Research Paper Education

# Teacher Educators –Emerging Challenges

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**ABSTRACT**

Indian society is rapidly changing with the explosion of knowledge, population, Growth, advancement of science & technology and innovative ideas and practices. As such teachers have to perform a crucial role as catalytic agent of change and modernization. The rate of increase in knowledge demands the preparation of new teachers upgraded in quality .like all other professions ,Teaching profession is also facing a demand o the teacher competence. In the contemporary society , the role of the teacher has changed from a transmitter of knowledge to a reflective practitioner ,which means that tomorrow's teachers need to enrich competence to face the emerging challenges. Teacher Educational Programmed; The gulf between theory & practical, Lack of professional attitude/right attitude /divergent thinking /vision.

The Role of the Teacher Educators; Practice what they preach in terms of philosophy ,sociology ,psychology, methodology ,etc. Provide good role models who exemplify values; Prepare the trainees adequately for the practice in the filed ,employing a variety of training techniques like group & individual planning , observation , demonstration ,Microteaching , discussion and feed back ,Simulation ,role playing and shared performance etc. teacher educators initiate the process of building bridge and save teacher education from the rituals, artificialities and absurdities that have crept into make it true to life ,competency based and performance orientated.

**KEYWORDS**

**Introduction:-**

Indian society is rapidly changing with the explosion of knowledge, population, Growth, advancement of science & technology and innovative ideas and practices. As such teachers have to perform a crucial role as catalytic agent of change and modernization. They have to act as reformers by generating the need for change and helping pupil adjust to the changing conditions and emerging socioeconomic and educational needs.

On the threshold of new millennium, fast changes have occurred in the filed of socio-political and economical scenario .The emergence of new forces of scientific and political development in the world has brought about change in the society as a whole and education in particular .Goals of education especially the teacher education will have to be radically changed to sub serve the needs of the time and aspirations of the people in the corresponding areas. In the light of the new outline ,the whole concept of teacher education at different levels has to be drastically changed .At this juncture ,what is the role of the teacher preparation institutions ?

The rate of increase in knowledge demands the preparation of new teachers upgraded in quality .like all other professions ,Teaching profession is also facing a demand o the teacher competence. They should be able to meet the requirements of the society and community and update their skills in tune with achievement in their disciplines The changes likely to occur in the coming years need to be visualized and competencies developed to analyze changes and suitable modification to be introduced in the curriculum of the teachers education. If this is not taken care of,21st century teachers will not be able to discharge their duties effectively to the changing conditions and emerging socioeconomic educational needs .

Teaching profession is dependent on the radical revision of the image of the teacher in the mind of the public as one who is empowered with interactive communicative skills, subject –specific competence to manage learning group ,communication technology skills , competence to mould learner needs, information communication technology skills, competence to mould learners to live together in multicultural settings and so on.

The President of India ,A.P.J. Abdul kalam , rightly explained the need of the technology that;

What is needed for the nation today is a combination of technology ,innovation and leadership . Whether a national has arrived at a stage of knowledge society is judged by the way of country effectively deals with knowledge creations or innovations ,which is a key element in building the knowledge society . for a prosperous and developed India ,an important trust should be on the growth of the invisible leaders and innovation institutions /universities/colleges/research institutions . Hence , there is an urgent need to establish an efficient innovation system and let the universities act as bridging institutions like think thanks.*

(*source: Deccan chronicle ;news paper,india,march14,2005)

In the contemporary society , the role of the teacher has changed from a transmitter of knowledge to a reflective practitioner ,which means that tomorrow's teachers need to enrich competence to face the emerging challenges.

Unless the teacher educators in the teacher preparation institutions launch reforms in the teacher preparation program me, there will not be any changes in the existing system of education .This implies that the teacher educators should be leader to take lead. Let the teacher preparation institutes be spearheaded by invisible leadership .invisible leadership is exercising a vision to change the traditional role from the commander to the coach, manager to mentor from director to delegator and form one who demand respect to one who facilitates self-respect.

Field evidences show that the teacher training program me is based on the traditional approach .Obviously ,the trainees carry the same approach to their classrooms. It would be realistic if the teacher educators choose knowledge oriented path and then expect the trainees to select the different path or continue the same anachronistic style of learning.

**Teacher Educational Programmed**

1.The gulf between theory & practical

2.Teacher educators show a remarkable allegiance to the conventional approach to teaching –lecturing /verbal mode. Thus ,the trainees can only talk about the methods but not competent to use them;

3.Lack of exposure to various information communication technology involved in the act of teaching ;

4.Lack of professional attitude/right attitude /divergent thinking /vision.

In addition to the above there are also a number of reasons, which account for deteriorating standards of teacher education program me .Absence of a system of inspection and lack of will to disaffiliate and de-recognize substandard institutions of lowest standers.

In most cases, particularly those managed by the private managements; teacher education institutions have been established as profit making ventures. Universities have instituted these courses as income generating enterprises with very little consideration for ensuring the quality of training .let us explore the need for the reform in the teacher preparation program me , mapping out evidences.

**The Role of the Teacher Educators**

Teacher educator should be personal and professional models and guides. They should;

- Practice what they preach in terms of philosophy ,sociology ,psychology, methodology ,etc.
- Display qualities they uphold and advise;
- Provide good role models who exemplify values;
- Demonstrate different strategies ,styles, methods, techniques, skills, etc., advised for different purposes, situations and tasks-at the institute level and the school level;
- Evince keen professional interests ,healthy attitudes and positive values;
- Create open, flexible, creative and orderly value based environment . obviously ,the trainees will move closer to understand their own values and develop their own way of thinking;
- Create an atmosphere that enables the recognize the importance of values and their own responsibility in making positive, personal and social decisions;
- Indentify, established and maintain effective working relationship –with the filed (to school system)
- Arrange for and co-ordination an extensive and intensive program me of the filed experiences ,and practice for the student teachers;
- Prepare the trainees adequately for the practice in the filed ,employing a variety of training techniques like group & individual planning , observation , demonstration ,Micro-teaching , discussion and feed back ,Simulation ,role playing and shared performance etc.
- Generate learning exercise that create little time for the students to reflect about the practical implications;
- Arrange for/provide adequate pre-guidance, supervision/recording and post guidance on different practical tasks;
- Arrange comprehensive and full fledged internship with provision for guidance on different practical tasks;
- Promote self-goal setting, self directive ,self-evolution and self-improvement;
- Develop in the trainees all the relevant professional competencies, interests, attitudes ,values ,etc., and stimulate continued professional growth.

**Suggestions for Improvement in Teacher Education**

- Teacher educators wish to launch reforms in teacher preparation. Those who are involved in designing a well-structured course take necessary steps and design a plan of action for implementation. At this juncture ,a pertinent question to be examined is- Will the teacher educators change their professional practices in line with the changes in teacher preparation? If Yes then;
- Teacher educators need to shift their thoughts , beliefs, habits and professional practices to keep the momentum.
- They should be bold enough, ready to modify fanciful ideas that are not feasible and productive practices.
- They should emphasis critical approach and openness ,freedom and flexibility ,dynamic ideas and methods, innovation and creativity while decrying rigidity.
- There may be many hurdle while initiating linkages; yet steps should be taken to initiate the process , as there is a glaring gap between school & colleges.
- Let the teacher educators be the innovators and trigger development to ensure a balanced development of the system of education.
- Let the teacher educators initiate the process of building bridge and save teacher education from the rituals, artificialities and absurdities that have crept into make it true to life ,competency based and performance orientated.
- Let the teacher educators launch reforms in the lacunae of the teacher preparation program me.

**Conclusion:-**

It is the human element or willingness which presumes high priority to shift one's thoughts, beliefs, habits and professional practices to launch the reform /innovation and face the emerging challenges ahead.

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