



## INNOVATIVE PRACTICES AND THEIR IMPACT ON TEACHER EDUCATION

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In our educational systems, the teaching and learning process is generally characterized by the traditional lecture, in which the teacher explains to the student behavioral pattern of the domain. There is how a general conviction that this traditional way of expository teaching is not optional for teaching and training pupil that the market requires and who need deep, flexible and transferable knowledge. Some of the non-conventional teaching methods adopted are learning through active participation by the students through computer assisted learning, web based learning, virtual laboratories, audiovisual aids and so on. At present computer in schools are both focusing of the study themselves and a support for learning and teaching.

### **Bloom theory on education**

1. Knowledge: The learner must recall information bring to mind the appropriate material.
2. Comprehension: The learner understands what is being communicated by making use of the communication.
3. Application: The learner uses abstractions (e.g. ideas, in particular and concrete situation).
4. Synthesis: The learner puts together elements or parts to form a whole.
5. Evaluation: The learner makes judgments about the value of material or methods for a given purpose.

The concept of teaching pupil in a context to real life as possible can be dated back t the sixteenth century. In fact, the school field trips that students take today could be a result of the belief that students learn without the text book, field trips give students an opportunity to interact with society and gain valuable experiences. Creating a setting in which students learn as realistically as possible is a goal of teachers who use contextual teaching and learning. Teachers who use contextual teaching and learning practices not only place emphasis on field trips, but they also emphasize practices such as learning by doing, problem solving and co-operative learning.

Basically, the traditional methods of teaching have still been largely practiced in India. The teachers in teacher education are not aware of innovative practices of teaching being practiced in the country due to lack of documentation of such practices and also lack of publicity in reference to authentic impact of these teaching practices. Despite best efforts the use of Information and communication technology (ICT) in Indian education lagging behind our exception. The NCTE established as statutory body in 1993, is very particular of the introduction of ICT in the syllabus of



teacher education programme. According to NCTE teacher training institutions have to shift their focus from with the present system that of future education.

### **ICT education**

Providing for administrative support for technology use

- Ensuring access to appropriate technology
- Providing in both in service and pre-service training.

According to Lankshear and Synder (2000) the job of teaching is diverse in nature with each teacher training to it their own meaning and set of beliefs they have about teaching and learning upon which they base practice. Effective use of ICT is a matter of ‘becoming proficient with a range of interlocking, complementary procedures, knowledge’s, understandings and dexterities’. This includes the two-way relationship between ICT, curriculum and pedagogy. Such attitude develops as teachers have contextual experience with the use of ICT. If every class was an ideal classroom then the findings from a good deal of research would lead us to believe that computers would find an important place in most.

### **Advantages in innovative teaching**

- Instruction to the right learner
- Extension of student thinking
- Independent learning
- Removing stressful tasks
- Student motivation level-increases

### **Conclusion**

Nowadays teacher education needs to orient itself to the new challenges and enable its pupil to complete level with the help of acquiring new path of innovative teaching.

### **References**

1. Bloom B. S. (Ed.) (1964), Taxonomy of educational objectives.
2. Cross P. K. (1987), Teaching for learning. Ann Assoc. Higher Education Bulletin.
3. Lankshear C and Synder (2000), Teachers and techno literacy.