

## **INNOVATION AND CHALLENGES IN NEW TEACHER EDUCATION PROGRAM**

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### *Abstract*

*Teacher education programs by and large were conventional in its nature and purpose, so they were unable to create awareness among prospective teachers. The present teacher education, especially the new B.Ed course seems to rather more creative and effective for prospective teachers to understand their new roles and challenges. Teacher education is now becoming more innovative 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. The use of constructivism in teaching learning and schedule of internship has made new B.Ed course more comprehensive and future oriented. Now teacher has to perform various roles 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. The NCTE Regulation 2014 which resulted in a new two years B.Ed course from session 2015-17 onwards to strengthen and stress upon the main attributes of a profession, such as; the systematic theory, rigorous training over a specified duration, use of ICT, ethical code and culture, generating knowledge through research and specialization. New innovative teacher can shape up the bright future of their students and in turn help in national development.*

**Keywords:** *Teacher Education, Innovations, Pedagogical Issues, NCTE, Ethical Code, ICT, New B.Ed Course*

### **INTRODUCTION**

India has the world largest systems of education. There are nearly 5.98 lakh Primary Schools, 76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country, 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizeable number of them are untrained or undertrained.

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. A large number of teacher training institutions do not practice what they preach. Several skills acquired and methodologies are learnt by pupil teachers during teaching practice are seldom practiced in actual school system. These highlight need to bring realism and dynamism in the curriculum.

Innovations 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. In certain regions, like the North-East, U.P. and Bihar there are even unqualified teachers-para teachers are teaching primary classes. It has been observed that teacher educators are not professionally committed and overall competencies of teachers leave much to be desired. The quality of pre-service education has actually shown signs of deterioration.

#### **Ground Realities of Teacher Training**

It has been acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct. 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 (IASEs) 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 statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework 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.

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 innovative 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 roles 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. At present major concern is NCTE Regulation 2014 which resulted in a new two years B.Ed course of session 2015-17 onwards.

#### **SUGGESTIONS FOR IMPROVEMENT**

There is an urgent need to rethink on the outcomes of two years new B.Ed course, number of seats allotment to teacher education colleges, teacher educator's qualifications and their selection criteria, mainly the internship schedule in respective recognized secondary schools, which created a chaos in Indian teacher education. Along with this major concern following measures could be helpful for developing the new teacher education program.

- In new B.Ed program the courses of studies in theory and practice should be restructured as per Indian conditions. For this true research should be conducted to realize the actual goals of teacher education. The results of these researches should be given due importance in designing and implementing the curriculum of teacher education.
- The methods and techniques of teaching in new teacher education in two years new B.Ed course should be reorganized according to the changing demand of present education system.
- Special innovative programmes like seminars, Webinars, Workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process of new teacher education B.Ed course.

- 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 which is a serious concern.
- Now a days the number of self- financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. They have crossed the limit of malpractices, bargaining with B.Ed aspirants to pay extra money for non-attending the classes and practice teaching.
- Most of the colleges are luring the candidates by giving rebate in tuition fees and later they charge double in the name of attendance and sessional file works. Therefore regular inspection should be done to ensure quality in teacher education.
- The affiliating bodies for teacher education should frame such parameters which can enhance the teacher education program in qualitative aspect rather than quantitative aspect and strict actions must be taken by charging a huge amount of fine along with de-affiliation of those institutes.
- 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.
- The whole scenario of education is changing after Right to Education Act 2009, the demand for teachers at various level has tremendously increased.
- The training or the teaching practice of pupil teachers held in the school should be closely associated with teaching staff in education collages in planning the content to be covered and method to be used by the pupil teachers to have useful implications for school rather than disturbing their routine schedule.
- Moreover the real teaching practice should be supervised by the teachers in a systematic way so that it fulfills the objectives of teacher training.
- It should be made mandatory that a teacher education department should have a demonstration school which should have certain facilities such as laboratories, libraries and other important audiovisual equipments. This can be of great help to formulate the policies, program for refining the education system.

- Teacher education programs should be sponsored by government and university so that different academicians from different disciplines can contribute in the qualitative aspect of teacher education.
- 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 all type of education.
- The reference books, other reading material are not available in Hindi and other regional languages so availability for such books should be made for students and teachers which can make the teaching learning process more effective.
- Haryana government has made provisions for providing incentives for pupil teachers who undergoes training at elementary level, so same provisions should be made for remuneration in B.Ed internship to increase the interest among pupil teachers.
- Government should provide financial grant to teacher education institute/department for opening experimental school for their pupil teachers.
- Rigorous screening, strict admission procedure should be followed for regular and correspondence courses for teacher education to get a good lot of pupil teachers.
- Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.
- Teacher Education department/ Institute should be connected with real life situations of classrooms so that the teacher educators and pupil teachers both get acquainted with different problems of classroom situations.
- The internships/teaching practice time period should be increased up to six months so that pupil teacher become more confident and get familiar with classroom situations.
- Objective type assessment should be included along with subjective so that the objectives of teacher education can be achieved.
- 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 CTET in the country in place of several TET's 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, grooming 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 of new B.Ed course, which was introduced in year 2015 should be implemented seriously by the concerned authorities in a way that enables to produce effective lot of teachers who can respond dynamically to the new problems and challenges in field of education.

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