

Require Of Trained Teachers in Countryside Schools

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Abstract

Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. A survey called the Annual Status of Education Report (ASER) shows that even though the number of rural students attending schools is rising, more than half of the students in fifth grade are unable to read a second grade text book and are not able to solve simple mathematical problems. Not only this, the level of math and reading is further declining. Though efforts are being made, they are not in the right direction. Quality and access to education is the significant worry in provincial schools as there are less dedicated instructors, absence of legitimate course books and learning material in the schools. Quality is a noteworthy issue when government schools are compared with the tuition based schools. In any case, Poverty becomes the sole reason that kids are not sent to tuition based schools and consequently rely on government schools for training. The foundation to turn India into a strong nation has to be laid down at primary and rural levels and so the quality of education right from the beginning should be excellent. The reasons behind so many drop-outs in spite of free education should be found out as this is a hurdle on the road to progress. Improvement in the condition of government schools, education quality, committed teachers and more salaries to these teachers should be part of development. There are many private teacher-training institutes in India, but the quality of the training they provide is unsatisfactory. Continuous professional development is a motivator for teachers, and enough attention is needed in this regard.

Teachers don't have a voice and have no say about educational policy. The concept of motivated teacher is also a flawed one because most of them feel that a motivated teacher is one who is regular to school every day, follows official protocols blindly without questioning and if necessary provide information that management team wants! The real focus shifts from student learning outcomes to complying orders as found fit by the administrative department relegating teachers to a mere stature of puppets who have no voice. Ms. Seema Bansal of Boston Consulting Group mentioned in Ted Talk that one of the issues faced by teachers in Haryana is not that they are incompetent but they were expected by supervisors to supervise the construction of classrooms, toilet, mid-day meal or depositing scholarship money in students account etc. Hence teachers were

in schools but not in classrooms. As teachers have to comply rather than pitching in their ideas, the whole process seems like a mundane task leading to disheartened and demotivated teachers. To cope up with this, teacher end up teaching a class of say 40 to 80 students in government schools. Sometimes teachers are thrust with grades and subjects that a teacher is not equipped to handle or interested to teach. Most of all the blame game that teachers have to suffer when management and even parents question them if a student's result is not up to the mark, even though the results are based on an archaic examination system which stresses importance on textbook learning with little to no scope of critical thinking.

Key Words: Differentiation and Discussion, Professional Development, Intervened By The Management and Mathematical Problems.

Introduction

Amidst all these evident challenges, there are initiatives taken by Prime Minister's government which has helped satiate the desire of fair learning amongst rural children and youth. For instance, E-baste aims to make digital education via tablets and computers accessible to learners in rural areas. Digital learning can help develop critical thinking skills. The project aims not only to benefit learners in learning concepts, but also to make them comfortable with technology. Steps are already being taken to introduce digital aids in preschools. Though digital aids can never really replace teachers, initiatives of these kinds can make quality content available to them. Again, Rashtriya Madhyamik Shiksha Abhiyan in partnership with state governments is dedicated to enhance the capacity of all teachers in Information and Communications Technology (ICT). Many teachers are not tech-savvy, and the teacher-training courses never really prepare them to handle digital aids in classrooms. Such schemes can go a long way in keeping them motivated besides improving their competence.

Under A Fresh Blueprint

National Council for Teacher Education (NCTE), a tight grip on dubious teacher education establishments is confirmed. This will actually bar 3000 teacher education colleges from admitting fresh students from the next academic year. Also, by January 2018, NCTE plans to declare a ranking of the top 100 teacher training institutes that will provide robust teacher training modules. Hopefully, this move will curb the growth of poor quality teaching institutions in India and bring about transparency in teacher training as well. Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. A survey named called the Annual Status of Education Report (ASER), shows that even though the number of rural students attending schools is rising, but more than half of the students in fifth grade are unable to read text book and are not able to solve simple mathematical problems. Not only this, the level of math and reading is further declining. Though efforts are being made, they are not in the right direction. The reason cited for this

problem in surveys is the increasing number of single classroom to educate students from more than one grade. In some states attendance of teachers and students is also declining. These are a few reasons why schools have failed to educate rural India.

Teacher's Needs:

Education sector is a very dynamic industry. A good teacher needs to be constantly updated with the best practices practiced across the world. This means reevaluating and reflecting one's pedagogical skills by adopting rigorous study, practice and self – improvement techniques. The high performing countries keep professional development and training as the top most priority and they conduct in-house trainings every month in addition to regular classroom observations and feedback by peers and managers. Unfortunately, professional development and R&D cell in the elite private schools is starkly absent and even if there are such workshops they are numbered to say 10 or 15 PD sessions per year, leaving teachers unequipped to manage the rapidly changing milieu of education section. Very few schools like Aga Khan Academy Hyderabad, Indus school Bangalore, TISB, etc., have their in-house professional development cell. At the end of the day a teacher is just a human being who has studied in the same dysfunctional system which means most of the teaching practices stem from the belief and experiences acquired during their school days. To change or even transform her belief system requires redesigning of professional development modules to a cutting age quality. For example, after the implementation of RTE (Right to education), which again many private schools have not wholeheartedly accepted, the classrooms have become more diverse and multi ethnic, and multi lingual. Teachers lack the skills to manage such diversity in class.

Training Programmers

An elementary school teacher attends the same training programmer as that of a senior school teacher leaving no scope for differentiation and discussion on age specific issues. Most of the sessions are designed keeping in view the situation existing in urban schools and problems faced by teachers. nothing but heavy dose of theory with zero planning to implement those ideas. Sessions like joyful learning and student-centric learning sounds hollow to teachers as they have to deal with social diversity and different levels of students. In general, there is no subject specific training for multi grade situations as most training programmer focus on generic skills. Hence, there is a complete mismatch between the problems faced by teachers inside the classroom and training programmers designed by administrators who have very little idea of challenges of a multi-grade class. Even if a teacher takes the whole pain to educate herself, at the end she is supervised by department head or principal who themselves have stereotypes and mind-set that are even more outdated. For example, if a language teacher is doing a listening task then she would be questioned by her coordinator as to why there is focus on listening and speaking skills rather than writing skills.

For the coordinator it is a Eureka moment if the teacher writes something on the board and students copy them like mute sheep increasing the volume of pages filled in the notebook which is a tangible product that can be shown to parents. Or let's say a Math teacher, who wants to implement an activity that they had learnt from one of the workshop session by asking the students to sing a rap while teach Statistics, would be promptly intervened by the management by scolding the teacher in front of the students for not maintaining discipline. Lack of intellectual liberty and academic freedom is what teachers miss in this profession and this failure of implementing something new curtails their motivation to learn, innovate and update their practices

Quality and access to education is the major concern in rural schools as there are fewer committed teachers, lack of proper text books and learning material in the schools. Though Government schools exist, but when compared to private schools then quality is a major issue. Majority of people living in villages have understood the importance of education and know that it is the only way to get rid of poverty. But due to lack of money they are not able to send their children to private schools and hence depend upon government schools for education. Above that, in some of the government schools there is only one teacher for the entire school and if they don't show up at work, then it is a holiday. If the quality along with number of teachers and, those too committed teachers can be improved in these schools, then aspiring rural children and India can fulfill their dreams of doing something great. Some government schools in rural India are overly packed with students, leading to a distorted teacher- student ratio. In one such remote village in Arunachal Pradesh there are more than 300 students in class X which makes nearly 100 students in each classroom. In such a situation it is impossible for teachers to pay full attention towards each and every student, even if they are willing to help.

Every village is not provided with school which means that students have to go to another village to get education. Owing to this parents usually do not send their daughters to school, leading to a failure in achieving rural education in India. Poverty is another setback. Government schools are not as good and private schools are expensive. This results in a very low number of students actually clearing their secondary education and taking admission in colleges for further studies. So the drop-out-rate at the secondary level is extremely high in villages. Only parents who can afford college education send their kids to secondary schools. If parents are not able to send their wards for higher education then all their previous efforts get wasted as completing just secondary education means a low paying job and the person is again struck in the same never ending cycle of money, life and poverty. Most text books are in English and since people in rural areas either speak their native language or Hindi, but not English that defeats the purpose. This results in lack of their interest in studies. Though some of the students from villages are really brilliant, as they have a wealth of practical knowledge and know how to survive even in very harsh conditions of life, difficulty in understanding their textbooks, lack of facilities and their poverty is a hurdle in their education.

Quality Related Issues

Students are not at all encouraged to think but they are asked to memorize pre-defined questions for exams. So for many students clearing examination at the end of the session, passing their exam becomes more important than gaining knowledge. Also as per the new CBSE rule, every student is supposed to be promoted to the next class irrespective of marks in their examination. Hence majority of students do not bother to study, which means a decline in their education level. Neither students nor teachers take any interest in studies which is why the level of education is declining in India despite many efforts. The foundation to turn India into a strong nation has to be laid down at primary and rural levels and so the quality of education right from the beginning should be excellent. Education and text books should be made interesting. For rural students textbooks related to their culture, their traditions and values should also be there so as to create their interest in studies. The reasons behind so many drop-outs in spite of free education should be found out as this is a hurdle on the road to progress. Improvement in the condition of government schools, education quality, committed teachers and more salaries to these teachers should be part of development.

There is a difference between city and village student not in terms of brain or development but their initial environment, skills, learning ability, availability of infrastructure, and access to different facilities. All of these must be considered while making the curricula which should not be different but how it is going to be taught would make the difference. Encourage the genuine rural students who are interested in education and make them competent. There are many examples of success in rural education in India like the Barefoot College, 8 Day Academy and Gurukul School in Bihar. These are innovative and successful examples of schools running in rural India. It is the time to replicate such efforts as our country and its rural population is very vast which means one of two stories of these kinds won't make any difference. Instead of this large number of such schools are required in rural India. It is also absolutely mandatory to evaluate the success of the schools and students at each and every level. Timely assessment will throw light on present problems and achievements. Let us try to build a solution around these problems which will resolve the overall issues of rural education



CONCLUSION

It was a good article that covers the urgent need for uplifting the educational system in the villages. I also noted in the article that poverty that which plays a major role in taking away village children from going to school is true and correct. The family and children feel the importance of living each day, rather than getting a white color job which is a distant reality for them. But let us also know one educated youth can change the entire family fortune and thereby the society. Therefore all efforts should be taken by the governments, NGOs and Communities at large, for the difference to be created among the rural India Education and text books should be made interesting. For rural students textbooks related to their culture, their traditions and values should also be there so as to create their interest in studies. The reasons behind so many drop-outs in spite of

free education should be found out as this is a hurdle on the road to progress. Improvement in the condition of government schools, education quality, committed teachers and more salaries to these teachers should be part of development.

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