

INTEGRATING TRANSVERSAL COMPETENCIES IN EDUCATION POLICY AND PRACTICE PHASE III

Report Highlights

INDIA

गुरुर्ब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः ।
गुरुरेव परंब्रह्म तस्मै श्रीगुरवे नमः ॥



LEARNING LINKS
FOUNDATION
WHERE EDUCATION MEETS LEARNING

The Teacher is Lord
Brahma, Vishnu,
Maheshwara...the entire
universe, salutation to the
Teacher!



**From “Guru” to “Sage on Stage”
to “guide on side”**

**From educating to being educated
... the journey has taken its toll**

**Changing role of teachers has
impacted motivation, respect,
remuneration, professional growth**

Context

- 80% schools -> government schools
- 20% private schools and on the rise
- Private schools educate 30% (approx.) of student population
- Government school teachers salary higher than private school teachers; majority is male teachers
- Government schools have more first generation learners than private schools
- Government school children generally are from a disadvantaged background
- Instance of absenteeism higher in government school teachers

United by Intent, Divided by Reality



- Teacher training qualifications – D.Ed, B.Ed, M.Ed
– different entry criteria, skills
- Pre-service, in-service training
- Government vs. private school

Pre-service Education

- Proliferation of teacher education institutes
- Affiliation to a university not necessary
- Regional imbalance - backward regions unserved
- Duration of teacher education program
- Emphasis on TVCs fragmented in implementation
- Teachers are treated as ‘conveyors’ rather than ‘co-creators’ of curriculum

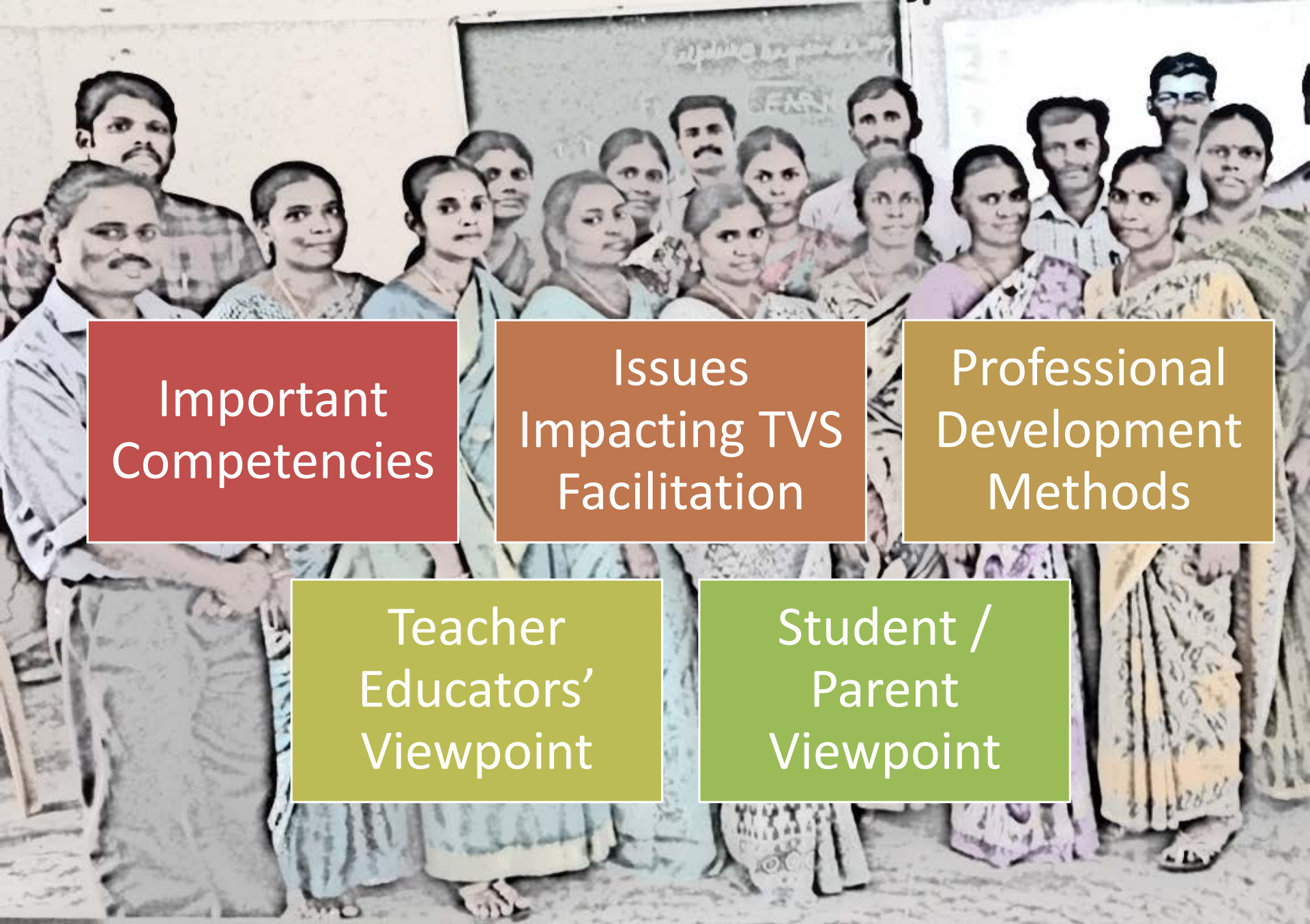
In-service Education

- Government in-service training system is multi-tiered ...dilution of content by the time teacher is reached
- Each state organises training in its own way
- Government institutional support not available to private schools

Key Research Finding

Profile of Respondents

- All private teachers who participated in this study are secondary school teachers; 8 primary teachers are from government schools
- 7 (out of 11) private teachers - > experience is 21 to 30 years
- 8 (out of 16) government teachers -> experience is 11-20 years; 5 are between 5-10 years and 4 less than 5 years
- All private school teachers are female; there are seven male teachers in the government cohort
- Teacher Educators from a University college
- Students (grades 8-10) from 2 city schools



Important
Competencies

Issues
Impacting TVS
Facilitation

Professional
Development
Methods

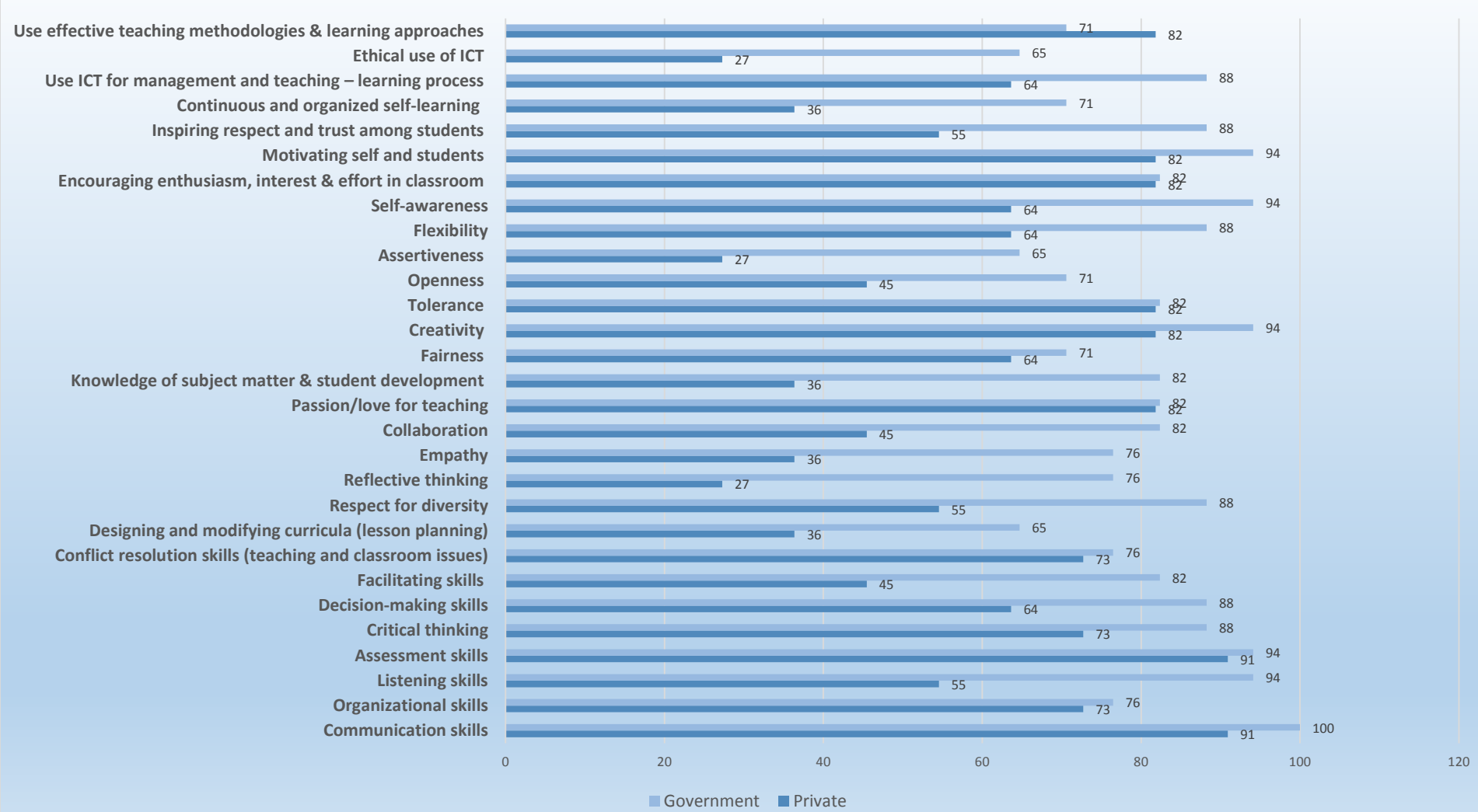
Teacher
Educators'
Viewpoint

Student /
Parent
Viewpoint

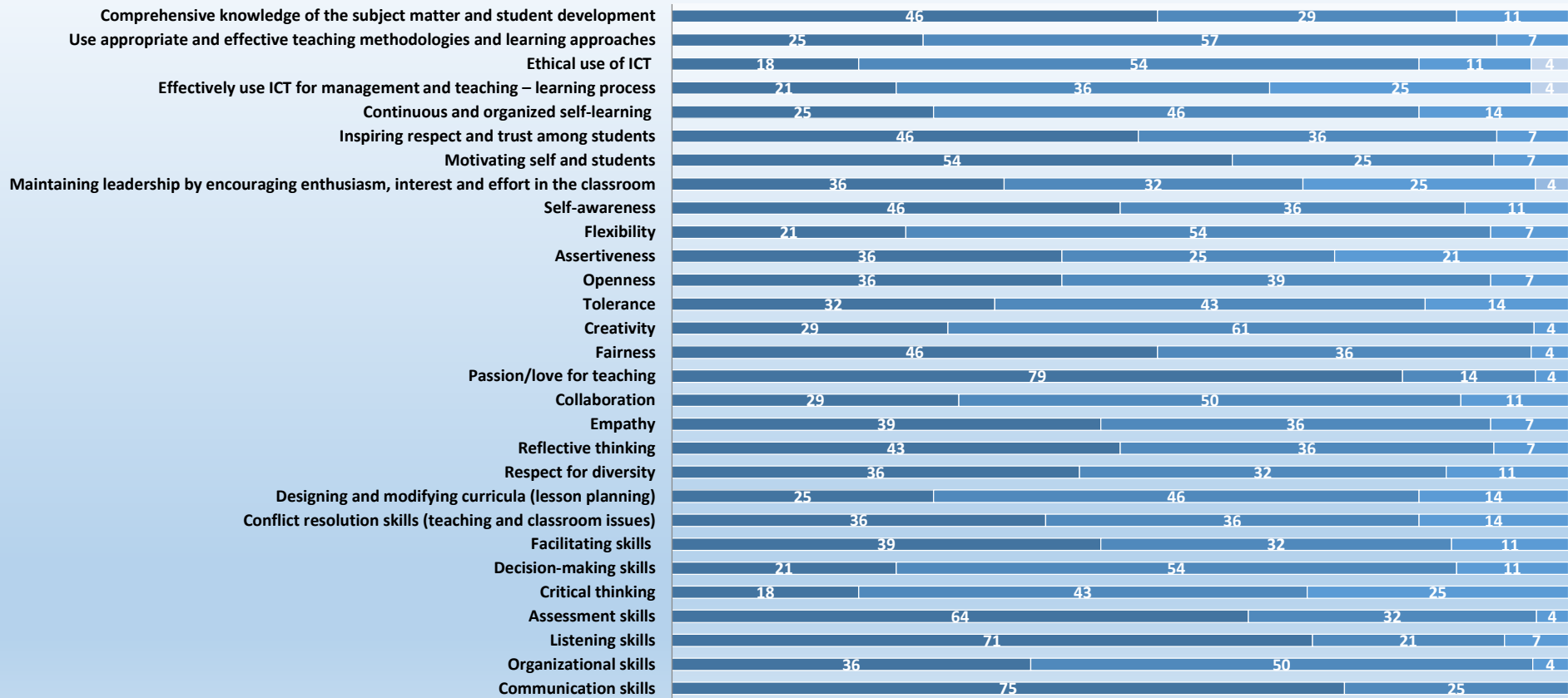
Important Competencies

- **More government school teachers consider a number of skills and competencies important than their private school counterparts**
- **Teachers find communication, followed by assessment, cultivating creativity and motivation as most important competencies for their classrooms**
- **ICT skills are not accorded enough importance on the scale**

To what extent teachers feel prepared and supported for integrating TVC learning in the classroom?



To what extent teachers feel they are equipped with these competencies?

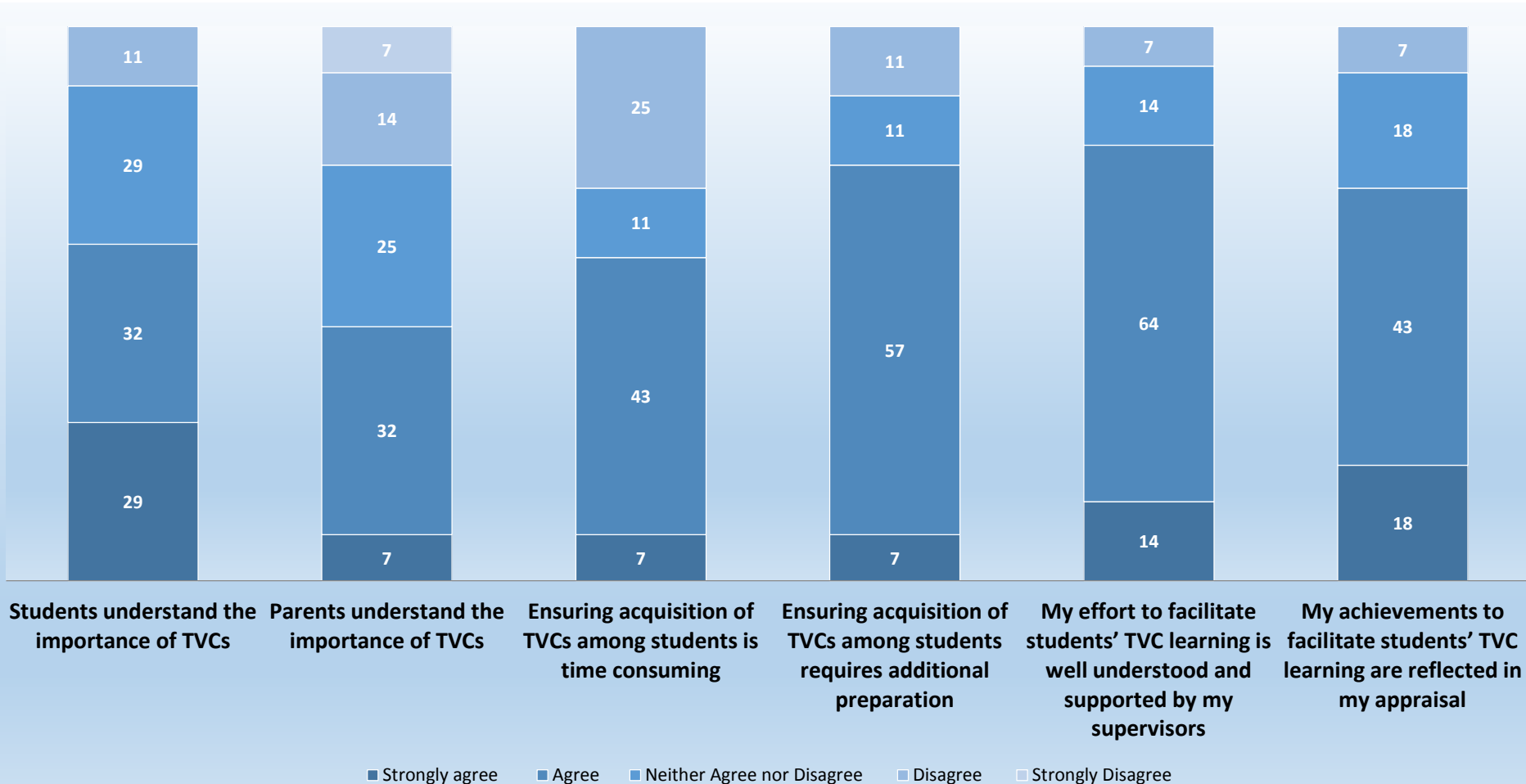


■ Very Much
 ■ To some extent
 ■ Very little
 ■ Not at all
 ■ Do not know

Issues Impacting TVS Facilitation

- **Pre-service training helps TVC facilitation skills only “to some extent”; government teachers have a more favourable response towards pre-service training (younger teachers?)**
- **TVC facilitation – time consuming, requires additional preparation time**
- **TVS facilitation is recognised by the superiors and is reflected in appraisal**
- **Parents and students do understand the importance of TVCs – but students frivolous; parents focused on academic performance first**

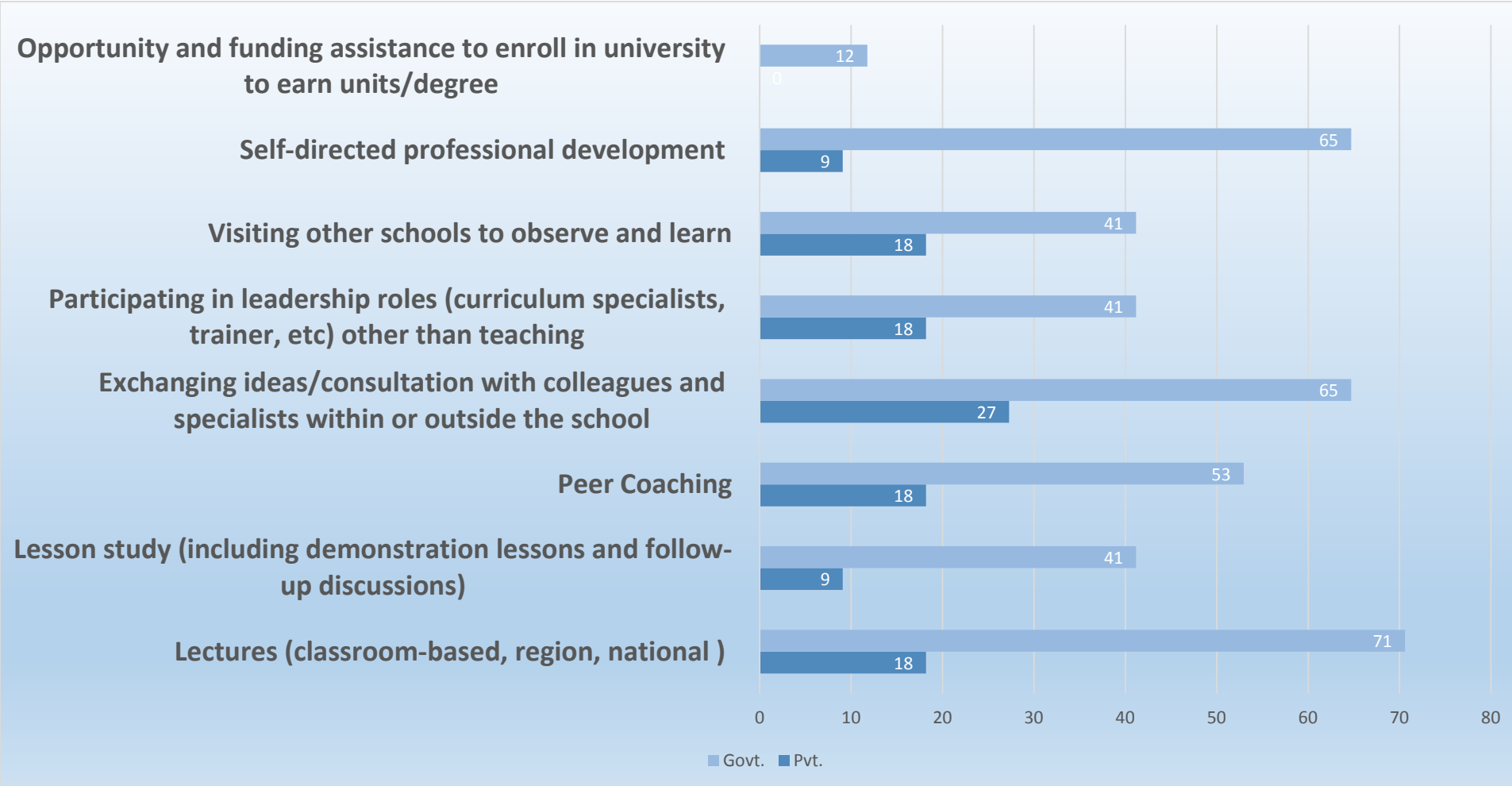
What are Issues Impacting Facilitation of TVCs?



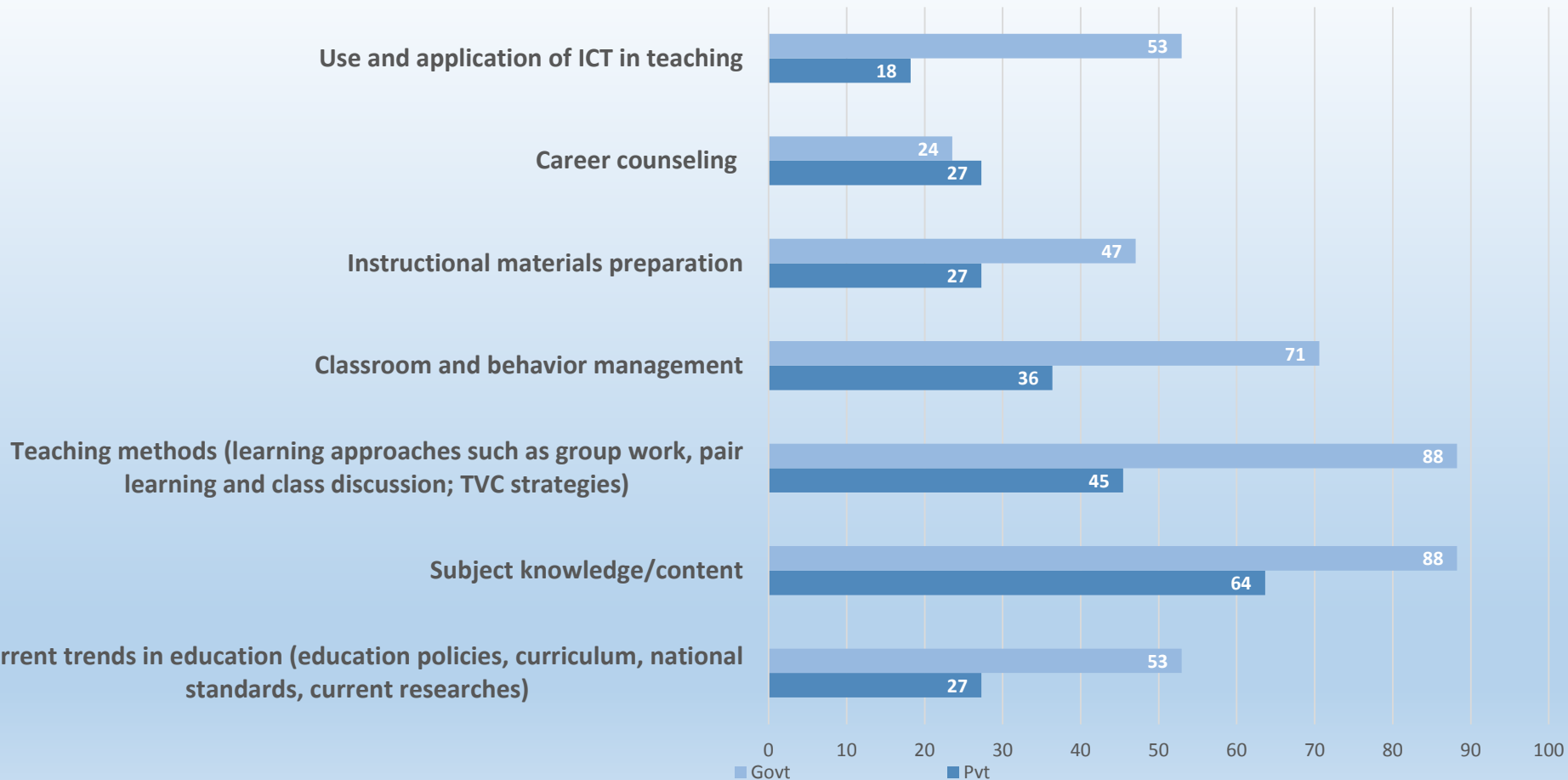
Professional Development Methods

- **Institutional support for in-service not available for private school teachers so they depend on “exchange of ideas”**
- **Peer-learning, group learning, as well as learning from professional from outside the system, NGO based training is also popular**
- **Government training favours classroom based lectures**
- **Some governments also using NGO support for teacher training**

What method of training is relevant for facilitating TVCs?



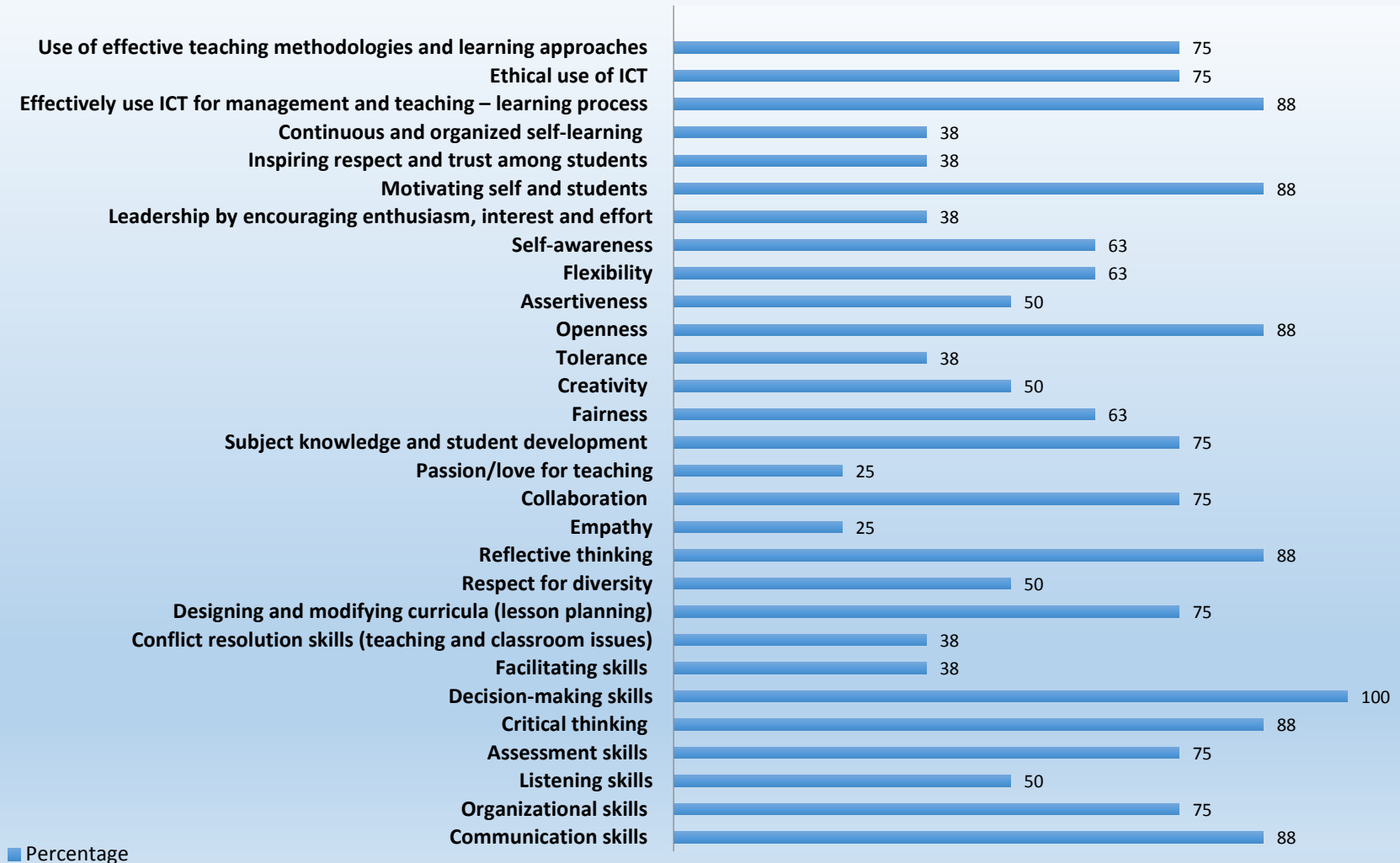
What are popular topics for in-service training?



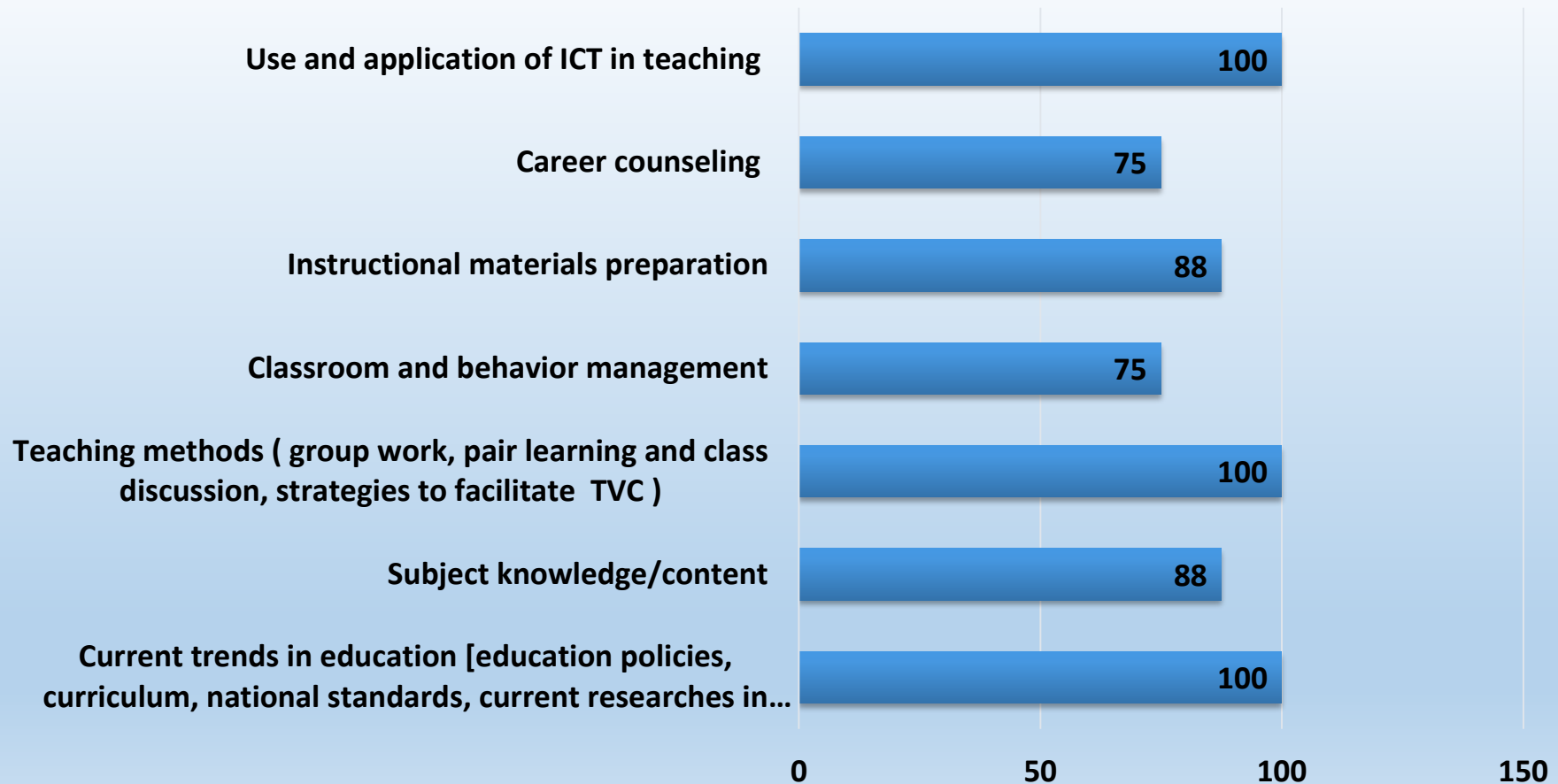
Teacher Educators' Viewpoint

- **Time not enough for teaching everything**
- **Time for practice teaching too short**
- **Teachers need to have decision making skills**
- **Teachers need to have effective ICT skills**

Which skills are important for teachers to facilitate TVCs in classrooms?



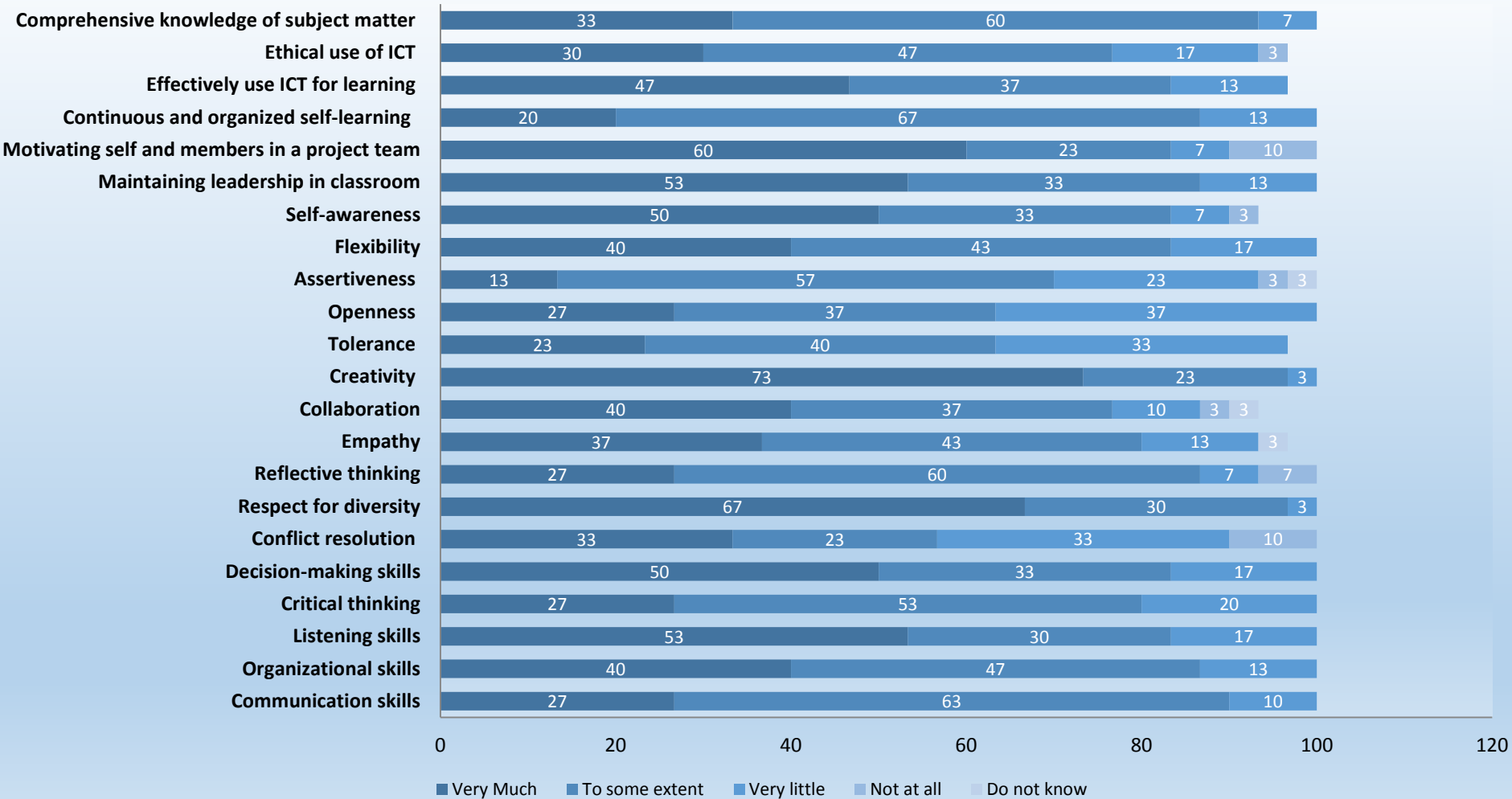
What are common topics of training at teacher training institutes / colleges?



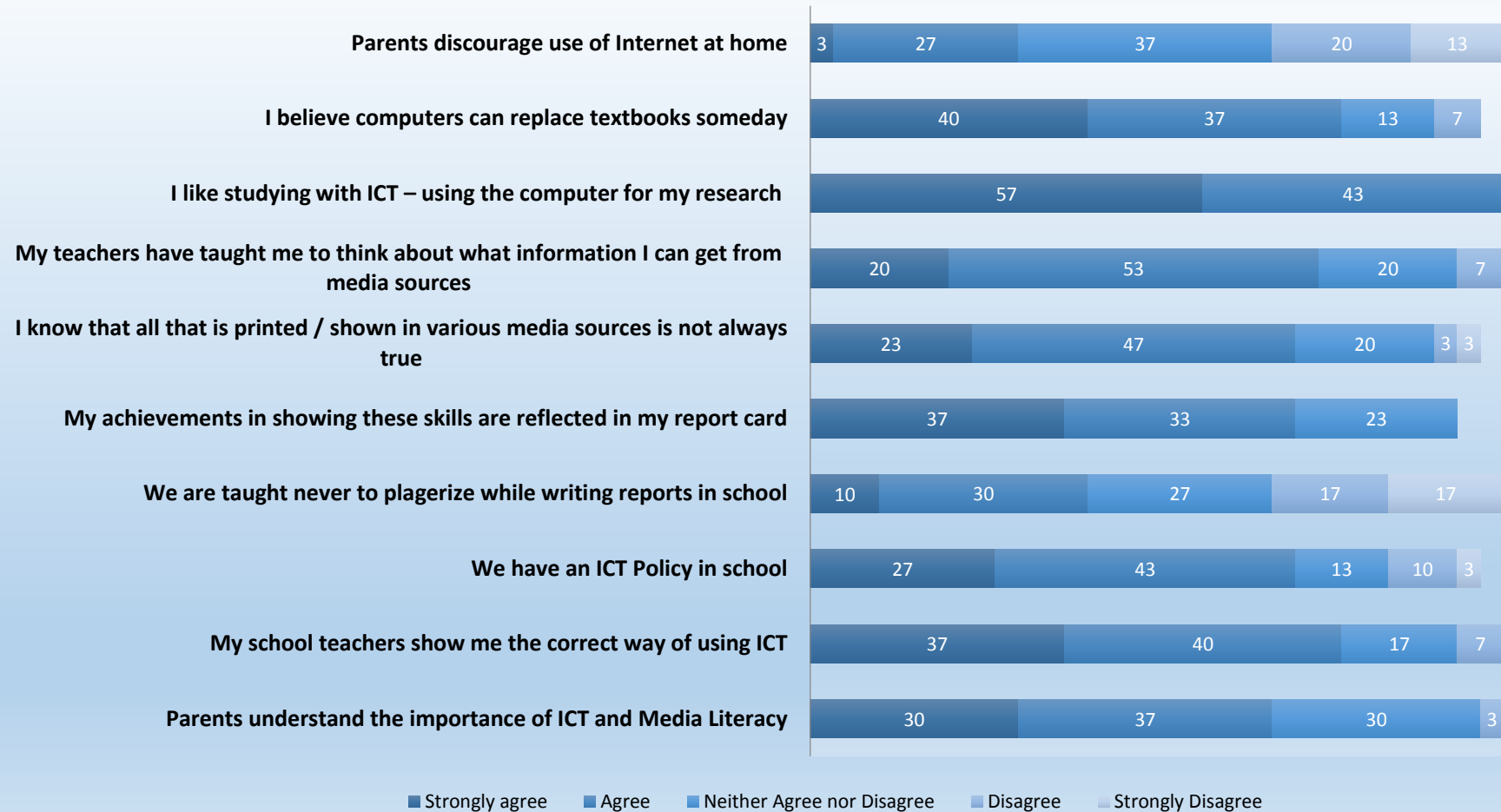
Student / Parent Viewpoint

- **Confident about ICT based learning and research**
- **Most students in the group have computer access at home**
- **Students are aware of copyright issues but confessed to unethical copying from Internet to bring up quality of research -> more marks**
- **Parents support TVC related activities as long as grades do not drop**
- **Many competencies learnt through parent interaction at home not only through school**

How comfortable are students in 21st Century Competencies?



ICT / Media related statements





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THE CASE STUDY OF JNANA PROBODHINI SCHOOL

Stated Objectives of the School

- 1. To have a complex and challenging curriculum***
- 2. Motivation building and attitude formation over knowledge and skill development***
- 3. Planned exposure over class instruction***
- 4. ‘Learning to learn’ and metacognition over learning***
- 5. Hard and challenging tasks over smaller units of tasks***

Concluding Thoughts

- Schools are responding in different ways to train teachers for TVC facilitation
- Teachers understand the importance of TVCs
- Sustained training, as for the government schools in this study, can be a probable solution – government teachers more aware than private teachers
- Examples like of Jnana Prabhodhini school continue to inspire and have takeaways for other schools
- Parents will support as long as grades do not drop
- Children can go either way – need to be managed by teachers



Thank You