

Innovative Trends in Teaching

Abstract

Today training is essential for every teacher; a trained teacher can do much more than an untrained teacher. In India the roots of teacher training programme are very old. The first teacher training institute was set up in 1793 by the Danish missionaries at Serampur in Bengal. The National Council of Teacher Education (NCTE) established in 1993, controls the quality of teacher education at all levels throughout the country. Some innovative approaches of teaching methods are:

1. Problem based Learning:
2. Learning with Multimedia:
3. Mind Maps:
4. Teaching with sense of Humour:

The new requirement of the Indian Society caring for reform of the traditional teaching education system, according to the demand of present scenario our education system had made certain necessary changes to the teacher, training, programme and accepted innovation approaches. The major innovative approach of teacher education field is:

1. Planning (NPE)
2. Administration (NCTE)
3. Quality Control (NAAC)

The use of innovative methods in educational institutions has the potential not only to improve education but also empowered the teachers, help to the students to gain knowledge. An effort for updating their knowledge and skill with the help of information technology, and inculcation of social and ethical values is necessary.

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Introduction

The meaning of innovation is to bring in Novelties, New Ideas, and New methods. In the system of education the world has witnessed unprecedented changes. This has forced education to rethink up out the existing system of education, while on one hand technological advancement and improved communication have opened new vista of knowledge on the other hand globalization and liberalization have paved the way for new and better opportunities.

Today training is essential for every teacher; trained teacher can do much more than untrained one. Skill can be developed through a systematic training. Teacher Education seeks to develop a human teacher possessing such qualities as spontaneity, acceptance, creativity and self-realization.

In India the roots of teacher training programme are very old. The first teacher training institute was set up in 1793 by the Danish missionaries at Serampur in Bengal, subsequently another institution was set up by the East India Company in 1856 at Madras and later on in 1880 at Lahore while Madras University came into being in 1875 later in 1886, the Normal School was upgraded into a college and affiliated with the university of Madras. Thereafter, there has been a continuous growth of teacher educational programme in the country.

In the report of UNESCO (1996) learning “the world comes into the class room”. Teacher education has additionally to inculcate view of teaching that transcends the utilitarian and encourages for global competition one of the main functions of teacher education programme, both pre-service and in-service is to equip teachers with information and technological expansion and explosion. The National Council of Teacher Education (NCTE) established in 1993 to control the quality of teacher education at all level throughout the country. It has been found in most higher education institutions. There is much to bring innovative approaches to make an interest in learning. Some innovative approaches of teaching methods are suggested as below: