

## INNOVATIVE PRACTICES FOR QUALITY ENHANCEMENT IN TEACHER EDUCATION

**Shivaji Balaku Desai, Ph. D.**

*Principal, Smt. Kashibal Navale College of Education & Training  
Kusgaon, (Bk.), Lonavala, Pune410401.*

**Paper Received On:** 21 JULY 2021

**Peer Reviewed On:** 31 JULY 2021

**Published On:** 1 SEPT 2021

### Abstract

*Education renders a significant contribution in leading to effective growth and development of the individuals and teachers. The major significance of teacher education is focused upon the impartment of training to the teachers, with the main purpose of achieving the desired academic outcomes. Therefore, to perform their job duties up to the required standard, they need to enhance their skills and abilities with innovations. The teachers have an important role to play in not only achieving the desired goals and objectives of the educational institutions but also in promoting the welfare of the community. The teacher is the key factor of all mental, social and spiritual development of children. Within the course of implementation of their job duties, they are required to cope with many challenges. They need to know the innovative practices to get desired outcomes. There exists a wide gap between theory and the knowledge and skills of teaching required in the actual classroom curriculum transaction. For this reason, a routine-bound teacher cannot act following the emerging needs unless he or she is trained and frequently oriented.*

*The innovative practices will be useful to enhance teacher education. The main areas that have been taken into account in this research paper are, the scope of teacher education, changing context of teacher education with innovation in the Indian scenario, and challenges of teacher education*

**Keyword** - Innovative practices, Quality enhancement, Teacher Education.



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### Introduction

Education is a dynamic process. It has continued to evolve diversify and extend its reach since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity as well as to meet the challenges of the times. A human being is a precious natural resource. He needs to be cherished, nurtured, and developed with tenderness and care. Throughout history, education has been playing this vital role and has contributed a lot in shaping the destinies of societies in all phases of their

development. More importantly, education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance. In essence, education is to be looked upon as a unique investment in the present and the future. Today teaching is a profession requiring specialization in terms of knowledge and skills. There exists a wide gap between theory and the knowledge and skills of teaching required in the actual classroom curriculum transaction. For this reason, a routine-bound teacher cannot act following the emerging needs unless he or she is trained and frequently oriented. One of the most important requirements to promote and strengthen education is the training of teachers who are the key resources in the reform, redirection, and renewal of education. "Education is the most powerful weapon which you can use to change the world." Kothari commission remarks "The destiny of India is being shaped in its classrooms."

This is the reason for addressing the education providers and teachers as nation builders. A teacher educator is responsible for the education of teachers under whose charge the destiny of our next generation is placed. Teacher Education is that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the school system (Afe, 1993). Teacher education appears to be one of the most conservative parts of many education systems. It seldom is the source of curriculum innovation, a radical reconceptualization of professional learning. Therefore, great efforts were made and still are being made to improve the quality of teacher education.

The teacher is the key factor of all mental, social and spiritual development of children. Mother is the first teacher of the child. She will be equipped with learning competencies, commitment, and determination to perform at her best. The teacher is born, not made. We need more teachers, better teachers, and committed teachers. Education is the most powerful instrument whose effective use requires the strength of will, dedicated work, and sacrifice. Since this instrument is in the hands of teachers, they must possess the above-mentioned qualities for its effective use. Education develops desirable habits, skills, and attitudes which make an individual a good citizen. In the last decade, global education has received renewed focus, study, and support as the world around us changes rapidly and web users are in a new era of global cooperation, collaboration, and interdependence. We've achieved a much broader consensus around the need for a more globally competent society, to confront the challenges of the 21st century more effectively-although how this should be

*Copyright © 2021, Scholarly Research Journal for Interdisciplinary Studies*

done is still a subject of heated debate. However, before debating the merits of the approach, more attention must be paid to defining and assessing global competence in teaching and learning.

True education, it must be noted at the outset, is a powerful force in bringing about desired change. It is education and education alone that can bring about changes in knowledge, skills, attitudes appreciation, and understanding of things around us. Qualitative improvement of teacher education is urgently needed for updating teachers in our country. However, reform and innovations in education for quality development at every level is reorganization which takes place in the following ways Reorientation of subject knowledge Vitalizing of professional studies Improving methods of teaching and evaluation Development of special programmes and courses Revision and improvement of curriculum.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that "Teachers were born, not made." It was not until the emergence of pedagogy, the "art, and science of teaching," as an accepted discipline that the training of teachers was considered important.

Although there has been continued debate about whether teaching is a "science" that can be taught or whether one is "born" to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher: knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both. Most educational programs for teachers today focus upon these points. However, the internal character of the individual is also an important aspect of teaching, whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher.

Primary and secondary teachers in India are trained at universities, and the educational system is centralized and the Ministry of Education and its implementation units, such as local education centers, have the primary responsibility for education policy, curricula design, and practice. The Parliament approves legislation on education and the Ministry of Education sets guidelines for all practical issues including teacher education, as well as being the main funder in the sector. In general, India does not experience shortages of school teachers but there are shortages in particular subject fields and locations, such as in the

areas of mathematics, and science, especially in remote areas. Quality and excellence in the education sector are some of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Management of teacher education is a difficult task because there are large numbers of variables in teacher education programmes including variations in the purpose for which persons join teacher training courses of various levels of the institution.

Knowledge and skills in a range of appropriate and varied teaching and teacher improvement, therefore, are becoming the foci of researchers, policymakers, program designers, implementers, and evaluators. In both developing and industrialized countries, teachers in the past were treated as semiskilled workers unable to make responsible decisions about their practice. They were required to follow instructional prescriptions and highly scripted and rigid teaching procedures. For their professional development, teachers received information on how to improve from "experts" in centralized workshops with little follow-up support at the institutional level. Many educational systems are starting to advocate active-learning approaches for teachers as well and significant changes are taking place. If teachers are to become reflective practitioners who use active-learning approaches in their classrooms, where students learn through problem-solving, critical dialogue, inquiry, and the use of higher order thinking skills, teachers must learn and improve in professional development programs that not only advocate but also use and model these methods. The idea of reflective practice assumes that teachers are professionals capable of reflecting on the school and classroom situation and, thus, capable of making a large number of instructional and classroom management decisions. Even in circumstances where the level of teacher preparation is low, this perspective rejects the notion that teachers must work according to rigid prescriptions, incapable of independent decision making. Although some challenge the notion that teachers in developing countries, with minimal preparation and minimal resources, can reflect on practice and make informed choices, the more widely held view is that the idea of "the teacher as professional" has reliably led to better teacher performance.

Many problems and issues are plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves.

### **Nature of Teacher Education:**

1) Teacher education is a continuous process and its pre-service and in-service components are complementary to each other. According to the International Encyclopedia of Teaching and Teacher Education (1987) Teacher education can be considered in three phases: Pre-service, Induction, and In-service. The three phases are considered as parts of a continuous process.

2) Teacher education is based on the theory that Teachers are made, not born in contrary to the assumption, Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge but also skills that are called? tricks of the trade

3) Teacher education is broad. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.

4) It is ever-evolving and dynamic. To prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.

### **Need of Teacher Education:**

The need for teacher education is felt due to the following

1. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are the length of academic preparation, The level, and quality of subject matter knowledge, The repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation is focused only on the training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

(2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they can learn in teacher education and teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education.

4) The National Academy of Education Committee's Report said On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning.

5) The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

6) As in other professional education programmes the teacher education curriculum has a knowledge base that is sensitive to the needs of field applications and comprises meaningful, a conceptual blending of theoretical understanding available in several cognate disciplines. However, the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct? gestalt' emerging from the co disciplines but a distinct?gestaltenergizing from the conceptual blending', making it sufficiently specified.

7) Teacher education has become differentiated into stage specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage

8. It is a system that involves an interdependence of its Inputs, Processes, and Outputs.

### **Objectives of Teacher Education**

1. Provide opportunities to observe and engage with children, communicate with and relate to children

2. 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 work in groups.

3. 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.

4. Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities relate subject matter with the social milieu and develop critical thinking.

5. Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, castor-telling and reflective inquire

### **Dimensions of Quality Enhancement in Teacher Education**

Quality of education is a multi-dimensional concept, with varying conceptualizations. It includes, within its ambit, the quality of inputs in the form of students, faculty, support staff and the infrastructure the quality of processes in the form of learning and teaching activity and the quality of outputs in the form of the enlightened students who move out of the system. With more attention being paid to the quality of higher education, quality has also increasingly been seen as something that can and should be managed and improved. Historically, one could argue that quality management in higher education had already introduced during the 1980s, and at the beginning of the 1990s, the idea of applying the popular industrial-quality models such as total quality management, aiming at customers' satisfaction to the higher education area was also quite widespread. TQM can be considered as the first quality management model in higher education that caused a lot of discussions about potential relevance for the sector, as well as its educational and social implications.

For enhancement of total quality in teacher education, the educational and universities should follow certain standard parameters such as:

Quality in student's intake

Quality in faculty members,

Quality in academic infrastructure, Quality in teaching methodology and technology,

Quality and uniform examination system, Quality in the evaluation procedure,

Quality in teachers' academic facilities, • Quality in teachers' in-service training programmes,

Quality in Teachers' Training Institutions,

Quality in teachers' internship,

Quality in Research and Extension, Provision of proper teaching-learning environment,

Provision of Common Academic Programmes, Provision of up-gradation of curriculum,

Provision of proper placement of trained teachers, Provision of adequate grants and funds.

*Copyright © 2021, Scholarly Research Journal for Interdisciplinary Studies*

Provision of the common administrative system. Proper co-educational management and control,

Effective and Frequent Supervision and Inspection.

### **Assurance of Quality Enhancement in Teacher Education**

Quality has become a defining element of education in the 21st century in the context of new social realities. The information communication revaluation, the knowledge economy and globalization are greatly influencing the next society. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality makes education as socially relevant as it is personally indispensable to the individuals. In this sense, quality becomes the defining element of education. In this context, quality and excellence should be the vision of every higher education including teacher education. Acquisition of quality and excellence is a great challenge faced by all higher education initiations.

### **Some Innovative Practices in Teacher Education**

Following are some of the innovative ideas that need to be focused on:

1) **Team Teaching, Cooperative or collaborative learning process:** When teachers and students have to work under so many constraints, then the practice of “Team teaching or cooperative or collaborative teaching” is always a good option. A team teaching or cooperative learning process is teamwork where members support and rely on each other to achieve an agreed-upon goal. Cooperative learning is 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.

2) **Reflecting Teaching and Reflective Teacher Education:** Reflection on one’s own work is a key component of being a professional and is essential to teacher education. Teachers must examine their belief, assumptions and biases regarding teaching and learning and determine how those beliefs influence classroom practice. Reflection is a natural process that facilitates the development of future action from the contemplation of past and current behavior. Reflection refers to the ongoing process of critically examining and refining



practice, taking into careful consideration the personal, pedagogical, societal and ethical contexts associated with schools, classrooms and the multiple roles of teachers.

3) **Constructivism and Teacher Education:** The concept of Constructivism has evolved from cognitive psychology. The constructivist paradigm is based on the contributions of Piaget, Vygotsky, Gardner, Dewey, Tolman and many others. Thus, it is a synthesis of many dominant perspectives on learning. It is believed that the key element of constructivist theory is that people learn by actively constructing their knowledge, comparing new knowledge with their previous understanding and using all these to come to a new understanding. Constructivist learning is based on student's active participation in problem-solving and critical thinking regarding a learning activity. Students construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying them to new situations and integrating new knowledge gained with pre-existing intellectual constructs. The teacher is a facilitator or a coach who guides the student's critical thinking, analysis and synthesis abilities throughout the learning process.

4) **Blended-Learning and Teacher Education:** Blended-learning describes an approach to learning where teachers use technology, usually in the form of Web-Based instruction, in concert with and as a supplement to live instruction, or perhaps utilize components of a learner-centered Web course with components that require significant instructor presence and guidance. The strength of a blended-learning approach is that it provides a means to ensure learners are supported and guided as they undertake independent learning tasks. Use of the Web in such settings provides many affordances for the teacher and students in the form of communication channels, information sources and management tools. These aspects appear to make blended learning particularly well suited to teacher training students, especially those in large groups where direct instructor support may be difficult to deliver. Blended learning commonly describes learning that combines traditional teaching and learning approaches with information and communication technologies. It is anticipated that blended learning will enhance the student learning experience, at the same time it also demands that the teachers should be trained as online facilitators.

5) **Soft Skills and Teacher Education:** The development of human capital is an important asset since it drives the development of a nation. Quality human capital comes from the quality education process through a carefully designed and well-planned education system. Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects and hard skills tend to be specific to a certain type of task

or activity. Soft skills refer to personality traits, social gracefulness, and fluency in the language, personal habits, friendliness and optimism that mark people to varying degrees. Soft skills are broadly applicable in teacher education programme, thus the curriculum of teacher education could contribute to the development of a holistic human capital that can foster economic, social and personal development. Infusing the soft skill in the curriculum of teacher education is the need of the profession for it to be successful.

### **Conclusion**

Teacher education is a very crucial aspect of developing the complete education system. In the end, it can be concluded that in today's era of information and communication technology it is imperative to develop teachers for the growth of society as well as for self. Teacher training Education should not be looked at the provider of education only rather it should be treated as a means of achieving social elevate but also as a motive of progressions of teachers in a period of knowledge and research dominance. Innovation is the track to progress for any nation and the future of the nation is built in classrooms. Hence, attention should be given to such innovative

methods and new ideologies and should be incorporated in teacher development programmes.

For the quality assurance in teacher education the pedagogical quality maintenance is crucial through the innovation of pedagogical practices quality of teacher education can be developed and enhanced

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development.. It is to be kept in mind that the quality of education depends largely on the quality of teachers and the quality of teachers depends on the quality of education the teachers receive during their preparation programme. Teacher education in India is at a new stake because of the new policies laid down and the globalization processes. Indian Teacher education needs to orient itself to the new challenges and enable its pupil to compete for level. To meet the challenges of the new millennium, teacher education in India needs a tremendous change. The teacher educators need intensive training in various aspects related to innovations in the practices.

### **References**

- Dhodi, N. (2011). Development and Implementation of a Program for Enhancing Info-Savvy Skills in Student Teacher, a Ph.D. Thesis, The M.S. University of Baroda.*
- Elizabeth Leu & Alison Price, Quality of Education and Teacher Learning: A Review of the Literature (Available on www.ssrn.com).*
- Gupta, A.M. (1999), Educational Management.: Bharat Prakashan New Delhi*
- Copyright © 2021, Scholarly Research Journal for Interdisciplinary Studies*

- Jyotsna Saxena (2009), Quality education, A.P.H Pub, New Delhi.*
- "Mohanty, Jagannath (2003). Teacher Education: Deep & Deep Publications Pvt. Ltd., New Delhi.*
- Vashist, S.R. (2003) Professional Education of Teachers: Jaipur.*
- Saxena, N.R., Mishra, B.K., Mohanty, R.K. (2005). Teacher Education: Principles, Theories and Practices: Kanishka Publishers, Distributors, New Delhi*
- Sharma, Shashi Prabha (2003).Professional Education of Teachers: Mangal Deep Publications, Jaipur.*
- Taniya KundraResearch Scholar, Innovative practices in teacher education programme: International Journal of Applied Research 2018 4(4) www.allresearchjournal.com*
- National Council for Teacher Education-website*
- University News, 52(30) July 28-August 03,2014*
- University News 52(05) February 06-09,2014*
- Publications University News. Vol. 49, No.09, February 28 March 06.*
- <http://www.education.gov>.*