

# Innovative Pedagogical Practices in Teacher Education

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## Abstract

Teacher education is a programme that is related with teacher proficiency and competency to equip future teacher(pre-service) with the required set of knowledge, attitude and skill to face new challenges and training should be provided to in-service teachers to upgrade their knowledge and to make them competent to face new challenges by using innovative pedagogy. The main purpose of this paper is to explain the new changes that has been incurred in teacher education and gives overview of recent trends and innovative pedagogical practices that used in the teaching learning process that is need of the hour. Some of the innovative pedagogical practices like constructivist approach, flipped classroom, blended learning, personalised system of instruction or self-learning, team teaching, experiential learning, reflective teaching, competency-based approach, improving critical teaching skill, peer tutoring, multicultural education and some of the practices like importance on emotional intelligence, multidisciplinary approach, professional development through digital platform, recruitment of senior or retired teachers and involvement research-based teaching (Recommended by NEP-2020) etc. needs to be reflected in teacher education programme that greatly helps in producing quality output in teaching learning process. To face the challenges in 21<sup>st</sup> century the teacher should have the skill and competency in different innovative methods and approaches to make the teaching learning process active, meaningful and enjoyable. That greatly helps the students to be a problem solver, decision maker and discoverer of knowledge.

**Keywords:** Innovative Pedagogy, Teacher Education, Emotional Intelligence, NEP 2020

## Introduction

Education performs a significant function in providing learning experiences to lead the students from dark ness of ignorance to the light of knowledge. The key personnel of the institution who play an important role and to bring transformation in the society is known as teacher. Thus, emphasis should be given on quality development in the field of teacher education. The Kothari Commission said “The destiny of India is being shaped in its classroom’ ’If we analysed the above lines, it states that the strategic role played by teacher for quality development of learners. To improve the quality of teacher, the teacher should be well trained about different innovative pedagogy. The MHRD (Now MOE) lunched Annual Refresher Programme in Teaching (ARPIT)using the MOOC platform SWAYAM in 2018.Through ARPIT all in-service teachers have been given opportunity to keep up with the latest development through on-line refresher courses. Innovative pedagogy gives importance on introducing new teaching strategies and method used in the teaching learning process for academic out comes and to promote equitable learning.

### **Emerging trends of teacher education in 21<sup>st</sup> century-**

Teachers in the 21<sup>st</sup> century face numerous challenges including adapting to rapidly evolving technology, meeting diverse student needs, managing large class sizes, addressing mental health issues and navigating bureaucratic requirements while fostering critical thinking in the minds of every learner. The emerging trend in teacher education greatly helps the teacher to upgrade their knowledge to better teach the students. The following are the trend in teacher education programme that greatly helps the teacher to make the student active for smoothly functioning of teaching learning process. Some of the innovative pedagogical practices are described below.

### **Importance on emotional intelligence-**

Teaching is no longer entirely based on traditional lecture-listener system. Now a days a teacher is not expected to be just a lecturer but to be a guide, friend and philosopher for the students. To perform such difficult task teacher should have the ability to perceive, understand and regulate students' emotion and their own. From that point of view teachers' emotional intelligence should be given prime importance in teacher education programme. Emotional intelligence of teacher has a significant impact on the teaching learning process. It influences students learning in terms of behaviours, engagement and academic performance and teachers in terms of their comfort level, self-efficacy and job-satisfaction.

### **Multidisciplinary approach-**

As per NEP-2020, Teacher preparation is an activity that requires multidisciplinary perspective and knowledge. Teachers must be grounded in Indian values, language, knowledge, ethos and traditions including tribal tradition in the latest advances in education and pedagogy. This approach in education provides more holistic understanding of the world and enhances the student's personality. It gives importance on collaboration and integration of knowledge and information.

### **Proper use of DIKSHA Portal-**

DIKSHA refers to digital Infrastructure for knowledge Sharing. It is a free digital portal for the students, teachers and also parents. They can use the portal both online and offline. The portal has various features like content wise and learning outcomes wise lesson, videos, audios, quizzes, e-activities etc. also available teacher training programs. But when the teacher is not efficient to use the DIKSHA portal in systematic ways the vision will not successful and teacher cannot able to go up the digital era.

### **Research based teaching-**

Teachers and teacher educators are involved in different research activities that helps them to keep up to date with innovative development in the field of education and to gain knowledge about effective instructional and pedagogical technique. Such technique helps the teacher to use it in the teaching learning process to make the students research bent mind.

### **Professional development through digital plat forms-**

In recent times digital plat form like SWAYAM and DIKSHA contributed lot for professional development of teacher. These plat forms are 24/7 available for every teacher to get the benefits of teacher training courses and teaching resources (such as lesson plan, concept videos, work sheets mapped to curriculum etc.). It also provides assessment for teachers, to find out their strength and areas of improvement in the

teaching learning process. The Ministry of Education (MOE) launched Annual Refresher Programmes in Teaching (ARPIT) using the MOOC platform SWAYAM for professional development of teachers.

### **Constructivist approach-**

Constructivist refers to the learner construct their own knowledge by the help of experience or learning by doing. Constructivism states that learning is an active and contextualised process of constructing knowledge. It improves the problem solving and critical thinking ability of the learner.

### **Use of ICT in the teaching learning process-**

ICT plays the significant role in motivating the students towards teaching learning process because it shifts traditional teaching learning process to online teaching learning process. It boosts learners' knowledge, skill, retention and interest level. It helps to explore knowledge through self-study. The teacher facilitates the students by ensuring right direction towards effective learning.

### **Flipped classroom-**

Flipped class room is an instructional strategy that reverses traditional method: face to face class room lecture and homework elements are reversed. The students are purely active and the teacher act as a coach or advisor. It makes appropriate use of ICT tools-operate learning strategies and innovative assessment strategies.

### **Blended Learning-**

Blended learning is an appropriate proportion of face- to- face and online learning. It provides opportunity to interact on a platform (discussion forum) and co-relate (creating and sharing tools). In this learning process the students are active and the teacher works as facilitators. It is the mixture of two, with the inclusion of indirect instruction and collaborative teaching (Lalima & Dangwal ,2017).

### **Personalised system of instruction and self-pacing-**

Personalised system of instruction is one of the self-learning techniques in which instruction is designed according to the needs and ability of the students. It emphasises individualised instruction in order to minimise the degree of differences and to bring complete development of each and every learner and feedback given to the learner according to their personal difficulties.

### **Team teaching-**

Team teaching is also known as collaborative teaching or co-teaching where two or more teachers organised the activity to provide instruction to large group of students in a specific time and flexible way. In other words, it involves a group of teachers who are jointly responsible for planning and presenting the learning experiences systematically the same group of students.

### **Experiential learning-**

Experiential learning is an approach that encourages critical reflection. Learning as a cycle that begins with experience, continues with reflection and later leads to action.

**Competency based approach-**

Competency based approach gives importance on outcome. It is the addition of knowledge, skill and attitudes and to use them to achieve the goal. In other words, it helps the students to face the real-life situation confidently.

**Reflective teaching-**

Reflective teaching is a process that helps the teacher to know their own teaching practices and learn from their own experiences. It encourages self-assessment and improves his teaching. Reflective teaching also helps the teachers to understand the impact of teaching has on students.

**Improving critical teaching skill-**

Critical thinking is a learned behaviour. To develop the critical thinking of learner the teacher should use in ways of teaching and encourage them to ask questions, participate in discussion and solve the problem independently.

**Peer tutoring-**

Peer tutoring is an active learning technique that makes the students active and develops understanding power of the learner. It has several benefits like it improves students' performance, develop effective teaching strategy, allows the students to learn from each other and making the teaching learning process fun.

**Multicultural education-**

Multicultural education is one that prepare the students to various culture, beliefs and values. It develops the capacity of inter personal skill, mutual enrichment, leadership, membership and fellow ship within one's community, state, nation and world. It establishes the various interrelationship among individual, between individual and group.

**Conclusion-**

Teacher is the pivot of every educational system and is the cogent personnel for bringing desirable changes in the teaching learning process. For which they should be emotionally equipped with the ability to influence, modify and change the behaviour of the learner. To inculcate this ability among teachers, the teacher education programmes are to be urgent need of becoming technologically sound, pedagogically reflective and well informed about the knowledge of advancement, it was only possible if the teacher education programme should be well structured and modified time to time so that teacher learns to respond the problem and challenges in the field of education. The conclusive purpose of teacher education programme should be to make every teacher and teacher educator dynamic, competent and passionate in nature to address the diverse needs of the learners in present advance society.

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