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# EFFECTIVENESS OF ICT BAESD COMPENSATION STRATEGY ON ENGLISH LANGUAGE MOTIVATION OF THE STANDARD IX PUPILS INNOVATIVE PRACTICES IN TEACHER EDUCATION

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## Abstract

*Quality of teaching and learning, sustain life-long learning, and improve efficiency and effectiveness in management, teaching practices help shape the learning experiences and increase motivation and achievement for students. In addition, it has been revealed that when teachers collaborate well together they also tend to work better with students. Teachers themselves will make the final decisions from among many alternatives. Such judgments may be good or poor. Therefore, it is important for teachers to constantly re-evaluate their decisions. This can be achieved through collaborative and reflective practices in teacher education. The Creation of a statutory body like NCTE for accrediting programs and institutions and for quality assurance in teacher education signifies the wide acknowledgement of the criticality of quality in teacher education. To develop capability in teacher education there is organized many programs for heads of schools and school complexes and supervisory staff, provide training and orientation programs to the functionaries of alternative educational strategies aimed at universal elementary education and eradication of illiteracy, provide academic support to schools and other agencies engaged in education of adults, undertake research experiments with innovative educational ideas. We successfully utilize current research and quality teaching practices to accelerate student learning and meet their individual needs. Teacher makes daily use of the latest technologies, including interactive whiteboards, to enhance learning outcomes.*

## INTRODUCTION

B.O Smith (1969) provides a meaning of Teacher-Education. "One of the chief differences between a teacher who is theoretically trained and one who is not, is that the theoretically trained teacher will perform with a set of sophisticated concepts taken from the underlying disciplines of pedagogy as well as from the pedagogical field itself. The teacher who is not theoretical trained will interpret events and object in terms of common sense concepts that have come from the experiences of the race permeated with outmoded ideas about human behaviour."

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. Teacher training course in India is designed for aspiring teachers to learn interactive and better ways of teaching to make a subject interesting.

Teaching methods have to be different for different age groups, for instance primary level teaching is a lot different from secondary or college level. The educational requirement for a primary and secondary teacher is also different. People who wish to teach primary school should minimum pass higher secondary examination with 50% marks where as for teaching at secondary school, one needs to be postgraduate in the subject one wishes to teach. There are several schools and colleges in India which cater to teacher training schools in India and these offer teaching courses for different levels. Teacher education in India is institution based, along with internship programs in real classroom settings.

Teacher education curriculum has faced several criticisms over the years, as its general too technical and absolute which is not applicable in contemporary Indian school and society. Because of this drastic changes are required to bring a big change to the curriculum. These changes are slow but can be seen as International teaching agencies with a more advanced teaching curriculum is helping to shape better teachers in India. Teacher

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education is provided by several Universities, affiliated colleges, private and open Universities in India. Some of these institutions are more like an eye wash and provide certification just by paying the fee, and this leads to rise of unqualified teachers in India. The situation of primary teachers in India has seen a dramatic changes but lot has to be done to improve the curriculum of secondary and vocational teachers. Teachers play an important role in shaping the future of the country and hence it's important that a lot of attention is paid on the quality of teachers churned out every year.

## INNOVATIVE METHODS IN TEACHER EDUCATION

Innovation is the key to improvement. In current time the absolute ideologies and methods of teaching do not work. Today is the age of videos and podcasts and children can easily learn through this interactive media and hence teachers of current India need to keep up with the current technology. Most of the schools and universities in India have training programme for teachers to upgrade their teaching skills. There is no harm in doing that as you should be open to learning new things. Learning never stops all your life, and for teachers to evolve, as a good teacher needs to explore themselves and try innovative educational measures to teach children. With internet being so widely used, knowledge is just not restricted to textbooks, children have access to internet and information. In such times if teachers stick with a decade old way of teaching then it's difficult for children to relate to them. Teachers have to look beyond textbooks and take help from audio and visual aids of teaching to make a subject interesting. Various seminars and workshops are conducted by the educational boards (CBSE/ICSE/ISC) in India to teach innovative teaching skills to teachers. There are various feedback devices which are used for the modification of teacher-behaviour. These are considered new innovations and current practices in teacher-education programme. The following are the main feedback devices or new innovations which are commonly used in developing teaching competencies:

1. **Simulated Social Skill Training (SSST):** The simulation technique is to induce certain behaviour in an artificial situation. A pupil-teacher has to play several roles as a teacher, as a student and as a supervisor. The simulated social skill training can be defined as mechanism of feedback devices to induce certain behaviour among pupil-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching.
2. **Micro-Teaching:** micro-teaching is a like a simulated social skill training to provide the feedback to teacher-trainee for the modification of teacher-behaviour. It is training concept that can be applied at various pre-service and in-service stages in the professional development of teacher. Micro-teaching provides teachers with a provide setting or instruction in which the normal complexities of classroom are reduced in which the teacher gets feedback in his performance. The basic principles of micro-teaching are simple. A pupil-teacher teaches a short lesson of about five minute's duration to small group of pupils. At the end of the lesson, the pupils are left and students-teacher discuss the lesson their supervisor. After a short interval, the pupil-teacher re-teaches the lesson with a different group of pupil making use of the feedback from the supervisor and attempts to improve this pervious lesson.
3. **Programmed Instruction:** Programmed instruction has been defined as a method of given individualized instructions in which the students is active and proceeds at his own pace and is provided with immediate knowledge of result. The physical presence of teacher is no essential in this strategy. Programmed learning is designed a strategy in which various kinds of intellectual economical and motor experiences are provided to the learner in a controlled situation through a variety of devices like a book, teaching machine teacher, radio and television etc.
4. **Flanders Interaction Analysis:** The interaction analysis is a technique for analyzing and observing the classroom behaviour. It provides the structure, components and flow of behaviour of classroom activities. The pupil teachers are trained in both theory and practice of interaction analysis for use it as feedback devices. They should be well acquainted with encoding and decoding processes of interaction analysis. During the teaching practice programme, the classroom teaching of teaching of teacher's trainees are observed by using the interaction analysis. The record sheet of classroom observation should be given to the teacher concerned and he is asked to decade his own behaviour by preparing the matrix table. The decoding process provides his own teaching components and flow of behaviour.



5. **T-Group (Training Group):** T-Group consists of eight to twelve trainees and meeting continues for two or three hours. The trainees discuss their own problems and teaching and suggest some solutions on the basis of their experiences. Pupil-teachers become honest, straight forward and insightful by attending the meeting of T-group regularly. The teacher-educators provide most thoughtful guidance for the problems of teaching.

The NCTE is here to help first time visitors learn about the process of Teacher Education. All of our products and services are dedicated to the useful information you can get as an education professional to assist you in your teaching career. Some of the teacher education programs may also be a part of elementary teacher education or teacher education schools. Choose which program or curriculum best suits your experience and learning model. Faculty improvement programmes in India faculty improvement programmes for teacher are being organized by universities, colleges of education, and teacher training institutions, UGC, NCERT, SCERT and other teacher's organizations. At the national level the UGC taking up the responsibility for the qualitative improvement of teachers. The NCERT is playing a predominant role in establishing standard of teacher education. The SCERT at the state level is should ring the responsibility of improving teacher education.

Prior to the establishment of the NCTE as a statutory body, NCERT acted as its secretariat and organized several professional development programmes for teacher educators in areas like micro-teaching and simulation, student teaching and evaluation, preparing research proposals, improvement of teacher education curricula and so on. The University Grants Commission (UGC) has been organizing national and regional level workshops for improvement of the teacher education programmes. Through various schemes it offers financial support for seminars, workshops and research projects for teacher educators for such themes as higher education, educational technology, non-formal education, population education, environmental education, research methodology, etc.

#### **Seminars:**

Seminars Are Meant For Getting Deep Information On some particular aspects. In a seminar different participants prepare general and research papers on different aspects. Generally they present paper which lead to discussion. Thus the participants in a seminar acquaint themselves with various dimensions of the issue. Generally the university departments and colleges organize these seminars with the financial help of UGC or NCERT.

#### **Conferences:**

Sometimes the teachers are invited to the conferences dealing with certain specified topics. The technique has acquired important place in different areas to discuss and solve the problems: Social, Political, Health, religious education. It is becoming increasingly true as conference tend to involve ever wider cross-section of educators. This new kind of technique provides rich experiences upon which to build this type of programmes and techniques. In this way conferences are useful in shaping certain policies.

#### **Workshops:**

In the workshops the participants carry out practical work. Workshops are organized on evaluation, preparation of models, charts etc. preparation of lesson plans and preparation of achievement test etc. There is a co-operative effort in a workshop and each a participant benefits from the others. Workshop helped teachers for further improvement of their practical knowledge in teaching. Sometimes some innovative results may also come out from workshops. Teachers after participating in workshops will come out with new zeal of teaching and thus ultimately the students will be benefited.

#### **Orientation and Refresher Courses:**

One of the goals of the new policy on education is the revitalizing of teaching in colleges and universities. As a means of achieving this goal, the UGC launched in 1987 the scheme of academic staff colleges. These colleges organize orientation and refresher courses for the teachers draw mainly from various colleges and universities.

#### **Summer Institute:**



Sometimes teacher are provided with opportunities for refresher courses through summer institutions. The teachers are provided with latest information.

### **CURRENT TRENDS IN TEACHER EDUCATION**

Any programmes of qualitative change in education pre-requisite the improvement of teachers. The teacher has crucial role in development of country. In the field of teacher education, many new trends and innovations have emerged in our country these are new practices, procedures policies in the area of teacher education. The following are some current trends and innovation in teacher education:

#### **Inter-disciplinary approach:**

The Regional Colleges of our country have taken the lead in making inter-disciplinary approach which is an integral part of the programme of teacher education. The latest developments in methods of teaching are dealt by specialists in pedagogy and methodology. The project has emerged out by a careful analysis of the ingredients that make a competent teacher.

#### **Internship in Teaching:**

The concept of internship in teaching is not related exclusively with the intern but it is a joint effort of the colleges, co-operating schools, cooperating teacher, students and the college supervisors.

#### **Community living:**

Another current trend in teacher education which can be noticed from the practices in abroad is to give some weight age to the programmes which have a training potential for community living. The major aims of 'Community Living' programmes are personal and social effectiveness.

#### **Action Research:**

In Teacher Education, some experiments have been planned and conducted to improve the action and decisions related to the various aspects of the programme. Action Research has been found to be a very commendable technique for trying out a number of programmes of qualitative improvement in various spheres of school education.

### **CONCLUSION**

By this article of innovative practices in teacher education, we have to need encourage the teachers for the use of new innovative methods in teaching. Teacher education in India is at a new stake in view of the new policies laid down and the globalization processes. Indian Teacher education needs 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.

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