



ISSN -PRINT-2231-3613/DLNE2455-8729  
International Educational Journal

UGC APPROVAL NO. - 42652

CHETANA

Received on 18th Oct 2017, Revised on 25th Oct 2017; Accepted 29th Oct 2017

ARTICLE

## Teacher Education: Changing Scenario

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**Key words:** *Teacher Education, Quality Education, Educational Technology, Teaching Learning Process etc.*

### Abstract

*Teachers are the most critical agents of change, responsible for growth, development and progress of societies and community. They prepare the next generation. Proper training of teachers is one of paramount importance in improving the quality of teacher education. To prepare teachers for effective teaching learning process, there is need of skilled and competent teacher educators. This would depends on well-equipped and modernize teachers training institutes with competent and well versed teacher-educators who have enough knowledge about teaching learning process, have confidence, make proper interaction with their students and are able to envisage the different classroom situations. They know what strategies would help overcome different situations. Unfortunately at present teacher-education is facing some challenges and problems. This paper is focuses upon the present scenario of teacher-education system and training institutes and consists humble suggestion to improve it.*

### Introduction

Teacher education is the pivot of any educational system. Its quality and efficacy depends upon the capacity to respond to the socio-economic and cultural context of learner and communities.

As stated by NCETR (1998) in quality concerns in Secondary Teacher Education, "The teacher is the most important element in any education programme. It is the teacher who is mainly responsible for implementation of educational process at any stage. Teacher education programme is an important tool for preparation of competent teachers to the nation's school system".

In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subject of their expertise. In fact, many believed that "teachers were born, not made." It was not until the emergency of pedagogy the Art and Science of teaching was

accepted a discipline for the training of teachers and it was considered important. Although there has been continued debate about whether teaching is a “Science” that can be taught or whether one is “born” to be a teacher. But it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to make a person a quality teacher. Most educational programmes for teachers today focus upon these points. However, the internal character of the individual is also an important aspect of teaching. Whether one is born or can be taught and what are the qualities that are needed for the role of a good teacher. Despite the importance of “quality” as the motivating factor for educational planning, approaches to quality can vary widely. A lot of literature contains “quality” in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner quality. Whether explicit or implicit, a vision of educational quality is always embedded within countries’ policies and programmes. It is necessary to keep in mind the four pillars of teacher-education as described by Dellors commission. These are: *learning to learn, learning to do, learning to be and learning to live together*, while formulating teacher education programme.

### Challenges

In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality, countries programs as well as the literature, increasingly emphasize teachers, schools, societies and communities as the engines of quality. That also identify teacher quality and gives primary focus on it. Rapid changes in society result in changes in the area of teacher education too. In that connection,

1. One of the most significant developments has been the creation of special education for children with special needs. For special education teachers, learning how effectively they may convey the subject content, is as important as learning all the information. Special education teachers must be taught how information, especially more advanced and complex subject material, can be effectively taught to students in non-traditional ways. Special education teachers are also often required to study additional aspects of psychology and sociology.
2. Advance in technology have also posed an issue for future educators. Many educators have focused on ways to incorporate technology into the classroom. Television, computers, radio, and other forms of mass media are being utilized in an

educational context, often in an attempt to involve the student actively in their own way. Hence, many teacher education programs include courses both in technology operation and use of technology for education purposes.

3. With the coming on of distance learning, utilizing mobile technologies and the internet technology or e-learning has become crucial for new teachers in order to keep up with the knowledge and retain the interest of their students in these delivery systems. Effectively used knowledge networks present opportunities for better informed education professionals and also provides more authentic learning for students.

### **Teacher Education Quality Maintenance**

Privatization of higher education has emerged in several forms and types in the recent decade in India by introducing self-financing courses within government institution. It has also affected many of the government aided and privately managed institutions with recognition and also without recognition or some other institutions which may be termed as commercial private higher education institutions. Unfortunately, privatization of education has deteriorated the quality of education. Private teacher education institutes and private universities have grown like mushrooms. Most of these institutes are managed by businessmen who manage these institutions just like business venture. Their main aim is to mint money rather than providing quality education. The basic requirement of teacher education is not taken seriously by such institutions. Lots of students also like to take admission in these colleges as they do not have to take much pain in completing teacher training courses. There is a provision of internal assessment is not taken seriously by many of the private institutes and pupil-teachers are awarded maximum marks in internal assessment by these institutes. As a result, a big generation of deserving trainee teachers is suffering irreparable for no fault of theirs.

### **Role of a good teacher**

Present teacher education system prepares teachers for transmitting knowledge to the students. However, the role of a teacher needs to be changed from a transmitter of knowledge to a facilitator for preparing good teachers in global context. A teacher should not only transmit knowledge from text books but also be able to motivate students and facilitate them for gaining knowledge from sources. A teacher should be able to provide opportunity to the students to gain knowledge by themselves. They need

to be prepared for self-evaluation. A teacher should adopt constructive approach, analyze and integrate disciplinary knowledge and pedagogy.

### **Assumptions of Teacher Education**

1. Student Teachers have to set aside their biases – The student teachers are likely to have their biases about students, learning process and subject matter. They have to make conscious efforts to set aside these biases.
2. Teachers must understand the children they are going to teach – The understanding of the socio-cultural background of children is most essential. A teacher must also understand the school environment, its traditions etc. For this it is essential that student teachers spend some time in the practicing schools before starting their practice lessons.
3. Go beyond the text books – Generally teachers try to restrict themselves to text books. They should go beyond the text books and link the classroom experiences to the life of children.
4. There is a need to enhance the language proficiency of student teachers. Teaching any subject courses of language proficiency should form an integral part of teacher education programme. A teacher cannot become an effective teacher without being proficient in language.
5. There is not a single rigid format of lesson plan – Earlier it was thought that the Herbartian steps are the only way to develop a lesson plan, but that is not the only way of planning a lesson. Various alternative lesson plan formats could be thought out. More ways to write a lesson plan should be adhered. It should be considered as a flexible and broad guide line for a teacher to teach in the class. It should have enough scope for flexibility and allow a teacher to deviate as per situations which are developed during teaching.
6. In the two year programme, there is sufficient time for the school experience and practice teaching. We have to follow several activities as main part of pre-service teacher training course. In the first part of school internship, the student teacher should teach for one month under the supervision of a teacher-educator. It should be followed by two months of internship in the second year during which a student teacher must be supervised by the school authorities and good teachers regularly.

7. Computer literacy and knowledge relating the use of information and communication technology for the student-teacher must be recognized in the present teacher education programmes.

The concern for the professional quality of teachers, their status and social credibility is very aptly summarized in the UNESCO Report – Learning the Treasure Within. It presents a global view of thinking on the education scene and gradually unfolds itself in the 21<sup>st</sup> century. Popularly known as ‘Delors Report’ summarizes the essential ingredients for quality in teacher education. Some of its main aspects are given here under:

“Improving the quality of education depends on first improving the recruitment, training, social status and conditions of work of teachers. They need the appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed upon them.”

When we discuss revision of our existing teacher education curriculum these assumptions should be kept in mind. Some of these assumptions have also been part of teacher education suggested by NCF 2005 and national curriculum frame work for teacher education 2009, developed by N.C.T.E.

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