

# INNOVATION IN TEACHER EDUCATION

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**Mahatma Gandhi** describes education as “an all round drawing out of the best in child and man – body, mind and spirit.” **John Dewey** regards education as the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities.

### **The ancient Indian view point:**

The **Rig-Veda** regards education as a force, which makes an individual self-reliant as well as selfless. The **Upanishads** regard the result of education as being more important than its nature. The end product of education according to the Upanishads is salvation.

**Sankaracharya** regarded education to be synonymous with self-realization.

**Swami Vivekananda**, modern exponent of Vedanta Philosophy, perceived education as the manifestation of divine perfection already existing in man. “Education he said, should aim at man making. By man making he implies the formation of character, increase in the powers of mind and expansion of the intellectual capacities.

**Rabindranath Tagore's** idea of education is that, it should help the individual child realize the essential unit of man and his relationship with Universe is an education for fullness.

Education is a fundamental right of each human being. In the constitution of the Republic of India it was envisaged that the State would provide, within 10 years from its commencement, free and compulsory education to all children up to the age of 14 years. Recently, by an act of constitutional amendment, the Parliament has made universal elementary education compulsory. Many countries of the world have gone a step beyond and made ten years of general education compulsory. In our country there are 300 million children in the school age group. The challenge now is to provide educational access for universal elementary

education to 200 million children and to follow it by universal secondary education. Physical infrastructure comprises a school building suitable for holding instructional activities, classrooms and playground, and instructional infrastructure comprises learning resources, textbooks, teaching aids and most crucial of all professionally competent teachers. If, for making a thumb rule estimate of number of teachers required for arranging schooling of 300 million children, it is assumed that for education of every 30 children at least one teacher is required. At this rate the country would need 10 million teachers. There are 5 million teachers in service now. Therefore, at least another 5 million teachers are needed if compulsory general education is to be provided to all children.

The Parliament appreciated the role of quality teacher education in providing quality teachers for quality school education and passed an Act in 1993 for setting up of the National Council for Teacher Education (NCTE) as a statutory body. The broad mandate given to the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. The Act has given to the Council statutory powers for framing regulations required for planned and coordinated development of teacher education and issues connected with the professional role of teachers.

The teacher education system in the country is extremely vast and diverse- covering so many institutions at different levels of elementary, secondary and post-graduate programmes. The Parliament appreciated the role of quality teacher education in providing quality teachers for quality school education and passed an Act in 1993 for setting up of the National Council for Teacher Education (NCTE) as a statutory body. It was also felt that a system of rating by an independent autonomous body recognizing teacher education institutions will bring credibility in functioning of

the institutions and the quality of the programme. Teaching being a profession and teacher being a professional, the system of assessment and accreditation of teacher education institutions by an independent body such as National Assessment and Accreditation Council (NAAC) is being made an effective instrument for raising the quality of teacher education programmes and for enabling institutions in using their physical and instructional infrastructure optimally and professionally. The scheme of assessment and accreditation will help institutions to carry out their strength, weakness, opportunity and threat analysis, and in making their programmes more attractive to the students and to their potential employers.

### **Quality of School Education**

School education is the anchor-bay of education. It not only provides students, a sense of history and national perspective, but it also equips them with the necessary abilities and skills to face the challenges of future life. It prepares them as well either for entry into the world of work or to pursue courses of higher learning. But to ensure that what is of paramount importance is qualitative school curriculum.

Quality of school education depends very much on the relevance and balance of its curriculum. The greater the relevance of curriculum to future social needs and emerging developments in science and technology the greater the balance between knowledge and skills, the more will it enrich the curriculum. It also depends on the quality of teachers working in the schools. As we closely look into this context, the quality of teachers is guided and controlled by the quality of teacher education in that system of education.

### **Quality in Teacher Education:**

Indian institutions of teacher education are far behind their counterparts, in developed countries. We need to make the system of education more innovative for futuristic, in order to respond to the changing, demands of the society.

Teacher training institutions have remained in the state of neglect for too long. While theoretically everyone agrees that efficacy of these institutions determines the quality of school education, in practice, not much as being done to ensure that these become professional institutions with professionally qualified, motivated faculty, which needs to function in a state of adequate infrastructure and resource support. To maintain the standards and to update the qualities, we require

commitment, complete involvement of all the personnel, friendly management, free market environment and training of people concerned.

The quality of teacher education determines the quality of teachers. The National Council for Teacher Education (NCTE) started recognizing teacher education programmes at different levels, Primary, secondary and higher secondary. The secondary teacher education in the country has long established its uniformity on curriculum. The NCTE has suggested 1:10 ratio of teachers to students at B.Ed level, whereas government of Gujarat suggested 1:12 ratio. Pre-service teacher education has essentially remained a one year programme through out the country for more than five decades. The NCTE in recent years emphasized the need for duration of courses by strengthening pedagogy and practice in taking programme with the incorporation of internship.

After independence, strenuous efforts have been seriously and continuously made for expansion of qualitative improvement of teacher education. For the qualitative improvement of education in general and teacher education in particular various committees and commissions were formed. Among the commissions, the Kothari Commission (1964-66) which dealt extensively with all aspects of education is worthy enough to mention. It said, "A sound programme of professional education of a teacher is essential for the quality improvement of education."

In their opinion, quality of training institutes remains with a few exceptions either mediocre or poor. Preparation of qualified and able teaching personnel is one of the most significant functions of all teacher education institutions. Realizing this fact the National Policy on Education (1986) places complete trust in the teaching community and has suggested a variety of steps to improve the status of teachers with effective accountability.

The quality of teacher education would largely depend upon the effectiveness of teacher education institutions.

Quality of teacher education is an integral part of the quality of education system.

Teacher education institutions have a greater responsibility in producing quality teachers lest the future of our nation is at stake. The Kothari Commission devoted first chapter completely to teacher education and detailed various recommendations for the improvement of its quality. It emphasized that the essence of teacher education is quality and in its absence, teacher education becomes not only a financial waste but

also a source of overall deterioration in educational standards.

### **New methods and materials of teaching-learning.**

Education today has become more complex due to the vast societal changes and the new insights in the field of pedagogy. There is an explosion of knowledge in every field. New knowledge is generated in every field in every country of the world. There have been tremendous advances in science and technology, and more so in information and communication technology (ICT). All these developments have brought about substantial changes in the methods and materials of teaching and learning. Unfortunately, our teacher education institutions have not been able to keep pace with these developments. Researches on classroom processes and present practices of teaching indicate that teaching in our schools remains didactic and that emphasis is still on memorisation of facts, and assessment of these through achievement tests.

### **ICT literacy**

Today our classroom processes are mostly based on “chalk and talk”. This e-service and in-service teacher education programs should include intensive training in the use of modern tools of ICT including off-line and on-line electronic resources such as CD-ROMs, multi-media, Internet and world-wide-web (WWW).

Unless teacher educators model effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. All these problems are closely associated with increase in sub-standard institutions of teacher education and there are numerous reports of gross malpractices; and the support system provided by the State Councils of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level. The DIETs are charged with the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centers for elementary education at district level. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary stages and in vocational education. Although National Council for Teacher Education (NCTE) as a non-statutory body has

taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Frame work consequently; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. During the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and simultaneously learning experiences whenever available, rarely contribute to enhancing teachers' capacities for self-directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum. Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country. Teacher education is now becoming more ye to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has widen the area of responsibilities of the teacher. Now teacher has to perform various

role like encouraging, Supporting and facilitating in teaching-learning situations which enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens.

**Suggestions for Quality Innovative Approach**  
Major concern: At present major concern is NCTE Regulation 2014. There is a great need to rethink on the course duration, number of seats allotment to teacher education colleges, teacher educator's qualifications and their selection criteria which created a chaos in Indian teacher education.

Along with this major concern following measures can be helpful-

(1) The courses of studies along with their duration in theory and practice should be restructured as per Indian conditions. For this research should be conducted comprehensively to realize the goals of teacher education. The results of these researches should be given due importance in designing the curriculum of teacher education.

(2) The method of teaching in the teacher education should be reorganized according to the changing demand of education system. Special innovative programmes like seminars, Workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process in various fields.

(3) The admission procedures of B.Ed. should be completely restructured so that only those who have aptitude of teaching are able to take admission in this course as the increasing number of colleges of B.Ed. has made this course accessible for everybody.

(4) In order to remove the myth or misconception that the training in teacher education department is superficial and is not incorporated in real situation the professional attitude should be developed by organizing various types of facilities like school assembly, social work, field work, surveys, laboratory and other co-curricular activities.

(5) Refresher courses, Orientation programs Seminars, Conferences, Workshop, Symposium should be encouraged for the professional growth of teacher educators. All the educationists can be oriented with new developments, changes, innovations in the field of education.

(6) Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with

Special Needs.

(7) As per NCTE every state's "would be teachers" have to undergo a Teacher eligibility test after the completion of teacher education course. There should be provision of a single TET in the country in place of random TETs as it will make a coherent curriculum of teacher education in all the states.

### Conclusion

Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

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