



MODERN AND INNOVATIVE PRACTICES AND IMPACT ON 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 develop 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 explain 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 non-conventional teaching methods adopted are learning through active participation by the students through computer-assisted learning (CD-ROMs), Web-based learning (undergraduate projects), e-learning, virtual laboratories, seminars, audiovisual aids (video-based demonstrations) and so on. At present computer in schools are both focus of study themselves and a support for learning and teaching.

Students interest

Transfer of learning has been described as the ultimate aim of teaching (Macaulay, 2000). Transfer refers to a phenomenon in which something learned in one situation is carried over to another. The student capability to recall what he learned in the teaching- Learning process always depends upon only by chance Generally student wants to utilize the information which he obtained in class room in real life situation. The problem occurs when the student is unable to identify what knowledge is needed to address a problem outside of the context in which it was learned. It is believed that when students are taught in a context that closely resembles the situation in which they will have to apply the information, a greater chance for transfer of



learning occurs (Schell & Black, 1997).

It is well known that pupil learn more when they are involved actively in learning than when they are passive recipients of instruction (Jukes, N, 2003). 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 (Rao, SP et al, 2001). 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 (Grinder M., 1991).

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 (Rao, SP et al, 2001).

Study of the relationship between the practice of innovative teaching practices and their impact on performance of pupil and Teachers certainly provide an insight into the realm of relevant teaching practices in the contemporary period and in turn facilitating the proliferation of the same so that wider number of pupil can be benefited from such teaching. The documentation of such teaching practices has not been quite active and hence there is an urgent so that the teaching community develops more confidence as well as interest in the innovative teaching methods and enables the students to benefit from the same.

Innovative teaching methods are though distinct from each discipline of the education yet there have been certain commonalities. For example, subject-quiz is an innovative teaching method which can be applicable to all the disciplines of teaching. Similarly, CD-ROMs can be used in different disciplines to enhance the learning capacities of the pupil. Similarly, the specific innovative teaching practices practiced in science discipline can also be applicable in the field of social sciences. The innovative teaching practices has a strong inter-disciplinary approach.

Many Educators has the opinion that knew methods (ICT) can assist pupil in engaging cognitively to a depth with knowledge domains This is often discussed in terms of cognitive taxonomies such as provided by **Bloom** (1964)



Bloom Theory on Education

1. Knowledge: The learner must recall information (bring to mind the appropriate material).
2. Comprehension: The learner understands what is being communicated by making use of the communication.
3. Application: The learner uses abstractions (e.g. ideas) in particular and concrete situations.
Analysis The learner can break down a communication into its constituent elements or parts.
4. Synthesis: The learner puts together elements or parts to form a whole.
5. Evaluation: The learner makes judgments about the value of material or methods for a given purpose.

The concept of teaching pupil in a context as close to real life as possible can be dated back to the sixteenth century. In fact, the school fieldtrips that students take today could be a result of the belief that students learn without the textbook; fieldtrips give students an opportunity to interact with society and gain valuable experiences. Creating a setting in which students learn as realistically as possible is a goal of teachers who use contextual teaching and learning. Teachers who use contextual teaching and learning practices not only place emphasis on fieldtrips, but they also emphasize practices such as learning by doing, problem solving, and cooperative learning.

Prateek Shah (2004), based on his work on innovative teaching practices in higher education in India, opined that the innovative teaching practices enable the learners to understand the difficult task much faster than the usual traditional methods. He argues that given the technological applications in teaching, there is need to introduce new methods of teaching in higher education in India, assessed on extensive research in the classroom, the conclusion presented are especially meant for study by aspiring teachers for colleges and universities.

However, 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 I 1993, is very particular of the introduction of ICT in the syllabus of teacher education programmes. 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 (New Paul house, 2002). Cradler (2002) 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 Lankshear & 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 (C. Paul Newhouse, 2002)



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 (Vasudeva Rao, 2012)

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 has 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 need 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.

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