

Teaching Practices and Learning outcomes in India

Narendra Singh

Piramal Foundation for Education Leadership, Churu

Email: Narendrasingh_85@gmail.com

Abstract- *Effective teacher learning and professional development is important for student achievement. Teacher learning is a continuous process that promotes teachers' teaching skills, master new knowledge, develop new proficiency, which in turn, help improve students' learning. Modern society demands high quality teaching and learning from teachers. Teachers must possess a great deal of knowledge and skills regarding both teaching and assessment practices to meet those demands and standards of quality education. Classroom management influence student learning environment and student learning outcome. A growing body of research in classrooms has demonstrated that teachers do make a tangible difference in student achievement, high quality teacher learning influences student-learning outcome as a result. Teachers must undergo cognitive and metacognitive learning processes to achieve learning outcome in the form of changed believes about their practice or, even better, change in behaviour. These processes are cognitive thinking activities that are used to process learning content, for example classroom management. Teacher outcomes in terms of improved knowledge and skills in a field of classroom management influence student learning environment and student learning outcome because of changed student learning processes. Teachers should concentrate on emotional support, classroom organization and instructional support aspects of classroom interaction among teacher and students. To be able to do that, it requires that the teacher, possesses a certain set of knowledge and skills to understand how these three domains work, what difference they can make for a teacher in the classroom and why they are so important. This paper will access the Teachers instructional practices and process system and its impact on learning outcome. These are all such methods that tell our students to enhance their learning outcome or take them away. In the 21st Century we have to say that these methods have a great need today.*

Keywords: Teacher instructional practices, Learning outcomes, Student Achievement.

Introduction

Across the Indian map, millions of children leave school without the ability to read, write, or do basic arithmetic. As a result, many are unable to, say, calculate change from a monetary transaction, or read a doctor's prescription or a legal document, when delivered well, education is key to addressing a host of individual and societal ills. For individuals, it enables them to be employed and to earn higher wages by increasing their productivity; to be healthier, as they are better informed to prevent disease and to use health services available to them effectively; and to pull themselves out of poverty by improving intergenerational outcomes. Classroom

management is essential to both teachers' education and teachers' professional development, it is crucial to keep teacher's knowledge up to date, so they can deliver high quality teaching. Interestingly, we know very little about teachers leaching, considering that, teachers themselves are experts in teaching and learning. My thesis explores this area, to shed a light on the problem of teachers' learning.

In recent years, there has been an increasing focus on the quality of education in India partially driven by the realisation that the rapid gains in school enrolment and attendance are not translating into gains in cognitive skills, as measured by test scores in reading, writing and math. These scores remain low compared to international benchmarks. Research over the previous years confirms that the most important determinant of the quality of education is the quality of the teacher; however, it also suggests that the variation in students' achievement cannot be predicted by most observable characteristics of teachers. Good teachers may prefer to work in good schools, or the principal of the school may assign good teachers to lower-ability students. In such cases, estimated TVA (Teacher Value Added) may also reflect unmeasurable student characteristics such as their ability and motivation. To address this issue, we estimate the variation in TVA across subject teachers for the same student (as the student is taught different subjects by different teachers), and hence, we can estimate the extent to which each teacher contributes to students' scores. Teacher and Practices Matters Today we find that teachers matter a great deal as far as achievement of students is concerned, and there is a great deal of variation in TVA across teachers.

One of the major factors affecting learning is teacher attendance. Being present in the classroom is an essential condition for teachers to exert efforts at teaching. In a study in India. This finding impacts perspectives on learning and absence in two ways. One, a student may decide that it is not worth coming to school if there will be no teacher to teach. From the above, we know that if a student is not attending school regularly, he/she is less likely to learn anything; and conversely, if a student is not learning anything, he/she is less likely to attend school in the future, therefore learning less in the long-run. Further, in a study of Sub-Saharan Africa, Bold et al. (2017 and 18) showed that teachers, even when they are in class, teach too little, and also lack the necessary skills and knowledge to teach effectively. Teacher absence can be reduced in two ways by effective monitoring and providing financial incentives to teachers.

Teacher Matters today: - Teachers in many developing countries, like India, are expected and required to teach a very demanding curriculum within a short amount of time and without any teaching instructions, thereby limiting the flexibility of teaching practices (Muralidharan (2016)). Further, Banerjee et al. (2016) have shown that low learning levels may also be due to ineffective teaching strategies. According to Pratham report its guide guides on what teachers should teach and how they should teach it can result in large gains in learning outcomes, particularly for 17 low-performing students. For instance, reorganizing the classroom to assess students and responding to those assessments by restructuring instruction based on students' actual learning

levels can cause large gains in instructional/learning outcomes. This pedagogy, called TARL (Teaching at the Right Level), is implemented by an organization in India called Pratham

Need of Teachers instructional practise and instructional practice: The approach observes few indicators of teacher practices and classroom processes that influence students learning and its outcome. The instrument is designed with the intention of providing feedback to teachers to enhance student's learning outcome and Teacher creates opportunities for cooperative learning activities among the students

- It's Important to creating opportunities for students to work cooperatively, teachers enable students to strengthen interpersonal relationships with each other and increase motivation to learn to work with others. An effective teacher will construct a cooperative learning activity that supports the goals of the lesson and promote positive interaction between the students.
- Teacher uses students' ideas and interests to inform activities and assignments.
- Teacher helping students in critical thinking to promote learning outcomes,
- Teacher connects activities and subject matter to achieve larger instructional concepts and objectives,
- Teacher connects students' studies to their everyday life experiences, showing the relevance of lessons outside the classroom,
- Teacher provides students with specific feedback to facilitate learning rather than just getting the correct answer or finishing an activity,
- Teacher model's high-quality language expression to advance student understanding and use of language,
- Teacher asks open-ended questions and closed-ended questions to facilitate deeper learning,
- Teacher extends student responses to promote deeper understanding and learning of a concept,
- Teacher uses scaffolding to promote student learning and understanding of subject matter, Behavioural indications of positive environment between teacher and students and amongst peers,
- Teacher actively employs responsive strategies for diverse learners, (Teacher makes an effort to be attentive to the needs of diverse learners in the classroom.)

Behind the concept of learning outcome there is also a very important role for a teacher: the role of the teacher and its activities and methods of teaching practises in very important the teacher can enhance the student's learning outcome in a class room in many ways.

These are all such methods that tell our students to enhance their learning outcome or take them away. In the 21st Century, we have to say that these methods have a great need today, so that the teachers will follow them and enhance the students' learning outcome

Best Pedagogical practices: - The teachers and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning. Few best pedagogical practises are Promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time – setting high expectations for every student’s progress and ambitious targets for improving classroom performances, working to build students’ beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success, providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress, routinely evaluating the effectiveness of teaching and using these evaluations to make adjustments to practice, school leaders provide teachers with ongoing detailed feedback on their classroom practices which may helps to understand the graph of learning outcome.

Conclusion

Teachers themselves are an essential component to ensure the quality of students’ inclusion in the school environment. Teachers have direct interaction with students and play a critical role in determining students’ experiences in the classroom daily. Special attention must be paid to ensure that classroom teachers have the skills and support needed to provide quality education to children with diverse learning needs. This requires the collaboration of classroom teachers, key teachers, school principals, education officers and policy makers. Preparing teachers with essential knowledge and skills for inclusive education also requires the commitment of all teachers. When desired policies are not yet in place in a country, these teachers should explore different and alternative approaches to achieve **the goal of providing quality education for all children and increase students learning outcome**. Preparing teachers does not simply mean providing prospective teachers with inclusive education skills; it is important to provide training and support for existing teachers as well. This paper reports a significant and positive relationship between exposure to pedagogies, such as TARL, and learning outcomes.

Teachers and their practices are the most fundamental agents in change in transforming the teaching and learning process in the classrooms to leading the student’s achievement in class and learning outcome

References

ASER Report by Pratham 2017-2018

New York University reports on teachers practices in India

Centre for Learning Environment Report(<https://laringsmiljosenteret.uis.>)

UNESCO Institute for Statistics, available at:
<http://www.uis.unesco.org/DataCentre/Pages/countryprofile.aspx>