

INNOVATIVE PRACTICES IN TEACHER EDUCATION

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Abstract—Education is considered as the key to success in life and the teachers make a lasting impact in the lives of their students. It is the supreme art of the teachers which awakens joy in creative expression and knowledge. The one exclusive sign of thorough knowledge is the power of teaching and good teachers know how to ring out the best in student. One good teacher in a life time may sometimes change a delinquent into a solid citizen. Hence those who educate children well are more honored than their parents' as teachers teach the art of living. It is rightly said that no student can rise above the level of their teachers. In preparing the future generation teachers, Teacher educational institutions play very important role. These institutions aim at developing required competencies, skills and proper attitudes among the student teachers, along with professional ethics and code of conduct. An institution with proper organization and evaluation system, good infrastructural facilities, worthy teaching faculty with proper insight, excellent pedagogical skills and subject expertise, can enlighten the students and guide them for their project, assignments, and practical work and envision quality in teacher education. In the last ten to fifteen years the world has seen a greater explosion in terms of knowledge, development thus in competition. In the present years of globalization it is realized that it is the age of the best i.e the survival of the fittest. To compete in global scenario and meet global challenges in Teacher education there is a need to explore innovative strategies. This conceptual paper aims at exploring innovative practices which can be implemented in teacher education institutions to enhance quality in Teacher Educators and student-teachers..

Index Terms— Future, Teachers, Innovative practices, enhance quality, Teacher Educators

I. INTRODUCTION

Teaching profession is considered as the noblest profession of all and the teacher play pivotal role in the complex system of education. The purpose of teacher education is to produce teachers who are competent in various fields as the role of its teachers is not confined to just imparting knowledge.

In 21st century the teachers ought to be good skilled professionals fully equipped with high academic standards and subject expertise, with ethical and moral values (Singh-2000). Multi tasking is the order of the day now. Hence the role of teacher education institutions has increased now. They have to prepare responsible and conversant with unique features of cultural heritage and various socio-cultural ethos with high commitment and ability to lead the society in shaping the mind of tiny tots.

Unfortunately the teacher educational institutions in India are not up to the mark in comparison with other countries. The teachers are trained in ill equipped teacher educational institutions with meager facilities, in the hands of the teachers' educators who have low academic standards and subject expertise, lack pedagogical skills, following age old methods of teaching. No doubt here is quantitative expansion of teacher educational institutions but they lack quality and expertise to meet various challenges emerging in the field of contemporary society. Most of the private institutions hire the teachers who are

ready to serve with low salary. They manage the institutions with very few teacher educators violating the norms laid by NCTE.

Ranking of the teaching profession in terms of benefits:-

In terms of economic benefits 3% of University and college teachers stood in first position and 40% people considered teaching profession as the lowest where as Doctor, civil Servants, Bank employees private firms stood in first position. In terms of job security teaching professionals were rated better but behind all other cadres. In terms of freedom of work they were rated very high next to the doctors and lawyers.

Causes of deterioration of status:

1. Lack of recognition by the government
2. Low level of efficiency and scholarship
3. Inadequate pedagogical skills
4. Lack of devotion to work, integrity, sense of pride, lack of commitment to student welfare
5. Salary and service conditions

Qualities considered essential for good teachers status (UNESCO1966)

1. Devotion to duty
2. Inspiring and motivating students
3. Good academic record
4. High research work

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5. Scholarship reflected in wide reading and critical judgment
6. Interest in application of knowledge and extension of work
7. Ability for effective management of the institution
8. Participation in extracurricular activities
9. Increase in material benefits
10. Cultivation of professional competencies recognition of meritorious service incentives to improve academic competence increase in perks and emoluments
11. Greater promotional opportunities
12. Involvement in decision making bodies at various levels
13. Special amenities and concession

International standards for quality n teaching (ILO-1966)

1. Initial and continuous training
2. Recruitment
3. Advancement and promotion
4. Security in tenure
5. Disciplinary procedure
6. Part time service Professional freedom
7. Supervision and assessment
8. Responsibility and rights
9. Participation in education decision-making
10. Negotiation
11. Conditions for effective teaching and learning
12. Social security

Recommendations of IIO

1. Teaching-public service oriented profession
2. Teachers need professionalism with feeling of public service
3. Professional freedom
4. Responsibilities
5. Rights
6. Hours of work
7. Salaries
8. Teachers shortage

Innovative practices in teacher education can be understood in various heads

II. Institutional

1. An institution must have minimum infrastructural and instructional facilities such as permanent faculty, laboratories, and classrooms with latest ICT rooms.
2. Private institutions are more in number than government teacher institutions hence insisting management to appoint permanent faculty with UGC salaries on par with government employees.

3. Applying all government rules to private institutions
4. Sudden visit of NCTE to check the functioning of educational institutions
5. Frequent talks between NCTE and Educational management to solve exiting problems fir betterment
6. Emphasis on permanent building
7. Frequent interaction of NCTE members with students of various instructions to know the problems and avoid corruption
8. Knowing the list of students who are not attending the college but paying amount to get degree and de affiliating such institutions and warning the management.
9. Emphasis on mandatory library facilities reference books and issue standard encyclopedias and dictionaries, thesaurus of relevant subjects.

III. Quality of teacher educators:

1. Conducting workshops orientations and seminars for the newly recruited teacher educators
2. Frequent orientations courses to the teacher educators to make them aware to the changes in curriculum.
3. Training teacher educators to develop competencies needed according to the demands and expectations of the society.
4. Recognizing worthy teachers and their efforts and appreciating them
5. Utilizing the services of worthy teachers as resource persons for other institution
6. Developing the professionalism with feeling of public service.
7. Developing an evaluation system where the teacher educators are assessed by the students
8. To engage in such activities (social, educational) that improve teaching, research, student learning and increase their own professional development.
9. Contributing to the development and implementation of programs for effective education to teachers that applies culture\al competence and promotes social justice as well.

Students related

1. Making attendance compulsory.
2. Implementing Model reflective practice to foster student reflection.
3. Revision of courses to incorporate innovative practices.
4. Using various assessment tools that meet the needs of diverse learners
5. Foster critical thinking in students

To encourage and teach children how to think, not what to think

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IV. CONCLUSION

This paper takes a look at some innovative strategies that could be taken care of while teaching as a teacher educator. Further, it provides some visionary and innovative ideas that can be implemented to get an effective education of teachers. Since the teacher has responsibility for the academic growth of the students it has however, to be born in mind that the implementation of some strategies might bring no better effect on students learning and outcomes than the traditional methods itself. Hence choosing right strategy for the teaching is of the utmost practical importance

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