

Changing Perspectives of Teacher Education in India

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Introductory remarks

- Quality School education is the basic prerequisite for development of a society.
- No quality school education without quality teacher education.
- We are striving hard to provide quality school education to all our children (affirming national as well global concerns)
- Goal of universal school education of comparable quality rests with sufficient number of quality teachers.
- The status of Teacher Education Institutions (TEIs) is far from satisfactory.
- In light of the changing principles of school and teacher education, efforts are being taken to bring desirable changes in school and teacher education in the country.
- Teacher education is currently a major priority of curricular reforms in India.
- Some of the related aspects of school and teacher education and recent reforms in teacher education are being discussed in the following se

Quantitative Achievement of schools

- By 2016 we have nearly achieved universal enrollment of our children.
- According to recent ASER 2016, enrollment in the age group 6-14 has been 96% or above since 2009. This proportion increased to 96.9% in 2016.
- Enrollment in the age group 15-16 has also improved for both boys and girls, rising up to 84.7% in 2016.
- In some states like Rajasthan, Uttar Pradesh and Madhya Pradesh the proportion of girls (age group 11-14) out of school remains greater than 8%.
- In 2016, ASER data indicate that 71.4% of enrolled children in primary schools and 73.2% of enrolled children in upper primary schools were present on the day of the visit of the survey team.
- In real terms we are still far from ensuring fundamental right of eight years elementary education of comparable quality to all our children.
- A sizeable proportion of children, neither attends school regularly nor stays full time in school. A good number of schools do no

Qualitative Change in schools

- Achievement in terms of sending children to schools may be significant for a huge country like us.
- But we are greatly lagging behind as far as quality of education is concerned.
- Learning levels of our children are quite low.
- Some instances from ASER2016 will explain this. Around 42% of children in grade 3 are able to read at least grade 1 level text in 2016. Nearly 47% of children in grade 5 could read a grade 3 level text. One-fourth of grade 3 children could do a 2-digit subtraction. This number has risen slightly to 27.7% in 2016 for grade 5 children.
- Quality of education provided by the government run public schools has been unimpressive and insufficient.

Features of Existing Institutions

- ▶ Formal institutions the most important place of **learning and creativity** but unable to provide meaningful education
- ▶ Students **evaluated** in terms of **passed on information** by teachers and texts and **display of conformist behavior** acquired in controlled institutional setting.
- ▶ Educational institutions can produce successful professionals who are fit to work and give results in a controlled setting based on the kind of knowledge they have received in schools, colleges and universities.
- ▶ Professionals generally produced in our educational institutions are **not able to generate knowledge and manipulate skills suited to new context and setting**.
- ▶ An institution is unable to allow creativity and originality in students.

Predominant form of learning in our Schools

Predominant learning model is direct instruction, which is called **instructivism or objectivism** (based on information processing theory).

The teacher's central role is to transmit knowledge to learners and learner's role is to absorb information (**reception and compliance**). In this model the **teacher's performance is critical**.

Also, there is a **over-reliance on repetition of knowledge** , which does not give the learners the skills in **'how to think and solve problems'**.

Features of desired Institutions

- Every learner is nurtured and given chance to flourish.
- Allow learner to think differently and create knowledge in a flexible environment.
- Practice of learner centred education and stress free learning

Changing Role of teacher

- ▶ Acceptance of the fact that learner constructs knowledge opens up a whole new dimension of pedagogy.
- ▶ The role of teacher has become more challenging than before.
- ▶ Role shifted from passing knowledge to prepare students for constructing knowledge
- ▶ Very challenging task for a teacher to rethink and explore ways to make students able to construct knowledge.
- ▶ A whole new vision required to understand students in the changing pedagogical perspectives.
- ▶ Contd...

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- The constructivist teacher provides tools such as problem-solving and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment.
- Constructivism transforms the student from a passive recipient of information to an active participant in the learning process.

Understanding Learners

- ▶ Learners also learn at their **own pace**.
- ▶ Slow learners also have capacity to learn. It is just that they take some more time to learn.
- ▶ This may happen due to various reasons, for example, they may not have any prior knowledge about concept being taught.
- ▶ Learners have **multi-dimensional and different levels of different intelligences**.
- ▶ **Intrinsic and extrinsic motivation** also play significant role in constructing knowledge by learners. Contd...

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- ▶ **Imbalance between individual tasks and cooperative activities** also lead to disinterest in meaningful learning activities.
- ▶ Too many individual tasks will make learner feel that they are working in isolation and look for other ways of social interaction.
- ▶ Too many group activities, may make a learner feel that his individual need to accomplish a task independently is not met.
- ▶ **Heightening the levels of curiosity and interest** in knowing more is a key to learning. Contd....

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- Developing a **mutual relation or trust**, and companionship is crucial for success in learning.
- Accepting the **proposition that students are active learners and construct their knowledge** through past experiences, current understanding and the questions that puzzle them.

Quantity & Quality of Teachers in India

- Quality of teachers is an important reason for such poor performance of our schools.
- According to a 2015 report by the UNESCO Institute of Statistics (UIS), 74 countries face an acute teacher shortage. While Nigeria tops this list, India is second in terms of teacher recruitment required to meet the current educational demand.
- Talking in absolute terms, India needs close to 370 thousand new teachers to meet its demand for primary education. About 3 million recruitments will be required for the same by 2030.
- Around 40% teachers in primary schools in educationally-backward states such as Bihar, Madhya Pradesh, Jharkhand and UP have been appointed on temporary basis/contract/niyojan relatively at a lower salary and poor service conditions.
- Some of the reasons behind such poor performance are, failure of states to recruit teachers of appropriate quality in sufficient number; increasing number of poorly trained and ill equipped underpaid teachers etc.

Curricular Reform in TE

- NCF-2005 which has received the status of policy document was successful in bringing major shift in pedagogical perspective towards constructivism.
- NCTE came out with the National Curriculum Framework for Teacher Education (NCFTE, 2009) which followed the pedagogical shift emphasized in NCF 2005
- Justice Verma Commission examined the entire issue which have bearing on improving the quality of teacher education as well as improving the regulatory functions of the NCTE (2012)
- Poonam Batra Committee and Jangira Committee suggested practical measures for implementation of Justice Verma Commission recommendations.
- This resulted in the NCTE's Regulations (Norms and Standards), 2014 (NCTE 2014a).
- Continued.....

- After 2014, the duration of B.Ed. & M.Ed. programmes enhanced to 2-years each across the country.
- This is based on the assumption that longer duration will provide sufficient time and opportunity in preparing quality professionals.
- Meanwhile, the policy direction in TE is set for another round of changes. The GoI is developing a new National Education Policy that will revisit reforms in teacher education.
- According to draft NEP 2019 the TE programs will take place in multidisciplinary HEIs. The 4 year integrated stage specific, subject specific B.Ed. will be started in these institutions.
- Even before coming to New Education policy, the NCTE regulations 2019 for 4 year integrated B.Ed. Program as suggested by the draft NEP 2019 has been notified which also include norms and standards for the program.

Thank You