

Chapter 9

Quality Assurance in Teacher Education: Ensuring Quality in School Education



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Abstract Teacher education is an enabling factor that promotes efficiency in the schools. In context of the current emphasis on “creating a knowledge economy”, it is essential that the teachers in general must be well equipped in practicing learner-centred teaching. Teacher education has to reframe the practices in the light of universally accepted new principles over a period of time. Considering the changing principles of school and teacher education, efforts are being undertaken to bring about desirable changes in school and concurrently in the teacher education system in the country. The teacher education curriculum in India has been reviewed in almost every decade in almost every past 10 years, i.e. it was done in 1978, 1988, 1998, and 2009. Basically, the intent of these revisions was to reflect upon and integrate the diversities of the country in terms of aspects such as cultural, linguistic, and geographical diversities. This initiative also aimed at keeping the teacher education curriculum at pace with the varying knowledge structure of the world which have come up as a result of socio-political movements, economic turmoil, and technological and communication advancements. National Curriculum Framework for Teacher Education (NCFTE, NCTE. (2009). National Curriculum Framework for Teacher Education. Towards Preparing Professional and Humane Teacher, New Delhi) followed the pedagogical shift emphasised in NCF (2005). In the nation, education of teachers has been seen as crucial for enabling progress and efficiency in the classrooms as well as for ensuring increased teacher proficiency. In this paper, the various commissions, committees, policy discourses, and initiatives in curriculum reforms in India for developing a quality school education system in the country have been discussed.

Keywords Teacher education · Teaching quality · School education · Curriculum framework · Curriculum framework for teacher education

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Backdrop

The meaning of the term “teaching quality” remains very much challenged, but there is an agreement that one of the consequences of good teaching is better learning outcomes of the learners. For instance, the learner-centred functions/roles of the teachers like—preparation and planning for the teaching, classroom management, teacher’s characteristics, and interpersonal relationships lead to quality teaching learning. The quality of education depends upon the initiatives in terms of curricular reforms in teacher education.

To achieve “quality teaching learning”, it is essential that the teacher training curriculum is designed to make available opportunities to the trainee teacher to indulge in self-study, reflect upon, and interact with their peer teachers and with students, so that they develop as lifelong learners. As per the National Curriculum Framework (2005) the extent of learner achievement and its quality is determined predominantly by competence as well as sensitivity of teachers and their motivation. The curriculum framework for the pre-service preparation of teachers basically intends at developing the competencies in various categories of teachers. There are well-defined standards for various types of teachers at different levels and these have to be taken into account while developing curriculum for the courses of study of the teacher preparation programmes.

The course content of pre-service and also in-service professional development programmes needs to be reexamined from time to time in order to make sure that teachers are developing the necessary traits related to understanding pedagogical content with a focus on hands-on learning and teamwork amongst their peer group teachers. Every teacher education curriculum should aspire instil the following outcomes amongst the novice teachers: a teacher with in-depth subject knowledge, the ability to use that knowledge in the class, the capacity to connect with learners, engross them, and inspire them, as well as the ability to know as the best learning methods for them. In the case of India till the recent past, the development of teacher education curriculum framework was an academic exercise as not much inputs were available in terms of notified *standards for school teachers*.

Initiatives to Strengthen Teacher Education

There have been significant efforts right from the post-independence period to remodel and bring out reforms in teacher education and school curriculum. In this context, the initiatives are reflected in the form of the different committees, commissions, seminars, and study groups that were set up and held from time to time to deliberate on the approaches for bringing up quality enhancement in teacher education. Various commissions and committees appointed by the Government of India have expressed concerns for improvement of quality of teacher education. They have also pointed out that there was a need to develop a connection with the ground reality

that existed in classrooms. In this context, flexible approach and local specificity could play a significant role as per the opinion expressed in their reports. During the various deliberations, it was expressed that in order to bring about a poise in theory and practice as well as assessment of learners the whole teacher education curriculum was to be revolutionised.

Further to this, it is worthwhile to mention that the Kothari Commission (1964–66) gave landmark recommendations on teacher education in particular and qualitative improvement in education in general. Its findings were comprehensive and dealt with different levels of education from pre-primary, through higher education, covering technical as well as vocational subjects too. The Commission stated, “The cornerstone of the teacher education programme was quality. Poor quality in teacher preparation will lead to financial waste and as a result of it the educational standards will get deteriorated” (Para. 4.13; p. 72). It furthermore acknowledged that education was dissociated from the actual situation of what was happening in school. It endorsed that there was a dire need to reorient the subject knowledge. The professional studies were to be fortified and there was a need to develop special courses and programmes. There was a need to conduct revision in the curriculum and relate the entire curriculum to Indian conditions. The Commission pointed out “that there was a need to build up an appropriate outlook towards life, ethnic heritage among the teachers. They need to be made aware of the challenges and desires of the country and also those of the civilization and human culture” (Para. 4.29; p. 75). A vital requisite was that the teacher education engaged with the mainstream academic life (Para 4.04; p. 68) of the universities. The responsibilities of the teachers need to be incorporated in the curriculum and it should be as per the Indian conditions (Para. 4.31; p. 75). Despite these recommendations, teacher education institutions continued to operate in isolation from the academic life of the universities.

In the year 1985, an important document “The Challenges of Education” was brought out by the Government of India and this came up prior to the NPE (1986). In this document, it was stated that: “We are on the verge of the expansion of new technologies as a result of that we are expected to transform the teaching learning process in a classroom. But regrettably, the progression in updating the teacher education curriculum is at a very slow pace. Currently the teacher education is considerably inappropriate even in terms of present-day requirements leave alone those of the future. As a result, at present, we face an irony of having better books, and research but increasingly more uninterested teachers” (Summarized from p. 54).

Another landmark was the appointment of the Yashpal Committee (1993). One of the objectives with which this Committee was appointed was to examine the academic burden on learners and the disappointing quality of learning among them. The Committee voiced its distress at the unsatisfactory quality of teacher preparation programmes which led to substandard learning in schools. It recommended that the teacher education programme course content was to be restructured so that it is able to meet the changing requirements of the school education. It suggested more practical-oriented teacher training programmes, lengthier training duration, due to emphasis on self-learning and independent thinking (pp. 26–27). It was pointed out with grave concern that “Vigour and reality was found to be missing in the curriculum

and programme of work that stay to be mostly customary with indifference to the needs and objectives pertaining to the present day” (Para. 4 02; p. 68).

A major dilemma that confronted the teacher education programme was that it was not having any relevance to the realities of the actual classroom situations in the schools. The World Bank Report (1997) also reflected upon this issue and pointed out that in India the teachers did not receive training that equipped them for teaching in a multi-grade classroom. As per this report, nearly two third of the teachers had to teach a multigrade class in which a number of learners were first generation learners. Raina (1999) also pointed out worries of a similar kind that the “teacher training programmes were providing the *carte du jour* to all without keeping in view the variations that existed in cultural and physical backgrounds. They continued to be impassive to immense ethnic, linguistic, regional, and geographical multiplicity”. The learners require across-the-board independence to ascertain, probe, and explore.

As in case of any other professional training programmes, teacher education curricula should be able to provide adequate space to student teachers to develop rational reasoning, sensible in other words logical and critical thinking, and problem solving and also using the same in making out meaning. Conversely, the prominence that is provided in foundation courses is normally too theoretical. There is a need to develop an understanding among the trainee teachers about the learners in terms of their learning styles, socio-cultural environment, variations in them, their stages of development, physical, and psychological changes undergone by them. Great variety is anticipated as an important requirement in both the content as well as pedagogy to develop reflectiveness in teachers. The existing curriculum, nose-dives in bringing about this realistic aspect pertaining to philosophical, sociological, and psychological bases of education. Consequently, the teacher education programme as a whole becomes purely academic in nature and detached from the actual grass root realisms of the classrooms. It, in a way, nose-dives in making an initiative in developing an understanding among the learners of the present socio-cultural milieu of the country. It is a prerequisite for the teachers to be broad-minded besides being logical and reflective so as to take care of increasing ethnic, ethical, cultural and linguistic multiplicities in the schools.

As is evident from deliberations in this section, different commissions, committees, and study groups articulated apprehensions over the inappropriateness of the programmes of teacher education. There is a lot of empirical evidence to suggest that teacher’s personal opinions as well as what they believe play the most important role in terms of their response to the diversity in their classroom environments. Curriculum of a teacher education programme as a result requires to be planned and organised in order to develop the spirit of analysis, scientific temper, initiative and drive, conceptual lucidity as well as linguistic skills through elaborate teaching practice and other practicum which has so far continued to remain as an Achilles heel in the area of teacher preparation.

Contours from the Interventions

In the year 1978, the National Council for Teacher Education which was a non-statutory body came up with a publication entitled “Teacher Education Curriculum: A Framework” (TECF 1978). The following were major recommendations of the Framework:

- There should be relevance in the curriculum in view of the personal and social of the children and school Curriculum. It should also stand by the desires of the people and national ideology.
- It should have flexibility that should be bound by the framework of national objectives and ethics that have been acknowledged. Flexibility is straightaway required amongst varied disciplines. It was stressed upon to have flexibility for relevance, mobility and continuing education.
- In designing the curriculum of teacher education programmes, there was a need to adopt an interdisciplinary and integrated approach. This would enable the integration among the theory courses. The integrated pedagogical understanding so developed will also flow into the skill dominated areas of teaching methodology of different subjects and also in the areas that were relevant to attitude building such as health, work experience, social service, physical, and recreational education.
- Teacher education has to have a task orientation. Teacher education has to be conducted in such a manner that it provides the teacher an “exercise of training” in which he is able to handle a diversity of tasks that could be conducted both inside and outside the classroom.
- There was a need to bring out reforms in practice teaching. The framework submitted that trainee teachers should undergo a series of simulations, situations involving microteaching in advance before they were being used in actual classrooms.
- It was suggested to replace the year-wise course with the semester system.
- To make the evaluation system more trustworthy and truer in terms of reliability and validity.
- To encourage inquiry and experimentation in institutions that provide teacher education (pp. 4–12).

In a way, this curricular framework was a game changer in some ways from the prevailing models based on two major reasons. First one was that the curriculum structure for different stages of education was being advocated by the TECF (1978) separately, and second was that it advocated the introduction of a semester system. It endorsed an open task-oriented approach by divulging teacher trainees in the intricate socio-economic problems through real-life situations that were relevant to society so that the learning of theoretical perspectives was relevant and strengthened by the actual life experiences. The framework further included not only the different stages of child development but also the variations in terms of rural/urban contexts. It endorsed different core and special courses that were context-specific or stage-specific throughout the teacher education programmes. Some of the core skills such

as ascertaining behaviour patterns, verbal communication, preparation of teaching learning materials, blackboard writing, modus operandi of using audio visual aids etc. for instruction of different subjects for different age groups were suggested as obligatory for all categories of teachers.

According to the National Education Policy (1986), teachers should be given the liberty to innovate and formulate suitable effective communication strategies and accomplishments that are in line with the needs and capabilities of the society. (NPE 1986, p. 25). The policy added that "...teacher education is a process that does not cease at time, and its pre-service and in-service components cannot be separated. As a first stride, the teacher education system will be refurbished." In order to achieve this the culture of teacher education as well as the goals, content, methodology, and processes have to undergo a paradigm shift.

In the year 1988, substantial effort to professionalise teacher education and bring about a qualitative improvement took place. The National Policy on Education (1986) and alongside that the National Curriculum Framework (1988) was developed.

This curriculum framework had huge ramifications for fortifying and rebuilding the teacher education programmes of all the stages. It bore substantial consequences for the improvement and restructuring of curricula at all levels of teacher preparation. This framework brought together the development from earlier years. It also emphasised the need for the teacher education curriculum to consider knowledge and technological advancements.

This framework gave high importance to the role of teacher as it emphasised that "the future teacher would be a professional who will be a skilled and competent teacher. It furthermore also highlighted that an essential prerequisite for a teacher was that he should be able to communicate in an effective manner. The teacher should be able to design and use learning resources. Further to this, a teacher will play the role of a learning facilitator, and also as an active participant in the community life". Mobility at both levels, i.e. horizontal as well as vertical was emphasised to assimilate different stages of teacher education programmes. This framework puts emphasis on learner-centric approach and reorganisation of the process of education by interactive method of teaching. In the year 1988, the NCERT published the National Curriculum Framework for Elementary and Secondary School Education, and this also laid due importance on non-scholastic areas.

The necessity to bring about a poise amongst theory and practice was exhibited in this framework as in that it was affirmed that the curriculum should emphasise integration of understanding of theory along with its practical applications in such a manner that nothing was overdone in respect of each of them (p IV.2). It also placed an important role for practicum or field work with due weightage. Therefore, the course content included three areas, namely: (a) foundation courses that focus primarily on the philosophical, social, and psychological underpinnings of education at the relevant stage; (b) stage-specific relevance to the skills and competencies in teaching-related school subjects; (c) practicum and field work emphasising the use of theory applicable in classroom teaching and pertaining to the practical activities that comprised learners, their parents and community. In the year 1993, the National Council for Teacher Education (NCTE) was created as a statutory body by an Act of

Parliament. The NCTE came up with another “Curriculum Framework for Quality Teacher Education”. So, this one also came out after another decade, i.e. in 1998.

The school education curriculum reform (1975) formed the backdrop against which the 1978 curriculum framework for teacher education was formulated. Similarly, the NPE (1986) paved the way for the 1988 teacher education curriculum framework. Unlike its predecessor frameworks, the 1998 curriculum framework for teacher education came up prior to the curriculum for school education that was developed by the NCERT (2000). The 1998 framework tried to implement the effects of changing international scenarios brought about by globalisation, privatisation, information technology, etc. This framework made an attempt to develop a poise among actualities of national life and international demands. A major deviance that was seen from previous frameworks was that it acknowledged the commitment, competence, and performance as the principles for guiding the development of curriculum and also programmes preparation of teachers.

The teacher education curriculum framework (1978) had laid clear-cut emphasis on an approach that was task-based which involved the lessening of the theoretical components. The teacher education curriculum framework (1988) laid stress on the necessity of incorporating the knowledge and progression in technology. It thereby also specified the revised role of the teacher as an effective communicator, creator and user of learning resources, facilitator of learning, and an engaged member of the community.

National Curriculum Framework for Quality Teacher education curriculum framework (1998) moved a step ahead as it was drafted as per the regional aspirations of the community. It also emphasised that the pedagogy had to be culture-specific and the teacher should be a life-long learner. Under this framework, discrete course structures pertaining to primary and elementary levels and in addition to this academic and vocational stream of senior secondary teacher education were made. Furthermore, it designed the curriculum that was meant to prepare teachers for the alternative systems and also for students with special needs as well as physical education.

It is important to note that this framework was in harmony with the frameworks of the year 1978 as far as the reconceptualisation of core papers. So, the initiatives by the curriculum planners basically met the contemporary needs of the Indian education system as can be seen from the analysis of trend change in the curriculum of teacher education with respect to course content, period, transactional strategies, and evaluation methods that were suggested by these frameworks. But a detailed analysis also indicates that despite the various measures in the past years to amend the curriculum for teacher education merely shallow changes were made in reality. Most of the teacher education programmes were contented by giving merely basic facts about many of the concepts to the future teachers that included concepts like human rights perspective in education for the sustainable development, culture-specific teaching learning etc.

Though one could see the impact of the curriculum framework that came up in 1978 on the curriculum of teacher education at field level. But contrary to this, no attempt of this kind was ever made after coming up with the curriculum framework in the year. A visible transformation that could be seen as an outcome of the 1998

teacher education curriculum framework was the opening up of a secondary teacher education programme that was of 2-year duration at Gujarat Vidyapeeth and also the Regional Institutes of Education of the NCERT.

Further than this there was no noteworthy modification made in the teacher education curricula? It's worth mentioning that even context-specific content was laden with psychological, philosophical and sociological theoretical bases and models for instance behaviourist perspectives such as Pavlov, Skinner while the curriculum in the west had shifted towards the constructivist method decades ago.

The University Grants Commission's (UGC) Model Curriculum (2001) had very little to offer because it was based primarily on the four main old-fashioned schools of philosophy that unrelentingly dominated and prevailed on the teacher education curricula perpetually since the 1978 framework. These were idealism, naturalism, pragmatism, and realism. There was a silver lining that a positive intervention with more concerted efforts than before were made to bring about an indigenous transformation of the teacher education curricula by bringing about a focus on Indian philosophers and educationists. It was anticipated that the teacher education curriculum will be able to develop such a point of view and attitude among teachers to discharge their duties effectively.

One more recent intervention is the Right of Children to Free and Compulsory Education Act (RTE) (2009). The RTE aims to put into practice Article 21A of the Indian Constitution, which declares that all children between 6 and 14 years have a basic right to receive an elementary education. Meeting the norms is a huge challenge in the context of India. Both pre-service teacher preparation and the training of numerous teachers who are currently employed by the educational system are necessary. The research also indicates that teacher beliefs and practices are also very important. Therefore, the preparation of teachers is to be given complete primacy.

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Way Forward to the Pedagogical Transformation of Teacher Education

The most recent resolve to reform, contextualise, and professionalise school education and teacher education was made in the year 2005 by means of the National Curriculum Framework for School Education (2005) and National Curriculum Framework for Teacher Education (2009). In the present day, we witness a shift in epistemology of learning, i.e. with the development of the views that the learning involves construction of the reality rather than the learner making a discovery of it. So, the main point is that the learning does not imply meagre absorption of concepts

and thoughts, but it involves the structuring of ideas that have been developed on one's individual understandings. Learning is also supposed to be a primary part of a student's physical, social, and cultural circumstances. This idea that came up is known as "positioned intellect". This is based on the regulatory principle of the National Curriculum Framework for School Education (2005) prepared by the NCERT.

As envisaged by NCF (2005), the role of a teacher is to facilitate learning among students in such a way that helps them to construct knowledge and draw out meaning by indulging and using their own experiences. The entire approach in terms of pedagogical strategies in teacher education programmes, therefore, need to be revised and there has to be a transition from the customary behaviourist to constructivist discourses.

In this framework basically three broad curricular areas were identified, which were: "(A) Foundations of Education under which there were three heads, i.e. Learner Studies, Contemporary Studies and Educational Studies; (B) Curriculum and Pedagogy which included Curriculum Studies and Pedagogic Studies; and (C) School Internship, that would help in developing a wide array of perspective, professional capabilities, teacher skills and sensibilities" (NCFTE, 2009, p. 24). This curriculum framework not only deliberated on the glitches, worries and pedagogic modifications that were proposed in the NCF (2005) but also shaped the curriculum for teacher education as an integrated combined whole. This framework anticipated a teacher preparation programme that was of 2 years and along with that also envisioned the integrated teacher education courses of 4-year duration. It was envisioned that the teacher preparation programmes of longer duration will provide suitable time and opportunity to reflect upon, and also for self-studies as well as engagement with teachers, students, classrooms. In addition to this, it will also facilitate pedagogic activities, which are regarded as essential for nurturing expertise among teachers.

The NCTE took the initiative to realign the teacher education programmes in order to bring them in line with the epistemological change that was envisioned in the NCF (2005) through the National Curriculum Framework for Teacher Education (2009) developed by it. NCFTE explained its aims as "heading towards transformation in teacher education in terms of structural aspects at elementary, secondary and post-graduate levels" (NCFTE 2009, p. iv). It aimed at developing teachers so that they played the role of facilitators in learning process. It embraced the perspectives, apprehensions, and 10 visions of teacher education which made a plea for empowering the teachers in terms of learning to learn, prepared them for a learning society and made the teacher education liberal, humane and respond to the prerequisites of inclusion. The reforms that were put into context by NCFTE in the issues with "traditional" teacher education, which is thought to have poor curricular quality (2009, p. 52).

The following were the main tenets of the proposed curriculum reforms: (i) a comprehensive approach to curriculum; (ii) an emphasis on engagement with theory and fundamental perspectives on education; (iii) preparation for future teachers to be reflective, kind, and professional practitioners; (iv) a relatively long and more intensive internship/school experience; (v) getting prepared prospective teachers

to organise teaching-learning in a child-centred manner; and (vii) stage specificity (2009, pp. 23–24 and 52–55).

The NCFTE paved the way for possibility of the pre-service teacher education programmes of two types, i.e. (i) 2-year at the elementary and secondary school levels; and (ii) 4-year (or longer) integrated model for both the levels. Further to this, the JVC also pointed out that there was a need for 2-year M. Ed. programmes and NCFTE endorsed sandwiched postgraduate courses that were of duration of 3 years that would develop well-trained senior secondary school teachers and teacher educators. Subsequently in 2014, the duration of these two pre-service programmes was increased to 2 years. This was based on the conjecture that programmes of longer duration will offer adequate interval and chance for arduous commitment of the prospective teacher.

It took into account the changes in classroom conditions and needs, considering the implementation of the Right to Education Act (RTE 2009). Additionally, it addressed concerns related to the academic burden on learners and the universalization of secondary education, which further impacted teacher education in terms of both quality and quantity.

Major thrust areas in the curriculum of teacher education in this framework were in harmony with the aspects that were emphasised in NCF (2005) and also as per the emerging necessities of contemporary Indian society. Some of the key thrust areas were inclusion, equitable and sustainable development, use of the community knowledge, assimilation of ICT and e-learning. As a result, the customary methodology of teacher preparation which was founded on philosophical, sociological, and psychological orientation of the courses made a way to a thoughtfully created curriculum that was designed in such a way that it drew “from student teachers’ experiential knowledge as well as from theoretical and empirical knowledge” (NCFTE, 2009, p. 24).

So, in a way, NCF (2005) drew the roadmap as it outlined the elements that make up the “quality” of the academic/curricular experience that primary schools should offer. Together, NCF and NCFTE aimed to create elementary school settings that were child-centred. In this regard, the NCFTE and JVC Report mapped out the country’s renovation of teacher education to change teaching and learning in schools. Both these frameworks demonstrated how the nation’s long-overdue reform of teacher education has been sparked by concerns about the quality of schooling.

The NCFTE and JVC Report envisaged the professionalisation of teacher education. There were quite many commonalities in the recommendations in these two reports, specifically with reference to the curriculum of teacher education programmes. The JVC Report endorsed that NCFTE should be taken as a framework for guiding the curriculum reforms.

Although constructivism has been accepted as the correct approach for school education as well as teacher education institutions, the efforts and accomplishments of students are still assessed in teacher education schools using behaviourist methods and quantitative grading schemes. Besides this the teacher preparation system has to respond to the challenges of “development of understanding through teaching”

and also use “innovative methods” instead of the traditional methods such as rote memorisation.

NCF (2005) emphasised a pedagogic and curricular approach that entailed a great deal of answerability including ownership on behalf of the teachers as they are required to use culture-specific context while teaching for instance the use of folklores, folk stories, experiences of the diverse learners in their classroom. This necessitates a more undoubted model for preparation of teachers that is empirically established. This will enable the teachers to accomplish the essential skills, abilities and also the necessary attitudes. Besides this, bringing about modifications in the teacher education curriculum has to be accompanied by its successful implementation. It also necessitates reorientation of teacher educators in the curriculum, pedagogy, and assessment processes. This problem is further intensified due to the dearth of experience in the case of most of the teacher educators in conducting teaching-learning in schools. Substantial modifications in teacher preparation can only take place if the preparation of teachers can happen through the conforming amendments envisaged in preparing the teacher educators. To be effective learning facilitators, teachers must acquire the traditional ways and adopt the emerging ones.

The B.Ed. (2016) and M.Ed. (2013) curriculum that was developed by NCERT too echoed the need of key changes that were required to be made in the content as well as themes to be incorporated in various courses of studies with a view to substantial prospects of developing reflective teachers. It was asserted that these teachers will be able to understand the practical nature of education, and employ the knowledge gained by them through teacher preparation courses in the real classroom. Thus, this would bridge the gap because of the lack of similarity in real classroom situations and theoretical addresses divulged at a training institution. The gap between the lack of similarity between the actual classroom realities and theoretical discourses happening in training institutes. There have been a lot of concerns regarding the duration of the teacher preparation programme. Although unanimous agreement for the duration of the B.Ed. programme was that it would be of two years duration even then there is one major concern that neither the policy official papers nor the frameworks for teacher education curriculum delved into specifics over the necessity of teacher education programmes of longer duration.

As per the NEP 2020 teacher training should involve (i) self-learning, (ii) classroom learning, (iii) class observation & practice teaching, and (iv) internship. The self-learning component’s learning objectives are clearly stated, and learning results are assessed. The remaining three components will be taught in semesters or modules. As part of a comprehensive training programme, a 1-year internship with mentor teachers at an actual school will be necessary. The assessment will include the mentors’ report as well the teacher. Mentors report will also form part of the assessment.

So, a teacher will fully be conversant with the ecosystem of a school before joining his job. Meanwhile, the curriculum in teacher education programmes is set for another round of modifications in view of the implications of the new National Education Policy (2020). In the light of the recommendation, the curriculum will be revisited and reforms in teacher education programmes will be conducted.

Conclusion

Numerous research studies and documents on the practices have shown that there are many issues with our schools, including the number of instructional days and the amount of time students actually spend learning in class as well as the attainment of the learning outcomes. The unfortunate truth is that our students are really not learning up to the extent that they are able to learn.

The reality that millions of children have failed to develop basic skills of learning after spending many years in a school point towards the “learning crisis.” Whereas the majority of stakeholders may feel that students are really not learning, there is not much comprehension or consensus about why learning levels are still poor nationwide in both in private and the government schools. It’s a well-known fact that teachers and effective teaching help in achieving the desired learning outcomes. Major part of the quality in school education is contributed by teacher effectiveness. So, knowing how to teach is a very important capability which a teacher should be endowed with. It is an accepted fact that in order to have quality in school education experience the teacher education curriculum has to be of such a type that it is able to translate the philosophy of education into practical learning experiences.

At present the curricular reforms in teacher preparation programmes are making an initiative of developing the capacity of teachers to act as self-directed insightful groups of professionals who understand the needs of heterogeneous groups of learners, to the needs of heterogeneous groups of learners and also to the professional ethics. The role of a teacher adopting a constructivist approach is much more challenging than that of the teacher who is adopting traditional approaches. So, in order to have an effective teacher education curriculum we need to include relevant content and also methodical task analysis of teachers at various levels. These two aspects alone will be able to develop self-confidence amongst the future teachers to transact the school curriculum in the class.

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