



## A CONCEPTUAL STUDY

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### Abstract

*The present paper is a conceptual paper that explores the innovative trends in Teacher Education in India. An effective teacher education program is always rational and is streamlined to address specific pedagogical issues. This paper elucidates the ideas about what constitutes effective teaching and the content and scope of course work and practical experiences required for teacher education programmes. Theoretical and practical learning are closely related in programmes for teacher education. Student teachers (preservice teachers) in high-quality teacher education programmes constantly collaborate with expert master teachers.*

*Teacher education programs focus to build teacher proficiency and competence; student teachers are supposed to face new challenges in educating students. In today's world, demands on teachers are increasing enormously. They must be able to create understanding with investigative minds; assimilating the required transformation and accommodating and responding to universal needs. The purpose of this paper is to discuss the significant changes that have incurred in teacher education in India and also to provide how these national trends relate to global trends, reforms and innovations in teacher education. There is a dire need for teacher education programs to be innovative and it should encompass various approaches and practices. It is recognized that teacher education programs should be structured and modified so that student teachers learn to respond dynamically to new problems and challenges in the field of education. With this knowledge and skills, future teachers can lead and guide the development of the country.*

*This paper also focuses on the innovative trends in Teacher Education in India with these prime objectives: (i) To understand the innovative trends of Teacher Education in India. (ii) To analyze the role of Educational Research with relation to Teacher Education. (iii) To discuss the Improving Critical Thinking Skills among Teachers.*

**Key Words:** *Innovative Trends, Teacher Education*



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### Introduction:

Education lays a strong emphasis on helping students in their personality development so that they can build their own future and handle the delicate situations of life with ease. There have been changes in the comprehensions of education in recent times; and this has been incomplete due to the overflows of new information. There has been

discussion on whether tutoring should be professionalised and whether this investment is a good value due to India's fragile fiscal status and challenges that still exist in our society. The education community currently holds the view that more work is needed to create successful preceptors. Simply having the knowledge and ability to teach tasks is no longer sufficient, as preceptors are now expected to recognise and address novel situations, such as students who exhibit melancholy or negative personalities or, in certain extreme cases, abuse indications. Being occasionally approachable and accessible enhances a teacher's professionalism.

### **Meaning of Teacher Education:**

Teacher Education, have been established for the preparation of teachers at the elementary- and secondary-school levels. 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.

According to Goods Dictionary of Education 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.

**The Objectives of Teacher Education:** Teacher Education would therefore be to,

- ✓ Provide opportunities to observe and engage with children, communicate with and relate to children
- ✓ 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.
- ✓ 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.
- ✓ Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- ✓ Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

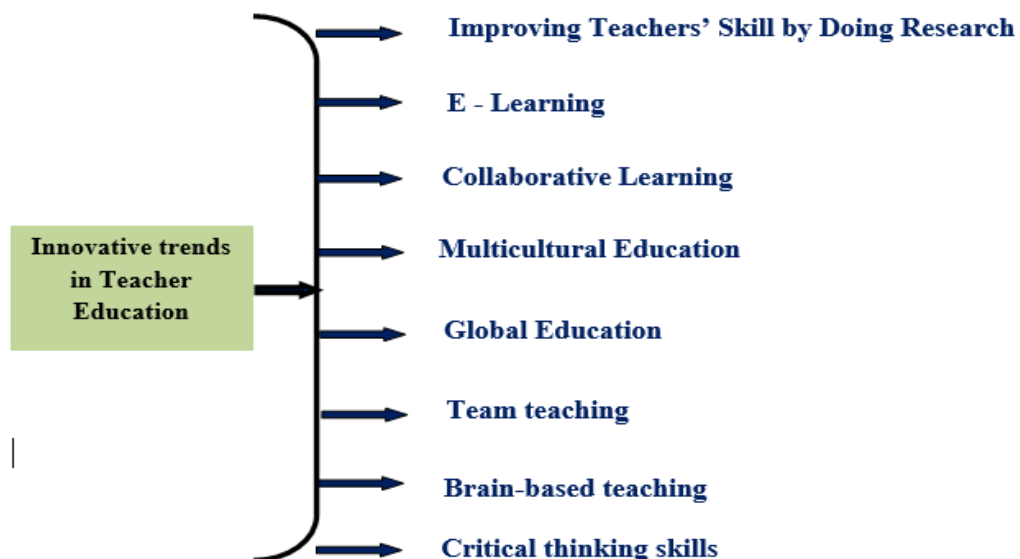
**Objectives of the Study:**

1. To understand the innovative trends of Techer Education in India.
2. To analyze the role of Educational Research with relation to Teacher Education.
3. To discuss the Improving Critical Thinking Skills among Teachers.

**National Policies and Teacher Education:**

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education- *The political recognition of Universalization of Elementary Education that led to the Right to Education Bill, 2008 and The National Curriculum Framework for school education, 2005.*

The Bill has been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and compulsory education to almost 20 crore children in the 6-14 age group till class 8. The Act mandates a schedule for the functioning of schools which includes a teacher student ratio of 1:30 till a student population of 200 students at the primary stage. This would increase the demand for qualified elementary school teachers many times. The country has to address the need of supplying well qualified and professionally trained teachers in large numbers in the coming years. The lunch of the massive Sarva Shiksha Abhiyan in 2002 and the recent financial commitment and education to augment the Universal Elementary Education mission have underscored the need to adequately prepare teachers to address the growing demand for quality education.



## **1. Improving Teachers' Skill by Doing Research**

Teaching has come a long way from the traditional speaker- listener system. In the present moment, preceptors aren't just speakers, but attendants; and scholars aren't just listeners, but co-explorers of knowledge. Education has become more interactive and experiential for both parties. Therefore, tutoring methods have also evolved, with further options available for preceptors to use. Fortunately, there's one system that helps a schoolteacher see the aspects of his or her tutoring that need enhancement. This system is exploration, and particularly Classroom Action Research (CAR). In its broadest sense, exploration is itself helpful when a schoolteacher is trying to introduce generalities to scholars. Preceptors who do their own exploration on the motifs they educate, rather than depending on handbooks, can gain a much better understanding of those motifs and how their scholars interact with the motifs. As a result, they can be more effective in participating the knowledge with scholars. Auto is more specific than introductory exploration, and it's more concerned with the tutoring process itself than with the motifs tutored. Compactly, Auto is a form of guru exploration that investigates the current situation of a class. The guru (the school teacher) is the one who conducts active exploration on what his or her class truly needs. Since CAR is guru exploration done by one school teacher for a particular class, it may produce unique results that can be generalized to other classrooms. Classroom Action Research is truly helpful for preceptors to find out what the scholars need. But more importantly, it's a tool for them to identify what they themselves need to ameliorate in their instruction. This identification is the first step towards better tutoring, and accordingly, better quality education.

## **2. E-Learning:**

Information technology has long since been actualized, and knowledge of it's now considered nearly an introductory necessity. It's no wonder that seminaries have begun using computers during classes, whether for introductory tasks similar as pupil report donations or indeed for pivotal conditioning similar as examinations. Electronic quizzes are hardly new moment. To round the use of computers, colorful types of software are available. The most introductory bones are the word processors, spreadsheet generators, and donation programs. Also, there are more technical bones similar as attendance trackers, educational games, and graphic organizers. With

computers, the use of the internet predictably follows. And with this classroom invention comes an endless world of possibilities. Notes can be recorded, uploaded, and participated. further communication channels are opened than ever ahead. Some classes indeed use social networks for communication, as apparent in online groups and forums. There is also more substantial academy conditioning done over the internet. For case, absentee preceptors may produce online tutorials for scholars, so that scholars won't have to miss a literacy session. Some major systems also bear the use of online journals and blogs for attestation and the suchlike. There are indeed those who experiment with the creation and conservation of websites for the exclusive use of the class. In the end, this is the thing of every bit of educational elaboration a trip towards the stylish quality of education possible for the youngish generation.

### **3. Collaborative Learning:**

Collaborative learning is a method where two or more individuals work together in a literacy experience to participate, contribute to each other's comprehension of a topic, and finish a specific assignment. Participating in knowledge exchange and making connections with others, whether or not we know them personally, has established itself as a crucial educational tool. In order to learn more about a certain topic, try out ideas and proposals, learn statistics, and gauge one other's viewpoints, scholars are connecting with one another using social media. Collaboration is a vital aspect of life and need to be taught in the classroom. Preceptors may assign work that is intended to promote collaboration and cooperative literacy.

There are numerous teambuilding games and conditioning that can be done in a classroom that force scholars to work together to complete a task. In this script, scholars can learn just as important as if they were developing a donation on their own, but they get the added benefit of learning how to unite. Cooperative literacy is on the rise in our classrooms. Done rightly, it's a great occasion to break up the monopoly of the lecture, educate cooperation to our scholars, and help them to come more productive members of society in the future.

### **4. Multicultural Education:**

Multicultural Education is demanded as some preceptors find it delicate to relate the class to the children they educate. This might be because a preceptor in

the megacity is far more likely to educate a lesser number of children who are from a multilateral background. Experts believe this type of education is progressive, precluding youthful people from being made the victim of hypotheticals.

### **5. Global Education:**

Global Education aims to raise children and to give them a boost, putting them on an indeed standing despite their unprivileged background. Global education can also be innovated on transnational affairs, as the name would suggest. scholars who witness this conception in class are more curious about life and about the colorful complications which are associated with it. scholars who are educated with a global focus suppose about how their conduct and their lives have an impact on the world in a far larger scale than they might have imagined beforehand. It's a different way of allowing for youthful people which they can use in their everyday lives, as they make sense of the different challenges which are faced in the world.

### **6. Team Teaching:**

Putting two preceptors in one classroom is known as platoon tutoring, cooperative platoon tutoring-teaching. This model provides benefits and presents challenges to both preceptors and scholars. scholars inco-teaching classrooms observe cooperation in action and learn to see generalities from further than one perspective. They've the chance to learn from preceptors with different backgrounds and can claw deeper into subjects thanks to the occasion for further one- on- one educational openings. still, clashing personalities and the tendency of scholars to favor one schoolteacher over the other can hang the stability of this model.

### **7. Brain-based teaching:**

Based on neuroscience research that shows consistent practice of a concept creates strong pathways between neurons, brain-based teaching takes advantage of the power of the developing mind to create the greatest amount of positive changes during the short period that students are in school. Students work in groups, participate in games that address specific concepts, and engage in lessons built around central themes; all with the goal of improving their understanding of

important academic skills and ideas. Physical education is included to facilitate the growth and development of new neural pathways.

### **8. Critical thinking skills:**

Although memorization of fundamental facts is critical to building a foundation of knowledge in the early grades, students also need to be able to apply those facts in a multitude of situations. Research into critical thinking skills is driving new ways of teaching that include encouraging students to ask questions, develop problem-solving skills by working in groups, and discuss the outcomes of their experiments. These methods of discovery give students a more active role in their education and teach them how to make decisions by applying the facts they've learned to the problem at hand.

Preservice teachers should be aware of these and other research trends as they study to become educators so that they know what is expected of them when they are in charge of a classroom. Preservice teachers are encouraged to make what they learn an integral part of their teaching methods, discover what works best for their students and continue to modify their methods to create the best possible learning environment.

### **Conclusion:**

The teacher education presents a major opportunity to significantly improve this critical component of a high-quality education system. Examination of existing effective practices can provide a strong foundation for further reform. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self-motivated and industrious teacher can utilize his or her own resources to keep him or herself abreast of new knowledge and skills. It has been recognized that teacher education programs should be structured and modified in a way that enables their teacher graduates to respond dynamically to the new problems and challenges in the field of education. Only then can teachers help in national development.

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