

CHAPTER - I

CONCEPTUAL FRAMEWORK

1.0 Introduction

The pattern of Education is changing very fast. Many new phenomena like Scientific and Technological advancement, Industrialization, Globalization and Modernization have emerged in the Society. Education is a discipline which prepares to meet the challenges to lead meaningful life. The modern generation needs compatible skills, updated knowledge, latest information of changing social needs, technologies and attitudes to make them fit to survive gracefully. Lifelong and continuous learning is the need of the modern age to empower the modern generation. So, there is a need Powerful Education System.

UNESCO's Commission on Education (1972) declared that education as a lifelong process and emphasized on its purpose to establish a learning society, i.e., a society that knows how to learn, to grow and to transform itself to the needs of ever changing world. It is only through learning that one acquires knowledge and this knowledge comes mainly through education. The role of teacher is inseparable in the process of education which shapes & moulds human personality. In order to meet the demands of globalization the educational system of the country needs more efficient, as well as, competent teachers. The quality of teachers mostly depends on the Teacher Education Programme of any nation. National Policy on Education (NPE, 1986) has rightly emphasized, "The status of teacher reflects the socio-cultural ethos of the society and no people can rise above the level of its teacher. Good teachers are concerned it can be produced only when we have good and effective Teacher Education Programme."

According to National Curriculum Framework for Teacher Education (NCFTE, 2009), 'A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher changes from time to time, responding to the broader social, economic and political changes taking place in the society.' On this background of demand and expectation from schools and society, Teacher Education Programmes need to be strengthened in all aspects adding innovative ideas and practices.

1.1. Teacher Education

Teacher Education is an integral component of the nation's educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of the nation. According to Goel & Goel (2012) "Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life." Thus, Teacher Education can be considered as a life directing discipline.

The entire educational system of our country is in the process of change. We all know that no educational reform can be successful unless the quality of teacher is improved; but in turn the quality of teacher depends to a large extent on the quality of Teacher Education.

During the last five decades, certain efforts have been made to indigenize the system. The gaps, however, are still wide and visible. The imperatives for building the bridges may be as follows: (NCFTE, 2009)

1. To build a national system of Teacher Education based on India's cultural ethos, its lenity and diversity synchronizing with change and continuity.
2. To facilitate the realization of the constitutional goals and emergence of the new social order.
3. To prepare professionally competent teachers to perform their roles effectively as per needs of the society.
4. To upgrade the stranded of Teacher Education, enhance the professional and social status of teachers and develop amongst them a sense of commitment.

Education commission (1964-66) says, 'Of all different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality of recruits to the training profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective'. The quality of Teacher Education in our country especially at the secondary level is far from satisfactory. This may be due to lack of focus on providing meaning full experiences to the student-teachers trained for secondary classes. Thus, insufficiently trained teacher may fail to make quality citizens for the country.

The present state of Secondary Teacher Education in the Country presents a mixed picture of far-sighted intentions and innovations coupled with alarming distortions and structural shortcomings. Looking back, from past to present, it appears that although, nomenclature has undergone a change from ‘training’ to ‘education’, the system largely remained unchanged. The major weakness as been successively pointed out by University Education Commission (1948-49), Secondary Education Commission (1952-53) and Education Commission (1964-66) is about the rigidity and static condition of Teacher Education system.

Keeping in view the inadequacies of the Teacher Education Programme, NCTE (1978) prepared a framework for Teacher Education and called for drastic changes starting from its objectives, content and methodology; the Council stressed on, pedagogical theory (20%), Working with community (20%), and content cum methodology (60%). This curriculum did not find implementation in totality in Secondary Teacher Education Institutes (STEIs).

National Commission on Teachers (1983-1985) recommended reforms in Teacher Education and called for revamping the current courses and curricula. ‘Challenges of Education; A Policy Perspective’ (1985) observed that the process of updating Teacher Education is extremely slow and a major portion of the Teacher Education curriculum was irrelevant even to contemporary needs. NPE (1986) stated that the existing system of Teacher Education will be overhauled. Educational Consultants India Ltd (EdCIL, 1987) observed much scope for improvement in the system. It stressed on developing national norms for STEIs and to evolve a statutory mechanism for enforcing them. NCTE (1988) gave a fresh look to the existing curriculum and stressed on foundation course (20%), Stage relevant specialization (30%), Additional specialization (10%) and Practical/field work (40%). This curriculum also did not find implementation in totality. Review Committees on the National Policy on Education (NPERC, 1990) criticized the present Teacher Education Programme as theory oriented and isolated from school and community. Programme of Action (POA, 1992) notes the major drawback of Teacher Education as alienation of theory from practical components.

In view of the above points the newly visualized Teacher Education Programme as put forth by NCERT is as follows;

1. Emphasizes 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.
2. Puts full faith in self learning capacity of school children and student-teacher and evolving proper educative programme for education.
3. Views the learner as an active participative person in learning. His/her capabilities or potentials are seen not as fixed but capable of development through experiences.
4. Views the teacher as a facilitator, supporting, encouraging learner's learning.
5. Does not treat knowledge as fixed, static or confined in books but as something being constructed through various types of experiences. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction.
6. 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.

Table_1: Major Shifts Needed in Teacher Education (NCF, 2005)

| From | To |
|---|---|
| Teacher-centric, stable designs | Learner centric, flexible process |
| Teacher direction and decisions | Learner autonomy |
| Teacher guidance and monitoring | Facilitates, supports and encourages learning |
| Passive reception in learning | Active participant in learning |
| Learning within the four walls of the classroom | Learning in the wider social context |
| Knowledge as "given" and fixed | Knowledge as it evolves and is created |
| Disciplinary focus | Multidisciplinary focus |
| Linear exposure | Multiple and divergent exposure |

“The challenge is to develop a holistic Teacher Education and development programme that attracts, develops, empowers and retains teachers throughout their careers. This process begins with pre-service Teacher Education, which must not only

provide sound basic training in subject matter but also in pedagogy related to subjects. It also needs to develop the skills for reflective practice and research” (MHRD, 2010).

1.2. Need and Importance of Teacher Education

Entering into the 21st century does not mean a simple shift of calendar year. Presently, we are in the ‘Knowledge Era’ which is supported by high and low technology. As teachers are the king point of any education system, their enrichment and training is of at most importance.

Due to the evolutionary developments, standards of learning have become higher in the 21st century than it had been in the 20th century. As a result, teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment.

A Policy Perspective (1985) has mentioned that Teacher performance is the most crucial input in the field of Education.

Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example and through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionize the classroom teaching. Unless the teachers are capable and committed, the education system cannot become a suitable and potential instrument of national development.

Keeping this target in mind, the following objectives for restructuring have been focused:

1. Trainees have enough content knowledge
2. Positive attitude and interest towards teaching learning process
3. To make the trainees capable of facing the challenges in the classroom teaching and real life situation
4. Prepare more competent and professional future teachers
5. Prepare teachers for global demand in the education sector.

In teaching profession a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities, participating in community programmes, diagnose and remedy students problems etc., along with activities which are intrinsic to teaching and learning. These tasks to be performed by teachers needs perfection in academic and

professional preparation of teachers. So the need and importance of Teacher Education may be enlisted as follows.

1. To educate teachers in organizing learning resources so that they can identify and design how to use a variety of appropriate teaching learning resources from the environment, community, media, A.V. aids and self learning materials.
2. To accomplish them for effective curriculum teaching strategies like developing episodes, lesson plans, instructional units, sequences etc., through inquiry, discovery, problem solving, projects, discussion, dialogues or lectures.
3. To qualify them to conduct effective interaction during classroom teaching to promote individual and group learning.
4. To educate them to evaluate the outcomes of learning by planning and conducting a continuous - comprehensive evaluation of the teaching learning process through appropriate tools and techniques.
5. To make them sufficient to implement compensatory education programmes for the disadvantaged learner through organizing and participating in remedial instruction, tutorials, special coaching etc.
6. To make them competent to cater to the special needs of disabled and gifted children.
7. To educate them to organize and guide variety of co-curricular activities designed to facilitate the all round development of the learners.
8. To make them adequate to guide students in solving their learning, occupational and personal problems and also participate in other student support activities.
9. To prepare them to participate in and contribute to parallel and complimentary educational service systems like non-formal education, adult literacy, workers education etc.
10. To make them proficient to develop in students, the qualities of democratic citizenship like tolerance, concern for others, cooperation, responsibility, commitment to social justice etc.
11. To make them sufficient to promote environmental consciousness, secular outlook, scientific temper, and cultural pursuit the students and in the community.

12. To endow them the quality to organize and participate in programmes of community service and development.

- (Mangala, 2010)

Though these changes have been included in the Teacher Education system, lot more has to be done to make the Student-Teachers efficient. The existing programme of Teacher Education at primary and secondary stages is generally based upon the Teacher Education curriculum framework brought out by the NCTE.

The above mentioned points show that the Teacher Education is guided by the needs of the dynamic society. Teacher Education Programme is being viewed with special attention because our constitutional goals, the directive principle of the state policy, the emerging expectation and changes operating in education, demanding for an appropriate response from the futuristic education system.

Further, Biswal and Das (2011) reported that Teacher Education plays a crucial role in structuring present systems of society and shaping the future of nation. It has been rightly said that the quality of education and the development aspects in all sectors of a country depend much upon the quality of its teachers. The quality of training imparted to the teachers in the Teacher Education institutions is quite important in the present context.

There are many major concerns which call for an immediate action. A comprehensive, dynamic and responsive system of Teacher Education needs to be continually evolved keeping the overall scenario in view.

As per the changing needs of the society various educational commissions have been providing valuable recommendations as described below.

1.3. Recommendations of Various Commissions and Policies on Teacher Education

1.3.1 Pre-Independence Era

Unfortunately the Teacher Education today is far from satisfactory position and same was stated by various committees and commissions constituted from time to time.

Wood's Despatch on 19th July 1854. It was rightly called the most important document on English Education in India. It advocated the need of establishing teacher training institutions and giving stipends to pupil teachers. The experts of the Committee expressed, "We cannot do better than refer you to the plan which has been

adopted in Great Britain for this subject, and which appears to us to be capable of easy adaptation to India. It mainly consists in the selection and stipend of pupil teachers (awarding a small payment to the masters of the schools in which they are employed for the instructions out of school hours), their ultimate removal, if they prove worthy, to normal schools; to issue them certificates on the completion of their training in these normal schools.” After the publication of Wood’s Despatch a few normal schools were opened to prepare teachers at the elementary level. The first professional college to prepare teachers at the secondary level was opened in Madras in 1856.

In 1859, the Stanley Despatch laid emphasis on teacher training. The new grant-in-aid rules provided that the salary grants to schools to be given only for those teachers who had obtained a certificate of teacher training. As a result of this measure, the training of teachers received an increased attention. In 1882 there existed 106 such Schools, including 15 institutions meant exclusively for women.

The regular system of Teacher Education was detailed in accordance with the recommendations of the Indian Education Commission, 1882. Consequently, by the end of 19th century, there were 6 training colleges at Madras, Lahore, Allahabad, Kurseong, Rajamundri and Jabalpur and 50 training schools in the whole country.

After Govt. of India Resolution on Education Policy in 1904 Lord Curzon devoted sufficient attention towards education and training of teachers. Its recommendations were as follows -

1. Provision should be made for higher training of able and experienced teachers for the Indian Educational Service.
2. Adequate equipment of training colleges.
3. One year training course for graduates leading to degree and 2 years training
4. Course for under graduates leading to teacher’s certificate.
5. Close association between theory and practice and practicing schools to be attached with training college.

Calcutta University Commission (1917-19) under the chairmanship of Sir Michael Sadler, popularly known as Sadler Commission recommended -

1. The number of trained teachers should be increased.
2. Research work in education should be encouraged.
3. A demonstration school should be attached with each training college so that practical work may be done in it.

4. The subject of Education should be included in the curriculum of B.A and intermediate classes.
5. Department of Education should be set up in the universities. As a result of recommendations, the number of training colleges increased. Some universities established their Departments of Education.

The Hartog Committee of 1929 was shocked to learn that only 44% of teachers in primary schools were trained and that only 28% had completed middle course. So it recommended:

1. The standard of general education for primary teachers should be raised.
2. Training period should be extended.
3. Primary training institutions should be well staffed for greater efficiency.
4. Provision of refresher courses should be made from time to time for teachers of primary schools.
5. The service conditions of teachers should be improved.

Abbott Report (1937) was a landmark in the field of education. It stressed on Vocational Education and gave valuable suggestions for Teacher Education. It suggested for community work and community service in the curricula of teachers' college.

In 1944, the Central Advisory Board of Education (CABE) presented a scheme of education "Post war Development in India", popularly known the "Sargent Plan". It made some practical suggestions for Teachers Training Programme. It recommended that suitable boys and girls should be inducted in the teaching profession after high school and practical training and research facilities should be provided to them.

1.3.2 Post-Independence Era

Praiseworthy works have been performed in the field of expanding the facilities of teacher training in the post- independence period. There has been a large scale expansion and degree of reconstruction at all levels. In the field of education, there has been quantitative expansion along with some qualitative improvement. These quantitative and qualitative changes have deeply influenced by various new trends and new thinking in the field of education. Not only have the training institutions and the enrollment therein increased over the years but changes have come in the outlook for the preparation of teachers also. "Training of Teachers" is now better called as "Education of Teachers".

In 1948, the Central Institute of Education was established in Delhi and Government Training College at Allahabad was developed into Central Pedagogical Institute. There were about 40 secondary training colleges all over the country with an intake of about 3000 trainees. More than 50% teachers out of 5.6 lakh teachers were untrained at the time of independence.

The first commission in the name of University Education Commission (1948-49) appointed in free India under the chairmanship of Dr. S. Radhakrishnan, the then President of India. This committee critically scanned the teacher training programme and gave a challenging remark, “Our main criticism of the existing courses is that too little time is given to school practice, too little weight is given to practice in assessing the students’ performance, and conditions of school practice are often unsatisfactory. In some places a student is required to give only five lessons during the whole of his course.” It also made following recommendations -

1. The curriculum of training institutions should be reformed. Instead of bookish knowledge, importance should be given to practice teaching in schools.
2. Only suitable schools should be selected for practice teaching.
3. The students should be encouraged to fall in with the current practices of a school and make the best of it.
4. The course on the theory of education should be flexible and adaptable to local circumstances. But unfortunately no heed was paid to the recommendations and these beautiful chimes were lost in the course of times.

According to University Education Commission, (UEC, 1948-49) “Until and unless we have dedicated and committed teachers, who can take teaching as a mission in their lives, we cannot have a good educational system. Teachers should be the best minds of the country.” UEC suggested some innovations which are as follows.

- The course should be remodeled and more time should be given to school practice in assessing the students’ performance
- Suitable schools should be used for practice teaching
- The bulk of the staff of a training college should be recruited from people who had firsthand experience of school teaching
- The courses on the theory of education should be flexible and adaptable to local circumstances
- Students should be encouraged to proceed to master’s degree only after some years of experience of teaching.

Secondary Education Commission (1952-53) stated in its programme as under: “During this one year of training the graduate teacher should be trained in methods of teaching in at least two subjects - The practical training should not consist only of practice in teaching, observation, demonstration and criticism of lessons, but should include such subjects as construction and administration of scholastic tests, organization of supervised study and students’ societies, conducting library periods and maintenance of cumulative records. We feel that the scope of teacher-training, particularly in its practical aspects, should be broadened to include some of its activities that a Student-Teacher will be expected to perform when he becomes full-fledged teacher.”

The NCERT was set up by Government of India on Sept 1, 1961. The Council was to engage in development programmes of Research, Training and Extension in the field of education. It was to undertake, promote, aide and coordinate educational research, organizes pre-service and in-service training and extension work and disseminate information regarding the latest educational techniques and practices. It was sponsor or to organizes surveys of National importance and by special emphasis on investigations of immediate problems in Indian education. The NCERT had set up the Central Institute of Education, Delhi and four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore which was provide both pre-service and in-service training to the teachers.

Kothari Commission (1964-66) observed that a sound programme of professional education for teachers was essential for the qualitative improvement of education. The Commission realized, “No programme can be a success without the proper education of its teachers; teachers must be provided with the best possible professional preparation in order to raise the standard of education and to keep them continually improving. So, the Teacher Education Programme must be given a high priority.” The commission emphasized on the recognition of education as an independent discipline and for that, departments of education to be established in selected universities. In order to develop Teacher Education and to develop research in education through collaboration with other university disciplines (Inter- disciplinary approach) the establishment of departments of Teacher Education was suggested. Extension work, alumni association, practice in active collaboration with selected schools, implementation of phased programmes, establishment of comprehensive colleges of education in each state on a planned basis, State Board of Teacher Education (SBTE)

in each state to look after Teacher Education at all levels had also been the focus of the report of Education Commission.

During the seventies there was much emphasis on implementation of the new pattern of education, i.e. 10+2+3 pattern. This called for rethinking and reforms in Teacher Education. In 1973, a bold and imaginative step was taken by Govt. of India. It set up a body called National Council for Teacher Education (NCTE) which was to work as a national advisory body for Teacher Education. The NCTE drafted a curriculum for preparing teachers for the new 10+2 pattern. The frame work envisaged that the teacher should play the role of a leader inside and outside the class room, initiate action for the transformation of society as an agent of social change and thereby achieve the goals of national development. The framework defined the objectives of Teacher Education in very clear terms, developed the relationship with the community, emphasized and worked out SUPW, and defined the role and functions of teachers in the emerging Indian Society.

NCTE had taken up the task of initiating appropriate measures to make Teacher Education at various levels responsive to such developments as well as to quality concerns in future. The Curriculum Framework for Quality Teacher Education of NCTE (1998) identified certain objectives of Teachers Education Programme. The Teacher Education Programme at all levels should seek to develop the following in the prospective teacher:

1. Knowledge and understanding of

- the socio-cultural context and role of education in national development.
- the process of human development and learning in all its dimensions and its implication for education.

2. Professional competencies and skills relating to

- effective communication
- effective curriculum transaction utilizing learning resource of various kinds and employing interactive teaching-learning strategies to promote all-round growth of learners.
- comprehensive and continuous evaluation of learners' progress through appropriate tools and techniques.
- effective management of learning within and outside the classroom to maximize learners' growth.
- catering to the learning needs of all children.

- organizing activities of different kinds to promote all-round growth of child.
 - research and experimentation in education.
 - offering guidance to students in their personal, academic and occupational problems.
3. Social commitment through participation in
 - development activities in the community, extension activities and community services.
 - compensatory education programmes for the disadvantaged classes-Scheduled Castes/Scheduled Tribes.
 - complementary and parallel educational service systems like non-formal education, adult education, and workers education.
 4. Positive attitudes towards children, learning, school, professional growth and manual work.
 5. Social, cultural and moral values oriented towards the unity and integration of our people. Democracy, Secularism, Scientific temper, Cultural Heritage, Conservation of the environment, Civic Responsibility.
 6. Aesthetic contests and appreciation, literary, cultural and artistic pursuits.

NCTE embarked upon several projects and nominated several committees to formulate comprehensive proposals for admission procedures, duration of training courses, curriculum of different courses, criteria for accreditation to maintain high standard, qualification of teaching staff members, library and laboratory requirements buildings etc.

The document was debated and discussed widely in the country and the recommendations of the educationists, thinkers and workers were submitted to the Govt. of India for inclusion in the Education Policy, 1986. According to NPE (1986), stress was given to Teacher Education Programme. Some training schools were upgraded to DIETs, training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). The revised National Policy on Education (1992) also emphasized the functioning of Teacher Education institutions.

The National Policy on Education (NPE, 1986) emphasized on taking suitable steps to improve professional competencies of teachers at all levels. It emphasized on the academic freedom of teachers to conduct research, experiments and innovations. The focus was on changing curriculum of Teacher Education of the elementary and

secondary stages in order to enable the teachers to play their role properly in reforming the education system. Further, NPE also recognized that “teachers should have freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs of and capabilities of and concerns of the community.” The Yaspal Committee Report (1993) on Learning without Burden noted that “Inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in schools. The content of the programme should be restructured to ensure its relevance to the changing needs of school education. The emphasis in these programmes should be on enabling the trainees to acquire the ability for self-learning and independent thinking.”

As reported by MHRD, Government of India (Annual Report, 1999-2000, p8) “One of the major achievements of NCTE during the short period of its existence has been the publication of monographs, reports and self-learning modules for teacher-educators and teachers during 1998-99. The publications brought out by NCTE provided a comprehensive view on several important aspects of Teacher Education.” Many seminars, conferences and workshops were being organized by NCTE in different parts of the country for improving teacher’s competency, up gradation of syllabus and development of materials on Teacher Education. A landmark decision taken by NCTE was “to make Information and Communication Technology (ICT) literacy a compulsory part of B.Ed. courses, mainly to create general awareness amongst the teacher trainees about ICT and its use in teaching learning.”

In August 1985, the Government of India brought out a document “The Challenge of Education: A Policy Perspective.” The document acknowledged teacher performance as the most crucial input in the field of education, but lamented that much of the Teacher Education was irrelevant, that selection procedures and recruitment system were inappropriate and the teaching was still the last choice in the job market. It laid emphasis on aptitude for teaching in entrants, on reorganization of the Teacher Education Programme and on in-service education.

Chattopadhyaya Commission Report (1983-85) stated that “If school teachers are expected to bring about a revolution in their approach to teaching, the same revolution must precede and find a place in the Colleges of Education”. The Commission further stated that “If Teacher Education is to be made relevant to the roles and responsibilities of the New Teacher, the minimum length of training for secondary teacher should be five years following the completion of class XII”.

The UNESCO report of the International Commission on Education in the 21st century (1996) also highlighted a similar thought “A rethinking of Teacher Education is necessary in order to bring out future teachers precisely those human and intellectual qualities will facilitate a fresh approach to teaching.”

The NCTE after becoming the statutory body in (1995) brought out a discussion document on Curriculum Framework for Quality Teacher Education (1998) in order to give a new look to Teacher Education. Although various measures taken to improve the quality of Teacher Education had brought changes in the system. But these developments and transformations have not been able to bring about a change in the Teacher Education Programme as envisaged in NPE (1986, 1992)

NCFTE (2009), Report stated that the education and training of a prospective teacher will be effective to the extent that it had been delivered by Teacher Educators who were competent and professionally equipped for the job. The quality of pedagogical inputs in Teacher Education Programmes and the manner in which they are transacted to realize their intended objectives depended largely on the professional competence of Teacher Educators.

The analysis of all these reports shows that the quality of teachers has remained a matter of concern right from the very beginning of the Teacher Education Programme and the current scenario is that existing shortcomings and lacuna has spiraled and has contributed in the degradation of the Teacher Education.

1.4. Objectives of Teacher Education at Secondary & Higher Secondary Stage

The B.Ed. programme has been designed to train personnel to a level of professional competence in imparting instruction at the Secondary and the Higher Secondary Schools stages. The programme aims at imparting both the theoretical knowledge as well as the practical skills to the trainers.

According to NCFTE (2009), for teaching at secondary stage, the qualification most sought after is one year B.Ed. which is in fact B.Ed. for secondary stage. However, at present, there are several variations for first-degree level qualification, which are also available. Teacher Education Programme at this stage, like at all other stages, will include the theory, practice teaching in schools and practical work in the light of contexts, concerns, profile of teachers and general and specific objectives.

General Objectives:

The general objectives of Teacher Education are (Curriculum Framework for Quality Teacher Education, 2009),

1. To promote capabilities for inculcating national values and goals as enshrined in the Constitution of India.
2. To enable teachers to act as agents of modernization and social change.
3. To sensitize teachers towards the promotion of social cohesion, international understanding and protection of human rights and rights of the child.
4. To transform student-teachers into competent and committed professionals willing to perform the identified tasks.
5. To develop competencies and skills needed for becoming an effective teacher.
6. To sensitize teachers and Teacher Educators about emerging issues, such as environment, ecology, population, gender equality, legal literacy, etc..
7. To empower teachers to cultivate rational thinking and scientific temper among students.
8. To develop critical awareness about the social realities.
9. To develop managerial and organizational skills.

According to NCFTE (2009), the pre-service Teacher Education specific objectives are:

1. To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
2. To develop among teachers an understanding of psychology of their pupils.
3. To enable them to understand the process of socialization.
4. To equip them acquire competencies relevant to stage specific pedagogy curriculum development, its transaction and evaluation.
5. To enable them to make pedagogical analysis of the subjects they are to teach at the second stage.
6. To develop skills for guidance and counselling.
7. To enable them to foster creative thinking among pupils for reconstruction of knowledge.
8. To acquaint them with factors and forces affecting educational system and classroom situation.

9. To acquaint them with educational needs of special groups of pupils.
10. To enable them to utilize community resources as educational inputs.
11. To develop communication skills and use the modern information technology.
12. To develop aesthetic sensibilities.
13. To acquaint them with research in education including action research.

The following are the objectives of Teacher Education at Higher Secondary stage mentioned in (Mangala, 2010)

- i. Understanding of the nature and objectives of the higher secondary education and objectives specific to subjects of study at this stage.
- ii. Understanding of the logical structure and methodology of discipline.
- iii. Proficiencies in pedagogical analysis of content and planning of units and sequence of instruction, in the discipline concerned.
- iv. Communication skills, especially those required for effective expository teaching of verbal and nonverbal presentation.
- v. Proficiency in organizing interactive teaching, group discussion, work groups and individual projects, library based and otherwise supported self learning activities, tutorials, etc.
- vi. Attitudes and proficiency for organizing and facilitating students' inquiry, student discovery, active information processing and self appropriation.
- vii. Knowledge, attitude and skills necessary for offering guidance and counseling service on the educational, occupational and personal problems of student.
- viii. Ability to structure learning situations to foster self directed learning.
- ix. Understanding of the bio-psycho social needs of the adolescent.

It can be observed from the objectives that the demands from the Teacher Education have increased with the passage of time. To address these needs the Teacher Education Institutes have been introducing changes in the Curriculum. Government has also tried to bring changes in structure of Teacher Education system. All these changes become obvious in the present scenario described below.

1.5. Present Scenario of Teacher Education in India

Teacher Education today has become elaborate & comprehensive with the inclusion of new aspects in theoretical & practical curriculum. Increase in trained Teacher Educators, cooperative parents, organized and well founded departments of education, adequate funds and equipment, scientific curricula, increase opportunities for teachers has helped the teachers to gain skills in a better way. Organizations such as the National Council of Educational Research and Training, the teaching department of Training Colleges and universities the teachers-exchange foundation, the State Institution of Education, the educational broadcasts of the A.I.R and various education commissions are diligently at work for the betterment of teachers' condition, professional as well as academic.

There are no linkages between the foundational knowledge and skills required for the effective transaction in the classroom. The whole purpose of foundational knowledge in such a manner gets shattered. Even, the curricula are outdated and not meeting the requirement of the present day demand of the society. To overcome and fulfill the demand many new areas like integration of ICT (Information and Communication Technology), CCE (Continuous Comprehensive Evaluation) and CBCS (Choice Based Credit System) are emerging in most of the States of India but are not included in the Curricula of Teachers' Education (NCFTE, 2009). Though the Teacher Education curriculum has not been updated, still number of Teacher Education Institute has increased immensely to meet the demands of trained teachers.

The number of courses offered at different stages - pre-primary, elementary and secondary-face-to-face and distance modes of Teacher Education; programmes of M.Ed., face-to-face and distance modes, C.P.Ed., B.P.Ed., and M.P.Ed., have increased from 3,489 courses in 3,199 institutions in March, 2004 to a whopping 14,428 courses in 11,861 institutions in March 2009. The student intake has likewise increased from 2,74,072 to 10,96,673 during this period. This expansion has taken a heavy toll on quality parameters of infrastructural provision, faculty qualification, learning resources and student profile. Till December 2009, as many as 31 Institutes of Advanced Studies in Education (IASes) and 104 Colleges of Teacher Education (CTEs) were sanctioned, and all of these were functional. Of the 599 Districts in the country, District Institutes of Education and Training (DIETs) were set up in 571

Districts, of which only 529 are functional. Thus, 42 DIETs are yet to become functional (Working Group Report on Elementary Education and Literacy, 2007).

The main problem is non-availability of qualified teachers. Presently, the faculty appointed does not possess qualifications or experience in elementary Teacher Education. Even the Teacher Educators are lacking. A good number of CTEs face faculty shortage, poor library facilities, spend more time on initial Teacher Education while research, development and innovative activities are yet to take concrete shape. The same is the case with IASEs. The capacity of both CTEs and IASEs in performing their mandated roles has more recently come under serious scrutiny (NCTE, 2009).

The training of the teachers is a major area of concern at present, as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most of the States. Pre-service training needs to be improved and differently regulated both in public and private institutions, while systems for in-service training require expansion and major reform that allow for great flexibility. There exists a wide variation in the status of teachers and the need for teachers at different levels of school education across the country. It is important to develop a broad frame work that can address some of the crucial issues common to Teacher Education across different levels with a view to enable states to respond to needs specific to their contexts. Moreover, the diversity in the institutional arrangements for school education in terms of alternative schools, government and private schools places its own demands and which needs to be addressed (NCFTE, 2009).

According to Mangala (2010) there is no provision for training the teachers for the subjects like art, craft, and music while these subjects are very much taught in schools. In this context researcher feels that there is an urgent need of special courses to be started to train teachers. Until the teachers develop interest & acquire the new knowledge, they may not be able to transmit the knowledge properly to their students. If the teachers cannot provide updated knowledge to the students, then the purpose of training the teachers will fail. Thus, it can be concluded that Teacher Education has to face multiple challenges with respect to the social needs and the global needs.

Sharma (2010) while reviewing Teacher Education in his paper proposed some suggestions for improving the condition of Teacher Education. It must be the responsibility of the Central Government to ensure uniformity among Teacher Education institutions, below standard institutions be reformed or closed down,

government should look after the financial aspects of the institutions, teacher-educators must be well qualified and experienced. The private institution functioning only for fulfilling their commercial profits should be closed down.

During the last decade, need thrusts have been posed due to rapid changes in the educational, political, social, and economic contexts at the National and International level. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in Teacher Education. Teacher Education by and large, is still conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. The skills and competencies provided in Teacher Education institutes do not necessarily equip the student-teachers to become effective teachers. Their familiarity with latest educational development remains insufficient. Organized and stimulatory learning experiences rarely contribute to enhancing teachers' capacities for self directed lifelong learning. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learned are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum. Singh and Mishra (2007) reported that privatization in Teacher Education for the last 10 years has influenced the teacher preparation at the secondary level in many ways. Some of the features are: There has been mushrooming of Teacher Education institutions of different shades, due to lack of proper planning at the state and central level. B.Ed. programme is being treated as one of the liberal art and science courses. Academic year is disturbed in several universities due to late admission and examination. Certain malpractices are rampant in many institutions. Commercialization has become common in different aspects of B.Ed. programme, e.g. admissions, practical examinations, selection of teaching faculties, etc. The overall standard of Teacher Education Programmes has degraded. Both the student-teachers and the Teacher Educators are not very serious about the training programme.

The National Curriculum Framework (NCF, 2005) has also suggested different types of teaching approaches, such as, constructivist, collaborative, cooperative approach and critical pedagogy, for teaching the content. But these new dimensions have not been incorporated by the Teacher Education institutes. Today, there is a plenty of technological resources which gives great scope for teachers and students to work in

innovative and interesting ways. However, the applicability of these resources depends upon Teacher Educators who prepare teachers for future.

1.6. Present Scenario of Teacher Education in Gujarat State

The State of Gujarat is implementing path breaking reforms in the higher Education in partnership with various stake holders. The State is at a crucial juncture and its future is being driven by creativity and innovation in government and industry. It is important that to support such a growth plan of the state, the Higher Education System of the State also has to raise to take-up the challenges being created by the State. New reforms are being implemented at all levels to ensure that the Higher Education System gears up to the demands of the growth of the state. Along with the development of higher education, improvement of Teacher Education institutions is also focused.

Most of the private institutes having commercial motives have harmed the field and are responsible for poor quality. While Grant in - Aid institutions suffer from inertia and complacency. It is high time that the government thinks seriously regarding all the dimensions of Teacher Education i.e. regulations, norms, monitoring, funding, public private partnership etc. Looking into present scenario, the Government of Gujarat is thinking about the duration and form of Teacher Education program especially B.Ed. Is it advisable to make duration of B.Ed. program of two years? What are the pros and cons of this major change? How will it affect to the program? Will it really lead to any significant improvement in quality at all the levels? In the last 2 decades the Teacher Education institutes have mushroomed. Along with the increase in the government aided institutes and private institutes have also flourished.

a. Structure

The one year B.Ed. programme constitutes various stages at which the students are trained. The following steps are followed by most of the one year Secondary level Teacher Education B.Ed. colleges in Gujarat State.

- The first stage is microteaching/simulation practice in which the approximately 13 teaching skills are to be mastered by the student-teachers in a simulated condition (i.e. in small group consisting of a Teacher Educator and their peers). The micro-teaching practice is preceded by an orientation of various teaching skills and their appropriate use and demonstration lessons.

- The second stage consists of orientation about writing lesson plans and framing subject specific general and specific objectives. This stage is followed by first practice teaching phase wherein the students deliver lessons in the school, which is observed by the Teacher Educators & peers. The Teacher Educators and peers provide necessary feedback for improving the teaching skills. The student-teachers are also supposed to complete internship period (around one week after the first phase). During the internship the student-teachers are expected to organize cultural, academic and physical fitness events under the guidance of the subject teachers in the school.
 - The third stage consists of unit plan orientation. During this orientation the student-teachers are oriented how to write a Unit plan, frame the objectives of unit plan. This stage is followed by second phase of practice teaching wherein the student-teachers teach in the schools, under the supervision of the Teacher Educator.
 - The last stage consists of test lesson, which are considered as final test lessons. The lessons delivered in simulation, first phase, internship lessons, second phase and final test lessons all are graded by the Teacher Educators.
- Apart from these practical sessions the student-teachers also learn Core subjects, such as, Education in Emerging Indian Society, Psychological foundation of Education, Sociological foundation of Education, Philosophical foundation of Education, Educational Evaluation, Educational Technology, Classroom Management, Life Skills Education, Various types of skills, Recommendations of various educational commissions & committees with the process of education. They give a written test for these subjects once in each semester which are graded on seven points scale in majority of the Institutions. Apart, from these the student-teachers have to select an optional course for their study from the list of courses, such as, Guidance & Counseling, Special Education, Environmental Education Yoga Education, Educational Planning & Advanced School Administration, and do several practical works.

b. Status of Total number of Universities & Affiliated Teacher Education Colleges of Gujarat State

There are several universities functioning in Gujarat State which offers B.Ed. Programmes. There are eight universities which are having their affiliated B.Ed.

colleges. The colleges are either Government colleges, Grant-in-Aid or Non-Grant-in-Aid colleges. While there are three Universities does not have any affiliation.

These universities have been provided in the following list.

Table_2: List of Universities

| Sr. No | Name of Universities | Govern ment | Grant in Aid | Non-Grant in Aid | Total |
|--|--|--------------------|---------------------|-------------------------|--------------|
| 1 | Maharaja Krushnakumarsinhji Bhavnagar University | - | 01 | 05 | 06 |
| 2 | Gujarat University, Ahmedabad | 01 | 15 | 76 | 92 |
| 3 | Hemchandracharya North Gujarat University, Patan | 01 | 06 | 66 | 73 |
| 4 | K. Shyamji Krishna Verma Kutchh University, Bhuj | - | 01 | 05 | 06 |
| 5 | S. P. University, Vallabh Vidhya Nagar | - | 04 | 08 | 12 |
| 6 | Saurashtra University, Rajkot | - | 07 | 65 | 72 |
| 7 | Veer Narmad South Gujarat University, Surat | 02 | 07 | 24 | 33 |
| 8 | Kadi Sarva Vishwa Vidhyalaya, Gandhinagar | - | - | 04 | 04 |
| 9 | Navrachana University, Vadodara | - | - | 01 | 01 |
| 10 | Gujarat Vidyapith, Ahmedabad | - | 01 | - | 01 |
| 11 | The M. S. University of Baroda, Vadodara | - | 01 | - | 01 |
| | Total | 04 | 43 | 254 | 301 |
| Total [301] Teacher Education Institutions | | | | | |

(Source: Data Gathered from all Universities Prospectus)

c. Latest Development

Gujarat government following the guidelines of NCTE, has started conducting TET/TAT/HTAT (Teacher Eligibility Test / Teacher Aptitude Test / Head Teacher Aptitude Test) for the recruitment of primary secondary, Higher secondary teachers and school principals. The qualified and learned teachers are contributing significantly for upgrading the standards of quality of education.

Some significant steps have been taken according to the guidelines of the NPE-1986 and POA-1992 to strengthen Teacher Education in the state. This can be seen in the establishment of DIETs for elementary education and of CTEs and IASEs for secondary Teacher Education. Today the state has 26 DIETs, 08 CTEs and 2 IASEs. Recently after implementation of centrally sponsored Teacher Education scheme in June 2012, all Teacher Education institutions especially GCERT, DIETs, CTEs,

IASEs have implemented the new TE scheme 2012. In the light of this the State is going to establish 4 BITEs (Block Institute of Teacher Education) in SC/ST/Minority concentrated districts. They are made responsible for quality improvement in pre-service as well as in-service training programmes and research and extension in the state.

d. Curriculum of Teacher Education Institutions in State

Colleges of Teacher Education are affiliated to University of the concerned region. Universities have been updating their curriculum for Teacher Education courses. After introduction of NCF-2005, NCFTE-2009, most of the Universities have modified, restructured curriculum in the light of these policies. The current curriculum is in alignment with the expectations of NCFTE-2009.

e. Evaluation and Certification for Prospective Teachers

After completion of the One year, Two year or Four years B.Ed. Programmes the students have to attempt for the Teacher Eligibility Test (TET for Primary School Teacher), Teacher Aptitude Test (TAT for Secondary School Teacher). Based on the scores in the TET test & the scores obtained in academic degrees (i.e. B.Sc., B.A. and B.Ed.) a merit list is prepared by the TET exam section. According to the ranking of the students in this merit list they are called for personal Interview. The satisfactory performance in the interview makes the students eligible to secure the job in government schools. While CBSE schools recruits the teachers based on the CTET scores.

f. NAAC Assessment and Accreditation of Teacher Education Institutions

With the guidelines of NAAC and Gujarat State Government, Teacher Education institutions, especially B.Ed. colleges have started going for NAAC accreditation in the last decade. Most of the grant-in-aid B.Ed. colleges have been accredited by the year 2010. Most of the self-financed colleges of the state have not been accredited by NAAC.

Thus, an overall change in the structure & curriculum of Teacher Education seems to have undergone overhauling. But still there is a need to observe the updations done by the individual Teacher Education institutes. Hence, the investigator felt a need to survey the different Teacher Education institutions for the innovative practices which they have incorporated in the different aspects of Teacher Education Programme.

1.7. Problems and Challenges Faced By Teacher Education Programme

The role of the teacher is changing so fast therefore efforts of the Teacher Education institution must be increased to meet the demands and expectations of the society. The teacher is needed to be convinced as a 'change agent' and not as a mere transmitter of knowledge and culture. Government of India - Policy Perspective' (1985) observed that the process of updating Teacher Education was extremely slow and the major portion of Teacher Education curriculum was irrelevant even to the contemporary needs. National Policy on Education (NPE, 1986) also stated that the existing system of Teacher Education needed to be overhauled.

The system of teacher preparation is weak on several counts though efforts have been made to upgrade these and enhance the quality of products of teacher training institutions. Problems in the Teacher Education include mainly from the area of expectations, roles, relationships, rewards, recognition and sanction in the social group in which teachers work. General problems in Teacher Education are listed as below.

1. Syllabus at school level was revised and new textbooks have been designed accordingly but the programme of Teacher Education has not responded to this.
2. The most important part of Teacher Education Programme is practice teaching and related practical work. But still its purpose is not achieved.
3. There is no provision for training the teachers for the subjects like art, craft, and music while these subjects are very well taught in schools.
4. Vast curriculum, the ever expanding knowledge and many subjects to be taught in a small, limited period of time i.e. 9 months.

(Mangala, 2010)

The NCF (2005) has described the current concerns of Teacher Education as follows:

1. Experiences in the practice of Teacher Education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Textbooks, syllabi, and curriculum are never critically examined by the student-teacher or the regular teacher.
2. Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.

3. Teacher Education Programmes provide little scope for student-teachers to reflect on their experiences.
4. Disciplinary knowledge is viewed as independent of professional in pedagogy.
5. Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
6. It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student-teachers.
7. There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
8. Theory courses have no clear link with practical work and ground realities.
9. The evaluation system followed in Teacher Education Programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.
10. Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects.

To solve all these problems, one of the important solutions is innovation in Teacher Education Programme. Proper innovations may lead to quality improvement.

Some of the problems of Teacher Education reported by Goel & Goel (2012) are Quality Crisis, Overgrowing Establishment, Poor Integration of Skills, Alienated & Incompatible Modes of Education, Domain Pedagogy Mismatches, Inadequate Technology Infusion, Poor Research Scenario, Invalid Recognition & Accreditation and No Teacher Education Policy. They emphasize on the lack of Innovations in Teacher Education due to various factors. The lack of innovation has been attributed to the adverse external conditions which do not allow incubating novel ideas & wide gaps between the visionaries and actors. So, very often the innovations are short lived and die down in the institutions, where they originate. Sometimes, the most Innovative programmes failed in the formal system, because, these were beyond the view & purview of the apex bodies. Four year integrated secondary Teacher Education Programmes needed excellent Teacher Educators who were philosophers of basic disciplines, as well as, education. Such a combination was rarely found. In addition to this, there is a need to have scope for vertical mobility. Activity based, personalized Teacher Education Programmes though originated with zeal, yet need to

struggle to sustain themselves in the forms envisaged. Novel ideas die because of non-incubation. Personalized Teacher Education, wholistic Teacher Education, specialized Teacher Education, and even integrated Teacher Education are rarely found because we don't have the capacity to tolerate repeated failures arising out of experimentation. One-shot success is a fairy tale and not the reality of life. The society and its institutions must have the capacity to tolerate genuine mistakes committed inadvertently during the course of innovation.

1.8. Concept of Innovation

An innovation means an idea or practice perceived as new by the adopter. Oxford Dictionary defines innovation as ‘the action of innovating, the introduction of novelties, and the alteration of what is established by the introduction of new elements or forms’.

The concept of ‘innovation’ has been defined in different ways.

Ryan & Gross (1943) have comprehensively defined the word innovation as “New ideas are generated or invented in systems. These new ideas are located from various sources and are given appropriate shape according to the needs. The process involved in creating a new idea is called the process of developing innovations. The process of innovations involves various stages; these are: locating the need for developing new ideas, awareness, and source of getting information, administration of innovation, teamwork and flow of communication, decision making and characteristics of innovations.” Whereas, Burnett (1953) has defined that innovation is the new thought which is qualitatively different from the existing form. Clapham (2003) states that “the word innovate comes from the Latin word ‘innovare’ which means to renew, to make new”. Therefore, by definition, an innovation can be a renovation of a theme or a variation of an idea. Kostoff (2003) also suggested that “innovation reflects the metamorphosis from present practice to some new, hopefully, ‘better’ practice”.

According to Lu & Ortlieb (2009) critical reflection is one of the requirements for innovation particularly as it relates to successful teaching. Innovative by definition means forward-moving, and advanced; it is synonymous with creative, inventive, and fresh. Innovation as it relates to teaching is “experimentation with and the transformation of pedagogical practices, curricular approaches, student assessments and professional collaboration” (Ellison, 2009, p. 31).

Mangala (2010) defined innovation as a change that made in old practices, introduction of novel ideas and concepts, invention of new products, promotion of new ideas.

National Knowledge Commission (NKC) defined Innovation as a process by which varying degrees of measurable value enhancement was planned and achieved, in any commercial activity. This process may be breakthrough or incremental, and it may occur systematically in a company or sporadically; it may be achieved by:

- introducing new or improved goods or services and/or
- implementing new or improved operational processes and/ or
- implementing new or improved organizational/ managerial processes

Roger (1995) defined innovativeness as the degree to which an individual is relatively earlier in adopting new ideas than the other members of his system and remarks that if the idea seems new to the individual, it is an innovation. Innovativeness of an institution depends on how much freedom does it enjoy to make decisions to experiment, try and adopt new ideas and practices. Not only the freedom from the external imposition of decisions does to make a favorable climate for the adoption of innovations but also the system within the organization needs to be made receptive to new ideas and practices. If every member has the freedom and there by develops a will to try for him and identify his personality with the practice that he is called upon to implement, there is every likelihood that he will strain every nerve to adopt and maintain innovations. So, innovation can be understood as promotion of new ideas, administering them to replace the old practices which do suits the needs of the society.

1.9. Innovations and Education

In education, the word ‘innovation’ is used to describe a deliberate attempt to improve educational practices. Innovations do not come out of despair - they are first conceptualized in the need situation and then are implemented after long testing. Havelock (1973) pointed out “when we use expression like ‘innovation in education’ we think we are talking about something positive, a change for the better of something that is both new and beneficial”.

The process of innovation includes activities like - a felt need, analysis of the present situation, planning of innovative/changed situation, testing and validating of innovation and finally implementing to find out how much improvement can be

brought. Thus it becomes a model of educational change. It can be said that innovation is a change which is planned and formulated for the betterment of the system on which it will get implemented. Education is a process that involves from time to time as the practices of teaching and learning get affected by a variety of factors. Innovations in the field of education are purposeful changes which are brought in to make the process function at the desired level.

The interpretation given to 'innovation' at the 1986 Ministerial Conference in Singapore was 'innovation for development,' in which the process of development was seen as a means of bringing about certain fundamental and pervasive transformations in motivations, attitudes, habits and modes of thought and work in other words, if education is not to be relegated to the role of eyewitness in the development process, it should become an active participant in the necessary social changes. Although there was some disagreement among writers on the subject, specific characteristics of an innovation can be stated as follow.

1. It introduces a new or novel element which deviates from existing structures and/or procedures and is orientated towards the values of the society.
2. Its specific objective and/or purpose are relevant to the needs of the community and related to national development.
3. It has potential for diffusion on a large scale and is renewable from time to time based on appropriate feedback and the context for adoption and adaptation.
4. The innovative process should involve a scientific approach before being either accepted or discarded.
5. During the experimental stage, an innovation should permit flexibility on the basis of monitoring and evaluation.
6. It should be both cost and time effective, communicable, implantable in other situations. Reliability, with or without adaptation, should be a criterion for innovativeness.

However, while it is desirable to have a curriculum that is balanced, relevant, interesting and useful, curriculum innovations run into a particular stumbling-block. If the teachers do not understand the reforms, cannot apply them, and/or are not committed to them, they will not be able to carry out the reforms. Neither teachers nor anyone else can be easily won over to change, particularly when that change entails considerable inconvenience, hard work and loss of time, and also carries with it the

implication of what they were doing before was inadequate. Unfortunately, there is no single suitable answer to the question: What will best improve quality? Regrettably, too, some investments may result in greater dividends in the long term than in the short term. If organization, management and planning are of importance in the day-to-day pursuit of quality and efficiency, they are even more important in the undertaking of innovations. There are three critical aspects of the innovation process. First, the prototype innovation has to be created - devised from the beginning, adapted from something existing or imported from elsewhere. Second, it has to be introduced into the system somewhere (usually on a small scale). Third, it has to be spread throughout the system. It has been established that carefully planned designed development was useful for ensuring that prototype innovations. It has also been established that planning is necessary to enable innovations to be judiciously introduced into the system (usually on a small scale and as a trial). However, what is not so readily recognized is that the (large-scale) implementation of an innovation, spreading it throughout the system, requires its own separate planning as well. Many innovations have failed simply because the ways of moving from the experimental and introductory stages into widespread application have not been adequately worked out.

1.9.1. Process of Adoption of innovation

According to Roger (1983) there are various stages of adoption of innovative practice which adopters follow to adopt the particular practice i.e. awareness, interest, evaluation, trial and adoption. The person or institution first becomes aware of the particular innovative practice which already exists or newly introduced. Interest in the particular practice will lead to evaluation of innovative practice in terms of objectives of the programme. On finding it useful, it may be tried out in the concerned programme and if found suitable may be adopted, permanently.

Figure_1: Process of Adoption of Innovation



Awareness: At this stage the potential adopter is passively exposed to the innovation with varying degrees of acquisition of information and motivation. The initial awareness tends to snowball gradually, owing to increasing exposure to multiple media or heightened interaction leading to development of need.

The new knowledge, that go through the shell which envelop educational systems, originates from various sources i.e. books, journals, media, abroad visit, professional meetings, other colleges, universities, Seminars, Workshops, University Grants Commission, change agents, discussion with colleagues etc. Some new idea may evolve from the experiences, reflections and insights of creative educationists.

Interest: The realization of the need and the growing motivation prompts the adopter to the next stage of interest and he/she begins to seek more information regarding the innovation. However, the person may still be undecided about the utility and desirability of the innovation at this stage. At this stage, his/her search for information becomes more purposive and selective and the degree of psychological involvement increases.

Evaluation: At this stage the potential adopter considers the pros and cons of adopting the innovation in his/her context and conducts a trial, and searches new ideas possible.

Trial: This is a crucial stage at which the innovation is partially tried out in the local context or personal situation of the user. Its usefulness and functionality are closely observed and judgments are drawn about its potential benefit or harm to the system. The outcome of this trail will either inhibit the user, with regard to the final installation of the innovation.

Adoption: After the trial is evaluated the final decision is made either to practice or not to practice innovation, resulting in its adoption or rejection. At this stage appropriate adaptations or modifications of the form and content of the innovation may be effected to suit local conditions. Adoption leads to the internationalization and institutionalization of the new concept or procedure or practice in the user system.

In this study the process of innovation was not studied since the survey did not aim at it. But the investigator has tried to study about the details of a particular innovative practice and the factors that are facilitating and impeding on it.

1.10. Need of Innovative Practices in Teacher Education

Entering into the 21st century today's school curriculum is becoming increasingly complex. Many new areas of knowledge are getting integrated into it. The methodology of curriculum transaction is also undergoing transformations. There is a major paradigm shift in the instructional methods with the change of time. To be at par with the period of globalization it is important that a teacher supplement, or replaces traditional methods of instruction with innovative educational experiences.

The UNESCO Report of the International Commission on Education in the 21st Century (1996) strongly believes that the rethinking of Teacher Education is necessary in order to bring in future teachers' precisely those human and intellectual qualities that will facilitate fresh approach to teaching. The NCTE after becoming the statutory body brought out a discussion document on Curriculum Framework for Quality Teacher Education (1998) in order to give a new look to the Teacher Education. Although various measures taken to improve the quality of Teacher Education have brought out changes in the system. But these developments and transformations have not been able to bring a change in the Teacher Education Programme as envisaged in NPE (1986-92).

The National Policy on Education, (1986) has rightly stated, "No people can rise above the level of its teachers." So for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of Teacher Education and dedicated and efficient teacher-educators. According to NCFTE (2009) there is also a dire need to critically review the secondary Teacher Education system. The one-year Bachelor's degree (B.Ed.) model seems to have outlived its relevance. With the increase of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses. According to Singh (2008), one way to improve the situation is to absorb the innovation in the field of Teacher Education. He further states that "there is a need to revamp today's Teacher Education system in tune with the changing needs of the society and particularly changing needs of school education". In Teacher Education Programme efficient and good teachers are prepared who always try to introduce new ideas, techniques and practices in

classroom transaction, curricular or co-curricular activities. Thus, it is imperative that the teacher must go through the innovative process of Teacher Education so that they become innovators in their spirit and continue to try out and adopt innovations in their own situations.

Even after the biggest initiatives of establishing NCTE, DIETs, CTEs and IASEs after NPE 86, the gap between trained efficient teachers & inefficient teachers has increased reflecting on the present system of education.

Bridging this gap is difficult because of

- The tremendous changes emerging in the various fields impacting education and role of the teachers.
- The evolving policies & acts continuously affecting the training of efficient teachers.

Sharma (2010) while reviewing Teacher Education in his paper proposed that more emphasis on practice teaching should be given, refresher courses must be organized and research work in Teacher Education should be strengthened. Das (2010) reported that in addition to instructions, teachers need to innovate and conduct research for their self renewal, keep abreast with changes in education, develop expertise for effective implementation of every new innovation. In this regard action research on the part of teacher-educator can be considered most essential. The National Curriculum Framework (NCF, 2005) also emphasized on innovations and good practices in Teacher Education.

Thus, introduction of innovative practices in different aspects of B.Ed. Course like practice teaching, theoretical courses and other practical courses is imperative.

1.11. Innovations in Secondary Teacher Education Programme

With the passage of time, there have been some innovations in the field of Teacher Education which have brought out significant changes and improvement in Secondary Teacher Education Programme. Some important areas of secondary Teacher Education in which innovations attempted are: Adapted from (Charlu, 2000)

A. Innovative Approaches of Practice Teaching:

- a. Micro-Teaching Techniques/ Simulation
- b. Skill Based Teaching
- c. Organization of Internship/ Block teaching

- d. Evaluation of student-teachers by subject specialists that is education staff (Method master) and the practicing classroom teacher.
- B. Improvement in the methods of teaching through:
 - a. Team teaching
 - b. Workshop in teaching
 - c. Seminars and discussions
 - d. Educational Fieldtrip
 - e. Documentary making
 - f. Action Research
 - g. Project Work
- C. Introduction of alternative programmes of the education and training of teachers such as:
 - a. Four year integrated Secondary Teacher Education Programme: RCE, NCERT (1960)
 - b. Two Year B.Ed. Programme.
 - c. One year Secondary Teacher Education Programme, Gandhi Vidyapeeth: Vedchchi (1968 onwards)
 - d. Hoshangabad Science Teaching Programme (HSTP): M.P. (1982)
 - e. The Anweshana Experience: A Participative Teacher Education Programme, Banasthali Vidyapeeth: Rajasthan (1977)
 - f. Comprehensive Teacher Education Programme, Gandhi Shikshan Bhawan: Mumbai (2000)
 - g. Correspondence Courses
 - h. Agasthya International Mobile Science Labs
- D. Developments in science and technology, rapidly increasing communication network and mass media:
 - a. E-learning
 - b. Language Lab for language Students
 - c. Distance Learning
 - d. Teaching and Learning with ICT
 - e. Computer Assisted Instruction (CAI)
 - f. Computer Managed Instruction (CMI)
 - g. Instructional Television
 - h. Interactive Video-conferencing

E. Innovative Approaches of Evaluation:

- a. Peer Group Evaluation
- b. Self Evaluation
- c. Continuous Comprehensive Evaluation
- d. Semester system
- e. Grading system
- f. Viva-voce
- g. Choice Based Credit System
- h. Formal and Informal Evaluation

F. Innovative Special Areas:

- a. Environmental Education
- b. Yoga Education
- c. Special Education
- d. Advanced School Administration
- e. Value Education

Along with the above innovative practices Goel & Goel (2010) have listed some innovative approaches that could be incorporated in Teacher Education.

1. Integration of Micro - Teaching Skills
2. Integration of Life Skills
3. Integration of Techno - Pedagogic Skills
4. Problem Solving Through Participatory Approach
5. Personalized Teacher Education
6. Integrated Teacher Education
7. Specialized Teacher Education
8. ICT Mediated Education
9. Bridging the Gap between the Teaching Styles and Learning Styles
10. Developing Integrated Thinking Styles
11. Choice Based Credit System
12. Electronic Distribution of Examination Papers (EDEP)
13. Double Valuation
14. Total Internal Continuous Comprehensive Evaluation
15. Constructivist Approach
16. Research through novel approaches
17. Wholistic Approach

There are many innovative practices mentioned above for strengthening Teacher Education Programme which are very essential.

1.12. Innovations in the Education of Teachers: Pre-Independence Era & Post-Independent Era

Innovative practices carried out in India can be divided in two broad time periods: the pre-independence era and the post-independence era. Innovations carried out in the pre-independence era address the education of a particular stage as a whole. All of them were successfully carried out and have left a rich legacy to learn from.

a. Innovations in Pre-Independence Era

1. In 1920 Gijubhai Badheka established a set of innovative pre-primary schools at Bhavnagar in Gujarat, under the auspicious of Daxinamurti Institute. This movement had a radical impact on the stage of pre-primary education as a whole.

Shri Gijubhai Badheka (1885-1939) evolved system of education wherein freedom and love for children were core ingredients. He brought the child in the centre of education. He gave the child prime position vis-à-vis the other components – the teacher and the subject. He raised his voice for the freedom of the child and cried out against the use of fear and corporal punishment in schools about eighty five years ago. He started pre-school called Bal-Mandir in 1920 where in he introduced a friendly environment. The very essence of his process of educating the child was to help him/her to become independent, to have self control and become self radiant. Gijubhai gave full respect to the child, his/her thought and feelings. He employed stories, music, play as educational tools. Children with full attention and interest, learnt the lessons of cleanliness, order, peace to behave with others with good manners and developed love for fellow students. He gave full freedom to each child to do whatever he/she liked to do. By establishing Bal-Mandir and carrying lot of experiments he evolved knowledge, methodology, tools & literature. By this he virtually revolutionalised the whole gamut of child education. Actually he learnt by observing children and by experiments.

His book ‘Diva Swapna’ (Daydream) is the road map for revolutionalising elementary education. Where in, how a teacher can revolutionalise the

teaching of school subjects like Language, History, Geography, Science etc. and also “teach” cleanliness, manners, learn in group, play for not competition but for joy, to read, to do activities without noise and in order.

He was inspired by Madam Montessori’s work. He adopted her thoughts and methods rendering them suitable to Indian culture. He made a departure from her view about storytelling and wrote about books of stories for children.

2. In 1921 Rabindranath Tagore established Shantiniketan in West Bengal.

Rabindranath Tagore (1861-1941) was a genius and he considered education as most important tool for nation - building.

He devoted the best part of his life in conducting valuable educational experiments at Shantiniketan (1921). Shantiniketan aimed at creating union of best of cultures of East and West, where all creation of God finds one nest.

He was a great patriot and had acute desire for emancipation of villages and to rouse the villages with Atmashakti to achieve prosperity. He gave much importance to constructive work and village welfare and emphasised self-confidence and self-sufficiency in the village. For that, many experiments were carried out at Sriniketan.

He was highly dissatisfied with current Western Education which he considered education with feeble curriculum (of USA or UK) and examination oriented bookish education encouraging rote learning and copying from the books.

He regarded freedom and play were basic to all learning.

He emphasised mother tongue being the medium of instruction till higher education. Because he believed that for the purpose of instruction and self-expression the mother tongue has advantageous which no other language can have.

Method of teaching was not to use compulsion and there was a minimum of curriculum in the institute. Co-education was introduced in those days at Shantiniketan. It was a radical step in those days. Art had a definite place in Shantiniketan. His educational ideas were basically moulded by his philosophic ideas particularly of Upanishad. He believed that there is a divine spark in each and every thing, which leads him to love every creature and every creation of God. He envisaged that children should be allowed to grow in an atmosphere of freedom in the lap of uncorrupted nature.

3. In 1937 Mahatma Gandhi launched the scheme of Basic Education for the primary stage of education, in Wardha, Maharashtra. (All the three are not particularly addressing Teacher Education alone.)

To him education meant drawing out of the best in child's body, mind and spirit. He believed sound education should produce useful citizen - whole man and women with harmonious development of all the four aspect of human life - hand, head, heart and spirit. He had full faith in education through which such society can be created. He firmly believed that western education was not related to indigenous culture of India. He was convinced that social, moral, political and economic regeneration of India is dependent on right type of education.

The chief tenets of his educational philosophy were: 1. Education should be craft centered. 2. It should be self supporting 3. The medium of instruction should be mother tongue 4. Education should be free and compulsory (primary education) up to the age of fourteen years of every child. His plea for craft centred education was widely criticised. He strongly held that the work will train the body, will stimulate intellect, train the mind, will make children self reliant and independent. He envisaged that education should generate dignity of labour in the minds of children and should decrease discrimination between working poor and non working people. He emphasized on education to be imparted in mother tongue and English should be taught only when the child is proficient in mother tongue i.e., at the age of fourteen.

He gave details for training of teachers where in Basic Craft, Principles of Education, Mathematics, An outline course in Physiology, Hygiene, Sanitation, Social Studies, orientation about the cultural background through various literatures in mother tongue was suggested. He also suggested teaching of proper orientation about manifold problems of social environment, physical, culture, drill, deshi games, supervised practice- teaching, to be part of teacher training curriculum.

The vision of Mahatma Gandhi was accomplished by Dr. Zakir Hussain at Jamia Millia Islamia University.

Some of the key innovations practiced in Teacher Education across the country during the post-independence era have been studied to call out points of departure from conventional Teacher Education Programmes. The proposed new vision for the

education of teachers provides a framework within which pre-service Teacher Education and ongoing teacher development programmes can be redesigned to create reflective practitioners who would promise of bringing about radical changes in the process of schooling.

b. Innovations in Post-Independence Era

Innovations in Post independence era can be cronologically understood as follows.

1. Four year integrated programme of Secondary Teacher Education, Regional Colleges of Education, NCERT (1960s)

The four year integrated programme was introduced during the 1960s in NCERT's four Regional Colleges of Education in Ajmer, Bhubaneswar, Mysore and Bhopal. This programme was designed to prepare secondary school teachers in the Sciences and Humanities.

Over the thirty-five years of its existence, the scheme of studies of the programme has been modified several times which is its most significant innovation. The curriculum was initially designed to develop subject-based competency of the level of graduation along with professional competencies related to methodology of teaching. To begin with, a composite degree of B.Sc. B.Ed. was awarded to the candidates on the successful completion of the course. Subsequently a modification was introduced to award the degree of B.Sc. on the completion of three years to enable students to join postgraduate programmes of study in various science disciplines. This provision however led to the exodus of several students at the end of three years. As a consequence the original system of awarding one composite degree at the end of the entire four year programme was reintroduced. Subsequently in 1996, the B.A. B.Ed. Arts programme was withdrawn on the recommendations of the Abbreviated Review of NCERT. The B.Sc. Ed. integrated programme in the Sciences is still continuing.

The minimum qualification for admission into this programme is senior secondary (i.e., 12 years of schooling). The content of this integrated programme includes courses on subject knowledge (60%), professional education (20%) and general education (20%), leading to the B.Sc. B.Ed. degree.

2. One year programme of Secondary Teacher Education at Gandhi Vidyapeeth: Vedchichi, Gujarat (1968 onwards)

The Vedchichi programme of Teacher Education started in 1968 at Gandhi Vidyapeeth, Vedchichi in the Surat district of Gujarat. It was a programme of one-year duration and admitted 40-50 students each year. Based on Gandhian philosophy, student life on the campus was based on the principles of self-help and self-reliance. Students were engaged in cooking, cleaning utensils, washing clothes and in the maintenance of the entire campus as part of their learning activities to be self-reliant.

Subjects were not taught as independent disciplines, but were woven into specifically designed activities or projects of 5 to 15 days duration. These projects were located in the surrounding rural areas, thus enabling direct contact with the community. Student-teachers assessed the basic need of various rural communities residing in different geographical areas. These ranged from the problem of drinking water, teacher absentee-ism, problems of health, and problems of landless labourers to issues related to developmental projects.

The community benefited from their interaction with student-teachers and were able to engage in evolving strategies towards resolution of problems. They engaged with new ways and means of maintaining personal and community health and the cleanliness of the village. Specific problems of schools and teachers are also identified and community members engage with the process of finding possible solutions. Often, pertinent issues are taken up for discussion, including ideas of Ravindranath Tagore or any natural or man-made event of calamity. The main features of this programme were: learning through participation in activities; self-directed learning followed by group work and group discussion; independent analysis of a problem by student-teachers and the practice of self-motivated learning based on experiences. (Vedchihi programme has focused completely on participative process oriented Teacher Education Programme in Gandhi Vidyapeeth)

3. Two year B.Ed. Programme

Many commissions and committees like Education Commission (1964-66), Chattopadhyaya Committee (1983-85), Ramamurti Committee (1990) and Yashpal Committee (1993) had recommended increasing the duration of B.Ed.

programmes on the basis of the research studies. In 1998, NCTE also brought out curriculum Framework for quality Teacher Education and suggested two-year duration B.Ed. programme. In the light of above recommendations, for two-year B.Ed. programme was introduced in regional institute of Education of NCERT at Ajmer, Bhopal, Mysore, Bhubneshwar during 1999 for the first time in the country. Norm of innovative features of the programme is as follows.

- Emphasis has been made for development of professional teachers through overhauling of admission procedures, preparing appropriate content knowledge in relevant areas and practice teaching of longer duration.
- New trust in formulation of training content, centrality of learner, teaching process and research based strategies and culture learning has been integrated in teacher training programme.
- Emphasis has been laid to integrate theory and practice and also integrate content and methods.
- ICT has been followed during teaching learning process.
- More emphasis of practical works related to work experience, working with community, health and physical education. These activities develop managerial skills, organizational efficiency, leadership abilities, democratic attitude and creative activities.

4. Hoshangabad Science Teaching Programme; Training Teachers Eklavya, Madhya Pradesh (1972 to 2002)

Teacher training had always been a very important part of the Hoshangabad Science Teaching Programme (HSTP). Every teacher was required to undergo residential training for three weeks every summer for three years. These yearly sessions were interspersed with monthly meetings and follow-up programmes in individual schools. The basic philosophy was that every teacher should have done every experiment that children were required to do so that they could have firsthand experience of the skills and difficulties every experiment involved; to have engaged in discussions with their peers on the outcome of the experiments so that they could guide similar discussions with their students. They also had a chance to provide feedback on the feasibility of what was being attempted so that the curriculum could be modified accordingly, if

necessary. The teachers worked in groups of four as their students in the classroom, provided the same kit of materials as their students as would use and go through the same processes as their students would undergo. Particularly in the early years of the programme this meant that curriculum development was not only the domain of the subject experts but that teachers through the training programmes, and through their experiences with students, played a significant role in determining the final shape of the curriculum. This whole process of trial and feedback was important in developing a sense of ownership of the programme amongst teachers, which was an important characteristic of the programme.

In addition to these activities, which formed the core of the training programmes, there were early morning sessions on “laghu prashna” in which participants were asked to respond to questions involving simple scientific investigation or observation that they carried out on the spot. Even during the training sessions, teachers were free to raise any question that agitated their minds. This often led to many discussions on various topics such as what is living or non-living, whether life can be created spontaneously, and the accuracy of scientific observations and the errors inherent in them. There were also evening lectures on general scientific matters. These were not directly related to the curriculum but more in the nature of enrichment material intended to arouse interest in scientific matters. It may be a matter of debate whether or not HSTP succeeded in its goal of improving the teaching of science in government schools, but what was clear was that there was no chance of the programme succeeding in a school unless the teacher bought into the philosophy of HSTP and implemented it in the class room. HSTP Programme is a unique example of collaboration between the state government and an NGO, in instituting innovative practices in the state school system.

5. The ‘Anweshana Experience’: A Participative Teacher Education Programme: B.Ed. (Enriched), Department of Education, Banasthali Vidyapith, Rajasthan (1997)

Anweshana, was started with the objective to make the student-teachers more participative during the teaching learning process, so that they overcome their weakness in communication and self-expression. This would indirectly help

them to understand the importance of particular learning and in turn help them to organise lessons for school students with experiential & participative approach.

It organized in 3 steps for student-teachers.

- Initiation – where the student-teachers learn to make decisions with the help of various games, ice-breaking, activities directed to perceive their strength & weaknesses, and understand roles of a teacher.
- Identification of relevant Experiences – the student-teachers individually identify the various learning experiences which would make them effective teacher, and plan their lesson as per those strategies.
- Appraisal & Feedback – For such activities self appraisal, peer appraisal and teacher appraisal is done.

This practice was titled as B.Ed. (enriched) by NCTE. Thus, Anweshana enabled the student-teachers to understand the importance of participative approach & to use it in the school teaching.

Four year Integrated Programme of Elementary Teacher Education

6. Four year integrated programme of Elementary Teacher Education (B.El.Ed.), Maulana Azad Centre for Elementary and Social Education (MACESE), Faculty of Education, University of Delhi (1994)

The Bachelor of Elementary Education (B.El.Ed.) is a four year integrated professional degree programme of Elementary Teacher Education offered after the senior secondary (Class XII or equivalent) stage of school. It is currently offered in six colleges of the University of Delhi.

The (B.El.Ed.) programme was designed to integrate the study of subject knowledge, human development, pedagogic knowledge and self-knowledge. The main aim of the B.El.Ed. was to prepare reflective practitioners who are socially sensitive and can reflect on the 'received' curriculum and 'prescribed' knowledge. It prepares students to move beyond mere textbook knowledge. The B.El.Ed. students attempt to initiate their own inquiry, examine ideas in all their complexity and deal with ambiguity. The aim was to develop in students a mental flexibility needed to critically examine and synthesise knowledge from various sources and deal with the complex challenges of classroom teaching. The students learn to engage with issues of

subject content, reflect on appropriate methods of assessment and attempt to evolve pedagogy in consonance with the needs of the learner.

The B.El.Ed. Course attempts to develop the individuality of the student-teachers based on the assumption that it is the individual transformation that leads to social transformation. The course structure gives students the space to engage intensely with issues of understanding themselves and others. There is a special emphasis on understanding the nature of the child, the adult-child relationship and its dynamics within the classroom. This course is also designed to develop an understanding of contemporary Indian realities through a study of key historical, political, social cultural and economic issues. Students observe and analyse gender inequities in the process of schooling and develop intervention strategies. The B.El.Ed. curriculum is cyclic in nature whereby the same issues are dealt with at different levels of complexity and within different contexts over the four years. The longer duration of the programme offers students critical psychological space to explore and define their own approaches to educational issues as they are in regular contact with the school setting for four years. There is a sustained 17 weeks school internship programme in the fourth year where students attempt to translate their thoughts into action and critically reflect on this process. Students also visit institutions engaged in innovative practice in elementary education, in order to broaden their horizons. Students undertake research projects to develop of reflective enquiry process and learn skills required to use specially designed colloquia students learn specific professional skills like using theatre, art, crafts, storytelling and music in education.

7. Comprehensive Teacher Education Programme: Gandhi Shikshan Bhawan, College of Education, Mumbai University, Mumbai (2000)

Gandhi Shikshan Bhawan, an affiliated College of Education of Bombay University offers an integrated B.Ed. degree programme for secondary school teachers since the year 2000. It provides first hand experiences of a slum community. The aim is to make student-teachers aware of the socio-economic, cultural traditions of the poor and backward and its impact on the education and development of children. Teachers are educated to develop the conviction and the professional skills to help children come out of such adverse conditions. Such an approach has now become a part of the B.Ed. degree

programmes of all the Colleges of Education of Bombay University. On the same line department of education of Jamia Millia Islamia University has proposed to incorporate the social context elements into teachers training programme.

All these innovations compels one to be convinced that drastic and revolutionary changes are possible and the Gandhi Shikshan Bhavan of Bombay and proposed programme of Department of Education of Jamia Millia Islamia University and initiatives of various other institutes shows the dire need & readiness to revamp the Teacher Education programme. But complete participative process, orientation programmes should be adapted by various institutes of Teacher Education for this purpose. However, apex bodies like NCTE, NCERT also have pivotal roles to play.

1.13. Rationale of the Study

Teacher Education means programmes of education and research which equip an individual to teach at schools. The role of teacher has been changing from being a knowledgeable person on the stage to a facilitator and guide beside. In this context the Teacher Education Programme is undergoing changes nationally as well as internationally. The NCTE (2004) stating that, “The programme of Teacher Education is institution based. The students are not exposed to the realities of school and community, internship, practice of teaching; practical activities are not paid proper attention. Despite the commendable improvement in service conditions and perks, the profession is yet to attract best brain”.

A teacher plays an important role in shaping the students and also the future of nation. Therefore, any nation cannot neglect the preparation of teachers. In India, Teacher Education Programme has been given importance both before and after the independence. With reference to the Teacher Education Programme many eminent personalities in the field of education from the education field i.e. Vachhrajani (2005), Goel & Goel (2005) are of the view that there is an urgent need to update the Teacher Education Programme with reference to the changing needs of society. Education is one of the major aspects of the society. So, our education system needs to bring desirable changes with the changes in society. Therefore, the teacher preparation programme needs to be updated in the light of the changing needs of society and for that adoption of innovative practices is necessary. Further, in this era of globalization,

we need to prepare teachers for the global world. This can only be made possible if innovations are introduced in system to bring about quality improvement. The National Curriculum Framework (NCF, 2005) has also emphasized the need for bringing change in Teacher Education for developing professional identity of teachers and to make Teacher Education more relevant in School Education.

Further NCFTE (2009) states that, there is also a dire need to critically review the Secondary Teacher Education system. The one-year Bachelor's degree (B.Ed.) model seems to have outlived its relevance. With the proliferation of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses. While the second Bachelor's degree model may still be relevant, it is imperative that this needs strengthening in terms of intensity, rigor and duration.

Mohd. Akhtar Siddiqui, the former chair person of National Council for Teacher Education (NCTE) emphasized upon innovation in Teacher Education Programme in these words, "Teacher Education in India is all set for revival." He further emphasized that the National Council for Teacher Education will be coming out with a new curriculum for teacher training courses. Also the council will be laying down strict regulatory norms to check the quality of Teacher Education institutes and to control the rapidly increasing of sub-standard private institutions. He also said that "teacher training in India has been getting diluted from over the years. There are good, bad and even worse institutes offering Teacher Education Programme. But along with this, there is also need to improve the quality of Teacher Education in existing institutes."

Proper implementation of innovations will lead to real progress only if they are brought about in an orderly sequence of goal setting, planning and systematic execution. The aim of innovation is the change for better. Such changes bring progress. To be competitive in the period of globalization it is important to change our traditional methods so as to meet the challenges posed by the global markets. To meet these demands, a teacher must supplement or replace traditional methods of instruction with innovative educational approaches.

One of the questions that is being increasingly considered is: How best may innovation improve quality? It is not possible to answer this question in general terms other than to say that, if the current quality needs to be improved, something new will

have to be done. Even if the question is rephrased such as: What innovations are likely to best improve quality of Teacher Education? The answer is still hard to define because it depends on what aspect is under consideration and what is known to work best in the specific aspect. There is, however, considerable consensus in the region that teachers are of central importance in improving the quality of education. This implies that innovations in pre-service teacher training are a good form of investment. The rationale behind selecting the Teacher Education institutions providing training to teachers for secondary and higher-secondary education is that secondary education has a key role to play in the social, economic, and human capital development of a country. Further education at these levels is a crucial link between primary schooling and higher education. The task before today's societies is to transform secondary education institutions and current schooling practices to align them with the demands of a globalized and technology-driven world. Policymakers and educators must address the twin challenges of increasing "access to" and "quality and relevance of" secondary education for all young people.

Children of today are very advance with regard to technology. Contrary to it are our teachers who are hardly technology savvy. There is a major paradigm shift in the instructional methods with the change of time. To be competitive in the period of globalization it is important to change our traditional methods so as to meet the challenges posed by the global markets. To meet these demands, a teacher must supplement or replace traditional methods of instruction with innovative educational experiences.

Keeping in view the important role of secondary education in the development of the children, preparation of teachers for this level is indeed a very important and challenging task.

It is possible that apart from these institutions there are other Teacher Education institutions which may have adopted some innovations which have not been brought out. The researcher feels that by visiting some institutions and checking out whether any kind of innovations has been initiated by them would prove to be a fruitful exercise.

1.14. Research Questions

- 1) Which are the innovations in the Secondary level Teacher Education Institutions in Gujarat State?

- 2) How these innovations originated?
- 3) Which are the factors facilitating and impeding the implementation of innovations?
- 4) How the Secondary level Teacher Education Institutions can be more innovative?

1.15. Statement of the Problem

A Study of Innovative Practices in Teacher Education Institutions of Gujarat State

1.16. Objectives of the Study

- 1) To study the status of Innovative Practices in the Secondary Level Teacher Education Institutions of Gujarat State.
- 2) To study in-depth the Innovative Practices in selected Secondary Level Teacher Education Institutions of Gujarat State.
- 3) To study the factors facilitating and impeding the implementation of innovations.

1.17. Explanation of the Terms

i. Innovative Practices

In the present study Innovative Practices include newly practiced activities in Curriculum, Modes of Transaction, Practice Teaching, Evaluation, Practical work and Co-curricular Activities in the Secondary level Teacher Education institutions of the Gujarat State. It also stands for novel, creative ideas, methods, devices and activities which are being originated in the Secondary level Teacher Education institutions.

ii. Teacher Education Institutions

In the present study, the Teacher Education Institutions stand for the institutions offering B.Ed. programme.

1.18. Delimitation of the Study

The study was delimited to the Secondary level Teacher Education institutions.