
UNIT 16 PROFESSIONAL DEVELOPMENT OF SECONDARY TEACHERS

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16.1 INTRODUCTION

‘Teacher’ is one of the fundamental and national human resource who is essential for development of society and nation. With the increasing complexities of modern times, education faces new demands and mostly teachers have to bear the brunt of these changes. Globalization in 21st century calls upon the teachers to change their roles in order to meet the future demands of the society. Only professionally well prepared and committed teachers can create an environment for joyful, activity-based and participatory learning. The professionally competent and committed teachers are enable to perform their multiple tasks in the classroom, in the school and the community in a genuinely professional manner. In this context, professional development of teachers has a crucial role to play. Professional development of teachers is generally considered at two levels viz. pre-service level and in-service level or continuing professional development of teachers. In this Unit, we will learn about professional development of teachers and different aspects related to it.

16.2 OBJECTIVES

After going through this Unit, you will be able to:

- explain the aspirations and qualities of teachers;
- describe the meaning of professional development of teachers;
- list down the objectives of initial professional preparation of teachers;
- explain major issues related to initial professional preparation of teachers;
- write down the objectives of in-service teacher education programmes;
- critically analyze the current scenario of in-service teacher education programmes;
- explain professional code of ethics and its importance for teachers;
- write down the meaning and causes of professional identity crisis of teachers; and
- suggest strategies for addressing the issues related to professional development of teachers.

16.3 ASPIRATIONS AND QUALITIES OF TEACHERS

Teaching is termed as a noble profession. No other profession is respected so highly in the society than teaching. To be a good as well as an effective teacher, it is of vital importance that the teachers must possess certain socially acceptable qualities, attributes; aspirations for their own betterment and students' prospects as well. A new entrant in the field of teaching must aspire for such values throughout their professional career.

A teacher should aspire that his/her students gain mastery, confidence, and competency in the subject taught and continue to apply it in new and wonderful ways.

A teacher should aspire to continuously improve on his/her own knowledge and skills as an educator. He/she should be free from any sort of academic inertia and should work for continuous betterment.

The process of life-long learning, sharing of knowledge and skills is one of the deepest passions found in the teaching profession. For this, the teacher should aspire to collaborate with his/her students, colleagues and other members in the institution.

A teacher should aspire to be a good human being first and then make efforts to become an effective teacher. Teachers should aspire for possessing three main characteristics viz. communication skills, collaboration and focus on student learning. These skills are important, not only for instruction delivery but also in communicating expectations to the community. Having the ability to collaboratively work within a grade level team, as well as a school team benefits an entire school.

Teachers must embrace the idea that not only the students in their class are valued but the entire school is full of learners and that all stakeholders are responsible for the students. Teachers need to understand their role in the student's learning process. Teachers play many roles in the classroom, but student learning should be the focal point. In nut shell, we can say that the teachers should possess following qualities for being a good human being and an effective teacher:

- A teacher should be honest and responsible towards the profession.
- He/she should be physically and mentally strong.
- Teacher should have mastery over the topic.
- Teacher should have effective communication skills.
- Teacher should not only facilitate learning, but should promote citizenship training and active integration with society, develop curiosity, critical thinking, creativity, initiative and self-determination.
- Teacher should be aware of the latest innovations, researches and experiences in the field of education and subject.
- Teacher should be an active researcher and try to involve in experimentation.
- Teacher should help in coordinating and enriching the efforts of students and other resources engaged in the task of teaching-learning.
- Teacher should have to identify and utilize the appropriate teaching-learning strategies, methods, facilities, teaching aids etc.
- Teacher should appreciate the aspirations and expectations of the community.
- While teaching different subjects like Languages, Social Studies, Science etc., the teacher has to stress on moral qualities also.
- Teacher should also be a promoter of national integration. He/she should develop patriotic spirit and national unity among students.
- Teacher should be well contented higher his/her life on the whole and particularly with his/her job. This is because; only a well-satisfied person can be efficient and effective in performing his/her tasks appropriately.

16.4 PROFESSIONAL DEVELOPMENT OF TEACHERS

Professional development is the enrichment training provided to teachers over a period of time to promote their development in all aspects of content and pedagogy. Becoming an effective teacher is a continuous process that stretches from pre-service experiences to the end of the professional career. It is conceptually divided into pre-service and in-service teacher training. It is not simply a time-bound activity or series of events, but a continuous process. From this perspective, the pre-service and in-service activities should be viewed as seamless components of the same process. It is the tool by which policy makers' visions for change are disseminated and conveyed to

teachers. Professional development for teachers is more than training or classes as it functions as an agent for change in their classroom practices. The growth of a teacher's skill and understanding is developed through personal reflections, interaction with colleagues and mentoring which gives confidence by engaging them with their practices and reaffirming their experiences. It could have a positive impact on teachers' pedagogical content knowledge as many teachers feel challenged with teaching of curricular subjects due to lack of previous experience with hands-on activities, lack of content knowledge, lack of confidence and lack of interest to acquire there.

Professional development may be classified as given below:

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

Check Your Progress 1

- Notes:**
- a) Write your answers in the space given below.
 - b) Compare your answers with those given at the end of the Unit.

1. What do you mean by professional development of Teachers? Why it is essential for the teachers to grow professionally?

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16.5 INITIAL PROFESSIONAL PREPARATION OF TEACHERS

Before a teacher is inducted into the teaching process, acquisition of necessary understanding of basic foundations of the principles of teaching are the essential pre-requisite. Every teacher must have a thorough understanding of the context, the need of the learners community expectations and the basic objectives of a particular level of teaching. Besides this, various strategies and techniques of curriculum transaction have to be learnt by the teacher. Hence, initial professional preparation of teachers or pre-service teacher education is very essential. Pre-service teacher education is a process of transformation teacher into a competent and committed professional practitioner. A functional programme of pre-service teacher education offers a challenge to the prospective teachers of acquiring and understanding the

fundamentals of teaching-learning process, knowledge of the problems of actual teaching and mastery over the skill of directing the learning of students. Pre-service teacher education is a learning process that provides experiences for development towards good teaching through which a student teacher secures guided experiences as a preparation for all the aspects of his/her professional career.

The main objectives of initial professional preparation of teachers are as follows:

- To acquire knowledge and understanding of the instructional planning, preparation, transaction and evaluation.
- To apply the knowledge and understanding to the new and unfamiliar teaching situations.
- To develop proper interests, attitudes and values relating to teaching profession and procedures.
- To develop the abilities for effective classroom management.
- To acquaint with different approaches of teaching and communication techniques.

Generally, pre-service teacher education curriculum is broken down into three blocks:

- Foundational knowledge and skills — usually this area is about the aspects of foundation of education with Philosophy of Education, History of Education, Educational Psychology, and Sociology of Education.
- Content and knowledge of methodology often includes ways of teaching and assessing a specific subject.
- Practice at classroom teaching or at some other form of educational practice; usually supervised and supported in some way. Practice can take the form of field observations, internship and school based practical activities.

16.5.1 Major Issues Rrelated to Initial Professional Preparation of Teachers

- The curriculum taught at pre-service teacher education level is not appropriate for development of right attitude and skills among student-teachers required for teaching profession. Certain topics in some subjects are obsolete and have no relevance to present educational and social scenario. The curriculum should be activity-centered and integration of ICT should be introduced in it. The pre-service teacher education curriculum does not commensurate with the emerging needs of school curriculum and contemporary educational and social scenario.
- The School based teaching activities are mostly dominated by traditional methods of teaching. The student-teachers mostly employ teacher demoinant method for their classroom teaching during practice teaching

programme. This may be due to the reason that student-teachers are not acquainted with theoretical and practical aspects of such modern teaching-learning methods during their pre-service training period.

- The student-teachers need to be prepared in providing education in inclusive settings development of TLM and tools to assess performance of students.
- Lack of coordination between student-teachers/pre-service teacher training institutions and schools is also a major issue that needs to be addressed. This is mainly on the part of secondary teacher training institutions which do not make any contact with schools and school teachers during whole academic session to infuse the component of reality in teacher education course. It is therefore of much importance that coordination and linkage between schools and teacher training institutions be developed so that a component of reality can be induced into teacher training imparted by secondary teacher education institutions.

Check Your Progress 2

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

2. Discuss the major objectives of initial professional development of teachers.

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16.6 IN-SERVICE TEACHER EDUCATION PROGRAMMES

A single shot training given at pre-service level to the teachers, as has been the common practice so far, will no longer be sufficient for them to survive professionally unless they choose to regularly update and upgrade their skills, competencies and awareness. Teachers learn the professional competencies and performance skills in a particular context which goes on changing. Preparing them to adjust to new social and educational contexts and perspectives of emerging concerns require for the teachers. By and large, pre-service education remains cut off from the realities of schools. Its gaps become obvious when the teachers are inducted in the school to perform their duties. In-service education of teachers therefore, becomes essential for bridging the gap in pre-service and in-service education in order to meet the demands of the changing educational scenario, its context and concerns. Hence, the need for in-service teacher education at regular intervals is being recognized everywhere.

In-service teacher education refers to a recurrent, organized and need-based continuing education of teachers already on the job to update and enrich

their professional competencies, strengthen their commitment and enhance their professional performance in the classroom as well as in the school and community. In-service teacher training programmes can be described as a process of learning whereby teachers who have completed a certain level of teacher training are provided with means of meeting their needs for further personal development in teaching. This implies that in their career, teachers need to go through some periodic study aimed at retaining them and enhancing their pedagogical and academic competencies.

The objectives of in-service teacher education programmes are as follows:

- To make teachers aware of the new developments in the disciplines and the subject they teach.
- To help teachers know their problems and solve them by using the resources and wisdom.
- To enable the teachers meet the requirements of changing educational and social contexts and concerns.
- To increase the level of motivation of teachers, develop self-confidence, promote the spirit of inquiry and help them to be committed and reflective teachers.
- To provide a support system to teachers in the areas of their deficiency.
- To provide a support system to teachers in the development of new skills in the areas of emerging trends.
- To upgrade the qualification of teachers who are either under-qualified or unqualified.
- To foster the desire for life-long learning and to empower teachers 'learning to learn' and 'learning to be'.
- To train teachers for contemporary thematic issues like MLL, joyful learning, meeting educational needs of the deprived, disadvantaged and disabled children, use of mass media in education, community participation in educational etc.
- Eliminating deficiencies in teachers' preparation, fulfill the gaps of pre-service education, remove its inadequacies and make it more realistic.
- To sensitize teachers with the educational problems of the neglected sectors.

For achieving these objectives of professional development in-service teachers as well as teacher educators, various agencies and institutions such as Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs), District Institutes of Education and Training (DIETs), State Institutes/ Councils of Educational Research and Training (SIERTs/SCERTs), Boards of Secondary Education (BSEs) and national institutions like National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT), Indira Gandhi National Open University (IGNOU) and National University of Educational Planning and Administration (NUEPA) have undertaken the responsibility of the particular sectors of teacher education for the cause of Universal Elementary and Secondary Education. The major

programmes on in-service education of teachers, particularly undertaken after National Policy on Education (1986) are enumerated below:

- Programme of Mass Orientation of School Teachers (PMOST)
- Special Orientation Programme for Primary Teachers (SOPT)
- District Institute of Education and Training (DIET)
- State Council of Educational Research and Training (SCERT):
- Colleges of Teacher Education (CTEs)
- Institute of Advanced Studies in Education (IASE)
- District Primary Education Programme (DPEP)
- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamika Shiksha Abhiyan (RMSA)

DIETs are the main agencies to provide training and academic inputs to the elementary school teachers at district level through Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs). The BRCs and CRCs have to function under the academic and technical guidance of DIETs. CTEs and IASEs are supposed to provide in-service training to secondary school teachers. Secondary school teachers are also provided training under RMSA. Though, the in-service teacher training programmes are being organized at various levels still, much needs to be done to manage a planned, purposive and well-thought out programme for in-service education of teachers.

16.6.1 Present Scenario of In-Service Teacher Education Programmes

- The complete training network envisaged in pursuance of the recommendations of National Policy on Education (1986) and other ambitious programmes has not been in place even after 24 years of its commencement. The District Institutes of Education and Training (DIETs), primarily meant for in-service education of elementary school teachers, have been proven inadequate for the task entrusted to them. A large majority of DIET faculty members are even unaware about the goals and objectives of DIETs. The state governments have no fixed policy for appointing teacher educators in DIETs and SCERT. The teacher educators are appointed in these institutions on deputation basis in most of the States. There is a need to create a separate cadre of teacher educators for DIETs and SCERT and a clear cut policy framework be made for this purpose so that DIETs can play their role effectively with regard to district educational planning and providing academic and technical leadership to different field functionaries. Majority of the CTEs and IASEs are not able to achieve the target of providing in-service training to secondary school teachers due to various reasons.
- The in-service education of teachers in majority of States has remained tied to the availability of central assistance. The States, by and large, make meager provision in their budgets for teachers' in-service education.

Issues and Concerns in Secondary Education

- The National Council for Teacher Education (NCTE), the statutory body set up to regulate the system of teacher education in the country, is mostly pre-occupied with the pre-service teacher education programmes, and so far, it has not initiated concerted efforts to evolve a policy appropriate for the in-service education of teachers.
- There is significant number of teachers who have few or no opportunities for their in-service training. In general, in-service programmes focus on individual teacher development – one teacher at a time – without proper attention to organizational development.
- The monitoring and follow-up work of in-service teacher training programmes was not properly planned and carried out. The identification of training needs of school teachers is an important aspect in order to plan need-based in-service training programmes and put time, money and other resources to best possible use.
- There has been a big gap between pre-service and in-service components of teacher education. These two components of teacher education should supplement and complement each other. So, there is an urgent need of collaboration between functionaries involved in in-service teacher training and colleges of education.

The scenario presented above, no doubt, highlights the traditional ways in which professional development of in-service teachers has occurred and is quite inadequate either to address the emerging training and professional needs of individual teachers or to bring about changes in the organizational phenomenon affecting each and every educator as well as the educational institutions.

Activity 1

Critically examine the current scerio of in-service teacher education programmes in India.

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Check Your Progress 3

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

3. Why in-service teacher education is essential for teachers? Explain.

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16.7 PROFESSIONAL ETHICS OF THE TEACHERS AND ITS IMPORTANCE

The code of ethics for teachers is designed to protect the rights of the students. Teachers are expected to be fair to all their students and not take advantage of their position in any way. For example, you can't accept expensive gifts from students because it might appear to bias you. You can't push your personal beliefs on students because they are a "captive audience". You need to have a professional relationship with all students and not let it get too casual and familiar. The main thing is not to abuse the power that your position gives you over your students.

The code of professional ethics for teachers provides a framework of principles to guide them in discharging their duties towards students, parents, colleagues and community. Increased awareness of the ethical principles governing the teaching profession is essential to ensure 'professionalism' among teachers. The present code of professional ethics for school teachers (as developed by NCERT) is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work.

Duties towards Students:

- Treats all students with love and affection.
- The value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
- Facilitates students' physical, social, intellectual, emotional, and moral development.
- Respect for basic human dignity of the child in all aspects of school life.
- Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.
- Transacts the curriculum in conformity with the values enshrined in the Constitution of India.

- Adapts his/her teaching according to the individual needs of the students.
- Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.
- Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, mental and emotional harassment.
- Keeps a dignified demeanour commensurate to the expectations from a teacher as a role model.

Duties towards Parents, Community and Society:

- Establishes a relationship of trust with parents/guardians in the interest of all round development of students.
- Desists from doing anything which is derogatory to the respect of the child or his/her parents/guardians.
- Strives to develop respect for the composite culture of India among students.
- Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

Duties towards the Profession and Colleagues

- Strives for his/her continuous professional development.
- Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.
- Takes pride in the teaching profession and treats other members of the profession with respect and dignity.
- Refrains from engaging himself/herself in private tuition or private teaching activity.
- Refrains from accepting any gift or favour that might impair or appear to influence professional decisions or actions.
- Refrains from making unsubstantiated allegations against colleagues or higher authorities.
- Avoids making derogatory statements about colleagues, especially in the presence of pupils, teachers, parents.
- Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

16.7.1 Observance of the Professional Code of Ethics

The difference between the Code of Conduct and the Code of Professional Ethics needs to be appreciated. As far as the provision of the Right of Children to Free and Compulsory Education Act, 2009 is concerned, particularly with reference to Section 24 of the Act pertaining to duties of teachers, enforcement of the Code of Conduct is perhaps the answer. Like all other professions, the teaching profession should also move towards self-regulation, which implies that every teacher should have the inner urge to

adhere to the ethical principles listed in the Code of Professional Ethics for teachers. However, in spite of the expectation of the voluntary observance of the Code, some cases of violation of the Code or of partial adherence to it are likely to occur in the vast system of school education. Therefore, a suitable mechanism needs to be evolved to ensure that all members of the profession follow the ethical principles enshrined in the Code. The violation of the Code of Conduct invites disciplinary action for which detailed rules are prescribed. The magnitude or seriousness of the violation may not be the same in all the cases. The cases of violation or non-observance shall have to be dealt with at different levels and in different ways in accordance with the nature of the violation.

Check Your Progress 4

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

4. Explain teachers' obligations towards community in the present socio-economic scenario in India.

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16.8 THE PROFESSIONAL IDENTITY OF TEACHERS

Teachers' professional identity is an ongoing process of interpretation and re-interpretation of experiences; implying both person and context and consists of sub-identities that more or less harmonize with each other. Identity is dependent upon and formed within multiple contexts; formed in relationship with others and involves emotions. Teacher identity can be best characterized as an ongoing process, a process of interpreting oneself as a certain kind of person and being recognized as such in a given context. Professional identity should not be confused with role. Identity is the way we make sense of ourselves to ourselves and the image of ourselves that we present to others. The individual constructs his/her identity through the eyes of others. It is common, therefore, to distinguish two dimensions of identity: "identity for the self" and "identity for others".

The professional identity of a teacher is the result of a long process to construct one's own way of feeling like a teacher. However, it also includes competences for the daily practice of the profession. In this process, several factors play a key role in configuring the identity one way or the other: their school experience as students, the possible attraction of teaching, their first modeling in the initial teacher training, and the beginning of their professional practice. Teachers' professional identity is explicitly shaped and formed out of professional learning and development experiences that focus not only on

‘what to do’, but also on the kind of teacher it is possible to be. The professional teaching identity is, temporarily, the fruit of a socialization process that culminates in practicing the profession and accepting the professional culture that makes them feel like and be recognized as teachers.

16.8.1 Professional Identity Crisis

Professional identity crisis refers to a situation when the teachers are not able to meet out the emerging needs and demands expected from them as a result of certain educational reforms. This identity crisis is manifested with diverse symptoms. It has created an obvious demoralization and discomfort among the teachers, seriously affecting the objectives of school education. The teachers’ identity crisis is provoked by a set of factors and its evolution is linked to a difficult reconstruction of identity. The professional identity is a socially constructed and personally re-created experience with its own meaning, sense and intentionality. Teachers subjectively experience their work and the conditions of their satisfaction and dissatisfaction, in terms of the diversity of their professional identities. These identities are understood as their space of personal identification, their perceptions of the job, their attitudes toward educational change, their professional trajectory and its projection in the future, their perception of their status and social recognition, and their relationship with the social environment. When such identities are challenges as a consequence of certain reform or systemic change, the phenomenon of identity crisis emerges. In order to overcome this identity crisis, it is imperative that the teachers be professionally upgraded and updated so that they can face the emerging challenges with confidence and meet out the expectations in a better way.

Check Your Progress 5

- Notes:**
- a) Write your answers in the space given below.
 - b) Compare your answers with those given at the end of the Unit.

5. In your opinion, what are the major reasons for identity crisis of teachers in present times?

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16.9 STRATEGIES FOR ADDRESSING THE ISSUES OF PROFESSIONAL DEVELOPMENT OF TEACHERS

Faculty of SCERTs, IASEs, CTEs and University Education Departments should be involved as master trainers and mentors for the following activities:

- Development of a network among institutions and individuals of SCERTs/SIEs, IASEs and CTEs and University Education Departments.

- Organization of workshops for content and pedagogy enrichment.
- Developing training capacity for action research projects and ICT applications.
- Development of a set of indicators and benchmarks to track in-service professional development of teachers and the institutions which organize them.
- Development of short-term courses for continuous professional development and upload them on their websites.
- Devise open and distance learning (ODL) strategies for professional development of the teacher.

The existing pre-service teacher education programmes are not up to the expected quality across the country. They need to be more effective to provide pre-service teachers with sufficient understanding that could lead to reflective practice in the classrooms. Different strategies have to be adopted for different States/UTs regarding recruitment policy of teachers and training strategies e.g., most of the teachers in North Eastern region are untrained.

Professional development can succeed only in settings, or contexts, that support it. Probably the most critical part of that support come from administrators. The outcome of every professional development initiative will depend ultimately on whether its administrators consider it important.

Curriculum is more than a list of topics to be covered by an educational programme. Curriculum is first of all a policy statement about education and secondly, an indication as to the ways in which that policy is to be implemented through a programme of action. In-service programmes have to be linked to pre-service programmes and also to be linked to the changes that are brought out in the school curriculum from time to time. We need to identify and analyze the curriculum of the in-service training programmes in terms of expectations and long-term plans. There should be balance between conceptual and functional capacity building versus sharing of 'limitations', building capacity of teachers to learn and teach rather than directing them what they should or can do. This is needed because RMSA emphasizes the need for providing quality learning environment to children, as mentioned in National Curriculum Framework – 2005. It also emphasizes on the diversity and plurality aspects of the country and emphasizes multilingualism as a learning resource. There is a need to consider possibility of this and share experiences related to such efforts.

Professional development programmes should always address the identified gaps in student achievement. By staying within this frame of reference, teacher professional development can focus on real issues and avoid providing information that may not benefit the participants. Most importantly, professional development should focus on instructional strategies that are proven to impact student performance. In-service teacher professional development programmes follow a wide variety of patterns ranging from programs based on single schools to those that involve the clustering of schools for mutual activities and support.

Check Your Progress 6

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

6. How can the status and quality of professional development programmes for teachers be improved? Support your answer with suitable reasons.

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16.10 LET US SUM UP

In this Unit, we studied about the aspirations and qualities of teachers. A teacher should always aspire for betterment of his/her students and make endeavour for improving learning among them. For this, professional development of teachers is of vital significance. Professional development of teachers is essential for keeping them updated about latest knowledge and innovations in the field of education. Professional development of teachers takes place at three levels i.e. pre-service, induction and in-service level. All these three types of teacher training have different objectives about which we studied in detail. We also examined various issues and challenges in the field of initial professional preparation and in-service teacher education programmes. We also came to know and understand professional ethics and its importance for teachers. The code of professional ethics for teachers as given by NCERT was explained in detail and it was made clear that behaviours and values are expected from the teachers by the organization, parents, community and students. We learned about teachers' professional identity and its crisis in the present times. At the end of our discussion, certain strategies were suggested to address the issues related to professional development of teachers.

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16.12 ANSWERS TO CHECK YOUR PROGRESS

1. It is the enrichment training provided to teachers over a period of time to promote their development in all aspects of content and pedagogy. Rest part of the question is for self exercise.
2. Self exercise.
3. In-service teacher education refers to a recurrent, organized and need-based continuing education for the teachers already on the job to update and enrich their professional competencies, strengthen their commitment and enhance their professional performance in the classroom as well as in the school and community.
4. Self exercise.
5. Question No. 5 & 6 are self exercise.