



EMERGING TRENDS IN TEACHER EDUCATION

Dr Annu Tomar

Assistant Professor (ITS, Mohan Nagar)

Reviewer, Redfame Publishing House, USA.

Member, Institute for Engineering Research and Publication.

Member, Council of Teachers Professional Development (CTPD)

ABSTRACT

It is well recognized that the excellence and degree of beginner attainment are gritty above all by educator ability, compassion and teacher inspiration. The National Council for Teacher Education has distinct teacher learning as a programme of tutoring, do research and instruction of people to instruct from pre primary to privileged edification level. Meaning Teacher education refers to the policy and events designed to equip prospective teachers with the knowledge, attitudes, behaviors and skill they need to do their everyday jobs efficiently in the classroom, school and wider group of people. Teacher education is a programme that is connected to the growth of teacher skill and capability that would enable and authorize the teacher to meet the supplies of the line of work and face the challenge there in.

According to Goods Dictionary of Education Teacher education means, all the official and non official behavior and experience that help to meet the criteria a being to take for granted everyday jobs of a member of the instructive profession or to free his everyday jobs more efficiently. In 1906-1956, the agenda of teacher training was called teacher training. It ready teachers as workings or technicians. It had narrower goals with its center being only on skill preparation. The viewpoint of teacher teaching was therefore very fine and its scope was imperfect.

As W.H. Kilpatric put it, —Teaching is given to flora and fauna and circus performers, while teaching is to person beings. Teacher tutoring includes teaching talents, sound educational theory and specialized skills.

KEYWORDS: Education, teacher role, innovation in education.

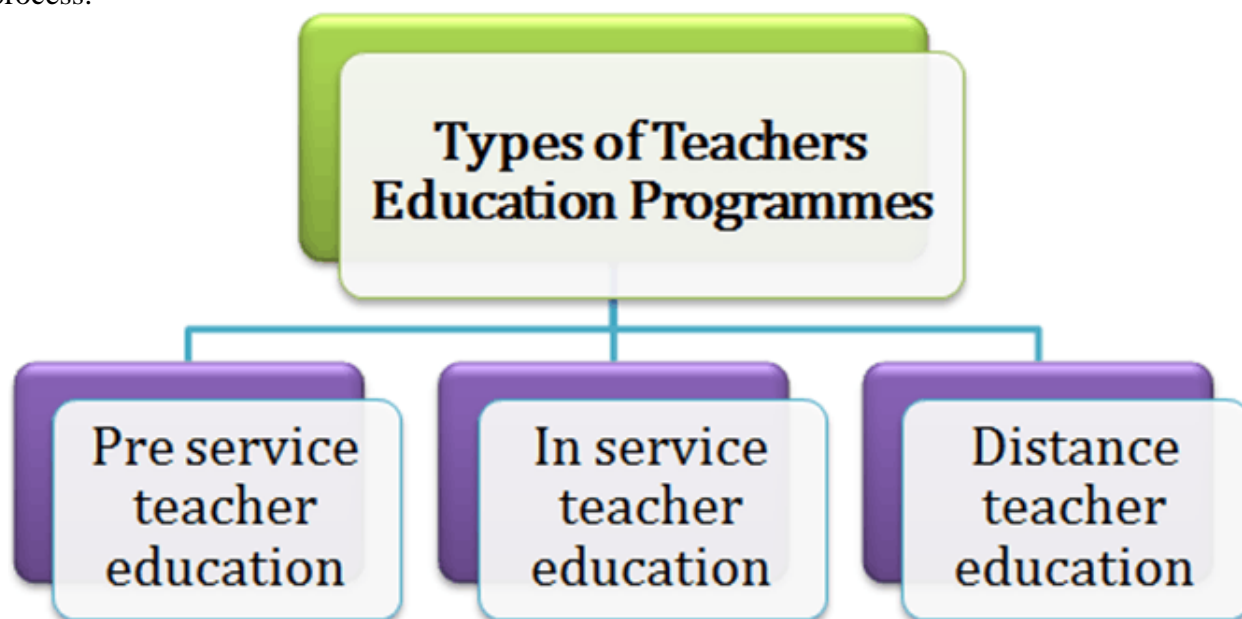
Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills would contain as long as guidance and live out in the diverse practice, come near and approach that would help the trainer to chart and convey coaching, provide apposite underpinning and carry out helpful review. It includes effectual classroom organization ability, grounding and use of instructional materials and statement skills educational theory comprises the theoretical, sociological and mental consideration that would allow the teachers to have a sound foundation for working the teaching skill in the classroom. The hypothesis is stage exact and is

based on the wants and supplies that are trait of that stage. Specialized skills take in the technique, strategy and approach that would aid teachers to rise in the vocation and also work towards the development of the job. It includes soft skill, psychotherapy skills, and interpersonal skills, computer skills, in order retrieve and organization skill and on top of all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and expert skills would serve to create the right data, attitude and skill in teachers, thus promote holistic development Nature of Teacher Education

- 1) Teacher education is a continuous process and its pre service and in service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), —Teacher education can be considered in three phases:

Preserves, Induction and In-service. The three phases are considered as parts of a continuous process.



- 2) Teacher teaching is based on the conjecture that —Teachers are complete, not born in differing to the postulation; —Teachers are natural, not completed. Since teaching is measured an skill and a discipline, the coach has to gain not only awareness, but also skill that are call —tricks of the trade.
- 3) Teacher education is broad and comprehensive. Besides pre service and in- service programmers for tutor, it is destined to be concerned in various group of people programmers and additional room behavior, viz adult teaching and non formal teaching programmers, literacy and growth behavior of the civilization.
- 4) It is ever developing and lively. In order to get ready tutor who are capable to face the challenge of the lively civilization, Teacher teaching has to stay side by side of fresh developments and trends.
- 5) The crux of the entire process of teacher teaching lies in its syllabus, plan, organization, club and deal modes, as well as the amount of its suitability.
- 6) As in other proficient education programmers the coach instruction syllabuses has a familiarity base which is insightful e to the needs of field application and comprise important, theoretical amalgamation of theoretical understanding available in several cognate disciplines.
- 7) Teacher tutoring has become makes different into stage- definite programmers. This imply that the understanding base is satisfactorily expert and diversified across phase, which should be

used for rising effectual process of preparing applicant educator for the purpose which a educator is predictable to do at each phase.

- 8) It is a scheme that engages an interdependence e of its contributions, Processes and productions. Definition and denotation of Teacher Education Good’s dictionary of schooling defines Teacher schooling as “All recognized and recognized behavior and practices that help to meet the requirements to a person to presuppose the job as a member of the instructive occupation or to liberation his dependability most successfully”.



Objectives of Teacher Education at Elementary stage

The objectives of teacher learning at basic period are such that it helps the person to possess information of first and second verbal communication, mathematics, topics connected to social and natural sciences.

Enlarge skills to make out, decide on and organize education understanding pertaining to subjects declared more than and also the skills to carry out them.

Hold academic and no-nonsense acquaintance in deference of the kid health, corporeal and creational behavior, work understanding, play games, inventive art, music and the skills to conduct these activities.

Develops sympathetic of the main mental principles pertaining to enlargement and development of children beneath his /her care. Have hypothetical and sensible information in respect of childhood teaching including included teacher.

Objectives of Teacher Education at Secondary stage

Aims and objectives –

To have capability to educate subject of area of conventional main beliefs of teaching and knowledge in the background of new school core curriculum.

Terminal Behaviour:

- Intensity of their sympathetic of the idea pertaining to the anxiety regulation.
- Makes an outside and inner decision of the quality of an article from end to end the principles next to decisive factor.
- Locate the lack, short falls and watch deficiencies and pit waterfall.
- • Be acquainted with the ways from end to end which youth be trained.
- Make out the perception of work and practice.
- Appreciates the normal of program
- Acquire the skills to instruct
- Expand understanding, skills, wellbeing and approach which would allow them to promote the around enlargement of the youngster.

Objectives of Teacher Education at Higher Secondary stage

Aims and objectives-

- To develop surrounded by teachers an up to standard desired perception about educational watercourse and sympathetic of its nature, reason and attitude.
- To make them conscious of the attitude, purpose and education knowledge strategies of the subjects they have to educate.
- To allow them to direct learners and get ready them for self – study, self-governing scholarship, to widen point out skills, carry out group culture, significant thoughts, conceptualization, self – evaluation of their own presentation and derive information in order from ICT, & mass media.
- To expand in the middle of them the competencies to converse theoretical and multifaceted thoughts and idea in easy terms.
- To expand in the middle of them the abilities for promoting loyal feeling nationwide awareness, social unity, shared agreement and worldwide brotherhood.
- •To allow them to familiarize and sensitize the students about HIV / AIDS, defensive teaching and to bring attitudinal change in considerate numerous evils relating to strong life, life skill progress, shame and prejudice etc.

Objectives of Teacher Education at College Level

Aims and objectives – higher teaching is the prospect teachers for cloistered stage should possess ability to teach.

- Subjects of occupation on the basis of acknowledged ideology of coaching and culture also by pushy to keep him side by side with the most up-to-date information in subjects of area in the style of teaching.
- Higher education in exacting and also conscious of his role in structure up a self-governing, secular and socialistic civilization in Indian competition. Develops skills to create employ of instructive skill in the education of topic of his area i.e. vocational and/or educational subjects.

- Problems happen out of the infulfilment of these wants and expand skill to assist the teenager to solve educational and individual problems. Understand examination study project, action study, and new research.
- Research scheme to solve troubles pertaining to pupil manners adaptation in and outside the classroom.
- To communicate enriched vocational education which is essential for success in competitive and open market economy?
- To allow them to intend courses and competencies needed for self – employment.
- To enable the prospective teachers to inculcate dignity and morality of work and development of Teacher Education in India. The past of teacher teaching in India is as old as the times past of Indian schooling itself. India has one of the largest systems of teacher education in the world. Tutoring of teachers must have been born in India in 2500 B.C. The times gone by of Indian teacher teaching may be divided into five parts:
 - Ancient and Medieval Period (2500 B.C. to 500 B.C.)
 - Buddhist Period (500 B.C. to 1200 A.D.)
 - Muslim Period (1200 A.D. to 1700 A.D.)
 - British Period (1700 A.D. to 1947 A.D.)
 - Teacher education in independent India (1947 up to this date)
 - Ancient and Medieval Period (2500 B.C. to 500 B.C.)
 - In the beginning of Hindu civilization teaching was concerned with teaching of „Vedas“.

Out of four program of Hindu society, Brahmins served as teacher of the group of people devoting themselves to the work of gaining, protection and endorsement of information and its transmission to posterity. In the Vedic India, the teacher enjoys a particular status and place. He was held in high look upon by the civilization and this was due not only to information and learning, but also to character of head, heart and hand. The Guru or the educator was a personification of good character, a spout of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigor. Manu comment that the son of the teacher from time to time helped his father, by teaching in his father's position. The teacher was from time to time assisted in his labor by some of the big and abler pupil who acted as monitors. This monitorial system, which was a way of induct pupils to the position of teachers, was the giving of the early education classification. Teaching in the Upanishad era was recognized for the individual notice paid to the student. There was a dear relationship between the teacher and the follower. The liberty to accept a follower rested with the educator, but once he conventional a believer it became his ethical duty to see that the believer grew. Similarly, a disciple or student had the freedom to choose his teacher. Knowledge was broadcasted orally (since writing developed later) and enlightenment was one of the important methods of teaching. The 17 methods used by teachers were emulate and adopted by the disciples and handed over from one generation of teachers to another. The program of method through start and repetition sustained. Good teachers devised their own methods and made the matter interesting and meaningful to students by day to day examples. Listening to the spoken words, understanding of meaning, reasoning leading to sweeping statement, corroboration by a friend or an educator and claim were the five steps to realize the meaning of a spiritual truth skillful in ancient India.

Buddhist Period (500 B.C. to 1200 A.D.):

The proper system of teachers teaching comes out during this period. As the weight of teacher learning was recognized it got a development. The Spartan system which was a central feature of Buddhism compulsory that every novice on his admission should place himself under the control and regulation of a preceptor (Upajjhaya). The follower would decide an upajjhaya with much care

and showed him the utmost respect. The upajjhaya, on his fraction, had much blame to the novice, the Saddhiviharika. He was to present religious help and promote learning through religion among the disciples by education, by putting question to him, by catchphrase, by instruction. The teacher was to look after the follower fully. The teachers in a job other methods besides oral recitation such as exposition, debate, discussion, question answer, use of stories and parables. In Vihars and monastic schools, HetuVidya or the inductive technique was adopted and the intelligence of the disciple was trained through it. The subject Logic was introduced which helped in grinding the intelligence of the learner.

Muslim Period (1200 A.D. to 1700 A.D.):

During this epoch there was no prescribed arrangement of teacher guidance. In the holy Koran, instruction is urging as a duty and in Muslim countries, tutoring was held in high appreciate. Education was public affair. The Mohammedan rulers in India founded schools (Maktabs), Colleges (Madrassahs) and libraries in their dominions. In the Maktab, often fond of to a mosque, the students received teaching in the Koran which they had to recite, and understanding, writing and simple arithmetic was also trained. The medium of "instruction was Persian but the study of Arabic was compulsory. In Madrassahs the route included grammar, logic, theology, metaphysics, literature, jurisprudence and sciences. The teachers teaching in the Maktabs were regularly moulvīs, but in the Madrassahs intellectual persons were employed. The method of teacher preparation was mostly initiation of what the old teachers practiced. Good and experienced 18 teachers with a discerning eye identified able students and appointed them tutors to look after and teach the junior students in their absence. Thus the monitorial system was in vogue during the medieval times too and was the method of preparing the future teachers. The teachers were held in high esteem and were respected by the society and their students. Cramming and memorizing were prevalent during this period. The technique of teaching was oral. The teachers accepted the lecture method. Students were encouraged to consult books. Practical were also mannered in realistic subjects like drug. Logical and inductive methods were also used to each subject like religion, logic, philosophy and politics.

British Period (1700 A.D to 1947 A.D.):

The Britishers altered the above instructive scheme according to their own scheme, their call for an attitude. Advanced organization of teaching was included. Before the entrance of the Britishers in India the European Missionaries first started scholars and later initiated teacher training institutions. The Danish Missionaries established a normal school for the training of teachers at Serampur near Calcutta. In Madras Dr. Andrew Bell started the experiment of Monitorial System which formed the basis of teacher training programme for the time being. It was used in England and known as Bell Lancaster system. Mr. Campbell, Collector of Bellary, in his Minute dated 17th August 1823, praised this scheme by which the more advanced scholars are asked to teach the less advanced and this was well conventional in England. Sir Munro, in his Minute dated 13 December 1823, gave some ideas for the advance of the instruction of teachers. He suggested a raise in their payment and dissimilar types of syllabi for Hindu and Muslim teachers. In June 1826, the first normal school was started in Madras under the management and with the finances of the British administration at first it prepared teachers for the district schools. Later, this normal school develops ped into the Presidency College. In 1847, in Bombay a normal school was started in the Elphinstone Institution and in 1849, Calcutta too had a normal school. Teacher teaching in Pre Independent India: Monitorial System (1880) In India, the plan of official training originated out of an native technique, called „Monitorial System“. It was based on the principle of mutual instruction. The whole class was splitter into a number of small groups and by insertion each cluster under the indict of a radiant pupil, called monitor teacher's training schools. The first formal teachers training

School in India was set up at Serampur in Bengal in the name of “Normal School “by Carey, Marshman and Ward in 1793. In Bombay, the Native Education Society trained a number of teachers for the advance of teaching in primary schools. In Bengal the Calcutta School civilization did ground-breaking labor for the training of teachers for indigenous schools. The Ladies Society of Calcutta started a preparation class for training women teachers in the Calcutta Central School for girls. A number of administration preparation schools were also set up in the first half of the nineteenth century.

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