

TEACHER PREPARATION IN 21ST CENTURY

¹Dr. S. PARTHIBAN

¹Associate Professor and Head, PG and Research Department of English, Arignar Anna Government Arts College, Cheyyar - 604 407.

Abstract : Destiny of any nation is shaped in the four walls of the classroom. Any nation, that aspires to develop in all fields, has to strengthen the Teacher Education programme to a desired level. The scenario in the educational institutions, in many ways especially in India, is alarming. Most of the crimes are committed by educated ones only. Does that mean, our education does not produce morally strong people? A sound programme of professional education of teachers is essential for the Qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of the millions. “If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community”. Teacher Education has a great responsibility of providing opportunities to the students for intellectual exploration, social responsibility and development of human values.

KEYWORDS: Qualitative improvement of education, Teacher Education, E-learning, New teaching strategies

INTRODUCTION

The standard of teaching profession in Global Level is said to be deteriorating day by day. Many teachers are forgetting their real professional functions. They are engaging themselves in local issues which are non-academic. However, it is high time to develop a sort of professional ethics to uphold the honour and prestige of the teaching profession. (Nuland. 2009) The newer role of a teacher as a counselor, co-learner and facilitator has gained importance.

Henry Brooks Adams, American man of letters explains that, “I am indebted to my father for a living, but to my teacher for living well.” (Beverly J. 2011)

ROLE OF THE TEACHER

Teacher has a unique place to improve the quality of Teacher Education. The teacher must be person of Character and integrity beyond question. (Samy A Azer, 2005) The parent in the first teacher and the teacher is the second parent. In the words of Edward De Bono, “Diamonds are not beautiful in the raw state. It is the skill of the Diamond Cutter that reveals the beauty of the Diamond. So the value of ideas is only revealed by those who set out to make the ideas work.

NEED AND IMPORTANCE OF TEACHER EDUCATION

A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of the millions.

“If you educate a boy, you educate an individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community.” (Jim Cummins. 2017)

A competent and effective teacher will help in national development. Development of nation depends on the adequate availability of appropriately trained and talented human resources. Teachers play a crucial role in the development of such resource. They nourish the social and cultural instincts of the students and develop their mental and intellectual faculties so as to strengthen their learning capacities. Therefore teachers are considered as weapon for imparting education.

But, education in 21st century has become more complex than before. Rather the simple process of educating the young, to develop their cognitive, effective and psychomotor abilities: teaching young has become difficult. Now, education should be learner centered and should pace with rapid advancements in the society. Change has become order of the day and changes in society, its setting and values as well as the transformations in the culture have their influence on the individual. Education today has to keep itself ready for such a change. This puts lots of responsibilities on the shoulder of a teacher and the institutes imparting education.

Teacher Education has a great responsibility of providing opportunities to the students for intellectual exploration, social responsibility and development of human values. Teacher Education is an integral part of the Education System and as mentioned in the NPE, 1986, (ONATHAN COHEN, 2006.)

“The Status of the Teacher reflects the socio-cultural ethos of a society and no people can rise above the level of its teacher.” (Jean Mollett, Ann Cameron. 2016)

CURRICULUM DESIGNING

The curriculum of Teacher Education needs to be conformity with emerging educational trends and social realities. The Teacher Education Curriculum has the following measures.

1. It should be relevant to the personal and social needs of children and schools.
2. There should be flexibility within the framework of acceptable national goals and values.
3. Inter disciplinary and integrated approaches should be adopted.
4. Opportunities for trainees to work on projects.
5. Adequate field experience and work experience.
6. Inclusion of all Life Activities.
7. Relationship with community life.
8. The curriculum has Psychological, Scientific and Sociological basis.
9. Linking Teacher Education with job opportunities. (Phil Benson,2013.)

IMPACT OF ICT

The Educational Institutions should cope with the suddenly increasing demand for information and skill's. One cannot depend on only the same blackboards, an overhead projector and video graphed concepts as either because the transaction of curriculum is poor and the tools used into transaction lack of application and skills.

The National Policy of Education 1986 in its program of action emphasized that “Education requires Media support which is related to the curriculum as well as enrichment”. With the influence of “information explosion” and “globalization” we have to modify our content, teaching methods, learning situations and quality of education.

If the learning situation is joyful, stimulated and provide continuous feedback, the learning ends with completeness. The Computer-based learning environment provides opportunities for the learners to apply their academic skill for solving real-world problems. The effective use of technology in teaching encourages a more away from the teacher centered approach. The interactive multimedia ensures flexible learning. Thus ICT provides more flexible and learner centered environment.

THE CONCEPT OF QUALITY

In the past, quality was connected and expected form industrial systems but now it has stepped into the field of Education. The quality of Education depends on the up-to-date relevance and its effective imparting.

Quality has become the touchstone of the last two decades of 20th century. Quality is excellence, perfection, standards and value for money, competencies for work, consistency and relevance. Quality is a positive and dynamic idea achieved by design with meaningful investment. Quality is not a chance but choice. Quality is the satisfaction of the educand. Quality is associated with rigour, hard work, excellence and other notions valued by society.

Quality means the characteristics of a product or service that bear on its ability to satisfy stated or implied needs of the customer. A product or service will be free deficiency. Quality education makes man courteous and polite, from courtesy one gets competences and ability, from competency money comes, from money a person can perform his duties and can do righteous things, from right actions a person can live happily. Quality education transforms the consciousness of a person and leads him from darkness to light in the knowledge area. Quality education imbibes the following four capabilities. (Prof. Sushma Gulati)

1. To think logically, analytically and critically.
2. To enable an honorable living, that is employability by learning, occupational skills and work experience.
3. To realize one's potential for self-development in terms of physical, emotional, intellectual aesthetic and moral attainment.
4. To acquire concern for equality, justice, honesty and cultural pluralism.

CONCLUSIONS

- ✓ **All training and inclusive Education aim for man-making only.**
- ✓ **To enhance the quality in Teacher Education.**
- ✓ **To know the new teaching strategies in Teacher Education.**
- ✓ **To evolve strategies to enhance professional competency in Teacher Education.**
- ✓ **Innovative steps in teaching and learning Ethical values in Teacher Education.**
- ✓ **Knowledge Management.**
- ✓ **Work-Culture-a quality indicator of Institutional effectiveness.**
- ✓ **E-learning and E-Tutoring.**

REFERENCES

1. Shirley van Nuland. 2009. Teacher codes Learning from experience, ISBN: 978-92-803-1338-3 International Institute for Educational Planning
2. Christian, Beverly J. (2011) "The Other Hat: Teaching Discernment in the Twenty-first Century," TEACH Journal of Christian Education: Vol. 5 : Iss. 1 , Article 10.
3. Samy A Azer MB PhD, 2005. The qualities of a good teacher: how can they be acquired and sustained? JOURNAL OF THE ROYAL SOCIETY OF MEDICINE Volume 98
4. Jim Cummins. (2017) Teaching Minoritized Students: Are Additive Approaches Legitimate?. *Harvard Educational Review* 87:3, 404-425.
5. ONATHAN COHEN (2006) Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being. *Harvard Educational Review*: July 2006, Vol. 76, No. 2, pp. 201-237.
6. Jean Mollett, Ann Cameron. (2016) [Making a Case for Epistemological Access in Biotechnology Education in Southern Africa](#). *African Journal of Research in Mathematics, Science and Technology Education* 20:3, pages 234-243.
7. Andy Hargreaves, 2003. Teachers college, Columbia University, New York and London,
8. Phil Benson, 2013. Teaching and Researching Autonomy, Routledge, New York USA. ISBN 978-1-4082-0501-3 (pbk.) 176-183.
9. Prof. Sushma Gulati, Former Head, DEPF, Prof. Daya Pant, Head, DEPF Education for Values in Schools – A Framework NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING Sri Aurobindo Marg, New Delhi
10. Diane Holt-Reynolds, 2000. What does the teacher do? Constructivist pedagogies and prospective teachers' beliefs about the role of a teacher. *Teaching and Teacher Education* 16, 21-32
11. Meloth, M. S., & Deering, P. D. 1999. The role of the teacher in promoting cognitive processing during collaborative learning. In A. M. O'Donnell & A. King (Eds.), *The Rutgers Invitational Symposium On Education Series. Cognitive perspectives on peer learning* Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. (pp. 235-255).
12. KATHERINE L. MCNEILL, DIANE SILVA PIMENTEL 2009 Scientific Discourse in Three Urban Classrooms: The Role of the Teacher in Engaging High School Students in Argumentation
13. Crawford, B. A. (2000). Embracing the essence of inquiry: New roles for science teachers. *Journal of Research in Science Teaching*, 37(9), 916 – 937
14. Crawford, B. A. (2000). Embracing the essence of inquiry: New roles for science teachers. *Journal of Research in Science Teaching*, 37(9), 916 – 937
15. Tabak, I., & Baumgartner, E. (2004). The teacher as partner: Exploring participant structures, symmetry, and identity work in scaffolding. *Cognition and Instruction*, 22(4), 393 – 429.
16. BARDO, P. 1979. The pain of teacher burnout: A case history. *Phi Delta Kappan, The PERSONNEL AND GUIDANCE JOURNAL* 6, 252-254.
17. Hamilton JD. 2000. International standards of medical education: a global responsibility. *Med Teacher* 22:555–559.