

Quality Teacher Education: An Emerging Needs To Revamp the Teacher Training



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Abstract

The very fact that teaching is a profession entails that teaching is a specialized activity for which specialized /training is required and Practice teaching is the major part of teacher education. Modern student teaching demands an almost diametric approach by the student, because it is an entirely different activity from the type just described. A functional program of student teaching offers a challenge to the student teacher of acquiring an understanding of the fundamental teaching - learning process, knowledge of the problems of actual teaching, and a mastery of the skill of directing the learning of students. It is the major responsibility of an institution and teacher educators to provide quality teacher education. The institutions alone do not matter much; it is the teachers in the institutions who produce desired individuals. Quality teacher training is necessary for new trainee teachers. Teacher educators can play important role for effecting teaching & Training. This paper analyzed emerging challenges & status of teacher training. This Paper also advocates that teacher educators have never taken the aspect of professionalism very seriously. They have been criticizing the process of teacher education rather than providing answer to problem faced by them. This paper throws light on the activities, which plays important role in building a good future teacher through quality practice teaching.

Keywords: Quality Teacher Training, Skill Development, Process Of Teacher Education.

Introduction

Teaching is the one of the oldest and most respected profession but the role, functions and preparations of teachers undergo changes from time to time according to the expectations of the society. Over the last half a century & particularly in the recent decades, teaching learning has been undergoing drastic changes. In this paper we are discuss about the problem of teacher education and New Vision of teacher education for developing a practice based and life oriented teacher education curriculum for a good preparation of teachers and teacher education program me. In present scenario the two main dimensions missing in teacher education quality teachers and quality teacher education. Today's teachers are missing intellectual ,excitement such as enthusiasm, knowledge, inspiration, humor, interesting viewpoint, clarity, organization etc. Now we need a new a new vision for a teacher education developing for a practice based and life oriented curriculum. He is, or he should be, a mature student who recognizes some of his important needs as a prospective teacher and reveals them to his instructors. Moreover, he assumes the responsibility for seeing that his needs, whether felt or revealed are satisfied by participating fully is various types of activities designed for or initiated by him.

Aim of the study

The study will fulfill following objectives:-

1. The study perception the benefits and challenges of implemented teacher training programme.
2. To suggest remedial measures to deal with emerging challenges.
3. To understand the present status of teacher education.
4. To know the recent trends of teacher education.

Review of Literature

Mohd Muzaffar Hussain khan Shaik Liyakhath Ali (2016) "Teacher education Scenario in Telengana:Some Issues and Concerns in IOSR Journal of Research & Method in education Vol.6 Issue 5 (sep-October 16) ISSN 2320-737.The major findings are:1.Teacher education like higher education and technical education must be responsible of the central government.2.There should be a definite structure of salary to private

college of education faculty members and strict vigilance to be maintained in this aspect.3. Teacher educators must be well qualified, experienced with language proficiency.

Objectives of the study

1. To study of B.Ed students about two year Pre service teacher Programme.
2. To suggest remedial measure to deal with emerging challenges due to increased duration of course .

The major findings are-

1. Four year integrated B.A/B.Sc./B.Com-B.ed. course should be started so that probability chance based teachers can be minimized.
2. The managements and administration wing of training every training institution should prepare academic calendar and all other stake holders are made to strictly follow the same to avoid confusion and frustration.

Divya Sharma (2018) "Teacher education in India Dying a silent death: Traditional curriculum Frame work rigid control authorities and other responsible factors" in University News Volume 6 (29) July 16-22(2018)ISSN-0566-2257.The major findings are 1.Bachelor of education with specialization in social responsibility.2.Integrated degree programme for bachelor of technology and education for being a professor in engineering programs.3.Integrated degree programs for bachelor of business management and education for being a professor in degree management programs.

Chahaya goel, Devraj goel (2019) "Indian Teacher education :Whither to" in University News 57(08) February 25-March 03 2019 pp 6-8 ISSN 0566-2257.The objective of the study:1.To promote quality teacher education through meta analysis of research studies undertaken in teacher education and observe trend in the process and findings of the studies.2.Promating collaboration among different institutions both within the country and abroad for undertaking multifaceted. The major findings are:- 1.There is an immediate need for scientific man power planning in teacher education.2 Teacher education sequential integrated both should go on. 3. There should be no moves to switch over the sequential to integrated.

Teacher Education is a Long-Term Experience

Most programs of teacher preparation have been developed as a gradual introduction to the problems and processes of teaching. New understanding is acquired as a result of previous insight and learning's and all curricular experiences aim toward the culminating and integrating experiences in actual student teaching. If the prospective teacher is to gain the broader point of view necessary for successful teaching, it would seem advise-able to create opportunities for him to develop sociological and psychological insights, a knowledge of procedures of teaching, and numerous other abilities and skills. Although it is extremely important that these skills and understandings be closely inter-related, still it is virtually impossible to crowd the development of all of them into one semester-or even one year-of college work. Furthermore, teacher

education cannot and must not be viewed as the "frosting" which can be added to the "cake" after the graduation has been completed.

Student Teaching is a Professional Experience

The professional experience of student teaching is designed to demonstrate educational theory in practice and aid the student to develop practical skill from the theory learned. It may be defined as a directed learning experience during which a student becomes increasingly responsible for guiding and direct-ing a group of learners. This implies that the activity is essentially a teaching-learning situation in which the student teacher is truly regarded as a "student of teaching "by his "teacher" supervising teacher, or critic teacher, as his is sometimes called. Thus, student teaching is a very complex activity- as complicated as are teaching and learning and its primary purpose is to facilitate the growth of the student through a professional learning experience.

The Primary Aim of Student Teaching Is to Help Student -Teachers Become Self-directive

The truly functional program of student teaching affords an ideal opportunity for directing student teachers toward the development of self-analysis and self-improvement as teachers and as students, thereby promoting discovery or their strengths a teachers and revealing how to capitalize upon them. Most individuals perform some tasks better than others because certain abilities are stronger, and they attempt and enjoy most those which they do best. As early as possible, then, the student teacher needs to discover his greatest assets for teaching, because these strengths will become the focal points of his program and enhance his success.Weaknesses should not be avoided, glossed, over, or hidden by either supervising teacher or student; rather, both should face and attack the weak points in a frank and objective manner. With the help of the super-vised teacher, the student may discover unrecognized latent strengths among some of his weak points. Good students have no desire to be told constantly what to do, and persist in wanting a supervising teacher who 'works with them on their problems, rather than one who merely gives orders or prescribes specifics. They want a program planned in terms of sound principles of teaching, which lays the foundation for self activated growth the best program of student teaching, then, aids students to become self-directive.

Student Teaching Develops a Sound Philosophy of Education

There is really no need for the statement of an educational viewpoint to be complicated or abstruse, for nearly all concepts of model education can be expressed in language so simple as to be easily understood by all who participate in the work of the school. The first step for the student teacher in formulating his philosophy or education is to develop a satisfactory definition of education, this being the cornerstone of educational belief. A clear understanding of the meaning of education is the only sound and continually helpful guide to the development of a useful philosophy of education.

Student Teaching Provides for Students of Different Personalities and Abilities

No supervising teacher would deny that the boys and girls he teaches are different from one another according to many separate aspects. Professional preparation has admonished that the unique needs –pattern of the individual pupil should become the educational focal point. Certainly, if pupils are different from one another, teachers and student teachers also differ, and do so possibly to an even greater degree than Children, because maturity allows more time for differences to develop. In planning for students teaching, it is quite necessary to take 'into consideration the variations in the growth needs of the students. The mere recognition that students' needs differ, however, is not enough. How they differ must necessarily be known if the supervising-teacher is to bring about changes in students and their teaching which in turn will produce better teaching-learning situations for the children they teach. In taking account of individual differences and in determining the growth needs of student teachers, the supervising teacher will need a volume of information about the students. For example, the supervising teacher will need to have data concerning health, training, academic achievement, intelligence, professional and non professional experience, and cultural background. Moreover, the supervising teacher will want to know something of the student's out –of-school interests and activities. The hobbies and interests to which a student devotes his leisure reveal much of the real person and many times open avenues for the development of teaching skills.

A Modern Program of Student teaching safeguards the Interests of Pupils

It is not considered sound practice to give the student teacher full responsibility during the first weeks of his directed teaching experience. Actually, to give him many responsibilities may prove to be harmful to both student teacher and pupils. This caution emphasizes the importance of "readiness for teaching a principle which should be observed by both student and supervising teachers; otherwise the pupils conceivably might suffer by being subjected to a teacher who is not prepared for actual teaching duties. Moreover, it is equally poor practice to permit or to urge the student to carry the full teaching load for a prolonged period of time, even when has reached the point at which he can be given full responsibility.

Effective Student Teaching Is Done under Typical School Conditions

The prospective teacher must be prepared to step into a con-tangent teaching situation without having to make many adjustments because of the student –teaching experience he has had. But since some adjustment is always necessary, his directed teaching experiences should have taught him to be creative, resourceful and interested in experimentation such elements should certainly characterize every student-teaching situation.

Obviously, there will be certain needs of student teachers, which may demand special school conditions, such as the need to learn how to teach

children handicapped by speech or hearing deficiencies. But the student who is preparing to teach the usual elementary or secondary groups should have access to a typical school in terms of size, location, school population, financial support, and teaching personnel. To be effective, student teaching must be conducted in school and class-room situations "which are typical, rather than atypical, in nature.

Learning the General Organization of the School is a First Step in Beginning Student Teaching

The student teacher needs to know all that is possible about the school in which he will do his student teaching before his experience actually begins. The supervising teacher will make many of the arrangements for the orientation of the student prior to the arrival of the former. For example, it is usually assumed that the latter will have a place prepared for the student to put his personal belongings. Usually he will also have available the schedules of classes for the school; quite often a guide-book or handbook will be provided so the student teacher may learn the rules and regulations of the school as soon as possible. If such a manual is not available, one of the first conferences should be devoted to a discussion of such matters. Another first step in the orientation of the student teacher to his new situation is to introduce him to pupils, other faculty members, staff workers, and parents. Such introduction should be made on the basis that he is a person "who has a valuable contribution to make. Many schools, for example, shun the term." student teacher" in the introductions and merely present him as another teacher who will assist the regular teacher.

Essential Skills and Information Are Indispensable to Intel- Agent Understanding of Pupils

The behavior of children and youth is caused, and the causes are not, usually, simple and easily understood but are more often complex and difficult to comprehend. In the first place, then, the student of teaching who learns to understand pupils thinks of their behavior as being causes. A second element in learning to understand children is the recognition of the worth and dignity of each boy and girl. Democracy in the school means that the worth of the individual is respected regardless of his origin or present status with respect to race, ethnic background religious belief, social position, or cultural advantages. Democracy in the classroom recognizes the worth of every pupil in light of his ability and achievement. In the third place, the student teacher who learns to understand children recognizes the differences which exist among pupils and knows that no two of them are alike. The differences among pupils range from physical characteristics, which are easily recognized, to variable rates of becoming concerned with economic problems, social relationship, and citizenship responsibilities, which may be difficult for the student teacher to determine and analyze. As a fourth point, the student teacher who understands children learns to recognize and appreciate that the "normal" child is. Finally, the student teacher who is learning to understand boys and girls needs to know the more important factors about any particular pupil.

The relationships between the principles of the different fields become important elements in the securing and intelligent use of the kinds of information needed in understanding the pupil.

Effective Teaching and Learning are directed toward Meeting Pupils' needs

"Pupil Needs " are defined in the Dictionary of Education as " Everything necessary to insure the optimum development of the potential abilities of a pupil – intellectual, physical, moral, emotional and social-both in relation to his present interests, abilities, and level of achievement and in relation to the problem future demands of the individual and of society.Pupil needs are by definition conceived as broad inclusive elements which embrace both temporary and permanent problems and which encompass the present and probable future aspects of a person's life. From this point of view, all boys and girls, not merely those children often referred to as "problem children", have needs to be met. In other words, the suggested approach to teaching takes account of the fact that no one group of pupils has all or even a majority of educational needs which must be met, while other groups have no needs. The point of view suggests that the needs of children are not those of a few persons in a simple, homogeneous group, but that all children and youth of a heterogeneous school population have needs which cut across biological, racial, social and economic lines.

The basic needs usually are

1. The need for security
2. The need for belonging
3. The need for achievement
4. The need for love and affection
5. The need for understanding
6. The need for freedom from guilt and fear

The second area in the planning and development of experiences to meet the pupil's needs is the statement of the educational objectives to be achieved. In determining the broad general objectives of the program of work the student is urged to become acquainted with the efforts of educators to put into words and actions what the schools should accomplish. From the various efforts that have been made to define the functions and purposes of education, this worthwhile effort to formulate general educational objectives has been exerted the Educational Policies Com-mission. The group identified four major areas of educational objectives: (1) Self –Realization, (2) Human Relationship, (3) Economics Efficiency, (4) Civic Responsibility.

It is most necessary then, that the student teacher break his general objectives into smaller more tangible parts- reduce them, so to speak, to effective behavioral functions. It is at the present point in program development that the student needs to get specific with respect to such questions as: What am I going to do with and for the girls and boys in my class ?

Discipline is more Than Good Order

Good discipline does not mean just being quiet and sitting still, for good discipline includes full participation in the various activities or the classroom.

The classroom, which requires only that the pupil not disturb anyone else is breeding pupils who quite often do only that which is required and no more.

If a pupil feels that, his work in school is helping him to 'become the kind of person he wants to become, he will then an avenue through which he can achieve. On the other hand, if he does not receive any satisfaction from his work and cannot see how it will benefit him, then the experiences can be real barriers and can produce disciplinary problems. The classroom should be a peasant place, where teacher and children work together. The children should be subjected to no more restrictions than are necessary for the protection of the Tights of others, and the accomplishment of the purpose of the class. The extent to which orderliness and quiet in the classroom prevail is entirely relative, depending upon the age of the children and the nature of the work. However, it should be pointed out to the student teacher, that different schools have different standards and that the established administrative policies should not be disregarded.

Discipline Improves as Teaching Improves

The keystone of successful teaching is the personality of the teacher. In addition, in no phase of teaching is the influence of the –teacher's personality ore evident than in maintaining order in the classroom, for the classroom is a common meeting ground for many different personalities – some aggressive some with drawing, all immature, all with conflicting interests and desires.The student teacher should be encouraged to make a study of the desirable teaching personality and to evaluate his own while not possessing all desirable personality traits most student teachers will bring with them a sufficiently good personality to justify efforts at development. The supervising teacher should exercise good judgment in the selection of traits of personality for intensive development. That is emphasis should be placed upon those desirable traits in which the student teacher shows promise. Undesirable personality traits possessed by the student teacher should be pointed out to him, and the extrinsic ones eliminated.

Good planning and through preparation contribute greatly to good classroom management. Some points which should constantly be kept in mind are:

1. The classroom should be clean and attractive in appearance, sufficient space, good seating arrangement, good lighting and ventilation.
2. The activity should be well organized with adequate plans and proper techniques, sufficient work, interesting materials on the interest and ability level of the pupils, flexibility in planning as needs arise, and attention to individual differences.

The Student Teacher Identified Himself with the Community in Which He Works

The teacher is a link between the school and the community, and he should realize that the community in which a school is located is the center of the world for the youth who attend that school. As

such, the community should be the laboratory for the pupil and the teacher. In order that the teacher may understand the community most fully, he should identify himself closely with it. The teacher should be keenly aware of problems of local significance in business; labor, agriculture, and industry, or teacher-community relationships depend to a large degree upon the ability of the teacher to talk the language of the community and its members. Superintendents, principals, and board members are becoming more cognizant of the importance of the new teacher's being an adaptable person who can work effectively with the community and its interests. The teacher who "stands off" and does not participate actively in the affairs of the community is often viewed with suspicion or distrust, and his effectiveness in the classroom and in other school activities is decreased considerably. Each time a teacher makes an effective contact through a community organization, he strengthens himself as a teacher adds stature and prestige to his school, and makes a real contribution to the community of which he is a most important part.

Evaluation is Comprehensive and Co-operative

Evaluation of an activity as complex as student teaching cannot be adequately evaluated, by concentrating upon any single factor or aspect of the program. Merely to observe and appraise the work of the student teacher, important as that factor is neglects the other important aspects of the total activity, including the nature and kinds of activities and experiences provided, the nature and content of related college work and the influence of the supervising teacher. Such comprehensive evaluation cannot be adequately done by one individual, or through use of a single method or technique. Actually, it includes self-evaluation by the student teacher of himself and his work. Self-evaluation by the supervising teacher of his part in the activity, evaluation of the student teacher by the supervising teacher, and evaluation of the program. In a modern program of evaluation, emphasis is placed upon self-evaluation by the student teacher. The student may evaluate himself in an informal way or he may resort to rather formal, controlled methods. It seems impracticable to suggest any particular method of self-evaluation because the chief factor has to be the student's desire to evaluate him, certainly without a disposition to do so, no such evaluation will likely be made. The student's feeling of security may be developed by giving him a part in determining the criteria of evaluation, by helping him to see that only through his own efforts can he hope to learn to improve, and by assisting him to use objective instruments such as check lists and rating scales. In assisting the student of teaching to view his total development, the supervising teacher may well direct the student's attention to his personal-social adjustment and the way in which he is developing as a person.

Conclusion

The foregoing statements of the aspects of the behavior of the teacher as a person, the competencies of a successful teacher, and the elements involved in establishing group, rapport may be used in many ways in evaluating the activities and experiences of student teaching. It is suggested that the student utilize the statements fully in a program of self-evaluation in order to determine. It is further suggested that the supervising teacher consider the statements may serve as focal points for co-operative evaluation efforts by both the student and the supervising teacher. Finally, the criteria may furnish guidance in the development of various checklists, rating scales, progress charts, and other evaluative instruments and devices.

It is believed that the greatest benefit in using the check list may be derived from the joint efforts of both the student and supervising teachers. Conferences aimed at developing understanding of the items and of their application to specific situations are exceedingly helpful. During a period of time the student and supervising teacher may make separate evaluations of the student and his work. At the end of the evaluation period they may compare findings, estimate progress and needs for improvement, and decide what further efforts are required. By drawing lines which connect the encircled numbers on the check-list sheet, a profile graph may be made of the status of the student for the period covered by the evaluation. Comparison of a series of such profiles results in a progress chart of the growth and development of the student of teaching. In a teacher-learning situation, the teacher is the most important element aside from the learner himself. Student teaching is essentially a teaching-learning situation in which the "teacher" is the supervising teacher and the "learner" is the student teacher.

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