

TEACHER EDUCATION IN 21ST CENTURY

Dr. Sanjam Upadhyay*

It is the need of the hour that teacher education must prepare teacher for the roles of being an encouraging, supportive and humane facilitator in a teaching- learning situation, in order to make teacher education more sensitive to the emerging demands of the society. "Education is a fundamental pillar of human rights, democracy, sustainable development and peace." UNESCO World Conference on Higher Education (1998). Education acts as a catalyst for the all round development of an individual. It empowers an individual to meet the emerging needs; especially teacher education is of vital importance in the educational ladder of our country. In the educational system of a country, teacher education provides a platform where research and development flourish, being the ultimate guarantee of national self-reliance.

Quality is not merely measure of efficiency: It also has a value dimension. The attempt to improve the quality of education can succeed only if it goes hand-in-hand with steps taken to promote equality and social justice. Teachers were the medium of instruction and communication for the learners, in early times, but in the present scenario, a teacher's role in the classroom is more than a medium of instruction for teaching transactions. In recent years, technology is playing a major role in all the facets of our life, like, science and communication, education and space.

PERCEPTION OF TEACHER EDUCATION

Teacher Education needs to become more sensitive to the emerging demands of the society. It must prepare the teacher to play the role of an:

* **Assistant Professor, Khalsa College of Education, Amritsar.**

- encouraging and supportive facilitator who enables a learner to discover their talents, realize their physical and intellectual potentialities to the fullest and to develop character and desirable social and human values to function as a responsible citizen.
- Active member of a group who makes a conscious effort for curriculum renewal that could be relevant to changing personal and societal needs of learners.

QUALITY TEACHER EDUCATION: THE NEED OF THE HOUR

With time, teacher education has changed considerably. Due to globalization and privatization, the quality aspect of teacher education has become a matter of concern. Globalization has, in fact, impacted the nature of agencies that are related to school children, young people and adults. There have been found few direct impacts on the governance of national educational system of trans-national agencies such as IMF and World Bank. Even, it has also given chances for the growth of teacher education institutions in private sectors where competitiveness has become a criterion for teacher education instead of values.

Teacher education is no longer a distinct and separate phenomenon, today. There is an interlink of subjects and information and organizational connections across schools and the higher education. It has, in fact, become a responsible activity, so far as the need of as the elementary, middle and secondary schools are concerned. There is a need of radical transformation in teacher educators and teaching, due to commercialization of education and marketing of services of teachers due to globalization.

FOCAL POINTS FOR QUALITY TEACHER EDUCATION:

- To make education broad based.
- To produce performance and competence-oriented teachers and teacher educators.
- To include experiment and innovation based ideas and practices
- To prepare all kinds of expert teachers under a single roof.
- To adopt interdisciplinary approach in the preparation of teacher and teacher educators.
- To orient teachers for handling challenged children in integrated settings or in inclusive environment.

- To empower teacher and educators to integrate art education, physical education, computer education, value education and yogic education etc.
- To prepare teachers for transacting the curriculum and content.

MAIN CHALLENGES BEFORE TEACHER EDUCATION

- Professionalization of Teacher Education
- Pedagogical obligation
- Globalization

PROFESSIONALIZATION OF TEACHER EDUCATION

Internalization of professional ethics among teachers could bring about a major desirable change in the personality of a teacher. Confidence in the nobility of teaching profession and faith that teaching as a kind task can prepare individual learners for nation building could provide tremendous professional motivation and satisfaction.

PEDAGOGICAL OBLIGATION

It includes curriculum design, instructional strategies, assessment techniques and classroom management strategies.

a)Curriculum Design

There is a dire need of multicultural incorporation throughout the teacher education curriculum that could culminate in a successful completion of student teaching contingent upon acceptable performance appraisal criteria and procedure.

b)Instructional Strategies

An interactive discussion among the students and faculty builds mutual trust and enhances communication that helps in sharing values ,attitudes and experiences. Therefore,, the main focus of the instructional strategies has shifted to the four pillars of learning i.e., learning to know, learning to do, learning to live together and learning to be an essential progression.

c) **Assessment Techniques**

There is a revolutionary change in classrooms, schools and in the entire school system, as the technology is greatly increasing students' ability to understand and learn complex materials. If students could be shown to have increased skills, abilities, performance or thought process associated with future success, the innovative educational practices can be judged successfully.

d) **Classroom management strategies.**

The best way of classroom management is to enrich the teachers to provide activities that could incorporate all kinds of learning styles, including complete awareness of the context, culture value system and the democratic goals. Thus, classroom management includes mastery of educational goals, management of time and resources both in the school and the community.

GLOBALIZATION

The global interdependence, today, requires the growth of mutual understanding and diversity of global connections among world societies. The burning issues, such as, healthcare, economic development and economic interdependence, environmental quality, ethnic enmities, universal human rights and political and military alliances are a few of them.

A wide range of technology applications include using the Internet to look up the meaning of words to complex applications such as virtual simulations. The technology defining globalization such as, computerization, satellite communication and Internet must be effectively used in teacher education.

TEACHER EDUCATION: AN INTEGRATED APPROACH

To fulfill the need of today, i.e., teachers who can assure quality education with professional perfection, an integrated approach is needed. The basic aim of integrated teacher education is to enable teachers to develop and realize their own potential. Its basic concern is to help the pupil - teacher in all aspects. Teacher education with integrated perspective is concerned with the all-round development of teacher. Integrated approach in teacher education imbibes the following components:

- Trust

- Openness
- Responsibility
- Honesty
- Sincerity
- Politeness
- Leadership
- Knowledge
- Comprehension
- Skill
- Craftsmanship
- Self- learning
- Collaborative learning
- Autonomy
- Physical development
- Mental development
- Social development
- Aesthetic development
- Spiritual development

MAIN FEATURES OF INTEGRATED TEACHER EDUCATION

- Emphasis on experience
- Learner and Learning situation centered
- Learning through life situation
- Sharing of ideas and experience
- Peer collaboration
- Autonomy of learning
- Integrated approach to teaching and learning
- practical instead of theoretical
- Reflecting learning
- All round developmen

STRATEGY FOR QUALITY TEACHER EDUCATION IN 21ST CENTURY

The teacher is the key figure and most important element in the educative process. His personality has a very vital influence on the pupils learning, manners, and behavior and above all his character and personality.

Certain important aspects must be taken into consideration for quality development in teacher education. These are:

- In place of round and uniform system of educational management there should be flexibility because of the regional variation and diversity of Indian society.
- Considering vast teaching, research and other administrative experiences of in-service teachers of state and central cadres, Indian Education Service should be introduced with immediate effect.
- Centralized policy planning with decentralized implementation will be very productive.
- Administrative and management must be very dynamic and forward looking.
- Teacher and teacher educators should be made aware of latest changes and dynamic stimulating progress.
- Have a separate budget for teacher education and research.
- There should be a separate cadre of teacher educators.
- Professional growth of teacher educators should be encouraged.
- Research, innovation and development in teacher educators must be encouraged.
- Institutional autonomy for experimentation in teacher education
- Transparency in administration.
- Improvement of public and private enterprises for growth and sustainability.
- In place of bureaucrats, excellent teachers with research, experience and development must be chosen as administrative heads.
- Assurance of professional ethics, values and accountability of teacher educators.
- Maximum utilization of local, regional and national resources must be ensured.
- Improvement in the quality of teacher education by revamping the curricula, textbooks, methods and aids of teaching.
- Provision of ICT facilities to teacher educators and trainees with access to all electronic technologies.

- Linking teacher education with manpower planning, resource development and economic growth of the country.
- Promote international collaboration by exchange of teachers, students and ideas and with necessary faculty improvement programme.

CONCLUSION:

As a good management aims at deriving maximum benefits from minimum inputs, challenges in teacher education for quality development should be made simpler by national planning, teacher and teacher determination. To develop quality teacher education in 21st Century, quality improvement and quality assurance is necessary; it in turn depends on better management.

REFERENCES:

- Aggarwal, J.C.** (2001), *Teacher and Education in Developing Society*, Vikas publishing House, Delhi.
- Bhatia, R.** (2005), *ICT enabled Teacher Education, journal of Higher education*, University News, 43.22, pp.7-9
- Chakrabarti, M.** (1993), *Challenges in Teacher Education*, Daya Publishing House, Delhi.
- Devgowda, A.C.** (1973), *Teacher Education in India*, Bangalore Book Bureau, Bangalore,
- Natesan, A.K., Jahitha Begum, A., and Sridevi S.** (2010), *Quality Concern in Teacher Education*, A.P.H. Publishing Corporation, New Delhi.
- National Policy on Education**, (1986), Ministry of Human Resources Development, Govt. of India, New Delhi.
- Mukhopadhyay, M.** (2001), *Total Quality Management in Education*, NIEPA, New Delhi.
- Kundu, C.L.** (1998), *Indian Year Book on Teacher Education*, Sterling Publishers, New Delhi.
- Panda B. N. and Tewari, A.D.** (2009), *Teacher Education*, A.P.H. Publishing Corporation, New Delhi.
- PannerSelvan, S.K.** (2009), *Global Trends in Teacher Education*, A.P.H. Publishing Corporation, New Delhi.