REVIEW ON INNOVATIVE TEACHING PRACTICES IN TEACHERS EDUCATION – A BASIC NEED FOR 21st CENTURY EDUCATION

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Abstract: The 21st century education focuses on developing thinking skill among learners of all ages. The teachers and the learners both have to balance on the sea-saw of 'WHY' and 'HOW' to enjoy the swing through Problem solving skills. The objective of lifelong learning can be well achieved only through knowledge construction in a phased manner. Knowledge construction takes place through a series of practices that induce questioning or developing the discovery approach to learning. The educator has an immense role to play; while devising his models of instructions for effective learning outcomes. A 21st century learner dwells and learns from different classrooms, he gathers multi-polar information. He devises his concepts through analyzing and experiencing. The student centric education is based on established fact that, each child is unique. This necessitates the need for unique and innovative approaches for imparting education. The podium of education in a society stands on Policies, Practices and Probes/research; which are all to be synced accordingly. The practices or the classroom behavior and action of the teacher play the most important role for effective or quality learning outcomes. On one hand we have the clearly stated objectives of SDG-4 from AGENDA 2030 and on the other hand we have the well-defined objectives of NEP 2016. The draft of NEP 2019 also emphasizes on the education policies to be made as per the existing demands of job market and change in technology. And to greet the future of learning we have to join our hands and align for bringing positive change. The educator has to be a 'change agent', a facilitator, a mentor, a co-worker and a guide as per the need of the hour. This paper is an attempt to make us identify the gaps in teaching-learning process and how to bridge them with creativity of the teacher through Innovative teaching practices.

Index Terms – **Innovative Teaching, SDG-4, Quality Education, Quality Enhancement**

I. INTRODUCTION

"Discovery is seeing what everybody else has seen; and thinking what nobody else has thought"

- unknown

"The human mind ones stretched by a new idea never goes back to its original dimensions"

- Oliver Wandell Homes

'Transforming Our World': The 2030 Agenda for sustainable development goals succeeded the MDGs which ended in 2015.Global goals for Sustainable development are a collection of 17 goals set by United Nations in 2015. They are interdependent yet separate lists of 169 targets to achieve by 2030. The SDG-4 aims at quality education which ensures inclusive and equitable quality education and promotes lifelong learning for all. Quality of education is assessed through effective assessment of learning outcomes; in terms of concepts, their applications in solving real life problems and creating newer models. As we all know 'Monotony is the mother of all deadly sins', we have to break it. Bloom of an idea is breaking the monotony and germinating innovative practices. Educators have the most important role to play with excellence; for which they have to update themselves regularly. They have to keep pace with the various sprouting dynamic knowledge platforms of today and the probes of future. The 21st century education aims at nurturing the inquisitive minds to make them future ready. To accomplish this noble task every educator has to inculcate critical thinking skill to be more and more creative. He should be an 'out of the box' thinker and always be in pursuit of experimenting with innovative teaching practices. The teacher has to guide the student in developing essential life skills /problem solving skills through a path of discovery and experience.

The pedagogy of learning is not akin to a set style but sadly most of our practices practically are stereotyped. We cannot update ourselves with outdated instructional practices. The Learning Pyramid as given below has always directed the education world to do what is needed yet it thrives on old practices resulting in the sorry state of learning outcomes. We don't have to be in the lookout for highly qualified teachers or heavy investments for quality enhancement. What we need is an attitude change and creativity investment through trainings and workshops for teacher educators on regular basis.
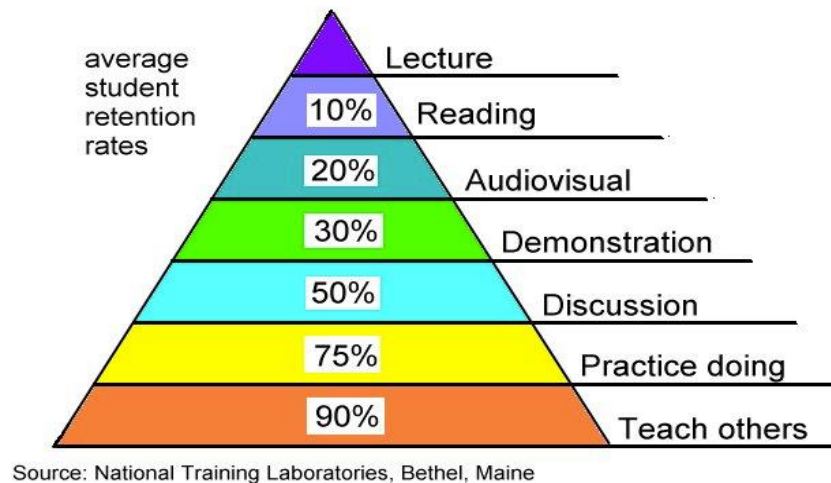
Learning Pyramid

Figure 1: The Learning Pyramid

The dawn of 21ˢᵗ century has opened us all to the amazing world of internet. The advent of Globalization together with IT revolution gave a boost to lifelong learning across geographies and social strata. The new set of teaching practices are based on ideation as such cannot be listed in a fixed set. The best practice is the one which enables the learner to create new things which are useful. However hereby I list some of these practices which are being implemented and followed in schools, colleges and Universities presently.

- Action Teaching
- Blended Teaching
- Collaborative Teaching
- Diagonistic Teaching
- Experiential Teaching
- Flipped Teaching
- Group Activities
- Hands On Teaching
- Inteligence Based Teaching / Mi
- Job/Project Teaching

Of all the above practices Action teaching, Blended teaching and Flipped teaching is being practiced in many countries for teaching learners of all ages.

Understanding Howard Gardener 'Multiple Intelligence Theory' is a prerequisite for creative teaching. In his theory he had identified eight major types of intelligence present in all human beings. However the degree of each type differs in different person and this also determines the personal traits of the individual. Basically they are linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, intrapersonal intelligence, interpersonal intelligence, kinesthetic intelligence and naturalistic intelligence. Often students show a greater degree of two or three types of the above. All of these exist in almost all individuals only their degrees differ.

'SCANS--The Secretary's Commission for Achieving Necessary Skills--is the first document produced by the U.S. government that lays importance on how public education should be changed to prepare students for the 21st century workplace. Educators, students, and parents should use total quality management (TQM) to co-produce quality educational services. If students use TQM to improve the quality of their school work, they should enter the work force with the workplace know-how identified in SCANS. ' As such it is the teacher educators priority to instill the inquisitiveness and activate the analytical skill of the learner for achieving quality in education.CIS takes in account of implementing innovative teaching practices in the PDCA cycle. A teacher's role is to facilitate an effective learning that:

- Encourages students to actively interact with the environment
- Develops critical and creative habits
- Takes place in a joyful/fun atmosphere
- Encourages students to do higher order thinking skills
- Uses materials in the nearby learning environment
- Encourages cooperation among students

II. ACTION LEARNING

The theory of Action affects Teachers learning which impacts the classroom practices which in turn impacts student learning in an efficient manner. The student isn't a silent spectator or listener in Active learning. He discovers processes and applies learning then and there only. Motor coordination and social skills are developed with physical activities integrated into learning activities skills and social skills are developed with physical activities integrated into learning activities skills.
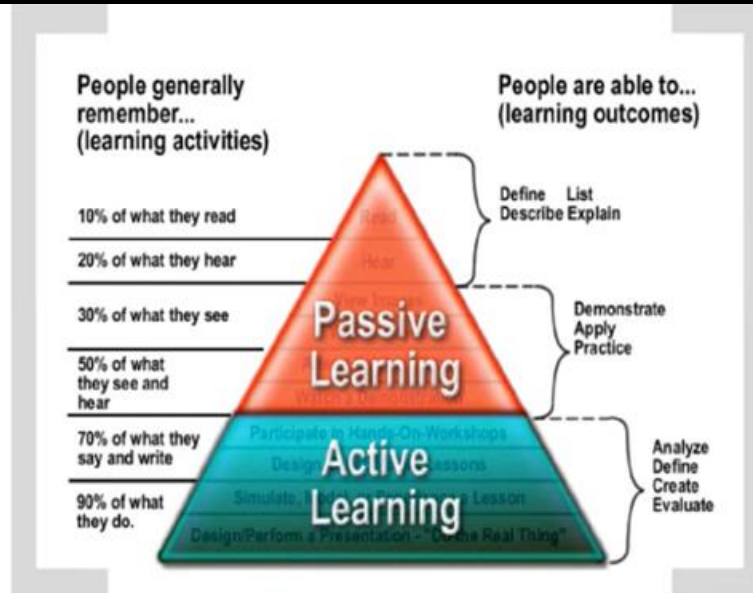
Figure 2: Action Learning Pyramid

III. BLENDED LEARNING

This type of teaching refers to a blend of Online and Ofline teaching with a facilitator to guide along. It helps in providing deeper knowledge to inquisitive learners while saving time for syllabus completion. It also promotes research skills and thinking skill among learners. The educator here has to do a lot of homework before recommending the appropriate, genuine and authentic websies to students.

IV. FLIPPED LEARNING

In order to get rid of the compulsion of attending to monotonous lectures by Educators, this model has turned the traditional classroom model on its head. The study material, lecture notes and reference reading materials are mailed to the students and students complete their course work, projects in the classroom and clarify their doubts. It induces self reading and critical thinking among the students and also make them a responsible partner in the journey of learning.

V. CONCLUSION

Present days, in which ideally more work should be done by fewer people, the teaching and non-teaching staff of a school should be productive, quality of work should be excellent and no communication gaps should exist. Effective management techniques in the school and classroom are the best way of preventing stress in both pupils and teachers. At the end of this new beginning; it is important to keep in mind that, to be a creative teacher one needs certain extent of freedom, which should not be compromised by rigid administration. An able education leader is one who leads with a mission and vision and motivates, appreciates and encourages new ideas of co travellers.The management of inclusive tecniques like continuous improvement strategies, kaizen,etc of TQM by school management is the need of the hour. With the legendry thoughts of Albert Einstein, 'Imagination is more important than knowledge' I stop here for a while.

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