

Adoption of Innovative Practices in Teacher Education Institutions

Dr. Sanjay Kumar Yadav*

Associate Professor, Teacher Education Department, AK College, Shikohabad

Abstract – Teacher education framework is a significant vehicle to work on the nature of school education. The renewal and fortifying of the teacher education framework is an incredible method for the upliftment of educational guidelines in the country. There are many issues that need pressing consideration for working on the nature of teacher education program. One of them is the need of advancements in teacher education program. Imaginativeness implies the capacity to think past the limits and make something which is not the same as that which as of now exists. Without advancements, no advancement is conceivable. Teachers must be inventive and their prepping needs to begin from their preparation establishments. Advancements in teacher education incorporate IT proficiency, intuitive video chatting and so on NPE expressed "The current arrangement of teacher education should be updated or patched up."

Keywords – Adoption, Innovative, Practices, Teacher, Education

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INTRODUCTION

The nature of a country relies on the nature of its residents. The nature of the residents relies on the nature of education framework and the nature of education relies on the consolidated endeavors organizers, educationists and organization, nonetheless, the main factor is the nature of the teachers. It implies magnificent and productive teachers can change the destiny of the country. A teacher helps a kid in drawing out the secret capacities. He/she unfurls what is inside, covered up and undiscovered. He/she makes express what is understood in the understudies. So teachers' significance in educating learning measure is without a doubt.

The Secondary Education Commission report expressed, "We are persuaded that the main factor in the pondered educational remaking is the teacher, his own characteristics, his educational capabilities, his professional preparing and the spot that he possesses locally." It is extremely correct that, "no individuals can transcend the level of its teachers." The Teacher is the genuine and dynamic power of any establishment. An UNESCO distribution, The Changing Role of the Teacher, states: 'Some time ago the teacher's job was to pass down to the more youthful age the information, encounters and folklore of a gradually advancing society. The speed of progress in contemporary society has made this job excess. The cutting edge teacher should be, in addition to other things, a change-specialist. It doesn't make any difference whether one is tending to the circumstance in an

emerging nation or an industrialized country, the issue stays as before. What are the new components of his job, and how is the teacher to be prepared to satisfy that job.

In inspecting the changing job of the teacher we need to consider the to be similar to a reaction to, and an endeavor to defy, the tensions of a general public going through consistent progress.' In looking up to difficulties and effects of globalization, high innovation, monetary change, worldwide rivalry and neighborhood development in the new century, teacher education establishments ought to have made various educational changes (Cheng, 2017).

In these changes, teachers and their schools have needed to confront vulnerabilities and difficulties emerging from their inner and outer conditions. As a result, the job of teachers has become more complicated. As well as instructing in the study hall, teachers are needed to take up new obligations in school the executives, educational program arranging and development, coaching new teachers, staff development, school-based activity learning tasks, and working with guardians, outside pioneers and professionals. How teachers can be ready to take up these new jobs and perform instructing adequately to address the difficulties and assumptions from education changes is significant to the change and practice of teacher education and professional development. This makes one wonder: what sorts of advancement and change ought to be made in pre-administration teacher education to guarantee this planning? Development implies the

capacity to think past the limits and make something which is not the same as that which as of now exists. Without developments, no advancement is conceivable. No development or change can be carried out without teachers' mindfulness, inclusion and responsibility. Teachers must be creative and their prepping needs to begin from their preparation organizations. For having creative teacher education, we need to reproduce our educational framework. Recreation of educational framework began in India from the start of freedom and endeavors to further develop teacher education can be followed back to that period.

Development of Creative Writing Ability amongst Teacher through Participatory Approach

- Recitation of Model Poems by the mentor in Class circumstance
- Appreciation of the sonnet by the class and distinguishing proof of the different parts of imaginative arrangement
- Composition of an assortment of sonnets by the understudies exclusively, and in bunches
Recitation of oneself made sonnets by the cohorts and appreciation by rest of the class
- Participatory approach of experimental writing works with articulation of the idle innovative resources as far as unique creation.

The (teacher) education debt

In her 2005 Presidential Address to the yearly gathering of the American Educational Research Association (AERA), Ladson-Billings tested the possibility of a straightforward 'accomplishment hole,' asking education scientists to comprehend educational disparities from the perspectives of what she named 'the education obligation.' She contended that zeroing in on a solitary measure 'hole' just caught the surface layer of a lot further generally sedimented arrangement of imbalances that intensifies foul play year-on-year. Subsequently, for Ladson-Billings, focusing on the intensified layers of foul play over the long run (addressed by the monetary idea of obligation) requires teachers, strategy producers and education analysts to zero in on re-paying the amassed obligation owed to by and large and diversely minoritized networks across the vectors of race and identity, sex, age, social class, sexuality, strict confidence and (dis)ability.

The Indian Institution of Teacher Education, Gujarat (Bill, 2010)

This is a Bill to set up the Institute of Teacher Education to advance teachers' development of basic character, wide vision of patriotism and internationalism and to satisfy their job as models, as companions, scholars and guides, as researchers, clinicians, specialists and technologists or more all as

ideal communicators who can spread elevating impact by the cycles of enlivening, motivation, and energy, likewise to recent fads of unions of the East and the West and influencers from old to the new and to give the situation with a University subsequently and for issues associated therewith or accidental there to.

Integrated Teacher Education

Coordinated Teacher Education Programs have been found to have a blended situation. Some are alive, some have kicked the bucket, while, some are taking birth. The Integrated Teacher Education Programs presented by the Regional Institutes of Education since numerous years have self - acknowledgment and accreditation. There is a need to direct research on the coordinated Teacher Education Programs presented by the different establishments. There is additionally a need to guide and screen the Innovative Teacher Education Programs in every one of the districts.

OBJECTIVES OF THE STUDY

1. To study on Integrated Teacher Education
2. To study on Technology Integrated Teacher Education

Technology Integrated Teacher Education

There is mechanical upset in Teacher Education. There is a shift from Bachelor of Teaching to Bachelor of realizing, that as well, Bachelor of e-Learning. There is a shift from e-Learning 1.0 (Online figuring out how) to e-Learning 2.0 (Twitters, Face-book) to e-Learning 3.0 (Semantic Web), that is, from content to local area to Artificial Intelligence. There is a speedy shift from web-1 to web-2 to web-3. We have started into Open Education, Open Course Ware, Open Source Software, Open Content and Open Research. There are proposition for e-Teacher Education. Keen Classrooms are arising, wherein; we have e-learning and e-testing. Terms like Wi-Fi, iPad, digital book, tablet, e-News Letter, Webinar are generally utilized. Computerized Lesson Designs and e-Portfolios have become normal provisions. There are abridgments of edited compositions and Surveys of Educational Research in India on the World Wide Web. The NCTE is speeding up Teacher Education on e-Technologies through a MOU with the Intel. There is wide extension for change of Teacher Education through Technology.

Towards a critical re-examination of innovation in teacher education

Teacher education as a field, particularly when it is related with colleges, is frequently seen as impervious to change and ease back to improve, especially by strategy producers. Although, as we have said, the significance of the word 'advancement' is regularly bent through monetary

and mechanical talks, the indicated points of numerous new, self-depicted developments in the field (like those by Teach for America and Teach First) are regularly focused, essentially, on an idea of 'social portability' related with the more prominent support of understudies from generally underestimated populaces in advanced education and furthermore in the alumni work market and callings, inside current conditions. New, de-controlled private suppliers of teacher development programs in the U.S. (for example the Relay Graduate School of Education) and the U.K. (for example the Institute for Teaching/Ambition School Leadership) are established on this mission and deal preparing to imminent teachers and school pioneers on what many may call a 'restricted' and 'instrumental' model (Zeichner 2016) however which can profess to be 'inventive' regardless (c.f. Ellis, Steadman, and Trippestad 2017).

This unique issue of the Journal of Education for Teaching centers around advancement in teacher education (comprehensively understood to incorporate both starting or pre-administration teacher education and proceeding with professional learning and development) that outgrow elective viewpoints to 'social versatility' inside the state of affairs: the points of view of civil rights and value. Maybe than simply looking to permit a more prominent extent of people from generally underestimated networks to 'pass' boundaries of race, sex, social class, sexuality, and so on to guarantee some proportion of advantage recently denied to them, a focal point of value and (particularly) equity rather expects us to analyze the actual hindrances and to take a socially supporting/revitalising and reparative position on education as a human endeavour. As McDermott contended, it is indispensable that we recognize the de-aculturating impacts of specialized normal answers for educational and cultural difficulties in any event, when, similarly as with contentions for social portability, they are enunciated as having 'moral reason'.

RESEARCH METHODOLOGY

Population & Sample

The number of inhabitants in the review is contained all the Formal and Non-formal Teacher Education Institutions in Uttar Pradesh like Secondary Teacher Education Institutions, District Institutes of Educational Training (DIETs), Directorate of Educational Research and Training (DERT) Basic Training Centers (BTCs), Normal Training Schools and so on The example of the review covers all the teacher instructors of Secondary Teacher Education Institutions, DIETs and DERT of Uttar Pradesh. The rundown of absolute number of teacher instructors including chiefs/chiefs working in different teacher education foundations were obtained from the particular administrators/overseers of these organizations.

Table 1 Number of Teacher Educators

S. No	Types of Institutions	No. of Institutions	No. of Teacher Educators
1	Secondary Teacher Education Institutions (STEI)	4	12
2	D.I.E.Ts	7	5
3	D.E.R.T	1	8
	Total	12	25



Figure 1 Teacher Education Institutions in Uttar Pradesh

Tools

The information for the current review were gathered from 25 teacher instructors with the assistance of, Observation Schedule, a Five-Point Likert Type Attitude Scale and Discussions with the functionaries of DIETs, DERT and Secondary Teacher Education Institutions. There were no different Scale, and perception plans for teacher instructors and chiefs/directors [8].

Description of the Tools

Since the reason for the current review was to get a dependable and substantial proportion of teacher instructors' disposition towards inventive practices in teacher education establishments a scale with this impact was created by the agent. Demeanor according to its functional definition taken in this review was estimated on the reason that, what is inward inclination or response of teacher instructors towards creative practices. In this manner a teacher instructor is considered to have uplifting outlook towards creative practices on the off chance that he/she pays a lot of significance to developments. The strategy took on for the estimation of demeanor of teacher instructors towards imaginative practices comprised a self-report of their inward sentiments on five point scale.

DATA ANALYSIS

Innovative Practices in six areas of Teacher Education

By utilizing the strategy proposed by Edwards (1969), thing investigation was done to discover the separation force of everything. To work with the calculation, 27% of the subjects with most elevated all out scores and 27% of the subjects with least scores were considered. From that point, to discover the discriminative force of everything t esteem subsequent to ascertaining Means and Standard Deviations (SD) of the scores, were registered for everything. The Attitude Scale created by the Investigator for the pilot study comprised of 10 things in six elements of teacher education. Five things were discovered critical and five things not huge.

Attitude of Secondary & Elementary Teacher Educators towards innovative practices

From the table 1 it is clear that the calculated t value is 2.94 which is more than the table value 2.63 at 0.01 level of significance with the $df = 108$ and therefore the hypothesis is rejected and the statement there is no significant difference between the mean scores of Secondary & Elementary Teacher Educators in respect of their Attitude towards Innovative Practices on the whole is false.

Table: 1 Secondary & Elementary Teacher Educators Attitude towards Innovative Practices on the whole

Institutions	N	Mean	SD	t value
Secondary	12	202.76	11.28	2.94
Elementary	13	207.7	10.83	

Attitude of Male & Female Teacher Educators towards Innovative Practices on the whole and Dimension-wise

From the table 2, it is obvious that the determined t esteem is 2.53 which is not exactly the table worth 2.63 at 0.01 critical level with the $df = 108$ and thus the speculation isn't dismissed and the proclamation there is no distinction between the mean scores of Male and Female Teacher Educators in regard of their Attitude towards Innovative Practices in general is valid.

Table: 2 Male & Female Teacher Educators Attitude towards Innovative Practices on the whole

Sex	N	Mean	SD	t value
Male	35	200.08	10.99	2.53
Female	75	201.78	10.95	

RESULT

Concerning offices help in the spread of advancements, 49.09%, 43.63% and 7.27% teachers positioned 1, 2, 3 separately. It is subsequently, inferred that actual offices are one of the significant components in the spread of development in teacher education establishments. The Attitude Scale created by the examiner comprised of 50 things dealings with the six elements of Teacher Education, 33 were chosen based on their importance, and the specialist saw that there is no adjustment of the demeanor of teacher instructors in Uttar Pradesh.

CONCLUSION

Teacher education is impacted by friendly, financial and political powers working in a country. As these powers change every once in a while, teacher education needs to continue changing itself to make it fit to the new conditions. As of late, there has been a lot of weight on privatization. There is a lot of extension for development in existing projects of teacher education as well as for initiating new projects of teacher education of creative nature. The teacher instructors need escalated preparing in different viewpoints identified with new advancements. The above expressed issues are testing and systems to defeat these issues are the need of great importance. Along these lines NCTE, SCERT/SIE and college branch of education should make a quick move for making education framework inventive. There isn't anything to get unsettled. Indian Education is a condition of transition. The public vision mission will sustain developments as clear through the rise of National Curriculum for Teacher Education the scientist feels that the imaginative practice is the main test of teacher education today as mentalities that can advance practices which will lead into the entire situation an extreme change in teacher education. One of the significant difficulties of teacher education today is simply the rate with which schools should adjust to changing social requirements. Imaginative practices alone empower the teacher education organizations to ascend to the occasion.

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Corresponding Author

Dr. Sanjay Kumar Yadav*

Associate Professor, Teacher Education Department,
AK College, Shikohabad