

# INNOVATION TOWARDS THE EMERGING TRENDS IN TEACHER EDUCATION

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## ABSTRACT

*Education in present century is challenge to excellence in every aspect. In order to educate in present century, teachers and administrators need to cultivate and keep up the learners' interest in the material by showing how the knowledge applies in the true world. They must try to increase their learners' curiosity which will help them become lifelong learners. Now a days the field of education is not only limited with books but has broadened in various new horizons. Teacher education is a programme related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. There are many issues that need urgent attention for improving the quality of teacher education programme.*

*Innovation is defined as "the process of making changes to something established by introducing something new". Over the years there have been many changes in the way education is designed and delivered in parts of the world. Without innovations, no progress is possible. The quality of teacher development practices has become a major concern in recent educational discourse. The pre-service and in service teacher education programs have shown paradigm shift with its emphasis on individualization and globalization. The main objectives of this paper are to exhibit the main changes that have incurred teacher education in India and also provide an overview of trends, reforms and innovations in teacher education. It also indicates the need of teacher education programme to be innovative and various practices that can be included. A good teacher training programme have teachers working continuously with expert master teachers in a traditional classroom or virtual setting enhance the knowledge.*

*The National Policy on Education, 1986 as well as the revised NPE, 1992 have laid emphasis on the using of educational technology for improve in body quality and quantity of education for the first time in the history of Indian Educational System. A smart classroom is on occupied with multimedia components designed to enhance teaching learning practice. It has brought a great transformation replacing the traditional chalk and talk method. Video technology has made headway in the field of Education. Computer education has been popular in the country at various states using LCD projectors, white boards, computers can make the learning process more obtainable useable and enjoyable. It creates the multi model environment where the learners are able to participate.*

## Introduction:

21st century is the century of knowledge and innovation. Institution of higher education need to be conceptualised as centre of excellence. They will create new knowledge in emerging digital civilization, there will be a paradigm shift from instruction to learning. Educational spaces are likely libraries and laboratories. The higher education scenario in era of innovation will be marked by challenges including relevance, reorganization and revolutionizing the factors of the teaching process. Time, as an educational and teaching learning process factors, has increase a lot. Space has reached global dimensions. Space and time have given new opportunities for fruition of education which is expected to accepted the challenge of academic freedom.

Quality is a familiar word, which originates from

the latin word *qualis*, which means "such as the thing really is". Total Quality Management (TQM) in education emphasises educational objective and it articulates various policies, practices and management philosophies to support that objective. Educational technology can be effectively used for qualitative development. It include (1) Input, (2) Process, (3) Output.

Educational Technology can be successfully implemented if certain attitudes are developed among individuals such as

- 1) An open mind
- 2) Willingness to change
- 3) Willingness to assume
- 4) Willingness to learn

Qualitative improvement in teacher education depends on proper, adequate and effective training of teachers. Education is always on the move.

Along with quantitative development, quality of teacher education programme has to be improved. Continuous Quality Improvement (CQI) Philosophy has to be effectively applied in the classroom. It requires an open mind, willingness to change, a clear vision, mission and milestone.

A sound system of education by and large, depends upon the quality of teachers. The term 'Quality' has variety of interpretations. It originates from the Latin word 'quails' which means 'such as the thing really is'. Quality may be defined as. "Totality of characteristics of an entity that bears on its ability to satisfy stated and implied needs".

There is paradigm shift in education. The new paradigm depends upon the invention, formulation and implementation of a new theory. It is suggested by NPE 1986, "The teachers should have the freedom to innovate, to develop appropriate methods of communication and activities relevant to the needs and capabilities of and the concern of the community".

However, a teacher must have creativity to visualize new ideas, courage to make the change in a system, confidence to implement the change, commitment to see it through, the willingness to revamp the system.

Society is always dynamic. The teacher educators must develop a culture that embraces positive change. However, it is rather unfortunate that though there are rosy pictures of various theories for qualitative improvement in education. Practically not very positive result have been found. Quality cannot be developed in isolation. It has to be maintained through continuous communication between teachers, researchers and educational planners. It is therefore need of the hour to innovate new methods of teaching and restructure the curriculum. We are not only to produce professional teachers or instructors or technicians but we have to develop humanity engineers the authentic person.

### **Teacher Effectiveness:**

Hosford (1972) has mentioned four major areas of education such as teaching learning, curriculum and Educational Programme. Bernard (1965) developed a paradigm of teaching and learning relationship. He considers four aspects of the process of education. Teacher, student, learning process and learning situation. According to Bindle and Elena (1964), teacher effectiveness is the ability of a teacher to behave in specified ways within a social situation in order to produce empirically demonstrated effects approved by those in the

environment in which he functions Flanders interactions category System by Flanders (1966) was used to observe classroom verbal behaviour of teacher and teaching effectiveness. Mitzel has given three criteria of teacher-effectiveness is to presage criteria, process criteria and product criteria. The presage criteria of teacher-effectiveness consist of personal qualities of a teacher which include both his cognitive and noncognitive abilities. The process criteria of teacher-effectiveness includes the practical teaching abilities and skills. Product criteria of teacher-effectiveness is the result of teaching in terms of achievements of the students.

### **Continuous Quality Improvement (CQI) :**

The quality of non-cognitive aspects of a teacher like personality, attitudes, values, interest etc. of a teacher can be improved by providing conducive situation in training programme.

Cognitive abilities can also be improved through effective teaching. The feedback device can be used for improving the process aspect of teacher-effectiveness. The quality of teaching skills can be improved through microteaching technique. Shewhart (1931) provides the basis for the philosophy of total quality management or continuous process improvement for improving processes. He developed a never-ending approach toward process improvement called the Shewhart Cycle. It is known in Japan as the Deming Cycle. In the United States, it is most frequently used as the Plan-Do-Check-Act or PDCA cycle. It is a simple feedback loop system.

### **P. Plan A. Act D. D C. Check**

Total Quality Management (TQM) emphasises the objective quality and it includes various policies, practices, and management philosophies to support that objective. The development of a taxonomy of teaching behaviour depends on the taxonomy of human behaviour. In the light of the vision and mission statements, the teacher educators must relentlessly search for new and effective methods of teaching.

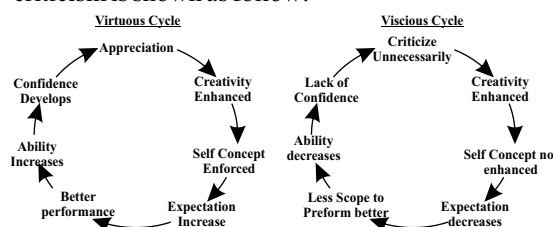
For attaining quality in teaching, there must be open organizational climate of the institution. Open climate indicates that all the teachers of the institution work in harmony as a strong unit. Moreover accountability on the part of the teacher is needed. He must have knowledge of the principles of classroom management and instructional skills. Vora (1998) feels that teacher effectiveness is based on professional competencies. The process of evaluation and the statistical analysing the data.

Michel Serbian suggested two types of evaluation formative and summative, Formative evaluation takes place during teaching and error is improved through feedback. Summative evaluation takes place after the completion of the syllabus. Along with the mastery of the subject matter, the students must be able to form appropriate value judgement. West-Bumham,J, (2002) tends to place greatest stress on the value basis of management of an institution. For teaching the students effectively, the teachers have to continuously learn, so that they can make the students adjusted in the complex technological civilization of 21<sup>st</sup> century. Rabindranath tagore said, “A teacher can never truly teach, unless he is still learning himself. A lam can never light another lamp unless it continuous to burn its own flame”. In the present century the quantum of knowledge has become too vast. Therefore interdisciplinary activities including teachers and training is needed, Klein (1996) writes that, clearly interdisciplinary is no longer peripheral to the academy but is regarded as essential to the knowledge system. Continuous quality improvement (CQI) philosophy has to be effectively applied in the classroom . The teachers have enough flexibility and control in configuring the courses and implementing new methods in the classroom. There is need for an open mind , a willingness to change and willingness to apply new methodology in the classroom.

**Telic Theory:**

Ajit Kumar Sinha (1982) maintains that a society is a system of telic persons who organize themselves to realize a number of natural or artificial goal. A social system is sustained by their telic principle. The creative and the appreciative activities of the members of social system are guided by the telic principle. It is the principle of individuation . It guides a person in making a decision and freely choosing an alternative out of a multitude and planning for the future. It is source of creation and appreciation of values by creative and appreciative persons. Educational strategies have to be adopted in this new civilization to evoke creative talent in learner so that they get transformed into intellectual aristocrats and superman. Creatively then is the supreme end and educative process. The author of this paper developed “Telic Model” for nurturing creativity. Teaching can be made more effective and purposive with the help of this model. The purpose is the creative purpose of telic (Teleological) person. It has the focus to develop creativity among the students. The syntax of this model consists in developing new, novel and unique ideas. The teacher initiates and guides the students

and provides appropriate feedback. The appreciation by the teachers acts as reinforcement. If the creativity of the students is appreciated by the teacher, it will thrive and flourish. If the teacher is unable to appreciate the creative ability of the learner, it will decline and wither away. The various cycle of applications and the various cycle of criticism is shown as follows:



The teacher through his intellectual acumen, professional calibre and creative ability can metamorphose the entire system. The creative appreciative ability of the teacher will develop desirable life skills among the students.

**Conclusion:**

To conclude then, the 21<sup>st</sup> century is an age of academia. Teachers being the pivotal of educational institution, provide the key to the educational system and the whole process of education revolves around them. The teacher in present century must be able to freely and effectively communicate with the fellow intellectuals of the world. Hence there should not only be education for pre-service teachers but also re education for in-service teachers. Qualitative improvement in teacher education will help the teachers to face the emerging challenges of globalization and liberalization.

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