

## Teaching and Teacher Education in India: Perspectives, Concerns and Trends

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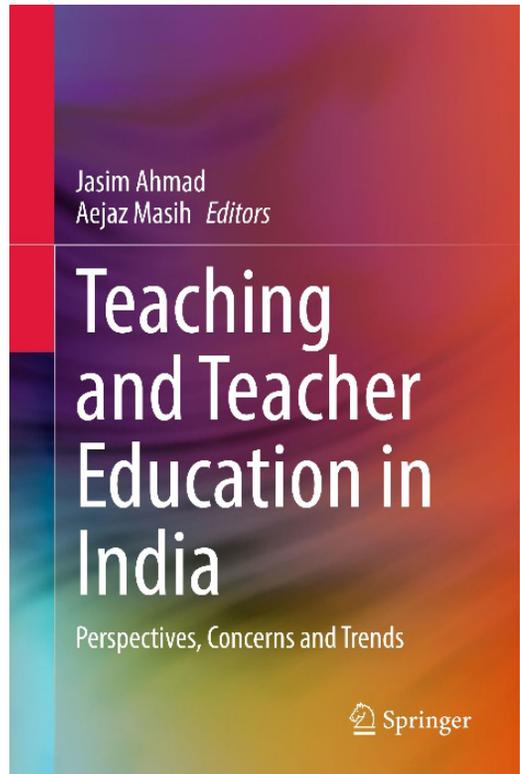
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*Teaching and Teacher Education in India: Perspectives, Concerns and Trends* is a comprehensive examination of Indian teacher education, tracing its evolution from the eighteenth century British Indians to the National Education Policy of 2020. The book consists of 20 chapters divided into three parts, each addressing the relevance of teacher education.

The first part of the book presents a concise history of teacher education in India and discusses recent changes in the field. The one-year B.Ed. programme was changed to a two-year programme in 2015. The National Educational Policy 2020 also brought many changes in teacher education. This chapter tries to review the evolution



of teacher education in India, analyse current problems, examine the framework for the curriculum currently in use and suggest

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some potential fixes. The chapter titled 'Critical Analysis of Policy Perspectives in Teacher Education' examines the challenges faced by teachers, the teaching profession and the education system. It is crucial for stakeholders in teacher education, educational policymakers, and administrators to thoroughly investigate these issues and formulate effective solutions. These challenges should be meticulously taken into account during curriculum development and the planning and execution of educational strategies.

The second section of this book examines the causes for worry regarding the quality of teacher education and proposes solutions for addressing this challenging situation. Quality schooling and quality teachers are most important because they are the heart of the school system. The draft NEP (2020) mentions the term 'quality' 84 times, indicating a heightened awareness of quality among today's students, parents and policymakers. The dissatisfactory state of teacher education in India is attributed to various factors, such as inadequate quality of entrants, lack of isolation within institutions, unfair evaluation systems, insufficient emphasis on research and development, inadequate support systems, deficiencies in moral education and interactive teaching methods, poor curriculum implementation, inadequate infrastructure, and a shortage of qualified teacher educators. Addressing these issues is crucial for improving the quality of teacher education in the country.

Various strategies to address the issues and improve the quality of school education and teacher education in India are discussed. Attracting quality entrants to teaching through motivation in schools and fair entrance tests is suggested. The proposed four-year integrated teacher education programmes are debated for their effectiveness.

The book also discusses trends in teacher education research, revealing that there are more studies in the present decade than in the previous decades. Mixed methodology and experimental studies are preferred over quantitative surveys and correlational studies. The availability of the internet, affordable digital devices, increased digital literacy through mobile applications, and the impact of the COVID pandemic have led to a rise in studies conducted online. There is a notable lack of research in teacher education with regards to special education, administration, philosophy and the social sciences. It is important to address the reasons for enrolling in or discontinuing online programmes and promote studies that assess the effectiveness of specific digital government initiatives, such as online learning platforms and educational apps. The book discusses the challenges faced by students in India due to a prevalent 'learning crisis' and the need for improved teacher preparation programmes. It advocates for an efficient curriculum in teacher education, featuring relevant content and systematic task analysis tailored to teachers at various levels.

The book delves into the concepts of monitoring, supervising and inspecting within the context of teacher education and school education, emphasising the importance of assessment in both teacher education and school education. It also discusses the role of different stakeholders in teacher and school education as well as the importance of data management systems in education. It explores both traditional exams and newer forms of assessment like project-based learning or performance assessments. In-service programmes, like refresher courses, orientation programmes, seminars and workshops are discussed, emphasising the importance of prioritising quality over quantity, involving stakeholders at various levels, aligning with current policies, and having clearly defined aims and strategies.

The book also highlights the importance of leveraging technology platforms like Study Webs of Active-learning of Young Aspiring Minds (SWAYAM), Massive Open Online Courses (MOOCs) and Digital Infrastructure for Knowledge Sharing (DIKSHA) for online teacher training. It also focuses on the field of physical education from the standpoint of teacher preparation. The National Education Policy 2020 (NEP 2020) includes three years of activity-based education, offering flexibility and choice in secondary school subjects, including physical education. However, the extensive scope of physical education makes it difficult to cover

all aspects in a single teacher training programme. To address this, India should establish physical education as a separate discipline, segmented into distinct disciplines, such as health education, sports medicine, sports management, sports coaching, kinesiology, anthropometry, health and nutrition, recreation, and dance.

The final half of the book deals with practices and trends in teacher education, focusing on the evolution of science education pedagogy across national policies and frameworks. It explores early approaches to science education, and the changing roles of teachers and learners in historical contexts. The book provides an overview of science curricula development throughout history, analysing recommendations from various reports. It emphasises the significance of social science in the school curriculum. It also emphasises the need for effective pedagogical practices to effectively implement social science concepts. It provides examples from various subjects and suggests various teaching methods for social science, including experiential learning, constructive approaches, community involvement, art and drama, concept mapping, dialogue, problem-solving methods, and integration. By incorporating these diverse teaching methods, educators can create engaging and interactive lessons that cater to different learning styles and abilities.

The book highlights the importance of recognising each

student's unique learning style to select appropriate teaching methods and strategies. It also stresses the need for educators to recognise and adapt to each student's unique learning style and create a positive and inclusive learning environment to foster students' success. By implementing these suggestions, educators can create a more engaging and effective learning experience for their students, enhancing academic achievement, and promoting critical thinking and problem-solving skills.

The book explores the role of math teachers and the evolution of math education in India and worldwide. It emphasises the importance of mathematics in decision-making across various disciplines, and discusses the mathematics curriculum and practices worldwide, particularly in Finland and Singapore. The National Education Policy 2020 aims to achieve universal literacy and numeracy by 2025 through initiatives like teacher training programmes, curriculum reforms and technology integration.

The evolution of the education system, particularly in teacher education, has been influenced by historical periods, such as the Vedic period, western invasion, medieval education and post-independence. The book explores the progression of teacher education in India, highlighting changes, such as new teaching methodologies, specialised training programmes, and evolving educational standards. The National

Education Policy 2020 emphasises the need to restore the prestige of teaching and adapt to new trends in education. To address these challenges, the book suggests that teacher education must incorporate innovative technologies and research, while maintaining traditional educational theories. Post-COVID teacher education must include online instruction, digital literacy, and health and safety measures. Teachers can respond to unexpected problems in a better way and provide high-quality teaching by adopting continuous learning and remaining updated on technology.

The book covers Open and Distance Learning (ODL) teacher education's best practices, which integrate in-person and online learning with trainee-tailored and high-quality teaching. It addresses technology disparities, unrealistic conditions and school-based internship programme barriers. The future of ODL teacher preparation is a hybrid paradigm that blends in-person and online learning with personalised, high-quality teaching by trainees during one-on-one practicums. The book also emphasises the need for appropriate time for independent study, training and incentives for teacher educators, quality training, and a virtual community of experienced teachers for online teacher education.

The 2020 National Education Policy stresses on the special

education and disability management in general education and teacher education. The book advocates making inclusive education courses required in D.El.Ed., B.Ed. and M.Ed. programmes to help disabled children live satisfying lives. The book addresses art-integrated learning, a powerful instructional method that uses storytelling, historical events, music and visual arts. Art education helps pupils comprehend their options and express themselves.

### **RELEVANCE**

This book paints a vivid and comprehensive picture of the evolution of teacher education in India. It delves into how teacher training has transformed over time, tracing the shifts in policies, addressing quality concerns, and examining current practices and future trends. It also explores societal perceptions of teachers and the teaching profession, highlighting emerging challenges in teacher development programmes. The book emphasises the significance of adapting to ongoing changes in the field. The content is organised around four key themes: education

policies and commissions, educational shifts, ICT integration, and the digital revolution. Each section provides an in-depth, research-based analysis of these critical areas. The book offers a unique blend of chapters that cover all major and significant aspects of teacher education in India.

### **LANGUAGE USED**

The language is lucid, engaging and scholarly. It maintains a balance between being accessible to readers new to the subject area and having depth for persons with more experience in the field. The authors use simple language to explain complex concepts, rendering it readable to trace historical evolution, current practices and future trends in teacher education in India.

### **ILLUSTRATION**

The book cover is quite attractive. Each chapter includes flow charts and tabulations, where necessary, to help explain the concepts. Additionally, the book features colourful displays of website and app homepages, making the content lively and visually appealing.