

# TEACHER TRAINING: INNOVATION IN TEACHER EDUCATION

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*Abstract—Teacher training course in India is designed for aspiring teachers to learn interactive and better ways of teaching to make a subject interesting. Teaching methods have to be different for different age groups, for instance primary level teaching is a lot different from secondary or college level. The educational requirement for a primary and secondary teacher is also different. People who wish to teach primary school should minimum pass higher secondary examination with 50% marks whereas for teaching at secondary school, one needs to be postgraduate in the subject one wishes to teach.*

*Index Terms— Teacher training, Innovations and Teacher Education*

## I. INTRODUCTION

Teacher must be much better acquainted with personal development features of their pupils, with learning processes and with the indicators of learning equality and knowledge application.

Economically the world is changing at a dramatic rate. Hence, it is definitely not possible to expect any slowing in the pace over the next decade. As the world has changes, so has the school, and so has what we mean by teaching and by learning. The teacher-student relationship is far more complex and inspiring than ever before. The suggestion of this more diversified role for the teacher is what encouraged a new a view of the process of teacher education and training. Thus, teacher education is seen as a continuous development, beginning with a phase of initial training and continuing throughout the teacher's professional life throughout regular and sustained periods of training. Maintaining the view that a teacher must remain a learner during the scope of their service is mandatory.

### Teacher Education Policy in India

The teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NPE, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1<sup>st</sup> April, 2010, has important implications for teacher education in the country.

Teaching has, for a long time, been approached from an abstracts view point, as though teaching involved only the formal dispensation of sterile knowledge to

disembodied students in a non-social, non-historic context. The actual situation, though, is completely different. Teachers play a major role in society, and their work is subject to a range of internal workplace pressures and external societal pressures that influence their role, their target audience, namely their students, and the subject matter taught. The classroom, far from being a closed system free from outside influences, is intrinsically moulded and shaped by a series of influences that define its nature and its operations. The work of teachers today has undergone considerable change, and institutions. Without given an exhaustive, in-depth account of all the chance affecting society and the education system, it is important to outline those that affect teachers specifically an as a result, the educational institutions that provide teacher training.

### Teacher training

Within the federal structure of the country, while broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to (a) prepare teachers for the school system (pre-service training); and (b) improve capacity of existing school teacher (in-service training).

For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher educational the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions

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(government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

All of this creates new challenges for teacher education and continuing professional development: the need to find ways of using existing resources differently, of expanding access to learning opportunities at affordable cost, of providing alternative pathways to initial teacher training, of drawing on new constituencies of the population to work as teachers, of using technologies appropriately to enrich a teacher's context and support practice, of stimulating and supporting teachers' active learning and of re-conceptualizing the traditional organization of initial teacher education and continuing development: (Perraton, 'creed and Robinson, 2002).

## **Innovation is the sky to improvement**

A number of new divisions were added to the set of teacher training guidelines which addressed the problems of the old scheme and drawn a new method to teacher training. The most important element of the improvement is the teaching qualifications are new presented.

In current time the obsolete ideologies and methods of teaching do not work. One has to be innovative with teaching and this was highlighted by Joshi and Thomas who wrote an article on innovations in teacher education. The authors had highlighted the importance of integrated teaching, teacher curriculum and teacher education for rural development. Time is constantly changing and the only way to keep up with it is to keep growing and evolving and this is also applicable to teachers.

In order to relate with children teachers need to keep themselves upgraded with new ways of teaching. For instance if a teacher is not net savvy in current time then he/she cannot make History classes interesting. Today is the age of videos and podcasts and children can easily learn through this interactive media and hence teachers of current India need to keep up with the current technology.

Most of the schools and universities in India have training program for teachers to upgrade their teaching skills. There is no harm in doing that as you should be open to learning new things. Learning never stops all your life, and for teachers to evolve, as a good teacher needs to explore themselves, and try innovative educational measures to teach children.

With internet being so widely used, knowledge is just not restricted to textbooks, children have access to internet and information. In such times if teachers stick with a decade old way of teaching then it's difficult for children to relate to them. Teachers have to look beyond textbooks and take help from audio and visual aids of teaching to make a subject interesting.

Various seminars and workshops are conducted by the educational boards CBSE/ICSE/ISC) in India to teach innovative teaching skills to teachers.

There are some excellent and rewarding teacher training programs available online right now. For a school teacher education, you can get classes and programmes that meet your needs. Teacher training education is at its highest level in decades. Becoming a physical education teacher or becoming a special education teacher is not as difficult as some would say. We can even show you how to become a physical education teacher.

Teacher training is a product of the reform process. Though major changes have already been made in the area of teacher training over the last period, the programs offered to future teachers must take into account the transformations under way throughout the education system. Some of the lines of action planned as part of the reform have significant implications for initial teacher training. There is a need to bring teacher training programs into line with the changes affecting the system as a whole, in order to adapt them to the new realities that will define the world of education in coming years. A teacher training programme that integrates teacher model with a researcher model not only encourages but also substantially speeds up the continuous renewal of education

## II. CONCLUSION

The future teachers-in-training will influence the shape of society well into the 21<sup>st</sup> century. However, although a teacher must serve certain universal needs of the individual, the schools also have a responsibility to reflect cultural, economic and political goals for each society they represent. Moreover, the crisis around the supply and retention of teachers is complex; equally so their training. But one thing is clear: there is absolutely no way the "bricks and motor" institutions of teacher training created in the last century will be adequate for 21<sup>st</sup> century needs.

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