

New Trends in Teacher Education in India

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Abstract: While looking into the history of mankind, we can see that different social transformation have been witnessed by each and every aspect of the society, and according to it there has been new emphasis and shift in educational process. Education is one of the most important building blocks for a nation, serving as an instrument of economic and social development. Within this context, the all important role of the teacher is well recognized, as importer of knowledge and information to students who are the future citizens of tomorrow. In India, the role of the teacher as not only an education but also a guide has been emphasized through the centuries. It was believed that “teachers are born and not made”, but the teacher education has proved that teachers can also be made. Teacher Education refers to the policies and procedures designed to equip teachers with knowledge, attitude, behaviours and skills that are required to perform their tasks effectively in the school and classroom. The teaching profession has a vast scope to serve the society to transform itself into a better society of tomorrow. Teacher Education is the professional preparation, in pedagogy of those who want to enter the profession of teaching. The general objectives of teacher Education programme are to develop a critical awareness among the teachers and teacher educators regarding the realities of Indian life, to enable them to act as agents of modernization, social change and development and transmittance of the national and cultural heritage, to develop among them the capabilities needed for performing their role in a dynamic society in order to meet the challenges of continuity and change, to develop competencies and skills needed for becoming an effective teacher etc. etc.....So, innovations are very important in teacher education which will be more helpful to make a teacher to succeed in his profession. This paper is an attempt to a brief discussion on the new innovations on teacher education.

Keywords: Innovation, make a teacher, development of teacher education, reform.

INTRODUCTION

Teacher Education is not more pedagogy or acquisition of a training qualification, but it refers to the totality of educational inputs which contribute to the preparation of a person for a teaching position in schools in the field of education. The term innovation has been used to describe almost every initiative that has attempted to differ from the existing system. The system of Education as it has emerged in India is the most complex and the largest in the world. In India, teachers comprise the largest most speedily growing profession. Goal of teacher Education largely depend on national goals of development. In response to face problems any other now change is generally sought for removing the problem and for improving the fields. Teaching theories and practices have undergone several changes in accordance with the changing needs of the society. The traditional system of teacher education can hardly cope with the emerging demands of a democratic, secular and socialist set up.

MATERIALS AND METHODS

The study is primarily secondary in nature. For this study the researches collect data from various articles, books, journals, newspapers, internet etc.

Objectives

The main objectives of the paper are to give brief discussions on some new innovations of teacher education in India.

DISCUSSION AND RESULTS

The new trend and new practices, procedures, policies in the area of teachers Education are :

1. Inter disciplinary approaches.
2. Internship in teaching.
3. In-service programmes (orientation course).
4. Distance Education or correspondence courses.
5. Educational technology and teacher Education.
6. Team teaching.
7. Micro-teaching.
8. Programmed instruction.
9. Simulated social skill teaching.
10. Action research.

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11. Bloom's evaluation approach.
 12. Population Education.
 13. Sex Education.
 14. Environmental Education.
 15. Specialized Education.

Inter-disciplinary approach

It is universally accepted that there can be no better plan for improving the quality of teacher Education than by integrating context and methods e.g. through the inter-disciplinary approach. The four year course of the teacher Education is provided by the Regional College and the concurrent general and professional courses as being experimented by the Kurukshetra University offer another scope to integrate all the essential ingredients of good teacher Education, Namely liberal Education, Professional Education, specialization in one or two school subjects and direct experience including practice teaching in schools [1].

Internship in Teaching

Internship in teaching is a new phrase to denote the contemplated reform in practice teaching. This programme includes practice teaching and a wide variety of experiences. The experiment of internship in teaching is designed to give the prospective teacher education supervised laboratory experiences is a typical total school situation. So, that it may develop high professional competence as a teacher. He needs to share all the duties, responsibilities and privileges of a regular teacher except monetary compensation. He plays a dual role, he is a learner as well as a teacher. Internship in teaching includes practice teaching and wide variety of field experiences under the guidance of a competent supervisor [1].

Community Living

Another current trend in teacher Education which be noticed from the practices in abroad is to give some weightage to the programmers which have a training potential for community living. The major aims of "community living" programmes are personal and social effectiveness [4].

Orientation Course

This course is organized for a period of 4 to 6 days depending upon the need of the students. The syllabus for the entire programme is developed in advance and is circulated among the students and the members of the entire course is conducted through group discussions under the leadership of students[3].

Correspondence course

This is a new technique for in-service teachers. Correspondence courses are being successfully done by different professional groups in several countries of the world. The NCERT consist a study group which reported in 1964 about correspondence course in training colleges[2].

Action Research

Action Research has been found to be a very commendable technique for trying out a number of programmes of qualitative improvement in various spheres of schools Education. In teacher Education some experiments have been planned and conducted to improve the actions and decisions related to the various aspects of the programme [3].

Interaction Analysis

In the field of teacher Education, teacher's classroom interaction has also been takes as target and attempts are made to analyze it and to quantify it. Most intermine long range programme of this dimension has been conducted under the leadership of Ned. A. Flanders. In his study, Flanders found that the verbal patterns of teachers in high achieving classroom were significantly different from those in low achieving classroom[3].

Team Teaching

Team teaching is also called co-operative teaching. It occurs when two or more teachers share in planning and conducting instruction that is offered to the same group of students, whether they may be at elementary, secondary or college levels. Teacher assignments for the terms represent a considerable number of role and specialize actions. Team roles includes those team leader mature teacher, part time teacher, intern under teacher aid and team clerk[2].

Programmed Instruction

Programmed Instruction is a revolutionary device in the science of learning, Now-a-days its use in the field of teacher education has also attained importance. Teaching of school subjects, educational statistics and some aspects of educational psychology have been given for trial and as a result of this, a few really good programs are variable for student-teachers. It is highly individualized instruction strategy for the modification of behavior[2].

Simulated social skill training (SSST)

A number of techniques are being used currently in India as well as in other countries for the modification of teachers' behaviour. The SSST is one of them. The simulation technique is to induce certain behaviour in an artificial situation. A pupil teacher has to play several roles as well as a teacher as a student and as a supervisor. The simulated social skill training can be defined as mechanism of feedback devices to include certain desirable behavior among pupil teacher has to play several roles as well as a teacher as a student and as a supervisor. The simulated social skill training can be defined as mechanism of feedback devices to include certain desirable behavior among pupil-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching [2].

Micro-teaching

Micro teaching is one of the most important developments in the field of teaching practice. It is originated in Stanford University in 1963. It is more analytical method and completely new approach to provide the feedbacks. It is considered as a mechanism of feedbacks device for the modification of teacher trainees but it is a real teaching [1].

The innovators by these innovative practices providing opportunities to develop professional skill in classroom practice also takes place in social context of the learners. Some of these innovations do affirm a faith that learner is at the heart of learning process, to their potentials and capabilities are not to be seen as found confirming them to learn. Science and technology have accelerated innovation in producing gadgets starting from household application to satellites which are very useful in enhancing productivity.

CONCLUSION

From the above discussion we can say that the teachers have a sacred responsibility for the total development of the children in all aspects professing democratic, secular and socialistic values in them. Therefore it is not enough that a student teacher is only equipped to meet varied needs of pupil at school, what is required is that along with theoretical knowledge there should be greater emphasis on the practical aspects of the various components of teacher education so that it can be linked to the needs of the community and national development.

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