

INNOVATIVE MODELS AND PRACTICES IN TEACHER EDUCATION- A REVIEW

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ABSTRACT

Before independent India we had a long history of teacher education but in the British period the innovative idea is activated with the help of modern tool and technology. So teacher education should be acquainted with the process of creative idea. We are to create for Teacher Education in a new environment that encourage among the teacher. It requires cultures, leadership, and creativity.

Innovative Models- This paper deals with the issues of shaping and applying innovative models in Teacher Education. Most of the teacher educator needs a modern methodical transformation of program contents for teaching nature and society. Models are-

1. A Teacher Education Model Based on Brain Research.
2. A Teacher Education Model Towards Creating a Learning Society.
3. A Model of Teacher Education Based on the Pedagogy of Dialogue.
4. A Model of Teacher Education for In-service Professional Development.
5. A New Vision Model of NCERT.

Practices in Teacher Education- As innovation is a new event to a teacher so it is the best step to practices in action. Practices activity also an Innovation. Innovate means to change something into new one. It is promotion of creative idea and practices in training.

Team Teaching Co-operative and Collaborative learning- Team Teaching Co-operative and Collaborative learning processes are the component of practices. It is a very innovative idea for teacher education.

Reflective Teaching- Reflective Teaching is one of the components of Teacher Education. Reflections are a very natural system that develops the future behavior.

Constructivism and Teacher Education- Constructivism is a new approach to construct the knowledge of the student by their own creation. Here the teacher is a facilitator who help learner to think critically and also be able to solve the problem.

There are some hindrance factors in our education system which prevents the teacher education institution from being innovative such as lack of physical facilities and funds, lack of diffusion of innovations among teacher educators, rigid framework, lack of research orientations etc. in this paper the authors have tried to throw light on the need of innovations required in the Teacher Education, the hindrance factors and have also given suggestions to overcome those factors.

Key words- Teacher Education, Innovative Models and Practices, Quality, hindrance factors, Conceptual thinking, Educational standards, Training.

INTRODUCTION

Education is the very dynamic process, as because education depends upon the needs and aspiration of the society and society also changing. So in a very changeable system Teacher Education should be innovated with modern tool and technique.

Before independent India we had a long history of teacher education but in the British period the innovative idea is activated with the help of modern tool and technology. So Teacher Education should be acquainted with the process of creative idea. We

are to create for Teacher Education in new environment that encourage among the teacher. It requires cultures, leadership, and creativity.

Teacher Education is uniquely located in the educational system. Like other disciplines and departments in the universities, Teacher Education is a target of quality assurance mechanisms. It is also an instrument of quality assurance, particularly in school education. Good quality Teacher Education programme, at the first instance produces high-quality students of education. Large majority of

them join teaching profession. They, then influence the quality of education in the schools.

In today's increasingly globalized world. It is important to make learning and education a holistic experience beyond classroom academics. Keeping this in mind, Indian schools are introducing development and growth. Good schooling is fundamental to national development, because schools supply the largest single human resource at the lower end of the human resource hierarchy.

HUMAN AND PROFESSIONAL TEACHER

Teacher Education for preparing human and professional teachers needs to be holistic. Professional development of teachers constitutes developing awareness about their role and responsibilities to the profession they are pursuing. Teacher development is a holistic term used in teacher preparation programmes. A programme in teacher development should cater to the developing of the right skills, proper attitudes and adequate knowledge to implement the skill and attitudes developed in the work they do. Teacher development like professional development could be life-long process which demands on the part of the teacher commitment to the work. Teacher development is contrasted with teacher training and Teacher Education which can both be offered by outside agencies, while development can happen only by one's own involvement (Wallace 1991).

IDENTITY OF TEACHER EDUCATION

Every Teacher Education institution ought to have valid identity. Valid identity means valid institutional land and plant, valid setting, valid inputs, valid processes and valid products. Each and every teacher and Teacher Educator ought to have a unique Identification Number. The self- Disclosure exercise being done by Teacher Education Institutions is likely to present the reality.

WHAT IS INNOVATIONS

What is meant by innovation? Innovation is the process of developing an idea into a creative action. In order to develop innovations we need to have a new environment that encourages innovativeness amongst the Teacher Educators. This kind of encouraging environment requires an organizational culture, open leadership style and adequate resources. In fact, this encouraging environment needs a new dynamics of upward, downward and horizontal communication.

CLASSIFICATION OF INNOVATIONS

The classification of innovations in Teacher Education may be based on two parameters. The first parameter is "status of innovation" whether launched or merely proposed. The second parameter is whether the innovation is a full-fledge, whole-model or is it a component of any other parent model?

CULTURE FOR INNOVATIONS

Innovation has a unique culture, created by the innovators. Novel ideas, personal dedication, institutional social support, persistent struggle are some of the features of innovations. It is evident through each one of the following innovative approaches.

- Integration of Micro-teaching skills.
- Integration of Life-skills.
- Integration of Techno-pedagogic skills.
- Problem solving through participatory Approach.
- Personalized Teacher Education.
- Integrated Teacher Education.
- Specialized Teacher Education
- ICT Mediated Education.
- Bridging the gaps between teaching style and learning styles.
- Developing Integrated Thinking styles.
- Training Thinking.
- Choice Based Credit System.
- Electronic distribution of Examination papers(EDEP)
- Double valuation.
- Total internal Continuous Comprehensive Evaluation.
- Constructivist Approaches.
- Research through Novel approaches.
- Wholistic approach.

INNOVATIVE PROGRAMS IN TEACHER EDUCATION

Teacher Education Institutions at different levels, particularly in higher and technical education field countrywide, have innovated and institutionalized a number of programs, those are-

- | Personalized Teacher Education(DAVV 1991)
- | Wholistic Teacher Education(CASE, 2008)
- | problem solving in higher education through participatory approach(DAVV,1992)
- | Problem solving in higher education through participatory approach(DAVV,1992)
- | Development of Creative writing ability amongst students through participatory approach (CASE,2010)
- | IGNOU Institute of Professional Competency

advancement of Teachers(IIPCAT.2009),
IGNOU, India vision & mission.

- | The Indian Institution of Teacher Education,
Gujarat(Bill, 2010)
- | Integrated Teacher Education
- | Technology Integrated Teacher Education.

INNOVATIVE MODELS

This paper deals with the issues of shaping and applying innovative models in Teacher Education. Most of the teacher educator needs a modern methodical transformation of program contents for teaching nature and society. Therefore the theoretical part of the work is directed towards the consideration of innovative approaches in teaching methods for introduction to nature and society, which asked for an indication of the theoretical basic for starting with the selected models, comparison of traditional and the modern concept of teaching nature and society. Those models are-

1. A Teacher Education Model Based on Brain Research-In this context of Teacher Education Brain research based on natural abilities that develop Brain Based learning. A Brain is a very unique system, neo Piagetian educators believed the development of Brain structure and automatisation of schema in the Brain. So Brain is the focused of the Brain Research Model for Teacher Education.

2. A Teacher Education Model towards Creating a Learning Society-Teacher Education Model creates a major role of learning society. In this Model new thinking idea, patterns are nurtured.

3. A Model of Teacher Education Based on the Pedagogy of Dialogue- Pedagogy of Dialogue Model of Teacher Education is envisaged for new knowledge experiences both the teacher and taught. It creates many meaningful interactions and includes the engagement with the both of teacher and taught. In the field of theory, application and evaluation. It is a very skillful interaction and very sharing idea from teacher and taught and taught to teacher.

4. A Model of Teacher Education for In-service Professional Development-Teaching is a day to day activity. It has a particular purpose so teacher should be professionalized to their own task. So professional ethics and also professional enhancement is effective for Teacher Education. By his or her experience in an in-service activity Teacher Educators may have conditioned and

developed their professional Course.

5. A New Vision Model of NCERT- For the Teacher Education NCERT in visited new vision, virtually it is a shifting approach to Teacher Education, a teaching Model titled new vision, virtually it is a shifting approach to Teacher Education. Teacher will understand by their actual practices and will so their activity in the real field of education. Teacher is to be responsive to the society and also global context. Teacher Education is to be engage to achieve goals of equity and social justice.

PRACTICES IN TEACHER EDUCATION

A best practice is ongoing activity that has stood the test of time, whereas an innovation is a new event which has been recently installed and has yet to prove its long term sustenance. Of course, at the time of its origin, the best practice activity was an innovation. Once the best practice is identified, it is important to encourage its wider applications. As innovation is a new event to a teacher so it is the best step to practices in action. Practices activity also an Innovation. Innovate means to change something into new one. It is promotion of creative idea and practices in training.

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2. Reflective Teaching- Reflective Teaching is one of the components of Teacher Education. Reflections are a very natural system that develops the future behavior.

3. Constructivism and Teacher Education- Constructivism is a new approach to construct the knowledge of the student by their own creation. Here the teacher is a facilitator who helps learner to think critically and also be able to solve the problem.

4. Blended-learning and Teacher Education- Blended learning approach means to engage learns with the support by their in depended learning task. Blended learning enhances the learning experience of the learner. On the other hand teacher will have to be trended.

5. Soft skills and Teacher Education-Here soft skill means the personality traits language development habits etc. This skill is mainly applicable Teacher Education programme. Soft skill support to individual for interaction for performance for career advancement.

6. Integrated Teacher Education-The four year integrated Teacher Education proposed to have

introduced as four year integrated Teacher education. In the year of 1963 NCERT offered this programme. They suggested that this integrated course is to be organized in university rather than separate institution.

7. ICT Oriented Teacher Education-It is known that ICT in Education is very important for Teacher Education. Teaching learning process is being transformed by this system. ICT a technology which is given important by NCF-2005 to make better Teacher Education. ICT should be promoted to conduct the text. It is necessary to bridge the digital classes with the teachers and teaching objectives.

HINDRANCE FACTORS IN INNOVATION

Although there are so many innovative practices existing in Teacher education Programme in India, but still there are some hindrance factors in our education system which prevent the Teacher Education institutions from being innovative and they are-

1. Lack of physical facilities and funds-Majority of colleges suffer from lack of facilities in terms of space, equipment and personnel. Consequently, they have not been able to adopt innovations. For want of these facilities, many creative ideas are not shelved.

2. Lack of Service-Lack of service both the academic and administrative problem hindrance to Teacher Educators to adopt innovations in Teacher Education.

3. Lack of Expertise of the staff-Majority of secondary Teacher Education institutions are manned by who have not been exposed to the functioning of institutions inside or outside the country. Moreover, it is found that due to lack of expertise of the staff members, innovations have not been diffused in the training institution.

4. Lack of diffusion of innovations among Teacher Educators-In our India the teacher training institution is lagging behind the learning material equipment and office personnel. As a result creative ideas are deteriorated.

5. Rigid framework-Most of the school are believed to have practices in a very traditional manner. Rigid framework is a main point to promote the process of innovation.

6. Lacks of support-The educational institution are not always ready to random their co-operation to the teacher as the result innovations are not occurred for non-co-operation.

7. Interpersonal relationship crisis-Now a day education system is arising. A new problem that is teacher taught relationship. Teacher Education is

suffering interpersonal relationship crisis, non-cooperation, indifference attitude among the staff, promotes professional rivalries.

8. Lacks of research orientation-Lack of research orientation Teacher Education programme are suffering. Wrongful programme and practices are taking place in training. So that problems are arising in Teacher Education.

9. Decision making by external agencies-In our school system there is a demerits of coordination. Somehow school plan and programme or curriculum are made not by educators but by bureaucrat and the Teacher Educators are too bound to follow decision, taking by others.

SUGGESTIONS

Innovative Model of Teacher Education is a new one content that should be thoroughly examined. For the betterment of the programme. We suggest some views as follows-

1. New Teacher Education Model should be nurtured with new thinking idea and patterns.

2. Application of innovative Model in Teacher Education would have to be practice from the being of the course.

3. Innovative approaches in teaching method should be introduced rather than traditional concept of teaching Model.

4. New vision Model of NCERT should be followed vividly.

5. Internet connection should be available in every teacher educational institution. Teacher will be trained up with the practice of internet connection.

6. Financial facilities should be requiring.

7. Outlook of the management and administer should be changed.

8. Practical facilities should be provided adequately.

9. Orientation programme and refresher course should organize frequently.

10. Teacher Education should be integrated with various skills.

11. School internship practices by the B.Ed. student should be developed.

CONCLUSION

Teaching is a challenge a nation is being shaped by the hand of teacher. So teacher should take this challenge in every sphere of teaching. Teacher Education made a very internship training in their related innovations. For academic facility these modern content of Teacher Education should be embraced with our quality teaching. So the school and the authority are initiated to step up the

innovative Teacher Education. NCTE-2009 stated to nurture innovative Teacher Education to emergence National curriculum for Teacher Education. By this innovative Teacher Education and attentive mode to enhance professional competencies.

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