are most effective when teacher educators demonstrate and implement varied pedagogical approaches in the courses, rather than merely lecture about pedagogy, which is common in many countries. Other important topics to be covered in pre-service teacher preparation include: classroom management, learning issues and special needs, assessment practices, and the use of technology in education. It is also vital for teachers to develop academic content-related fluency in the language of instruction.

) Singapore's National Institute of Education goes beyond these considerations by emphasizing that the development of teachers' knowledge and skills needs to wrap around a "central pillar"

of three core ensembles of teacher values , focused respectively on the relationship with the learner, on teacher identity, and on service to the profession and community.

Pedagogical content knowledge: Research about the balance of content and pedagogy coursework in teacher education is inconclusive.(Yet, the best pre-service programmes emphasize pedagogical content knowledge , which focuses on the question of “how to organize and present the content in a way that makes it accessible for increasingly diverse groups Field Experiences: Field experiences such as internships and periods of teaching practice require pre-service teachers to observe and practice teaching in actual classrooms. The quality of field experiences varies greatly and depends on their structure, duration, sequence, and supervision by teacher educators. The duration of field experience in different programs varies from as little as nine xperience while other have multiple. Research suggests that more experience in classrooms is better, although if only a short field experience is feasible, it may be supplemented by giving more support and guidance to new teachers.

In some of the best programmes pre-service teachers spend earlier experiences primarily observing expert teachers and the remainder practicing how to teach. In addition, cohort models may provide the best support for pre-service teachers during teaching practice conducted in rural areas. If field experiences only occur after or at the end of training, there are minimal opportunities for guidance and feedback about the teacher’s practice.It is therefore important for field experiences to occur early and throughout the pre-service training in an integrated manner that compliments other courses.

Teacher Educators/Trainers: In some countries, teacher educators/trainers have little or no previous experience working as a teacher or supervising teachers. In addition, they often receive no induction or professional development programmes to ensure the quality of their instruction in the pre-service. These realities influence the quality of the courses in pre-service programmes, but strong support networks and training programmes for teacher educators/trainers themselves can significantly improve the overall quality of pre-service teacher training.

Inclusiveness and Equity

Teaching in large, multi-level, and under-resourced classes: Teachers are more likely to feel confident and prepared to teach in large and under-resourced classes if they have training modules or courses on effective teaching methods for such contexts, such as using small groups and student pairs to enhance learning.In addition, some rural areas have multi-level classrooms due to low population density. Pre-service teachers who may teach in these schools should have training on how to adapt lesson plans for students of different ability levels, including how to develop materials for independent study that engage learners.

Q.5 Explicate the concept of student practice Teaching by focusing all the sequential steps of pre service training.

1. One skill at one time:

Skills in microteaching are targeted one at a time. Training on particular skills are given until it is mastered. Once mastered another skill is targeted next. Thus, micro teaching aims for one skill at a time.

2. Small scale content:

Limiting the content gives more freedom and ease to the trainees. Thus, micro teaching is based upon the principle of limited content. Teachers are to prepare their lessons within the given content, therefore, it becomes easier for them to conduct their lessons.

3. Practice makes a man perfect:

Mastering skills require practice. While focusing on one skill at a time, micro teaching program also gives an opportunity to practice those skills. Lots of practice can boost the self-confidence and promote in development of teaching skills.

4. Experiments:

Experiments are the key factors in any concept. In micro teaching, many experiments are conducted in order to test the skills of the teachers.

For example, the supervisors conduct experiments where the length of the lessons, time duration, the strength of students in the class etc is changed. These skills are tested under controlled condition.

5. Instantaneous feedbacks:

Micro teaching consists of teacher-pupil and supervisor as students. Once a session ends, teacher-pupil and supervisors come up with their feedback. This feedback is given instantly after the lesson plan ends. Thus, it helps in rectifying the drawbacks.

6. Self-evaluation opportunities:

Evaluation plays an important role in any task. In micro-teaching, supervisors conduct various tests and thus there are several chances to analyze mistakes.

Evaluation gives an opportunity to understand the mistake and overcome it. This program includes a session where drawbacks are pointed out along with their solution. Thus, overall improvement becomes an easier target.

7. Continuous efforts:

Acquiring and mastering skills is a slow and ongoing process. Even after mastering a previous skill, one should continually strive for betterment. Continuous efforts make it easier to attain overall development.

Concept of Micro teaching:

Micro-Teaching is a special teaching practice model or teaching training method. In this teaching context, there contains many actions like use of methods, usage of media, learning guide, motivation, classroom management, assessment, analyzing and so on.

3. Lesson planning:

This step is the first action by the student-teacher. The trainee teacher plans a short lesson through which he/she could practice the skill. This microteaching lesson plan is done with the help of his supervisor.

4. Conducting lesson:

Once the planning is done, according to the targeted skill the pupil-teacher teaches the planned lesson to the group of students. These lessons are observed by supervisors and pupil teachers.

Further, they are videotaped, audio-taped, or televised through a CCTV camera. These tapes are later used for self-evaluation as well.

5. Discussion and conclusion:

Once the teaching session comes to an end it is followed by a concluding session. The concluding session consists of feedback from the supervisor.

During this session, the audio or video recording may also be displayed in order to give an opportunity to evaluate oneself. Moreover, it also boosts the confidence level of the trainee. It is the best way to reinforce the trainee to work better the next time.

6. Re-planning:

Mastering a skill is an ongoing process. Thus, once the cycle of micro teaching revolves, the process is repeated. This repetition involves the re-planning of the lesson plan. The aim of this re-planning is to master the skill mentioned earlier.

7. Re-teaching:

On completion of the re-planning of the lesson, it is again taught to another group of students from the same class. The time duration is kept as same as the previous class. This method contributes in practicing the skill repeatedly.

8. Re-discussion:

At the end of the re-teaching session, the discussion and conclusion step is repeated. These discussions and suggestions encourage the performance of the trainee. Thus, the process of feedback is procured to enhance performance furthermore.

9. Redoing:

After the end of every session, this cycle is repeated. The repetition is continued until the required skill is mastered. This process is repeated while attaining all the required skills.



KASHMIR ACADEMY

AIU RESEARCH PROPOSAL

OR THESIS

B.ED PROJECT 8613

HIGHLY QUALIFIED TEACHER ARE AVAILALABLE

FOR STUDENT GUIDANCE

TOPIC SELECTION

RESEARCH PROPOSAL

AIOU ASSIGNMENTS

FAISAL FARID

CONTACT # 0345-5395288

Kashmir Academy
03455395288

WhatsApp 03125043992