

Need of Innovative Practices Teacher Education—An overview of Teacher Education in J&K

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ABSTRACT

Ever since the existence of humanity in this universe man has been knowing ,learning and developing and this is the main agenda of education and will continue till doomsday .Every religion in this world lays emphasis on importance of education and thus importance of educator whether it be ,a MUaalim,a guru ,a father or what we call a teacher. Education is a lifelong and an eternal process so an educator needs to be updated according to the demands and needs of the time. Teacher education system is an important tool to improve the quality of education and its revitalization is a powerful means for upliftment of educational standards. In recent years, the global context of education has brought a new focus to educational policy and practice. The application of innovative practices in education helps to unleash the potential of human mind so that the countries can reap the benefits of developmental achievements. This paper highlights new methods and practices of teacher education to meet the challenges of new millennium so that the teachers are skillfully ready to use innovative practices and raising the standards of education successfully.

1. Introduction

Ever since the existence of humanity in this universe, man has been knowing, learning and developing. This knowing, learning and developing is the main agenda of education and will continue till doomsday Every religion in this world lays emphasis on importance of education for each and every human being. The Quran emphasizes the word knowledge 854 times .The Bhagwat Gita has major theme of acquiring knowledge .In Biblical perspective again in the old testament passage on education is found in Deuteronomy 6:5_8.Education is fundamental to the growth and development of nations. The human mind makes possible all developmental achievements from health care advances, agricultural innovations to efficient public administration and private sector growth. And the nations can fully reap these benefits only when they unleash the potential of human mind and there is no better tool for doing this than education. In recent years, the global context of education has brought a new focus to education policy and practice. As the teachers are at the highest level in the system of education so the importance of teacher education is must for the modernization and the development of the entire education system. Thus, various recommendations from time to time have formed a frame work around which teacher education in India and in our state J&K is revolving.

2. Concept of Teacher Education

By teacher education we mean the programs which prepare the teachers and future teachers, through higher order professional equipment for attaining national goals of education for all, preserving the continuity of tradition and fulfilling needs of contemporary society. Teacher education consists of three consecutive stages:

- 1) Pre-service Education and training.
- 2) Induction.
- 3) In-service education and training (INSET).

These stages are hierarchical in nature and are must for proper professional development of teachers. Various types of teacher education programs are;

1) **Pre-Service teacher education (PRESET):**This is the initial stage of training which develops professional competencies and innovative skills related to communication, curriculum, transaction, utilizing learning resources etc.

2) **Induction:** this is the support and guidance provided to new teachers and school administrators in the early stages of their careers .Induction encompasses orientation to the workplace, socialization, mentoring and guidance through beginning teacher practice.

3) **In-service Teacher education (INSET):** This is the longest and most important period for continuous development of teachers. It is important to keep the teachers abreast of new developments in subjects and pedagogy. INSET can be defined as all those activities and courses which aim at enhancing and strengthening the professional knowledge, interests and skills of teachers .System focused INSET focuses on the proposed changes in overall system as brought at state and national level.

The first commission to suggest the reformation in the field of teacher education was- **RadhaKrishanan commission (1948-49)** --- this commission had following suggestions regarding teacher education --- Development of skills in teacher training colleges. --- Teacher educators should be those who possess sufficient teaching experiences. --- Teacher educators should do their own research work on all India bases. --- One important suggestion was that--The theory courses should be flexible and adaptable to local needs and circumstances here it pointed towards change and innovations with respect to time.

Again **Mudaliar Commission in 1952**, emphasized on the importance of refresher courses, short term intensive courses and specialized courses, workshops, conferences for in-service teacher.

Kothari Commission (1964-66) found that the teacher training colleges lacked competent staff and pointed that teacher training in India was very traditional and criticized the set pattern and rigid techniques which were followed in teaching practice and training hence it recommended, the creation of appropriate agencies for the maintenance of standards of teacher at the center and state levels. This commission emphasized start of internship programs so as to expose the future teachers to real environment of schools. Also the establishment of demonstration schools or laboratory schools. As a result of these recommendations Regional Institutes of education RIEs were set up in 1963 by Government of India in different regions of India.

National policy on education (1986) states "the existing system of teacher education needs to be overhauled or revamped." This is because the revitalization and reformation of teacher education system is powerful means for upliftment of educational standards. The major step of overhauling of education system is applying innovative practice, which means promotion of new ideas and practices in education and training. As a result of such recommendations various agencies of teacher training were established and these include;

Agencies of teacher education at state level like

- State institutes of education (SIE)
- State council of educational research and training (SCERT).
- State board of teacher education (SBTE)
- University Departments of Teacher Education (UDTE)

Agencies of teacher education at National level

- University Grant Commission (UGC)
- National council of teacher education (NCTE)
- National Council of educational Research and Training (NCERT).

3. Some Innovative Practices In Pre-Service Teacher Education Programs

1) The curriculum of PRESET should focus on strong development of cognitive, psychomotor and affective domains of pupil teachers. Under cognitive domain the student should be able to understand the psychology of the children (individual differences, motivation etc.) sociological background and economic perspective.--- Student teacher should be able to manage diversity of the classroom by applying the techniques to handle the children of diverse minds.----- .student teacher should be able to follow principles of pedagogy ,pedagogical practices ,new methods of teaching, evaluation techniques and curriculum development -----values of theory (CCE) should be known to students.

Psychomotor domain development in pre-service teacher education is aimed to develop acquisition of skills by pupil

teacher so that he/she can innovate the technique of identifying selecting, and organizing the skills so that children can get better learning experiences. In short student teacher should get abled to manage skills inside and outside the classroom.

Development of Affective Domain here is aimed to inculcate the values, feelings ,attitudes in an individual, pupil teachers should get feeling of love for teaching from their heart .They should develop good repo with peers, parents and community .They should be reflective in their role as future teachers.

2) Need of the hour is to prepare teachers who are open to new ideas, means who are innovative in practices and information together with being able to use ICT in both their learning and teachings . So it becomes mandatory for institutions offering pre-service teacher education courses to effectively enhance the use of ICT so that future teachers are digitally advanced

3) Researchers have shown that the University academics who have learnt to use digital technology in their teaching have developed better learning experiences among their digital age pre-service teacher So the ICT needs to be integrated in the teaching and learning of pre-service teachers.

4) Pre-service teacher education programs should be able to shift the traditional belief of teaching and learning and pupil teachers should be equipped with all the competencies to be effective teachers in the schools. Pre service teachers should be filled with constructive belief so that they will be able to bring the desired transformation in their instructional practices.

5) Pre-service teacher educators should not pressurize the pupils to be fully competent before teaching practice but these institutions should instead work in cooperation with schools and public and private organizations to build the skills of teachers at each stage of their career.

6) Pupil teachers should be encouraged to prepare innovative lesson plans which must have following features:

a) Lesson to be planned in such a way so that it pays attention to current trends and interests. Use of digital web 2 technology can be made in the design of course work to accommodate pre-service teacher preferred learning styles. Podcasts can be used to match post graduate and under graduate learning needs and styles.

a) Lesson plan should, be such that kids get completely involved in it and should encourage interaction.

b) It should have provision to invite expert guests in the classroom because a teacher cannot be expert in everything so guest experts not only provide clear perspective about their specialty but also bring refreshing change which is necessary for learning to be effective. Today it is easier to invite guests via virtual presentations or simply present the lectures of guests and give clarifications where needed.

c) lesson plans should have presentation of 3dmodels this will make pupil teachers familiar with new technologies and therefore they will be

able to face 21st century students who are living in the era of knowledge explosion.

- d) In addition to Microteaching, Simulation and team teaching nowadays Electronic portfolios are used as part of course assessment in teacher training institutes in foreign countries .These e-portfolios provide rich source for both students and faculty.

Taking the scenario of our own state the Jammu & Kashmir there are 107 elementary teacher training institutions in Jammu and 60 in Kashmir region. At present there are 146 B.Ed colleges in the state. The expansion of teacher education could not still improve the quality of education a committee was constituted by the government for checking the rampant growth of private B.Ed colleges. Now the admission is centralized and is over the control of university of Jammu or Kashmir over past few years admission in B.Ed is strictly according to the merit or points gained in the entrance examination. The output of teacher training institutions in J&K was 169 in 1950-51, it raised to 2513 in 1991-92 and 749 in 2006-07 in Kashmir division only with 5416 in 2013-14 in Jammu division only. Percentage of trained teachers in schools for general education was 63% in 1968-69 and 52% in 2013-14. Qualification wise no. of untrained teachers in schools was 7653 in 1965-66 and was 50045 in 2015 -16. Qualification wise no. of trained teachers in all schools was 9066 in 1965-66 and was 84506 in 2015-16. This is the statistical analysis of trained teachers in our state. J&K government is striving hard to ensure quality education for all to enable them to become contributing members of the society.

**Statistical Analysis of trained Teachers in our state
Output of teacher training institutes in J&K**

Year	Number
1950-51	169
1991-92	2513
2006-07	749 (Kashmir Division)
2013-14	5416 (Jammu Division)

**Percentage of trained teachers in schools for General education
in J&K**

Year	Percentage
1968-69	63
2013-14	52

Qualification wise no. of untrained teachers in schools

Year	NO.
1965-66	7653
2015-16	50045

**Qualification wise no. of trained teachers in all
schools of J&K**

Year	NO.
1965-66	9066
2015-16	84506

Government has taken certain steps for improving quality of teaching in schools and these include:

- The basic eligibility of for teacher recruitment has been upgraded from class 12th to graduation.
- Recruitment of Ret's shall be after proper examination.
- Digitization of entire human resource of teachers.
- Regular training to the in-service teachers through state/national institutes of repute.
- providing of subject specific teachers particularly in science/Math's.
- Training of 5000 under graduate teachers through D-Led course tailored by National institute of open schooling, NIOS, New Delhi.
- Regular training/foundation courses for over 90,000 elementary school teachers.
- The school education department revived the State teacher's award & conferred the award of two teachers one each from Jammu & Kashmir division carrying a citation and a cash award of 1lakh.

Under the developmental activities carried under state plan/various schemes for physical achievements for teacher education sector, the statistical analysis shows the figures as:

**Targeted---10 Achieved---5 in 2016-17
Targeted---6 for the year 2017-18**

The in-service teachers in J&K are given training about innovative interventions in pedagogy which include:

SEF MODULE

- Teaching modules devised by simple education foundation and is considered as a game changer in school education in facilitating effective teaching learning process. Various components of SEF module are:
- Classroom Management: it is prerequisite for goal oriented lesson delivery.No real teaching learning transaction can occur if the classroom is messy and unorganized.
- Student Investment: It is important for teachers and future teachers to understand that giving motivation to students is most effective teaching learning so the positive reinforcement is must and can be easily done by giving awards and rewards to students at regular intervals so as to keep them motivating, teachers need to accept the responsibility to honor each and every student in the classroom irrespective of his background.Every student should feel himself as an equal stake holder in the classroom.
- Framing Objectives: According to this module the objective of every lesson of a teacher should have two parts: 1) Knowledge part and 2) skill part Knowledge part gives the student content to know from the topic and the skill part gives the student the ability to do at the end of every topic so skill part is the Doing part and every lesson must have it to make students creative and increase their curiosity.
- Five Point Lesson Plan: This lesson plan is the hallmark feature of SEF Module ,these five steps are as;

a) Opening; this should alleviate the mood of the learners and then teacher needs to introduce the topic indirectly.

b) I DO; teacher needs to explicitly demonstrate the topic in simple and lucid language so that student behaves as a keen observer in this part.

c) WE DO; This part is usually executed in groups, students and teacher simultaneously practice the topic. This develops leadership qualities among students as the intelligent students help those who are struggling while practicing the skill and this develops the quality of team spirit among the students so along with practicing the skill the affective domain of the students get developed.

d) YOU DO; Now the students will practice the topic independently instead of groups, this component wholly belongs to them. Teacher merely has to be an observer and this is truly a stage of gradual release of responsibility.

e) CLOSING; Here teacher needs to recapitulate the important points of the topic, do evaluation and handover homework to students.

f) DIFFERENTIATION; this is the integral part of SEF module, in heterogeneous group of students it is the responsibility of the teacher to cater the learning needs of every student irrespective of his learning level. For that purpose teacher needs to segregate his classroom into three levels (1) **HIGH POTENTIAL GROUP;** having students of least learning levels, below average learning levels (2) **MIDDLE GROUP;** comprising of students having average learning levels (3) **HIGH ACHIEVERS;** comprising of students having excellent learning levels.

So while delivering his lesson teacher has to keep in mind the learning level of each and every group.

PARVAZ MODULE

This is the brain child of PRATHAM, a Mumbai based NGO headed by fareedalambay.

The crux of the module is that all students need to be evaluated first using a given test tool so as to check their level. After wards the student is taught according to the level he belong to Parvaaz Module emphasis on performing different classroom activities during teaching learning process. It has found wider acceptance among student community because of its child friendly essence as students feel enthusiastic because of Learning By Doing Mantra

LEARNING OUTCOME DOCUMENT: This has been prepared by NCERT keeping in view the changing scenario in the domain of education. In the traditional classroom setup a student receives black and white information but he is unable to use that knowledge outside the four walls of the classroom so that is why the need of LEARNING OUTCOME DOCUMENT was felt at the national level, imply to make classroom teaching learning transaction applicable in real life situations. So learning outcome simply means what the student has achieved at the end of the learning activity, by achievement is meant application in real life. So teachers need to integrate LEARNING OUTCOME with five point lesson plan of SEF MODULE.

The overall innovative practices to enhance the positive outcome from teachers in our educational institutions;

- 1) The comprehensive programs for continuous professional development of teachers, administrators and education planners are important so seminars and workshops must be conducted for effective thinking on various problems of education.
- 2) Refresher courses for latest developments in subject theory and practice of teaching should be conducted frequently.
- 3) study group-such groups to be formed whose members meet weekly to discuss problems concerning their subject area and work out new teaching techniques.
- 4) School programs like faculty meeting, exhibitions, demonstration lessons, value education classes, special lectures by students on important contemporary issues.
- 5) Study of professional writings to acquaint teachers with latest materials and findings.
- 6) Conferences; meeting for teachers, supervisors and administrators where they can discuss certain issues and problems.
- 7) Teacher performance reports must be assessed under a framework.
- 8) Teachers should be given due respect and dignity which they deserve like most developed countries where teachers have the dignity even better than the presidents and other head of states so that they feel the importance of their profession and open their minds to apply innovations according to the circumstances in the teaching learning situation.

New Ways of training through Distance Mode must be promoted

- Radio & television: Radio is such a means of communication technology which can be used almost everywhere and every time. It covers large mass and is cost effective technology for in-service training.
- It has been used for teacher's orientation programs to develop competence among teachers.
- Television: In 1975 television was for the first time used for teachers training as part of satellite instructional television experiment.

The Indian space research organization (ISRO) provides facilities for satellite training programs through its training Development communication channel (TDCC). ISRO has also facilitated the establishment of uplinking facilities.

Multi Media Learning Packages; Learning packages developed by agencies like NCERT, SCERT & SIETS are used in training centers by trainers in training teachers at block and district levels. These packages consist of printed material and now audio & video inputs

Tele conferencing: It is used in various functions nowadays like communication, Networking, exchanging and managing. Sometimes satellite based two way video conferencing is also being used with addition of computer

4. Conclusion

In today's world teachers and schools exist within such knowledge societies in which they have to adept same skills which are developing in modern students. If teachers do not acquire such skills they cannot be the model in their own conduct and the very qualities of flexibility, networking, creativity, and the innovative thinking which are the outcomes for today's students cannot be achieved. Students of post-

modern era need phenomena based approach towards learning allowing students to experience more holistic, interdisciplinary learning. Natural curiosity of children need to be used to teach them in holistic and authentic context the real world phenomena. This will teach our 21st generation the skills like critical thinking, creativity, innovation, team work and communication.

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