

Innovations in Teacher Education



Education

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ABSTRACT

Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. It is one of the significant areas where a lot of innovative ideas can be tried out and practiced. The Present paper discusses about the need of teacher education program to be innovative, and also the scenario of innovative teacher education program in various universities and institutes of the country. The paper also discusses the basic features of some of these innovative teacher education programs and approaches and at the end suggests some innovative features of teacher education programs.

Introduction

The soul of a gardener resides in the seeds, the soul of a philosopher resides in the mind, the soul of a piper resides in the pipe, the soul of a singer resides in the voice, the soul of a dancer resides in each and every body cell, the soul of a poet wanders in the nature, the soul of a sculptor resides in the stone, the soul of a teacher wanders with the learners. Dancing crops, flowing wisdom, enchanting music, touching songs, resonating dance, Immersing verses, speaking sculptures, and enlightened learners are the wonderful springs of nature.

Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life.

Human and Professional Teacher

Teacher Education for preparing human and professional teachers needs to be holistic. Along with content and methodology there is also a need to integrate emotional competencies, such as, self-awareness and self-management, social sensitivity and social management. It is also essential to integrate life skills, such as, self-awareness, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress with teaching and learning.

The Teacher Education programs need to integrate innumerable skills & competencies. There is a need to integrate spiritual intelligence dimensions, such as, knowledge of God, religiosity, soul or inner being, self awareness, quest for life values, convention, commitment and character, happiness and distress, brotherhood, equality of caste, creed, color and gender, interpersonal relations, acceptance and empathy, love and compassion, flexibility, leadership, life and death.

It is necessary to shift to more powerful learning paradigms, such as, linear to hypermedia learning, instruction to discovery and construction, teacher centered to learner centered education, absorbing material to learning how to navigate and learn, learning as taxing to learning as fun, teacher as transmitter to teacher as facilitator.

We need to bridge the gaps between to have and to be. There is a need to bridge the gaps between Teaching Styles and Learning Styles providing differentiated differential learning experiences to learners of all the learning styles- audio, video and kinesthetic; cognitivist, behaviouristic and constructivist; accommodators, divergers, convergers and assimilators. Instructions should be directed to the whole brain, because if the instructions are directed more to the left half of the brain it results into aggression, fragmentation and rationalization, whereas, considering the right half of the brain results into assertion, integration and responsiveness.

Education should be value added. Character building should be one of the primary aims of education. Every institution should make efforts for inculcating the basic values, such as, cleanli-

ness, punctuality, equality, truthfulness, duty fullness, national identity, perseverance, sense of responsibility, and cooperation. Teacher Education Institutions should help realize the sensitivity towards cultural values, such as, honesty, loyalty to self and others, Love and affection for family and home, absolute norms, work hard ethics, compassion, peace, inoffensive speech, politeness, and personal responsibility.

Identity of Teacher Education :

Every teacher Education institution ought to have valid identity. Valid identity means valid institutional land & 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 the Teacher Education Institutions is likely to present the reality.

The National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (Dec. 2009) is with high hopes. Also, Teacher Education: Reflections towards Policy Formulation (2009) is quite promising. Teacher Education will have to revive and build its identity to be innovative.

Culture for Innovations :

Every 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 Styles & 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 Approach
- 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, namely,

- M Tech Ed by NITTTR, Bhopal and Chennai
- M Tech Engineering Education by NITTTR, Chandigarh
- M Tech HRD by NITTTR, Chennai
- B.C Ed. (1989) by DAVV, Indore

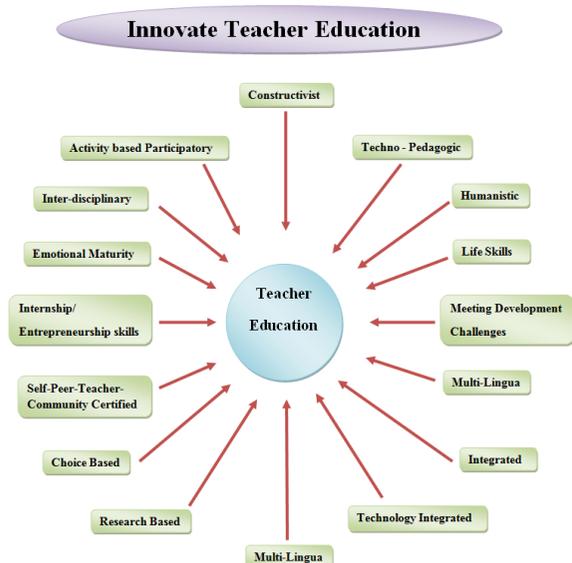
- M.C.Ed. (1991) by DAVV, Indore
- Master of Educational Technology (Computer Applications) by SNDT, University, Mumbai
- M.Tech. (Educational Technology) by Kurekshetra University, Kurekshetra
- B.Sc. in Teaching Technology by Sikkim Manipal University
- HSTP, Training Teachers, Eklayva, MP (1982)
- Activity Based Teacher Education Program, DAVV, Indore (1991)
- Personalized Teacher Education Program, Lucknow University, Lucknow (1996)
- Comprehensive Teacher Education Program, Gandhi Shikshan Bhavan College of Education, Mumbai University, Mumbai (2000)
- Four Year Integrated Program of Teacher Education, Kurekshetra University, Kurekshetra (1955)
- Four Year Integrated Program of Teacher Education, RIE, NCERT (1963)
- B.Ed. (Educational Technology), AEC Teacher Training College, Pachmadi, MP
- Early Faculty Induction Programme (EFIP) under QIP by AICTE, New Delhi
- Induction Training Programme (ITP) under QIP by AICTE, New Delhi
- University of Teacher Education, Chennai, Tamilnadu (2008)
- IGNOU Institute of Professional Competency Advancement of Teachers (IIPCAT, 2009), IGNOU, India
- Indian Institute of Teacher Education, Gujarat (Bill 4, 2010)

Though a comprehensive list of Innovative Programs is available, innovations are very rare. It may be attributed to various factors. Novel ideas do not incubate because of the adverse external conditions. There are wide gaps between the visionaries and actors. So, very often the innovations have short life and die down in the institutions, where these originate.

Sometimes, the most innovative programs fail in the formal system, because, these are beyond the view purview of the apex bodies. Four year Integrated Secondary

Teacher Education Programs need excellent Teacher Educators who are Philosophers of basic Disciplines, as well as, Education. Activity based, Personalized Teacher Education Programs though originated with zeal, yet need to struggle to sustain themselves in the forms envisaged.

Innovate Teacher Education: Some Features



Suggested Innovative Courses, Programs and Actions in Teacher Education:

(A). Certificate/Diploma Courses:

There can be innovations in Teacher Education through e-Open

Sourcing in many areas, such as,

1. Personality Development
2. Human Rights Education
3. Life Skills Education
4. Techno-Pedagogic Skills
5. Management of Learning Systems
6. Media Program Appreciation
7. Multi-cultural Education
8. Environmental Education
9. Adolescence Education
11. Adult Education
12. Old Age Education
13. Technology Integrated Education
14. Instructional Design
15. e-Content Development
16. e-Communication
17. Non-Verbal Skills
18. Vocational Education
19. Psychological Appraisal
20. International Understanding & National Integration

(B). Programs :

1. e-Teacher Education
2. Modular Teacher Education
3. Integrated Teacher Education
4. Specialized Teacher Education
5. Personalized Teacher Education

(C) Actions :

1. There is largely scarcity of Professors in the M.Ed. Program offered all over India. The services of the retired Professors could be sought, more so, through Distance Mode through State and National Open Universities to strengthen the M.Ed. Program.
2. To qualify the entrance test for induction into the Ph.D. Programs has become mandatory throughout India as per the UGC guidelines. Various Universities are designing their own entrance tests. An online test may be conducted by the UGC.
3. Identification of the innovative research could be done if all the Departments of Education Countrywide contribute in this area. They may periodically produce the Research Abstracts of the Studies conducted in their respective Departments, which may be made available on the World Wide Web.
4. Every Teacher Educator may be given Unique Identification Number. It will facilitate Manpower Planning in Teacher Education.
5. There should be networking amongst all the Teacher Education Institutions to learn from the innovative practices of each other.
6. Efforts should be made to realize wholistic Teacher Education by integrating various skills, such as, micro-teaching, info-savvy, techno-pedagogic, life skills in the various Teacher Education Programs. Along with cognitive development there should be adequate focus on emotional maturity, psycho-motor development, health and environment, and inter-disciplinary development.
7. It is imperative to strengthen Vocational Teacher Education in almost all the domains of Vocational Education, such as, agriculture, horticulture, sericulture, servicing of the electric and electronic appliances. Innovative approaches need to be evolved.

Conclusion :

Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. There should be open investment in Teacher Education for capacity building and development of creative faculties.

Innovations should be all pervasive right from conception to delivery of Teacher Education. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. Deciding the body of the curriculum, modes of trans-

action, and evaluation should be left to the discretion of teacher Educators and Teacher Education Institutions. But, it is a social reality that the society likes conformists and not heretics. Expected return on investment is in terms of reaping the benefits rather than nurturing the innovativeness.

Teacher Education rather than considered a system, a discipline, a culture, is unfortunately being considered as an attachment. Sensing the complex challenges of the emerging society, Teacher Education has to realize its identity to innovate, construct and create. Research rather than stereo typed, should have problem based agenda. The researchers should be respected and paid differentially, simply because of the extremely added stress due to unquenched quest for exploration. Innovations breed in a peaceful environment, a unique, dedicated and humanistic culture.

Growing complexities of the society and emerging challenges of life demand a self renewing innovative Teacher Education which is essential for survival.

There is nothing to get disheartened. Indian Education is a state of flux. It is highly a state of flux in Indian Education. The national vision mission will definitely nurture innovations as evident through the emergence of National Curriculum for Teacher Education (NCTE, 2009) and Teacher Education.

Reflections Towards Policy Formulation (NCTE, 2009). There are proposals for Integrated and Innovative Teacher Education Programs (Navrachna University, Vadodara, 2009 Carolex University, Ahmedabad, 2009). A Bill is through on The Indian Institute of Teacher Education, Gujarat (Bill 4, 2010) which envisages to establish a Centre of Excellence in Teacher Education for Research, Training & Development, Extension Capacity Building to Exhilarate and Enthuse Educators and Institutions. There is Research for Wholistic Education.

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