



A Study on Innovation in Teacher Education in India

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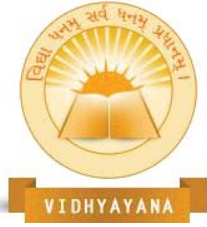
Abstract:

Education is limited by the quality of its educators. Teachers' professional lives are influenced by a multitude of circumstances. Specialization and professional training have the most significant influence on society. Since India gained independence, the importance of teacher education for the improvement of the overall educational system has been recognized. Since 1949, suggestions from various government entities have established the fundamental ideas that have guided changes and advancements in teacher education in the country. This paper centers on the innovative techniques and methodologies now employed in teacher education in India.

Keywords: Teacher Education, Innovation

Introduction

"Innovation in teacher education" involves implementing new and creative approaches to prepare teachers for the challenges present in the current educational system. These strategies aim to improve the quality of teacher education and enhance the skills and knowledge of educators. Consequently, children will receive an education that more effectively prepares them for life in the 21st century.



Outdated teacher training approaches, centered on lectures and theoretical knowledge, should be discarded to make space for innovation in teacher education. The focus is on learning through collaboration, hands-on experience, and integrating technology into the educational process.

Innovative teacher education programs prioritize the advancement of critical thinking, problem-solving, and communication abilities. These are crucial skills for successful teaching in modern, varied, and rapidly evolving educational settings.

Innovative methods such as project-based learning, flipped classrooms, online learning modules, and simulations have been included into teacher education. Professional development programs promoting ongoing teacher learning and collaboration can contribute to innovation in education.

Ultimately, innovation in teacher education aims to create interactive and stimulating learning opportunities to help teachers acquire the necessary skills and knowledge to adequately equip students for the future.

Innovation

In 1978 and 1988, the National Council for Teacher Education (NCTE) recommended improvements to the methodologies utilized in teacher education classrooms. Teacher educators advocate different teaching methods to prospective teachers but do not use these methods in their own classes, which is ironic. India's numerous teacher education programs have implemented and proven the effectiveness of innovative methodologies.

Microteaching

An extensive training program utilizing microteaching in realistic scenarios without recording devices was approved as an alternative to student teaching. The current method involves introducing a specific set of teaching skills, then demonstrating and discussing the cognitive and behavioral aspects of those skills. Trainees use their appropriate skills to teach in



simulated small groups and receive feedback from their teacher and peers. The pupil can fully grasp the learning environment.

Internship

Although it is commonly recognized that field experience should be a key component of teacher training, practice teaching is frequently disregarded. Meeting the minimum lesson requirement is now considered adequate. It is advisable to complete the lectures promptly. The internship program in education initiated by Regional Colleges of Education has brought about a new era in teacher preparation. Education internships typically span from 10 to 12 months, during which a student teacher serves as a full-time apprentice in a school. Participants in this program will enhance their comprehension of the school's culture and get the chance to acquaint themselves with their peers.

Programmed Learning Material

The National Council for Teacher Education (NCTE) recommended exploring innovative methods for teacher training. Trainees should have more liberty by utilizing library research, customized courses, and self-study materials instead of relying on outdated notes. The Centre for Advanced Studies in Education at Baroda developed Programmed Learning Material (PLM) to be used in teaching the course on measuring and assessment. It was hypothesized that integrating PLM with traditional seminar sessions will yield superior outcomes compared to solely relying on lectures. A Product Lifecycle Management (PLM) version of Yadav and Govinday's (1977) course on measurement and assessment was tested with a specific group of students. Once its effectiveness was demonstrated, the new teaching method for the course was adopted as the norm. Trainees gained hands-on experience with PLM, which could inspire them to integrate the technology into their classroom lessons, in addition to receiving a new approach to teacher education.



Models of Teaching

Teaching is a deliberate and organized activity aimed at achieving various results in terms of student conduct. Every kid possesses a distinct personality and learning style. Therefore, it is crucial that the objectives of the class align with the characteristics of the students.

Most of India's educational programs train instructors in only a limited number of approaches, which, based on what is known about how people learn, is considered ludicrous. Passi, Singh, and Sansanwal (1986) conducted a comprehensive national study in three phases to investigate the feasibility of integrating various teaching models into teacher training programs in India and implementing them in Indian classrooms. 45 teacher educators took part in the initial phase of the study, where they were familiarized with the idea attainment reception format and inquiry training methodologies. In Phase 11, educator teachers collaborated with 321 students in 25 schools. During Phase 111, student instructors actively utilized the models in their teaching. These two strategies were utilized to educate more than 2,500 kids. This nationwide project has shown teachers' readiness to embrace and use new instructional methods in institutions.

Integrated Teacher Education

In India, there are three specific paths that potential secondary and higher secondary school educators can choose to follow. Typically, one year of professional training is expected after completing college. Another prevalent method is four-year integrated teacher education programs, while a third alternative is distance learning for prospective educators. The four-year idea is currently being introduced in a limited number of schools, demonstrating potential as an innovative and demanding method for teacher training. Since 1953, various commissions have proposed it as a method for training instructors for versatile schools. The 1986 National Policy on Education proposed transforming certain teacher education colleges into four-year universities that provide integrated programs beyond the secondary school level. Incorporating theory and practical application into a four-year curriculum is crucial in the field of education. General education, topic education, and professional education combinations may be available.



Teacher Education Curriculum

A well-designed curriculum is widely considered the most effective tool for transforming schools. A curriculum cannot remain static but must adapt and change over time to incorporate new information and align with the evolving aims of teacher preparation and educator roles. Each higher education institution is responsible for establishing its own curriculum. In recent years, there have been several projects focused on standardizing teacher education programs nationwide. The Education Commission of 1966 discovered that the training programs for prospective educators were not dynamic or realistic enough to address the problems of new national goals. It stayed stagnant, disregarding progress in education and other areas. Insufficient attention was given to the educational system's ability to bring about the socialist, secular, and democratic society desired in India. Teacher education, as per The Teacher Education Curriculum - A Framework (NCTE, 1978), should be task-oriented. The curriculum should combine theory courses, integrating pedagogical understanding with teaching methodology for various subjects and attitude development.

In 1986, the National Policy on Education (NPE) acknowledged educators as the main drivers of constructive social development and identified education as the crucial element in attaining national goals.

To name a few aims:

- Inclusive education. The constitutional requirement for free and mandatory education for all children up to the age of 14 has not been fulfilled. Teachers need to be made aware of these national concerns and acquire the necessary abilities to address them.
- A national education system with standardized organization, curriculum, and minimum learning benchmarks for each level. Teacher education should foster and uphold Indian identity. Training approaches should involve organizing schoolchildren's learning experiences into many key components.
- Education focused on the child's needs and interests. Emphasis is placed on the child-centered approach and activity-based learning in elementary school. For this to avoid



becoming a cliché, teachers need to comprehend its concepts and acquire the essential abilities and attitudes.

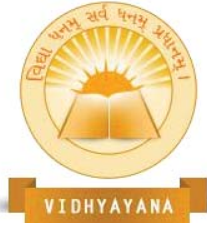
- Education emphasizing moral values. Educational reform prioritizes values. The NPE proposes revising the curriculum to endorse social and moral ideals while addressing fanaticism, superstition, and injustice. Value education requires substantial attention. Teacher education should prioritize the cultivation of values.

Inservice Teacher Education

Historically, teacher preparation has involved providing inservice education. Preservice education is insufficient for adequately preparing a teacher for their entire career. Teachers are required to refresh their discipline knowledge, adapt to changes in curriculum, and embrace new educational goals, which leads them to take on more tasks. The Programme of Mass Orientation for School Teachers, also known as PMOST, is the largest teacher inservice innovation in the country. This program teaches and trains teachers to implement policy.

The PMOST conducted 10,000 10-day Teacher Orientation Camps to orient school teachers around the country. During five-day seminars, 10,000 academics were taught to lead and provide resources for these camps. Materials and procedures for inservice teacher education were developed to achieve program objectives and minimize training attrition.

Following the National Policy on Education in 1986, the Primary Mathematics Online Support Team (PMOST) was established to train teachers on their new responsibilities and improve their expertise in the field. Teachers are impacted by the employment of a child-centered and activity-based learning approach at the primary level. Teachers increasingly guide learning rather than simply imparting information. The instructor must support children in learning within their environment, encourage self-directed learning, foster curiosity, and direct them to educational materials.



Teacher Education for Rural Development

Many developing Asian countries have rural populations that are both uneducated and destitute. Education in industrialized countries has favored metropolitan areas. Rural education needs to address rural conditions and play a crucial role in promoting social and economic progress.

Rural development benefits the economically and socially underprivileged. Rural laborers benefit from development. Rural development has both economic and social aspects. Rural development aims to alleviate poverty by providing rural communities with access to basic necessities such as food, clothing, and shelter. Health and education are societal. It fosters the growth of individuals and rural communities.

Rural education. It must adjust and progress in accordance with that reality. We need to educate and equip teachers to adapt education to rural development.

Teachers need to be educated to recognize the significance of rural development for education and society.

A curriculum revision is required since the current teacher education program does not adequately train teachers for rural development. The training methodology should be altered as well. Community-centered teacher training is necessary. Teachers should conduct rural skill training instead than debating it. These teacher education programs focus on rural development.

Gandhi Vidyapith in Vedchhi, Gujarat State has been providing graduate teacher training since 1968. The course prepares individuals to work as both instructors and rural restoration workers. There are 40 trainees who attend Vidyapith every year. 40% of the population consists of rural tribal women. The objective is to educate rural change agents, not traditional classroom instructors. Experiential learning grounded in society. All programs are challenges. Trainees discover, address, and communicate. This prepares trainees to address challenges while taking on all instructor duties. Instructors trained at Vidyapith are eager to operate in rural regions. significantly (Mukopadhyay, 1977).



In 1920, Mahatma Gandhi established Gujarat Vidyapith in Ahmedabad, which was later upgraded to a university in 1963. The educational institution instructs individuals in rural development activities. It adheres to the principles of Gandhian Basic Education. The teacher education program involves trainees fully in rural living. Student teachers in Basic Education institutions acquire vocational skills to value work and bridge the gap between manual and intellectual labor. The hostel is compulsory and provides instruction in self-governance, collaboration, and communal living. Off-campus programs and internships provide students with exposure to rural schools and living. These programs demonstrate to children the tasks that local school instructors and reconstruction workers are required to perform.

Vidya Bhavan Teachers College in Udaipur was established in 1941. The college's B.Ed. degree is conventional, although it also provides distinctive teacher orientation programs focused on rural development. During the Open Air Session, teacher trainees spend multiple days in a rural area following a structured curriculum aimed at teaching them self-sufficiency and rural living. Trainees have the opportunity to engage in rural development. Trainees later spend a two-week period teaching and learning about rural schools in a rural school setting (Buch, 1977).

Conclusion

An inexperienced teacher cannot acquire the ability of teaching just by seeing and imitating more seasoned, proficient instructors. Not all good educators are inherently suited for the vocation. The training and orientation process has a significant impact. Teaching, like other skills, may be acquired via proper guidance and education. It is crucial to allocate teachers time and resources for continuous professional development. Due to the rapid generation of new information, much of our current knowledge will become outdated within a few years. Educators must have opportunities to engage with each other, exchange their knowledge, and stay informed about new areas of study.

Here are some innovative and potentially game-changing new methods for teacher training that have emerged from India in recent years. The report is not exhaustive, but it does indicate that the authors are biased towards these advancements.



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