



## UP GRADATION OF TEACHER EDUCATION IN INDIA

**Prof. Anita Ramchandra Powar**  
Mahila College of Education,  
Market Yard, Kolhapur.

### **Innovative Practices in Teacher Education Institutions**

The role of teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The teacher needs to be conceived as a change agent and not as a mere transmitter of knowledge and culture. Every section of Indian society is demanding a change in the present system of education. It is agreed that this system is absolutely meaningless and irrelevant & is, in no way capable of meeting the needs of a developing nation. Whatever aspect one glances at regarding the education of future citizens for a socialist democracy—the content of education, the community institute correlation.

Educational innovations pave way for Educational Excellence. In fact, education has made the impact on this globe only through laudable innovations and innovations have always had their base in the systematic probes made by experts. Even now our educational institutions are rarely equipped or even motivated to attempt to evaluate the effects of their own practices.

By innovations we mean any change in anyone component of the educational system which is not made simply for the sake of change but with the intention of promoting improvements in the aspect concerned and having regard to the close interdependence of all such aspects—in the system as a whole (Noel, 1974, P-24)

While innovations are adopted by institutions they have different levels of implications to those who are associated with them. There are two types of innovations.

- a) Unencumbered - Some innovations require simply the adoption by an individual member of staff within the limits of his own classroom.
- b) Encumbered - On the other hand if the innovations is in the form of a project involving more people, the innovating teacher is at the mercy and co-operations of them.
- c) The Dynamics of Innovation -

The literature on change outlines three different models to indicate the three chief types of the process of change

- \* Research & Development model
- \* Social Interaction model
- \* Problem Solving model

Innovations needed in the content of education, the nature of assessment, the employability of its products, the community institute correlation. The More innovative institutions tend to monitor for teacher – training interaction more closely to society Steiner's G. A. description of creative organization is on that encourages the following

- Idea men
- Open channels of communication



- Decentralized & diversified power structure
- Variety of contacts with outside sources
- Heterogeneous type of personnel
- Using an objective & a fact finding approach.

In short, then a creative or innovating organization is a collection of creative persons.

Who do not get in one another's way.

Teacher education institute has certain following characteristics—it included.

- 1) More highly trained & qualified teachers personnel.
- 2) Professors and administrations more highly receptive to current educational ideas.
- 3) Educational administrators providing active support for adaptations rather than remaining neutral.
- 4) The public attitude favoring modern practices.

The Kothari commission (1964-66) recommended various suggestions for the improvement of teacher education. In 21<sup>st</sup> Century teacher education institution needed more improvement than previous days. Total Quality Management (TQM) maintain by teacher education institution. Teacher Education Institute's curriculum is also changed in theoretical and practical aspects.

### **Objectives of Teacher Education**

The Objectives of teacher education programme are as follows –

- 1) To develop the necessary skills and competencies in prospective teacher educator for the preparation of the teacher.
- 2) To impart the latest knowledge relevant disciplines.
- 3) To upgrade their knowledge and develop critical awareness.
- 4) To develop the capacity of elaboration, examination, interpretation & communication of an ideas.
- 5) To enable them to undertake meaningful educational research for improving the condition of education & society.
- 6) To develop among them the desire for lifelong learning for removing and chromes from them.

By observing above objectives of teacher education programme innovations comes in each objective.

- 1) Not only focus on theoretical programme of curriculum but skill-based education is provided. Development of life skill is needed for prospective teacher educator. All round development of student-teacher is necessary in future programme.
- 2) Now a days this is information technological era. So there are various sources available for latest knowledge for teacher educator always update with new ideas. ICT based knowledge is given to student- teacher.
- 3) Teacher educator upgrade their knowledge and critical thinking power.
- 4) Throw their teacher education programme inculcate the values. To enhance their communications ability.
- 5) For the development of society research is very major role so to enhancing their research attitude.



- 6) In teacher education institutions communications of innovations also takes place.

### **Innovation of Communication**

- a) Mode & Media – There is 100 % agreement of the staff on the following –
- i) These exist free flow of communication between the principal & the Staff
  - ii) Source receiver communication is two - way process
  - iii) Interpersonal communication media is preferred
- b) Effect – 80 % of the staff have agreed that the principal gives a lot of ideas and also freely accepts ideas from the staff on innovations.

Our training institutions found there critics just after their inception.

Over a period of times they have been criticized for their organization, syllabi, examination system, admission policies for almost all the activities undertake by them. In spite of the criticism our training institutions still remain, by & large, traditional in their organization, functioning and approach.

In recent year, the concept of education has undergone a tremendous change basic need of our training institutions is to modernize them. By modernization I mean that the training to the teachers should be provided in such a manner that they are capable of imparting not only information based education but education for life to their pupils.

From the broad need for modernization there emanate many other subordinates needs. There need to be outlined.

### **1. Organization of training colleges**

There is need for the reorganization of our training colleges. If education has to be continuous, it is necessary that continuity be reflected in our training institutions.

### **2. The curriculum**

Another need of our training colleges is to bring drastic changes in its Curriculum must be so planned that the values needed for the Indian society. They must not only learn the art of teaching but also techniques to bring out desirable changes in the attitudes of students.

The need based curriculum has mainly has two aspect.

- a) The Oriental -

Minimum theory based on pragmatic philosophy has been included in the curriculum, inert ideas have been pruned and the content made practical oriented.

- b) Practical –

On the practical side, skill based approach has been Emphasized.

### **3. Evaluation System**

The need for improvement in the evaluation system can not be over emphases. The Approach paper prepared by NCERT Mentions

“Teacher training institutions instead of Seizing the unique opportunity of becoming pioneering pace makers , have followed the traditional method of evaluation”, there is an imperative need that there traditional methods should not be changed.



### By using – new scheme or Innovative Practices

i) Internship – has been adopted from the medical profession. The Pupil teachers, after their internship phase, go to the schools to practice skills in the classroom under the guidance and supervision.

ii) Co-operative Teaching – College Supervision is greatly facilitated through the co-operative teacher.

iii) Think – Pair-share method using by student teacher under the guidance and supervision.

iv) Multiple intelligence instructional strategy – how to use this method for teaching learning process and learn from practical perceptives

v) Collaborative Learning – In Teaching Learning process the teacher Educator learn more new strategies under the guidance in the teacher education institutes.

Above major innovation takes place in Teacher-Education Institutes. There are various minor innovations in teacher education programme.

The outstanding problem may be enumerated as those related to finance, admission policies, official interference, curricula, staffing and recognition respectively. There are so many artificial barriers in the training of teachers need to be removed, as well as the differentia

tions between different type of teacher institutions.

Problem in education have no fixed answers. No teacher education program can prepare teachers for all the situations they will encounter. Teachers themselves will make the final decisions from among many alternatives.

Therefore, it is important for teachers to constantly reevaluate their decisions. This can be achieved through collaborative co-operative learning in teacher education can instill in future teachers the value of social interactions, Reflection improves a teacher's ability to make appropriate and sound judgements.

The teacher training institutions must also evolve their own techniques of evaluations, practices, curriculum. Our training institutions creates a teacher who has a clear concept of a whole man in him all those skills and knowledge should be made to flower which may enable him to nourish his pupils towards the concept of man which our society cherishes.

### References

1. Lipkin, John, P. Secondary School Teacher Education in Transition, Asia Publishing House, Bombay, 1970.
2. Mitra, Shibk., Concept of Man in Education, Paper Written for Seminar on the Concept of Man.
3. Arun K. Gupta, Teacher Education Current And Prospects, Stenling Publication Private Limited.
4. Varma Mahesh, ( 2006 ), Teacher Education, New Delhi, Murari Lal And Sons.
5. Talessara, H. (2006), Innovation in Teacher Education And Impact of Common Wealth Council for Educational Administration and Management in Chourasia G. et. Al. ( Eds), Teacher Education for 21<sup>st</sup> Century, Bhopal Alok Press.