



Innovative Practices in Teacher Education

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Abstract

Teachers are the builder of the nation. They not only shape the quality of life of the people but also shape the future power and developmental goal of the nation. Hence the role of the teacher is very much prime and they own the fame of having the most noble profession. The profession which determines the quality of all other professions. In India teachers are trained through teachers training program in Universities and Colleges.

Every bit of improvement in a nation is of course somewhere held in the hand of teachers of the nation. Hence the quality maintenance is an important factor. Innovative practices are key to keep the improvements going on. Teachers need to be innovative while teaching practices and curriculum development and for this the innovation and updated functioning in teachers' education program is important. Teachers do innovate while classroom teaching but making it a part of teachers' education would be one of the most progressive changes in educational technology and techniques of education.

The objective of this research is to find the innovative ideas that are being practiced by the teachers while teaching in schools. The research also focus to find the innovative methods the teacher educators would practice while training future teachers. The nature of this research is qualitative. The population of this research is the teacher educators of Central University South Bihar and Magadh University and teachers teaching in a government and private school of Gaya. The research uses non probability sampling method.

Keywords: Teacher education, Innovation, Educational technology

Introduction

The pace of development of a nation depends upon the pace of development of in its citizen's life and the quality of citizens' life depends upon several factors such as quality of education, job opportunities, efficiency, and competency of the human resource at each level. However it is decided by the combined effort of planners, educationist, and administration, among which the most significant is quality of teachers. Teachers are the builder of the nation. They not only shape the quality of life of the people but also shape the future power and developmental goal of the nation. This is the profession which determines the quality of all other profession. The teacher made the inner ideas explicit which were previously implicit in the child. **The secondary Education commission (1952-1953) report stated** "We are convinced that most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community."

The teacher is the very much dynamic and true force in any institution or rather we say nation. A UNESCO publication, *The Changing Role of the Teacher*, states: "There was a time when the teacher role was to pass down to the younger generation the knowledge, experiences and mythology of a slowly evolving society."

These days every phase of society is either changing or being affected by the change. In facing and managing the challenges and impacts of globalization, economic transformation, high technology, international competition and local government in the new century, teacher educators need to be at their toe level while training the teachers and teacher education institution should give them enough resources ideas and space to practice freedom and of course recognition and motivation. Management and administration they even have crucial role in this. The teachers are playing a multitasking role in addition to teaching in the classroom, teachers are supposed to look after the school management, curriculum planning and development, guiding new recruitments, miscellaneous staff development, active learning projects and channelizing the practices with cooperation of parents, outside leaders and professional. How teachers can be prepared to take up these new role and perform teaching effectively to meet the challenges from the education reforms is crucial to the reform and practice of teacher education and professional development (Cheng, Chow, & Mok, 2004). This raise the question what kind of innovation and change should be made in pre service teacher education to ensure this preparation.

Innovation means the ability to think beyond the limitations and boundaries and create something which is different from that which already in practice. No progress is possible without innovation and no innovational ideas can be implemented without teachers' awareness, involvement and commitment. Teachers should be trained to be innovative since beginning of their training and this process of training even should be carried out in some innovative ways. This demands for the reconstruction of the educational system.

The efforts to improve teacher education are being made since that period of after independence. Some of those initiatives were:

- National Council of Teacher Education 1988.
- National Policy Of Education 1986
- Indian Association Teacher Educators 1973
- The Committee Of Plan Projects 1963
- International Secondary Education Project Team 1954
- Indian Education Commission /Kothari Commission 1964-1966
- University Education Commission 1953

Steps of Innovation in Teacher Education System:

NPE (1986) stated "The existing system of teacher education needs to be overhauled or revamped." This has resulted in a number of initiatives being launched and they are-

- Establishment of NCTE by the government of India on August 17, 1995 as a statutory body responsible for the regulatory as well as professional aspects of teacher education.
- Programme of Mass Orientation of School teachers (PMOST) was launched as a centrally sponsored scheme in all the states and Union Territories during 1986-1990.
- Special Orientation Programme for Primary Teachers (SOPT) was taken up in 1993-94 to provide orientation to primary school teachers.
- In the light of recommendations of NPE 1986, Block and Cluster Resource Centers were established for professional growth of elementary school teachers and heads.
- Interactive teleconferencing has been successfully tried in Karnataka and Madhya Pradesh in in-service training course.
- Three National Curriculum frameworks on Teacher Education have been brought out by the National council of Teacher Education (1978, 1988, and 1998).
- To acquire ICT literacy, the NCTE has produced a CD-ROM entitled 'IT Literacy'.
- NCTE has developed self-learning modules on 'Human Rights and National Values' with a view to familiarize entrant teachers with values enshrined in our constitution.

Innovative Programs in Teacher Education

- B.C Ed. (1989) by DAVV, Indore
- M.C.Ed. (1991) by DAVV, Indore
- Master of Educational Technology (Computer Applications) by SNTD, University, Mumbai
- M.Tech. (Educational Technology) by Kurekshetra University, Kurekshetra
- B.Sc. in Teaching Technology by Sikkim Manipal University
- HSTP Training Teachers, Eklavya, MP(1982)
- Activity Based Teacher Education Program, DAVV, Indore (1991)
- Personalized Teacher Education Program, Lucknow University, Lucknow (1996)
- Comprehensive Teacher Education Program, Gandhi Shikshan Bhavan College of Education, Mumbai University, Mumbai (2000)
- Four Year Integrated Program of Teacher Education, Kurekshetra University, Kurekshetra (1955)
- Four Year Integrated Program of Teacher Education, RIE, NCERT(1963)
- B.Ed. (Educational Technology) , AEC Teacher Training College, Pachmadi, MP
- Early Faculty Induction Programme (EFIP) under QIP by AICTE ,New Delhi
- Induction Training Programme (ITP) under QIP by AICTE, New Delhi
- University of Teacher Education, Chennai, Tamilnadu (2008)
- IGNOU Institute of Professional Competency Advancement of Teachers (IIPCAT, 2009), IGNOU,India
- Indian Institute of Teacher Education, Gujarat (Bill 4, 2010)

OBJECTIVES

1. To find the innovative approach the teacher educators would like to practice while training the pupil teachers
2. To find the innovation that is already being practiced in schools by the teacher for effective learning teaching process.
3. To find the resisting factors in practicing the innovative ideas.

POPULATION

Teacher educators and the teachers of government and private schools in Gaya, Bihar.

SAMPLE

M.Ed. students of Central University South Bihar.

Teachers of Kendriya Vidyalaya and Nazareth Academy.

SAMPLING METHOD

Incidental sampling was used while selection of teachers whereas Random sampling method was used for selection of M.Ed. students.

TOOLS

An open ended questionnaire was used for the collection of data.

The question mentioned was-

What is that innovative approach you would like to practice while training the pupil teacher/teaching your students?

What are the resisting factors you find in practicing the new ideas?

FINDINGS OF THE STUDY

The innovative approach being practiced by the teachers in their classrooms were

- Bringing labs into classrooms through hands on experience in mathematics class.
- Teaching was not just limited to four wall, not is part of garden , playground as well as assembly
- Learning is more active through skits , role play in assembly , slogan writing , essay and debate competitions at the classroom level
- Students were told to get the real life examples of the concepts especially in science, social science and environmental science class.
- Technology based classrooms, like virtual labs , smart classes and PowerPoint presentations

The innovative ideas the teacher educators wants to incorporate at their level as well as at administration level are as following:

- The courses of the studies and their duration should be planned and designed as per Indian condition both in theory and practice.
- Comprehensive researches should be conducted to meet the goals of teacher education. The results of these researches should be given due importance in development of curriculum for teacher education.
- Subjective type tests should be the part of recruitment and promotion exams along with the objective type tests.
- Real life situation and classroom set up should go hand in hand.
- Inclusive education should be included as an integral part of the curriculum and teacher trainee should be sensitive to the needs of children with special needs.
- Strict admission procedure along with follow up screening should be followed for correspondence courses for teacher education.
- The various reading materials along with reference books are not available in Hindi and other regional languages so such books should made available for effective teaching learning process.
- Pupil teachers, teacher educators and working teachers should be encouraged for refresher courses, Orientation programs, symposium, workshops seminars and conferences, for their professional growth. Educationists can be oriented with new changes, innovations and developments in the field of education.
- Extension programs and exchange programs among the universities within India and outside India enrich the teacher education programme enormously. So such programs should be frequently organised and sponsored.
- Teacher Education department should have following facilities like demonstration school , laboratories , libraries, and different audio visual equipment
- In order to get fulfil the objectives of the teacher training , teaching practice should be done and supervised systematically.
- A planning unit can be there in every State Education Department which can help in regulating the demand and supply of teachers at various levels of schools.
- Real situation and professional attitude should be developed by organising various types of facilities like social field work, surveys, and other co-curricular activities.
- Regular inspection and grading is needed to enhance the teacher education program in qualitative aspect as mushroom like shops acting as self-financed colleges are growing in the market.

RESISTING FACTORS

- Lack of support from practicing schools
- Lack of service regarding administration
- Lack of expertise of the staff

- Lack of research orientation
- Interpersonal relationship crisis
- Decision making by external agencies
- Rigid framework
- Time constraints
- Lack of diffusion of new ideas among them

CONCLUSIONS

To meet the raising challenges of new era, teacher education in India needs wide range of changes in almost all aspects. The teacher educators' needs intensive training in various aspects related to innovation. Since the teacher is the holder of the entire educational system and is the most important catalytic agent in order to introduce desirable changes in the teaching learning process, all efforts are to be made to motivate teachers to become innovative and creative. It goes without saying that a self-motivated and really laborious teacher can utilize his own resources to keep himself abreast of new ideas and skills. It has been recognized that teacher education program should be planned and carried out in a way that it should enables them to respond dynamically to the new issues and expectations in the field of education, then only teacher can help in national development. Attempts are being made for the improvement and advancement of professional competencies of teachers through ICT mediated constructivist approach but still there is so much to be done to overcome the resisting factors.

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