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Course: 3 Learning and Teaching

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Unit-VI: LEARNER-CENTERED TEACHING

Objectives:

1. Know the meaning and characteristics of learner-centered teaching.
2. Describe the Need for learner-centered approaches.
3. Explain teacher-centered learning.
4. Comprehend learners – central techniques of teaching.

Introduction:

Student-centered learning, also known as **learner-centered education**, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

Student-centered learning puts students' interests first, acknowledging student voice as central to the learning experience. In a student-centered learning space, students choose what they will learn, how they will learn, and how they will assess their own learning. This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", and receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. On the Contrary, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning.

Usage of the term "student-centered learning" may also simply refer to educational mindsets or instructional methods that recognize individual differences in learners. In this sense, student-centered learning emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole.

Meaning:

Learner-centered teaching is an approach to teaching that is increasingly being encouraged in higher education. Learner-centered teachings do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shift the role of the instructors from givers of information to facilitating student learning.

Traditionally, instructors focused on what they did, and not on what the students learnt Educators call this traditional method, "instructor-centered teaching." In contrast, "learner-centered teaching" occurs when instructors focus on student learning.

Learner-Centered Teaching /Learner -Centered Learning

Educators commonly use three phrases with this approach. Learner- centered teaching places the emphasis on the person who is doing the learning (Weimer, 2002). Learning-centered teaching focuses on the process of learning. Both phrases appeal to faculty because these phrases identify their critical role of teaching in the learning process. The phrase student centered learning is also used, but some instructors do not like it because it appears to have a consumer focus, seems to encourage students to be more empowered, and appears to take the teacher out of the critical role.

Five Characteristics of Learner Centered Teaching

Active learning, student engagement and other strategies that involve students and mention learning are called learner-centered. And although learner-centered teaching and efforts to involve students have a kind of bread and butter relationship, they are not the same thing. In the interest of more definitional precision, I'd like to propose five characteristics of teaching that make it learner-centered.

1. Learner-centered teaching engages students in the hard, messy work of learning.

Teachers are doing too many learning tasks for students. We ask the questions, we call on students, and we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students.

2. Learner-centered teaching includes explicit skill instruction.

Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses all those learning skills essential to mastering material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students aren't that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.

3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it.

Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

4. Learner-centered teaching motivates students by giving them some control over learning processes.

Teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they learn, the conditions under

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which they learn and then teachers determine whether students have learned. Students aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria.

5. Learner-centered teaching encourages collaboration.

It sees classrooms (online or face-to-face) as communities of learners. Learner-centered teachers recognize, and research consistently confirms, that students can learn from and with each other. Certainly the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience.

Need For Learner Centered Approach

Strong, research evidence exists to support the implementation of learner-centered approaches instead of instructor-centered approaches. Knowledge of this research helps instructors defend their teaching methods to their students and to more traditional faculty peers.

A task force of the American Psychological Association integrated this research into fourteen Learner-Centered Psychological Principles which can be summarized through the following five domains.

➢ **The knowledge base.** The conclusive result of decades of research on knowledge base is that what a person already knows largely determines what new information he attends to, how he organizes and represents new information, and how he filters new experiences, and even what he determines to be important or relevant.

➢ **Strategic processing and executive control.** The ability to reflect on and regulate one's thoughts and behaviors is an essential aspect of learning. Successful students are actively

involved in their own learning, monitor their thinking, think about their learning, and assume responsibility for their own learning.

➢ **Motivation and affect.** The benefits of learner-centered education include increased motivation for learning and greater satisfaction with school; both of these outcomes lead to greater achievement. Research shows that personal involvement, intrinsic motivation, personal commitment, confidence in one's abilities to succeed, and a perception of control over learning lead to more learning and higher achievement in school.

➢ **Development and individual differences.** Individuals progress through various common stages of development, influenced by both inherited and environmental factors. Depending on the context or task, changes in how people think, believe, or behave are dependent on a combination of one's inherited abilities, stages of development, individual differences, capabilities, experiences, and environmental conditions.

➢ **Situation or context.** Theories of learning that highlight the roles of active engagement and social interaction in the students' own construction of knowledge strongly support this learner-centered paradigm. Learning is a social process. Many environmental factors including how the instructor teaches, and how actively engaged the student is in the learning process positively or negatively influence how much and what students learn (Lambert & McCombs, 2000). In comparison studies between students in lecture and active learning courses, there are significantly more learning gains in the active learning courses.

Advantages of Learner Centered Teaching

- It improves learning achievement of students.
- It leads to better retention of the learnt material.
- It improves self – esteem of students.
- It facilitates interaction among group members and stimulates their thinking process to find solution to the problems which they encounter in accomplishing the assigned task.
- It fosters students reasoning power.

Learner centered teaching Vs Teacher centered learning

Teacher centered learning	Learner centered teaching
1. Knowledge is transmitted from professor to students.	1. Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on.
2. Students passively receive information.	2. Students are actively involved.
3. Emphasis is on acquisition of knowledge outside the context in which it will be used.	3. Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.
4. Professor's role is to be primary information giver and primary evaluation.	4. Professor's role is to coach and facilitate Professor and students evaluate learning together.
5. Teaching and assessing are separate.	5. Teaching and assessing are intertwined.
6. Assessment is used to monitor learning.	6. Assessment is used to promote and diagnose learning.
7. Emphasis is on right answers.	7. Emphasis is on generating better questions and learning from errors.
8. Desired learning is assessed indirectly through the use of objectively scored tests.	8. Desired learning is assessed directly through papers, projects, performances, portfolios and the like.
9. Focus is on single discipline.	9. Approach is compatible with interdisciplinary investigation.
10. Culture is competitive and individualistic.	10. Culture is co-operative, collaborative and supportive.
11. Only students are viewed as learners.	11. Professors and students learn together.

Learner Centered Techniques of Teaching and Their Advantages

Integrating technology in instruction learners may offer the flexibility to extend learning beyond that available in a formal program. Technology also offers access to new, dynamic opportunities for interaction among students and between teachers and students. The use of technology with adults learning can also reduce the digital divide by helping these Students develop a basic understanding of computers and that the technology. Finally, there is evidence that use of technology with adult learners may facilitate their progress to understand the level of students.

Principles of Selecting Technology for Instruction

Onsite Uses of technology involve learning that takes place in the classroom or computer lab in a teacher- led, whole –group setting. Technology- based activities usually serve as a supplement to the core curriculum and are carried out within normal course meeting times.

Early examples of onsite technology used include computer assisted instruction (CAI), which involved the use of computers to teach vocabulary and structures (e.g., verb conjugations). This focus was augmented by computer- assisted language learning (CALL), which emphasized second language acquisition processes and provided opportunities for learners to work together on specific topics and projects. Today CALL typically involves use of the computer, Internet, or software programs to provide authentic and interactive opportunities for learning.

Perhaps the most widespread application of technology in onsite settings to date is the use of Software programs designed for learning. Lessons are designed so that learners hear interactions in a variety of everyday settings and explanations of vocabulary and grammatical structures, which allows them to experience the application of the materials in real- world settings. Learners can play recordings at different speeds and record and play back their own language (Ibarz&Webb, 2007, p.8). Versions of the software available in the United States contain course management and assessment tools for instructor use.

Blended Uses

In Blended uses, Technology serves as a supplement to the primary course curriculum and is used both within classes or labs and outside the classroom (e.g. in the home, library, or

community centre) without the teacher. Technologies that lend themselves to blended uses include software such as the programs described above; computer – mediated communication (CMC), in which learners in a program interact online among themselves or with learners in other programs and settings and Web-based learning. There examples of Web-based learning-project-based Web learning, Web quests, and Web-based games.

Online Learning

Online learning is entirely Internet-based. While there may or may not be teacher involvement, teachers and students rarely meet onsite. Communication and the transmission of course content take place online.

Considerations

Several issues need to be considering when using technology to support instruction in adult education programs. With all three types of uses (onsite, blended, and online), deliberate attempts should be made to promote group work and interaction, both online and face to face otherwise, the use of technology may result in isolated language learning and limited opportunities for meaningful in-person interaction.

Advantages and Disadvantages

CAI can dramatically increase a student's access to information. The program can adapt to the abilities and preferences of the individual student and increase the amount of personalized instruction a student receives. Many students benefit from the immediate responsiveness of computer interactions and appreciate the self-paced and private learning environment. Moreover, computer-learning experiences often engage the interest of students, motivating then to learn and increasing independence and personal responsibility for education.

Although it is difficult to assess the effectiveness of any educational system, numerous studies have reported that CAI is successful in raising examination scores, improving student attitudes, and lowering the amount of time required to master certain material. While study results vary greatly, there is substantial evidence that CAI canning processes, hence learning at all educational levels. In some applications, especially those involving abstract reasoning and problem-solving processes, CAI has not been very effective. Critics claim that poorly designed

CAI systems can dehumanize or regiment the educational experience and thereby diminish student interest and motivation. Other disadvantages of CAI stem from the difficulty and expense of implementing and maintaining the necessary computer systems. Some student failures can be traced to inadequate teacher training in CAI systems. Student training in the computer technology may be required as well, and this process can distract from the core educational process. Although much effort has been directed at developing CAI systems that are easy to use and incorporate expert knowledge of teaching and learning, such systems are still far from achieving their full potential.

Conclusion

Technology is increasingly used in language learning either as a complement to teacher mediated instruction or as the sole means of learning. Although access to technology may present challenges to adult education programs and practitioners, these can be overcome. Online platforms have progressed considerably in recent years and promise to offer increasingly useful, affordable, and accessible application and accessible application and tools for learning. Teachers using technology need to continue to provide opportunities for in-person interaction to promote language and literacy development. Further research is needed on the impact of different used of technology and on uses that promote English acquisition over time. Giventhe rapid rate of innovations in software and internet access, long –term research studies are needed to understand more about the role and impact of using technology with learning.

Question for discussion and Reflection

1. Give the meaning of learner – centered teaching.
2. Explain the characteristics of learner – centered teaching.
3. Write about the need for learner – centered approaches.
4. Explain learner – centered teaching Vs Teacher – centered learning.

UNIT VII: TEACHING IN DIVERSE CLASS ROOM

Objectives:

1. Develop an understanding of meaning of diverse classroom teaching
2. Analyze the strategies for diverse learners in teaching
3. Understand the techniques of teaching in a diverse classroom
4. Comprehend the teaching of a diverse class room

Introduction:

Diverse teaching in a diverse classroom is a buzz word echoing in the recent scenario of education because diversity means understanding and appreciating interdependence of humanity, cultures, and the natural environment. In this regard, planning the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics for the diverse students is important. Likewise the role of the teachers is very significant to handle diverse students. The teachers should have adequate professional knowledge, skills, and dispositions to have an impact on diverse learners in diverse settings. We will have extensive ideas about strategies for diverse learners, technique of teaching in diverse class room and preparation of teachers of diverse class room below in our further course.

Meaning and definition of diverse class room

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities and qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

Teaching in a diverse class room

Knowing who your students are as a group and as individuals is an important part of good teaching. In recent years, higher education has become increasingly diverse. The variety of students is far greater, and their needs are very different, than in the past. This module will consider how to teach effectively in an environment of diverse learners. If you wish to facilitate the learning process of students with a variety of backgrounds and needs, the following points are important: Treat all students as individuals with unique strengths, weaknesses, and needs rather than as generalized representatives of particular racial, ethnic or cultural groups. Employ a variety of teaching styles to respond to the needs of diverse learners. Create an open classroom that values the experiences and perspectives of all students.

1. Diversity: In Higher Education

Colleges and universities have become, in recent years, increasingly diverse institutions. Van Note Chisom (1999) identifies the following trends to illustrate this point: Older students now make up more than half of student population in higher education. Nationally, women account for 54 percent of bachelor's degree students. The presence of minority students is growing. Students with learning or physical disabilities are being identified more frequently.

2. Learning Styles in a Diverse Classroom

Eddy (1999) describes a learning style as the way in which we prefer to organize. However, in their most basic form, there are three main learning styles (Eddy): Auditory learners prefer to receive ideas and information by hearing them. These students may struggle with reading and writing, but excel at memorizing spoke words such as song lyrics. They often benefit from discussion-based classes and the opportunity to give oral presentations. Visual learners prefer to receive information by seeing it. Typically these students pay much attention to detail. They are less likely to speak in class than their auditory peers, and generally use few words when they do. Outlines, graphs, maps and pictures are useful in helping these students learn. Kinesthetic-Tactile learners tend to learn best via movement sand touch. These students are often labeled "hyperactive" because they tend to move around a great deal. Because they like movement, they may take many notes and learn best when allowed to explore and experience their environment. It is important to note that the various styles are those preferred by learners. The fact that we learn in many ways is further justification for utilizing variety of teaching approaches is so important. Understanding learning styles can help you create more inclusive classrooms where everyone has a chance to succeed.

Preparations of teachers for diverse class room

The opportunity to obtain a quality education is one of the most important points of access in our society. In many cases, and for many reasons, children and adolescents do not have access to an equitable education. To address this opportunity gap and at the same time meet the important national, state, and local goals for improving learning outcomes for all students, teachers require sophisticated professional knowledge, skills, and dispositions to have an impact on diverse learners in diverse settings. This in turn requires a comprehensive teacher education program that can prepare new teachers for this important work.

Techniques of teaching in a diverse class room

There are many techniques available to teach in a diverse class room.

1. Brainstorming.

In this, all diverse students will discuss a problem interestingly to arrive a solution.

2. Critical incidents.

Here, the students make nonverbal communication to explain about a critical incident that took place in their life.

3. Acting it out.

It is also a non verbal communication which is practiced by enacting a play.

4. Mime.

In this technique, the students do miming for enacting a small skit.

5. Focus of symposium.

This is done to engage the diverse learners based on the consideration of the learners, nature of content and desired outcome.

Here are **six types of knowledge** we can develop to help Diversified learners to succeed in the classroom.

a) **Learn about culture**

Become aware of how the influence of your own culture, language, social interests, goals, cognitions, and values could prevent you from learning how you could best teach your students of culturally and linguistically diverse backgrounds.

b) **Learn about students' culture**

Understand how your students' cultures affect their perceptions, self-esteem, values, classroom behavior, and learning. Use that understanding to help your students feel welcomed, affirmed, respected, and valued.

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c) **Understand your students' linguistic traits**

Learn how students' patterns of communication and various dialects affect their classroom learning and how second-language learning affects their acquisition of literacy.

d) **Use this knowledge to inform your teaching**

Let your knowledge of your students' diverse cultures inform your teaching. This, along with a sincerely caring attitude, increases student participation and engagement.

e) **Use multicultural books and materials to foster cross-cultural understanding**

Sensitively use multicultural literature, especially children's literature, to honor students' culture and foster cross-cultural understanding. Be open to a variety of instructional strategies as students' cultures may make certain strategies (such as competitive games or getting students to volunteer information) uncomfortable for them.

f) **Know about your students' home and school relationships**

Collaborate with parents and caregivers on children's literacy development and don't rely on preconceived notions of the importance of literacy within your students' families.

Diverse Teaching Strategies for Diverse Learners with Effectiveness

Teaching in racially diverse college classrooms often leaves people feeling uncertain about how to proceed and how to behave. Unlike the days when one teaching style fit all students, in today's context there is pressure to acknowledge and accept students with perspectives other than our own, to diversify our syllabi, to be more aware of classroom dynamics, and to pay more attention to how our students are experiencing the learning process. Our collective ability to respond to and be enriched by these challenges will determine the success of our institutions and students.

To assist faculty and teaching members seeking to enhance learning for all students, we have put together this Tip Sheet, in the hope that it will empower educators to create the conditions under which diversity can flourish. When teaching in a multicultural context, we suggest that they prepare themselves in several ways. The strategies are

➢ Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics.

➢ Find ways to make the actual classroom open and safe for all students, and to make the material accessible to all students.

➢ Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.

➢ Assess conscious and unconscious biases about people of cultures other than your own.

Tips for Teaching in Racially Diverse College Classrooms:

The following tips are meant to be suggestions and not guaranteed solutions for teaching in racially diverse classrooms. Teachers should develop a range of pedagogical skills that best serve the needs of *all* their students.

1. Develop a syllabus that explores multiple perspectives on the topic

- Incorporate multicultural examples, materials, and visual aids as much as possible in lectures.
- Make sure that the expectations for the pedagogical process and learning outcomes are stated clearly on the syllabus.
- Structure project groups, panels, laboratory teams, and the like so that membership and leadership roles are balanced across ethnic and gender groups.
- Develop paper topics that encourage students to explore different racial and cultural perspectives.
- Assign work of scholars from a variety of racial and ethnic backgrounds relevant to the topic being studied.

2. Design classroom instruction and materials with a diverse group of students in mind

- Develop ground rules or norms that will guide how students are expected to interact with each other in the classroom.
- Design classes with a clear structure (there is a method and meaning to how teaching and learning is to occur) and flexibility (not so rigid that adjustments cannot be made).
- Consider how all students would experience the syllabus.
- Consider whether students of all cultures are likely to have a background in the material.
- Consider whether different approaches to learning are accounted for.

- Anticipate sensitive areas in the subject matter being taught.
- Think in advance about how one might handle sensitive topics or explosive moments.

3. Create opportunities to get to know your students on an individual/personal basis

- Get to know each student individually. Learn their names and how to pronounce them correctly.
- Use eye contact with all students; be open and friendly outside of class.
- Be accessible and encourage students to meet with you during office hours.
- Interact with your students in respectful, challenging, and collaborative ways.

4. Design opportunities for students to interact with each other in respectful and meaningful ways.

- Divide the class into smaller groups, and when appropriate, assign one person with the responsibility of reporting on the small group's work.
- Encourage students to form study groups.
- Create opportunities for students to present their work to each other and the whole class.

5. *Activate student voices.*

- Create opportunities for mutual teacher-student participation so that everyone feels a responsibility and openness to contribute.
- When appropriate, encourage students to share their thoughts about the subject, acknowledging their statements as they are made.
- When appropriate, create opportunities for students to personalize course content with examples from their own history so that they can make connections between ideas learned in the classroom and those learned through life experiences.
- Let students know from the very beginning that their thoughts have a place in the classroom, that we all have unique perspectives, and that these different perspectives are an important component of the learning process.
- Make it safe for everyone to voice their views by accepting all views as worthy of consideration. Don't permit scapegoating of any student or any view. Don't leave students alone out on a limb.

- Avoid creating situations where students are placed in the position of being representatives of their race.

6. *Generate a challenging but vibrant learning process that encourages students to develop their creative, critical, and analytical thinking skills*

- Make the classroom norms explicit.
- Keep expectations high and provide the support required to meet these expectations.
- Ask students to locate cultural or even discriminatory content in textbooks or other materials.
- Ask students to research the position they are least comfortable with and to come prepared to articulate a defense of that posture.
- Present all sides of an issue. Play the devil's advocate for the least popular view
- Create opportunities for students to link theory with practice -- that is, encourage them to apply what they are learning with what's going on in the world.
- Use multiples modes of instruction to account for the range of learning styles that may be present in a diverse group of students.
- Provide direct and clear feedback in an effort to demonstrate your commitment to your students' learning.

Effective teaching in a diverse class room

Every classroom is a cultural community reflective of the disciplines and perspectives studied the authors, the students, and the professor. One can argue that successful learning requires an intercultural approach where students are responsible for listening and reading and experiencing to understand both the perspectives of others peers, authors, faculty and for understanding their own perspectives and how they acquired them. Students can come to understand that learning is about the generation, mutual reflection, and critiquing and expanding of ideas and concepts, and that this is most effectively done in a collaborative and non-competitive environment.

One effective approach to this challenge is to attend to the variety of learning styles in any college classroom. Understanding multiple learning styles allows one to focus on individual students' own learning styles; sub-groups within a classroom community; and the class as a learning community.

Even in the most transformed classes, however, faculty are often unaware of the variety of pedagogies that can produce enhanced learning for students and faculty and that can facilitate growth in intellectual complexity and capacity.

Student can also learn that there are patterns of values, speech, preferences, and behaviors associated with different cultures, and they can learn that there are as many differences within cultural groups as there are across different cultures. This helps student's break down cultural stereotypes in the society as a whole.

Diversity in the Classroom

In the day-to-day classroom is often hard to do. The goal of this teaching module is to highlight a few of the key challenges and concerns in promoting diversity, and illustrate ways to incorporate an understanding of diversity in the classroom and beyond.

Diversity is a term that can have many different meanings depending on context. This module will not offer a comprehensive definition of the term; instead, this module will highlight two key areas related to diversity:

- Identify how diversity affects the classroom
- Provide practical tips for promoting an inclusive classroom

Much discussion about diversity focuses on the following forms of marginalization: race, class, gender, and sexual orientation — and rightfully so, given the importance of these forms of difference. In fact, students come to the university classroom with different backgrounds, sets of experiences, cultural contexts, and world views.

However, diversity is an issue that plays a role in the classroom beyond these categories. For example, much educational and psychological literature demonstrates that students have diverse ways of learning. Some learn visually, through charts, graphs, tables and drawing; others may

Learn primarily through aural means (i.e. through listening to lecture); and others still may be primarily kinesthetic (i.e. learning by doing, project work, etc.). Attention to learning preferences is an important aspect of addressing differences among all students.

Additionally, issues of diversity play a role in how students and teachers view the importance of the classroom and what should happen there. For example, assumptions about what a typical student should know, the resources they have and their prior knowledge are extremely important.

Students may perceive that they do not "belong" in the classroom setting a feeling that can lead to decreased participation, feelings of inadequacy, and other distractions. Teachers may make flawed assumptions of students' capabilities or assume a uniform standard of student performance. Teachers may themselves feel out of place based on their own attributive traits.

Questions for discussion and reflection:

1. Define diverse class room and diverse learners.
2. What are the techniques of teaching in a diverse class room?
3. Explain the strategies of diverse teaching for the diverse learners.
4. What is the role of a teacher to teach in a racially diverse classroom?
5. Bring out the learning style in a diverse class room.

UNIT – VIII : LEARNING IN AND OUT OF SCHOOL

Objectives:

1. Understand the purpose of learning in and out of school.

2. Explain the advantages of learning in school and outside the classroom

3. Understand the importance of observation out of school

4. Comprehend the approaches to learning outside the classroom

Introduction:

Learning inside school gives pleasure and enthusiasm to the students. It is a natural way of learning. This learning is linked to students' lives and a variety of different teaching methods are used in school whereas, out of school learning consists of curricular and non – curricular learning experiences for pupils. Out of school experiences are organized with community partners such as museums, sport facilities, charity initiatives, and more. So, students should be enlightened the advantages of learning in and out of school here in a detailed study.

Purpose of Learning in School

`   It is a concept of traditional but it adopts the natural way of learning. It's a pleasure to learn inside the school rather than outside leaning. For the budding children inside learning helps a lot to learn abundant in naturally. Students learn new and newer things only in school setting with the help of the teachers and with models. School is where we have our first experience of formal learning, and how things go for us here can affect how we learn throughout our lives. When school is exciting and involving, it gives us confidence in ourselves as learners, but when it isn't, we can be turned off and think we can't learn or that learning is boring. To make sure children today and tomorrow have good school experiences to sustain their learning in future, the Campaign works with schools and teachers to develop good practice.

1. The classroom

The classroom itself is the locus of regular and sustained interactions among Students and teachers around curriculum. If the classroom is at the heart of students 'opportunities to learn, the quality of teachers' instructional practices are of Paramount importance. Inside school Quality instructional practices include linking learning to factors that

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are important in students' lives are taught. Different method is used to make the learning effective and interesting.

Using formative and summative assessments in a systematic manner provides available information to students and significantly improves learning and achievement. Setting objectives and providing regular feedback (including praise) on student progress.

2.Teacher Communities

Teacher communities can affect instruction and other aspects of the classroom, and thereby can exert an indirect influence on student outcomes. Teacher communities have a strongly positive impact on student outcomes in the school.

3. Features of Learning in School

- Learning is linked to students' lives
- A variety of different teaching methods are used
- Different learning styles are respected
- High expectations for all students
- Formative evaluations are used systematically
- Teachers set clear objectives, monitor progress, and provide feedback
- Opportunities for classroom participation
- Diversity and individual differences are respected
- Social and emotional learning is valued
- Positive student-teacher and student-student relationships
- Classroom management strategies are systematic
- Disciplinary strategies are consistent and non-coercive

Purpose of Learning out of school learning

Out of school learning is an educational concept first proposed by Lauren Resnick in her 1987 AERA presidential address, which consists of curricular and non-curricular learning experiences for pupils and students outside the school environment. She points of out of school learning is to overcome learning disabilities, development of talents, strengthen communities and

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increase interest in education by creating extra learning opportunities in the real world. Out of school learning is typically not coordinated by the school itself. Out of school experiences are organized with community partners such as museums, sport facilities, charity initiatives, and more. Out of school experiences can range from Service Learning to summer school and expeditions or more commonly occur in day to day experiences at after school with creative ventures such as arts courses and even sports. Some other examples of out of school learning are:

- homework and homework clubs
- study clubs extending curriculum
- mentoring by other pupils and by adults, including parents
- learning about learning
- community service and citizenship
- residential activities study weeks or weekends

It has been found that out-of-school learning can be a great opportunity to discover and develop talent.

Importance of Observational learning

Observation learning is learning that occurs through observing the behavior of others. It is a form of social learning which takes various forms, based on various processes. In humans, this form of learning seems to not need reinforcement to occur, but instead, requires a social model such as a parent, sibling, friend, or teacher. Particularly in childhood, a model is someone of authority or higher status.

According to Bandura's social cognitive learning theory, observational learning can affect behavior in many ways, with both positive and negative consequences. It can teach completely new behaviors, for one. It can also increase or decrease the frequency of behaviors that have previously been learned.

1. Causal learning

Humans use observational causal learning to watch what other people's actions and use that information to find out how something works and how we can do it ourselves.

2. Apprenticeship

Apprenticeship can involve both observational learning and modeling. Apprentices gain their skills in part through working with masters in their profession and through observing and evaluating the work of their fellow apprentices.

3. Peer model influences

Observational learning is very beneficial when there are positive, reinforcing peer models involved. Peers will always enhance learning. Peers observe their friends good behavior and try to imitate.

4. Cultural variation

Cultural variation can be seen in the extent of information learned or absorbed by children through the use of observation and more specifically the use of observation without verbal requests for further information.

Extending Curriculum Learning to the Local Area

Learning outside the classroom can be used to facilitate Education for Sustainable Development. This includes short visits into the school grounds and local community, as well as visits to farms, factories, offices, neighborhood science centers and natural settings such as a forest,   beach or a national park.

Providing students with high quality learning activities in relevant situations beyond the walls of the classroom is vital for helping students appreciate their first hand experiences from a variety of different perspectives. An experience outside the classroom also enhances learning by providing students with opportunities to practice skills of enquiry, values analysis and clarification and problem solving in everyday situations.

However, taking students outside the classroom requires careful planning of the learning activities and attention to the health and safety risks that might be faced.

1. Constraints on Learning outside the Classroom

Despite the arguments in favor of learning outside the classroom, several key challenges do need to be faced:

- Organizational factors such as the difficulty of supervising a large group of students and providing them with the assistance they may need.
- The 'normal' lessons missed by teachers and students, and alterations that have to be made to the school timetable.
- Time needed to plan a worthwhile field trip.
- Cost of transport and accommodation, if required.
- Lack of detailed knowledge of the locality.
- Safety of the students.
- Lack of necessary skills in students.

Despite these challenges it should not be forgotten that often the most meaningful and lasting learning takes place when students are actively exploring the great variety of environments outside the classroom.

Learning outside the classroom also provides opportunities for teachers and students to get to know each other better through interacting outside the structures of the classroom and school grounds.

Approaches to Learning outside the Classroom

Two common approaches are (i) Field Teaching and (ii) Field Research.

1. Field Teaching

- Study of topic or theme in class. Teacher talk, textbook study, note taking, slide viewing, videos, etc.
- Field observations (often teacher directed). Recording of information in the field. Some field interpretation.
- Back in the classroom – further interpretation and explanation together – writing up field report.
- This is the traditional approach to teaching and learning outside the classroom. It involves taking students to a field location and delivering a mini-lecture from which students are expected to take notes. Little opportunity exists for student input and reaction.

This approach can involve students in the careful observation and description of a scene or activity and in suggesting possible explanations based on previously acquired information.

This approach is useful if students are inexperienced in making their own observations or if they lack confidence in their ability to solve problems. This approach provides a structured way for them to find their own examples as an integral part of the learning experience.

2. Field Research

- Identification of a problem as the result of direct observations; or from class work; or from special interests of students.
- Formulation of and hypothesis as a result of reading, discussion, thinking.
- Field activities to collect data to test hypothesis.
- Data analysis – processing information.
- Hypothesis testing – accept or reject.
- Discussing and writing up of possible ways to solve the originally identified problem using information gathered in the field.

This approach represents an inductive approach to learning. It involves observation, description and explanation but with a problem solving focus. Students often use techniques similar to those used in historical enquiry, geographical research or scientific explanation. This is the inductive approach to fieldwork.

Opportunities for Learning outside the Classroom

Students can learn in a number of outside environments including:

- The school grounds and environs
- Urban centers
- The local community
- Rural and natural areas

Advantages of Learning outside the Classroom

➢ Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being.

➢ Learning outside the classroom gives children contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons.

➢ Playing and learning outside also help children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles.

➢ Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.

➢ Children need an outdoor environment that can provide them with space, both upwards and outwards, and places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities.

➢ The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. Very young children learn predominately through their sensory and physical experiences which supports brain development and the creation of neural networks.

➢ For many children, playing outdoors at their early years setting may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations

➢ Learning that flows seamlessly between indoors and outdoors makes the most efficient use of resources and builds on interests and enthusiasms.

➢ Anyone who takes children outside regularly sees the enjoyment, and sense of wonder and excitement that is generated when children actively engage with their environment.

Questions for discussion and reflection:

1. What is the purpose of learning in school?

2. Write a note on observation out of school learning

3. Bring out the merits of learning out of school.

4. What are the approaches that enhance outside learning?

5. Explain the merits and demerits of learning in and out of school.

UNIT – IX TEACHER – STUDENT RELATIONSHIP

Objectives:

- To obtain knowledge on teacher student relationship.
- To understand the need for maintaining teacher –student relationship.
- To comprehend the interpersonal approach in class room management
- To analyse healthy class room management and academic achievement

INTRODUCTION

Human relation is one of the essential elements for developing a peaceful environment by minimizing conflict and misunderstanding. Particularly, in school the human relations (i.e. teacher – student relations) is very much useful to develop a congenial environment to perform classroom activities, which is very much supportive for the teacher to understand the students' learning capacity and based on that the teacher can make use of his manpower and available material resources and provide a teaching in an effective way. In this circumstance, the students promote interest in listening to the subject matter and interact with the teachers to clear their doubts and to enhance the academic achievements. The good human relations in the school environment is the medium for enhancing the level of satisfaction of social and psychological wants on the part of the teachers as well as students relationship in an organization which will be an objective of increasing academic activities

Teacher Student relationship is very significant in the process of teaching learning. Teachers should be imparting knowledge with concern and care to the students. Teacher'srole is to guide and to reflect good character. He is like a beacon and ladder to lead the students in the right path. Student should be a receptacle to receive the knowledge given by the teacher. Students also should be submissive and obliging always to the teacher.

Teacher must take active role in the classroom activities and seek to understand and direct the students' interest in order to link with subject matter so that, learning will be a sustainable one. Teacher must also bring out the interest among children that underlie the sustainable involvement in teaching. The main task of the teachers is to search for meaningful teaching activities and to create a situation in which the child is willing to project himself into an

activity so as to bring his own innate resources and innate sense of orderliness into play. The important task of the teacher is to create an environment that will support students' initiated learning.

Teacher –student relationship

Meaning

It is the academic relation between teachers and their students in the teaching learning process.

Need for maintaining student-teacher relationship:

The student-teacher relationship is very important for children and adolescents for improving their mental health. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months a year. All of us have gone through schooling and we have had a many number of favourite teachers. A positive relationship between the student and the teacher is difficult to establish. Improving students' relationship with teachers has essential, positive and long lasting implications for student's academic and social development.

Battistich, Schaps, &Wilson, have exposed Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of intimacy and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, uphold academic performance, and foster students' resiliency in academic performance. It is the duty of a professional teacher to bring out the potentiality of a student. Nobody is fool and it is also foolish to call a student a fool. Sigmund Freud has told that if a dozen children were entrusted to him, he would make one an engineer, one a doctor, one a carpenter, one a rowdy, etc. From this, we can perceive that a students' mental growth depends upon a balanced feeding of constructive knowledge imparted by a teacher. Here the relationship between the teacher and the student is strengthened in a positive way.

Necessity for teachers' involvement and interaction

According to Birch & Ladd, it is stated that teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more supportive, and more engaged in learning. The communication between the

student and the teacher serves a connection between the two and which provides a better atmosphere for a classroom environment. A teacher then needs to understand the value of the students' senses of belonging which can be of greater value to overall development of the students in all aspects irrespective of the racial confrontations. By making a student like the school, he/she reaps important social advantages such as building friendship, gaining respect for peers and adults and learning social skills. These side by side help the student get good academic records and performance. The student-teacher relationship is made strong by the teachers' inspiring the students to interact constructively in the classroom situations.

Interpersonal approach in classroom management

In the interpersonal perspective, we describe teacher-student relationships in terms of two dimensions: Control andAffiliation. Control refers to the degree to which the teacher determines what happens in the communication with the students, whereas affiliation refers to the emotional closeness between teacher and students or the degree to which the teacher and the students are in harmony versus conflict. Here, the teacher delivers the goods to the students and the students receive them. The interpersonal relationship between the students and the teachers are very important. If this is good, educational transaction will be good.

Strategies for improving student engagement in learning.

Clearly, educators hope students will become successful learners. Teachers' experiencesalso clearly tell them that students disengage and do so for a variety of reasons – perhaps each ofwhich could be studied and mediated on its own. For very good reasons, a large number ofresearchers have studied student's engagement. Several types of engagement were noted– academic, cognitive, intellectual, institutional, emotional, behavioural, social, and psychological.

Claxton (2007) summarizes his recommendations of strategies that promote learningengagement.
1. Language (talk about process of learning, nature of oneself as a learner,
2. Activities – a potentiating milieu (learning is both attractive and challenging; activities and topics that stretch the learners)
3. Sit-screen thinking

4. Wild topics – rich, real, responsible (problems or projects are real, relevant, and make a positive difference in some way

5. Transparency and involvement

6. Transfer thinking – looking for wider relevance and application

7. Progression – stronger, broader, deeper into subjects and learning

8. Modelling – walking the learning talk

Healthy classroom management and academic achievement

"Classroom management refers to those *activities* of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur"

Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. Here are some concrete examples of closeness between a teacher and a student:

- A high school student chooses to share the news that he recently got a part in a community play with his teacher because he knows that his teacher will show genuine interest in his success.

- A fourth grade boy who is struggling in math shows comfort in admitting to his teacher that he needs help with multiplying and dividing fractions even if most of the students in the class have moved beyond this work.

- Positive teacher-student relationships contribute to school adjustment and academic and social performance.

- Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance and foster students' resiliency in academic performance.

- Teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative and more engaged in learning Teachers who use more learner-cantered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices

- Students who attended math classrooms with higher emotional support reported increased engagement in mathematics learning. They enjoyed thinking about and solving problems in math and were more willing to help peers learn new concepts.

Create a positive classroom climate

Be sure to allow time for your students to link the concepts and skills they are learning to their own experiences. Build fun into the things you do in your classroom. Plan activities that create a sense of community so that your students have an opportunity to see the connections between what they already know and the new things they are learning, as well as have the time to enjoy being with you and the other students. Make sure to provide social and emotional support and set high expectations for learning.

Teacher is a friend, philosopher and guide to the students. He should have willingness to cooperate with student and realize the divinity in the student. His job is to take care of the child so that the young mind may be saturated with many ideas. A teacher can play a vital role in the development of harmony among the students under his charge. The following points may guide the teachers to have relations with students:

Teacher should:

- Know his students very well. He should know their intelligence, interest, aptitude, likes and dislikes
- Take real interest in the development of his students
- Earn respect rather than create fear in the mind of his students
- Able to come down to the level of his pupils
- Treat all the students with love and affection and be just and impartial to all irrespective of caste, colour, creed, sex, status, religion, region, language and place of birth.
- Help the students in their intellectual, physical, social, emotional development and promote intrinsic values which builds the character of the students.
- Promote a scientific temper and a spirit of enquiry, creative self-expression and aesthetic sense, leadership qualities, right concepts and right attitudes towards the environment among the students and encourage them to ask question to satisfy their curiosity
- Ensure non-truancy among the students.
- Enable the students to appreciate the nation's cultural heritage and unity in diversity.

- Create interest towards his subject in the students. This is possible if he knows his subject thoroughly and applies new methods and techniques of teaching.
- Be polite in talk and firm in action.
- Deal students carefully and handle them with care that will promote best efforts.
- Not permit or tolerate any misdeed on the part of students

CONCLUSION

Through positive relationships, students not only learn that particular beliefs are useful for functioning in school and the classroom, they also internalize beliefs valued by significant others such as teachers and parents. Positive relationships have an energizing function on the self, working to activate positive mood and affect. Teacher-student relationships require much attention from teachers in the classroom, and are an important source of their concerns and happiness. This energy gained from positive interpersonal relationships provides an important pathway to motivation and engagement.

Question for discussion and reflections

1. Discuss the need for maintaining teacher –student relationship.
2. Write an essay on interpersonal approach in class room management.
3. Discuss in detail the strategies for improving student engagement in learning.
4. Explain the necessity for teachers' involvement and interaction.
5. Analyse the role of Healthy classroom management and academic achievement

UNIT -X TEACHING AS A PROFESSION

Objectives:

- To obtain knowledge on the characteristic of effective teaching and ineffective teaching.
- To understand the importance of faculty development programme.
- To explore the importance of teaching as a profession.
- To analyse the qualities of a professional teacher.

INTRODUCTION

The current system of schooling poses tremendous burden on children. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted. Hence, teaching profession is a noble profession and teacher should maintain his nobility.

Nature of teaching

In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school and it is the responsibility of the teaching profession.

In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships. Teachers employ practices that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching.

Teaching as a Profession

➢ Among all profession teaching profession is very noble and great. Professionalism is a complex and elusive concept; it is dynamic and fluid. Six generally accepted criteria are used to define a profession. The teaching profession fulfils those criteria in the following ways:

➢ Its members have an organized body of knowledge that separates the group from all others. Teachers are equipped with such a body of knowledge, having an extensive background in the world and its culture and a set of teaching methods experientially derived through continuous research in all parts of the world.

➢ **Teaching profession serves a great social purpose.** Teachers carry responsibilities weighted with social purpose. Through a rigid and self-imposed adherence to the Code of Professional Conduct, which sets out their duties and responsibilities, teachers pass on their accumulated culture and assist each student under their care in achieving self-realization.

➢ **There is co - operation achieved through a professional organization**. Co - operation plays an important role in the development of the teaching profession The teaching profession has won its well-deserved place in the social order through continuous cooperation in research, professional preparation and strict adherence to the Code of Professional Conduct, which obligates every teacher to treat each student within a sacred trust.

➢ **There is a formal period of preparation and a requirement for continuous growth and development**. Teachers are required to complete a defined teacher preparation program followed by a period of induction or internship prior to being granted permanent certification. This period includes support for the formative growth of teachers and judgments about their competence. Teachers are devoted to continuous development of their ability to deliver their service.

➢ **There is a degree of autonomy accorded the professional**. Teachers have opportunities to make decisions about important aspects of their work. Teachers apply reasoned judgment and professional decision making daily in diagnosing educational needs, prescribing and implementing instructional programs, and evaluating the progress of students.

➢ The profession has control or influence over education standards, admissions, licensing, professional development, ethical and performance standards, and professional discipline.

Characteristics of an effective and ineffective teaching

The effective teachers and ineffective teacher's characteristics were discussed as follows:

Caring about students was particularly prevalent in the descriptions of effective teachers. They were described as warm, friendly, and caring. Conversely, ineffective teachers often were said to create a tense classroom and were described as cold, abusive, and uncaring. Effective teachers were said to know how to create an effective learning environment. They were organized, prepared, and clear. Ineffective teachers consistently were indicted for their inept pedagogy, boring lectures, and unproductive learning environment.

Effective teachers were described a scaring about learning and teaching. "Enthusiasm" or "enthusiastic" often appeared in these descriptions. In contrast, a common statement was that their worst teachers hate teaching. In the category of student participation, the descriptions of their best teachers emphasized activities that involved the students in authentic learning, interactive questioning, and discussion. Their worst teachers were characterized as requiring isolate behaviour with little interaction, activity, or discussion.

In the category of rules and grades, the most effective teachers motivate their students and have little difficulty with classroom management. Their take care about student accomplishment and advocacy for student success the tone for fair rules and grading. Such teachers frequently were depicted as requiring and maintaining high standards of conduct and academic work. In effective teachers were faulted for unreasonable or unfair assignments, tests, and grades.

Opposite poles in classroom management were expressed, in which the ineffective teacher either was a dominating ogre or had no control. But expert teachers would appear (a) to have better developed schemata for classroom teaching with strong links between subject matter and ways to teach it, (b) to be more effective lesson planners and implementers, and yet (c) to be more flexible and reflective in meeting student needs and facilitating student social and academic growth

Teaching is an important profession

Teaching is a highly professional activity which demands specialised knowledge, skill and behaviour. Teacher professionalism comprises competence, performance and behaviour which reflect on teachers' personality in school and society. Professional competence is

fundamental in teaching profession which includes preparation of teacher for classroom processes, acquisition of knowledge of subject and facilitates personality development of children. Competencies of an effective teacher include interpersonal communication, pedagogical empowerment and organizational leadership. Professional competence results in performance of teacher in terms of overall development of children. The competent teacher is supposed to perform better in the interest of the children and society as well.

All the education commissions reports emphasis on the quality of teachers. At present teachers are not the mere transmitters of information but facilitators in the path of students urge for more knowledge.

Over the last 8 - 12 years, huge shifts have been occurring in education that is continuing to impact teaching and learning today. Some changes are positive, such as our nation's record high school graduation rate, narrowing achievement gaps, and a greater number of students are attending college.

But all types of change particularly those that have the potential to yield the most positive outcomes can be challenging. Change requires that we confront the status quo. It demands new ways of approaching our work. And it takes resolve to see new beginnings through to their end.

Teachers are our nation builders—the strength of every profession in our country grows out of the knowledge and skills that teachers help to instil in our children.And, as a nation, we must do much, much more too fully appreciate and support their work.

With the transition to more rigorous achievement standards and better student assessments, a focus on data to drive instruction, and the use of technology to personalize learning, teachers are carrying an incredible amount of responsibility. They are in the midst of a new era one with more engaging lessons and creativity and innovation, which is bringing joy back into the classroom.

Attitude of student teachers towards teaching profession

The teacher's roles and responsibilities have found extension outside the classroom. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep teacher in the forefront. Changing times have added new dimension to this profession, which requires specified competencies and right attitude. Behaviour, attitude and interest of teacher help in shaping the personality of the student. Attitude is a tendency to react in a particular manner towards the stimuli

Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude shepossesses for the profession. The positive attitude helps teacher to develop a conductiveearner friendly environment in the classroom. This also casts a fruitful effect on learningof the students. Attitude being a social construct is influenced by many factors likegender social strata, age, and stream of education and previous experience of the job.

Qualities of a Professional Teacher

Teachers can be popular just because they are friendly and helpful, but to be truly professional and effective they need other qualities. Students may not be able to put their finger on just why one teacher is more effective than another but we need to be able to identify the skills and behaviour we require in a true professional. A professional teacher needs to be confident without being arrogant.

The following are the Qualities of a Teacher:

➤ **Positive –** He or she should think positively and enthusiastically about people and what they are capable of becoming. Sees the good in any situation and can move forward to make the most of difficult situations when confronted with obstacles.

➤ **Communicative** –A teacher shares with others in a manner that encourages effective two-way communication. Communicates personal thoughts and feelings on a wide spectrum of issues and can listen to students in an empathetic manner.

➤ **Dependable –**A teacher is always honest and authentic in working with others.

➤ **Personable –**He or She establishes and maintains positive mutual working relationships. Has many ways of getting to know students as persons while building trust and appreciation through personal interaction and involvement.

- **Organized -** Makes efficient use of time and moves in a planned and systematic direction. Knows where he or she is heading and is able to help students in their own organization and planning.

- **Committed -** Demonstrates commitment to students and the profession and is self-confident, poised and personally in control of situations. Has a healthy self-image.

- **Motivational -** Enthusiastic with standards and expectations for students and self.

- **Compassionate -** Caring, empathetic and able to respond to people at a feeling level. Knows and understands the feelings of students.

- **Flexible -** Willing to alter plans and directions in a manner which assists people in moving toward their goals.

- **Individually Perceptive -** Sees each student as a unique and valuable individual. Quickly diagnoses student difficulties and assists in the management of individual situations.

- **Value Based** - Focuses upon the worth and dignity of human beings. Is sensitive to community values.

- **Knowledgeable -** Is in a constant quest for knowledge. Keeps up in his or her specialty areas, and has the insight to integrate new knowledge.

- **Creative –** A teacher is ever versatile, innovative, and open to new ideas. Strives to incorporate techniques and activities that enable students to have unique and meaningful new growth experiences.

- **Patient -** Is deliberate in coming to conclusions. Believes that problems can be resolved if enough input and attention is given by people who are affected.

- **Sense of Humour -** Knows how to take the tension out of tight situations. Uses humour, spontaneously, in a tasteful manner. Builds togetherness in the classroom, through the use of humour.

7 Faculty development programmes for teachers

The professional development of teachers has received a great deal of attention in all countries, including India, The volume of professional and research literature on in-series education and professional development is also considerable. In comparison, the attention that teacher education has received is marginal. Even when research and policy initiatives are directed towards teacher education, the focus is on curriculum reform, programme structure,

institutional development, instructional resources, and the like. The content of teacher educator's professional development is rarely examined and critiqued.

Faculty Development Programme (FDP)

CurrentlyFDP reflecting its commitment to nation building through management education and infrastructure development.

The programmesfocusses on:

- Enhancing functional area expertise

- Improving one's classroom delivery both as a teacher and trainer

- Enhancing abilities for conducting meaningful research.

Teaching and Learning For Sustainable Future

In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, perspectives that develop values for peace, respect the rights of all, and that respect and value work. In the present ecological crisis promoted by extremely commercialized competitive lifestyles, children need to be educated to change their consumption patterns and the way they look at natural resources. There is also a increasing violence and polarization both within children and between them, that is being caused by increasing stress in society. Education has a crucial role to play in promoting values of peace based on equal respect of self and others. The NCF 2005 and subsequent development of syllabi and materials is attempting to do this as well.

Teaching and Learning for a Sustainable Future is a UNESCO programme for the United Nations Decade of Education for Sustainable Development. It provides professional development for student teachers, teachers, curriculum developers, education policy makers, and authors of educational materials. The modules are divided into 4 themes as follows:

Theme1

Curriculum Rationale

These modules present an introduction to the global realities, imperatives for sustainable development and educational issues that form the rationale of Education for a Sustainable Future.

- Exploring global realities.
- Understanding sustainable development.
- A futures perspective in the curriculum.
- Reorienting education for a sustainable future.
- 5 Accepting the challenge

Theme2

Sustainable Development across the Curriculum

These modules illustrate ways in which Education for Sustainable Development can be integrated into all areas of the curriculum, especially into cross curriculum themes such as health and consumer education.

- Sustainable futures across the curriculum
- Citizenship education.
- Health education.
- Consumer education

Theme 3

Contemporary Issues

This section illustrates ways in which a variety of curriculum themes may be recognized to integrate an interdisciplinary emphasis on a sustainable future.

- Culture religion for a sustainable future
- Indigenous knowledge sustainability
- Women sustainable development
- Population development

- Understanding world hunger
- Sustainable agriculture
- Sustainable tourism
- Sustainable communities
- Globalization
- Climate change

Theme4

Teaching & Learning Strategies

This set of modules develops professional skills for using teaching and learning strategies that can help students achieve the wide range of knowledge, skill and values objectives of Education for Sustainable Development.

- Experimental learning
- Story telling.
- Values Education.
- Enquiry learning.
- Appropriate Assessment.
- Future problem solving.
- Learning outside the classroom.
- Community problem solving

CONCLUSION

The teacher needs to understand that in many schools, especially in big cities like Chennai, children come from different cultures and backgrounds. A teacher then needs to understand the value of the students' senses of belonging, which can be of greater value and build self-worth for minority students. If the teacher demonstrates an understanding of the student's culture, it will provide a better understanding between the teacher and the student.

Question for discussion and reflection

1. What are the characteristics of effective and ineffective teaching?
2. Write short notes on the nature of teaching.

3. Critically examine the importance of Teaching as a profession.

4. Enumerate the qualities of professional teacher

5. Write an essay on teaching and learning for sustainable future.

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