

INNOVATIVE PRACTICES IN TEACHER EDUCATION: THEORY & RESEARCH

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Teacher Education and Innovative Class Room Practices: A Shift from Dogmatic Intervention to excogitation

Jagannath Kunar*

ABSTRACT

The content and intent of this paper is to enhance the quality of teacher education and class room practices in India by different strategic innovations. This paper highlights the major recommendations, various dogmatic interventions like Dogmatic teaching strategies, Teacher made strata, Emphasis on memorization along with cogitative innovative strategies like T-group analysis, interaction analysis, 5 A'-info-savvy skill, Techno pedagogic skill, Techno savvy skill, Self- regulated teacher training, Brain compatible brain based education, Sensitivity training as well as connective developmental inputs to make the class room practices more enriched and fruitful. Finally conclude with some appeals for revolutionary changes necessary for teacher, teacher education and class room practices for learner development.

Keywords: *Teacher Education; Dogmatic interventions; Excogitative strategies; Revolutionary changes*

TEACHER EDUCATION AT A GLANCE

From antiquity Guru to today's E-Guru; from Gurukul to residential school, the heredity of learning objectives emerge a lot and procedural achievement of this objective is more than that. Truly speaking it is in the process of refinement in every second and in the verge of evolution, but can we expect our school as the true model for socializing our future generation? Can we expect a holistic development of our blooming roses? Who yet to become flower, Can we expect a nation where maximum numbers of youth existing are capable of spearheading the Nation. If we ask these questions to ourselves then we definitely get its answer having a test and smell of our responsibility and to what extent we are betraying it or with it. It seems a diplomatic answer but the true answer is known to all educated masses.

A FLASHBACK ON COMMITTEE, COMMISSIONS AND RECOMMENDATIONS ON TEACHER AND TEACHER EDUCATION:

The annals of teacher education in India are as old as Indian education itself. Its importance and magnanimity have been realized very closely during ancient and medieval period (2500-500 B.C.), Buddhist period (500- 1200 A.D.), Muslim period (1200- 1700 A.D.), British Education Commission(1948-49) critically scrutinizes teacher education program and highlighted that "Too little time duration is the main evil for unsuccessful teaching practices and

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