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PEDAGOGIES OF INNOVATIVE TEACHING AND SUSTAINABLE DEVELOPMENT (IN THE CONTEXT OF NEP 2020)

Dr. Jayeshkumar Prajapati **Dr. Rachna Mishra

ABSTRACT

The pre-service teachers in Gujarat are educated according to a curriculum that places an emphasis both on knowledge of the subject matter and on the teaching methods itself. It would appear that the cultivation of self-awareness and social awareness is not given much attention in this training program for teachers. Because of this, the focus of education programs for teachers needs to be shifted toward helping students develop the capacity for empathy as well as knowledge of the significance of developing meaningful relationships with other people. It is possible that we can move closer to a world in which people, nature, and society can all coexist if we prepare educators in this way. Education and communication have been acknowledged on a global scale as two of the most important factors in enabling and boosting efforts toward sustainable development and the processes that lead up to those efforts. As a result, the United Nations has designated the next ten years to be devoted to education for sustainable development (ESD). It is generally agreed upon that education plays a crucial part in accomplishing the goal of the proponents of a sustainable world by changing attitudes, norms, and behaviours and by encouraging increased public participation. This study delves deeply into the social and environmental aspects of education's sustainable development, with a particular emphasis on the latter, which is frequently neglected in conventional pedagogical practices. After then, an in-depth discussion on the implications for the preparation of teachers follows. This study analyzes the current instructional pedagogies used in educational institutions that provide teacher education and makes a recommendation for the development of an ideal training module making use of a holistic approach to pupil teacher training.

KEY WORDS: Pedagogies, Innovative Teaching, Sustainable Development, Holistic Approach, Changing Attitudes

Dr. Jayeshkumar D. Prajapati, Lecturer, Dharmaj College of Education, Dharmaj & Ph.D. Student at Sabarmati University, Ahmedabad. **Dr. Rachna Mishra, Associate Professor, Department of Education, Sabarmati University, Ahmedabad.

INTRODUCTION

Humanity has been exposed to unprecedented levels of consumption as a result of the increased adoption of information and communication technologies, breakthroughs, and improvements as a result of modernity and globalization. This has led to ever-increasing greed and a general deterioration in moral standards. Higher education institutions are not immune to the broader societal trend of a considerable reduction in the work ethic and values that permeate the culture. This tendency has been affecting society as a whole for quite some time. As a direct consequence of this change, educational institutions such as universities and colleges are shifting away from their traditional role as a repository of information and toward that of a business. As a direct result of this scenario, we have initiated research into the viability of establishing a new educational system. The primary objective of this new curriculum would be to foster the development of students in a manner that is congruent with the requirements of the natural world and the requirements of human civilization. Before coming to a conclusion that would have repercussions for everyone involved in the educational system, the government, legislators, managers, instructors, and students should get together, discuss the issues, and carefully examine them before making a choice that will impact their situation. It cannot be denied that education, when provided by knowledgeable teachers, possesses the capacity to impact not just the present but also the future. The destiny of the nation is being moulded in her classrooms, as the Indian Education Commission (1964-66) so succinctly stated back in the day. Those who have an appreciation for learning and are able to produce contributions that are valuable to society in the realms of politics, society, the economy, and technology are the end result of education at its most fundamental level. The current educational system is under pressure from educational innovations as well as rapid breakthroughs in science and technology to adopt new educational strategies and processes in order to make instruction successful up to the level of students' understanding. The numerous difficulties brought on by globalization are contributing to the expansion of the country's educational system. At the same time, parents are turning their attention back to the youngsters in their care. There is mounting evidence that suggests young people's cognitive development and moral convictions are being negatively impacted by the media. The ideals of those who aspire to enter the rewarding profession of teaching have been skewed as a result of the dominance of pure materialism, a pseudo-modern worldview, and consumerist attitudes. The gap between the rich and the poor is getting wider. In order to provide students with the necessary information and abilities, the education system must not only keep up with the latest achievements in science and technology, but it also must address the more fundamental concerns regarding the social and moral ramifications of these advancements. Because of this, it is absolutely essential that the nation's educators, in particular, place a priority on providing their students with learning environments that are centered on values. Growth that is sustainable requires education, and it also requires teachers who are driven. There has been an uptick in the quality of new educator training programs in India recently. The goal of sustainable development is to create a society in which all individuals interact with one another in a way that is dignified and respectful, and in which the economic, social, cultural, physical, environmental, and political conditions are just and equal for everyone. It is crucial for educators to play an active part in the dissemination of information and the cultivation of sustainable development knowledge, attitudes, viewpoints, dedication, and practice. But, in order to effectively advise their pupils, teachers first need to educate themselves about the viewpoints, knowledge, skills, and values of sustainable development.

The pre-service teachers in Gujarat are educated according to a curriculum that places an emphasis both on knowledge of the subject matter and on the teaching methods itself. It would appear that the cultivation of self-awareness and social awareness is not given much attention in this training program for teachers. Because of this, the focus of education programs for teachers needs to be shifted toward helping students develop the capacity for empathy as well as knowledge of the significance of developing meaningful relationships with other people. It is possible that we can move closer to a world in which people, nature, and society can all coexist if we prepare educators in this way. If the central agency of the teacher is not recognized, then the goal of revitalizing school education in India through an idealistic or ideologically driven endeavor to change the curriculum will most likely fail. This is because the central agency of the teacher is the person who actually teaches the students. With programs designed to educate teachers, classrooms are still being prepared that view instruction and education as little more than a means to an end. This is being done even though teacher education programs have come a long way (the reproduction of textbook material). The true requirements of educators currently working in schools have not been met to this day since there has been insufficient effort put into connecting pre-service and in-service teacher education. Educators working in elementary schools, in particular, are cut off from the intellectual community of other educational institutions and research organizations. As a result of the constraints imposed by secondary pre-service education programs that only last one year, it is of the utmost importance that more focus be placed on innovative programs that span more than one academic year. Additional time spent in pre-service training can assist student teachers in the formation of the beliefs, attitudes, and value systems necessary for them to fulfil the many pedagogical responsibilities they will have in the future and assist their students in maturing into responsible and compassionate individuals. The National Council on Teacher Education (NCTE) has made significant progress in this field by introducing a Bachelor of Education degree that may be earned in a span of only two years. Aspiring educators will be given the same consideration as "professionals," and will be required to complete a greater number of hours of training in actual classroom settings rather than virtual ones. Current programs for the education of teachers are predicated on assumptions that stifle the generation of novel concepts and the professional as well as personal development of instructors. For instance, there is a widespread presumption that subject matter expertise is a "given" that prospective teachers can "acquire" by completing an all-encompassing liberal arts degree, and that this expertise is therefore unrelated to pedagogical preparation. Traditional teacher preparation programs provide instruction that is dull and uninspiring, with a primary emphasis on educating future educators to function well within the framework of the existing educational system. The standardization of lesson plans and the completion of the required number of written assignments and projects are also steps that will help achieve this goal. As it is currently taught in teacher preparation programs, lesson planning is essentially a regimented process. This discourages young people from choosing teaching as a profession because they genuinely want to help others learn, and it also provides little opportunity for the trainee's personal experiences and ideas. Learning opportunities that are scheduled and obligatory rarely improve instructors' abilities to engage in self-directed, lifelong learning, even when those possibilities are available. Even after they have completed their first teacher training, graduates of the system continue to prepare teachers, some of whom may not possess the essential level of professional competence and dedication. There are many institutions that offer teacher education, but not all of them live up to their stated standards.

The National Council for Teacher Education has unveiled a revised course of study that extends the duration of teacher preparation in India from one to two years (NCTE). It has been decided to change the curriculum for teacher education and to propose new standards in

order to include long-awaited reforms into the process of improving educational quality in current institutes. During the process of rewriting the curriculum, the National Curriculum Framework was taken into consideration (NCF-2005). The material has been organized in such a way that aspiring teachers will have no trouble integrating lessons on environmental sustainability and peaceful coexistence into whatever course they teach in the future. A second phenomena that might be considered innovative is the introduction of ICT into educational settings. There is a possibility that the lack of progress made in India's educational system can be attributed to the country's educators, who have received very little attention in terms of opportunities for professional growth. The training of new instructors is the exclusive focus of this endeavor. Educators also need to participate in ongoing professional development programs in order to stay relevant (MHRD, 1987). As a direct consequence of this, the idea of CTE, which stands for College of Teacher Education, has caught on all over the United States. Its purpose is to give current teachers working in secondary and high schools access to the most recent developments and best practices in the field of higher education. In the years that followed India's independence, the educational system of the country was allowed to continue, for the most part, unaltered out of a concern that very rapid reform could throw the country into disorder. As a consequence of this, the majority of people advocate maintaining the status quo, and the only change that is being considered is a rearranging of the system. As a direct consequence of this, formal education, including the preparation of educators, became farther and further divorced from the hopes and aspirations of the general population. During the course of the past few decades, there have been multiple attempts made to interact with the system. Despite this, the holes are still quite noticeable and huge. The following is a list of some of the most compelling arguments in favour of the construction of bridges:

- To establish in India a national system of teacher education that is built on the nation's robust ethical foundation, the country's rich cultural legacy, and the dynamic unity and variety of its people.
- To make a significant contribution to the formation of the emerging modern social order and the accomplishment of the aims set forth in the constitution.
- The objective is to produce educated and capable educators who are up to the challenge of addressing the requirements of the modern world.
- Increasing the quality of teacher training, bolstering the professional and social standing of educators, and fostering a culture of unwavering commitment are some of the goals.

Pre-service instructors need to be made aware of the need to lighten the course loads of their students, create fascinating learning opportunities that are relevant to their students' day-to-day lives, and instil the values their students are looking for in them. At this point, subject-based orientation needs to be incorporated into all of the courses that are a part of teacher education. The classroom ought to be a secure refuge in which students are free to investigate and learn. Activities that put an emphasis on the legacy of the place and its natural beauty would make use of local situations and materials. It is imperative that pre-service teachers have familiarity with pedagogical practices that foster the children's intellectual, emotional, and cultural growth. A realistic understanding and attitude must be connected to a credible social or scientific context in order to be considered grounded. To achieve this goal, it may be useful to place an emphasis not just on observation and exploration in the classroom but also in extracurricular activities. With programs designed to educate teachers, classrooms are still being prepared that view instruction and education as little more than a means to an end. This is being done even though teacher education programs have come a long way (the reproduction of textbook material). The provision of financial assistance by the state to elementary schools typically entails the employment of a sizable number of

paraprofessionals within the official school system, in addition to a cavalier attitude toward the pre-service education of teachers. This tendency has had the effect of lessening the sense of professionalism that teachers have, as well as the belief that students have in their ability to make change in both the public school system and the communities in which they live. Because they did not obtain adequate pre-service training, some instructors in private schools lack the qualifications necessary to practice their profession. The question at hand concerns the type of continuing education that must be completed by a teacher in a setting such as this one. Despite this, a significant number of teachers have not yet received the training that is necessary to fulfil the requirements of the RTE, 2009.

There is a lack of clarity regarding the time commitment that is anticipated for in-service teacher training, as well as the educational requirements and work history prerequisites for training instructors (both permanent and temporary). In addition, the kind of on-the-job training that should be made available to "Shiksha Mitra," individuals who do not possess a bachelor's degree but have worked as teachers in public primary schools for a significant amount of time despite their lack of a formal education. The National Council for Teacher Education (NCTE) has enacted stringent regulatory measures in order to guarantee that all programs for teacher education meet the bare minimum requirements. In point of fact, it has come to the conclusion that it can only provide financial and administrative support to a limited number of schools offering teacher training programs, because of the actions taken by the NCTE, close to 150 underperforming schools have been closed down.

While this is extremely important, it must be complemented by efforts to enhance education provided by pre-existing educational establishments. The curriculum for the education of teachers has been revised in response to this reality to reflect the need for various standards to be implemented in educational institutions, distinct certificates to be obtained by teaching staff, and varied entry requirements for prospective students. The entrance criteria for students interested in enrolling in a Bachelor of Education degree has been increased from 45% to 50% by the council. The Council has raised the bar for what it expects from the academic staff at colleges that provide teacher education. Candidates seeking faculty jobs in institutions that prepare teachers are now required to have a Master's degree or a Doctor of Philosophy (Ph.D.) in a single subject, a Master's degree in education (M.Ed.), and a score that is at least adequate on the National Eligibility Test (NET). Formerly, anyone with a Bachelor of Education and a Master's degree in any field was eligible to apply for the position of lecturer in the TE system. As a result, the system was riddled with inconsistencies and flaws. In order to preserve the quality of the teaching staff, the Council is contemplating the introduction of a National Level Teacher Eligibility Exam, which would be analogous to the existing National Eligibility Test (NET). The Justice Verma Commission (JVC report, 2014) and the National Curriculum Framework (NCF, 2005) both recognized and provided answers to TE concerns in India, and both served as inspiration for the revised curriculum. In addition, the Justice Verma Commission (JVC report, 2014) and the National Curriculum Framework (NCF, 2005) both served as inspiration for the revised curriculum. Increasing the amount of time spent in TE programs is one of the new national guidelines, along with transferring TE programs to an environment that is more trans-disciplinary and interdisciplinary. Education about population, as well as education about related subjects including environmental education and peace education, has been incorporated into the curriculum of the course as a required component.

Student educators will have access to the information necessary to teach peace education across all subject areas thanks to the resources that have been produced specifically for this purpose. In addition, the material has been modernized to accommodate the rising demand for the implementation of ICT in educational settings. The training of new instructors is the exclusive focus of this endeavour. The preparation of a teacher is not finished once they

have earned a Bachelor of Education degree, regardless of the length of the program. Thus, equal weight should be given to in-service teacher training programs in order to assure that educators are up to date on current concerns. The quality of educational institutions with departments devoted to the preparation of new teachers is poor, so it's not just the educators themselves who may use some assistance; the institutions themselves also have room for improvement. There are 14,606 unique programs for teacher education that are provided by 10,355 distinct educational institutions. Each year, around 1,78,261 new students are accepted into these institutions. Nonetheless, a number of jurisdictions have seen a rise in the number of educational facilities that do not meet acceptable standards. In order to find a solution to this problem, an analysis of the demand for and supply of instructors in a number of different states was carried out. Any state that churned out an excessive number of teachers was penalized financially and given fewer chances to expand their existing teacher-training programs. The states of Kerala, Andhra Pradesh, Karnataka, Uttar Pradesh, and Tamil Nadu have already been investigated, and the findings showed that these states had an abundance of colleges in contrast to the need from their respective populations (Siddiqui, 2009).

CONCLUSION

According to recommendations made by the National Council for Teacher Education (NCTE), it is recommended that all teachers at each grade level possess the requisite academic and professional credentials. It is necessary to have a career development program that is geared specifically toward unqualified teachers and paraprofessionals in order to assist them in obtaining the necessary credentials. The governments of various states and educational organizations in those states have taken action to fill the posts of teachers by recruiting at the local or regional level, despite the fact that the parameters of such recruitment were not as rigid at the time of appointment. This is because of a variety of constraints, including the lack of resources at the time when they were needed. Due to the fact that they are next in line, it is the responsibility of the state to educate and otherwise prepare them for work in this industry. Courses like the Diploma in Education (D.Ed.) or certificate programs might be modified to cater to this demand. Networking between IASEs, CTEs, SCERTs, and DIETs is essential if teacher educators at different levels of education are going to open up to one another, participate in joint research endeavours, and learn from one another's experiences. In addition, opening up to one another is necessary if they are going to engage in joint research endeavours. The training of teachers and other school personnel is a crucial part of our educational system. It is intricately related to social life and is impacted by the values, customs, and personality of the nation in which it is practiced. The constitutional goals, the guiding principles of state policy, socioeconomic problems and the expansion of knowledge, emerging expectations and changes in education, and so on all necessitate an appropriate response from a futuristic education system and provide the context within which teacher education programs need to be viewed in order to be effective.

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