



MHRD

Government of India

Ministry of Human Resource Development

Comments are invited from interested academics and other stakeholders on the Concept paper visualizing a Central Institution for Teacher Education known as the National Institute for Teacher Education. A brief is given below and comments are invited by 25.05.2018 at email: rashi.edu@gov.in and sectionee10@gmail.com

1. Introduction

India is at a unique moment when social movements and civil society initiatives have culminated in several progressive legislations. With a strong Right to Education (RTE) mandate on quality education and teacher norms, the schools today are hit with trio of potent reforms in student evaluation, teacher evaluations and the most required and discussed teacher education reforms. Each of these reforms challenges the status quo, demanding that schools and teacher education institutions systematically and continuously improve student and teacher performance, marking and measuring their progress at each and every step along the way. What they however fail to focus at is that learning is collective rather than an individual activity and teaching is a social practice than only a technical skill highlighting the closeness in the education and society relationship. This entails significant change in the way teachers and teacher educators are defined, understood and therefore nurtured. This is not just about providing professional development but about nurturing a genre of teachers who are passionately engaged in the pursuit of reflecting and learning and through their efforts create the kind of environment in schools that develop *responsible citizens, life-long learners, economically and socially industrious individuals, and compassionate human-beings.*

The Department of School Education & Literacy, GoI had constituted a committee of experts on 12th July, 2017 to prepare a comprehensive paper for establishment of a Central University of Teacher Education. On the basis of the report submitted by the Committee, it has been decided to establish a National Institute for Teacher Education (NITE). NITE is neither expected to nor can address all the existing lacunae in the system, it however would attempt to address some of the key disconnects in the field, meet the professional requirements of teachers and teacher educators, provide policy guidelines, establish benchmarks in the field of teacher education, formulate models of curriculum transaction, develop innovative training practices and cater to the specialized areas of research and development.

The various disconnects that NITE would want to address in teacher education system are:

- a) *Disconnect between the Teacher Education and Other Discipline Departments in the universities*
- b) *Disconnect between pre-service and in-service training: The need for a comprehensive Teacher Education Policy*
- c) *Disconnect between teacher education at various levels from pre-primary to primary, elementary, secondary, senior secondary and higher education*

- d) *The Problem of Practice: disconnect between theory and practice*
- e) *Intellectual isolation of institutions and the gap of local, national and global needs*
- f) *Disconnect between the teacher and student*
- g) *Disconnect between the needs of a Teacher and the professional and human resource support from the system*

Thus, teacher education longs for two-fold reforms; one being regulatory and other being academic which provides a nurturing environment for teacher development. The upcoming NITE could play a key role in addressing the academic lacunae in the field and bridge the multiple disconnects in the field.

2. Scope of National Institute for Teacher Education:

NITE will ensure a coordinated approach so as to holistically address the various shortcomings relating to teachers and teaching across the educational spectrum ranging from school education to higher education including technical, vocational and other allied fields in education. The committee feels that such an institution should have the following key roles/functions:

i. Demonstrating quality in Pre-service and In-service Teacher Education

- Through its regular teacher education programmes both for pre-service and in-service it would try to address the existing disconnects in teacher education.
- Develop excellence and inclusion in teacher education programmes while focusing on the neglected aspects of pre-service and in-service teacher education like training for children with special needs, inclusive education, Global Citizenship Education, value education, ICT in education, gender sensitization, school leadership, local/contextual needs, etc.
- Relook at education holistically than in a compartmentalized approach and roll out the four year integrated B.A.Ed, BSc.Ed programmes for teachers from pre-primary to secondary and senior secondary.
- Encourage flexibility and diversity rather than uniformity across teacher education programmes and institutions for the conduct of pre-service teacher education and need based in-service trainings.

ii. Policy Support

- Develop discourses in education to lead national policies and practices at par with emerging thoughts, research findings and initiatives in teacher education globally.
- Be a lead institute at the central level, the first of its kind, to develop and prescribe curriculum, practices (methods & pedagogies) and standards framework in teacher education which can inform national policy formulation.
- Play advisory role to NCTE and MHRD on planning, research, funding, quality benchmarking and related policy matters in teacher education.

- Provide research evidences and workable innovative models and practices to support policy formulation.

iii. Consultancy

- Provide leadership, guidance and consultancy to institutes of teacher education across the country.
- Provide consultancy to national and international organizations in the area of education.
- Encourage NITE faculty to take up consultancies to support quality improvement in teacher education among all stakeholders.

iv. Effective Linkages and Collaboration

- Work in close collaboration with national institutes like NIEPA, NCERT, NCTE and international organizations like UNESCO, UNICEF, UNDP, ILO and Commonwealth of Learning etc.
- Engage with educational institutions and other organizations involved in teaching and training in different educational contexts with an aim to work together towards strengthening the teacher/trainer development activities.
- Build healthy partnerships with industries and other public sector undertakings for resource mobilization.
- Collaborations with universities/institutions abroad on faculty and student exchange, faculty development, research and capacity building and much more
- Build on existing institutions and capacities through both significant institutional and curriculum reforms to enhance quality, accountability and cost-effectiveness.
- Create network of the schools- not just documenting the good practices but working in healthy collaboration with schools.

v. Research, Innovation and Knowledge Generation

- One core focus of the institute would be research and innovations in education that look at education holistically and attempts to study the processes and gaps in teaching learning. This could be operationalized by having a Centre for Research and Innovation in Education (CRIE) working in close collaboration with other departments of NITE as well as external agencies including NCERT and university departments of education. NITE will take the lead role in providing a platform for working together with interested organizations in formulating and conducting research and development of innovative practices.
- The CRIE will also probe into interdisciplinary issues involving education, pedagogy and cognitive science researches on the one hand and Computer Science/ Artificial Intelligence researches on the other.
- Undertake research on different aspects ranging from the psychology and sociology of

learning, to the practice of learning and further building on the science of learning which includes neurological studies as well that help in understanding the codes and neurological wiring while learning different concepts through different modes and methods for different children.

- Be proactive in probing into the changing needs of teacher development and conceptualizing and developing curricular models and innovative practices to cater to the futuristic requirements.
- Conduct and encourage innovation, documentation of best practices, collaboration, scholarships and exchange programmes in the sector with a larger multidisciplinary focus.

vi. Assessments, Surveys, Data Analytics and Improvement

- While NCTE is the data house for all factual information with regards to number of teacher education institutions, their infrastructure, staff and so on, NITE would be surveying and studying the process aspects in different teacher education institutes, carrying out data analytics and provide policy guidelines to MHRD in the area of teacher education.
- While there is greater emphasis on the student learning outcomes, there is no process for assessing and evaluating subject knowledge and pedagogical competencies of teachers. The university visualizes a lot of scope in this area of continuous teacher assessments at all levels from pre-primary to higher secondary and higher education as well.
- The university would work on developing teacher assessment and standards framework or teacher licensing. Across the globe, countries with higher student performance have equally emphasized on higher teacher assessments and learning.

vii. ICT enabled Teacher Development

- Create ICT empowered teachers through active continuous online professional learning.
- Empower teachers and teacher educators to use ICT as a tool through easy electronic institutional access to curriculum materials for training teachers.
- Supporting and hand-holding other institutes of teacher education in development of e-content and use of technology in education.

viii. Reforming Teacher Education:

- Being a role model for all teacher education universities, education departments and institutes.
- Opening of vistas of career opportunities apart from teaching.
- Developing and certifying competent and skilled facilitators for in-service trainings.
- Empower teacher educators through continuous professional development programmes in generic skills, pedagogic skills, discipline specific up-gradation, ICT and research.
- Prepare Indian teachers for teaching abroad.