



INNOVATIVE PRACTICES AND TEACHER EDUCATION

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Introduction

In the contemporary sphere of Teacher education there has been constant paradigm shift in delivering contents to the pupil. Consequently, modern teaching trends in higher education exhibit a paradigm shift from the conventional classroom teaching methods adopted in the past to non-conventional teaching aids so as to encourage interactive forms of learning in students through active participation and integrative reasoning where the relationship of the teacher and the taught has undergone tremendous transformation. The ancient to modern education has been defined in infinite ways according to social and cultural needs and values of the community. Education is only that option or tool which develops the traits of the nationality among future citizens to make them good leading persons. 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 now a general conviction that this traditional way of expository teaching is not optimal for teaching and training pupil that the market requires and who need deep, flexible and transferable knowledge. Some of the nonconventional teaching methods adopted are learning through active participation by the students through computer-assisted learning (CD-ROMs), Web-based learning, e-learning, virtual laboratories, seminars, audiovisual aids and so on. At present computer in schools are both focusing of study themselves and a support for learning and teaching.

Student Interest

It is well known that pupil learn more when they are involved actively in learning than when they are passive recipients of instruction. Active learning strategies can be designed to target visual learners through models and demonstrations, auditory learners through discussion, debates and games and kinesthetic and tactile learners through models and role playing. It has been observed that, in every group of 30 students, an average of 22 are able to learn effectively as long as the teacher provides a blend of visual, auditory, and kinesthetic activities. The remaining eight students differ in their preferences for modalities of learning and fail to understand the subject matter unless it is presented in their mode of preference. To meet these needs, teaching should be multi-sensory and filled with variety. It is quite natural that the innovative teaching practices would certainly have greater impact on the learning habits of pupil and consequently its influence on their performance in examinations, life skills and other related aspects. In other words, the innovative practices of teaching help the students to achieve either desired level or enhance the learning capacities so as to excel in their examinations as well as equipping with better potential to seek either jobs or other professional performance in their life.



However, here is very little documentation of the effectiveness of various active learning strategies, and often faculty are reluctant to incorporate such new strategies into the Teaching curriculum.

The traditional methods of teaching have still been largely practiced in India. The teachers in Teacher education arena 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 expectation. The N.C.T.E (National Council of Teacher Education) established as statutory body in 1993, is very particular of the introduction of ICT in the syllabus of teacher education programmers. According to NCTE teacher training institutes have to shift their focus from with the present system that of future education. Research has consistently shown that few schools and teachers implement computer support to a degree where the potential benefits are likely to be realized. There are a number of significant problems which impede and prevent teachers from achieving the full advantage offered by computer applications gave seven requirements for effective use of Information and communication technology (ICT) in education:

Seven requirements in ICT Education

- Suiting technology to education goals and standards
- Having a vision for the use of technology to support curriculum
- Providing for both in-service and pre-service training
- Ensuring access to appropriate technology
- Providing for administrative support for technology use
- Providing time for teachers to plan and learn how to integrate technology
- Providing for ongoing technical support for technology use

In general, these above requirements fall into five areas of impact

- Providing the infrastructure of hardware and software,
- providing curriculum and technical support for teachers,
- School organization, design, policies and practices,
- Schooling, and
- Management support.

According to Lank shear & Snyder, 2000 the job of teaching is diverse in nature with each teacher bringing 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 involves the two-way relationship between ICT, curriculum and pedagogy. This develops as teachers have contextual experience with the use of ICT. In the ideal classroom environment the central problems are those concerning student learning and the associated teaching strategies. 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 classrooms. In the real classroom teachers have problems associated with factors such as :

Problems in class room teaching

- controlling the classroom environment;
- ensuring students complete the course;
- keeping people such as principals, senior teachers and parents “happy”;
and
- reducing the amount of work for the teacher.

The opinion of the pupil that the traditional method is knowledge oriented and modern and innovative teaching method provides employment oriented skills development. The teachers feels that by adopting innovative teaching in learning process, the students has the advantages like :

Advantages in innovative teaching

1. Student Motivation Levels increases: Easy to manage student and direct towards the task Students had a chance of distraction the computer from the tasks the teacher wanted to.
2. Removing Stressful tasks: Better satisfying experience to teachers to direct less tedious tasks. Few teachers may prefers to the students to be busy and engaged.
3. Self or independent learning: Learning may not be directed towards teachers objectives classroom. More and extra coordination of classroom
4. Extension of students thinking: Ideas and thinking of students may go beyond teachers capabilities and experience which may bring and provide double confidence of levels of teachers.
5. Active Learning Process: Student’s may be go beyond the teacher’s own subject of expertise. More complex to direct and manage student learning.
6. Instruction to the right learner: Teachers feel easy to spend time with students that need extra attention and practice to catch up with the subject...
7. Attention: Slow learners have also concentration on the teaching-learning process without deviation and distraction.

Conclusion

Teacher education in India is at a new stake in view of the new policies laid down and the globalization processes. Indian Teacher education needs to orient itself to the new challenges and enable its pupil to compete level. The pupil who are pursuing teacher education are required to place community and future citizens at a higher place by possessing new skills and attitudes as well as competitive knowledge in the stream of education concerned. All these can be possible through practice of innovative teaching practices in Teacher Education. If the innovative teaching practices being in vogue as well as promoted by different institutions working in the arena of teacher education, there is every possibility that these practices would certainly attract the attention from the academic fraternity. They, in turn, may



initiative steps either to follow the existing innovative teaching practices in teacher education or eschew new path of innovative teaching at their respective institutions.

References

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