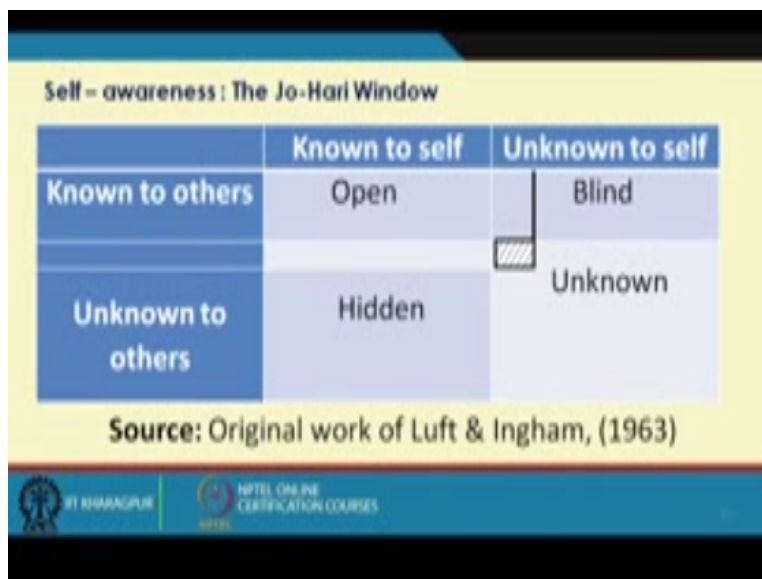


**NPTEL**  
**NPTEL ONLINE CERTIFICATION COURSE**  
**Course**  
**on**  
**Educational Leadership**  
**by**  
**Prof. Atasi Mohanty**  
**Center for Educational Technology**  
**Indian Institute of Technology Kharagpur**  
**Lecture 10: Professional Development and**  
**The Reflective Practitioner**  
**(Contd.)**

Welcome viewers once again so in the last class I have discussed about some of the practices some of the techniques strategies for reflective practices.

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Now one more strategies is that self awareness how to develop our self-awareness because you know self-awareness that develop increasing self-awareness helps us in enhancing our effectiveness because in any profession does not matter what type of profession it is in any profession and also in teaching also efficiency and effectiveness efficiency you know officials in

terms of our self efficacy in terms of our capabilities in terms of a confidence all these are in our efficiency but again it must have positive impact on others.

So how to enhance our personal effectiveness how to enhance our professional effectiveness so self our increasing self awareness also enhances our significantly enhances our individual or personal effectiveness so it is such a tool it is widely being used by the organizational practitioners like self awareness that is Jo and Jo-Hari Window I tell Jo and Hari two person center.

So they have does not with this tool for mapping for knowing our own things like you over and how much that means for increasing your self-awareness and how much the others they know about us and how much you know she creates our secret or hidden things are there within us so it is a tool for knowing our knowing our information's and like how much do we know how much do we now and how much do others know so self-awareness in this Jo-Hari Window model.

There are actually as you can see there are four cells there are four cells to open blind and hidden and unknown so the one part is that it is whether it is known to me known to self or unknown to self similarly other part is that whether it is known to others or unknown to others so in our day to day life is also some of the information can you know are very open everybody knows is that you are a student you are a professional you are these and that your name is Nadia your hometown is these.

And you are coming from that these and that this is open domain okay but sometimes what happens some blind areas are there like we are not aware of it where it is unknown to unknown to us but it is known to other we are not aware of that we are producing these things or we are leaving a very particular peculiar way etcetera so some of the blind areas are there which are unknown to self but known to others.

And I can solve the hidden areas are there some of the hidden areas are there like you know it is known to us but not known to others like our personal secret we do not want to share how security you are and how much sure you want to keep the information to yourself do not want to share with others as that and some of the unknown things it is neither known towards not or not unknown to others.

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1. **Open area** : public domain , can be increased with more feedback, togetherness & sharing

2. **Blind area**: you are unaware of, can be reduced by asking others for more transparent feedback.

3. **Hidden area**: Personal secrets, can be reduced with more self – disclosure.

4. **Unknown area**: Unidentified aspects, can be explored with more group interaction, socialization & self – reflection.

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So in this context open area is our public domain it can be increased with more feedback to a definition sorry our open area like how the means or the information the people they know about you it can be increased with sharing more information more knowledge giving the feedback getting the feedback etc...

We can also increase open area open domain blinded is that you are unaware of and can be reduced by asking the question for more transparency but blind area because we are not aware of it we do not know we do not know how we are reacting how we are responding how we are teaching how we are performing well we do not have the clear-cut idea about the clarity about our own performance in that situation we can seek the voluntary system the feedback from our colleagues from our children from our peers oh my seniors etc.

So we can so here another thing is that we are if we are unaware of the blind area how to reduce this lounge blind area by acting taking for the more freedman how to again increase the open area how to reduce the blind area that means life it is more transparent feedback then hidden area hidden area is that ideal personal secrets which can be reviewed to some extent with more self disclose.

The more and more you become when you disclose about yourself you know your past experiences your personal trauma reviews in your personal you know bitterness your personal tragedy your personal you know happiness or some of the above mood events and the bad

events the bad events or the good experiences and the bad experiences you want to share it to disclose it.

So there is the more self disclosure this hidden area also reduces the more I thought the left close window you will be like the more close you will be now you do not want to share in your thinking though you are not very open-minded you are not very and there are very much called disclosing kind of person then the hidden area dementia so when the self disclose is not there when this hidden area is very large and you do not want to share with other so people will know people will think that oh he is a very security person they cannot.

So the bigger than not being able to predict your behaviors are not being able to know you better they are not being able to understand you but also they will not come to you for seeking any help are fairly asking any question is a very informal very familiar we too for it also hinders in the up interpersonal relationship so in order to improve your own effectiveness personal effectiveness you have to be more open more open-minded in not only for seeking the feedback and information from others but to be more open in terms of sharing your information and experiences with others.

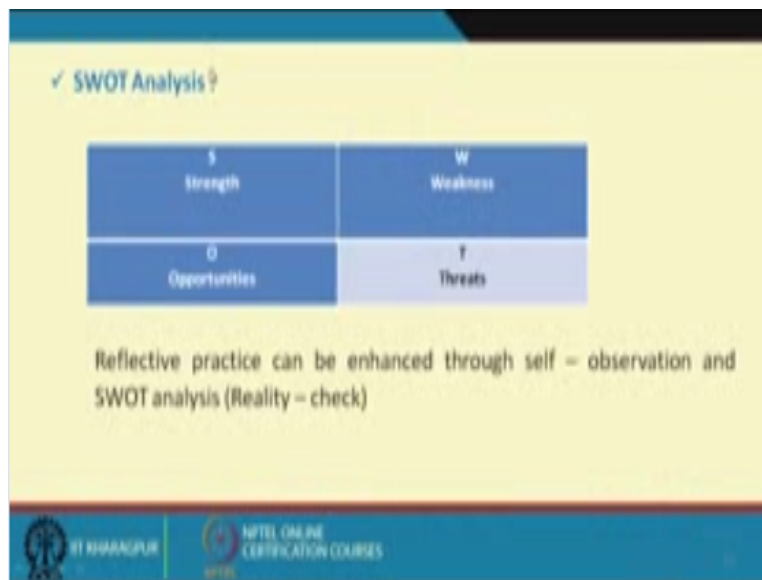
So hidden area that is personal secrets it can be reduce to some extent by more self disclosure then unknown area out unknown area you know it is it is on or subconscious error is something like that like we are not our self ins aware of it neither others are also aware of it so only the thing is that sometimes when we talk about you know when we are actively engage reflect thinking or imagination or in kind of innovative then kind of creative thinking etc.

So all of a sudden some intuitive thought comes to our mind from some intuition comes to our mind so from there again we start thinking actively thinking or maybe that it is the possible solution maybe that I should pursue this one etcetera so made sometimes or may we may discover some of the unknown area to our intuition imagination and creative thinking but it primarily may remain firm and unknown to others as well as ours.

So in order to in order to improve or effectively our impact on others our interpersonal relationship or our effectiveness and we have practically be engaged in this for in this four domains like how to increase our openness open-mindedness fitting feedback open area how to close or reduce our blind areas and blind aerial by seeking more volume to the feedback then

how to again you know again how to reduce our blind a hidden area in the sense that by sharing more information with others for building trust or establishing basing the healthy relation interpret relationship etc...

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And for knowing the unknown is for common imagination creative thinking into people another thing I think is our alpha tool is a SWOT analysis SWOT analysis in is a very normal practice everybody does it and every individual every organization does it SWOT analysis for any kind of work so we can do the strength analysis of strength weakness opportunities in trade so whatever so whenever with engaged in reflective practice it can be enhanced through self observation every.

Now and then we can do SWOT analysis on out but like for example this lesson I have thought this work I have completed this assignment I have completed now let me let me analyze it let me reflect upon it whatever is pause distance it is whatever distance like give me that the positive points of this assignment is a task etc...

Then what are the weaknesses what are the weaknesses sort of the unicorns and what are the loopholes or whatever still the you know shortcomings of this thing etcetera then again what is the opportunities more opportunities available in that radius if you scan these the resource work these were apiece of what can be carried forward can be enhanced and be into is in future by adding these dimension these components.

So what are the possible opportunities available what are the future opportunities again at the same time out of the threat so in every profession in every job in every workplace etcetera there are the there are some tricks there are some like that but you can say often we can say be that the professional hazard professional risk trade maybe that maybe that plate of competition maybe the trait of you know the trait of you know life-threatening there may be like journalism every professor take a be journalism been medical professional behavior you know defense personnel be that being the teaching a bit in the management a bit about national productivity or manufacturing.

So every job has some of the threads or the risks on highway projects so we have to clearly value all these things sort of the strengths weaknesses opportunities and the thread like power is out of focus would be how to spend in our positive extinct how to overcome the weaknesses by improving our competences are the scale good you know improving our capability through rigorous training etc...

And again how to level the opportunity for the opportunities available how to capture it out how to leverage it how to leverage the opportunities utilize it for our benefit and again how do we prepare to face the threat for the future you know disasters or any kind of you know problem in future so how to over them again also prepare them depression where preparedness for overcoming not only the immediate threats of the hazards but the future plate so that now how can we mitigate that those threat by the new solution new tools new technology etc...

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**Communication: Asking questions yourself**

- ✓ About a teaching episode –
- ✓ What have I been doing ? / What am I doing ?
- ✓ What has happened ? / What is happening ?
- ✓ What led up to this? & How ?



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So before tunnel it is can be done by anybody very often we should be engaged in asking different questions communication it is not interpersonal communication group communication or mass communication or employee employer communication instead about with intrapersonal communication all the time we should communicate to our individual, self by asking the questions to our Excel like maybe it is related to our teaching at the so teaching class teaching maybe it is related to how we have perform so maybe it is related to the students maybe it is related to the content may be related to the administration classroom management whatever we need to ask these many questions these many questions to our selves every now and then for improving our performance.

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**Team working : Communities of Practice**

1. **Co – teaching** – Mentoring & sharing of ideas, experiences between the mentor & beginning teachers/ fresher, managing out of – classroom activities , role – plays, framing & reframing existing practices (Schon, 2006)
2. **Metacognition** – Asking questions yourself
  - a) What is the purpose of this teaching session?
  - b) How does what we do today link with last week lesson?

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Team working so community working again it is the communities of practice a team working in another component significant component or for reflective practice like co teaching is mentoring and sharing by the are in the school section only we have the people with training programs for the our prospective teachers but in the higher education in the college education universities because you do not have this kind of preparatory training or pre-service training.

So here what happens well like once you land up in the job and land up in the profession itself then you are viewed assigned to some mentors you know mentors codes etc so who is the guiding you who will be grooming some of the skills analyst or co-teaching so mentoring and sharing by the ideas so usually what happens or mentors they used to coach the fresher's the youngsters through mentoring to sharing their ideas by giving them the opportunity to experience a few things and to give them by giving them some assignment by giving them some on-the-job training.

Okay and some but by giving them some kind of you know expose or like managing the classroom activities mind managing the co-curricular activities and maybe the sometimes playing the role of it you know the role-playing also framing and reframing that distinct tactics of like supposing they give you an opportunity to redesign the whole you know school environment though school as school plant redesigning the college or educational institution planned. So they will ask you seek you your suggestions your creative ideas etc...

So in this way co-teaching that the mentor and mentee that the mentor and Protease the mentor and the freshest the beginning teachers young teachers so that co-teaching helps a lot in



enhancing our skills competencies and the practices they can compare our meta cognition like as we have already discussed that we will need to ask many questions to ourselves so met cognition knowing about your own learning process knowing about your own cognitive ability knowing learning about your own cognitive processes.

So we can often engage ourselves in meta cognition asking question to accept like what is the purpose of this teaching session supplement eating space on how does or what we do today link to the last week for what kind of any for what kind of job what kind of teaching practice what kind of practical experience we are sharing we need to ask many questions let us suppose I have taught a lesson on you know me maybe I am the learning difficulty or maybe on the you know you know.

Nowadays a different psychology or sports psychology or any kind of component so we need to pace we need to assure our self what is the relevance of this subject why I am teaching or even if as a student as a learner I am taking of this subject what does it mean to me while I am taking this course why am I what I am going to gain out of it what are my expectation how it is going to enhance the meaning of my life or how it is going to give me main satisfaction.

So we need to ask so these kind of questions within this kind of question to ourselves thinking actively is called the meta cognition so why are asking all these how no what is not double now just know what nowise knowhow you know when know where all kinds of questions then team working.

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**Team working : Communities of Practice**

**3. Collaborative Practitioner Enquiry-**

Teachers with more reflective & discursive identities would seek to collaborate with learners and colleagues, look for ways forward in professional guidance & engage themselves in academic research, systematic enquiry & offer the solutions for more criticism and adaptation by others

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With collaborative practitioner enquiry then when you become a member of the collaborative team and as collaborative practice knowledge we also have come in even a many we also asked many questions we have the inquiry about the different thing for teachers and the teachers is more reflective and discussing identities would seek to collaborate with the learners and the colleagues look for the ways forward in professional guidance like even though you are a teacher very often we discuss the same topics can use your some lecture from seminar topic some issue with our colleagues with our students to know about their perspective their views and to think about your benefits their uses or how it is going to affect gain.

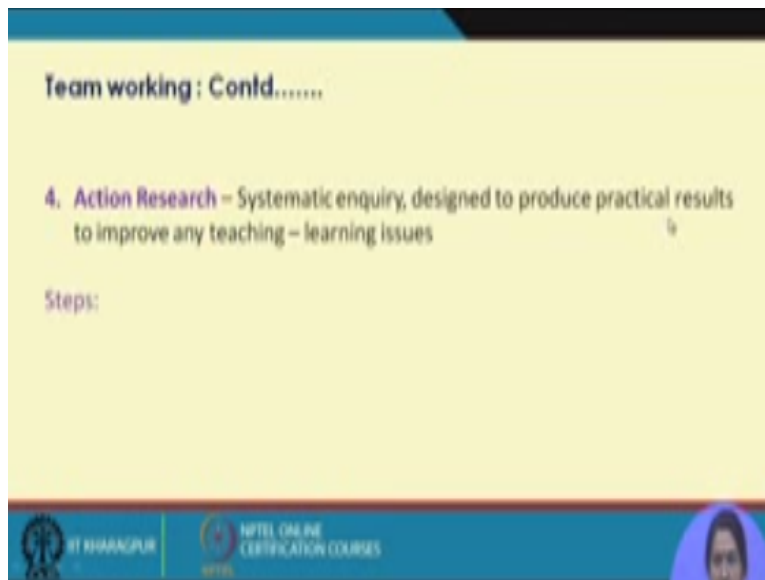
So we also sometimes voluntarily you know discuss with our peers which are seniors with our colleagues in the student and even the common man the other stakeholders common men to get their views and look for the ways forward in professional guidance and engage themselves in academic is because often what happens we also in this person will come to know about some of the some of the issues and perspectives which we might not have thought before and now it has given us an input for academic research active academic research.

So it can also be very it can also give a summary in source for the Academy research and systematic enquiry and offer the solution to the for more criticism and adaptation by others so that also instigate stimulate our thinking for taking up the new research for taking of the new issues for taking up 92 and to engage our self innocent systematic inquiry for seeking more for

the solutions and also sometimes you also intentionally for certain questions to seek them to receive their criticism because the more and more it will be criticized.

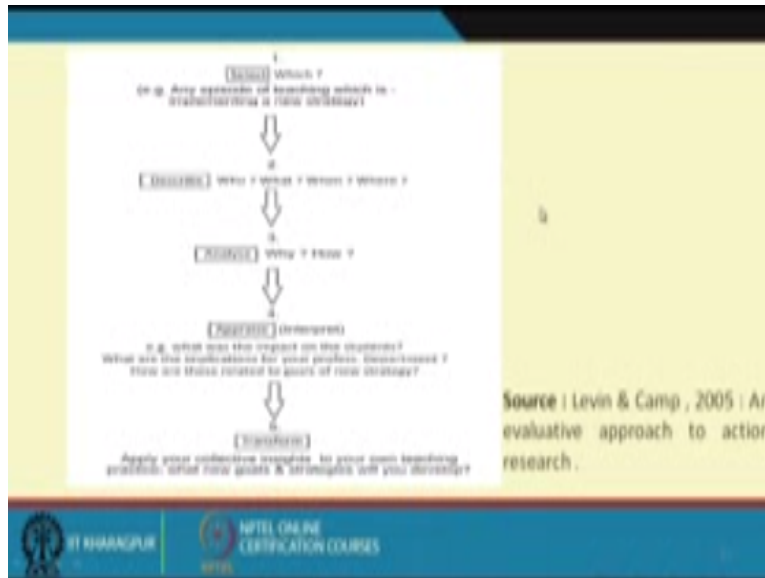
You can think of its multiple solutions or you can say how to make it more you know crisis proof or you know laser prefer security or security probe are out to make it more you know more spend and more strong more actually more accident two or more you know this free etc so often we intentionally and also invite the criticism because when we receive the criticism we call so instigate stimulus or thinking process to think are for the solution from different dimensions from different perspective.

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So teamwork as we know collaborative research and query a teamwork is a significant the significant tools and techniques for the reflective practice and action because as we have already discussed excellence is a very good a very helpful component tool for the teacher especially systematic inquiry designed to produce the practical results improve any kind of teaching learning issues and the problems that we instantly face in the classroom situations.

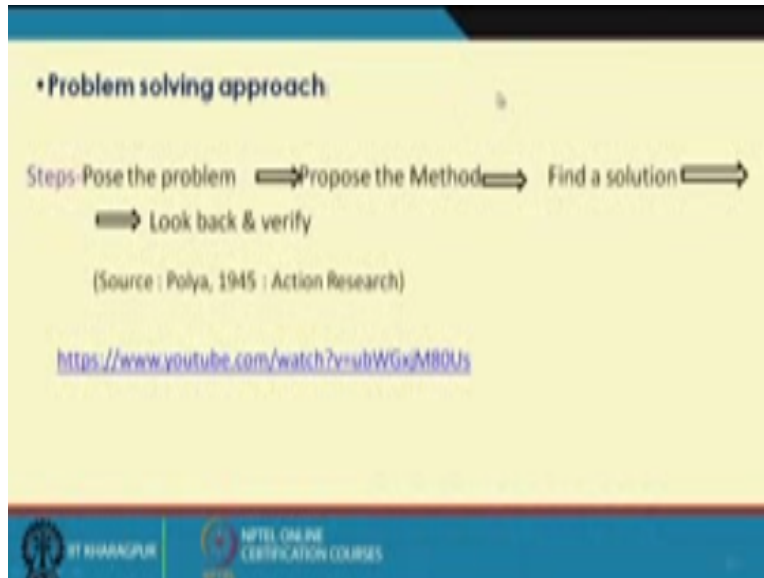
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There are some specific instead you know first you know you take up this you issue the select first is a select that which issue with episode which challenge you are taking up which is the new stir then for which you are picking the new strategies and describe of that component with asking how many questions who what when where all kinds of questions then analyze it is component sub components like why it happened.

How did you happen all kinds of things then interpret it interpret itself surprised it interpreted what was the and the interpreter replies ask questions like what was the impact on the students or what were the implications for operations it is multiple up nor implications for different stakeholders you analyze it and you appraised interpret then you transform apply your collective insights to your own teaching. So by getting their information from different sources you assemble it you re-synthesize it you reframe it in a very creative and constructive way then you try to transform it into your practice.

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Similarly another approach is the problem-solving approach problem-solving approaches step suppose the problem first is that you identify the problem you identify the problem you have to very collective and we were very clear about what is the problem actually what is the why draw our this problem and either it poses very important is very important for me how I need to resolve it is better suppose the problem did propose a method then collects the various information from different sources to find out its causal factor causal but actually what is the main causes major causes.

Then you propose a method that if you formulate as after collecting the information you formula different strategies hypothesis etc. so you propose a method.

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**• Problem solving approach**

Steps- Pose the problem → Propose the Method → Find a solution →  
→ Look back & verify

(Source : Polya, 1945 : Action Research)

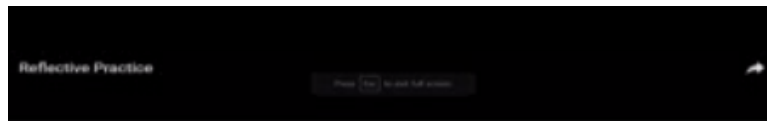
<https://www.youtube.com/watch?v=subWGxM80Us>

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How to that by talking out an action plan action plan the designing time timeline then form a hypothesis the strategies etc. Then you actually then you actually apply it in the situation experiment on your template for taking the solution, then you find a solution, if now yes I have I have got the solution but you may can you may also carry forward it for picking by another for testing another hypothesis another strategy to verify to verify the new solution and may be that after getting the four solution you can find out.

The what is the cost effectiveness which one is the best one, so you look at very evaluated again now when you are convinced now nice okay this is the best one then you make it a practice then you will implement in your practice, now here we can have a You tube video.

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## WHAT IS REFLECTIVE PRACTICE?



In this context practice reflective practice is a process by which you stop and think about your practice consciously analyze your decision-making and draw on theories and relate it to what you do in practice, critical analysis and evaluation refocuses your thinking on your existing knowledge and helps generate, new ideas and new knowledge we are going to take a look at Donald shown a philosopher and professor who develop the concept of reflective practices he is a contributor to the theory of organizational learning.

And also known as the great theorist of the learning society in the early 1980s he suggested that the capacity to reflect on action is to engage in a process of continuous learning one of the most defining characteristics of professional practice he argued that the model of professional training, which he termed technical rationality of charging students up with knowledge in schools, so that they could discharge when they entered the world of practice this is also known as a battery model his book the reflective practitioner introduced concepts.

Such as reflection on action and reflection and action which explains how professionals meet the challenges of their work reflection in action can be described as the ability of a practitioner to think on his or her feet within any given moment when faced with a professional issue a practitioner usually connects with their feelings emotions and prior experiences to attend to the situation directly reflection, on action is the idea that after the experience a practitioner analyzes their reaction to the situation and explores the reasons around and the consequences however this notion goes yawns just looking back on experiences and exploring the reasoning behind actions.

Rather it brings into action notions of responding to problematic situations problem framing problem-solving and the priority of practical knowledge over abstract theory there are concerns with this thinking behind the idea of reflective practice and individuals, have challenged this theory asking themselves whether reflection really explains how it is that people learn professionally will reflective practice make a better teacher, worker, lecturer or even as we if the teacher leaves the classroom every day.

And reflect on their learning will this result in better in-depth understanding about their lecturing it may help you understand yourself and reflect on your own development, but does it really help in improving on your own lecturing or support your students reflecting with others in a professional circle may help you better yourself or your future lecturing skills through social interactions, and conversations with others reflecting with you, now let us ask ourselves how do people reflect at their best is it through personal reflective conversations with yourself or in group discussions.

With others how can people learn from reflection does reflection improve your practices let us further investigate and reflect with one another on what makes a good reflective practitioner, now we have to conclude this lesson.

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**Conclusion:**

✓ **1. Knowledge & Social Constructivism** – “Knowledge is primarily constructed by individuals through the use of language and other symbolic and cultured systems” (Bruner, 1996)–**Dimensions:**

- a) Individual Vs. Socio – cultural (group) construction of knowledge
- b) Active construction – Knowledge agents as “actions” vs. passive construction – knowledge agents as “spectators”
- c) Knowledge discovered by reality / instruction of nature vs. knowledge invented by human creators / active knowers’ invention

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Like how to summarize it with by making a comprehensive you know set of practices like to make our own professional practices and very useful very effective very authentic through reflective, practice and engage ourselves in professional development so the thing is our knowledge and social construction, so knowledge is finally constructed by the individuals through the use of language and other symbolic and culture system, so how are we are the professional so they engaged ourselves in not only various practices.

Various unit opting various strategies and engaging ourselves in different kinds of learning situation, so again knowledge again how the knowledge is a knowledge of being a created knowledge is being generated as we have already learned a constructive is in a stop to vision they say that every learner creates our construct and reconstruct even though his own knowledge now the 21st century the new pattern is that create knowledge create knowledge identify and create the base knowledge new knowledge.

And share with call it with others so create the knowledge and share it to other with others the individual himself can create the knowledge the group as a whole can create the knowledge, so here are the different dimensions of knowledge.

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**Conclusion:**

✓ **1. Knowledge & Social Constructivism** – "Knowledge is primarily constructed by individuals through the use of language and other symbolic and cultured systems" (Bruner, 1996) -- **Dimensions:**

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That creation knowledge, knowledge being individually created and knowledge as a result of the social constructivism because knowledge also being created knowledge learning takes place in the social context also, so here Bruner has given the different dimensions of knowledge creations on knowledge as a part of social construction like individual rustle a social, social cultural group on structure when I in as an individual learner I do to the material first for the literal analyze it in critically evaluated.

Gender gradient re think and redesigned and the create the new design successful individually I am creating the creating the knowledge, but at the same time in government we are learning in learning together in the group context in the socio-cultural context again knowledge is being created, similarly in all active construction versus the passive construction, so active knowledge is being created as a part of the active construction of knowledge like the knowledge of the edges of knowledge when we engage inactive participation learning by doing active engagement knowledge is being transported again.

Sometimes when we but simply listen to the lectures and are just spectators were we really just passively listen it being we observe it, but again will reflect upon it and we more intuitively we think in a new way we interpret it in a new way so inducted pack a guitar being a passive spectator also knowledge is being created the knowledge discard by reality instruction of nature versus knowledge is being invented by the creators.

Like knowledge which is their inherent in the nature richer we are not earlier notice runners, now it is being discovered but knowledge is being discovered as well as knowledge is being created by the innovators by the human beings to in one sense etc. So knowledge has different dimensions and it is it takes place both individually as well as in the social context again language and dialogue.

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Conclusion: contd.....

✓ Language & Dialogue :

- a) Dialogue is a necessary condition of language
- b) It describes the nature of language in which knowledge is shared and developed

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And the language and the dialogue are you know are another tool of I love the necessary condition of gaining knowledge sharing the knowledge that clearing knowledge etc. So we have to enjoy ourselves in language and continuous dialogue is necessary condition for language, and it describes the nature of language and in which knowledge is shared and developed, so either whether you are sharing it through international language your mother tongue your local language your colloquial language in which language were engaged in sharing the on knowledge. So dialogue is very much an efficient is an important component of knowledge sharing knowledge construction and language which language, we are using for sharing our knowledge.

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Conclusion: contd.....

- ✓ 2. Conceptions of Teaching
- Categories
- A. Transmission → Teacher focused :

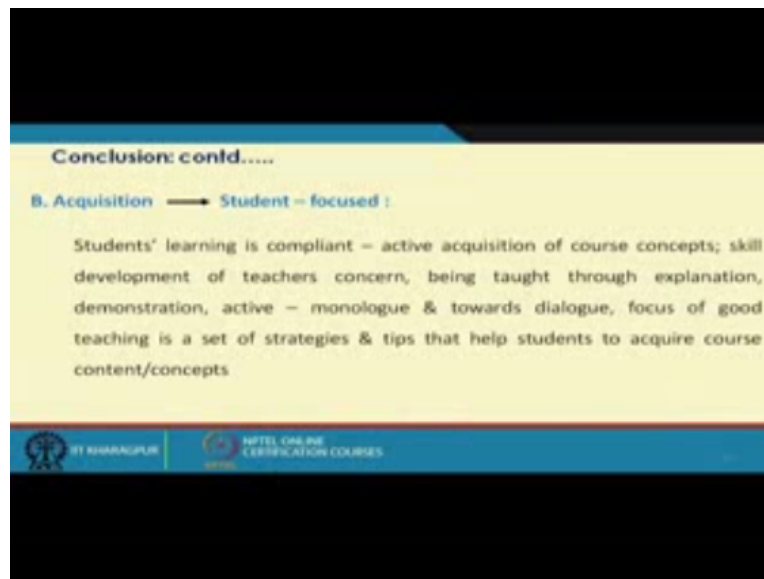
Students' learning is passive – compliant ,acceptance & transmission through monologue; focus of good teaching is quantity, quality, structure & transmission of content

Then the conception of teachings are there are different kinds of teaching like a conceptual quantity has a different common component, as well we have already discussed in comparison the traditional pedagogy and the 21<sup>st</sup> century pedagogical is there a lot of differences, but however when we conceptualize the different categories like knowledge as being transmitted, so here the teacher is focused knowledge as being transmitted from one source to another source so students language in transmission more the teacher is very much focused and the students learning is basic.

Their complaint and they are receive a in a passive recipient they accept whatever the teacher that is the transmission through monologue and deliver selection and they listen till next year, so it is the monologue kind of thing and focus about quantity quality structure and transmission of content because in this like you know traditional method of teacher focused, classroom theory lecture method of our teaching, so that listeners are you know listeners are the passive recipients they listen the passive recipients they listen to and like you know in our old days in the way we get in the traditional will collection system is at another the disciples are there are listening to the Guru's whatever they are reciting and they are practicing and grilling it remembering eat all kinds of things, so they are here the focus is transmission of the content whatever it is they are in terms of the volume terms of this quantity structure and quantitative set to quality appetite to be transmitted from one generation to another generation from the teachers to the students.

What is more teacher focused and the good teaching is more on delivering the quantitative and the qualitative structure and transmission of the content the next these are kind of know acquisition activism that is it is more focused the students acquire, how to actuate the knowledge earlier it was transmission of knowledge, now here the acquisition of knowledge is more focused in these context of teaching.

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A teaching students learning is complaint active acquisition of the course concept skills development and teachers of teachers concerned in talk through explanation, so the teachers they use explain it narrate it demonstrated and even though active monologue is there but it gradually, gradually move towards dialogue discussion and focus of good teaching under is a set of strategic the development of strategies and tips that help the students to acquire the course content and concept here even though a teacher adults different methods and techniques to make the students more focused on requisition of more and more knowledge more relevant, content and use the tips in some of its strategies and tips to explore the resources etc.

And to acquire knowledge and to self-study and you know to prove our improve their knowledge and I will develop the good study habits, then comes your engagement.

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Conclusion: contd.....

C. Engagement —> Learning – focused :

Students' learning & conceptual development through active – reflective construction; teaching through facilitation , intersubjective - active dialogue; focus of good teaching is on developing ways to help students improve & change their conceptual understanding

(Source: Light & Calkins, 2008 – Conceptions of teaching in higher education)

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Then here where the focus is not this acquisition of knowledge but learning the curiosity or earnest for learning, we want other this now here the focus is or to learn how to learn, similarly its engagement teachers are supposed to make the students learn about how to learn effectively not just learning to remembering or drilling or you know practicing etc. But learning how to learn effectively, so that is into hear you are more kind of engagement teacher student engagement under and learning is focused.

How to learn strategically effectively a sustainability as set, so student learning and the conceptual development through active reflective construction here again we are emphasizing on constructivism constructive learn the student not only listens to learns to but also thinks analyzes reflect upon it sometimes and unlearn certain things we learn it then you know add something new construct and reconstruct and create something new, add to the knowledge repository so in this way it is a reflective construction of knowledge then peeping through facilitation teachers here the teachers role has become the facilitator.

That inter subjective active dialogue is not if not just the domain by within the domain but inter subjective interdisciplinary subjective knowledge creation through active dialogue conversation or discourse and focus of good teaching is going to developing the ways to help the students will improve and change the conceptual understanding it is it is about focusing more on your you know innovating the creative ideas to create the new things new domain normal knowledge and then now the 21<sup>st</sup> century pedagogy says that is a talk about the new pedagogy new.

A new pedagogy where by using the you know by using the ICT tools by using the multiple skills, how can you create a consist of the new knowledge now so tools are there you know techniques are there you need to develop this different skills, and you by using all these tools techniques and the screen suspect how can you create new or new learning, new knowledge and you share it you share it with others, so the new pedagogy is about now you know identifying the identifying and creating the new knowledge.

You know sharing the knowledge with others then collective capacity building deep learning with a larger goal of not only the benefit of our own students of our own society but the whole world as a whole so is the global welfarism it is a global awareness to enhancing the global capacity of the global collective, attention you might have heard about you know more some of the companies I then IT companies like Microsoft Google etc. They have given so many material so many learning material so many things and open source in the open platform.

So that anybody can have access to it anybody can use it anybody can utilize it for not only sharing the knowledge with this with this sharing of knowledge and experience we also create the new knowledge, so our global aim is to how to take up our old our wall to the new, new inspire new level only it is not just about our country in your country this country that country but about to take up our world bigger jointly in a very positive a very constructive, it to the next label to go to the you know me level of almighty or you know self-regulation or you can say the highest level of you know trans gentile you can say town centre level we can talk about so.

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Conclusion: contd.....

3. Teaching – Research Interface :

- ✓ Teaching and research are inseparable
- ✓ Research , which confers authority & status, takes precedence
- ✓ Research not teaching that provides the key to the identity of an academic professional
- ✓ Hence, it impels faculty to feel primary obligations less towards students .... and more towards protecting and advancing the discipline (Bennett, 1998 : 47)

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So here again moreover as we have already discuss which are teacher at each their teaching and research interface are also very much important because these are the input and teaching a actually example experiments are its effectiveness, whatever it is from whatever finding we get from the research, research analysis experimental filter then we used to be applied so teaching is a platform for validating experimenting it secretly, but again research is for exploring the new issues the new issues and again verifying.

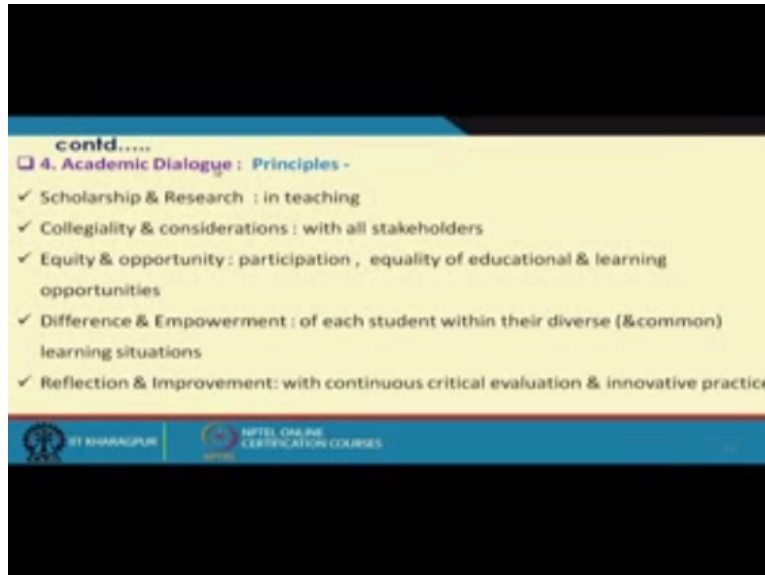
It is are innovating the new pedagogy so teaching and this are inseparable teaching research converse you know the authority and status to the text where actually research that still takes up residence in academics and this was not oh, not only in academics but in any kind of technical scientific jobs etc. So in even if it is the manufacturing sector overall national sector are taking institution or whatever research actually procedure this is one practices are actual because we saw always updates you gives you innovative thoughts and idea then to practice it to improve it.

So resource not only not in teaching but that provides the key to identify identity to the identity of an academic personal hence it impelled faculty to feel free it is a field primary obligation less to our students and more towards protecting advance in the discipline, so when we compare our duties and responsibilities towards our students to authors stakeholders towards the community as well as the research, so our first priority fast per every should go to the Academy community that is to enrich our discipline to enrich our subject to enrich our domain knowledge there comes.



It comes past and thereafter whatever we gain out of it then we are going to use it for our stakeholders for our practices, similarly academic dialogue.

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When we are engaged in the academic dialogue like in different kinds of you know engage they are in different kinds of discussion in academia industry discussion or seminar conferences or you know when we become a part of any kind of action research, or you know conversation any kind of critical analysis etc. So academic dialogue also is an important tool, so it is an important tool to practice is to adopt it so these are some of the points like a equity and opportunity takes place.

So academic dialogue again another important tool so we can adopt inter professional practice like the principles are like the scholarship and research in teaching, we must incorporate highest level up in the scholarship the academic scholars paper then professional excellence and high quality high level of a resource also in our teaching and we must engage actively academically engage we call all our all stakeholders etc. We must participate in different kinds of workshops conferences and any discussions under you know education policy matters and initiative issues etc.

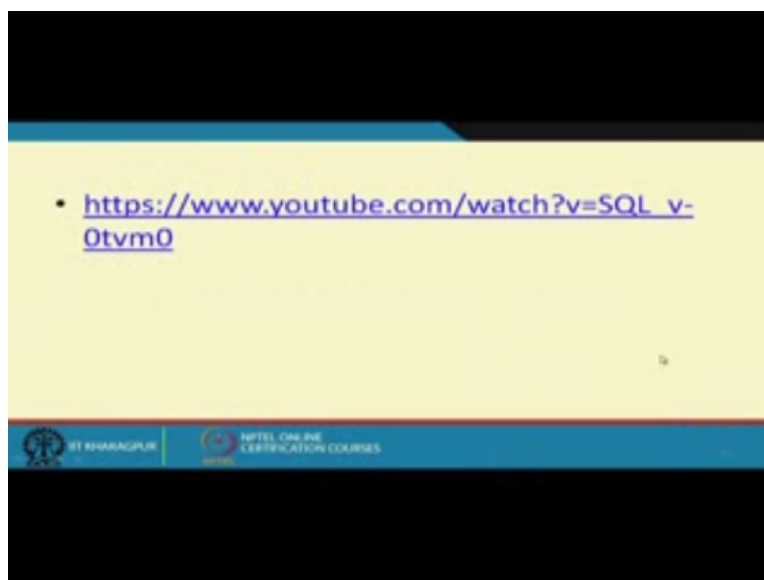
So equal opportunities also like participation in kind of with different kinds of forums in different kinds of platforms for educational policy decision-making for equality for you know for creating the more learning opportunities, with quality all kinds of issues are also very irrelevant

for us and again we must identify in each and every learners you know unique abilities potentialities as well as the weaknesses also and we have to cater to their needs also we have to address the diverse community.

Diverse stakeholders values students that I was audience and to identify the diversity the range of that diversity to their needs requirement and I also cater to their needs and by creating the personalized learning experiences they are in a personalized learning experiences, and by giving them the diverse you know diverse resources materials as well as the add up indifferent practice, similarly for reflection and improvement because in a reflection or reflected thinking reflective practice a meta cognitive part.

You know professional development continuous learning from instead all ongoing is ongoing interrelated integrated a part of the whole learning cycle, so with a continuous critical evaluation and innovative practice.

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We can improve our we can improve our you know reflective practice professional development and you know competences and capabilities also not only being a very good teacher effective

teacher effective practitioner etc. But a very good educational leader as well because ultimately our goal every teachers need to develop the capabilities the competencies and attitude again more over the attitude is also very important right attitude positive attitude behavior all these things results our ultimately our goal is to become an effective education.

Leader because so that we can be on all the teachers those will become the education leaders can totally transform and it transform our education system, you know when we compare our education system through other countries the educational system and like I found that that Finland has a very good personal education system atleast and took level of school education and now in the you know the world global parameter global ranking news over Finland education system.

Is the best one is the is the most effective one because of so many issues because of so many things that their teachers are doing their administrators, are doing the their practitioners are doing so their education system is then, now we have to compare our education system with a global you know global leaders in education and we have to identify and we have to take our way I have to learn new things new things you know positive outcomes from their practices and we have to inculcate incorporate and implement it in our systems because ultimately our goal of this course or main goal focus of this course is to how to increase our education system, how to make it more sustainable and a viable one for the future generations work ten years together to come in now here I am I want to show you it and you know.

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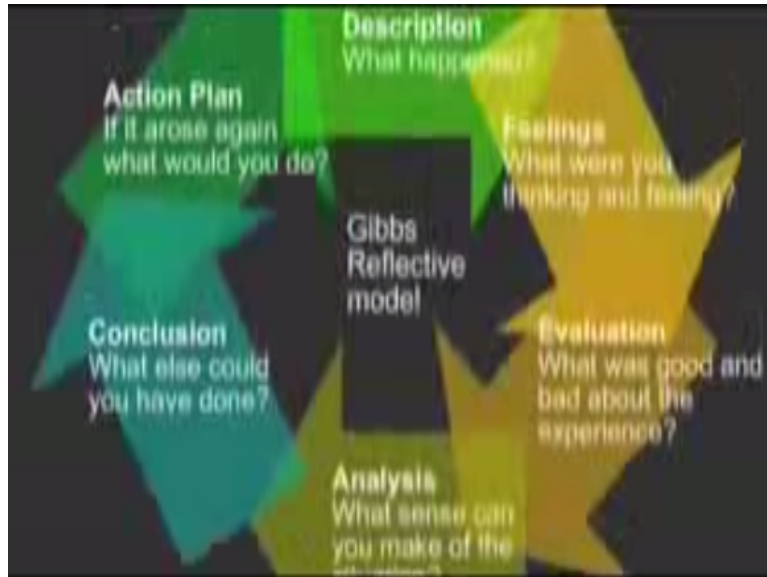
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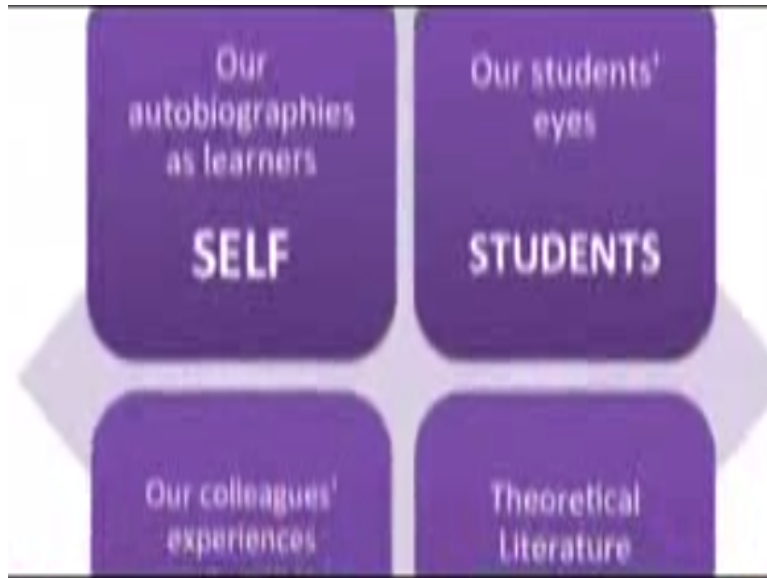
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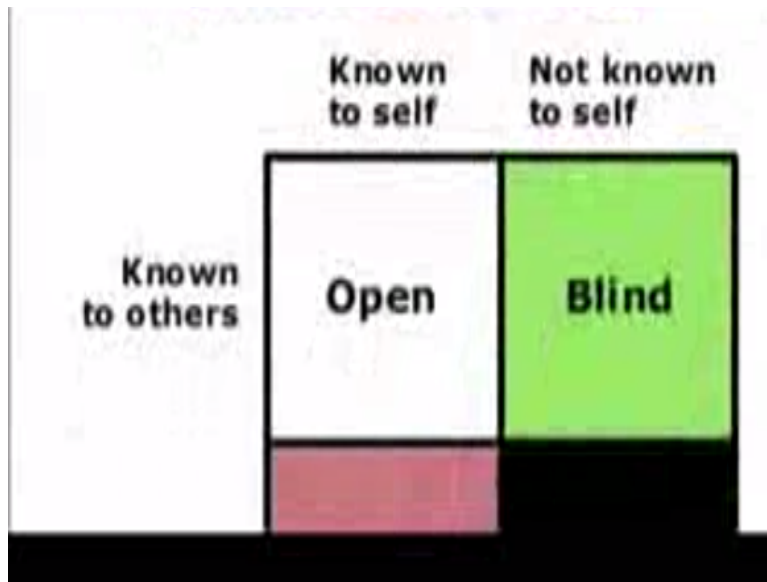
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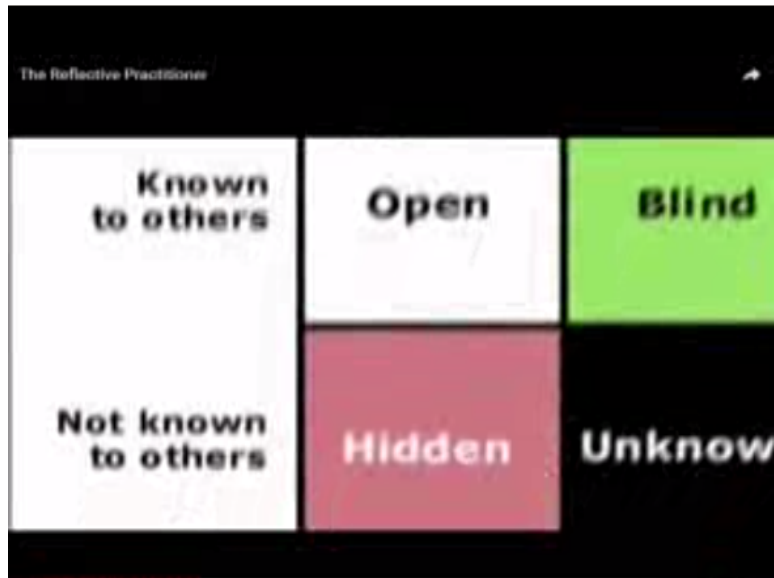


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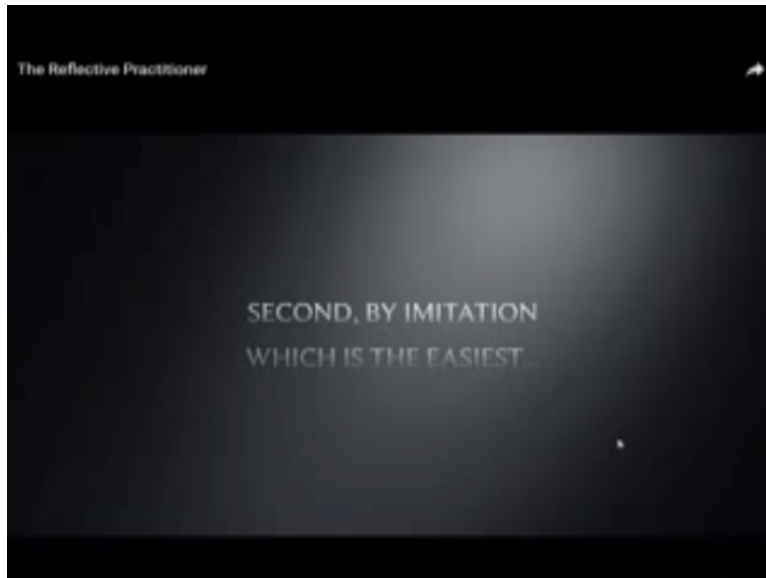


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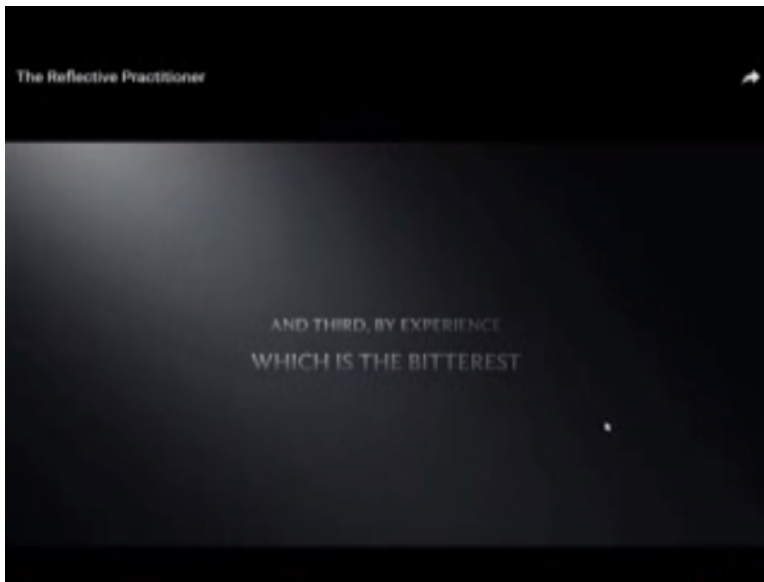
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**THEY SAY IMITATION  
IS A FORM OF FLATTER  
BUT HONEY, IT'S TIME  
TO GET YOUR  
OWN IDEAS**

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ALL  
FADES  
AWAY  
IN  
THE

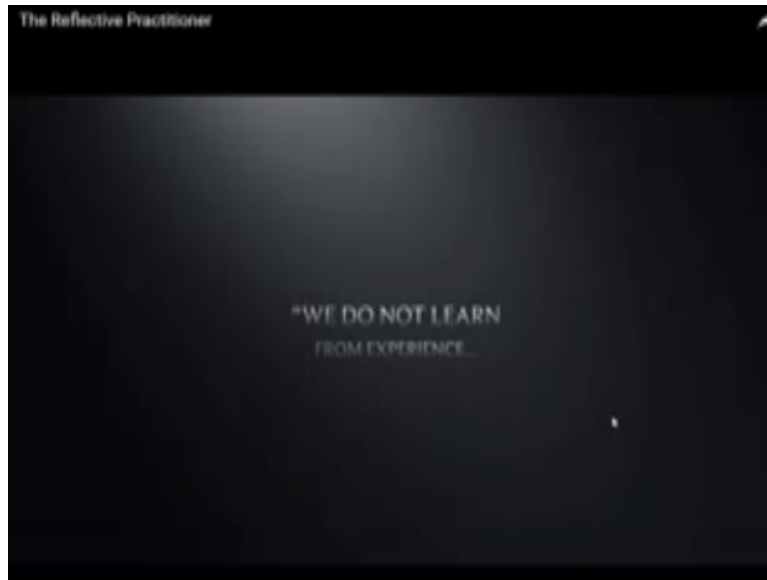
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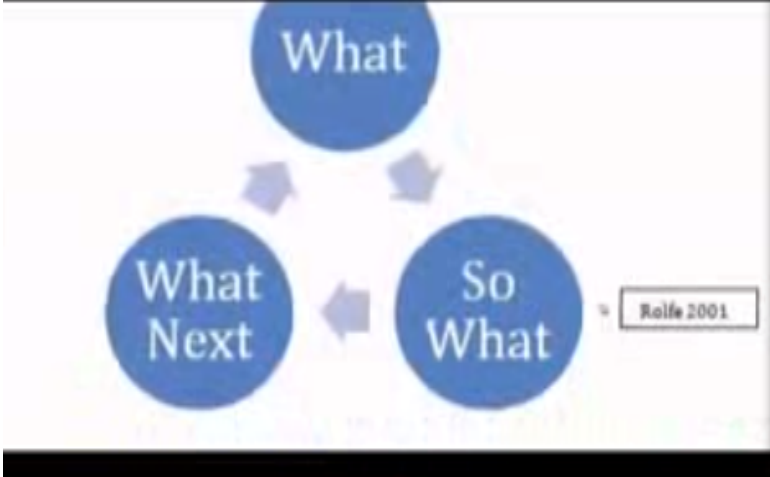
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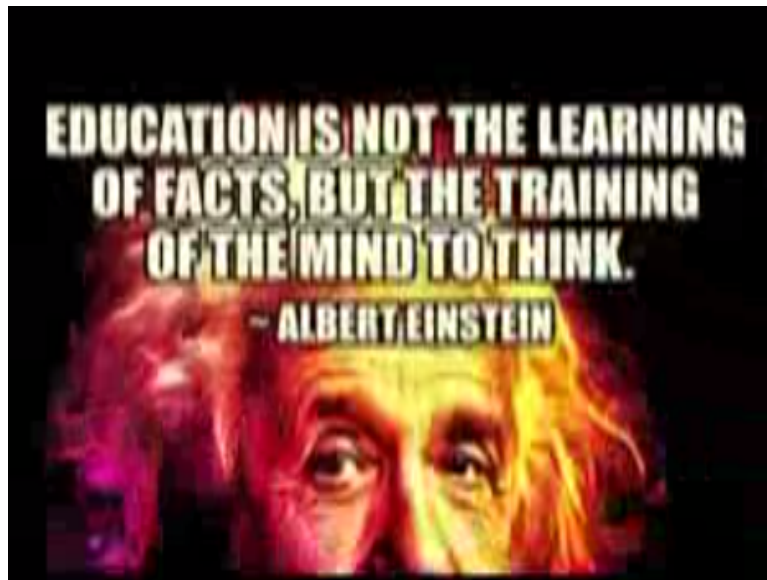




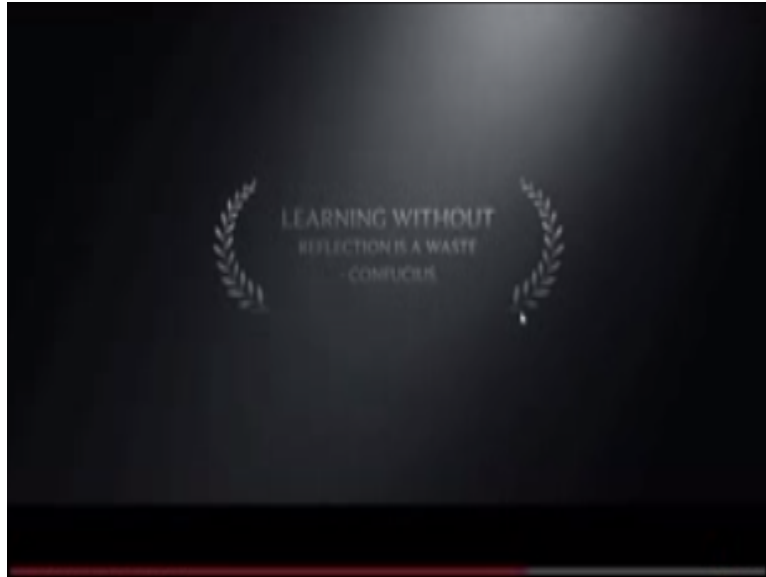
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Imitation is experimentation  
Originality is the evolution  
of experimentation.

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"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change".

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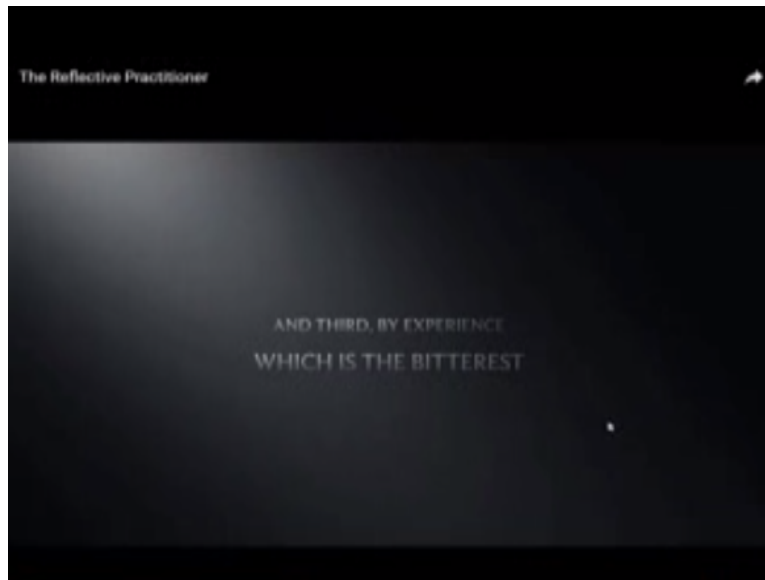


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We have done with this context thank you very much viewers for patiently listening to this lecture and now have completed the second module.