INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION

Regional Institute of Education, Mysuru -570006.

(National Council of Educational Research & Training, New Delhi)

एन सी ई आर टी
NCERT

Government of India
Ministry of Human Resource
Development

"REPORT OF THE WORKSHOP/ SEMINAR FOR SHOWCASING OF BEST AND UNIQUE PRACTICES IN TEACHER EDUCATION".

Conducted on: 22- 24th January 2020

Programme Coordinator
Dr. K. K. Chandini
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Report

A three-day national seminar cum workshop for the showcasing of best and unique practices in Teacher Education began at 10 am on 22nd January 2020, at the conference hall of the Inter-university Centre for Teacher Education aT Regional Institute of Education, NCERT, Mysore. The Experts and Participants from various universities and Colleges assembled at the venue. The auspicious inaugural function started with a prayer.

Dr.K.K.Chandini, Associate professor, IUCTE and the coordinator of the program welcomed the distinguished guests on the stage and introduced each one of them to the audience. She also extended a warm welcome to all those who have assembled there. She presented the theme of the conference.

Best and unique practice in teacher education is essentially a kind of revolutionary approach to achieve something which has not been able through our traditional way of doing things.

She opined that contemporary education needs to be revamped by a thorough discussion on the current practices in education and how novel practices need to be assimilated by the current teacher education students.

Prof M. S. Talawar, Centre Director, IUCTE commenced the three day Seminar Cum Workshop **'*Showcasing of best and unique practices in teacher Education'*** by a brief note on the function of IUCTE.

He expressed his happiness to showcase the best practices in teacher education so that the entire volume of knowledge can be used for improving teacher education scenario and thereby improving teaching learning process.

- The centre director mentioned that our teacher education sector does not use many such best practices

- The director asserted that IUCTE had given due importance to such workshops and had conducted many.

- As experts have set parameters and indicators to determine the best practices, assessment of the work can be done very meticulously.

- Attempts were made to give the needed up gradation to D.Ed and B.Ed programme.

- He expressed his wish that this workshop will come out with unique practices.

- This programme, he enunciated, was the 32nd programme of IUCTE.

- He appreciated the initiative, support and guidance extended by Prof.Sreekanth Principal RIE, and chairman,IUCTE.

Prof.Sreekanta Swamy, Academic consultant, Research and analysis wing, NAAC was called upon to give the keynote address.

He asserted that maintaining quality should be the major concern so that teacher education process can be flawless.

*He highlighted the role of **NAAC** in assuring quality and added that all international agencies have recognized the robustness with which NAAC is doing accreditation.*

- He commenced the session by highlighting the contribution of **Dr.M.S Talwar**, the centre director towards converting teacher education to semester wise system.

- He stressed that the principal, **Y. Sreekanth** provided a lot of support for the venture.

- He said RIE started 30 years back with the mission of moulding perfect teacher educators.

- He also expressed his concern over the deterioration of quality in teacher education process.

- He asserted that maintaining quality should be the major concern so that teacher education process can be flawless.

- He highlighted the role of **NAAC** in assuring quality and added that all international agencies have recognized the robustness with which NAAC is doing accreditation.

- Internal and external monitoring were stipulated by ensuring some measures.

- Being a professional course, the teacher educators should take pains to ensure that the quality furnished is intact.

- Being digital natives, present age learners are open to online knowledge and he opined that the teacher educators have to update themselves.

- He said that the authorities should make sure that values are inculcated and instilled in the students of B.Ed and M.Ed programmes.

- He pointed out that infrastructure and technological quality should go hand in hand so that learners will be attracted to the process.

- He insisted that we have to practice new practices, not just preaching the same.

- He concluded his talk by focusing on framing world class teacher education process which will lead to world class trainees and this in turn will   mould world class learners.

Prof.M.A Sudheer ,Prof.Emeritus,Ghandigram Rural institute was invited to discuss on the theme of seminar and embarked on the session and placed on record the good work of IUCTE in arranging such a session.
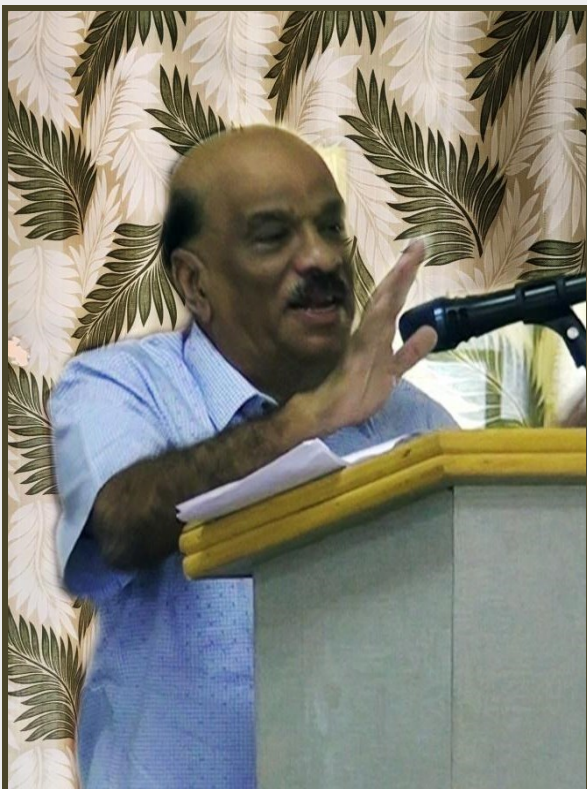
He accentuated the need to integrate knowledge with technology.
Educational institutions should be made the centre of excellence.
Transformation models of teaching should be brought to the teacher educator sector.

- He talked about the practices of M.S University, Baroda which Takes up innovative projects in the teacher education programmes.

- Teacher education, he said, had tremendous transformatory potential.

- Teacher education centres should be a catalyst and a change agent so that a planned development can be made in the educational sector.

- This, he proclaimed, would lead to the overall quality improvement of the nation.

- He proposed a 'trident model' of teacher training.

    1. The teacher acquiring Scientific advancement of knowledge

    2. Teacher should contribute to the sustainable development of society.

    3. Teacher should ensure harmonious development of the learner.

- Quality enhancement initiatives should be taken up, he said.

- He said that some novel techniques are adopted in many teacher education centres.

- In-service and pre service programs are on the track for upgrading teacher education.

- He suggested that four or five areas of education need to be studied and augmented, its drawbacks need to be rectified.

    1. Teacher professional development -both in-service and pre service should be improved.

    2. Curriculum should be reformed taking into account the needs and issues.

3. Pedagogical practices should be updated both in ordinary educational system and in the inclusive educational system.

4. Assessment and accreditation should be made more meticulous.

5. Assessment should be made fastidious.

6. Researches should be promoted so that more innovative.

   Practices should be at hand for the teacher educator.

- He discussed in detail the evolution of Educational systems in India and other countries.

Prof. Y.Sreekanth, Principal RIE, and Chairman of IUCTE, was called upon to deliver the presidential address.

He accentuated that teacher education is a continuous process, it's a continuation of the school, college, and lifelong education
It is not a different entity.
He highlighted the fact that Indian Educational system is comprehensively monitored by NCTE.

- To discern what practices are introduced in the education and teacher education sector, Shagun portal is very useful.

- Prof. Y. Sreekanth mentioned about trust deficit in all fields.

- The present evaluation does not test any capacity other than memory testing and similar tests.

- He suggested that problem solving skill, critical thinking, collaboration and communication skills are the major skills which should be developed in school.

- National achievement survey at 2010 showed that there are 90-95% pass percentage whereas the optimum knowledge level percentage was 45%.This indicates that assessment through exam does not show the academic quality of the learner.

- The major problem envisaged by NAS was that, even though we had a qualified educational system, it could not be tapped properly.

- He talked about two kinds of teachers, receptive and reluctant teachers. It is due to the lack of various motivational aspects.

- Receptive teachers shows readiness to take up responsibilities .Whereas reluctant teachers do not take up any responsibility.

- The scope for discussions and debate will make the educational system vibrant.

- New educational system talks about the need for a demarcating environment.

- Dr.Sreekanth expressed his hope that India would employ such unique   practices

TALP IMPLEMENTATION IN KARNATAKA
Technology Assisted learning Programme
(A flagship Programme of SCERT, Karnataka)

DR. BHANUMATHI,
SADPI, DSERT
Bangalore

In view of the National ICT Policy in School Education 2012 and the NCERT ICT curriculum, the State has re-designed the ICT programme as "Technology Assisted Learning Programme" (TALP) and adopted the CIET-NCERT curriculum for Teachers.

Dr. Bhanumathi, SADPI, DSERT, Bangalore Karnataka and made a detailed discussion on ICT implementation in schools since 2000- 01. ICT initiatives like **'Mahiti Sindhu'**, 'ICT Phase 1' and 'ICT Phase 2' have been implemented in the State. In view of the National ICT Policy in School Education 2012 and the NCERT ICT curriculum, the State has re-designed the ICT programme as "Technology Assisted Learning

Programme" (TALP) and adopted the CIET-NCERT curriculum for Teachers.

- ICT initiatives like 'Mahiti Sindhu', 'ICT Phase 1' and 'ICT Phase 2' have been implemented in the State.

- The programme objectives, components, activities, implementation arrangements, funding and implementation schedule have been detailed in the said G.O.

- The programme envisages ensuring Digital Literacy for all students of Class 8 to 12 in government schools and P.U. colleges, complementing normal classroom teaching with ICT enabled teaching and learning in all subjects and building teachers capacity for their role as drivers of the project at school and college levels as per NCERT Curriculum for Teachers.

- This project aims at paradigm shift in the approach towards ICT education in three ways.

  - It emphasizes on ownership of the ICT education by the teachers.
  - The implementation sequence is put as content development, teachers training and hardware procurement.
  - Using Free and Open Source Software (FOSS) – Operating System and Software Applications in order to expand the range of learning, creation and sharing.

- The project had the following aims.

  - Ensure Digital Literacy for all students of Class 8 to 12 in Government Schools and Colleges
  - Complement normal Classroom Teaching with ICT enabled Teaching and Learning in all subjects Use technology and e-content for improving teaching pedagogy as well as for enhancing learning outcomes through hands on practice of e-content by students in classes 8 and above
  - Build Teachers capacity for their **role of drivers of the project** at school and college levels as per the NCERT curriculum for Teachers
  - Track students' learning achievements including that in IT enabled Learning
  - Enhance learning achievements by way of improving mean score of High School students by 5 percentage in SSLC examination
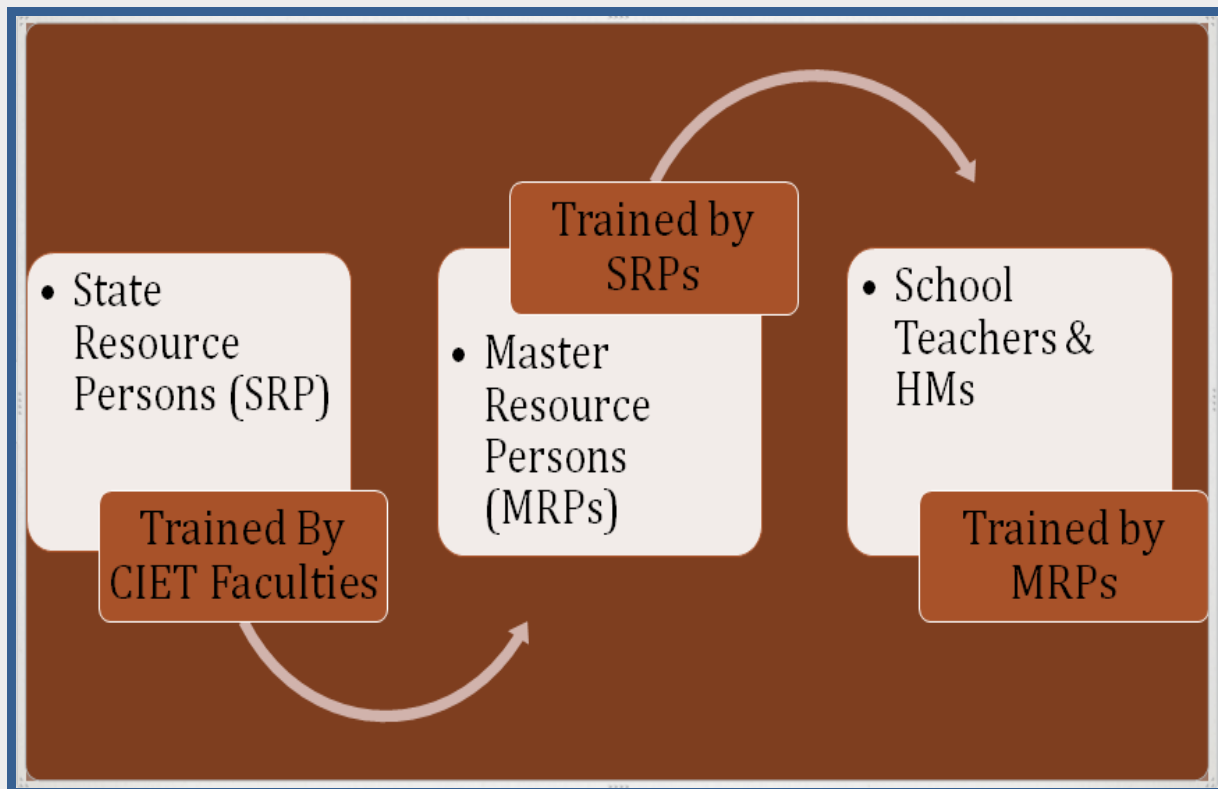
- The process and activities of the programme were as followed.
  - Technology Assisted Learning Programme (TALP) is an integration of the existing Technology assisted learning programmes such as EDUSAT,
  - Computer based learning under SSA,
  - Tele-Education and ICT- 3.
  - One of the components of this programme is the IT@Schools in Karnataka project.
- The programmatic approach is expected to provide flexibility and operational efficiency for subject related content creation, teachers' training and delivery mechanisms.
- The IT@Schools project is a departure from all the previous ICT initiatives.
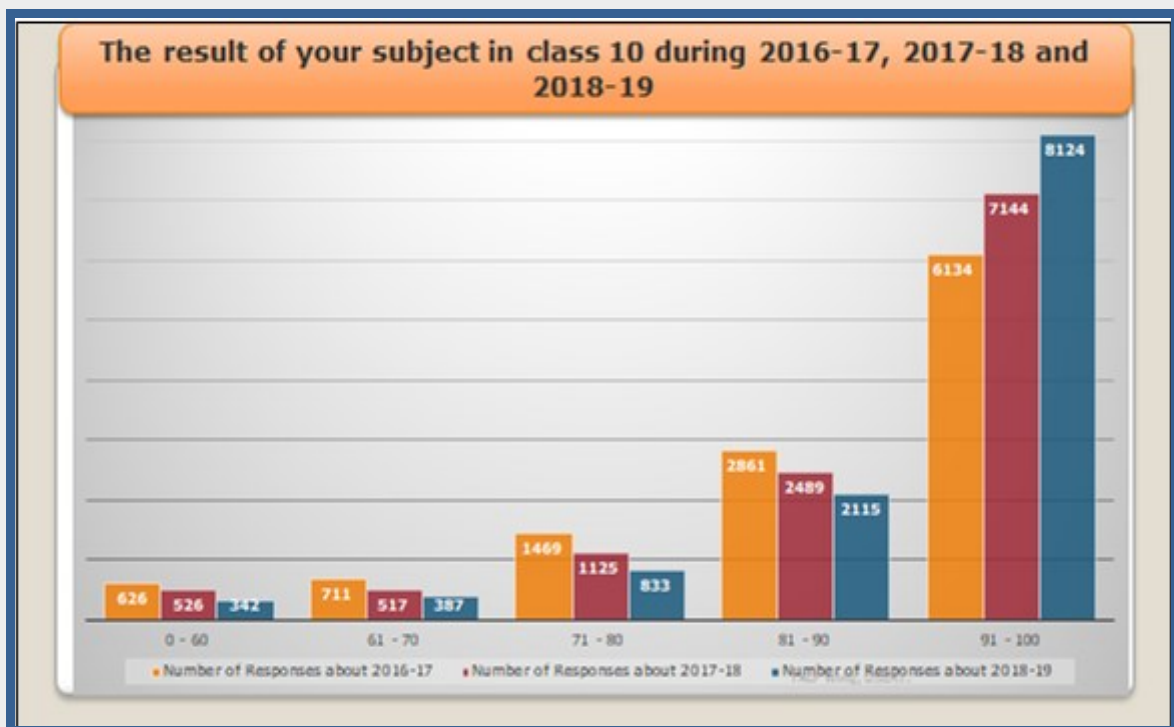
- The salient features of the project include selection of willing schools, the programme will be owned and implemented by the teachers themselves, capacity building for all implementation levels

- In the beginning, DSERT has developed customized training modules in collaboration with the Azim Premji Foundation, based on ICT curriculum of NCF 2005 teachers training.

- As the programme has been reformulated to be teacher driven, their capacity building will be the major component.

- The details of Induction Course introduced in the institution are given below.

  - 10 days residential training on use of computer skills
  - It is Activity oriented and more of practical
  - Course has 18 Sessions & 39 assignments for teachers
  - 26355 teachers are trained so far.
  - After Submitting Assignments, grading of these assignments done through selected mentors from each District
  - After Grading a Joint e-certificate will be issued to each participant through TDS portal
  - Each of these trainings will have formative and summative assessments.

- E content is available as open source and it is localized by teachers and made available for use by the teachers through Diksha platform.

- Platform Consists of videos, ppts, images, for teaching .It also contain interactives for practice by the students

- Diksha is well received by the teachers, students and parents as well.

- Laptops and Projectors provided to each school to be used by the teachers to improve classroom process by employing the e-resources

- About e learning and materials she made the following comments.
    - E- Resources preloaded in these laptops.
    - 2500 schools covered so far.
    - 2200 schools will be covered this year.
    - E-resources linked to the text books through QR codes.
    - Energized text books are for Classes 6 to 10 in Science, Mathematics and English 2nd language.
    - Student content is developed by CIET for classes 9 to 12.
    - Successful student will get a certification.
    - Computer labs are being set up in the Govt. high schools.
    - 1000 schools are already covered. Another 1500 schools will be covered during this year.
    - Remaining 2200 schools will be covered next year.
- The following questions were asked from the audience and the answers are as follows.
    - Are you facilitating this training for the private schools?
    - Any kind of incentives are providing for teachers who are using ICT in their respective teaching and learning classes?

    Answers

- Yes, our department is ready to facilitate this training for private schools with respect to some conditions like private schools must provide the lab and expenditure of the training cost during the summer vacation.
- Yes, for this purpose our department is planning to develop software to track the usage of ICT in class by subject teachers. Based on the outcome of the usage can give some kind of incentives.

Impact /Conclusion of the training programme

The result of your subject in class 10 during 2016-17, 2017-18 and 2018-19

Range	Number of Responses about 2016-17	Number of Responses about 2017-18	Number of Responses about 2018-19
0 - 60	626	526	342
61 - 70	711	517	387
71 - 80	1469	1125	833
81 - 90	2861	2489	2115
91 - 100	6134	7144	8124

- The project is slowly and steadily achieving the intended goals of infusion of ICT into the classroom practices through in-service teachers of various teaching subjects.

- The teachers are creating e-resources and uploading DIKSHA portal
- Teachers who are trained once certainly using online as well as offline e-resources in their classrooms either from the DIKDHA Portal and or from the internet
- The teaching techniques of the TALP trained teachers have also improved
- The students have fared better in their terminating class (i.e. 10th ,The impact of ICT is yet to be studied)

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BEST PRACTICES –
THE "TISS" EXPERIENCES

DR. SAJIDA SULTANA
Assistant Professor,
Tata Institute of Social
Sciences, Hyderabad

The practices used in Tata Institute of Social Sciences, Hyderabad were truly inspirational as it as it provides starting points for instructors to design and teach courses that requires a subjective approach.

The institution develop a capacity to generate varied specific ideas within a general framework that makes sense in terms of current pedagogical and theoretical knowledge".

The setting, the processes, the environment, the language usage and the teaching practices that are being followed in a the institution is truly a subject to note.

● The English Cell at the institute was evolved with the following objectives:

- To build a positive approach towards research, holistic learning and individual growth.
- To provide a suitable learning environment considering the varied social and educational backgrounds of students enrolled for various programmes.
- To equip social science students to successfully navigate academic and professional career.

- The details of the students and their background are given below.
  - The students who join for post graduate programme come from heterogeneous academic environment:
  - Bachelors in Social Work, English Literature, Economics, Commerce, Engineering, Management, Architecture, and belong to different social backgrounds.
  - Some of the students are also first generation learners with vernacular medium of education, and speak multiple languages.
  - For these reasons, each learner also has specific language requirements that need to be addressed.
  - In other words, a learner in a social science context is treated as an individual who requires a flexible language support both in terms of content for language learning and of an open interaction with the language faculty.
  - Some of the common language needs that the social science students have are:
    - Improve reading, speaking and general communication

- Assistance in writing Case studies, Reports, Research papers

- Make presentations and present confidently

- Understand articles and analyse them

- Understand jargon/technical terms in a text

- Improve vocabulary in Social Science context

- Provide clarity on literature review

- Inputs on how to face interviews, personality development

- Provide inputs on writing coherently

- Understand APA Reference skills

- To fulfil these needs of the learners, the courses are structured in a way to cater to the needs mentioned.

- Students pursuing the post-graduate course gain the required knowledge in their subject areas from the texts they read and from the teaching done by the core faculty members of those subjects.

- The guidance that they get on their language use takes place after the student has read the required subject literature and noted down their ideas, done the planning for the essay and also written the first draft.

- The course, a non-credit one, is structured in a way that the interaction between the language faculty and the students happen at a group level, and at an individual level.

- At the group level, the sessions are designed keeping in mind the academic requirements.

- The academic requirements usually comprise - Main readings and additional readings that are part of the course are usually from reputed journals or chapters of books, policy documents, government reports, to name a few.

- The students are also required to make specific course presentations which can happen as an individual or as a team.

- Students also have mid-term assignments, which could be in the form of response papers or critical reviews of articles or mid-term exams, followed by final assignments or examinations.

- Preparing reports on the various projects done, and dissertation writing are mandatory requirements of the students from all programmes.

- Apart from these, students also require professional support where they need to have a good résumé with cover letter, and in some cases a statement of purpose.

- Keeping these aforementioned points in mind, the language faculty arrives at a process to achieve course specific goals.

- These are broadly discussed below.
- The English course begins with a proficiency test of students which is designed to gauge the language understanding of all students irrespective of the programme that they have opted.
- The areas for testing at this stage are general reading comprehension and writing. In Reading, overall comprehension skills of the students are measured and graded according to their score.
- The question item on Writing usually checks whether a student is able to logically arrive at the information by looking at the situation or the graph given in the question.
- After the proficiency test, the students have to undergo a mandatory academic English foundation course where the aspects of Academic Reading, Academic Writing, and Referencing skills are focused so that the students joining the Masters programme are aware of the genres of reading and writing involved in their academic programmes.
- In terms of Reading skills, students should be able to understand text and identify the main idea.
- They must have the ability to make inferences/conclusions/reasoning, and critically raise issues from the text..
- Students must also be able to write in an organized manner with a deep engagement with the content of the text in discussion.

- After the mandatory course, students who require additional language support are provided classes where teaching and learning happens at the level of reading individual articles, understanding the concepts, and make

- Curriculum planning and implementation of the plan is presented in an effective and coherent manner, which is combined with the Core courses that the students pursue.

- Considering the classroom interactions, core-course/course with credits expectations, there is constant reflection on the topics for teaching.

- Depending on the stages of academic events, sessions and workshops are designed accordingly.

- There are individual interactions between the teacher and the student on a regular basis where specific language issues of the students are discussed.

- At this phase, students also discuss their - assignments, readings that they want clarity in, presentation topic, dry-run for presentations, exam related issues, and sometimes these conversations move beyond academics to career related topics.

- These are also spaces that some students discuss the challenges that they face in academics, where the language faculty also plays the role of a counselor, a guide and a motivator.

- Apart from the course, there are workshops held for students to aid in their academic programme.

- For example, a workshop on dissertation writing becomes prime necessity for final year students as they need to cope with their assignments, and writing a dissertation requires a different set of skills from writing an assignment.

- Similarly, workshop on Résumé writing and Cover letters become equally important for final year students and the sessions are usually held in the first half of their final year.

- Classroom sessions are held in large groups comprising students of different masters' programmes, for individual master's programme, academic and professional workshops, and for on-on-one sessions.

- For most of the sessions, Worksheets, Hand outs, Classroom Discussions, Reading journal articles, and presentation are being followed.

- During the entire course, students are checked on their progress periodically, their problems are identified, and individual encouragements for low-ability students are provided.

- These form some of the methodologies adopted by the language teacher, which also shows that there is a record maintained for each student.

- With an understanding of the process of language teaching and learning, it is best suited to carry out formative assessment by the language teacher with more focus on language aspects and less on the content of the actual work produced by a student.

- The most important and valuable method of formative assessment is when the teacher provides on-going and systematic feedback to students on written assignments such as responding to/critiquing various articles, writing dissertations and academic writing documents.

- These writing assignments usually undergo a minimum of three to four rounds of feedback between the teacher and the student.

- More often than not, the feedback and review is done on soft copies of the written text.

- Having the students' work available and accessible for feedback on the computer helps the teacher track the learning growth of that student.

- Towards the end of the semester, students are provided a detailed progress record where reading skills, writing skills, presentation and speaking skills, other areas of improvement are described and shared with the students.

- The institution keeps an eye on the following practices and systems.

  - A language teacher should design a framework that is not conditioned by a single theoretical principle or language teaching method.

  - A language teacher must consider teaching as a social activity jointly constructed by the teacher and the student.

  - A language teacher is the planner of the teaching act based on the learner proficiency.

- A language teacher is the mediator of assessing student's ability to cope with the language involved.
- A language teacher must provide the space to discuss learner language issues, including conceptual clarity, classroom culture, demands of the course.
- A language teacher needs to integrate skills for effective language teaching.
- A language teacher must act autonomously within the academic constraint.
- A language teacher must reflect on the teaching practice to bring change.
- A language teacher must promote learner autonomy and bring in attitudinal change in them.

Audience Interaction

- The participants were very much pleased by the practices in in Tata Institute of Social Sciences and **Mrs.ShilaJasmine** Commented that the objective of the institution to build a positive approach towards research, holistic learning and individual growth was truly a very positive approach.

- **Dr Sheela** , Teacher Educator , University of Mysore asked the presenter to give details of the dissertation writing which are mandatory for the programme and Dr.Sajida Sultana gave a very convincing and positive reply which could convince the participants.

AZIM PREMJI EXPERIENCE – TEACHER LEARNING CENTRES

A platform that supports continuous professional development of teachers

Puneeth.S & GururajRao.K
Resource persons,
Azim Premji University

- Azim Premji Foundation is a not-for profit organization that has been working since 2000 with the elementary education system in rural government schools

- Foundation is working in "institutional approach" which means working in districts for a generation where there is need.

- The Azim Premji foundation comprises of the field Institutions, Azim Premji University and takes a lot of Philanthropic Initiatives

- The purpose is to 'contributing to a just, equitable, humane and sustainable society', bringing our constitutional values to life.

- It has field institutes in 40+ districts across **6 states and 1 union territory** (Karnataka, Rajasthan, Uttarakhand, Chhattisgarh, Madhya Pradesh, Telangana and Puducherry).

- It Started working in 'institutional mode from 2011-12'

- The foundation Started working in 'institutional mode from 2011-12'

- It focuses on working with primary school teachers - 'early language and mathematics' and this is to ensure whether

    - Teachers are teaching better?

    - Their children are learning better?

- The idea of the Teacher Learning Centre evolved from long years of the Foundations experience in Teacher Professional Development.

- The basic idea is to improve quality of education and provide better learning experience for children in government schools by improving the capacities of teachers at multiple levels:

    a. Their perspective on education and its role in society,

b. Content knowledge in different subjects and

c. Appropriate pedagogic approaches that work given the context of the child and the developmental stage of the child.

d. The Teacher Learning Centre is a space that can enable this to happen.

- The major objectives of this centre are

    a. To create formal and informal spaces for teachers, head teachers to learn better and teach better

    b. To bring resources where teachers are.

- The major characteristics of Azim Premji foundation are
    - Conveniently accessible for teachers – in most contexts this means closer to the residences of the teachers

    - Most of the TLCs are located in the government schools/BRC centers.

    - Locations where in about 80 to 100 plus teachers are residing.

    - Has the space and materials required (books, Teaching learning material, lab items) which enable academic engagements with teachers

    - TLCs are mostly active after school hours, Saturdays and Sundays

- Teachers can take resources to school/classroom and return after use

- Has a team that is regularly working in and around the TLC to achieve the following

a. Enable/facilitate academic engagements

b. Build relations and actively mobilize teachers to visit and participate regularly

- Some of the TLCs are coordinated and managed by teachers and CRPs

- Over time develops the processes that enable regular and quality engagements – calendar of activities, more regular informal events etc.

- There are 63 Teacher learning centers in Karnataka covering 70% of teacher coverage in 10 districts.

- The resources available at TLC are

1. Books of all subjects (language, mathematics, social, science, and education perspectives)

2. Materials:

- Lab materials and chemicals for experiments in science

- Globes, maps, charts, in social science

- Mathematical kit in different concepts

3. LCD projector: (movable and fixed)

4. Computers with internet facility

5. Worksheets and supplementary resources to add value to existing syllabus

6. Resource persons to help teachers

- The foundation has undertaken the following initiatives

    - Subject forums Language, math's and other disciplines

    - Evening discussions

    - Seminars

    - conferences

    - Exposure visits

    - Peer group discussions

- Materials and resource creation

- Access to computer/literature

- Collaborative space where workshops/ cluster meetings are conducted by the department

Audience Interaction

Prof. Sudhir, Professor Emiritus, Gandhigram University congratulated the initiatives and queried about the resources available and the researchers won appreciation by their exemplary positive initiatives.

SUCCESSFUL BLENDING OF SOCIAL MEDIA AND MOOC IN TEACHER PREPARATION

Dr SAMEER BABU M
University of Kerala
Sameer@keralauniversity.ac.in

Dr. Sameer Babu.M commenced the presentation by stating that the paper is an attempt to showcase the successful integration efforts of the Department of education, University of Kerala.

- MOOC practices make the learner involved creative, and attentive.

- It gears the self-initiation in learning.

- Extension activities with the schools near to the campus are planned with an intention of ensuring the community engagement.

- The app prepared for better transaction of the ideas.

- On explaining MOOC driven pedagogy in the beginning of each session (semester), students are directed to enrol any MOOC course of their general interest.

- Sometimes, it will be restricted to the related courses.

- It has to be completed and a critical reflection related to the same has to be done immediately after the completion.

- He explained about the platforms like Course Era,Swayam, Future Learn, Edx etc.

- He explained about various activities planned by M.Ed. trainees.

- Materials will be supplied in advance and a few concerns will also be raised. The class will be scheduled later.

- Teachers would record the voice and the lectures will be uploaded in the group.

- He revealed that MOOC based strategy really opened the gateway for many online courses.

- After the presentation Dr.Sameer Babu was queried by a participant whether he practiced it in his classroom. He answered in positive.

- Dr.Sameer Babu elucidated that this venture was appreciated by the learners and his colleagues and it geared self-initiation.

- The talk of Dr.Sameer Babu was appreciated by all participants as it was authentic, lucid and clear.

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