

# INNOVATION IN TEACHER EDUCATION AT THE PRIMARY AND SECONDARY EDUCATION LEVEL : TREND ANALYSIS.

Debarshi Sinha

## ABSTRACT

*Teacher education is said to be very significant investment for bringing qualitative improvement in education. The Teacher has the crucial role in the development of the country. The role of the teacher in India not only as an Educator also a guide, communicator, fascinator, problem solver, friend and philosopher. The National Policy on Education 1986 as also a revised in 1992 has recognized that qualitative improvement of education depends on quality of teacher education. The main purpose of the study is to indicate of the new trends and innovation in teacher education of primary and secondary education level. There are some important areas of innovations in primary and secondary education like micro-teaching, Internship teaching, Team teaching, Shiksha Karmi Project, MV Foundation Programmed, Action research, blooms revised approach, Simulation teaching etc.*

**Key Words:** Teacher Education, Innovation, Policy, Teaching, Primary and Secondary.

## Introduction:

“The status of the teacher reflects the socio-cultural ethos of a society. It is said that no nation can rise above the level of its teachers. The government and the community should endeavor to create conditions which will help to motivate uninspired teachers on constructive and creative lines. Teachers should have the freedom to devise appropriate methods of communication and activities relevant to the needs and capabilities and concerns of community.”-National Policy of Education, 1986 Education is one of the most important building blocks for a nation, serving as an instrument of Socio-economic development. The education sector is the largest employer of educated and qualified manpower. “Teacher education is said to be very significant investment for bringing qualitative improvement in education. The teacher has the crucial role in the development of the country. The role of the teacher in India not only as an educator but also as a guide, communicator, Fascinator, Problem Solver, Friend and Philosopher. “The poor quality of school education is a direct result of poor quality of teacher education and teacher training. Teacher which was at one time considered a noble profession is no longer the career choice of our youth, particularly in urban India. Students with better score at higher secondary and graduate level prefer engineering, medical, management, and commerce courses and generally

those who do not get admission in any of these courses join B.Ed .As a last resort”-National Education Policy-2016

The National Policy of Education -1992(revised) has recognized that qualitative improvement of education depends on quality of teacher education.

Teacher education also helps and improves in the-

- Personal and Professional development.
- High quality pedagogical and Professional training to new teachers.
- Retaining and recruiting a sufficient supply of good and qualified teachers.

## FIELD OF INNOVATION IN SECONDARY TEACHER EDUCATION:

1. Development in students  
Micro-teaching, internship in teaching, Evaluation of student's teachers by method teacher, Proper guidance and Supervision etc.
2. Improvement in the method Team teaching, Seminar sand Workshop, Systematic evaluation etc.
3. Alternative programmes and training of the student's teacher Correspondence courses, 4-years integrated teacher education programme, Hoshangabad science education programme and Agasthya International mobile science labs.

## INNOVATION IN PRIMARY TEACHER EDUCATION:

Innovative teacher education programmes needed

for motivate and attention of the teacher to keep himself/herself the optimum use of time and energy of teaching. Some innovative programmes of primary teacher training or teacher education are:

- ShikshaKarmi Project
- MV Foundation Programme
- LokJumbish
- The Himachal Pradesh Volunteer Scheme
- River Initiative-Multi-Grade Teaching
- Teacher Training Through Distance Education For Both Primary And Secondary Teachers/Schools.

• **ShikshaKarmi Project:**

The ShikshaKarmi Project (SKP) was implemented in 1987 in Rajasthan. Swedish International Development Co-operation Agency (SIDA) has help this project to implement. Universalisation and qualitative improvement of Primary education in remote and socio-economically backward villages in Rajasthan is the main aim of this project and also with Primary attention to girls.

• **MV Foundation Programme:**

The MVF Programmed provides basic education in poor working children. MVF Programme origin in the organizations concern for eradication of child labor. The aims of this programme is immunity to children from labor and admission the regular government schools.

**CURRENT TRENDS AND INNOVATION:**

Innovation could help improve the quality of teacher education as well as provide more “bang for the buck in times of budget pressures and rising demand”.

Innovation as the implementation not just of new ideas, knowledge, and practices but also of improved ideas, knowledge, and practices ( Kostoff 2003; Mitchell, 2003).

Many new trends and innovations of teacher education have emerged in our country. Some of the current trends and innovations in teacher education are discussed below:

1. Inter-disciplinary Approach
  2. Internship in Teaching
  3. Community Living
  4. Distance Education
  5. Orientation Course
  6. Team Teaching
  7. Action Research
  8. Educational Technology and Teacher Education
  10. Mechanism of Feedback Devices for the Modification of Teacher Behavior
- A) Simulation Teaching

- B) Micro Teaching
- c) Programmed Instruction
- d) Interaction Analysis
- e) T-Group Training

**1. Inter-disciplinary Approach:**

Inter-disciplinary approach is an integral part of the programmer of teacher education in our country .This approach helps teachers improving her quality in teacher education .The four year courses of the teacher education offer ample 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. Provided by the regional college under Kurukshetra University .

**2. Internship in Teaching:**

Internship in teaching is a joint effort of the colleges, co-operating schools, co-operating teacher students and the college supervisors. Practice teaching is to provide real experience to teaching the students. The student's teacher is given big opportunity to participate in a wide range of school activities which are practicable. The Students teacher plays a dual role: he is a learner as well as a teacher. The main objective of internship are develop skills in the planning of lessons, Preparing teaching learning materials', positive attitudes for continuous learning of students teacher. During the period of internship, he involves himself in many activities, as performing teaching, observation of classes, prepare a lesson plan and teaching aids, organizing co-curricular activities, correction of homework and so on.

**3. Team Teaching:**

Team teachingis also called co-operative teaching in teacher education. Team Teaching is an instructional strategy rather than training strategy and involves two or more teachers to teach a class. It is a co-operative teaching and teachers has shared reproducibility's of planning, organizing, leading, controlling and evaluating the teaching of the same class of students.

**4. Action Research:**

Action Research is a method for immediate action in classroom and school. It is a scientific procedure for finding out a practical solution of current problems. Action research is organized, investigative activity, aimed towards the study and constructive change of given Endeavour by individual group concerned

with change of improvement. Action research develops the scientific attitude of teachers and interests, attitudes, and values of the students towards their studies. It helps to develop the ability and understanding among administrators to improve and modify the school conditions and make it more conducive for learning.

**Mechanism of Feedback Devices for the Modification of Teacher Behavior:**

**A) Simulation Teaching-** Fink (1975) “Simulation is the controlled representation of reality”. Simulated teaching is used before the practice of class teaching to change the behavior of the student's teacher. Here trainee teacher play the dual role. In this period of teaching students teacher used various multimedia such as audio or video-tapes, intermittent photography, OHP etc. Simulation technique as a means of enriching, supplementing and replacing inadequate aspects of laboratory experience. It helps students teacher identifies himself in the anticipated problematic situation hypothetically and tries to solve it.

**B) Micro Teaching-** Micro teaching as a scaled down technique of training teachers in teaching skill is a recent innovation in teacher education. Micro teaching is a short session teaching and its simplified, controlled, consisting, of brief lessons of perhaps 5 to 6 minutes with a small unit group of 5 to 10 students. Here the classroom environment is constructed but the teaching with genuine learners is real. It helps the student teachers to develop the skill of introduction, questioning, explaining, reinforcement, probing questioning, use of teaching aids and blackboard etc.

**CONCLUSION-**The success of every teacher depends on update professional knowledge fullest

devotion, commitment and dedication along with his efficiency and effectiveness. The main broad success factors for successful implementation of innovative teacher education are, a clear vision of effective teaching, integrating theory and practice, Highly skilled and well supported supervising teacher and sustainable, scalable partnerships. The existing situation needs to be modified by effective professional education, which will initiate the teacher to revolutionize his teaching and lay a strong foundation of professional growth of the student teacher. Then only teacher can help in national development. The gradual and adaptation of above mentioned is of urgent need.

**REFERENCE:**

1. Chaurasia, G (1967) New Era in Teacher Education Sterling Publication, Delhi.
2. Kostoff, R.N. (2003), “Stimulating innovation”, in L.V. Shavinina (ed), The International Hand Book on Innovation, Pergamon, PP. 388-400
3. Lakshmi S. (1989). Innovation in Education, Sterling Publishers Pvt Ltd, N. Delhi.
4. Mitchell, J.M. (2003), Emerging Futurees: Innovation in Teaching and Learning in VET, Australian National Training Authority (ANTA), Melbourne.
5. McAleese, R and Unwin, D. (1971): A Selective Survey of Microteaching, PLET, 8, I, 10-12.
6. N.C.E.R.T (1978) Innovation In-service Education and Training of Teachers : Practice and Theory.
7. Pandey, K.P. (1969) : Action Research in Education (Hindi) Vinod Pustak Mandir Agra, 16 pp. [nuepa.org/New/download/NEP2016/ReportNEP](http://nuepa.org/New/download/NEP2016/ReportNEP).