A STUDY ON QUALITY, EFFECTIVENESS AND INNOVATION IN TEACHER EDUCATION

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INTRODUCTION:

"Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training,"

…………………………..Clinton 1996

Now a day, in Educational institutions as in other organizations employees are faced with rapidly changing circumstances and the pressure to quickly move from problems to solutions. Therefore, innovation and implementing change is welcome, also in the area of teaching and learning, which should provide ample opportunities to generate new knowledge. Consequently, educational institutions keep adjusting, changing and learning. New findings in the area of human learning processes – individual learning, team learning and organizational learning – can definitely enhance the organization and effectiveness of a teacher's or institution's learning and education. Moreover, in Educational institutions, implementing change is based on learning, teacher education and training. The acquired knowledge enables teachers to develop new study programmes or change the existing ones and introduce new teaching methods. Educational institutions are aware of the need for efficient and active learning as well as the need for implementing ICT in teaching and learning. Therefore, it is of vital importance to implement changes in teaching methods (and in turn student learning), teacher training for implementing new methods and also changes in leading students as well as leading teachers in their learning and professional development.

In this paper we present the theoretical grounds for introducingmodern trends of challenging issues- Teacher education, aas well as the established need of teacher education and training for new method. Moreover, the theoretical innovative practices for teacher education. Furthermore, a case study, on this topic in one of modern trends of issues: teacher education, is presented.

STATEMENT OF THE PROBLEM:

The investigator had taken up the present descriptive study entitled **"Modern Trends of Challenging Issues: Teacher Education".**

OBJECTIVES OF THE STUDY:

The main objectives of the study are as follows:
| To find the basic concept of Teacher Education.
| To find the need of Teacher Education.
| To analyze the different changing context of Teacher Education in India.
| To discuss the develop qualities & competencies of Teacher Education.
| To analyze the problematic issues of Teacher Education in 21st century.
| To indicate innovative practices for Teacher Education.

QUESTIONS OF THE STUDY:

Based on the above objectives of the study the following the major seven questions have been formulated.
1) What is Teacher Education?
2) What kind of Teacher Education is needed (Vision of Teacher Education)?
3) What are different changing context of Teacher Education in India?
4) How to develop qualities of Teacher Education?
5) What are the problematic issues of Teacher Education in 21st century?
6) How to apply innovative practices for Teacher Education?

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7) What are the developmental issues of Teacher Education for implications in future of education?

METHODOLOGY OF THE STUDY:
The investigator attempt to studymodern trends of challenging issues: teacher education. In this paper, the investigation was based on different secondary data like commission, committee, abstract, journal, research paper and also different types of books. And also study of questions is used for analysis of data.

ANALYSIS AND INTERPRITATIONS:
1. What is Teacher Education?
The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education means —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher education refers to both pre-service and in-service programmes which adopt both formal and/or non-formal approaches. It is a continuing process which focuses on teacher career development.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.
Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. **Pedagogical theory** includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. **Professional skills** include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

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2. What kind of Teacher Education is needed (Vision of Teacher Education)?
Teacher education has to become more sensitive to the emerging demands from the school system. Teacher Education has to needed such features as would enable the student teachers to -
I Understand children within social, cultural and political contexts.
I View learning as a search for meaning out of personal experience.
I Understand the way learning occurs, possible ways of creating conductive conditions for learning, differences among students in respect of the kind, pace and styles of learning.
I View knowledge generation as a continuously evolving process of reflective learning.
I Be receptive and constantly learning.
I View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
I Own responsibility towards society, and work to build a better world.
I Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
I Analyze the curricular framework, policy implications and texts.
I Provide opportunities to observe and engage with children, communicate with and relate to children
I Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.
I Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
I Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
I Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

3. What are different changing context of Teacher Education in India?
I **Background:**
There are nearly 3.5 million teachers in the formal school system. Primary school teachers are required

to have ten to twelve years of general school and two years of professional education. Secondary teachers must have a minimum of First Degree from the university and one year of professional education. The Government of India set up a commission to study all aspects of teacher preparation, including their service conditions.

Recommendations are currently pending with the Government and will be implemented in light of the recommendations of the Pay Commission (1986) and the National Policy of Education of 1986.

| Issues:

Curricula for pre-service education of teachers do not get revised often enough in response to changing circumstances. The revisions have to be reflected by nearly 100 universities and 31 state departments of education. There is a mismatch between teacher education programmes and the availability of teachers in different subjects/geographical areas and for special groups (tribal and socially-deprived groups). Shortages of teachers exist in fine arts, music and vocational areas at the secondary stage. Time available for pre-service education of teachers is inadequate for development of necessary attitudes and values. There are several institutions and systems for in-service education of teachers, ranging from school complexes at decentralized levels to programmes designed and executed at the central level. A self-contained system of planning, monitoring and evaluation needs to be developed.

| Challenges:

Unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, there was a natural increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over unprecedented rise in the number of teacher education institutions in most parts of the country. From 3489 courses in 3199 institutions and an intake of 2,74,072 in 2004, the numbers in December, 2008 swelled to 14,523 courses in

12,200 institutions with an intake of 10,73,661 at different levels. This expansion has taken a heavy toll on quality parameters like infrastructure, faculty learning resources and student profile.

| Changing Role of the Teacher :

The current system of schooling poses tremendous burden on children. Educationists are of the view that the burden arises from treating knowledge as a given', an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted.

| Future Plans:

Comprehensive institutions are being set up at the district level to look after the pre-service education of teachers for elementary schools and instructors for the non-formal and adult education programmes, as well as in-service education of teachers. The education will be well staffed with proper infrastructure. An extensive system of in-service education should be developed with institutions at the central, state and district levels having clearly defined responsibilities for programme planning, monitoring and evaluation. Distance education via electronic media communications could be heavily used to meet the needs of large numbers of teachers. Teacher education are to be appropriately equipped to prepare teachers in the use of computers. The National Council of Teacher Education will be given appropriate status and powers to improve teacher education in the country.

New visualized Teacher Education Programme:

It is Emphasize learning as a self-learning participatory process taking place in social context of learner's as well as wider social context of the community to nation as a whole. Puts full faith in self learning capacity of school children and student teacher and evolving proper educative programme for education. Views the learner as an active participative person in learning. His/her capabilities or potentials are seen not as fixed but capable of development

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through experiences. Views the teacher as a facilitator, supporting, encouraging learner's learning. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction. It is also Emphasizes that appraisal in such an educative process will be continuous, will be self-appraisal, will be peer appraisal, will be done by teacher educators, and formal type too.

4. How to develop qualities of Teacher Education?

Many initiatives and innovations in teacher education identified in the various national studies are part of the general reform movement in education. Teacher education reforms contained on teacher education conducted in different Programme of Educational Innovation. The developments and reforms in teacher education will be summarized and discussed in terms of the following major themes: teachercompetencies of self, pre-service education, teacher recruitment, teacher induction, in-service teacher education, policy and structural changes within teacher education, system linkage of teacher education institutions, and research on teacher education.

┃ Teacher competencies of self :

The teacher at tertiary level is expected to play the role of counselor, guide and humanistic. Self study and self – improvement is one of the most effective tools for achieving the professional growth. Every individual is free to choose reading material and learning time as per once need a teacher has to remain in touch with the latest developments and publications in the area of interests and professional needs. Learning the treasure within are examples of UNESCO publication of education has to be acquainted. There are certain standard publications, management of education teaching methodologies be read continuously. Thus self study leads to self improvement by updating knowledge and professional skills from others and develop self study habits.

┃ In-service Teacher Education:

This is one area where teachers should make utmost use of in service – education training. There is worth attending a routine, mechanical educational in service education programme. In all countries in the region, it is emphasized that teacher education and development is a process that extends throughout the individual's career. Some of the main developments currently occurring in the area of in-

service teacher education include the following.

➢ **Staff development:**One major reform movement in in-service education is that undertaken with regard to a systematic staff development programme.

➢ **Distance education:** In-service teacher training via distance education has become a major development in many countries in the region.

➢ **School-based in-service education:** In many countries, the in-service education of teachers is school-based.

┃ Pre-service Teacher Education:

Most countries in the region recognize the crucial importance of pre-service education of teachers. In many countries, it is realized that the education system can only be as good as its teachers. For instance, the 1986 National Policy on Education in India states that 'no people can rise above the level of its teachers.' In any attempt to improve teacher training, major attention must be given to pre-service education. Major developments in this area include the following.

➢ **School-based teacher education**. In a few countries, one of the leading reforms in pre-service education is the attempt to make it school-based.

➢ **Practicum-based teacher education.** Related to school-based teacher education is the practicum-based teacher education programme.

➢ **Ladder-type curriculum**. some teacher training colleges have attempted a ladder-type curriculum.

➢ **Teacher training outpost.** This is another form of school-based pre-service teacher education. In include secondary training outposts located in areas where there were significant numbers of suitably qualified candidates and teacher shortages.

┃ Teacher Recruitment:

There is a concern that too few of the better qualified young people are opting to enter the teaching profession. This has adversely affected the status of teachers. As a result, innovation and reforms, such as the following, have been undertaken to 'help remedy the situation.

➢ **Minimum academic standard**: A minimum academic standard has been set for entry into teacher training colleges. Applicants to teacher training institutions are subjected to interview, tests of intellectual ability, and aptitude tests.

➢ **Scholarship:** There are male applicants to join the teacher profession; therefore, more scholarships are being offered to prospective male teachers.

┃ Teacher Induction:

Plunging teachers into the classroom without a

proper process of professional induction has been counterproductive. As a result, some countries have organized a systematic teacher induction process. The school principal is held responsible for the induction of the teacher during the first year of teaching while the teacher is on probation. seminars are organized for new teachers. University to develop an effective in-service programme for beginning teachers, do obtain helpful advice from fellow teachers and supervisors. Weekly staff meetings have also been found to be very useful.

Policy and Structural Changes in Teacher Education:

In the region, a number of innovations, developments and changes have occurred which have implications for policy and structural changes in teacher education. These include the following.

➢ *Linkage to socio-economic reforms*: Teacher education is therefore regarded as being a strategic measure in the country's socio-economic and cultural reconstruction.

➢ *Leave with pay:* Teachers are granted leave wish full salary if they undertake post-graduate training in teaching, as regards educating the handicapped, teacher librarianship, guidance counselling, and reading recovery.

➢ *Teacher certification*: More flexibility has been introduced into the teacher certification system, with a view to enabling it to better cope with the diversification of upper secondary school education.

➢ *Professionalization of teaching*. One of the main ways to achieve teaching profession has been to resolve issues and problems pertaining to teacher education in consultation and/or collaboration with professional organizations and institutions.

⏐ System Links and Cohesion and Ways of Organizing Teacher Education:

Consistent with the view that the education of teachers should be a continuing process, a number of countries have sought to develop links between pre-service courses and in-service programmes. For instance, the 1986 National Policy on Education in India states that 'teacher education is a continuous process, and so its pre-service and in-service components are inseparable.'

➢ *Pre-service cum in-service education*: India have initiated new modalities for the in-service education of teachers, whereby teacher educators who supervise pre-service teachers during practice also provide in-service education to practicing teachers.

➢ *Flexibility in specialization*: There have been attempts to resolve the problem through the development of links between primary and secondary training.

➢ *Cluster approach:* The development of links between education institutions has been adopted as a way of maximizing available resources for teacher education. Schools have been clustered for the purpose of providing in-service training for teachers.

⏐ + Research in Teacher Education:

Perhaps the area which is the least developed in most countries in the region is that of research in teacher education. In many countries, there is a scarcity of research in this area. Nevertheless, it is an important area of potential activity, and there is a pressing need to identify crucial themes for research in teacher education. The following have been identified by Member Countries as being useful research studies in the area of teacher education.

➢ *Longitudinal studies*: This would involve a determination of how selection, training and placement variables moderate each other and how they may be linked to teacher success.

➢ *Selection studies:* These studies would involve the motivational basis for choosing teaching as a career, and whether an early decision to take up teaching affects teaching success.

➢ *Training studies*: These studies would concern training procedures indigenous to a given culture, and how these are affected by the use of modern communication technology.

➢ *Placement studies:* These would look into the ways in which beginning teachers are socialized, the effects of different types of supervision on beginning teachers and the effects of social environment on a teacher's behavior.

➢ *Teacher attributes studies:* These studies would seek to identify the relationship between teacher attributes/qualities/skills and student behavior.

5. What are the problematic issues of Teacher Education in 21st century?

⏐ Several types of teacher education institutions thereby lacking in uniformity.

⏐ Poor standards with respect to resources for colleges of education.

⏐ Unhealthy financial condition of the colleges of education.

⏐ Incompetent teacher educators resulting in deficiency of scholars.

⏐ Negative attitude of managements towards development of both human as well as material

resources.

ı Uniform education policy of the government treating excellent institutions alike.

ı Improper selection of the candidates (student teachers) to be admitted.

ı Traditional curriculum and teaching methods of teaching in the teacher education programme.

ı Inadequate duration of the teacher programme.

ı Haphazard and improper organization of teacher education.

ı Unplanned and insufficient co-curricular activities.

ı Subjective evaluation pattern.

ı Practice teaching neither adequate nor properly conducted.

ı Feedback mechanisms lacking.

ı Objectives of teacher education not understood.

ı Secondary level teacher education is not the concern of higher education.

ı Lack of dedication towards the profession.

ı Lack of occupational perception.

6. How to apply innovative practices for Teacher Education?

ı **Cooperative or collaborative Teacher Education:**

Cooperative or collaborative Teacher Education is a team process where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills you will need later in life. Cooperative or collaborative Teacher Educationis a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

ı **Reflective Teacher Education :**

Reflective Teacher education is a process that facilitates the development of future action from the contemplation of past and/or current behavior. Reflection refers to the ongoing process of critically examining and refining practice, taking into careful consideration the personal, pedagogical, societal (including social, political, historical and economical) and ethical contexts associated with schools, classrooms and the multiple roles of teachers. It enables teachers to analyze, discuss, evaluate and change their own practice, adopting an analytical approach towards teaching, enables teachers to appraise the moral and ethical issues implicit in classroom practices, including the critical examination of their own beliefs about good teaching.

ı **Constructivist Teacher Education :**

Constructivist teacher education generally reflects two major traditions--the developmental and social reconstructionist traditions. Programs influenced by the developmental tradition attempt to teach students how to teach in a constructivist, generally Piagetian, manner. They are typically characterized by substantial direct instruction in theory and practice, often without complementary opportunities for inquiry, discovery, or self-examination. This approach can easily become overly prescriptive. Programs influenced attempt to help teacher education students deconstruct their own prior knowledge and attitudes, comprehend how these understandings evolved, explore the effects they have on actions and behavior, and consider alternate conceptions and premises that may be more serviceable in teaching. Critical analysis and structured reflection on formal course knowledge and everyday practical experience are incorporated.

The 5 E Model of Constructivism:

The 5 E's is an instructional model based on the Constructivist approach to learning, which that learners build or construct new ideas. Each of the 5 E's describes a phase of learning, and each phase begins with the letter "E": **Engage, Explore, Explain, Elaborate,** and **Evaluate**. The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

ı **E-Teacher Education:**

E-teacher education is the instructional system of processes and activities designed according to the ICT development, characteristics and models of e-learning, principles of formal communication, principles of e-education, principles of competence-based education system, etc. E-teaching adopts the constructivist principles in the designing of learning experiences. The concept of co-operative teaching is the fundamental construct to develop e-teaching scenarios. Educational systems worldwide insist on using information and communication technologies (ICT) to teach students who gain the knowledge and skills needed for the future knowledge society. E-

teacher education would develop in pre-service a positive attitude towards e-learning and using computers in their future classrooms.

> **E-Tutors :**
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> E-tutors have many professional roles in the e-learning process. They are as follows- **Content facilitator** - Intervenes sometimes as subject expert, sometimes as interpreter and guide through the concepts of study .**Metacognition facilitator** - Supports reflection on learning activities and outcomes, study skills development. **Process facilitator**- Supports learners' learning strategies, time management. **Advisor (counselor)** - Provides pastoral support, doorway to institutional/local support systems. **Co-learner** - Genuinely _friend to the end' of the course, walking with the learner-participants and learning alongside them. **Technologist**- Guide, first-post support with technologies and tools for learning. **Assessor (formative and summative)-** Gives feedback on task achievement and performance, assignment development, sometimes he/she is also examiner.

l **Value-based Teacher Education :**

Currently various kinds of programmes, both pre-service and in-service, are being conducted for the orientation and training of teachers in value education. Under one scheme, identified 'lead institutions' conduct 3-4 weeks long residential courses for teachers. These programmes carry nomenclatures like value-oriented teachers' education', value education for teachers' and so on. Their focus is on personal development of the subjects through mind-improvement techniques, prayer, yoga, meditation and relief from stress, although different value themes like scientific attitude and environment also find a place. Messages are delivered through lectures, discourses, benedictions and exhortations. The residential atmosphere adds to the tone of the programme whose main objective is to inspire the subject to live a life of peace, moral purity and spiritual development. The typical programme addresses teachers and teacher educators as individuals and not as professionals having specified roles to carry out. It sidelines the value educating' functions of the teachers and teacher educators and treats them as individuals seeking spiritual perfection. It is true that the two aspects are related, but a teacher education programme in value education should be primarily concerned with the roles and functions of teacher educators as 'value educators'. It is expected to aim at the development

in the trainees' understandings, skills and attitudes as would equip them to discharge their functions as value educators.

> **Value Education approaches:**
> **Evocation Approach:** The students are encouraged to make spontaneously free, non-rational choices, without thought or hesitation. **Inculcation Approach:** Students are forced to act according to specific desired values. **Awareness Approach:** This approach helps students to become aware and identify their own values. The students are encouraged to share their experiences. **Moral Reasoning Approach:** The teachers setup learning experiences which will facilitate moral development. **Analysis Approach:** the group or individuals are encouraged to study social value problems. **Value Clarification Approach:** It helps students to use both rational thinking and emotional awareness to examine personal behavior patterns and classify and actualize values.

7. What are the developmental issues of Teacher Education for implications in future of education?

Emerging trends and developments ofducation which relate to particular subject areas in the curriculum, specific areas of schooling, there are other important questions and issues which apply to the education systems of Member States, rather than just to particularareas of activity and policy. The important implications for the development of the systems of teacher education. Including teacher education and possible new reorientations and tasks that need to be initiated to prepare education systems for the twenty-first century. Like as …

l The need to recognize that the pursuit of learning is a lifelong process.

l Increasing the individualization of education and instruction.

l A reexamination and reorientation of teaching-learning strategies.

l The possible tensions created by the desire for a national core curriculum, while simultaneously attempting to democratize education through such measures as greater community involvement in the design, execution and monitoring of education programmes.

l An examination of the extent to which educational institutions should be autonomous, and a consideration of the social and economic costs and benefits involved when greater autonomy occurs.

l The immediate impact and long-term implications

of the redistribution of educational funding between: different types of schools—primary/ secondary (vocational) and pre-school/special education; formal and non-formal teaching and learning strategies; the primary and secondary school sectors, compared to the post-secondary sector; education of the average child compared to education for those who are exceptional (both intellectually and physically handicapped and talented children); and education of the socially, culturally and/or economically disadvantaged in comparison to education for the general population.

ǀ A concern with finding ways to improve the quality and efficiency of education, so as to enable it to better contribute to the overall process of social and economic development and renewal in Member Countries.

ǀ The reform and expansion of teacher education as a vital step towards the rejuvenation of public education.

ǀ Ways to reduce educational inequalities and disadvantages in Member States, especially as regards improving school retention rates and reducing the number of school drop-outs.

ǀ A concern with improving continuity between different levels in the school system to reduce the chasm that currently exists in some countries between each level of schooling.

CONCLUSION:

In conclusion, A professional teacher desires to locate effective communicative skills to achieve preferred educational goals. But one of the major criticisms of teacher education as a profession, or perhaps as one claiming professional status, is the lack of an identifiable body of knowledge that is established by a consensus as a prerequisite of effective performance as a practicing teacher. A completed definition of teacher professionalism far exceeds the simple notion that a teacher be prepared in a certain manner. A professional is trained to handle all situations, as most episodes in the classroom require quick thinking. Also, teacher professionalism extends beyond one's ability to understand content; the educator must discover if the students are being reached in an effective way. As Erupt points out, —The power and status of professional workers depend to a significant extent on their claims to unique forms of expertise which are not shared with other occupational groups and which are valued by society.

Without effective teacher education, the successful realization of the country's aims to achieve modernization will not be possible. Teacher education is an important field for research since the quality of teacher education has been regularly questioned. At the same time as teacher quality is increasing being identified as crucial to educational outcomes and pupil gains. Consequently teacher education researchers need to work together in order to.

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