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INNOVATIONS IN TEACHER EDUCATION PROGRAMMES : A CRITICAL STUDY

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ABSTRACT:

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Goods Dictionary of Education Teacher education means, all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

The aim of the present research article is to critically explore about the status of Teacher education programmes in our country. Since we all are well aware of importance of imparting education and as it is also one of the fundamental right of each child to provide equal and assessable education including the special need children therefore it was the need of the hour to provide need based and learner centered teacher education programmes to be launched in our country. Therefore, the present paper tries to critically evaluate the need, importance and successful implementation of Teacher Education programmes in our country.



KEY WORDS: Innovative, Higher Education, Teaching, Learning.

INTRODUCTION

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

CONCEPT AND MEANING OF INNOVATIVE PRACTICES IN TEACHERS EDUCATION:

There is a wide variety among nations as to what they accept constitutes an advancement, change or improvement in the showing learning process. For instance, the utilization of shaded chalk and essential varying media materials might be viewed just like an instructive advancement in some creating locales, while in other more prosperous nations innovations may allude to the improvement and utilization of refined innovations and strategies, teachings and so forth. In our nation additionally, this electronic innovation has drastically infiltrated into each zone of our general public and each part of our social and social lives. The present kids have grown up with remote controls and they invest more energy in PCs, web, playing computer games and so forth than perusing books; even toys are currently loaded with catches and squinting lights.

There has been seen a massive move in the ways and methods for education administrations over the long time. Research and innovations assume an essential part in enhancing the nature of teachers and the preparation granted to them for all levels of teaching. They request to present new thoughts and practices in classroom exchange and other curricular and co-curricular exercises. The teacher's adequacy can be upgraded with great administration and suitable educating strategies. No teacher teaching software engineer can get ready teachers for all circumstances that they will experience. Teachers themselves should settle on the last decisions from among numerous options. The motivation behind teacher training is to plan teachers who have proficient abilities to lead the country forward through their manifold roles.

INNOVATION IN TEACHERS EDUCATION:

Innovations is a change more in old practices by presenting new, original thoughts and ideas to enhance instructive practices Innovation is the way to change in current time the out of date belief systems and techniques for teaching learn don't work. Today we require teachers who see each and e exceptionally kids not as detached student of information, increase their characteristic inclination to builds significance, and dishearten learning, making learning dynamic and upbeat.

INNOVATIVE PRACTICES IN TEACHER EDUCATION:

1. **Constructivism:** The NCF 2005 unequivocally underscores more slender focused ways to deal with accomplish the destinations of the educational modules and even it utilizes the word constructivism to fulfill or clear up its importance. Student jogged approaches put student at the focal point of classroom forms. Constructivist learning depends on understudy's dynamic support in critical thinking and basic reasoning in regards to a learning action. Student develop their own insight by testing thoughts and methodologies in view of their earlier learning and experience, applying them to new circumstances and coordinating new information picked up with prior scholarly builds.
2. The teacher is a facilitator or a mentor who manages the understudy's basic reasoning, examination and blend capacities all through the learning procedure. The teacher is additionally a co-student simultaneously. Thus, teachers ought to encourage intellectual change by displaying challenges through particular errands that posture predicaments to student. In this specific situation, critical thinking showing strategy is characterized as a procedure of bringing an issue up in the psyches of

the student in such an approach to animate deliberate, intelligent reasoning in touching base at a balanced arrangement

3. **Collaborative Learning Process/Group Teaching:** Group educating or helpful learning process is where group member support and depend on each other to accomplish a settled upon objective. Agreeable learning is an effective showing procedure in which little groups, each with student of various levels of capacity, utilize an assortment of learning exercises to enhance their comprehension of a subject. Every individual from a group is mindful for realizing what is educated as well as for helping colleagues learn, in this way making a climate of accomplishment. Student work through the task until the point that all gathering individuals effectively comprehend and finish it.
4. **Teacher Education Reflection:** Reflection all alone work is a key part of being an expert and is fundamental to teacher training. Teachers must analyze their conviction, presumptions and inclinations in regards to educating and learning and decide how those convictions impact classroom teaching. Reflection is a characteristic procedure that encourages the improvement of future activity from the consideration of past and current conduct. Reflection alludes to the progressing procedure of fundamentally looking at and refining work on, taking into cautious thought the individual, educational, societal and moral settings related with schools, classrooms and the numerous parts of teachers.
5. **Combined Learning and Teacher Education:** Combined learning depicts a way to deal with realizing where teachers utilize innovation, ordinarily as Web-Based direction, working together with and as a supplement to live guideline, or maybe use segments of a student focused Web course with parts that require noteworthy teacher nearness and direction. The quality of a combined learning approach is that it gives a way to guarantee students are upheld and guided as they attempt autonomous learning assignments. Utilization of the Web in such settings gives numerous affordances to the teacher and student as correspondence channels, data sources and administration devices. These viewpoints seem to make combined adapting especially appropriate to teacher preparing student, particularly those in huge gatherings where coordinate teacher support might be hard to convey. Combined adapting usually portrays discovering that joins conventional educating and learning approaches with data and correspondence advancements. It is foreseen that combined learning will upgrade the understudy learning background; in the meantime it likewise requests that the teachers ought to be prepared as online facilitator.
6. **Teacher Education and Soft Skill:** Improvement of human capital is a critical resource since it drives the improvement of a country. Quality human capital originates from quality teaching process through precisely outlined and very much arranged training framework. Delicate aptitudes are close to home properties that improve a person's communications, work execution and vocation prospects and hard abilities which have a tendency to be particular to a specific sort of assignment or action. Delicate aptitudes allude to identity characteristics, social effortlessness, and familiarity with dialect, individual propensities, kind disposition and good faith that stamp individuals to differing degrees. Delicate abilities are extensively pertinent in teacher teaching program, along these lines the educational modules of teachers training could add to the advancement of an all-encompassing human capital that can encourage monetary, social and self-awareness. Imbuing the delicate aptitude in the educational modules of teacher training is the need of the calling for it to be fruitful.

CONCLUSION:

1) Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), Teacher education can be considered in three phases : Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.

- 2) Teacher education is based on the theory that Teachers are made, not born|| in contrary to the assumption, Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called tricks of the trade.
- 3) Teacher education is broad and comprehensive. Besides pre-service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.
- 4) It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.
- 5) The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.
- 6) As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct gestalt' emerging from the conceptual blending', making it sufficiently specified.
- 7) Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

The innovations clarified in this paper are fundamental for the quickly developing universe of learning and data. In innovation is to take of research based learning and teaching the two sides of a similar coin and their coordination inside single strategy system is important to accomplish the way of life of innovation which will energies and manages the information technology. The teacher is the critical person and assume essential part in teaching framework if the educator is prepared gifted and conferred one and utilize different learning methodologies then the entire training framework in her/his setup will create quality training and illuminated subject which contribute for the advancement and program of the country. We have to regard such advancements also and advance imaginative techniques and new thoughts and practices of teaching in our schools, colleges and different Institutions.

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