

# New Trends and Innovations in Teacher Education in 21st century

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**Abstract**— Teacher education is the program which is very much related to teacher proficiency. It enables the teacher to become competent and ready to face new challenges in education. In the present times, the education field is not limited to books only but it also broadens its vision. It constantly demands to investigate innovative minds, acquiring required information and adjusting and accommodating according to the universal demands. Many types of researches have been done to improve the evaluation process but teacher assessment remains unorganized. This paper provides detailed information about evaluation methods, trends and innovations in teacher education. It also indicates the important change which has to be done in teacher education. It also focuses on the teacher education program, innovative techniques, practices and emphasizes that teacher education program should be well-structured and modified in such a way so that it solves new problems and challenges coming in the field of education.

**Keywords:** Trends, Innovations, Reforms, Challenges, Teacher education, Evaluation

## I. INTRODUCTION

According to National Council of Technical Education, NCTE (1998) teacher is the essential element in any educational program. He occupies a central place in the implementation of any educational process at any stage that is from school to college level. The level of success and academic achievement of any student is determined by the competence of the teacher. So, the quality of good education depends on the competence and quality of teachers. Kothari commission has rightly stated, the future of Indian students is being shaped in their best classrooms. As we know, the population of India is regularly increasing day by day. With this, the requirement of well trained, qualified & professionally trained teachers will also be increasing. So, there must be a lot of efforts that should be made to improve the quality of teacher education. It is a continuous process which needs reforms at every stage and it's two components namely as pre-service and are complementary to each other. (Cochran, 2001). Today, we find that there are new hopes and expectations for education and everybody focus on the teachers who are to be futurist leaders, provider of sustainable education.

The shifting of the pattern from teacher dominated classroom practices in now become the partnership between the teachers, students and their peers. The main function of educational institutions is reflected through different types of initiatives for transforming nature and both informal as well as non-formal education. For universal accessibility, the development of quality education is very important. So, it is necessary to bring improvement in the system of teacher education for preparing good quality teachers.

India has a huge system of education in present times. The Indian education system consists of 5.98 lakhs

Primary Schools, 76 lakhs Elementary Schools and 98 thousand Higher Secondary Schools but there are only 1300 teacher education institutions for elementary teachers, 700 colleges of education & university departments which are preparing teachers for secondary & higher secondary schools. (Zeicher, 1990). It is a very surprising figure that only 3 million teachers are teaching at the primary/elementary level out of 4.52 million. And many of them are untrained or under-trained. Many regions like the North-East we found that there are even untrained and unqualified teachers. In-service training of teachers is not up to the mark and the situation is not encouraging. In the present scenario, it has been observed that teacher educators are not enough competent and professionally committed to their profession which the teachers should be desired. The quality of pre-service education is deteriorating day by day. (Naseem and Anas 2011) discussed various problems in their study that are present in Indian Teacher Education. While (Sharma, 2012) emphasized that ICT plays an important role in the professional growth of the teachers and also helping in shaping the global economy. Unless teacher educators will not use technology in their classrooms, the new generation can't come with expected outcomes. Only new tools and techniques reform the teaching and learning process. But the root cause of all these problems is closely associated with the rapid growth of sub-standard institutions and there are the number of reports of malpractices which we get nowadays. Even the State Councils of Educational Research and Training (SCERTs) and University Departments of Education have an insufficient support system.

Only DIETs are responsible for organizing pre-service and in-service programs. In addition to that, the nodal resource centers for elementary education are responsible for organizing programs at the district level. In the same way, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) are taking the charge of introducing innovations in teacher education programs at the secondary, higher secondary stages and in vocational education. (Smith, 1999).

NCTE, National Council for Teacher Education is a non-statutory body that has taken various steps for improving the quality of teacher education. Its key role was to prepare Teacher Education Curriculum Framework regularly; the curriculum of teacher education has brought many changes in teacher preparation programs in different universities & boards across the country. (Sachs, 1997).

From the last decades, new push has been constituted due to fast changes in the field of social, educational, political & economic contexts at the national and international levels. Reconstruction of the curriculum has also become imperative in the light of some noticeable gaps in teacher education. Teacher education seems to be conventional in its nature and purpose. The blending of

theory and practice & curricular response to the need of the school system remains insufficient.

Teacher's knowledge with the latest educational developments remains inadequate. The education system still preparing such types of teachers who are not professionally competent and committed after the completion teacher preparation programs. Numerous teacher training institutions do not practice what they teach to the teachers. Many of the skills acquired by the teachers and learned methodologies are rarely practiced in the actual school system. All this shows the requirement to bring realism and flexibility in the curriculum.

## II. PROBLEMS OF TEACHER EDUCATION

It is universally accepted that education is the best means for social reconstruction and to a large extent it provides solutions to the problems which society is facing. These problems may be any type like economic, social, cultural, political, moral, ecological and educational. Since the teachers perform a major role in the education of students, their education but still there are some problems with teacher education.

Different problems in the field of teacher education are as follows:

- 1) Selection of problem
- 2) Short Duration of Teacher Training Programs
- 3) Incompetency of pupil Teachers
- 4) Teacher Education Program have a narrow and rigid curriculum
- 5) Superficial Practice teaching
- 6) The problem of supervision of teaching
- 7) Deficient in the content of the Teaching Subject's Knowledge
- 8) Methods of Teaching are lacking in innovation
- 9) Segregation of the teacher Education Department
- 10) Poor Academic Background of Student-Teachers
- 11) Deficient in facilities for pupil-teacher
- 12) Lack of Regulations in Demand and Supply
- 13) Lack of facilities for Professional Development
- 14) Insufficient financial grants
- 15) Narrow Scope of Teacher Education
- 16) Lack of Culture-Specific Pedagogy

Therefore, teacher education creates the necessary knowledge and awareness among teachers and information about their new roles and responsibilities regarding education. Teacher's education needs to strengthen & emphasize the main features of a profession like the systematic theory, rigorous training for a fixed time, community sanction, authority, ethical code and culture, creating knowledge through research & specialization. It is recommended that formal professional training on a regular basis is essential for becoming a good teacher. It also helps in the development of one's personality, refined communication skills and brings professional commitment.

## III. EMERGING TRENDS AND INNOVATIONS

The term innovation means the introduction of something creative new and useful, introducing new methods, techniques, practices, changed products & services. Schools or teacher education institutions carry out trends,

innovations and experimentation which is very much related to the process of teaching and learning. Training or management of schools has been done to improve the efficiency of the institutions and to tackle the problems and difficulties which are facing day today. The current structure of teacher education is supported by a strong network of national, state, provincial and district level resource institutions. They work together to increase the quality, effectiveness and successful implementation of teacher preparation programs at the pre-service and in-service level for serving teachers all over the country. (Iredale, 1996).

Teacher education is now becoming an emerging demand for the school system. Because in the changing needs of education, the learners and technological advancement have broadened the area of responsibilities of the teacher. Now, teacher has to play different roles such as encouraging the learners, supporting and facilitating students in the teaching and learning situations which enables the learners to discover their hidden abilities and talents, realization of their physical and intellectual potentialities up to the maximum extent, development of character and desirable social, moral & human values so that they act as responsible citizens of the country.

## IV. SUGGESTIONS

- 1) Different courses of studies in theory & practice should be newly restructured. For this, the research must be done comprehensively for the realization of the goals in teacher education. The analyses of these researches should be given much importance in framing and designing the curriculum of teacher education.
- 2) The method and procedures of teaching in teacher education should be organized according to the emerging demands of the education system. Special innovative programmers such as seminars, projects, workshops, discussion and conferences should be reorganized constantly for the improvement of the teaching and learning process in different fields.
- 3) Teacher training courses like B.Ed. should be completely restructured. Only those students who have teaching aptitude can take admission in B.Ed. course because of the mushroom growth of B.Ed. colleges have made this course accessible to everybody.
- 4) In the present scenario, there are large numbers of self-financing colleges which are mushrooming like shops and they are only interested in making money-making factories. Therefore, regular inspection has been done should check the quality in teacher education colleges. The affiliating bodies should frame such type of parameters which enhance the quality and quantity of the teacher education program.
- 5) There should be a planning unit in the State Education department which helps in regulating the demand and supply of school teachers. It has been noticed that there is a huge gap between demand and supply of teachers in different states. The scenario of education is seem to be changing after RTE, Right to Education Act 2009, the demand for teachers at the different levels has instantly increased. Moreover today, there is need for special teachers for inclusive education and we all know that

- there is the shortage of special teacher/educators. So there should be a balance for better results.
- 6) The training of pupil teachers held in the school should be very much closely linked with teaching staff in colleges of education. The teachers of colleges planned the content to be covered and the method to be used by the pupil- teachers. And encourage pupil-teacher to deliver their lectures in school rather than disturbing their school routine. Moreover, the simulated teaching practice should be supervised by the staff teachers in a through manner and systematic way so that it fulfills and achieve the objectives of teacher training.
  - 7) It should be made compulsory that a teacher education department should arrange a demonstration school which should have basic facilities like equipment, laboratories, libraries and other essential audiovisual aids. It can be a great help to frame the strategies, policies and program for refinement of the education system.
  - 8) The whole scenario of education is rapidly changing at a greater speed. There should be research for the teacher education department on teaching curriculum and evaluation techniques constantly in the university departments. Extension and exchange programs should be organized within Indian universities and foreign universities which enrich the teacher education program constantly. So, such programs should be organized by government and universities so that the number of academicians from various disciplines which contribute quality education in teacher education.
  - 9) Orientation programs, Refresher courses, Conferences, Seminars, Workshop, Symposium should be organized for the professional growth of teacher educators in teacher education. All the educationists can be enriched themselves with new and latest developments, changes and innovations in the education field.
  - 10) Many reference books, other study materials are not available in Hindi and the regional languages so it should be available for the students & teachers so that the teaching and learning process becomes more effective.
  - 11) Haryana govt. Has made special provisions for providing incentives to the pupil teachers who undergo training at elementary level such type of provisions should be made at a higher level also. The government should provide financial aid to teacher education institutes and departments for opening the schools of experiments.
  - 12) For correspondence courses in teacher education, strict screening test and admission procedure should be followed.
  - 13) For fulfilling the needs of Children with Special Needs, Inclusive education should be made an integral part of the teacher education curriculum so that the pupil teachers are sensitized with these children.
  - 14) Institute should be linked with actual life situations of classrooms so that the teacher educators and pupil teachers both get familiar with various problems of classroom situations.

- 15) The time-period for internships should be increased so that pupil teachers become more confident and get acquainted with classroom situations.

## V. CONCLUSION

Since, the teacher is the center of the whole educational system and act as the main catalytic agent for introducing of new and desirable changes in the process of teaching and learning, constantly attempts are made by him for motivating teachers to become creative and innovative. It can be said that a self- motivated and interested teacher utilizes his resources to keep update himself for new knowledge and skills. It has been observed that teacher education programs should be well structured and modified in such a way that enables teachers to respond dynamically to the new and challenging problems and difficulties in the education field, only then the teacher can help in the development of a nation.

Not only this, it is the right time to focus our attention on teacher evaluation. It helps us to understand teacher's skills, knowledge and attitudes. It provides feedback which helps us to understand the effectiveness of the different roles that a teacher performs inside the school and enhance sustainable teacher improvement. With the help of evaluation, we can take steps for improvement in the teaching and learning process. The government should take steps for bringing improvement in the evaluation system so that the teaching learning process becomes more effective and better.

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